

This document crosswalks the definition of global competence, as defined by the Asia Society (<http://asiasociety.org/files/book-globalcompetence.pdf>) to the Common Career Technical Core (CCTC), a state-led initiative to establish a set of rigorous, high-quality standards for Career Technical Education, managed by Advance CTE (<https://www.careertech.org/cctc>). The definition of global competence and the CCTC were developed separately by state education leaders as well as diverse groups of teachers, business and industry experts, administrators, and researchers.

* Please note, if the URL links do not work, copy and paste them into your browser.

Hospitality & Tourism Career Cluster© (HT)							
Cluster Element		Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Describe the key components of marketing and promoting hospitality and tourism products and services.	X	X	X		Have students, either individually or in teams, select a country of the world and then a region/city within that country to create a promotion plan.	http://travel.nationalgeographic.com/travel/countries/
2	Evaluate the nature and scope of the Hospitality & Tourism Career Cluster™ and the role of hospitality and tourism in society and the economy.	X	X	X		Have the students review the infographic on the importance of hospitality and tourism to the global economy. Discuss the points that students are most surprised about.	http://www.hotelspeak.com/2015/09/growing-importance-travel-tourism-global-economy/
3	Demonstrate hospitality and tourism customer service skills that meet customers' needs.	X	X	X	X	Use the lesson plan from the Asia Society to explore how people express themselves. Following the lesson, discuss how these skills are needed for customer service roles in hospitality.	http://asiasociety.org/china-learning-initiatives/create-language
4	Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace.	X	X	X		Have students read about the rights of employees of multinational employers. In teams, have students then research EEO laws in other countries.	https://www.eeoc.gov/facts/multi-employees.html
5	Identify potential, real, and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.	X	X	X	X	Have students read the Safety and Security in the Tourism Industry example of the Caribbean. Discuss safety and security in international tourism. Then, in teams, have students select another region of the world and research safety and security considerations for that region of the world and create a brochure to share with classmates.	http://da-academy.org/johnson46.html
6	Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.	X		X	X	Research careers in global hospitality. Select one job and research the opportunities to attain this position.	http://globalhospitality.com ; https://www.onetonline.org/

Lodging Career Pathway (HT-LOD)							
Cluster Element		Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Use various communication technologies to accomplish work tasks in lodging facilities.			X			
2	Explain the role and importance of housekeeping operations to lodging facility.		X	X		Have students read the article on hospitality adjusting to globalization. Discuss organizational structures and the roles and responsibilities of various positions when lodging facilities adjust to international customers. In small groups, have students create their ideal organization chart and share it with the class.	http://www.hotel-online.com/Trends/Andersen/global.html
3	Allocate staff positions to meet the needs of various lodging departments.		X	X			
4	Describe the role and responsibilities of lodging managers.		X	X			
5	Compare the advantages and disadvantages of independently owned and chain-affiliated lodging facilities.		X	X			
6	Analyze the departmental interrelationships of a lodging facility.		X	X			
7	Explain various check-in and check-out procedures used in the lodging industry.			X			
8	Understand reservation procedures used in the lodging industry.						
9	Explain how room access policies and procedures ensure guest safety and minimize risks to the lodging facility.	X		X		Students select a variety of international hotel chains and research international hotels' global privacy and security policies. Discuss student findings and overarching themes across hotel policies.	
10	Explain how cash control procedures are used in the lodging industry.						
11	Explain how guests and property are protected to minimize losses or liabilities in the lodging facility.	X		X		Have students select a country of choice and research ways to stay safe in their travels. Students create a safety travel checklist.	https://travel.state.gov/content/passports/en/go/checklist.html
12	Explain the basic legal issues in lodging management.		X	X		Students either read or jigsaw the article on the origin, evolution, and status of international hotel management agreements. Review the article and the basic legal issues considered in international hotel management.	http://scholarship.sha.cornell.edu/cgi/viewcontent.cgi?article=1011&context=chrreports

Recreation, Amusements, & Attractions Career Pathway (HT-REC)							
Cluster Element		Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Describe career opportunities in the Recreation, Amusements, & Attractions Career Pathway.	X		X		Have students review job openings through the IAAPA website and select a position at an amusement park. Research that park and life in that part of the world. Have students prepare a brief presentation about the park, career opportunities, and the types of international visitors it receives. What skills do you need to work with international visitors?	http://jobs.iaapa.org/
2	Explain admission and traffic control procedures used to manage and control individuals, groups, and vehicles in recreation, amusement, and attraction venues.						
3	Determine the maintenance and technology needs for various recreation, amusement, and attraction venues.						
4	Describe safety and security issues unique to the Recreation, Amusements, & Attractions Career Pathway.		X	X		From the IAAPA's Safety & Advocacy webpage, have students, in small groups, review either the Latin America, Europe, North America, or Asia Pacific Government Relations webpages. Have each group create a presentation for classmates on the safety and security issues from that office.	http://www.iaapa.org/safety-and-advocacy
5	Compile a resource base to manage emergency situations in recreation, amusement, and attraction venues.						
6	Identify safety and security issues for recreation, amusement, and attraction venues that might require customer education.	X	X	X	X	Have students select an international amusement park or attraction to research. Have the student research safety and security issues for that park and create a safety brochure for visitors to the park.	http://www.cnn.com/2016/05/26/travel/worlds-most-popular-amusement-parks-2015/
7	Compare different ticket sales options to maximize revenue for recreation, amusement, and attraction venues.						
8	Describe the types of information and directions a guest would need at a recreation, amusement, and attraction entry point.	X	X	X		Based on the information researched for #6, write a one- to two-page paper on the types of information guests to that park from the United States would want or need to know.	
9	Develop marketing strategies for recreation, amusement, and attractions venues.	X	X	X	X	For the same park selected for #6, have students report on current marketing	

10	Analyze the merchandising, program, and product potential for different recreation, amusement, and attraction venues.	X	X	X	X	strategies used. Have students develop additional marketing strategies to reach a new target market. Have students compare and contrast their venues. If they believe the park or attraction they selected should make changes to its merchandising, program, or product, suggest what those changes might look like and the rationale behind the changes.
11	Compare and contrast various types of recreation, amusement, and attraction venues.	X	X	X	X	

Restaurants & Food/Beverage Services Career Pathway (HT-RFB)							
Cluster Element		Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Describe ethical and legal responsibilities in food and beverage service facilities.		X	X	X	Read through the two articles on codes of ethics and culture in restaurants. Have students create their own code of ethics for a local restaurant.	http://smallbusiness.chron.com/code-ethics-food-establishments-10815.html http://smallbusiness.chron.com/culture-social-responsibility-ethics-restaurant-75641.html
2	Demonstrate safety and sanitation procedures in food and beverage service facilities.						
3	Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.		X	X		Have students read the <i>New York Times</i> article on Starbucks in Europe. Discuss how customer service decisions reflect culture in various parts of the country or world.	http://www.nytimes.com/2012/03/31/business/starbucks-tailors-its-experience-to-fit-to-european-tastes.html?_r=0
4	Demonstrate leadership qualities and collaboration with others.		X	X		Have students read the article on collaboration in the restaurant business. Discuss how these restaurant leaders adapted to the community needs.	http://thefearlessheart.org/aim-for-taste-collaboration-in-the-restaurant-business/
5	Research costs, pricing, market demands, and marketing strategies to manage profitability in food and beverage service facilities.	X				Have students select three menu items from a local restaurant's menu (of their choice). Have students break down their selection into the foods needed to create those menu items and research the costs for those food items in at least two other countries. Have students refigure the menu prices if the menu was offered in those countries.	http://www.numbeo.com/food-prices/ ; http://www.thedailymeal.com/average-food-prices-around-the-world/100213 ; http://www.nationmaster.com/country-info/stats/Cost-of-living/Restaurant-prices/Restaurant-index ; http://ec.europa.eu/eurostat/statistics-explained/index.php/Comparative_price_levels_for_food,_beverages_and_tobacco
6	Explain the benefits of the use of computerized systems to manage food service operations and guest service.						
7	Utilize technical resources for food services and beverage operations to update or enhance present practice.						
8	Implement standard operating procedures related to food and beverage production and guest service.						

9	Describe career opportunities and qualifications in the restaurant and food service industry.	X	X	X	X	Have students review careers in the restaurant industry. Then review the webpage on global palates and watch the video about ethnic foods in the United States. Then, in teams, have students explore 10 local restaurants and write a report on the diversity of food offerings in the community. As part of the conclusion to their report, have each team recommend an additional ethnic cuisine that they believe could be introduced to the community and why.	http://www.restaurant.org/Restaurant-Careers ; http://www.restaurant.org/News-Research/Research/Global-Palates
10	Apply listening, reading, writing, and speaking skills to enhance operations and customer service in food and beverage service facilities.		X	X		Utilize the cross-cultural communication lesson plan from the World Affairs Council DC. Have students utilize a restaurant environment as the business transaction in the role play situation.	https://www.worldaffairscouncil.org/Attachments/CultureandCommunicationsLessonPlan.pdf

Travel & Tourism Career Pathway (HT-TT)							
Cluster Element		Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Apply information about time zones, seasons, and domestic and international maps to create or enhance travel.	X		X	X	Have students each select a country to research through National Geographic Travel and create a digital travel brochure for that country. Students should include information about time zones, seasons, and maps, as well as cost.	http://travel.nationalgeographic.com/travel/countries/
2	Apply unit and time conversion skills to develop travel schedules and compute cost, distance, and time (including travel time) factors.	X		X	X		http://www.timeanddate.com
3	Analyze cultural diversity factors to enhance travel planning.	X	X	X	X	After students create a travel brochure about a particular country, ask them to read the article about how to experience a culture while traveling. Based on the suggestions in the article, ask students to develop three tips they would provide to customers who want to experience the culture of the country they researched.	http://www.transitionsabroad.com/listings/travel/articles/10-ways-travel-abroad-experience-culture.shtml
4	Assess the potential (real and perceived) hazards related to multiple environments, and recommend appropriate safety, health, and security measures for travelers.	X	X	X	X	Based on the country each student developed a travel brochure for, have students read the two articles and determine the top safety concerns for travelers to that country (they could do additional online research as well) and then develop a safety plan for travelers to that country.	http://www.traveldoctor.co.uk/accidents.htm
5	Develop a safety and security plan containing proactive and reactive solutions to manage emergency situations for travelers and staff.	X	X	X	X		https://www.betterhealth.vic.gov.au/health/healthyliving/travel-safety-tips
6	Use common travel and tourism terminology used to communicate within the industry.			X			
7	Customize travel with diverse transportation, lodging, cruise, and food options.	X		X	X	Use the Trip Hobo website to customize travel to a country of the student's choice.	https://www.triphobo.com
8	Compare and contrast services and products from related industries to understand and evaluate how they impact the delivery of travel and tourism products and services to customers.						
9	Identify the community elements necessary to maintain cooperative tourism development efforts.	X	X	X	X	On the website link, download the document "Analysis of National, State, Regional, and Local Tourism Strategies: Identification of Strategic Issues – Short Version." Have students read chapter 3 on the summary of key issues. Then divide students into teams of two to focus on one of the key issues that are	http://www.sustainabletourisonline.com/destinations-and-communities/tools-and-case-studies/destination-planning-and-resources
10	Develop a travel product that matches customer needs, wants, and expectations.	X	X	X	X		
11	Design promotional packages to effectively market travel and tourism.	X	X	X	X		

12	Select the most effective communication technique and media venue to convey travel marketing information to a target audience.	X	X	X	X	described in more detail in chapter 4. Have students present to each other. Following the team presentations, have students go back to the country they researched for their travel brochure, and keeping the cooperative tourism development issues in mind, develop a travel product and promotional package to market for a region in their selected country. Students should then develop an effective marketing campaign for the target audience.
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