

A Closer Look at Lodging Management

Media Type: Microsoft® PowerPoint® Presentation

Duration: 49 slides

Goal: To explore various aspects in the travel industry and identify career opportunities in tourism.

Description:

The lodging management industry is a complex discipline requiring management of various teams and people. This presentation provides an overview and brief history of the lodging industry, identifies various types of lodging properties, analyze lodging management and operations and discusses career opportunities offered by the lodging industry.

Objectives:

1. To provide an overview and brief history of the lodging industry.
2. To identify various types of lodging properties according to the quality, target market and levels of services.
3. To analyze lodging management and operations.
4. To discuss career opportunities offered by the lodging industry.



Business Management & Administration Career Cluster (BM)

Cluster	Standard
	Explore, develop and apply strategies for ensuring a successful business career.
	Identify, demonstrate and implement solutions in managing effective business customer relationships.
General Management Career Pathway (BM-MGT)	Employ and manage techniques, strategies and systems to enhance business relationships.
	Plan, monitor and manage day-to-day business activities to sustain continued business functioning.

Human Services Career Cluster (HU)

Cluster	Standard
	Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services.
	Evaluate the role of the family, community and human services in society and the economy.
	Use effective communication with human services clients and their families.
	Explain how human development principles enhance the wellbeing of individuals and families.
Family & Community Services Career Pathway (HU-FAM)	Identify community resources to provide family and community services.
	Communicate effectively to gain support from the client's family and other support groups.

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College & Career Readiness Anchor Standards for Speaking and Listening

Speaking & Listening Standards

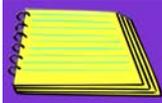
Comprehension & Collaboration	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
	9-12.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Presentation of Knowledge & Ideas	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
	9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

College & Career Readiness Anchor Standards for Writing

Writing Standards

Text Types & Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
	9-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	9-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Production & Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
	9-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	9-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build & Present Knowledge	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
	9-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Lesson Plan

Student and Teacher Notes are available to print in outline format. You can access these documents under the "Printable Resources" section. If student licenses have been purchased, an interactive version of the Student Notes is available in the "Interactive Activities" section. If printing the full PowerPoint® is desired, you may download the file and print the handouts as needed.

Class 1: Pass out the *A Closer Look at Lodging Management Vocabulary Handout*. Show *A Closer Look at Lodging Management - Introduction to Lodging Industry*. Follow the segment with its *Assessment*. Introduce the *Technologies & Lodging Management Project* and instruct students to start working.



Slides
1-11

Class 2: Show *A Closer Look at Lodging Management - Classification of Hotels*. Remind students to continue using the *Vocabulary Handout*. Follow the segment with its *Assessment*. Instruct students to complete the *Lodging Choices Activity*. If student licenses have been purchased, an interactive version of this Activity is available in the "Interactive Activities" section.



Slides
12-29

Class 3: Show *A Closer Look at Lodging Management - Lodging Management & Careers*. Remind students to continue using the *Vocabulary Handout*. Follow the segment with its *Assessment*. Have students complete the *Hotel Organizational Structures Activity*. Introduce the *Careers in the Lodging Industry Project* and allow the rest of class time for students to work.



Slides
30-49

Class 4: Administer the *A Closer Look at Lodging Management Final Assessment*. Allow students the remainder of class to work on the *Projects*.

Class 5: Allow students to work on their *Projects*.

Class 6: Have students turn in the *Front Desk Careers in Lodging Industry Project* and present the *Technologies & Lodging Management Project*.



Lesson Links

World Tourism Organization

- <http://www2.unwto.org/>

American Hotel & Lodging Association

- <http://www.ahla.com/>

World Travel & Tourism Council

- <http://www.wttc.org/>



Career & Technical Student Organizations

DECA

- Principles of Hospitality and Tourism
- Hotel and Lodging Management Series
- Hospitality and Tourism Operations Research
- Hospitality and Tourism Professional Selling

FCCLA

- Entrepreneurship
- Culinary Arts
- Food Innovations
- Hospitality, Tourism and Recreation



Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50301, Aidan Dunleavy, Restaurant Manager, Las Vegas Hyatt Restaurant
- iCEV50441 Sherman James, Concierge, MGM Grand
- iCEV50171 Paul Jagielski, Culinary Manager, Cedar Point Amusement

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Lab Activities

Lodging Choices

Directions:

Distribute the *Lodging Choices Student Activity*. Instruct students to match each listed hotel to its type. Start a class discussion on the differences between each type of hotel. If student licenses have been purchased, an interactive version of this Activity is available in the “Interactive Activities” section.

Hotel Organizational Structures

Directions:

Divide students into groups of three or four. Instruct students to use the Internet to find common organizational structures for both limited-service and full-service hotels. Students will compare the two types of organizational structures and analyze reasons for the differences.



Projects

Technologies & Lodging Management

Directions:

Students will use the Internet to conduct research and identify emerging technologies affecting hotel services and management. Create a Microsoft® PowerPoint® presentation to share the findings. The presentation should cover the use of technologies in the front desk, housekeeping, food and beverage and human resources. Students are encouraged to include pictures or illustrations to better explain the technologies.

Careers in Lodging Industry

Directions:

Students will choose a position in which they are interested as their future career. Instruct students to conduct research about the position and create a job profile. The job profile should include the definition of the position, education required, work experience required, expected income, personality traits suitable for this occupation and any other information related to the occupation.