

# Hospitality & Tourism

## Study Guide

**Assessment:**

**745 I Introduction to  
Hospitality & Tourism**



Aligned with the National  
Standards for Family and  
Consumer Sciences Education

Endorsed by:



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## Overview

This study guide is designed to help students prepare for the Hospitality and Tourism assessment. It not only includes information about the assessment, but also the skills standards upon which the assessment is based, resources that can be used to prepare for the assessment and test taking strategies.

Each of the four sections in this guide provides useful information for students preparing for the Hospitality and Tourism assessment.

- CareerTech and Competency-Based Education: A Winning Combination
- Hospitality and Tourism Assessment
  - ▶ Assessment Information
  - ▶ Standards and Test Content
  - ▶ Sample Questions
  - ▶ Textbook/Curriculum Crosswalk
- Strategies for Test Taking Success
- Notes

This assessment is aligned with the National Standards for Family and Consumer Sciences Education.

More information on these standards can be found at: **[www.nasafacs.org](http://www.nasafacs.org)**

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## CareerTech and Competency-Based Education: A Winning Combination

Competency-based education uses learning outcomes that emphasize both the application and creation of knowledge and the mastery of skills critical for success. In a competency-based education system, students advance upon mastery of competencies, which are measureable, transferable outcomes that empower students.

Career and technology education uses industry professionals and certification standards to identify the knowledge and skills needed to master an occupation. This input provides the foundation for development of curriculum, assessments and other instructional materials needed to prepare students for wealth-generating occupations and produce comprehensively trained, highly skilled employees demanded by the work force.

### Tools for Success

CareerTech education relies on three basic instructional components to deliver competency-based instruction: skills standards, curriculum materials, and competency assessments.

**Skills standards** provide the foundation for competency-based instruction and outline the knowledge and skills that must be mastered in order to perform related jobs within an industry. Skills standards are aligned with national skills standards and/or industry certification requirements; therefore, a student trained to the skills standards is equally employable in local, state and national job markets.

**Curriculum materials and textbooks** contain information and activities that teach students the knowledge and skills outlined in the skills standards. In addition to complementing classroom instruction, curriculum resources include supplemental activities that enhance learning by providing opportunities to apply knowledge and demonstrate skills.

**Certification Assessments** test the student over material outlined in the skills standards and taught using the curriculum materials and textbooks. When used with classroom performance evaluations, certification assessments provide a means of measuring occupational readiness.

Each of these components satisfies a unique purpose in competency-based education and reinforces the knowledge and skills students need to gain employment and succeed on the job.

### Measuring Success

Evaluation is an important component of competency-based education. Pre-training assessments measure the student's existing knowledge prior to receiving instruction and ensure the student's training builds upon this knowledge base. Formative assessments administered throughout the training process provide a means of continuously monitoring the student's progress towards mastery.

Certification assessments provide a means of evaluating the student's mastery of knowledge and skills. Coaching reports communicate assessment scores to students and provide a breakdown of assessment results by standard area. The coaching report also shows how well the student has mastered skills needed to perform major job functions and identifies areas of job responsibility that may require additional instruction and/or training

# Hospitality and Tourism Assessments Information

## What is the Hospitality and Tourism assessment?

The Hospitality and Tourism assessment is for students who have completed a Hospitality and Tourism program. The assessment provides an indication of student mastery of basic knowledge.

## How was the assessment developed?

The assessment was developed by the CareerTech Testing Center. Items were developed and reviewed by a committee of subject matter experts.

The committee assigned frequency and criticality ratings to each skill, which determines the significance of each task for test development:

**Frequency:** represents how often the task is performed on the job. Frequency rating scales vary for different occupations. The rating scale used in this publication is presented below:

1 = less than once a week      2 = at least once a week      3 = once or more a day

**Criticality:** denotes the level of consequence associated with performing a task incorrectly. The rating scale used in this publication is presented below:

1 = slight                                  2 = moderate                                  3 = extreme

## What does the assessment cover?

The assessment is aligned to the National Standards for Family and Consumer Sciences Education. Specifically, the test includes 55 multiple-choice test items over the following areas:

### Introduction to Hospitality and Tourism

Hospitality, Tourism and Recreation      100%

## What are the benefits of using the assessment?

Students receive a certificate for each assessment that he/she passes. This certificate may be included in his/her portfolio and used to communicate the student's mastery of the subject matter to potential employers.

## When should the assessment be taken?

The CareerTech Testing Center recommends that students take this assessment as soon as possible after receiving all standards-related instruction, rather than waiting until the end of the school year.

## Is the assessment timed?

No. Although students may take as long as they need, most finish the assessment within one hour.

## What resources can students use on the assessment?

Students are allowed to use calculators and scratch paper on CTTC assessments; however, these items must be provided by the testing proctor and returned to the proctor before the student's exam is submitted for scoring. Calculator apps on cell phones and other devices may not be used on these assessments.

## What accommodations can be made for students with Individualized Education Plans (IEPs)?

Accommodations are allowed for students with an Individualized Education Plan. Examples of allowable accommodations include:

- Extended time — This assessment is not timed; therefore, students may take as much time as needed to finish. The assessment must be completed in one testing session.
- Readers — A reader may be used to read the assessment to a student who has been identified as needing this accommodation.
- Enlarged text — Students needing this accommodation can activate this feature by clicking the  icon in the upper right corner of the screen.

## What can students expect on Test Day?

All CTTC assessments are web-based and delivered exclusively by a proctor in the school's assessment center. The proctor **cannot** be an instructor or anyone who was involved with the student during instruction.

Assessments are delivered in a question-by-question format. When a question is presented, the student can select a response or leave the question unanswered and advance to the next question. Students may also flag questions to revisit before the test is scored. All questions must be answered before the test can be submitted for scoring.

## Can students retake the test?

Students may retake the test unless their school or state testing policies prohibit retesting. Students who can retest must wait at least three days between test attempts.



## Standards and Test Content

### Duty 10. Hospitality, Tourism and Recreation (55 questions)

- 10.1.1 Explain the roles and functions of individuals engaged in hospitality, tourism and recreation careers. **(2/3)**
- 10.1.2 Analyze opportunities for employment in hospitality, tourism and recreation careers. **(2/2)**
- 10.1.3 Summarize education and training requirements and opportunities for careers for career paths in hospitality, tourism, and recreation careers. **(2/2)**
- 10.1.4 Analyze the impact of hospitality occupations on local, state, national, and global economies. **(2/2)**
- 10.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in hospitality, tourism, and recreation careers. **(1/2)**
- 10.1.6 Analyze the role of professional organizations in the hospitality, tourism, and recreation professions. **(2/3)**
- 10.2.1 Explain the importance of safety, security, and environmental issues related to the hospitality, tourism, and recreation industries. **(3/3)**
- 10.2.2 Demonstrate procedures for assuring guest or customer safety. **(3/3)**
- 10.2.3 Evaluate evacuation plans and emergency procedures. **(2/3)**
- 10.3.1 Apply industry standards for service methods that meet expectations of guests or customers. **(3/3)**
- 10.3.3 Apply a system to evaluate and resolve employee, employer, guest, or customer complaints. **(2/3)**
- 10.3.4 Analyze effects of customer relations on success of the hospitality, tourism, and/or recreation industry. **(2/3)**
- 10.3.5 Analyze effects of customer relations on meeting the hospitality, tourism, and recreation needs of special populations. **(2/3)**
- 10.4.1 Demonstrate front desk, office, and customer service skills. **(3/3)**
- 10.4.2 Perform cash handling, accounting, and financial transactions. **(3/3)**
- 10.4.3 Manage convention, meeting, and banquet support functions. **(2/2)**
- 10.4.4 Apply basic food preparation and service skills in catering operations. **(2/2)**
- 10.4.5 Manage use, care, storage, maintenance, and safe operations for equipment, tools, and supplies. **(2/2)**
- 10.4.6 Apply facility management, maintenance, and service skills to lodging operations. **(3/3)**
- 10.4.7 Apply time and work management skills to facility service tasks. **(3/2)**



- 10.4.8 Analyze sales and marketing functions in lodging operations. **(3/3)**
- 10.5.1 Examine geography, climate, sites, and time zones of various regions and countries. **(1/1)**
- 10.5.2 Examine lodging, tourism and recreations customs of various regions and countries. **(2/2)**
- 10.5.4 Assemble information needed for domestic and international travel. **(2/2)**
- 10.5.5 Produce travel documents and itineraries, utilizing current technology. **(3/3)**
- 10.5.6 Monitor travel arrangements using computerized systems. **(3/3)**

## Sample Questions

- \_\_\_\_\_ 1. Assigning a sufficient number of people to meet anticipated workloads is called:
- A. cross-training.
  - B. delegating.
  - C. forecasting.
  - D. scheduling.
- \_\_\_\_\_ 2. A server's job is to:
- A. buss the tables.
  - B. check on customers' needs after serving the meal.
  - C. cook the meal.
  - D. greet and seat the customer.
- \_\_\_\_\_ 3. A wedding reception banquet at a large hotel typically requires the services of which division of the hotel?
- A. catering
  - B. concierge
  - C. grill
  - D. pastry
- \_\_\_\_\_ 4. What best defines personal hygiene?
- A. a complete medical record
  - B. regular bathing
  - C. brushing teeth daily
  - D. maintaining health, appearance and cleanliness
- \_\_\_\_\_ 5. A food service worker should:
- A. wear starched uniforms each week.
  - B. wear new shoes.
  - C. cover hair with a net or cap.
  - D. have clean hands and polished fingernails.
- \_\_\_\_\_ 6. How often should worktables be sanitized?
- A. at the end of each shift
  - B. continuously throughout the day
  - C. every other day
  - D. once a week

- \_\_\_\_\_ 7. Which government agency establishes regulations to protect employee safety and provide safe working conditions?
- A. AHEA
  - B. FHA
  - C. NRA
  - D. OSHA
- \_\_\_\_\_ 8. Which of the following duties must be performed in order to determine the supplies needed for the service area?
- A. complete an inventory
  - B. fill out an invoice
  - C. prepare an issue form
  - D. issue a packing slip
- \_\_\_\_\_ 9. Every product received by the storeroom clerk is written on the storeroom:
- A. bulletin board.
  - B. invoice.
  - C. receiving log.
  - D. wall.
- \_\_\_\_\_ 10. How should desserts be arranged on a display counter?
- A. alphabetical order
  - B. most expensive items should be closer to the front
  - C. warm and cold desserts separated
  - D. like items grouped together



## Sample Questions — Key

1. Assigning a sufficient number of people to meet anticipated workloads is called:

- A. cross-training. Incorrect
- B. delegating. Incorrect
- C. forecasting. Incorrect
- D. scheduling. Correct

2. A server's job is to:

- A. buss the tables. Incorrect
- B. check on customers' needs after serving the meal. Correct
- C. cook the meal. Incorrect
- D. greet and seat the customer. Incorrect

3. A wedding reception banquet at a large hotel typically requires the services of which division of the hotel?

- A. catering Correct
- B. concierge Incorrect
- C. grill Incorrect
- D. pastry Incorrect

4. What best defines personal hygiene?

- A. a complete medical record Incorrect
- B. regular bathing Incorrect
- C. brushing teeth daily Incorrect
- D. maintaining health, appearance and cleanliness Correct

5. A food service worker should:

- A. wear starched uniforms each week. Incorrect
- B. wear new shoes. Incorrect
- C. cover hair with a net or cap. Correct
- D. have clean hands and polished fingernails. Incorrect

6. How often should worktables be sanitized?

- A. at the end of each shift Incorrect
- B. continuously throughout the day Correct
- C. every other day Incorrect
- D. once a week Incorrect

7. Which government agency establishes regulations to protect employee safety and provide safe working conditions?

- A. AHEA Incorrect
- B. FHA Incorrect
- C. NRA Incorrect
- D. OSHA Correct

8. Which of the following duties must be performed in order to determine the supplies needed for the service area?

- A. complete an inventory Correct
- B. fill out an invoice Incorrect
- C. prepare an issue form Incorrect
- D. issue a packing slip Incorrect

9. Every product received by the storeroom clerk is written on the storeroom:

- A. bulletin board. Incorrect
- B. invoice. Incorrect
- C. receiving log. Correct
- D. wall. Incorrect

10. How should desserts be arranged on a display counter?

- A. alphabetical order Incorrect
- B. most expensive items should be closer to the front Incorrect
- C. warm and cold desserts separated Correct
- D. like items grouped together Incorrect

# Introduction to Hospitality and Tourism

## Crosswalked to Hospitality Services by Goodheart-Wilcox

The following crosswalk is intended for guidance purposes only. It does not represent all curriculum or resource materials that may be used for Introduction to Hospitality and Tourism. It is intended as a reference for curriculum planning and mapping the standards to available curriculum.

| National Standards for Family and Consumer Sciences Education |                                                                                                                                                             | Hospitality Services GW                                                                                                           |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <b>10. Hospitality, Tourism and Recreation</b>                |                                                                                                                                                             |                                                                                                                                   |
| 10.1.1                                                        | Explain the roles and functions of individuals engaged in hospitality, tourism, and recreation careers.                                                     | 2.4, 2.5, 2.7, 2.8, 3.6, 6.1-8, 7.1-3, 7.5-7, 8.1, 8.4, 8.6, 8.8, 9.2, 9.8, 10.1, 10.8, 11.1-9, 12.1-7, 15.1, 15.2, 15.3, 16.1-7, |
| 10.1.2                                                        | Analyze opportunities for employment in hospitality, tourism, and recreation careers.                                                                       | 1.3, 1.4, 1.6, 10.1-8, 11.1-9, 12.1-7, 15.1, 15.2, 15.3, 16.1-7, 22.1                                                             |
| 10.1.3                                                        | Summarize education and training requirements and opportunities for career paths in hospitality, tourism, and recreation careers.                           | 2.4, 22.4, 22.5                                                                                                                   |
| 10.1.4                                                        | Analyze the impact of hospitality occupations on local, state, national and global economies.                                                               | 1.1, 1.2, 3.1, 15.1, 15.5, 15.6, 22.4,                                                                                            |
| 10.1.5                                                        | Create an employment portfolio for use with applying for internships and work-based learning opportunities in hospitality, tourism, and recreation careers. | 23.4, 23.6, 16.1, 16.2, 16.3, 16.5, 23.5                                                                                          |
| 10.1.6                                                        | Analyze the rolls of professional organizations in the hospitality, tourism, and recreation professions.                                                    | 1.8, 23.6                                                                                                                         |
| 10.2.1                                                        | Explain the importance of safety, security, and environmental issues related to the hospitality, tourism, and recreation industries.                        | 13.1-8, 20.1, 20.2, 20.3, 20.4, 20.5-9, 21.1, 21.2, 21.3, 21.4                                                                    |
| 10.2.2                                                        | Demonstrate procedures for assuring guest or customer safety.                                                                                               | 2.1, 21.1, 21.3, 20.1-9, 13.1-8                                                                                                   |
| 10.3.1                                                        | Apply industry standards for service methods that meet expectations of guests or customers.                                                                 | 2.1, 2.2, 2.3, 10.1-8, 12.1-7                                                                                                     |
| 10.3.2                                                        | Analyze the relationship between employee attitude, appearance, and actions and guest or customer satisfaction.                                             | 2.1, 2.3, 2.4, 2.6, 23.3, 23.5                                                                                                    |
| 10.3.3                                                        | Apply a system to evaluate and resolve employee, employer, guest, or customer complaints.                                                                   | 2.8, 11.1-9, 21.4                                                                                                                 |
| 10.3.4                                                        | Analyze effects of customer relations on success of the hospitality, tourism, and or recreation industry.                                                   | 2.1, 2.3, 2.4, 2.6, 23.3, 23.5                                                                                                    |
| 10.3.5                                                        | Analyze effects of customer relations on meeting the hospitality, tourism, and recreation needs of special populations.                                     | 2.2                                                                                                                               |

| <b>National Standards for Family and Consumer Sciences Education</b> |                                                                                                | <b>Hospitality Services GW</b>   |
|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------|
| 10.4.3                                                               | Manage convention, meeting, and banquet support functions.                                     | 5.1-7, 7.1-7, 10.1-8, 19.1, 19.5 |
| 10.4.4                                                               | Apply basic food preparation and service skills in catering operations.                        | 5.1-7, 9.1-8                     |
| 10.4.5                                                               | Manage use, care, storage, maintenance, and safe operations of equipment, tools, and supplies. | 8.1-8, 9.1-8, 14.1-7             |
| 10.4.7                                                               | Apply time and work management skills to facility service tasks.                               | 24.5, 21.5, 21.6                 |

## Test Taking Strategies

This section of the study guide contains valuable information for testing success and provides a common-sense approach for preparing for and performing well on any test.

### General Testing Advice

1. Get a good night's rest the night before the test — eight hours of sleep is recommended.
2. Avoid junk food and “eat right” several days before the test.
3. Do not drink a lot or eat a large meal prior to testing.
4. Be confident in your knowledge and skills!
5. Relax and try to ignore distractions during the test.
6. Focus on the task at hand — taking the test and doing your best!
7. Listen carefully to the instructions provided by the exam proctor. If the instructions are not clear, ask for clarification.

### Testing Tips

1. Read the entire question before attempting to answer it.
2. Try to answer the question before reading the choices. Then, read the choices to determine if one matches, or is similar to your answer.
3. Do not change your answer unless you misread the question or are certain that your first answer is incorrect.
4. Answer questions you know first, so you can spend additional time on the more difficult questions.
5. Check to make sure you have answered every question before you submit the assessment for scoring — unanswered questions are marked incorrect.



## NOTES

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## NOTES

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