



# Hospitality and Tourism

## CNMI Career Pathway Guide



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## Hospitality and Tourism Overview

Career pathways are integrative systems created to support secondary school students in enrolling in post-secondary transferable curricula and gaining practical work experience while obtaining their high school diplomas. Career pathways are designed to streamline and minimize the steps required for students to advance into jobs that align with their career aspirations. With specialized certifications gained upon high school graduation, students are ready to enter the workforce and seamlessly transition into college.



A goal in establishing career pathways is to unify agencies across workforce development, education, and policy to determine processes and influence legislation that benefit students at all levels. Preparing students with marketable skills upon completing secondary school allows the students ample time within their careers to build upon an early foundation of basic knowledge.

Providing adequate training and opportunities for certification keeps youth engaged with the workforce and supports them in building sustainable careers that contribute to the economic growth and future of the Commonwealth of the Northern Mariana Islands (CNMI).

Intended to assist CNMI as it designs and implements new career pathway programs, this brief is focused on the hospitality and tourism career path. It provides a description of the occupation, outlines career ladder opportunities and their associated educational credentials, and details projected growth and potential earnings in the field. Examples of some national and exceptional hospitality and tourism career pathway programs are also provided.

## CNMI College and Career Readiness Definition

A CNMI student is college and career ready when he/she has achieved proficiency in academic standards, acquired essential skills for lifelong learning, and is able to transition into higher education and/or the workforce through an ongoing process of way finding for meaningful engagement.

## Job Description, Outlook, and Opportunities

Occupations in the hospitality field range from hotel desk clerk to hotel managers, and from server to restaurant manager. Hospitality careers often intersect with tourism and the culinary arts.

Position	Education Required	2016 CNMI Mean Hourly Wage <sup>a</sup>	Projected Growth by 2028 (United States)
Concierge	High School Diploma	\$12.09	7% <sup>b</sup>
Food Service Managers	Associates Degree	\$17.09	1% <sup>c</sup>
General and Operations Manager	Associates Degree	\$18.15	6% <sup>d</sup>
Lodging Managers	Bachelor's Degree	\$28.50	-12% <sup>e</sup>

<sup>a</sup> <https://opd.gov.mp/library/reports/2016-prevailing-wage-and-workforce-assessment-study/>

<sup>b</sup> <https://www.bls.gov/ooh/about/data-for-occupations-not-covered-in-detail.htm>

<sup>c</sup> <https://www.bls.gov/ooh/management/food-service-managers.htm>

<sup>d</sup> <https://www.bls.gov/ooh/management/administrative-services-managers.htm>

<sup>e</sup> <https://www.bls.gov/ooh/management/lodging-managers.htm>

# Hospitality and Tourism CNMI PSS Curriculum Framework

## **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster. It provides technical skill proficiency and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to coursework that prepares students for employment in the hospitality and tourism industry as reservation and transportation agents, travel destination specialists, tour operators, transportation attendants, cruise ship consultants. It also provides supplemental training for those persons previously or currently employed in these occupations. This program includes components on planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues.



## Program of Study

This program is a planned sequence of instruction consisting of four credits.

Course Title	Length
Level 1: Introduction to Hospitality and Tourism	1 credit
Level 2: Sport, Recreation, and Entertainment Applications	1 credit
Level 3: Hospitality and Tourism Marketing Management	1 credit
Level 4: Hospitality and Tourism Practicum	1 credit

### Common Career Technical Core (CCTC) Alignment

The Common Career Technical Core (CCTC) are a set of rigorous, high-quality benchmark standards for Career Technical Education (CTE), the result of a state-led initiative. The goal of the CCTC is to provide students with the knowledge and skills needed to thrive in a global economy. The CCTC includes a set of end-of-program of study standards for each of the 16 Career Clusters® and their 79 Career Pathways, as well as an overarching set of Career Ready Practices, which address the knowledge, skills, and dispositions that are important to becoming career ready.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively, and with reason.
5. Consider the environmental, social, and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership, and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Academic Alignment**

Academic alignment is an ongoing, collaborative effort of professional in that provide clear expectations for progression year-to-year through course alignment. This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses.

### Chamorro and Carolinian Language Heritage Studies alignment

- 1.3A. Analyze information from a variety of oral, written, and visual sources by summarizing, critiquing, and explaining text.
- 2.1A. Analyze, discuss, and report on significant contributions from the Chamorro/Carolinian culture.
- 5.1A. Evaluate and discuss how understanding another language and culture enhances job skills and career options.
- 2.1B. Participate in and discuss a wide variety of cultural practices.
- 5.2A. Sustain communication with people locally and around the world.
- 2.2A. Analyze, discuss, and report on a wide variety of products and perspectives of the Chamorro/Carolinian culture.
- 4.2A. Analyze and discuss how products, practices, and perspectives of the students' own culture and the Chamorro/Carolinian culture overlap and differ.
- 5.2C. Evaluate and discuss how understanding of another language and culture enhances job skills and career options.

# Course 1: Introduction to Hospitality and Tourism

## Student Standards

**Course Title:** Introduction to Hospitality and Tourism

**Course Credit:** 1

### Course Description

The purpose of this course is to introduce students to the skills necessary for success in the hospitality and tourism industry. Students will also have the opportunity to learn hospitality and tourism terminology, and the mathematical, economic, marketing, and sales fundamentals of the industry.

### Standards and Benchmarks

#### **1.0 Identify careers in the hospitality and tourism industry within CNMI and off the islands. The student will be able to:**

- 1.1 Identify career positions and explain duties/responsibilities in a variety of hospitality and tourism-related industry components (e.g., engineer, ground transportation, cruise, air travel, accommodations, food service, share economy marketing, retail, corporate travel, leisure and recreation travel, conventions and special events, destination marketing organizations, emerging fields and sports venues, etc.);
- 1.2 Outline the CNMI history and cultural aspects of the hospitality industry and demonstrate how to embed that culture within the careers in the industry;
- 1.3 Identify skills and knowledge needed by hospitality and tourism professionals on CNMI and outside the islands;
- 1.4 Identify requirements for entry and career advancement by industry component in the hospitality and tourism industry;
- 1.5 Identify advantages and disadvantages by industry components working in the hospitality and tourism industry;
- 1.6 Develop an individualized education and career plan related to the hospitality and tourism industry, especially within CNMI;
- 1.7 Develop an understanding of terminology and acronyms used in the hospitality and tourism industry; and
- 1.8 Explain the differences between international, domestic, and local hospitality and tourism.



**2.0 Research the various aspects of the hospitality and tourism industry. Understand how CNMI history and culture has impacted the hospitality and tourism industry. The student will be able to:**

- 2.1 Summarize the history and development of the hospitality and tourism industry (e.g., development of local tourism industry, airline deregulation, highway system, and globalization) as well as the changes and growth the tourism industry has experienced;
- 2.2 Identify factors that influence a traveler to select a travel destination (e.g., weather, culture, climate, cost, natural resources, travel alerts, and medical factors) and, especially, why travelers select the CNMI islands for their travel destination;
- 2.3 Identify current and emerging trends in the hospitality and tourism industry (e.g., heritage tourism, health and wellness tourism);
- 2.4 Identify modes and uses of transportation and discuss advantages/disadvantages of each (e.g., ground, air, and sea transportation, rideshare);
- 2.5 Identify types of lodging properties and ownership structures (e.g., Air BnB, VRBO, etc.);
- 2.6 Identify types of food service operations, emerging trends (e.g., home delivery services, Eats, etc.), franchises, and ownership structures;
- 2.7 Identify components of leisure and business travel in the hospitality and tourism industry, including the role of conventions, sporting events, and special events;
- 2.8 Explain economic factors that affect the hospitality and tourism industry (e.g., fuel costs, airline industry consolidations, politics, exchange rates, availability of consumer's discretionary money); and
- 2.9 Use digital equipment to create artistic images and deliver an oral presentation on an original tourism product/experience such as CNMI history/cultural heritage (e.g., legend storytelling, cooking class).

**3.0 Identify functions of computer reservation systems utilized in the hospitality and tourism industry. The student will be able to:**

- 3.1 Identify major travel computerized reservation systems;
- 3.2 Demonstrate awareness of emerging technologies and their relation to the hospitality and tourism industry (e.g., online booking engines, VRBO, etc.);
- 3.3 Identify ethical issues resulting from technological advances (e.g., computer snooping, hacking), cybersecurity, room-block piracy, and how they relate to the hospitality and tourism industry;
- 3.4 Identify and perform routine tasks of computer reservations agents (e.g., creating Passenger Name Records [PNRs], retrieving/maintaining/

modifying PNRs, airspace, quoting airfares, pricing itineraries, rental cars, and hotel accommodations);

- 3.5 Identify and demonstrate personal responsibility, ethics, and integrity when citing sources of required travel documents;
- 3.6 Describe components of each of the different industry areas within the hospitality and tourism industry (e.g., ground transportation, cruise, shared economy, emerging fields, air, lodging, food and beverage, retail and corporate travel, leisure and recreation, conventions, special events, sports venues);
- 3.7 Identify the tasks performed by computer reservations agents; and
- 3.8 Explain the ticketing process.

#### **4.0 Investigate current technology security methods in the hospitality and tourism industry. Student will be able to:**

- 4.1 Identify technology resources to deal with security issues (e.g., cameras, fingerprinting, facial recognition, etc.);
- 4.2 Define the role of artificial intelligence in the hospitality and tourism industry;
- 4.3 Identify technological solutions to minimize security issues in the hospitality and tourism industry (e.g., cyber security, hacking, room access, etc.); and
- 4.4 Identify security procedures that protect consumers (e.g., room security, seat selection, table reservations, etc.).

#### **5.0 Examine the guest cycle process and demonstrate an understanding as it relates to technology. The student will be able to:**

- 5.1 Identify the stages of the guest experience cycle and the activities associated with each stage;
- 5.2 Research social and professional networking websites (e.g., Twitter, Facebook, LinkedIn, etc.), and explain how these sites affect the hospitality industry;
- 5.3 Discuss the value of customer feedback and follow-up surveys on the guest cycle process;
- 5.4 Explain procedures to meet guest wants and needs, and evaluate current and emerging technologies to improve guest services;
- 5.5 Explain the importance of awareness with CNMI major source markets and impact of sensitivity to diversities (e.g., cultural, religious, socio- economic, etc.) in relation to the guest cycle process;
- 5.6 Recognize the effect communication (body language, foreign phrases, acronyms/jargon, etc.) has on the guest cycle process;
- 5.7 Explain the objective of providing seamless guest experiences;

- 5.8 Identify the role of guest recovery during the handling of guest complaints, issues, or problems;
- 5.9 Explain how and why guest satisfaction measurements help a business run smoothly and profitably; and
- 5.10 Create an artistic presentation to innovatively address a guest problem.

**6.0 Examine economic principles relative to the hospitality and tourism industry. The student will be able to:**

- 6.1 Identify economic opportunities in the industry from both entrepreneurship and employment perspectives;
- 6.2 Explain the impact of tourism on local, state, national, and international economies;
- 6.3 Identify advantages and disadvantages of primary forms of business ownership; and
- 6.4 Discuss the role of employee productivity in contributing to profit margin (bottom line).

**7.0 Examine marketing and business fundamentals as they relate to the hospitality and tourism industry. The student will be able to:**

- 7.1 Explain marketing and its role in the industry, and the free enterprise system;
- 7.2 Identify elements in the marketing mix (e.g., price, product, promotion, place, and people);
- 7.3 Identify functions of the business and marketing plan;
- 7.4 Distinguish between concepts of service vs. product marketing strategies;
- 7.5 Recognize the concept of target markets and market identification (e.g., market segmentation);
- 7.6 Recognize various marketing channels used to promote destinations and products;
- 7.7 Identify niche markets (customer segmentation) and specialty markets (e.g., product segmentation, sports, shopping, religion, etc.);
- 7.8 Recognize cultural customs and taboos;
- 7.9 Discuss the role of federal, state, and local regulatory agencies related to the hospitality and tourism industry;
- 7.10 Identify methods of gathering customer feedback;
- 7.11 Recognize purpose, principles, and importance of selling;
- 7.12 Discuss the importance of meeting specialized sales needs (e.g., business travel, conventions and meetings, conferences);
- 7.13 Identify effective sales techniques (e.g., steps in the sales process, cross-selling, upselling and alternative options); and

- 7.14 Explain motivation, needs, and expectations of the hospitality and tourism consumer and how it affects their lodging selection.

**8.0 Identify and describe the organizational structures and operations within various industry properties. The student will be able to:**

- 8.1 Identify the organizational structure of various departments including facilities and engineering, food and beverage, human resources, controller/finance, sales and marketing, security, and rooms/housekeeping;
- 8.2 Describe the importance of safety plans for various emergency situations (e.g., hurricane, evacuation, tornado, homeland security threat, and fire) relative to all types of tourism (hotel, cruise, attractions, etc.);
- 8.3 Describe front desk functions of various industry properties distinguishing between property types (e.g., cruise ship vs. resort vs. hotel vs. restaurant); and
- 8.4 Create a safety plan.

**9.0 Recognize mathematical operations related to hospitality and tourism occupations. The student will be able to:**

- 9.1 Identify universal terminology used in hospitality and tourism sales-related transactions (e.g., cash, emerging technology, digital payment alternatives, checks, debit cards, credit cards, discounts, etc.);
- 9.2 Identify different payment options (e.g., cash, checks, credit/debit cards, emerging technology, alternative digital payment options, and incentive program points); and
- 9.3 Explain the value and impact of calculation of hotel occupancy, average daily rate (ADR), and revenue available room (RevPAR).

**10.0 Demonstrate employability skills necessary for success in hospitality and tourism occupations. The student will be able to:**

- 10.1 Identify and utilize resources used in a job search for a hospitality and tourism related career (e.g., networking with professional organizations, social media, Internet);
- 10.2 Create a customized resume, cover letter, follow-up letter, and thank you letter;
- 10.3 Identify and demonstrate appropriate dress and grooming for employment;
- 10.4 Identify and demonstrate effective interviewing skills to include appropriate responses to common interview questions;
- 10.5 Identify strategies for handling inappropriate interview and application questions;

- 10.6 Discuss the importance of drug tests and criminal background checks in the application process and how they impact employment;
- 10.7 Demonstrate time management skills with on-task behavior and self-pacing in accomplishing work assignments;
- 10.8 Identify qualities typically required for career advancement (e.g., productivity, dependability, responsibility);
- 10.9 Identify qualities necessary to be an effective team player;
- 10.10 Demonstrate ability to work cooperatively with team members, supervisors, and guests from diverse cultural and socio-economic backgrounds; and
- 10.11 Identify sensitive workplace issues and laws that regulate them (e.g., gender equity, cultural diversity, professional ethics, sexual harassment, disability, and age discrimination).

**11.0 Examine communication and technology skills in the hospitality and tourism industry. The student will be able to:**

- 11.1 Describe effective staff communication and its uses (e.g., interpersonal, departmental, interdepartmental, and company);
- 11.2 Use technology to compose a business letter, memorandums, e-mail, and company social media communications (i.e., press release);
- 11.3 Describe positive guest/client relations and identify circumstances that lead to negative customer experiences;
- 11.4 Use novel/original approach in creating problem-solving techniques to resolve customer-service conflicts (i.e., complaints, disputes, negotiations, etc.);
- 11.5 Identify techniques of appropriate phone etiquette (i.e., answering, placing on hold, recording messages, and transferring complaint telephone calls);
- 11.6 Demonstrate effective etiquette/netiquette in a business situation;
- 11.7 Discuss the importance of developing networking skills to expand contacts within the industry; and
- 11.8 Discuss the importance of providing clear directions, interpretations, descriptions, and explanations and active listening skills.

## Course 2: Sport, Recreation, and Entertainment Applications Student Standards

**Course Title:** Sport, Recreation, and Entertainment Applications

**Course Credit:** 1

### Course Description

This course is designed to provide students with an in-depth study of sport, recreation, and entertainment marketing in a free enterprise society and provide the knowledge, skills, and attitudes required for employment in a wide variety of sport, recreation, and entertainment marketing occupations.

### Standards and Benchmarks

#### **1.0 Discuss the history of sport, recreation, and entertainment marketing. The student will be able to:**

- 1.1 Define sport, recreation, and entertainment marketing;
- 1.2 Discuss the role of marketing as it applies to sports, recreation, and entertainment;
- 1.3 Describe products, events, promotions, facilities, and services that enhance the sport, recreation, and entertainment industry;
- 1.4 Recognize how climate and geographic location affect the marketplace in the sport, recreation, and entertainment industry;
- 1.5 Identify current and potential sport, recreation, and entertainment tourism products in the CNMI;
- 1.6 Explain the awareness of how diverse culture and values impact the sport, recreation, and entertainment marketplace;
- 1.7 Relate how perception of the consumer plays an important role in the sport, recreation, and entertainment marketplace; and
- 1.8 Explain the motives of the sport, recreation, and entertainment consumer (e.g., achievement, affiliation, health, and fitness, fun and entertainment).

#### **2.0 Select a sport, recreation, and entertainment marketing industry for career planning. The student will be able to:**

- 2.1 Identify current employment opportunities in the sport, recreation, and entertainment marketing field;
- 2.2 Identify sources of information for career planning including the Internet;
- 2.3 Conduct in-depth career research including requirements for entry and advancement, career ladders, and opportunities related to the sport, recreation, and entertainment marketing field;



- 2.4 Explain duties and responsibilities, needed skills, and knowledge for a particular sport, recreation, and entertainment marketing career;
- 2.5 Identify advantages and disadvantages of a particular sport, recreation, and entertainment marketing career;
- 2.6 Complete self-assessments and analysis of life-style goals and career aspirations;
- 2.7 Develop an individualized education and career plan related to a major sport, recreation, and entertainment marketing field, including the development of a resume; and
- 2.8 Write a job description for a selected sport, recreation, and entertainment occupation.

**3.0 Demonstrate applications of channel management (distribution) to the sport, recreation, and entertainment marketing industry. The student will be able to:**

- 3.1 Explain the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services;
- 3.2 Explain the concepts of physical channel management (distribution) and transportation systems related to the industry;
- 3.3 Identify and analyze appropriate transportation services for the industry;
- 3.4 Develop appropriate plans utilizing channel management for the specific industry; and
- 3.5 Explain the relationship between customer service and distribution.

**4.0 Demonstrate applications of financing to the selected sport, recreation, and entertainment marketing industry. The student will be able to:**

- 4.1 Explain financial concepts used in playing sports, recreation, and entertainment marketing decisions;
- 4.2 Explain the concept of financial administration;
- 4.3 Explain the difference between income (credit) and expense (debit);
- 4.4 Identify various types of credit policies and procedures;
- 4.5 Explain purposes and importance of credit;
- 4.6 Identify the positive and negative impacts of using credit in sport, recreation, and entertainment marketing situations;
- 4.7 Compare and contrast the use of different credit applications;
- 4.8 Discuss industry concepts of price, profit, competition, and productivity; and
- 4.9 Identify and explain the components of a budget for a sport, recreation, and entertainment program.

**5.0 Demonstrate applications of product/service planning to the sport, recreation, and entertainment marketing industry. The student will be able to:**

- 5.1 Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to sport, recreation, and entertainment marketing opportunities;
- 5.2 Explain the steps involved in decision-making (e.g., market research, assessment, planning, implementation design, and evaluation);
- 5.3 Explain the importance of customer satisfaction to the sport, recreation, and entertainment industry;
- 5.4 Explain the importance of product and service technology as it relates to customer satisfaction;
- 5.5 Explain the effect of current and emergent technology on life-roles, life-styles, careers, and sport, recreation, and entertainment marketing occupations;
- 5.6 Explain product and service quality as applicable grades and industry standards;
- 5.7 Discuss product-liability risks;
- 5.8 Explain warranties and guarantees;
- 5.9 Develop a product/service plan;
- 5.10 Describe factors used by marketers to position products/business;
- 5.11 Identify stages of and discuss impact of product life cycle; and
- 5.12 Explain the importance of concessions on sport, recreation, and entertainment industry.

**6.0 Demonstrate applications of marketing-information management to the sport, recreation, and entertainment marketing industry. The student will be able to:**

- 6.1 Explain the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities;
- 6.2 Explain the process of marketing information management;
- 6.3 Identify procedures for gathering information using technology; and
- 6.4 Utilize appropriate marketing information management forms.

**7.0 Demonstrate pricing applications for the sport, recreation, and entertainment marketing industry. The student will be able to:**

- 7.1 Explain concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value;
- 7.2 Explain pricing objectives, policies, and strategies;
- 7.3 Explain price-marking techniques;
- 7.4 Explain procedures for changing prices;

- 7.5 Demonstrate decision-making skills required for determining pricing relative to the competition; and
- 7.6 Demonstrate problem-solving skills required when considering profit and price.

**8.0 Demonstrate promotion applications for the sport, recreation, and entertainment marketing industry. The student will be able to:**

- 8.1 Explain the concepts and strategies needed to communicate information about products, services, signage, virtual advertising, branding, and/or ideas to achieve a desired outcome;
- 8.2 Identify types of promotion used in the sport, recreation, and entertainment industry;
- 8.3 Discuss the importance of advertising media and branding;
- 8.4 Explain purposes and elements of advertising and display as related to the sport, recreation, and entertainment marketing industry;
- 8.5 Explain how trademarks/logos are used to create awareness/branding of an organization in the sport, recreation, and entertainment industry;
- 8.6 Use advertising guidelines to design appropriate media sample ads, (e.g., print, radio, television, internet, and others);
- 8.7 Use design principles in preparing such merchandise/service displays as windows, end caps, kiosks, and point-of-sale;
- 8.8 Create an example of a non-personal sales technique such as use of magnets, buttons, t-shirts, or point-of-sale signs;
- 8.9 Write a promotional message to appeal to a target market;
- 8.10 Develop a sales promotion plan for a sport, recreation, and entertainment marketing organization;
- 8.11 Demonstrate public relations techniques as used in the sport, recreation, and entertainment marketing industry; and
- 8.12 Evaluate effective website designs.

**9.0 Demonstrate an understanding of entrepreneurship. The student will be able to:**

- 9.1 Define entrepreneurship;
- 9.2 Identify, explain, compare, and contrast the different types of business ownership (e.g., sole-proprietorship, partnership, corporation, franchise, and licensing);
- 9.3 Discuss the role of the entrepreneur/small business in the domestic and global economy;
- 9.4 Discuss entrepreneurship as a career choice (e.g., characteristics, aptitudes, and skills necessary to be a successful entrepreneur);
- 9.5 Discuss the four parts of a business (e.g., production, finance, marketing, customer service);

- 9.6 Analyze current entrepreneurial trends in the marketplace;
- 9.7 Discuss the importance of ethics in business;
- 9.8 Identify the strategies and methods for generating a business plan;
- 9.9 Identify the types and sources of government regulations and taxation that may affect a business; and
- 9.10 Describe the advantages and risks of entrepreneurship.

**10.0 Explain and discuss licensing, sponsorships, and endorsements in sport, recreation, and entertainment marketing. The student will be able to:**

- 10.1 Explain the licensing industry and process;
- 10.2 Define and describe copyright and trademark laws;
- 10.3 Differentiate between licensing, sponsorship, and endorsements;
- 10.4 Explain how the sport, recreation, and entertainment industry utilizes branding (trademarks/logos) in licensing, sponsorships, and endorsements;
- 10.5 Define exclusivity as a part of licensing;
- 10.6 Describe sponsorship criteria and research methods of obtaining event sponsorships or private support;
- 10.7 Explain the impact of entertainment figures and endorsements on sport, recreation, and/or entertainment marketing;
- 10.8 Explain the importance of on-site merchandising to the sport, recreation, and entertainment industry; and
- 10.9 Discuss the impact ambush marketing has on the sponsorship and licensing aspect of the sport, recreation, and entertainment industry.

**11.0 Demonstrate an understanding of the impact of the media on sport, recreation, and entertainment marketing. The student will be able to:**

- 11.1 Research the impact of the media on sport, recreation, and entertainment marketing;
- 11.2 Identify the different media that increased the popularity of sport, recreation, and entertainment venues;
- 11.3 Explain the concepts of rights and fees the media pays to sport, recreation, and entertainment businesses; and
- 11.4 Investigate pirating issues as they relate to the media and the sport, recreation, and entertainment industry.

**12.0 Discuss the importance of public relations and publicity to sport, recreation, and entertainment marketing. The student will be able to:**

- 12.1 Define and explain the differences between public relations and publicity;
- 12.2 Compare and contrast internal and external public relations;
- 12.3 Develop a media/press release and public service announcement for a sport, recreation, and/or entertainment event; and
- 12.4 Illustrate how a company builds goodwill, a business image, and public awareness through involvement with a sport, recreation, and/or entertainment event.

## Course 3: Hospitality and Tourism Marketing Management

### Student Standards

**Course Title:** Hospitality and Tourism Marketing Management

**Course Credit:** 1

#### Course Description

The purpose of this course is to provide students with necessary career specific instruction in hospitality and tourism marketing management. Students will learn sales and management techniques, marketing principles, and entrepreneurship skills necessary to succeed in the hospitality and tourism industry. This course incorporates marketing and management principles and procedures of the hospitality and tourism industry as well as employment qualifications and opportunities.

#### Standards and Benchmarks

##### **1.0 Identify sales techniques and procedures appropriate for use in the hospitality and tourism industry. The student will be able to:**

- 1.1 Explain purpose, principles, and the components of supply and demand, the importance of selling and how it relates to the hospitality and tourism industry;
- 1.2 Describe the differences between a product-based business and a service-based business and how it relates to the hospitality and tourism industry;
- 1.3 Identify effective sales techniques (e.g., steps in the sales process, cross-selling, upselling, and alternative options);
- 1.4 Explain motivation, needs, and expectations of hospitality and tourism and how it affects consumer choice;
- 1.5 Discuss the importance of the five (5) P's of the marketing mix: product, place, price, promotion, and people and how it impacts the hospitality and tourism industry;
- 1.6 Outline an effective sales presentation (e.g., feature-benefit analysis) including the importance of promoting products and services (e.g., publicity, public relations, press release, community events, advertising, Internet);
- 1.7 Discuss the importance of meeting specialized sales needs (e.g., business travel, conventions and meetings, conferences, special needs populations); and
- 1.8 Utilize common office production software to create presentations (such as spreadsheet, database, presentation, and word-processing).



**2.0 Demonstrate sales and customer service skills and techniques in the selling of hospitality and tourism products. The student will be able to:**

- 2.1 Discuss profit motive and its impact on business;
- 2.2 Define different types of guest communication (e.g., surveys, Yelp, email, social media, apps, etc.);
- 2.3 Develop a customer survey;
- 2.4 Identify the different techniques for dealing with competition and explain its impact on business (e.g., direct, indirect, price, non-price, competitive position) within the hospitality and tourism industry;
- 2.5 Analyze the challenges and opportunities in welcoming diverse cultures;
- 2.6 Describe how employee empowerment contributes to effective guest recovery. Using technology tools, develop a marketing plan in response to customer survey results; and
- 2.7 Utilize software to generate promotional materials (e.g., webpage, infographics, etc.) for the hospitality and tourism industry.

**3.0 Identify and demonstrate personal and business ethics related to management and marketing. The student will be able to:**

- 3.1 Explain the need for respect and value for culture and diversity in the hospitality and tourism industry;
- 3.2 List characteristics related to personal and business ethics (e.g., preventing theft, pilfering, and unauthorized discounting);
- 3.3 Identify laws pertaining to data collection, email marketing, and personal information usage;
- 3.4 Model inclusive behavior is an important skill for hospitality and tourism managers;
- 3.5 Explain the concept of corporate social responsibility and describe examples of how hospitality and tourism companies are including CSR initiatives in their organization; and
- 3.6 Use technology applications, tools, and artistic skills to promote social and cultural awareness related to industry concerns.

**4.0 Compare and contrast the needs of a business vs. leisure traveler. The student will be able to:**

- 4.1 Define business travelers and identify their needs;
- 4.2 Define leisure travelers and identify the recreational wants;
- 4.3 Identify features vs. benefits of hotel and airline offerings for each market;
- 4.4 Develop a ROI analysis for travel on a business trip: including all travel expenses and potential business opportunity gains; and

- 4.5 Explain the different planning processes and timeframes that lead up to travel for business vs leisure.

**5.0 Demonstrate knowledge and organizational skills related to meetings, conventions, conference travel and event planning. The student will be able to:**

- 5.1 Explain positions available to event planners;
- 5.2 Describe the benefits of meetings and conventions and explain how they are planned and booked;
- 5.3 Identify challenges that managers and staff members face during meetings and conventions, and create an example list of protocol issues; and
- 5.4 Create a budget including all elements of the event (e.g., catering, décor, supplies, entertainment, admission).

**6.0 Identify and analyze marketing and business fundamentals related to the different industries within hospitality and tourism (i.e., cruise/air travel/ground travel/lodging industry/leisure travel/tour packages). The student will be able to:**

- 6.1 Explain the benefits of packaging for travelers, vendors, hotels, travel planners, tour operators and airlines;
- 6.2 Communicate related financial benefits to travelers of selling packages from a travel planner salesperson perspective;
- 6.3 Analyze the savings and profit increases related to packaging for travelers, planners, and destinations;
- 6.4 Compare and contrast the experience and finances of separate vendors in various locations as a component of a package (hotel in one area, activities on a different property, and restaurants at a different location) vs. an all-inclusive resort; and
- 6.5 Effectively communicate the benefits of packaging a travel experience to consumers.

**7.0 Explain strategies for selling hospitality and tourism products. The student will be able to:**

- 7.1 Describe training techniques managers can use to build an effective sales team;
- 7.2 Identify methods used to motivate an effective sales team;
- 7.3 List tools and processes used to sell to global audiences;
- 7.4 Outline the needs of special market segments and the sales strategies used to reach those segments; and
- 7.5 Summarize strategies for selling to the digital traveler.

**8.0 Develop a marketing plan and sales promotion tool for hospitality and tourism. The student will be able to:**

- 8.1 Describe the organization of the marketing department and explain management's role in marketing;
- 8.2 Summarize the marketing mix: the five P's (Price, Promotion, Product, Place, People); and the four C's (Client, Cost, Communication, Convenience);
- 8.3 Identify the steps of a marketing plan;
- 8.4 Describe the channels of distribution within the hospitality and tourism industry;
- 8.5 Explain how to prepare a marketing budget; and
- 8.6 Maintain brand consistency throughout your marketing plan.

**9.0 Examine facts and principles related to the branding process. The student will be able to:**

- 9.1 Tell the story of their product/destination in a way that effectively speaks to the target market;
- 9.2 Summarize the effect colors, sounds, music, and visual cues have on developing a brand. Explain and cite examples of consistency in communication to market: both visually and in language;
- 9.3 Develop a brand (e.g., logo, tag line, blog, email marketing templates, sample images, videos, music, etc.);
- 9.4 Communicate a brand promise to the target market through the proper communication channels of the target market; and
- 9.5 Define the importance of generating brand awareness and brand loyalty.

**10.0 Explain the value and importance of marketing research. The student will be able to:**

- 10.1 Identify trends that affect marketing in the hospitality and tourism industry;
- 10.2 Cite marketing challenges (e.g., shifts or changes in travel trends) and respond to their potential occurrence; and
- 10.3 Determine the difference between a credible source and non-credible source of data or information.

**11.0 Identify and demonstrate management skills needed to succeed in hospitality and tourism. The student will be able to:**

- 11.1 Identify the types of leadership positions available in the hospitality and tourism industry;
- 11.2 Identify career pathways to leadership positions in the hospitality and tourism industry;
- 11.3 Compare and contrast styles of leadership and management;

- 11.4 Identify why leaders must create leadership development goals and a path for meeting those goals;
- 11.5 Define power and empowerment and summarize how these concepts transpire in centralized and decentralized organizations;
- 11.6 Identify the leadership skills and processes that lead to a seamless guest cycle;
- 11.7 Define traditional management styles;
- 11.8 Explain the importance of varying your leadership style in response to organization and employee styles and needs; and
- 11.9 Identify and apply appropriate 21<sup>st</sup> century leadership style. Explain how problem solving contributes to leadership processes in hospitality and tourism.

**12.1 Compare and contrast franchise vs. corporate owned vs. private market segments. The student will be able to:**

- 12.2 Recognize the obligations of a franchise to the corporation; and
- 12.3 Communicate the financial (ROI or annual profits) differences among the organization types and to whom the rewards go (individual, corporation, franchise owner, etc.).

**13.0 Illustrate effects of climate and geographic locations that affect the marketplace. The student will be able to:**

- 13.1 Explain how seasonal changes affect peak times and consistency in business and planning for related business shifts; and
- 13.2 Summarize effects of population migration as it relates to business location selection and general business operations.

**14.0 Identify federal laws, legislation and regulations related to the hospitality and tourism industry. The student will be able to:**

- 14.1 Identify the employment laws that impact the hospitality and tourism industry and the role of human resources managers in applying these laws;
- 14.2 Identify the laws, legislation, and regulations that affect the hospitality and tourism industry;
- 14.3 Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, Sexual Harassment, EEOC, ADA, FMLA, and OSHA);
- 14.4 Discuss the role of federal, state and local regulatory agencies as it relates to hospitality and tourism; and
- 14.5 Identify ways to follow OSHA requirements.

**15.0 Demonstrate communication and human relations skills necessary for success in hospitality and tourism occupations. The student will be able to:**

- 15.1 Demonstrate the ability to use problem-solving, decision-making, and critical thinking strategies;
- 15.2 Demonstrate the ability to offer and accept constructive feedback;
- 15.3 Explain the importance of maintaining confidentiality relating to business matters;
- 15.4 Demonstrate effective etiquette/netiquette in business and interpersonal situations (e.g., phone and internet use, general courtesy, manners, etc.);
- 15.5 Demonstrate appropriate and effective oral presentation skills;
- 15.6 Identify and demonstrate conflict resolution strategies related to customer service, co-workers, and vendors (e.g., resolving complaints, disputes, and negotiations);
- 15.7 Apply leadership skills through involvement in community and/or school activities;
- 15.8 Demonstrate techniques for making and maintaining a positive first impression; and
- 15.9 Explain business policies to customers and vendors.

## Course 4: Hospitality and Tourism Practicum Student Standards

**Course Title:** Hospitality and Tourism Practicum

**Course Credit:** 1

### Course Description

This course provides students the opportunity to demonstrate human relations, communications, and employability skills necessary for entry-level employment in the hospitality and tourism industry. Additionally, it will enhance the instruction and competencies developed through classroom instruction.

The first three pathway courses should be completed prior to enrollment in Hospitality and Tourism Practicum. Each student intern is required to have a job performance skills plan, signed by the student/intern, teacher, and employer. This plan should include competencies developed through classroom experiences, a list of on-the-job duties and tasks to be performed, and identification of student performance standards. The Hospitality and Tourism Practicum may provide paid or non-paid work experience based on the needs of the student and availability of positions.

### Standards and Benchmarks

#### **1.0 Perform critical job skills. The student will be able to:**

- 1.1 Apply literacy skills in technical reading, computing, and calculating;
- 1.2 Perform tasks as outlined in the individualized job performance skills plan;
- 1.3 Maintain relevant employment documents;
- 1.4 Sustain mentoring relationships in the workplace;
- 1.5 Communicate in business settings by listening, writing, speaking, and presenting with professional demeanor;
- 1.6 Collaborate, communicate, and interact utilizing technology;
- 1.7 Offer alternative suggestions or solutions rather than simply rejecting others' ideas;
- 1.8 Contribute to team efforts by fulfilling responsibilities and valuing diversity;
- 1.9 Explore networking opportunities through professional associations;
- 1.10 Exercise proper judgment in decision making; and
- 1.11 Adapt to changing organizational environments with flexibility.



**2.0 Display professional work habits. The student will be able to:**

- 2.1 Report as expected, on time, appropriately dressed and groomed and ready to work;
- 2.2 Create a positive professional image through proper introductions, eye contact, and a firm handshake;
- 2.3 Model acceptable work habits and conduct in the workplace as defined by company policy;
- 2.4 Demonstrate appropriate dress and grooming habits;
- 2.5 Complete and follow through on tasks and take initiative as warranted;
- 2.6 Respond to internal and external customers' needs and concerns;
- 2.7 Practice business etiquette and social sensitivity in face-to-face interaction on the telephone and the Internet; and
- 2.8 Build bridges between conflicting attitudes and ways of thinking.

**3.0 Demonstrate ethical behavior. The student will be able to:**

- 3.1 Compare business activities to professional standards;
- 3.2 Demonstrate the ability to show empathy, respect, and support for others;
- 3.3 Recognize the importance of confidentiality and privacy;
- 3.4 Recognize gender, religious, and culturally appropriate behaviors; and
- 3.5 Recognize protocol for giving and receiving gifts.

**4.0 Demonstrate skills in multiple hospitality and tourism pathways. The student will be able to:**

- 4.1 Explore multiple jobs within the field including, but not limited to, food and beverage, groundskeeping, front desk, and housekeeping. Understand the demand for all careers in the industry; and
- 4.2 Practice skills in each pathway offered in the industry.

**5.0 Develop a professional portfolio to showcase the work experience in the practicum. The student will be able to:**

- 5.1 Write a reflection and collect work sample artifacts that align with the application of academic and technical knowledge and skills. Include examples of pathway course skills and knowledge;
- 5.2 Identify 21<sup>st</sup> Century Skills used in the practicum assignment and discuss why the skill is important to career success; and
- 5.3 Classify personal and social skills used in the practicum assignment and discuss their importance to career success. Provide examples of how social skills were used to enhance the customer experience.

**6.0 Where applicable, embed an industry certification in the work experience.  
The student will be able to:**

- 6.1 Work with industry partners to identify needed industry credentials and work towards completion of study materials or attend professional development sessions to prepare for certifications or badges;
- 6.2 Complete all study sessions to prepare for the industry exam; and
- 6.3 Participate in the exam session in order to utilize the industry credential for advancement in the industry.

## CNMI Hospitality and Tourism Four-Year Plan

A four-year plan refers to the outline of courses that a high school student will take to complete the necessary requirements for high school graduation, per PSS policy (shown below). The four-year plan allows students to personalize their high school experience, incorporate classes that will lead to their future college major and career, and ensure that they graduate on time. Student schedules include four blocks of instruction per day. Students can earn eight credits per year, earning one credit per block per semester.

A minimum of twenty-eight (28) credits are required for graduation from the 12<sup>th</sup> grade. Required courses constitute twenty-three (23) credits of the minimum credit and are as follows:

Required Courses	Credits
<b>English</b> - Composition I and II - Integrated literature and composition – 9 <sup>th</sup> - Integrated literature and composition – 10 <sup>th</sup> - Technical research/business writing – 11 <sup>th</sup> - American literature – 11 <sup>th</sup> - British literature- 12 <sup>th</sup>	8 credits
<b>Math</b> - Algebra I – 9 <sup>th</sup> - Geometry – 10 <sup>th</sup> - Algebra II – 11 <sup>th</sup>	6 credits
<b>Science</b> - Environmental science – 9 <sup>th</sup> - General biology – 10 <sup>th</sup> - Chemistry – 11 <sup>th</sup>	3 credits
<b>Social Studies</b> - NMI history – 10 <sup>th</sup> - US/World history – 11 <sup>th</sup> - US Government/economics – 12 <sup>th</sup>	3 credits
<b>Physical Education</b> 0.5 credit of physical education must include a health course. (JROTC may be substituted for 1 credit of Physical Education)	2 credits
<b>Language other than English</b>	1 credit

This plan includes the career pathway courses for Hospitality and Tourism if a student chooses to take four CTE courses as their electives.

## Commonwealth of Northern Marianas Islands Plan of Study

### Cluster: Hospitality and Tourism Pathway: Hospitality and Tourism Management

*This Career Pathway Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.*

EDUCATION LEVELS	GRADE	English/ Language Arts 8 credits	Mathematics 6 credits	Science 3 credits	Social Studies 3 credits	Other Required Courses 3 credits	Recommended Career and Technical Courses 4 credits	Electives Student Choice 1 credit
<b>NOTE: Honors, Pre-AP or AP courses offered in many courses.</b>								
Career Assessment: Identify an appropriate career assessment instrument at the middle school level used to help students and their parents plan for high school.								
<b>SECONDARY</b>	9	Composition I and Integrated Literature and Composition 9th	Algebra I	Environmental Science		PE I and Health	Course 1: Introduction to Hospitality and Tourism <a href="#">DE TS101 NMC</a>	Arts: Band, Chorus, Drama, or Dance  CTE: Agriculture, Bookkeeping, Digital Video, General Business, Technology, Video Production, or Cooperative Education
	10	Composition II and Integrated Literature and Composition 10th	Geometry	General Biology	NMI History	PE II or ROTC	Course 2: Sports, Recreation, and Entertainment Applications	Any Pre-AP Courses
	11	Technical Research/Business Writing And American Literature	Algebra II	Chemistry	US/World History	LOTE Chamorro or Carolinian	Course 3: Hospitality and Tourism Marketing and Management <a href="#">DE TS103 NMC</a>	Additional AP Courses  Additional General Education Courses
	12	British Literature			US Government & Economics		Course 4: Hospitality and Tourism Practicum	
High school courses in the pathway offered locally for college credit should be coded: DE (Dual Enrollment)								

<b>List related certifications/credentials offered locally:</b> <ul style="list-style-type: none"> <li>• AHLEI</li> <li>• National Restaurant Association</li> <li>• ProStart</li> </ul>		<b>Additional Learning Opportunities:</b> CTSO Organization(s): <input checked="" type="checkbox"/> DECA <input type="checkbox"/> FBLA <input type="checkbox"/> FCCLA <input type="checkbox"/> FFA <input type="checkbox"/> FEA <input type="checkbox"/> HOSA <input type="checkbox"/> SkillsUSA <input checked="" type="checkbox"/> TSA <input checked="" type="checkbox"/> MY WAVE <input type="checkbox"/> AmeriCorp		
		<b>Work-Based Learning:</b> <input checked="" type="checkbox"/> Career Research <input type="checkbox"/> Cooperative Education <input checked="" type="checkbox"/> Internship <input checked="" type="checkbox"/> Job Shadowing <input checked="" type="checkbox"/> Service-Learning Project <input checked="" type="checkbox"/> Mentorship <input type="checkbox"/> Student Apprenticeship		
<b>POSTSECONDARY</b>	<b>SAMPLE POSTSECONDARY PROGRAMS RELATED TO THIS CAREER PATHWAY</b> <input checked="" type="checkbox"/> Guam Community College (GCC) <input checked="" type="checkbox"/> Northern Marianas College (NMC) <input type="checkbox"/> Northern Marianas Technical Institute (NMTI)			
	<b>Pathway</b>	<b>Associate Degree, College Certificate, or Apprenticeship</b>	<b>Bachelor's Degree</b>	<b>Postgraduate Degree</b>
	Marketing	Northern Marianas College:  A.A.S. Associate in Applied Science in Hospitality Management, A.A. in Business Degree, A.A.S. Business Administration—Business Management Emphasis	Northern Marianas College:  Bachelor of Science in Business Management	
<b>SAMPLE—Occupations</b> <b>Relating to This Pathway:</b> <a href="http://www.careerclusters.org">http://www.careerclusters.org</a> and <a href="http://www.cteresource.org/cpg/">http://www.cteresource.org/cpg/</a> Baker, Bartender, Casino Manager, Caterer, Concierge, Convention Services Manager, Director of Operations—Lodging, Director of Tourism Development, Event Planner, Executive Chef, Facilities Manager, Maitre d', Museum Director, Reservations Manager, Restaurant Owner/Manager, Sports Promoter, Theme Park Manager, Tour and Travel Guide, Travel Agent, Wine Steward.				

## Knowledge, Skills, and Dispositions

Knowledge	Technical Skills	Employability Skills	Dispositions
<ul style="list-style-type: none"> <li>• Key components of Marketing and Promoting Hospitality and Tourism Products and Services</li> <li>• Nature and Scope and The Role of Hospitality and Tourism in Society and the Economy</li> <li>• Employee rights and Responsibilities and Employers' Obligations Concerning Occupational Health and Safety Hazards and Emergency Situations</li> <li>• Safety and Security Measures</li> <li>• Hospitality Career Opportunities</li> <li>• Merchandising, program and Product Potential</li> <li>• Ethical and Legal Responsibilities</li> <li>• Costs, Pricing, Market demands and Marketing Strategies</li> <li>• Standard Operating Procedures</li> <li>• Time Zones, Seasons and Domestic and International Maps</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Communication (Email, Chat, Tele/Video)</li> <li>• Microsoft Office (Word, Excel, Publisher, PPT)</li> <li>• Google Suites (Docs, Spreadsheets, Slides, Forms)</li> <li>• Recordkeeping</li> <li>• Telephone and Facsimile Resources</li> <li>• Allocating Staff Positions</li> <li>• Management of Emergency Situations</li> <li>• Marketing Strategies</li> <li>• Customer Service Skills</li> <li>• Money Management</li> <li>• Accounting</li> <li>• Marketing</li> <li>• Information Management</li> <li>• Purchasing &amp; Procurement</li> <li>• Training &amp; Development</li> <li>• Organizing Record Keeping</li> <li>• Unit and Time Conversion skills</li> </ul>	<ul style="list-style-type: none"> <li>• Oral and Written Communication Skills</li> <li>• Interpersonal</li> <li>• Flexibility</li> <li>• Reliability</li> <li>• Motivation</li> <li>• Professionalism</li> <li>• Establish &amp; Maintain Effective Working Relationships</li> <li>• Teamwork</li> <li>• Attention to Detail</li> <li>• Time Management and Organizational Skills</li> <li>• Taking Initiative</li> <li>• Problem Solving and Decision Making</li> <li>• Ethical Work Habits</li> <li>• Goal Setting</li> <li>• Personal Responsibility</li> <li>• Dealing with Conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Empathetic/Compassionate</li> <li>• Patience</li> <li>• Dependable</li> <li>• Cooperative</li> <li>• Responsibility and Initiative</li> <li>• Reliable</li> <li>• Organized Commitment</li> <li>• Critical Thinker</li> <li>• Problem Solver</li> <li>• Principled Empathy and Compassion</li> <li>• Honesty and Integrity</li> <li>• Concern for Others</li> <li>• Tolerate Stress</li> <li>• Self-Control</li> <li>• Cultural Diversity</li> </ul>



# Work-Based Learning

Work-Based Learning (WBL) provides opportunities in which a student completes meaningful tasks in a workplace. Such programs are designed to prepare participants for full-time work and help them acquire the knowledge and skills they need to enter or advance in particular career fields. Work-based learning can be a component of a continuum of lifelong learning and skill development for a range of learners, including K–12 students, young adults, college students, and adult jobseekers.

WBL experiences reinforce the 21<sup>st</sup> Century Skills by allowing students to apply these skills in a real-world business or service-oriented work environment.

## Connecting WBL to 21st Century Skills

### Learning Skills:

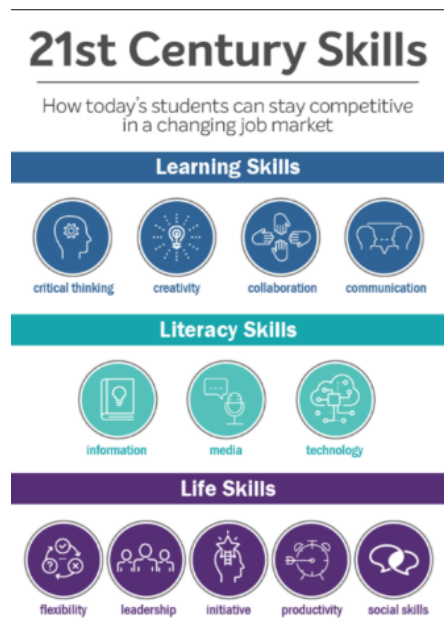
- Critical Thinking: Develop a project to meet a community need or solve a community problem.
- Creativity: Publicize/advertise project; solve problems; present findings.
- Collaboration: Work with community members, peers, and mentors.
- Communication: Write and present proposals; make requests and get permissions; publicize and present final project.

### Literacy Skills:

- Information: Access and evaluate information to use to solve problems.
- Media: Understand how and why media messages are constructed in a real-world setting; create media products to communicate a message.
- Technology: Use technology as a tool to research, organize, evaluate, and communicate information.

### Life Skills:

- Flexibility: Adapt to varied roles, job responsibilities, and schedules; incorporate feedback effectively; understand and balance diverse views.
- Leadership: Set and meet goals; prioritize, plan, and manage work to achieve the intended result.
- Initiative: Go beyond completion of assigned tasks to advance responsibility.
- Productivity: Monitor, define, prioritize, and complete tasks.
- Social Skills: Know when it is appropriate to listen and when to speak; conduct oneself in a respectable, professional manner.



## **Work-Based Learning Framework**

WBL experiences offer students the opportunity to explore career options and develop critical academic and technical skills in collaboration with community and/or industry involvement. As such, students should have access to a series of structured WBL experiences that deepen their knowledge and allow them to apply classroom theories into practice. At an early level/grade, WBL experiences can help students develop a broad understanding and awareness of industries and possible careers that are available to them. Over time, these experiences narrow in focus as students find a good fit, learn what type of postsecondary education is necessary for success, and begin practicing the academic, technical, and professional skills necessary to enter their identified careers.

### **Career Awareness**

Career awareness activities build knowledge of the variety of careers available and the role of post-secondary education to broaden student options. Some examples of career awareness activities are guest speakers, career days or college and career fairs, field trips and workplace tours, videos or presentations about various professions, and opportunities to conduct informational interviews. Career awareness activities ideally lead to WBL experiences where students can deepen their knowledge of career pathways and begin applying skills learned in the classroom.

### **Career Exploration**

Career exploration experiences encourage students to develop personal career interests, a better understanding of pathways to a chosen career, and the workplace readiness skills needed to make informed decisions regarding secondary and postsecondary education and training. These experiences are typically of shorter duration.

### **Career Preparation**

Career preparation experiences deepen student knowledge and develop skills necessary for success in employment and postsecondary education. These experiences are recommended for students who have a clear goal of entering the workforce directly after high school or of enrolling in a closely related postsecondary training program. These experiences are structured primarily to give students extensive practice in applying fundamental technical and practical knowledge and skills in their chosen careers.

### **Career Training**

Career training consists of any activity that allows a student to train for employment and/or post-secondary education in a specific range of occupations.

CNMI Work-Based Learning Opportunities			
Type of Student WBL Experience	Purpose/Learning Outcome	Experience Defined by	WBL Student Experiences
<b>9th Grade Industry and Career Awareness</b>	<p>Build awareness of the variety of careers available and the role of post-secondary education; broaden student options.</p> <p>Student can articulate the type of post-secondary education and training required in the career field, and its importance to success in that field.</p>	<ul style="list-style-type: none"> <li>• One-time interaction with partner(s), often for a group of students.</li> <li>• Designed primarily by adults to broaden student's awareness of a wide variety of careers and occupations.</li> </ul>	Guest Speakers Career Fair
<b>10th Grade Career Exploration</b>	<p>Explore career options and postsecondary requirements for the purpose of motivation and to inform decision making in high school and postsecondary education.</p> <p>Student can give at least two examples of how the student's individual skills and interests relate to the career field and/or occupations.</p>	<ul style="list-style-type: none"> <li>• One-time interaction with partner(s) for a single student or small group.</li> <li>• Personalized to connect to emerging student interests.</li> <li>• Student takes an active role in selecting and shaping the experience.</li> <li>• Depth in particular career fields.</li> <li>• Builds skills necessary for in-depth work-based learning.</li> </ul>	Workplace Industry Tours

CNMI Work-Based Learning Opportunities			
Type of Student WBL Experience	Purpose/Learning Outcome	Experience Defined by	WBL Student Experiences
<b>11th Grade Career Preparation</b>	<p>Apply learning through practical experience that develops knowledge and skills necessary for success in careers and postsecondary education.</p> <p>Student works effectively as a member of a team, with respect for diverse perspectives and strengths</p>	<ul style="list-style-type: none"> <li>• Direct interaction with partners over time.</li> <li>• Application of skills transferable to a variety of careers.</li> <li>• Activities have consequences and value beyond success in the classroom.</li> <li>• Learning for the student and benefit to the partner are equally valued.</li> </ul>	Job Shadowing
<b>12th Grade Career Training</b>	<p>Train for employment and/or postsecondary education in a specific range of occupations.</p> <p>Student demonstrates knowledge and skills specific to employment in a range of occupations in a career field.</p>	<ul style="list-style-type: none"> <li>• Interaction with partners over extended period of time.</li> <li>• Benefit to the partner is primary and learning for student is secondary.</li> <li>• Develop mastery of occupation specific skills.</li> <li>• Complete certifications or other requirements for a specific range of occupations.</li> </ul>	Clinical Experience Internship Extended Job Shadow

## Career and Technical Student Organization

### **DECA**

DECA Inc. is a 501(c)(3) not-for-profit student organization with more than 225,000 members in all 50 United States, Canada, Guam, Puerto Rico and Germany. The United States Congress, the United States Department of Education and state, district and international departments of education authorize DECA's programs. With nearly a 75-year history, DECA has impacted the lives of more than ten million students, educators, school administrators and business professionals since it was founded in 1946. Their strong connection with our organization has resonated into a brand that people identify as a remarkable experience in the preparation of emerging leaders and entrepreneurs. DECA's programs and activities are constantly evolving as it uses the latest technology and applies cutting edge educational research. DECA's core focus remains consistent and is captured in the mission: DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high schools and colleges around the globe. For more information, visit: <https://www.deca.org/about/>

### **Marianas Youth Welcome All Visitors Enthusiastically Club**

Marianas Youth Welcome All Visitors Enthusiastically (MY WAVE) is a club that offers fun and educational activities for students as well as leadership and service opportunities. Students apply their hospitality and tourism knowledge and skills as they work alongside the Marianas Visitors Authority to plan monthly activities. To learn more about MY WAVE, visit this link: <https://www.mymarianas.com/?s=my+wave>.

### **National Restaurant Association and ProStart**

ProStart® is a nationwide, two-year high school program that reaches nearly 150,000 students in more than 1,900 high schools across the 50 states, Guam, and the Department of Defense Education Activity schools in Europe and the Pacific.

From culinary techniques to management skills, ProStart's industry-driven curriculum provides real-life experience opportunities and builds practical skills and a foundation that will last a lifetime. For more information, visit: <https://choosereaurants.org/prostart>

## Industry Certification

Earning a nationally recognized industry certification allows students to demonstrate their technical skills and abilities and provides opportunities for employment. The following industry certifications would enhance a student's knowledge and skills in this pathway:

1. MOS Microsoft Office Specialist PowerPoint Associate Certification;
2. MOS Microsoft Office Specialty Office Associate Certification; and
3. Hospitality and Tourism Management Professional (HTMP).

For more information, visit:

<https://docs.microsoft.com/en-us/learn/certifications/>

<https://www.ahlei.org/academic/high-school/hospitality-and-tourism-management-program/>.

## Post-Secondary Alignment

Earning college credit in high school helps students learn time management skills, earn scholarships for college, explore specific fields of study in depth, make room for diverse experiences, and save money. Students have an opportunity to earn early college credit with Northern Marianas College in this program of study with the following alignment.

Postsecondary Website: <https://www.marianas.edu/schoolofbusiness>

CNMI PSS Course	Aligned NMC Course
College and Career Success 101	BE111 College Success
Introduction to Hospitality and Tourism	TS101 Introduction to Travel and Tourism
Hospitality and Tourism Marketing and Management	TS103 Introduction to Hospitality Industry

## Profile of a CNMI PSS Graduate

(Pending completion from Office of Curriculum and Instruction)

# Recruitment and Marketing Action Plan Template

District Office or Program of Study Plan (POS):	POS Site:
Marketing and Recruitment Team Members:	

Goal 1: Pathway Messaging <i>Action Steps</i>	Will this be an effective strategy for the CNMI?	Who will lead this?	Date to begin work	Date to complete work	What help do you need? From whom?
<p>Ensure consistent messaging to all audiences identified.</p> <p>Create website or recruitment brochure to include:</p> <ul style="list-style-type: none"> <li>• Required course sequence;</li> <li>• Eligibility and enrollment requirements;</li> <li>• Related college pathways, what to expect in the pathway, and potential careers;</li> <li>• Pictures, contact information, certifications; and</li> <li>• Application requirements, and deadlines</li> </ul>					
<p>Solidify program description and course sequence.</p> <ul style="list-style-type: none"> <li>• Update course descriptions as needed.</li> </ul>					
<p>Create a video for your pathway or other visuals to use in webpages, parent meeting presentations, counselor professional development, board presentations, advisory committee meetings, and so forth.</p>					
<p>Update the school and/or district website with pathway information; make branding decisions about centralized design versus pathway-specific creativity.</p>					



Goal 1: Pathway Messaging <i>Action Steps</i>	Will this be an effective strategy for the CNMI?	Who will lead this?	Date to begin work	Date to complete work	What help do you need? From whom?
Create a poster of your pathway sequence for your counseling center and classrooms.					
Consider district and/or school branding and communication guidelines.					
Create a presentation for your counseling, teacher, and administrative teams.					
Other:					

Goal 2: Collaboration and Communication With Site and District Stakeholders <i>Action Steps</i>	Will this be an effective strategy for the CNMI?	Who will lead this?	Date to begin work	Date to complete work	What help do you need? From whom?
Set up a meeting to present the pathway to counseling and administrative teams to ensure strong understanding of pathways.					
Address any prerequisites or indicators for pathway recruitment.					
Ensure administrative and counseling teams are aware of any master scheduling needs of the pathway to ensure student participation and completion.					
Bring counselors, administrative staff, and board members to tour the					

Goal 2: Collaboration and Communication With Site and District Stakeholders <i>Action Steps</i>	Will this be an effective strategy for the CNMI?	Who will lead this?	Date to begin work	Date to complete work	What help do you need? From whom?
pathway facilities or observe the class in action to help them better recruit.					
Review forms that counselors give to students for course selection to ensure pathway courses are correctly identified and listed.					
Raise equity and access concerns with counselors to increase recruiting to special populations. Ensure that the underrepresented population being targeted is intentionally represented in all marketing forums.					
Present at the school board regarding pathway information and recruitment.					
Determine how students can be tagged in your student information system so that pathway-designated students are not inadvertently removed from the pathway course.					
Identify appropriate class caps and create a plan to address equity when limited seats are available.					
Other:					

Goal 3: Student and Parent Marketing <i>Action Steps</i>	Will this be an effective strategy for the CNMI?	Who will lead this?	Date to begin work	Date to complete work	What help do you need? From whom?
Engage with students for a pathway-related activity or information event.					
Distribute promotional materials (e.g., brochures, videos) to your middle schools and high schools.					
Host a virtual parent night at the high school to relay information about all pathways, give tours of pathway facilities, and highlight student work.					
Bring middle school students to the high school to tour pathway facilities and/or engage in a pathway activity.					
Identify newsletters, e-mails, and social media that go out to your district, schools, parents, and stakeholders, and highlight your program.					
Other:					

**Career pathways** are integrative systems created to support secondary school students in enrolling in post-secondary transferable curricula and gaining practical work environment while obtaining their high school diplomas. **Career pathways** are designed to streamline and minimize the steps required for students to advance into jobs that align with their career aspirations. With specialized certifications gained upon high school graduation, students are ready to enter the workforce and seamlessly transition into college. A goal in establishing career pathways is to unify agencies across workforce development, education, and policy to determine processes and influence legislation that benefit students at all levels. Preparing students with marketable skills upon completing secondary school allows the students ample time within their careers to build upon an early foundation of basic knowledge. Providing adequate training and opportunities for certification keeps youth engaged with the workforce and supports them in building sustainable careers that contribute to the economic growth and future of the Commonwealth of the Northern Mariana Islands (CNMI). This curriculum guide will provide resources to guide the instruction of the pathway courses and pathway related activities and connections to post-secondary education and training.



**REGION 18**  
Commonwealth of the  
Northern Mariana Islands  
Federated States  
of Micronesia  
Guam  
Republic of Palau

