

Part III: Additional Resources and Activities

Suggested Projects

The projects are additional projects you can assign based on the material provided in the reference books for each topic area.

Hutchinson Hotel

Housekeeping Operations Manual

Option 1: Design a New Employee Orientation

Have students use the material provided, along with additional resources found in a textbook or online, to create a one-day employee-orientation program for a new housekeeper. The orientation program should be designed to be completed in one day and should include these key elements:

- Welcome
- Description of the hotel and the role of housekeeping
- Housekeeping-specific policies
- Demonstration of room cleaning, bed making, and attending to a safety concern
- Thank you and next steps

Option 2: Create a “Green” Guest-Awareness Campaign

Have students use the material provided, along with additional resources found in a textbook and online, to create an internal marketing campaign designed to increase guest awareness of the importance of “green” hotels. The campaign should include the following elements:

- Lobby poster stating the company commitment to going green
- In-room tent card describing the role guests can play in supporting a green hotel
- Fifteen-second television ad for the in-house TV channel

Front Office

Option 1: Create a Plan to Increase Business- or Leisure-Travel Business

With the material provided in the reference book as a starting point, have students search the Internet and online hospitality journals (or print journals) to research the different needs of business and leisure travelers. Have them use the results of their research to write a proposal for the marketing manager.

This proposal should be focused on either business travelers or leisure travelers. The business-traveler promotion should be designed to increase revenue during slow weekday periods (that is, in January or February, the weeks before major holidays, and so on). The leisure-traveler promotion should be designed to increase weekend business during nonpeak periods.

Option 2: Key Financial Terms

Provide students with practice problems designed to enhance their understanding of the key financial terms used in the rooms division. Review the definitions of the key ratios and discuss their importance to the operation of a successful hotel.

Option 3: Running a Meeting

Review the importance of meetings and how to plan an agenda. Provide students with a topic related to the rooms division and have them work in pairs to create a meeting agenda designed to address the topic. Have students prepare a PowerPoint presentation to support key agenda topics. If time permits, ask students to present their agenda and topic to the class.

General Manager's Guide

Option 1: Ask Students to Research Different Ownership Options Available to Prospective Hoteliers

Assign an ownership option to each student and have the student write a two-to-three-page paper detailing the advantages and disadvantages of that option. The paper should also address the cost of ownership, fees, and other costs associated with the assigned method of ownership, and the types of properties available for that ownership option.

Option 2: Have students work in teams to provide information about the ways that hotels are classified. Assign the following classification types:

- By location
- By price
- By star/diamond rating
- By type

Have students describe the classification methods used, the differences in the classification types, and the benefits to guests that come from classifying hotel types.

Lighthouse Hotel

Security Department

Option 1: Hospitality Technology

Have students research security technologies currently being used in hotels and have them compare the benefits of using older technologies versus newer technologies. For example, what are the costs and benefits associated with using electronic room key cards versus the traditional room key? What type of training is needed when implementing new technology? What are the potential drawbacks to using newer technology?

Option 2: Guest Safety

Provide students with an opportunity to role-play various situations that involve guest safety. Students could be provided a basic outline of the event and assigned a character, or you may choose to write detailed scenarios for the students and then have them act out what they would do in the situation.

Examples of common guest-safety situations that would work well for role-playing include the following:

- A lost child
- A guest who has fallen on a torn piece of carpet
- A guest who has fallen due to illness or inebriation
- A fire alarm (or other natural disaster)
- An item stolen from a meeting room
- A guest choking in the restaurant

Option 3: Disaster-Management Plan

Have students use the information provided in the Security manual along with additional resources, such as those found in the textbook or online, to create a disaster-management plan that addresses both business catastrophes, such as an outbreak of a foodborne illness or a fire, and a natural disaster. The plan should include the following components:

- Management responsibilities
- Guest evacuation plan and safety measures
- Chain-of-command notification
- Employee evacuation and safety measures
- Media-response plan
- Resource management

Vernon's Restaurant

Restaurant Ownership

Option 1: Types of Ownership

Create a presentation highlighting the three different types of restaurant ownership. In the presentation, provide examples of different types of restaurant ownership options and include at least two examples (not listed in the reference book). Discuss the similarities and differences between the different ownership options (these could be presented in a chart or with other visuals). Finally, explain which type of ownership option would be most appealing to you, the presenter.

Wine and Food Book

Option 1: The History of Wine

Have students create a presentation that highlights the history of wine and the role of wine today in food and beverage operations. Encourage students to be creative in designing the presentation (a PowerPoint, a video, or even a wine blog or wiki). Students should address not only the early history of wine but also the wine-making process and include information about famous winemakers.

Option 2: Wine Production around the World

Assign groups of students to different geographical areas of the world known for their wine production. Have students create a presentation that addresses the following points:

- The role of geography in producing quality wine
- Most common grape types found in the area
- Most notable wines from the geographical area
- Legal requirements for labeling wine from that geographical area
- Suggested food and wine pairings using wines from that geographical area
- A wine map

Cookbook

Option 1: The Mother Sauces

Divide students into groups and have them research the history behind each of the mother sauces. The presentation should include the history of the sauce, recipes using the sauce, and derivative sauces.

Students should be assigned (or select) from these sauces:

- Béchamel
- Velouté
- Brown, or espagnole
- Tomato
- Hollandaise

Option 2: Eating Healthy

Direct students to the MyPyramid menu planner (<http://www.mypyramidtracker.gov/planner/launchPage.aspx>) and have them create an account. Have the students track their eating patterns over the course of the semester. During the semester, check in with the students to see if they have noticed any changes in their eating behaviors or if tracking their food intake has caused them to change their eating habits.

Option 3: Creating a Menu

Provide students with an opportunity to create a healthy menu for a full-service restaurant. Ask students to create a simple menu using the resources provided in this reference book and additional information found in textbooks and online at nutrition sites. Types of menu options:

- Heart-healthy
- Vegetarian
- Low-fat/low-calorie
- Organic cuisine
- Fusion
- Gluten free

Culinary History

Option 1: Research a Famous Culinarian

Ask students to research the life and contributions of a famous culinarian. Students can then share their research with the class or present it as a research paper. The paper should include at least the following information:

- Name of the culinarian (chef)
- Birth and death dates and locations
- Contributions to the culinary world
- Notable recipes
- Picture

Sea & Tea Café

Restaurant Operations Handbook

Option 1: Key Operating Ratios

Provide students with practice problems designed to enhance their understanding of the key operating ratios used in food and beverage operations. Review the definitions of these key ratios and discuss their importance to the success of a food and beverage operation.

Option 2: Standard Accounting Terms

Provide students with practice problems designed to enhance their understanding of key accounting terms and the Uniform System of Accounts. Suggested activities include having students fill in missing information on a balance sheet or income statement and having students brainstorm lists of controllable and fixed expenses and discussing ways to control costs in a down economy.

Option 3: Create a Forecast

Provide students with the basic information needed to create a simple weekly or monthly forecast. Use the sample forecast in the reference book as a starting point.

Production Schedule and Ordering Handbook

Option 1: Creating a Master Schedule

Provide students with basic information about the Sea & Tea Café, including forecasted covers, check averages, average hourly wage for each position on the schedule, and hours of operation, so students can create a weeklong schedule. Ask students to create a front-of-the-house and back-of-the-house schedule based on the information provided.

Prior to completing the activity, lead students in a discussion about the type of menu and clientele that the Sea & Tea Café serves and anything else a restaurant manager needs to know to create a schedule.

Option 2: Create a Receiving Plan

Part 1: Ask students to create a poster that would be posted on the loading dock/receiving area of a restaurant that lists the key steps that employees should follow when receiving deliveries. Students should be creative and use a combination of images and words and, depending on the local workforce, they may need to include words in multiple languages.

Part 2: Have students create a poster that might be used in storerooms and freezers; it should include a correct rotation schedule and describe in detail how to rotate current product and discard out-of-date product.

Dimmick Hall

The Guide to Managed Services

Option 1: Creating a Healthy School Menu

Providing school age children with nutritious and healthy dining options while meeting federal guidelines and having a limited budget can pose quite a challenge to school food-service professionals. Have students use information in the reference book, along with textbook and online material, to create a weeklong breakfast and lunch menu that could be served in an elementary school or high-school cafeteria. Have the students keep the following elements in mind when designing the menu:

- Nutritional value
- Child/teen appeal
- Creativity
- Low-fat/low-sugar options
- Reasonable cost

Option 2: Design a Cafeteria

Ask students to role play as a new employee just hired by a local managed services company to design and manage a new cafeteria operation in a local business. The business is a tech company with employees working 24/7, typically 10 hour shifts, 5 days per week. Each student should create a scramble-style layout and designate what will be served at each station. Students should use what they have learned about this topic area along with information found in the textbook and their own experience. Students are to create a layout that will provide a good flow of guests and at least five dining-station options.

Tommy's Tiki Bar

Bartender's Recipe Book

Option 1: Cocktails through Time

Have students expand their knowledge of traditional and not-so-traditional cocktails by researching cocktails throughout time. The Bartender's Guide provides a starting place, but students are encouraged to explore a world of mixed beverages by choosing a time frame, historic era, or particular liquor and research the traditions and traditional drinks that are associated with that time period or with that type of liquor.

Ask students to present their research to the class in a creative manor (no alcohol allowed) and include the following:

- Time frame or alcohol selected
- At least three unusual facts
- Two drink recipes
- Famous references (historic, in books or films, etc.)
- Images of the beverages

Book of Beverages

Option 1: The Growing Popularity of Nonalcoholic Beverages

Ask students to choose a category of nonalcoholic beverages and look at the trends and offerings in this blossoming area of beverage sales. Pick a featured beverage of choice and create a specialty drink menu featuring a minimum of five drinks. The menu can list both hot and cold beverages, but no drink can include alcohol. Students should include pictures that visually entice prospective customers, and create a catchy description of each drink.

To assist in their research, students may choose to visit restaurants and review those beverage menus.

Option 2: Guest IDs and Safe Alcohol Service

Have students role-play a variety of situations in which they will be checking for guest IDs (provide students with prompts detailing the characteristics of the IDs). Provide students with an opportunity to decline guest access to the bar, to ask a guest to leave the bar, and to accept the ID as legitimate.

Students may brainstorm situations before the role-play, or you can create situations for them to practice. Each role-play should last one to two minutes. Afterwards, have students discuss what worked and what didn't work and whether they would handle the situation differently if they were in the workplace.

Gesell Golf Club

Food and Beverage in the Private Club Industry

Option 1: Member Charges

The board of the local country club is meeting in a week to discuss revising policies on requiring all club members to pay a predetermined charge for food and beverage regardless of whether they eat or drink at the club. Ask students to take a stance on this issue and prepare a five-minute presentation (include a PowerPoint or other electronic presentation) that explains why this charge should or should not continue to be required. As students create their presentations, tell them to remember that this is a long-standing tradition in the club industry and change may be met with resistance. Students should determine how they will persuade their audience to vote for their proposal. Refer to *Food and Beverage in the Private Club Industry* for ideas about typical guest charges. In order to effectively complete the presentation, students may want to contact the general manager of a local club to discuss their ideas.

Membership and Management in the Private Club Industry

Option 1: Management Positions in the Club Industry

Using the reference book, *Membership and Management in the Private Club Industry*, as a guide, ask students to research the various management positions found in the club industry and then compare and contrast the different roles, responsibilities, and salaries of the management team at a country club to those of a team at a city club. Alternatively, students should compare the roles and responsibilities of the management team at a tennis club to those of the management team at a general athletic club. As students work on this project, ask them to think about the roles that location and clientele might play in determining the types of challenges and opportunities the management team could face.

Simmy's Splashtown

The Wonderful World of Attractions

Option 1: Design a Theme Park

Using the information provided in the *Wonderful World of Attractions* reference book, ask students to design a theme park that would appeal to multiple generations. Parks should have at least three unique areas with descriptions for attractions, entertainment, and food and beverage options. Students should create a map detailing the locations along with descriptions and pictures that highlight each area of the park. Students may use ideas found online at various theme park sites and also from the textbook and their own experiences.

Option 2: Careers in Attractions

Ask students to research the main career opportunities in the attractions area of the industry, and compare job duties and responsibilities of an attractions position to one found in a hotel or restaurant. Students will share which career choice they find most appealing and why. Ask students to include information about job availability, starting salary, education requirements, and experience needed.

Suzie's Spa

Spa Management Manual

Option 1: Explore the World of Spas

Ask students to explore the history of the spa industry and the different types of services that are provided. After researching the many options available, students should create a spa facility for a five-star resort hotel by detailing the types of amenities that the facility would provide, the packages or services that they would offer, and the type of training the staff would receive.

Badger's Rainforest Tours

The Tour Operator's Guide to Tours

Option 1: Ecotourism and Sustainability

Students should use the information provided throughout the areas on Little Wolfe Island (in addition to online research) to create a five-minute presentation that could be given to a local service organization in the community regarding the importance of ecotourism to the local economy. In the presentation, students should include a description of ecotourism, why it is important to the local economy, and steps that members of the business community can take to encourage businesses and travelers alike to plan for sustainability.

S.S. Hayward

The Guide to Cruises

Option 1: Research Careers in the Cruise Industry

The cruise industry provides a vast number of career opportunities, from onboard jobs in areas such as housekeeping, food and beverage, and activities, to onshore jobs in areas such as excursions, sales and marketing, and technical support. Ask students to research several positions that interest them and compare the roles, responsibilities, and salary potentials to those of similar positions found in a hotel, Convention and Visitors Bureau (CVB), or other hospitality entity. Students should share their results with classmates and then discuss the advantages and disadvantages of working for a cruise line versus working for a land-based operation.

Option 2: Create a Three-to-Five-Day Cruise Vacation Package

Have students role play as a marketing director for a middle-market cruise company. Each student has been asked to create a vacation package for families that will last for three to five days. How will the package be priced? What amenities will be included in the price, and what items will cost extra? What ports of call will the cruise stop at? What type of entertainment will be offered onboard? How will this package be marketed? Have students use the resources provided in the *Guide to Cruises* along with material from their textbook and online research to guide them in this process.

Sea Wolfe Arena

Ownership and Management Structures of Arenas

Option 1: Ownership Types

After reading the *Ownership and Management Structures of Arenas* reference book, ask students to select two types of structures and create a presentation that they would give to the local Chamber of Commerce supporting the building of one of these structures in the community. Students should answer the following questions in their reports:

- How will the site be governed and managed?
- How can the structure be configured to house multiple events?
- What types of events can be held in this facility?
- What is the economic impact on the community of such a structure?
- What types of jobs will be created by building this facility?
- What are examples of arenas that support your idea?

Sea Wolfe Casino

History and Future of Gambling

Option 1: History of Gambling in America

Ask students to choose one of the following time periods in American history to research the role of gambling in daily life. In their research, students should look at social customs and traditions, common forms of gambling, and potential problems associated with gambling.

Time Periods

1600–1700

1700–1800

1800–1900

1900–2000+

Option 2: Organized Crime and Gambling

Ask students to research organized crime and gambling and compare the reality to how organized crime is perceived in popular culture. For example, how is organized crime portrayed in the movies, and how does that compare to the actual business model of organized crime? What types of perceptions are shaped by the media, and how much of perception is reality?

Organizational Structure of Casino Properties

Option 1: Casino Organizational Structure

Ask students to compare the organizational structure of a casino property to the organizational structure of a major hotel. Which positions are similar and which positions are unique to each property? In terms of responsibilities and challenges in the positions, how do they compare and how are they different? Students should create a diagram, chart, or video to highlight the different organizational structures.

Nunaley Meeting Room

Option 1: Planning a Simple Event

Students should work in teams to plan a small dinner meeting for 20 members of the business community who are on a site visit to find a location for their annual conference. The business guests will be looking for creativity and also affordability.

In order to successfully complete the task, students will need to stay within budget, design a three-course meal that is not more than \$20 per person (inclusive), determine room decorations, write a description of each dish on the menu, and complete the task within 30 minutes. If students go over budget or don't complete the menu, they will be disqualified.

Little Wolfe Island Corporate Office

Marketing Plan Fundamentals

Option 1: SWOT Analysis of Local Business

Working in teams, students should select a local business and conduct a SWOT analysis. The purpose of the SWOT analysis is to analyze the strengths, weaknesses, opportunities, and threats to the success of a business. This analysis might be performed when a business is in decline or if it is getting ready to open a new location or just to make sure the business is on course. Students should review the material found in the *Marketing Plan Fundamentals* reference book in Chapter 2, "Situation Analysis" and visit the Marketing Teacher Website to view sample SWOT analyses conducted on a variety of well-known hospitality businesses.

Students should be prepared to share their analyses with classmates.

Option 2: Online/Social Marketing

Ask students to create an account on Twitter and follow several hospitality and/or tourism companies over the next weeks. Each student will create a chart that highlights the types of interactions these companies have with their followers via Twitter and also any special offers or incentives they might offer. Students should compare this method to a more traditional marketing approach. Which do they think is more effective, or if they think both methods are equally effective, what are the strengths and weaknesses of each approach? Does one method appeal to a certain demographic group more than the other? How can online/social marketing be used to build brand loyalty and awareness?

Human Resources Fundamentals

Option 1: Write a Job Description

Each student has had an opportunity to learn about several different positions within the hospitality and tourism industry throughout the course. Using the information provided by the different characters and the explanation of the Job Description found in Chapter 1 of the *Human Resources Fundamentals* reference book, ask students to create two job descriptions: one for a line level employee (i.e. Server, Server Assistant, etc.) and one for a Manager (General Manager, Executive, Director, etc.).

As students write the job descriptions, ask them to think about the following:

- What elements are common to both types of jobs?
- How do the skill sets of the line-level positions and the management positions differ?
- Is it more effective to move up through the ranks and master multiple jobs or is it better to move directly into management after graduating from a degree program in Hospitality and Tourism? Students should be prepared to defend their answers.