

# ACAP

## **Austin Competency Analysis Profile**

### **Hospitality: Hotel Management**

#### **Conducted:**

April 21 and 22, 2000

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## **ACAP Process Overview**

*What are Austin Competency Analysis Profiles (ACAPs)?*

Austin Competency analysis Profiles (ACAP's) are competency lists that are verified by expert workers called Subject Matter Experts or SME's, that evolve from a well-established job analysis process involving business, industry, labor, and community agency representatives from throughout the Austin area.

*How is an Austin Competency Analysis Profile used?*

Each ACAP identifies the occupational, academic, and employability skills (or competencies) needed to enter a given occupation or occupational area. The ACAP not only lists the competencies, but also clusters those competencies into broader units and details the knowledge; skills and attitudes (competency builders) needed to perform each competency.

Within the competency list are two levels of items: core and advancing. Core items, which are essential for entry-level employment, are required to be taught. Advancing items are those needed to advance in a given occupation.

Educational institutions may add as many units, competencies, an/or competency builders as desired to reflect local employment needs, trends, and specialties. Local advisory committees are actively involved in the identification and verification of additional items. Faculty members formulate their courses of study using the varied contents of the ACAP. Faculty also monitor gains using many forms of assessment.

## **ACAP Session Schedule**

### **Day 1**

#### **Welcome and Introductions**

**Brainstorm:** *What do people need to know and be able to do as an entry-ready employee in this occupation?*

#### **Process overview:**

*Purpose~Why are we here?*

*Review definitions*

*Identify outcomes*

#### **Verify Units**

**~Lunch Break~**

#### **Verify Competencies**

#### **Verify Competency Builders**

### **Day 2**

#### **Continue Verifying Competency Builders**

#### **Review Technical Manuals and Materials Brought by SME's**

**~Lunch Break~**

#### **Develop Work Keys Occupational Profile**

#### **Review and Wrap Up**

***Thank you for your time and expertise!***

# **ACAP: Hospitality ~ Hotel Management**

## **Occupational Competencies**

## **Units**

- Unit 1: Hotel Management**
- Unit 2: Front Desk Operations**
- Unit 3: Housekeeping and Laundry Functions**
- Unit 4: Food and Beverage Services**
- Unit 5: Hotel Security**
- Unit 6: Specialty Guest Services**
- Unit 7: Accounting**
- Unit 8: Human Resources**
- Unit 9: Sales and Marketing**
- Unit 10: Facilities Management**
- Unit 11: Community Relations**
- Unit 12: Professional Development**

## **Unit 1: Hotel Management**

### **Competency 1.1 Differentiate among the major areas of hospitality management**

#### *Competency Builders:*

- 1.1.1 Identify major areas of hospitality management including rooms; food and beverage; and administrative and general sales and marketing
- 1.1.2 Identify roles and responsibilities of each of the major areas of hospitality management
- 1.1.3 Identify ethical issues inherent to the hospitality industry
- 1.1.4 Apply terminology appropriate to the hospitality industry
- 1.1.5 Identify the major types of hotel facilities

### **Competency 1.2 Demonstrate knowledge of major roles and responsibilities within hospitality management**

#### *Competency Builders:*

- 1.2.1 Identify role descriptions for employees in each of the major areas of hospitality management
- 1.2.2 Identify career opportunities and industry compensation within the field of hospitality management
- 1.2.3 Use the computer system as an information source for all aspects of the hospitality industry
- 1.2.4 Use the Internet to identify specific hospitality resources
- 1.2.5 Explain and adhere to company policies and procedures

### **Competency 1.3 Relate customer service skills to tasks within the hospitality industry**

#### *Competency Builders:*

- 1.3.1 Initiate and maintain rapport with guests through appropriate body language, appropriate eye contact, smiling, appropriate posturing, listening and communication skills
- 1.3.2 Anticipate guest needs
- 1.3.3 Strategize problem resolution for dissatisfied guests

## **Unit 2: Front Office Operations**

### **Competency 2.1 Process guest occupancy**

#### *Competency Builders:*

- 2.1.1 Process room reservations accurately
- 2.1.2 Register guests in an efficient and timely manner
- 2.1.3 Offer persuasively an “upsell” to the guest
- 2.1.3 Assign guests to rooms
- 2.1.4 Issue room key and directions to guest’s room
- 2.1.5 Apply upgrade procedures appropriately
- 2.1.6 Maintain occupancy status
- 2.1.7 Forecast room occupancy to determine staff needs
- 2.1.8 Maintain future guestroom availability
- 2.1.9 Keep records of guests’ accounts, including posting charges (such as room, liquor, and telephone) to ledger
- 2.1.10 Check out guests including computing bill, collecting payment and making change
- 2.1.11 Promote future room reservations
- 2.1.12 Refer potential business to sales and marketing department
- 2.1.13 Reflect a consistently courteous demeanor
- 2.1.14 Operate front office systems proficiently

### **Competency 2.2 Provide guest services**

#### *Competency Builders:*

- 2.2.1 Answer phone in prompt and courteous manner
- 2.2.2 Provide property information (i.e. food and beverage service, health club facilities, transportation, wake-up service, etc)
- 2.2.3 Provide information, directions and detailed descriptions of area attractions and services (such as restaurants, tourist sites, salons, etc.)
- 2.2.4 Assist guests with transportation arrangements
- 2.2.5 Respond to guest requests in an informative and efficient manner
- 2.2.6 Route incoming mail appropriately
- 2.2.7 Perform wake-up calls appropriately
- 2.2.8 Respond to guest needs through interdepartmental communication and follow through to insure completion
- 2.2.9 Communicate guest complaints clearly to appropriate department for corrective action and follow through to ensure completion
- 2.2.10 Assist guests with special business needs (FAX, notary, copies, etc.)
- 2.2.11 Maintain friendly, courteous attitude

### **Competency 2.3            Perform Front Desk Administrative Duties**

#### *Competency Builders:*

- 2.3.1 Establish and/or maintain guest folio
- 2.3.2 Process front desk transactions accurately
- 2.3.3 Ensure charges and credits are accurately balanced
- 2.3.4 Process bank deposits according to established policies
- 2.3.5 Process shift revenues
- 2.3.6 Generate and interpret all required shift reports

### **Unit 3:                            Housekeeping and Laundry Functions**

#### **Competency 3.1            Organize Housekeeping Department**

#### *Competency Builders:*

- 3.1.1 Identify and respond to guest's special request (VIPs, ADA, rollaway beds, late checkouts, etc.)
- 3.1.2 Schedule employee work assignments
- 3.1.3 Conduct supply inventory as scheduled
- 3.1.4 Ensure housekeeping employees have necessary supplies
- 3.1.5 Coordinate room status with front desk
- 3.1.6 Provide ongoing staff education and training for potential job hazards (hazcom, bloodborne pathogens, personal security, ergonomics, safe lifting, etc.)
- 3.1.7 Coordinate repairs with maintenance/engineering department
- 3.1.8 Order housekeeping supplies (i.e., cleaning agents, linens, and uniforms)
- 3.1.9 Check in housekeeping supplies
- 3.1.10 Organize and maintain storage areas
- 3.1.11 Maintain guest security
- 3.1.12 Prepare housekeeping status report
- 3.1.13 Orient new employees to job responsibilities
- 3.1.14 Schedule turndown services
- 3.1.15 Adhere to established lost and found procedures

#### **Competency 3.2            Perform housekeeping duties**

#### *Competency Builders:*

- 3.2.1 Restock housekeeping supplies/cart per cleaning assignment
- 3.2.2 Gather soiled linen

- 3.2.3 Collect and empty trash
- 3.2.4 Sanitize toilets, tub/shower, bathroom fixtures and bathroom floor
- 3.2.5 Stock bathroom supplies
- 3.2.6 Make beds
- 3.2.7 Dust furniture surfaces and fixtures
- 3.2.8 Vacuum carpets, soft furniture
- 3.2.9 Perform periodic cleaning of walls, windows, doors, and windowsills
- 3.2.10 Notify housekeeping supervisor of room status
- 3.2.11 Report/perform minor guest room maintenance activities
- 3.2.12 Place appropriate hotel collateral (guest directory, restaurant flyer, etc.)
- 3.2.13 Inspect the room for cleanliness
- 3.2.14 Inspect linens prior to placing in guest room (holes, stains, wear, etc.)
- 3.2.15 Check room for lost items
- 3.2.16 Ensure all room equipment is in working order (lamps, AC, TV, clock radio, faucets, etc.)
- 3.2.17 Ensure room is locked
- 3.2.18 Adhere to guest privacy policies

### **Competency 3.3            Perform laundry Functions**

*Competency Builders:*

- 3.3.1 Pre-spot soiled linen
- 3.3.2 Sort soiled, stained, and damaged linen for appropriate disposition (wash, discard, repair)
- 3.3.3 Wash, dry, inspect, fold, and store linen according to standards
- 3.3.4 Monitor laundry chemical levels
- 3.3.5 Maintain clean laundry room environment

## **Unit 4:                            Food and Beverage Services**

### **Competency 4.1            Organize and maintain restaurant**

*Competency Builders:*

- 4.1.1 Schedule employee work assignments
- 4.1.2 Anticipate business volume
- 4.1.3 Place orders with suppliers
- 4.1.4 Meet with sales representatives from restaurant suppliers to place orders

- 4.1.5 Replenish stock (i.e., tableware, linens, paper, cleaning supplies, cooking utensils, and furniture and fixtures)
- 4.1.6 Arrange for equipment maintenance and repairs
- 4.1.7 Arrange for other services such as waste removal and pest control
- 4.1.8 Orient new employees to job responsibilities
- 4.1.9 Monitor guest satisfaction and resolve issues
- 4.1.10 Promote teamwork among staff
- 4.1.11 Maintain local health codes
- 4.1.12 Inspect continuously for food quality and consistent presentation
- 4.1.13 Monitor timing of service
- 4.1.14 Stay current on menu knowledge (food and wine)
- 4.1.15 Ensure tables are properly set and dining room is clean
- 4.1.16 Construct a food and beverage display

#### **Competency 4.2            Organize and maintain kitchen**

Competency Builders:

- 4.2.1 Schedule employee work assignments
- 4.2.2 Estimate food consumption
- 4.2.3 Place orders with suppliers
- 4.2.4 Schedule the delivery of fresh food and beverages
- 4.2.5 Receive and check the content of deliveries
- 4.2.6 Evaluate the quality of meats, poultry, fish, fruits, vegetables and baked goods
- 4.2.7 Supervise kitchen production
- 4.2.8 Direct the cleaning of kitchen and tableware
- 4.2.9 Maintain company and government standards in sanitation
- 4.2.10 Monitor employees to ensure health and safety regulation compliance
- 4.2.11 Construct a food and beverage display
- 4.2.12 Detect specific signs of hazards in food supplies (spoilage, etc)
- 4.2.13 Arrange for equipment maintenance and repairs

#### **Competency 4.3            Organize and maintain service for banquet**

*Competency Builders:*

- 4.3.1 Schedule employee work assignments
- 4.3.2 Coordinate with catering to determine food and beverage needs
- 4.3.3 Identify client needs in relation to event
- 4.3.4 Monitor guest satisfaction and resolve issues
- 4.3.5 Promote teamwork among staff
- 4.3.6 Maintain local health codes
- 4.3.7 Inspect continuously for food quality and consistent presentation

- 4.3.8 Monitor timing of service
- 4.3.9 Stay current on culinary knowledge
- 4.3.10 Ensure tables are properly set and dining room is clean

**Competency 4.4            Organize and maintain bar and lounge services**

*Competency Builders:*

- 4.4.1 Schedule employee work assignments
- 4.4.2 Maintain TABC certification and compliance
- 4.4.3 Monitor for patron safety in liquor consumption
- 4.4.4 Estimate liquor consumption
- 4.4.5 Place orders with suppliers
- 4.4.6 Receive and check the content of deliveries
- 4.4.7 Meet with the sales representatives from liquor distributors
- 4.4.8 Replenish stock (i.e., tableware, linens, paper, cleaning supplies, glasses, and furniture and fixtures)
- 4.4.9 Maintain atmosphere in lounge/bar environment
- 4.4.10 Anticipate business volume
- 4.4.11 Monitor guest satisfaction and resolve issues
- 4.4.12 Promote teamwork among staff
- 4.4.13 Maintain local health codes
- 4.4.14 Inspect continuously for food quality and consistent presentation
- 4.4.15 Monitor timing of service
- 4.4.16 Stay current on product knowledge
- 4.4.17 Ensure tables are properly set and lounge is clean
- 4.4.18 Construct a beverage display

**Competency 4.5            Maintain room service department**

*Competency Builders:*

- 4.5.1 Schedule employee work assignments
- 4.5.2 Maintain TABC certification and compliance
- 4.5.3 Place orders to maintain par levels
- 4.5.4 Promote teamwork among staff
- 4.5.5 Maintain local health codes
- 4.5.6 Inspect continuously for food quality and consistent presentation
- 4.5.7 Monitor timing of service
- 4.5.8 Stay current on product knowledge
- 4.5.9 Ensure tables are properly set
- 4.5.10 Inspect amenities for presentation and quality
- 4.5.11 Orient new employees to job responsibilities
- 4.5.12 Maintain interdepartmental communication for coordination of amenity deliveries, timing of orders with kitchen, etc.

4.4.13 Ensure room service tray pick up is done in a timely manner

## **Unit 5: Hotel Security**

### **Competency 5.1 Provide for the safety and protection of guests and employees**

*Competency Builders:*

- 5.1.1 Identify legal issues inherent to the hospitality industry (TABC, Inn Keepers Law)
- 5.1.2 Maintain key control system
- 5.1.3 Establish, maintain and practice emergency procedures (i.e., fire, chemicals, weather, etc)
- 5.1.4 Monitor security systems (lighting, pool, exits, and fire)
- 5.1.5 Provide for periodic guest security system inspection and evaluation
- 5.1.6 Identify and implement risk management programs
- 5.1.7 Recognize and report potential security issues

### **Competency 5.2 Provide for the security of guests' valuables**

*Competency Builders:*

- 5.2.1 Coordinate lost and found guest items
- 5.2.2 Provide safe-deposit box upon request for guest valuables
- 5.2.3 Conduct a basic investigation of a reported incident (accidents, theft, vandalism, etc.)
- 5.2.4 Write an incident report
- 5.2.5 Report security issues to appropriate agencies/personnel (Manager on Duty, General Manager, EMS, insurance company, and local authorities)

## **Unit 6: Specialty Guest Services**

### **Competency 6.1 Provide for special guest services: Gift Shop**

*Competency Builders:*

- 6.1.1 Provide for periodic review of operations of gift shop

- 6.1.2 Recommend, items to be included in inventory to gift shop manager
- 6.1.3 Maintain aesthetic appearance of gift shop
- 6.1.4 Complete periodic inventory of gift shop items
- 6.1.5 Educate self on gift shop products

**Competency 6.2            Provide for special guest services: Health Club**

*Competency Builders:*

- 6.2.1 Provide for periodic review of operations of health club
- 6.2.2 Recommend to health club management services that might be provided through health club (i.e., juice bar, massage)
- 6.2.3 Maintain aesthetic appearance of health club
- 6.2.4 Maintain safe and sanitary environment on a consistent basis
- 6.2.5 Train guests on correct use of equipment
- 6.2.6 Conduct inspections throughout the day (water on floor, cleanliness, quality, equipment safety, etc.)
- 6.2.7 Educate self on health club services

**Competency 6.3            Provide guest valet: Guest Laundry**

*Competency Builders:*

- 6.3.1 Coordinate pick up and delivery of guest laundry
- 6.3.2 Pre-inspect garments for discrepancies (stains, miscounts, damage, etc.) and follow established procedures
- 6.3.3 Follow proper procedures for cleaning
- 6.3.4 Inspect garment for quality assurance
- 6.3.5 Post charges accurately

**Competency 6.4            Provide valet parking**

*Competency Builders:*

- 6.4.1 Ensure adequate staffing to cover scheduled events
- 6.4.2 Post charges accurately
- 6.4.3 Ensure claim checks match proper vehicle/keys
- 6.4.4 Inspect car for damage before and after parking
- 6.4.5 Return vehicle in same state as received in a timely manner
- 6.4.6 Ensure key box is locked at all times

## **Unit 7: Accounting**

### **Competency 7.1 Maintain accurate accounting**

#### *Competency Builders:*

- 7.1.1 Maintain tax records
- 7.1.2 Maintain records of supplies and equipment
- 7.1.3 Ensure regular payment to suppliers
- 7.1.4 Keep record of food, beverage and alcohol sales
- 7.1.5 Prepare daily sales report
- 7.1.6 Deposit daily receivables
- 7.1.7 Transmit daily credit cards transactions
- 7.1.8 Prepare accounts payable
- 7.1.9 Prepare accounts receivable
- 7.1.10 Record and post advance deposits
- 7.1.11 Record direct billing continuously
- 7.1.12 Perform night audit
- 7.1.13 Perform collection calls
- 7.1.14 Perform credit checks
- 7.1.15 Read and interpret P&L reports and general ledger
- 7.1.16 Perform basic accounting skills

### **Competency 7.2 Organize and maintain purchasing department**

#### *Competency Builders:*

- 7.2.1 Work in collaboration with departments to determine items for purchase
- 7.2.2 Request bids for purchase
- 7.2.3 Purchase equipment and supplies
- 7.2.4 Maintain inventory of purchased items
- 7.2.5 Maintain an organized storeroom
- 7.2.6 Establish par levels
- 7.2.7 Schedule deliveries with vendors and individual departments
- 7.2.8 Inspect items for accuracy and quality
- 7.2.9 Research vendors for new products and pricing
- 7.2.10 Verify invoices for accuracy
- 7.2.11 Maintain an organized record keeping system

## **Unit 8: Human Resources**

### **Competency 8.1 Maintain compliance with government and hotel regulations/requirements**

#### *Competency Builders:*

- 8.1.1 Keep current with government and hotel rules and regulations
- 8.1.2 Distribute information to staff on changes in government and hotel rules and regulations
- 8.1.3 Maintain personnel records as required by law and hotel policy
- 8.1.4 Enter data and maintain accurate records in Human Resource Information System (HRIS)

### **Competency 8.2 Implement staff recruitment and training**

#### *Competency Builders:*

- 8.2.1 Recruit new employees (ads, job fairs, Internet recruiting, community agencies)
- 8.2.2 Provide current job openings list with descriptions, including employment status (FT, PT, temp), and shift information
- 8.2.3 Interview potential new employees and complete post interview notes
- 8.2.4 Complete reference checks, follow procedures for background check, driving record check, etc.
- 8.2.5 Make hiring decision and notify candidate(s) of decision in timely manner
- 8.2.6 Complete new hire paperwork (I-9, W-4, etc)
- 8.2.5 Orient new staff to facility policy and procedure, company philosophy, safety and security responsibilities, and employee benefits
- 8.2.6 Provide uniform, nametag, locker, ID, etc.
- 8.2.7 Conduct departmental specific training session
- 8.2.8 Conduct on-going training sessions for quality assurance, safety/security compliance, and staff development
- 8.2.9 Implement and maintain Affirmative Action plan
- 8.2.10 Facilitate employee transfers, relocations, and/or promotions
- 8.2.11 Complete separation process (documentation, job opening, exit interview, separation checklist, data entry in HRIS)
- 8.2.12 Create and monitor turnover reports
- 8.2.13 Respond to an unemployment claim
- 8.2.14 Educate staff on interviewing/hiring procedures

**Competency 8.3            Implement and maintain employee compensation and benefit programs**

*Competency Builders:*

- 8.3.1 Describe employee benefits (insurance plans, retirement plan/stock options/401K, paid time off, employee discounts)
- 8.3.2 Enroll staff in benefit programs
- 8.3.3 Complete insurance summary reports, reconcile payroll deductions, submit premium payments and audit data regularly
- 8.3.3 Report issues or problems and make recommendations or changes in benefit program to administration
- 8.3.4 Act as employee advocate with insurance company and providers
- 8.3.5 Maintain benefit records (benefit files, enrollment forms, beneficiary information, claims, C.O.B.R.A. log, paid time off tracking, etc.)
- 8.3.6 Administer leave of absence policies and procedures (Family Medical Leave Act)
- 8.3.7 Maintain leave of absence records
- 8.3.8 Market benefits to future and existing staff members
- 8.3.9 Recite pay rates for current positions to candidates
- 8.3.10 Implement salary and hourly compensation plan including wages and benefit surveys
- 8.3.11 Design and/or monitor incentive programs and bonus pay
- 8.3.12 Calculate pay increase for staff promotions

**Competency 8.4            Facilitate effective employee relations**

*Competency Builders:*

- 8.4.1 Plan and provide employee activities (staff appreciation event, holiday/diversity promotion, company picnic, etc.)
- 8.4.2 Develop and maintain communication tools (newsletter, bulletin boards, suggestion box, employee surveys or feedback sessions, etc.)
- 8.4.3 Implement and maintain employee recognition programs (customer service awards, birthdays, company anniversaries, attendance record, etc)
- 8.4.4 Establish and maintain communication with your employee and employee's family during significant life events (marriage, child's birth, illness, death)
- 8.4.5 Conduct and track regular performance reviews
- 8.4.6 Coach and counsel staff to improve performance, redirect behavior, and/or enforce policies and procedures
- 8.4.7 Monitor the steps of progressive discipline for an employee
- 8.4.8 List behaviors subject to immediate termination

- 8.4.9 Complete necessary documentation or action plan related to coaching
- 8.4.10 Track disciplinary actions and identify patterns or potential liabilities
- 8.4.11 Facilitate employee problem solving adhering to appeals process or union contract
- 8.4.12 Terminate employees and complete file documentation
- 8.4.13 Respond to an EEO charge
- 8.4.14 Explain the labor relations policy and relationship with unions within the company
- 8.4.15 Maintain visibility to employees

**Competency 8.5            Develop and execute hotel safety program**

*Competency Builders:*

- 8.5.1 Maintain safety program guidelines/manuals/training records
- 8.5.2 Complete employee accident report and follow hotel guidelines for medical treatment or referral
- 8.5.3 Investigate and report unsafe conditions, follow up to ensure completion
- 8.5.4 Complete Texas Worker's Compensation Commission (TWCC) or additional internal reports
- 8.5.5 Maintain worker's compensation records (TWCC reports, OSHA log, lost time report, etc.)
- 8.5.6 Maintain communication with employee, insurance carrier, health care provider or other contact for employee's well-being and hotel compliance

**Competency 8.6            Maintain accurate employee payroll record**

*Competency Builders*

- 8.6.1 Monitor daily payroll records (time clock edits, sign-in sheets, reports)
- 8.6.2 Process payments for benefit pay, bonuses, and/or incentives
- 8.6.3 Collect and pay appropriate payroll taxes
- 8.6.4 Monitor and control departmental labor expenses (minimizing overtime, contracting jobs, etc.)

## **Competency 9            Sales and Marketing**

### **Competency 9.1            Administrative sales**

*Competency Builders:*

- 9.1.1 Promote property attributes
- 9.1.2 Differentiate target markets for sales team
- 9.1.3 Assist in market research
- 9.1.4 Utilize principles of effective sales promotion
- 9.1.5 Develop and maintain rapport with appropriate groups  
(competition hotels, city convention and visitor bureau, Chamber of Commerce, etc.)
- 9.1.6 Work closely with sales team to assemble marketing plan
- 9.1.7 Ensure that sales collateral is sent to clients in a timely manner
- 9.1.8 Ensure accuracy of client contracts and other communications
- 9.1.9 Develop in-house promotional materials

### **Competency 9.2            Coordinate reservation duties**

*Competency Builders:*

- 9.2.1 Promote property attributes
- 9.2.2 Describe and sell various room types and hotel services
- 9.2.3 Suggest alternative solutions to prevent lost business
- 9.2.4 Communicate effectively in all situations
- 9.2.5 Monitor negotiated rates

## **Unit 10:                    Facilities Management**

### **Competency 10.1            Keep equipment and facilities in working order**

*Competency Builders:*

- 10.1.1 Provide visual inspection of premises
- 10.1.2 Process, complete and track work orders
- 10.1.3 Schedule and perform preventative maintenance
- 10.1.4 Conduct supply inventory
- 10.1.5 Maintain equipment inventory
- 10.1.6 Maintain quality control of equipment
- 10.1.7 Supervise waste disposal (grease, recyclable and refuse)
- 10.1.8 Identify needed supplies and equipment
- 10.1.9 Respond to guest needs in a professional, timely, and courteous manner

**Competency 10.2      Assure compliance with health and safety regulations**

*Competency Builders:*

- 10.2.1      Comply with federal, local and in-house health, safety regulations (OSHA, ADA, MSDS, etc.)
- 10.2.2      Maintain standards of facility cleanliness
- 10.2.3      Eliminate safety hazards

**Competency 10.3      Provide for continuous property improvement**

*Competency Builders:*

- 10.3.1      Schedule equipment/facility inspection for potential upgrade/maintenance (capital purchases)
- 10.3.2      Schedule supply/equipment orders
- 10.3.3      Schedule re-furbishing
- 10.3.4      Coordinate vendor visits
- 10.3.5      Project labor costs
- 10.3.6      Prepare labor costs

**Unit 11:                      Community Relations**

**Competency 11.1      Participate in community activities**

*Competency Builders:*

- 11.1.1      Identify community projects
- 11.1.3      Participate in community projects and/or solicit other employees to participate

**Competency 11.2      Anticipate community needs**

*Competency Builders:*

- 11.2.1      Predict future trends of community needs based on current information
- 11.2.2      Promote positive company image in community project

## **Unit 12**

## **Professional Development**

### **Competency 12.1**

### **Continue professional development**

#### *Competency Builders:*

- 12.1.1 Read professional journals
- 12.1.2 Attend seminars
- 12.1.3 Enroll in credit/continuing education
- 12.1.4 Participate in hospitality training programs
- 12.1.5 Upgrade technical training on a continuous basis (computer skills, electronic messaging, voice mail, etc.)
- 12.1.6 Establish career goals
- 12.1.7 Participate in professional organizations

### **Competency 12.2**

### **Integrate business ethics**

#### *Competency Builders:*

- 12.2.1 Maintain appropriate confidentiality
- 12.2.2 Maintain ethical behaviors as described in company policies and procedures
- 12.2.3 Promote acceptance of cultural diversity
- 12.2.4 Serve as a positive role model

**ACAP: Hospitality ~ Hotel Management**  
**Employability Competencies**

## **UNITS**

- Unit 1: Career Development**
- Unit 2: Decision Making and Problem Solving**
- Unit 3: Work Ethic**
- Unit 4: Job-Seeking Skills**
- Unit 5: Job Retention and Career Advancement Skills**
- Unit 6: Technology in the Workplace**
- Unit 7: Lifelong Learning**
- Unit 8: Economic Education**
- Unit 9: Balancing Work and Family**
- Unit 10: Citizenship in the Workplace**
- Unit 11: Leadership**
- Unit 12: Entrepreneurship**

## **Unit 1**                      **Career Development**

### **Competency 1.1**            **Investigate career options**

*Competency Builders:*

- 1.1.1 Determine interests and aptitudes
- 1.1.2 Identify career options
- 1.1.3 Research interests, knowledge, abilities, and skills needed in an occupation
- 1.1.4 Select careers that best match interests and aptitudes
- 1.1.5 Identify advantages and disadvantages of career options, including self-employment and nontraditional careers

### **Competency 1.2**            **Utilize career information**

*Competency Builders:*

- 1.2.1 Identify a range of career information resources
- 1.2.2 Use a range of resources to obtain career information (e.g., handbooks, career materials, labor market information, and computerized career-information delivery systems)
- 1.2.3 Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., *Dictionary of Occupational Titles*)
- 1.2.4 Describe the educational requirements of various occupations
- 1.2.5 Identify individuals in selected occupations as possible information resources, role models, or mentors
- 1.2.6 Describe the impact of factors such as population, climate, employment trends, and geographic location on occupational opportunities
- 1.2.7 Assess differences in the wages, benefits, annual incomes, cost of living, and job opportunities associated with selected career options
- 1.2.8 Determine labor market projections for selected career options

### **Competency 1.3            Participate in a career exploration activity**

#### *Competency Builders:*

- 1.3.1 Identify career exploration activities (e.g., job shadowing, mentoring, volunteer experiences, part-time employment, and cooperative education)
- 1.3.2 Compare traits, skills, and characteristics required for specific career choices with individual's traits, skills, and characteristics
- 1.3.3 Recognize potential conflicts between personal characteristics and career choice areas
- 1.3.4 Describe the impact of exploration activities on current choices

### **Competency 1.4            Assess the relationship between educational achievement and career planning**

#### *Competency Builders:*

- 1.4.1 Describe how skills developed in academic and vocational programs relate to career goals
- 1.4.2 Describe how education relates to the selection of a college major, further training, and/or entry into the job market
- 1.4.3 Identify skills that can apply to a variety of occupational requirements
- 1.4.4 Explain the importance of possessing learning skills in the workplace

### **Competency 1.5            Develop an individual career plan**

#### *Competency Builders:*

- 1.5.1 Identify career goal(s)
- 1.5.2 Identify worker conditions, education, training, and employment opportunities related to selected career goal(s)
- 1.5.3 Describe school and community resources available to help achieve career goal(s)
- 1.5.4 Identify career ladders possible within selected career goal(s)\*
- 1.5.5 Identify additional experiences needed to move up identified career ladders\*
- 1.5.6 Recognize that changes may require retraining and upgrading of employees' skills

**Competency 1.6                      Annually review/revise the individual career plan**

*Competency Builders:*

- 1.6.1 Identify experiences that have reinforced selection of the specific career goal(s) listed on the individual career plan
- 1.6.2 Identify experiences that have changed the specific career goals(s) listed on the individual career plan
- 1.6.3 Modify the career goal(s) and educational plans on the individual career plan
- 1.6.4 Ensure that parents or guardians provide input into the individual career plan process
- 1.6.5 Identify the correlation between the individual career plan and the actual courses to be taken in high school
- 1.6.6 Identify the correlation between the individual career plan and post-secondary training, adult education, or employment

**Unit 2                                      Decision Making and Problem Solving**

**Competency 2.1                      Apply decision-making techniques in the workplace**

*Competency Builders:*

- 2.1.1 Identify the decision to be made
- 2.1.2 Compare alternatives
- 2.1.3 Determine the consequences of each alternative
- 2.1.4 Make decisions based on values and goals
- 2.1.5 Evaluate the decision made

**Competency 2.2                      Apply problem-solving techniques in the workplace**

*Competency Builders:*

- 2.2.1 Diagnose the problem, its urgency, and its causes
- 2.2.2 Identify alternatives and their consequences in relation to the problem
- 2.2.3 Recognize multicultural and nonsexist dimensions of problem solving
- 2.2.4 Explore possible solutions to the problem using a variety of resources
- 2.2.5 Compare/contrast the advantages and disadvantages of each solution

- 2.2.6 Determine appropriate action
- 2.2.7 Implement action
- 2.2.8 Evaluate results of action implemented

## **Unit 3                      Work Ethic**

### **Competency 3.1                      Evaluate the relationship of self-esteem to work ethic**

*Competency Builders:*

- 3.1.1 Identify special characteristics and abilities in self and others
- 3.1.2 Identify internal and external factors that affect self-esteem
- 3.1.3 Identify how individual characteristics relate to achieving personal, social, educational, and career goals
- 3.1.4 Identify the relationship between personal behavior and self-concept

### **Competency 3.2                      Analyze the relationship of personal values and goals to work ethic both in and out of the workplace**

*Competency Builders:*

- 3.2.1 Distinguish between values and goals
- 3.2.2 Determine the importance of values and goals
- 3.2.3 Evaluate how one's values affect one's goals
- 3.2.4 Identify own short- and long-term goals
- 3.2.5 Prioritize own short- and long-term goals
- 3.2.6 Identify how one's values are reflected in one's work ethic
- 3.2.7 Identify how interactions in the workplace affect one's work ethic
- 3.2.8 Identify how life changes affect one's work ethic

### **Competency 3.3                      Demonstrate work ethic**

*Competency Builders:*

- 3.3.1 Examine factors that influence work ethic
- 3.3.2 Display initiative
- 3.3.3 Demonstrate dependable attendance and punctuality
- 3.3.4 Demonstrate organizational skills
- 3.3.5 Adhere to schedules and deadlines
- 3.3.6 Demonstrate a willingness to learn
- 3.3.7 Demonstrate a willingness to accept feedback and evaluation

- 3.3.8 Demonstrate interpersonal skills required for working with and for others
- 3.3.9 Describe appropriate employer-employee interactions for various situations
- 3.3.10 Express feelings and ideas in an appropriate manner for the workplace

**Competency 3.4            Demonstrate safety skills**

*Competency Builders:*

- 3.4.1 Practice safe work habits
- 3.4.2 Identify safety hazards
- 3.4.3 Employ preventative safety measures
- 3.4.4 Demonstrate appropriate care and use of equipment and facilities to ensure safety
- 3.4.5 Comply with safety and emergency procedures

**Unit 4                            Job-Seeking Skills**

**Competency 4.1            Prepare for employment**

*Competency Builders:*

- 4.1.1 Identify traditional and nontraditional employment sources
- 4.1.2 Utilize employment sources
- 4.1.3 Research job opportunities, including nontraditional careers
- 4.1.4 Interpret equal employment opportunity laws
- 4.1.5 Explain the critical importance of personal appearance, hygiene, and demeanor throughout the employment process
- 4.1.6 Prepare for generic employment tests and those specific to an occupation/organization

**Competency 4.2            Develop a resume**

*Competency Builders:*

- 4.2.1 Identify personal strengths and weaknesses
- 4.2.2 List skills and/or abilities, career objective(s), accomplishments, educational background, work experience, volunteer/community contributions, and organizational memberships
- 4.2.3 Select an acceptable resume format
- 4.2.4 Use correct grammar and spelling and concise wording
- 4.2.5 Secure references
- 4.2.6 Complete the resume

### **Competency 4.3            Complete the job application process**

*Competency Builders;*

- 4.3.1 Explain the importance of an application form
- 4.3.2 Obtain job application forms
- 4.3.3 Demonstrate behaviors (e.g., personal appearance, hygiene, and demeanor) for obtaining job application forms in person
- 4.3.4 Describe methods for handling illegal questions on job application forms
- 4.3.5 Demonstrate legible written communication skills using correct grammar and spelling and concise wording
- 4.3.6 Return application to appropriate person
- 4.3.7 Request interview
- 4.3.8 Follow up on application status

### **Competency 4.4            Demonstrate interviewing skills**

*Competency Builders:*

- 4.4.1 Investigate interview procedures
- 4.4.2 Demonstrate appropriate behaviors (e.g., appearance, hygiene, and demeanor) for the interview
- 4.4.3 Demonstrate question-and-answer techniques
- 4.4.4 Demonstrate methods for handling difficult and/or illegal interview questions
- 4.4.5 Use correct grammar and concise wording

### **Competency 4.5            Secure employment**

*Competency Builders:*

- 4.5.1 Identify present and future employment opportunities within an occupation/organization
- 4.5.2 Research the organization/company
- 4.5.3 Use follow-up techniques to enhance employment potential
- 4.5.4 Evaluate job offer(s)
- 4.5.5 Respond to job offer(s)

## **Unit 5                      Job Retention and Career    Advancement Skills**

### **Competency 5.1                      Analyze the organizational structure of the    workplace**

*Competency Builders:*

- 5.1.1 Identify employer expectations regarding job performance, work habits, attitudes, personal appearance, and hygiene
- 5.1.2 Comply with company policies and procedures
- 5.1.3 Examine the role/relationship between employee and employer
- 5.1.4 Recognize opportunities for advancement and reasons for termination
- 5.1.5 Recognize the organization's ethics

### **Competency 5.2                      Maintain positive relations with others**

*Competency Builders:*

- 5.2.1 Exhibit appropriate work habits and attitudes
- 5.2.2 Identify behaviors for establishing successful working relationships
- 5.2.3 Cooperate through teamwork and group participation
- 5.2.4 Demonstrate a willingness to compromise
- 5.2.5 Identify methods for dealing with harassment, bias, and discrimination based on race, color, national origin, gender, religion, disability, or age
- 5.2.6 Cooperate with authority
- 5.2.7 Accept supervision

### **Competency 5.3                      Demonstrate accepted social and work    behaviors**

*Competency Builders:*

- 5.3.1 Demonstrate a positive attitude
- 5.3.2 Demonstrate accepted conversation skills
- 5.3.3 Use good manners
- 5.3.4 Accept responsibility for assigned tasks
- 5.3.5 Demonstrate personal hygiene
- 5.3.6 Demonstrate knowledge of a position
- 5.3.7 Perform quality work

**Competency 5.4      Analyze opportunities for personal and career growth\***

*Competency Builders:*

- 5.4.1 Demonstrate opportunities within chosen occupation/organization\*
- 5.4.2 Determine other career opportunities outside chosen occupation/organization\*
- 5.4.3 Evaluate the factors involved in considering a new position within or outside an occupation/organization\*
- 5.4.4 Exhibit characteristics needed for advancement\*

**Unit 6                      Technology in the Workplace**

**Competency 6.1      Demonstrate knowledge of technology issues**

*Competency Builders:*

- 6.1.1 Demonstrate knowledge of the characteristics of technology
- 6.1.2 Demonstrate knowledge of how technology systems are applied
- 6.1.3 Assess the impact of technology on the individual, society, and environment
- 6.1.4 Demonstrate knowledge of the evolution of technology
- 6.1.5 Identify how people, information, tools and machine, energy, capital, physical space, and time influence the selection and use of technology
- 6.1.6 Identify legal and ethical issues related to technology (e.g., confidentiality, information sharing, copyright protection)

**Competency 6.2      Demonstrate skills related to technology issues**

*Competency Builders:*

- 6.2.1 Exhibit willingness to adapt to technological change
- 6.2.2 Utilize technological systems
- 6.2.3 Utilize a variety of resources and processes to solve technological problems
- 6.2.4 Employ higher-order thinking skills for solving technological problems
- 6.2.5 Work as a team member in solving technological problems
- 6.2.6 Use technology in a safe and responsible manner

- 6.2.7 Apply science, mathematics, communication, and social studies concepts to solve technological problems
- 6.2.8 Demonstrate ingenuity and creativity in the use of technology\*
- 6.2.9 Utilize a formal method (systems approach) in solving technological problems\*

## **Unit 7                      Lifelong Learning**

### **Competency 7.1              Apply lifelong learning practices to individual situations**

*Competency Builders:*

- 7.1.1 Define lifelong learning
- 7.1.2 Identify factors that cause the need for lifelong learning
- 7.1.3 Identify changes that may require the retraining and upgrading of employee's skills
- 7.1.4 Identify avenues for lifelong learning
- 7.1.5 Participate in lifelong learning activities

### **Competency 7.2              Adapt to change**

*Competency Builders:*

- 7.2.1 Analyze the causes and effect of change
- 7.2.2 Identify the effect of change on goals
- 7.2.3 Identify the importance of flexibility when reevaluating goals
- 7.2.4 Evaluate the need for lifelong learning experiences in adapting to change

## **Unit 8                      Economic Education**

### **Competency 8.1              Analyze how an economy functions as a whole**

*Competency Builders:*

- 8.1.1 Describe how individuals and societies make choices to satisfy needs and wants with limited resources
- 8.1.2 Identify how production factors (land, labor, capital, and entrepreneurship) are used to produce goods and services
- 8.1.3 Illustrate how individuals and households exchange their resources for the income they use to buy goods and services

- 8.1.4 Explain how individuals and business firms use resources to produce goods and services to generate income
- 8.1.5 Identify characteristics of command, market, and traditional economics\*
- 8.1.6 Describe how all levels of government assess taxes in order to provide services

**Competency 8.2            Analyze how an economic system is a framework within which decisions are made by individuals and groups**

*Competency Builders:*

- 8.2.1 List several individuals and groups that make economic decisions at the local, state, and national levels
- 8.2.2 Identify the important roles that local, state, and national governments play in a market economy
- 8.2.3 List examples of how government decisions affect individuals
- 8.2.4 Identify how geographic locations affect the political and economic systems of the world
- 8.2.5 Evaluate how markets allocate goods and services
- 8.2.6 Explain how resources, goods, and services are exchanged in markets
- 8.2.7 Explain competition and its effect on the market

**Competency 8.3            Analyze the importance of making informed personal financial decisions**

*Competency Builders:*

- 8.3.1 Describe the need for personal management records
- 8.3.2 Create a personal budget
- 8.3.3 Create a budget for a family of four for one month
- 8.3.4 Explain how credit affects personal/family finances
- 8.3.5 Identify steps to avoid credit problems
- 8.3.6 Make informed consumer choices in response to personal needs and wants
- 8.3.7 Identify factors that influence consumer decisions (e.g., advertisements, peer groups, price, and location)
- 8.3.8 Explain the cost and benefits for individuals of various types of taxation at the local, state, and federal levels

## **Unit 9**

## **Balancing Work and Family**

### **Competency 9.1**

### **Analyze the effects of family on work**

#### *Competency Builders:*

- 9.1.1 Recognize how family values, goals, and priorities are reflected in the workplace
- 9.1.2 Identify present and future family structures and responsibilities
- 9.1.3 Describe personal and family roles
- 9.1.4 Analyze concerns of working parent(s)
- 9.1.5 Examine how family responsibilities can conflict with work
- 9.1.6 Identify ways to resolve family-related conflicts
- 9.1.7 Explain how to use support systems/community resources to help resolve family-related conflicts

### **Competency 9.2**

### **Analyze the effects of work on family**

#### *Competency Builders:*

- 9.2.1 Identify responsibilities associated with paid and nonpaid work
- 9.2.2 Compare the advantages and disadvantages of multiple incomes
- 9.2.3 Explain how work can conflict with family responsibilities
- 9.2.4 Explain how work-related stress can affect families
- 9.2.5 Identify family support systems and resources

## **Unit 10**

## **Citizenship in the Workplace**

### **Competency 10.1**

### **Exercise the rights and responsibilities of citizenship in the workplace**

#### *Competency Builders:*

- 10.1.1 Identify the basic rights and responsibilities of citizenship in the workplace
- 10.1.2 Identify situations in which compromise is necessary
- 10.1.3 Examine how individuals from various backgrounds contribute to the workplace
- 10.1.4 Demonstrate initiative to facilitate cooperation
- 10.1.5 Give/receive constructive criticism to enhance cooperation

**Competency 10.2      Prepare to work in a multicultural society**

*Competency Builders:*

- 10.2.1 Identify ways to live in a multicultural society with mutual respect and appreciation for others
- 10.2.2 Examine how culture and experience create differences in people
- 10.2.3 Demonstrate respect for the contributions made by all people
- 10.2.4 Investigate personal cultural background as a means of developing self-respect
- 10.2.5 Make personal choices that reduce discrimination, isolation, and prejudice
- 10.2.6 Work effectively with people irrespective of their race, gender, religion, ethnicity, disability, age, or cultural background

**Unit 11                      Leadership**

**Competency 11.1      Evaluate leadership styles appropriate for the workplace**

*Competency Builders:*

- 11.1.1 Identify characteristics of effective leaders
- 11.1.2 Compare leadership styles
- 11.1.3 Demonstrate effective delegation skills
- 11.1.4 Investigate empowerment concepts
- 11.1.5 Identify opportunities to lead in the workplace

**Competency 11.2      Demonstrate effective teamwork skills**

*Competency Builders:*

- 11.2.1 Identify the characteristics of a valuable team member
- 11.2.2 Identify methods of involving each team member
- 11.2.3 Contribute to team efficiency and success
- 11.2.4 Determine ways to motivate team members

**Competency 11.3      Utilize effective communication skills**

*Competency Builders:*

- 11.3.1 Identify the importance of listening
- 11.3.2 Demonstrate effective listening skills

- 11.3.3 Demonstrate assertive communication techniques
- 11.3.4 Recognize the importance of verbal and nonverbal cues and messages
- 11.3.5 Prepare written material
- 11.3.6 Analyze written material
- 11.3.7 Give-receive feedback
- 11.3.8 Communicate thoughts
- 11.3.9 Use appropriate language
- 11.3.10 Follow oral and written instructions
- 11.3.11 Demonstrate effective telephone techniques
- 11.3.12 Identify technology in communications

## **Unit 12                      Entrepreneurship**

### **Competency 12.1              Evaluate the role of small business**

*Competency Builders:*

- 12.1.1 Identify the impact of small business on local economy
- 12.1.2 Examine the relationship of small business to a national (USA) and global economy
- 12.1.3 Identify factors that contribute to the success of small business
- 12.1.4 Identify factors that contribute to the failure of small business
- 12.1.5 Identify the components of a business plan

### **Competency 12.2              Examine entrepreneurship as a personal career option**

*Competency Builders:*

- 12.2.1 Evaluate personal interests and skills
- 12.2.2 Compare personal interests and skills with those necessary for entrepreneurship
- 12.2.3 Determine motives for becoming an entrepreneur
- 12.2.4 Identify the advantages and disadvantages of owning a small business
- 12.2.5 Compare business ownership to working for others

## ACT Work Keys Skill Levels

<u>Skill Area and Rank</u>	<u>Entry Level</u>	<u>Performance Level</u>
1) Reading for Information	4	4-5
2) Listening	3	3-4
3) Locating Information	5	5
4) Applied Mathematics	4	5-6

### WorkKeys Process Overview

Developed by American College Testing (ACT), the purpose of the Occupational Profiling process is to identify the level of applied academic skills that, according to business and industry, students must master to qualify for and be successful in their occupation of choice. The results of Occupational Profile “leveling” can help teachers to better target instruction toward their students’ needs.

The WorkKeys assessment component, developed by ACT, measures students’ applied academic skills in Applied Mathematics, Reading for Information, Locating Information, Listening, Writing, Teamwork, Observation, and Applied Technology. Each WorkKeys assessment is further broken down into four to five levels of achievement, with higher numbers indicating higher achievement in the assessed skill. For each academic skill, the Occupational Profiling process identifies the level required for successful entry into an occupational area.

## **Levels of WorkKeys Skills Defined**

The skills needed to achieve each level for the four identified WorkKeys academic skills above are as follows:

### ***Reading for Information***

*Reading for Information* measures skill in reading and understanding of work-related reading materials. There are five levels of complexity, 3 through 7, with Level 3 being the least complex and Level 7 the most complex. Although Level 3 is the least complex, it still represents a level of reading skill well above “no skill at all.” The levels build on each other, each incorporating the skills at the preceding levels.

#### **Level 3**

- \*Identify uncomplicated key concepts and simple details.
- \*Recognize the proper placement of a step in a sequence of events, or the proper time to perform a task.
- \*Identify the meaning of words that are defined within a passage.
- \*Identify the meaning of simple words that are not defined within a passage.
- \*Recognize the application of instructions, from a passage to situations that are described in the passage.

#### **Level 4**

- \*Identify details that are more subtle than those in Level 3.
- \*Recognize the application of more complex instructions, some of which involve several steps, to described situations.
- \*Recognize cause-effect relationships.

#### **Level 5**

- \*Understand the paraphrased definition of specialized words or phrases (jargon or technical terms) defined in these reading materials
- \*Use jargon or technical terms appropriately in describing situations stated in these reading materials
- \*Understand the meaning of acronyms defined in these reading materials (an acronym is a work or collection of letters which stands for a longer phrase, such as HMO to mean Health Maintenance Organization).
- \*Figure out which definition of a word with multiple meanings is appropriate in the context of these reading materials.

\*Apply information given in these reading materials to situations that are not directly described, but similar.

\*Apply instructions or procedures with a number of steps to described situations. These instructions may include conditional (if X happens, then you should do Y).

## ***Listening***

*Listening* measures skill in listening to and understanding work related messages; receiving information from customers, co-workers, or suppliers; and then writing down the information to communicate it to someone else. Students demonstrate their ability to distinguish and communicate critical information. Critical information consists of those details that the recipient of the message must have in order to understand the message and act upon it (e.g., names, phone numbers, addresses, times). Noncritical information can improve a message by providing details that further explain the message or its tone, but the absence of this noncritical information does not interfere with the recipient's ability to understand and accurately act upon the message. Each *Listening* level describes the content and quality of messages students write to describe an audio message.

### **Level 1**

\*Minimal pertinent information. Enough context to provide clues as to gist of situation or source of further information.

### **Level 2**

\*Some pertinent information; may have incorrect critical information, but **sketch** of the situation is correct.

### **Level 3**

\*All the critical information that is present is correct; may be missing a few pieces of critical information.

### **Level 4**

\*All critical information is given and is correct; may be missing subtle details or tone; may have incorrect noncritical information that does not interfere with central meaning.

## ***Locating Information***

*Locating Information* measures skill in using information taken from workplace graphics such as diagrams, blueprints, floor plans, tables, forms, graphs, charts, and instrument gauges. There

are four levels of complexity, 3 through 6, with Level 3 being the least complex and Level 6 the most complex. The levels build on each other, each incorporating the skills at the preceding levels.

### **Level 3**

- \*Find one or two pieces of information in elementary workplace graphics, such as simple order forms, bar graphs, tables, flowcharts, and floor plans.
- \*Fill in one or two pieces of information that are missing from elementary workplace graphics.

### **Level 4**

- \*Find several pieces of information in these type of graphics.
- \*Summarize and/or compare information and trends in a single graphic.
- \*Summarize and/or compare information and trends among more than one workplace graphic, such as a bar chart and a table showing related information.

### **Level 5**

- \*Summarize and/or compare information and trends in single graphic.
- \*Summarize and/or compare information and trends among more than one graphic, such as a bar chart and a table showing related information.

## ***Applied Mathematics***

*Applied Mathematics* measures skill in applying mathematical reasoning to work-related problems. There are five levels of complexity, 3 through 7, with Level 3 being the least complex and Level 7 the most complex. The levels build on each other, each incorporating the skills at the preceding levels.

### **Level 3**

- \*Perform basic mathematical operations (addition, subtraction, multiplication, and division) and conversions from one form to another, using whole numbers, fractions, decimals, or percentages.
- \*Translate simple verbal problems into mathematical equations.
- \*Directly apply logical information provided to solve problems, including those with measurements and dollars and cents.

#### **Level 4**

- \*Perform one or two mathematical operations (such as addition, subtraction, or multiplication) on several positive or negative numbers. (Division of negative numbers is not covered until Level 5.)
- \*Add commonly known fractions, decimals, or percentages (e.g.,  $\frac{1}{2}$ , .75, 25%) or add three fractions that share a common denominator.
- \*Calculate averages, simple ratios, proportions, and rates, using whole numbers and decimals.
- \*Reorder verbal information before performing calculations.
- \*Read simple charts or graphs to obtain information needed to solve a problem.

#### **Level 5**

- \*Look up and calculate single-step conversions within English or non-English measurement systems (e.g., converting ounces to pounds or centimeters to meters) or between measurement systems (e.g., converting centimeters to inches).
- \*Make calculations using mixed unit (e.g., hours and minutes).
- \*Determine what information, calculations, and unit conversions are needed to find a solution.

#### **Level 6**

- \*Set up problems and do several steps of calculations or conversions.
- \*Calculate using negative numbers, fractions, ratios, percentages, or mixed numbers (e.g.,  $12 \frac{1}{8}$ ).
- \*Transpose a formula before calculating (e.g.,  $8X = 20 \Rightarrow X = 20/8$ ).
- \*Look up and use two formulas to change from one unit to another unit within the same system of measurement (e.g., 1 cup = 8 fl oz, 1 quart = 4 cups).
- \*Find mistakes in calculations, such as those required in lower levels.
- \*Determine the best deal and perform a further calculation with the result.

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