

Hospitality, Tourism, and Recreation, an *individual* or *team event*, recognizes participants who demonstrate their knowledge of the hospitality, tourism, and recreation industries and ability to translate their knowledge into a hypothetical or real business. Project must relate to culinary, lodging, recreation, tourism, or event coordination. Participant(s) will research existing businesses which are similar to their project, develop basic business plan and client services information, and create a website that highlights the business. Participant(s) will demonstrate their customer service knowledge and ability to problem solve through an onsite case study. Participant(s) must prepare a **portfolio**, an **oral presentation**, and complete a **case study**.

**NEW JERSEY LEARNING STANDARDS**

SLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
SLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers, building on others' ideas and expressing their own clearly and persuasively.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.12.CAP.6:	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.2.8.CAP.9:	Analyze how a variety of activities related to career impacts postsecondary options.
9.2.8.CAP.12:	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.2.8.CAP.16:	Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.4.12.CI.3	Investigate new challenges / opportunities for personal growth, advancement, and transition.
9.4.8.CI.4:	Explore the role of creativity and innovation in career pathways and industries.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
1.2.12acc.Cr1b	Organize and design artistic ideas for media arts productions.
1.2.12prof.Cn10a	Access, evaluate and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests and cultural experiences.
9.3.HT.1	Describe the key components of marketing and promoting hospitality and tourism products and services.
9.3.HT.3	Demonstrate hospitality and tourism customer service skills that meet customer needs.
9.3.HT-LOD.3	Allocate staff positions to meet the needs of various lodging departments.
9.3.HT-LOD.4	Describe the roles and responsibilities of lodging managers.

- 9.3.HT-REC.9 Develop marketing strategies for recreation, amusements and attractions venues.
- 9.3.HT-REC.10 Analyze the merchandising, program, and product potential for different recreation, amusement and attraction venues.
- 9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage facilities.
- 9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service.
- 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.

**CAREER READY PRACTICES**

- ✓ Act as a responsible and contributing citizen and employee.
- ✓ Apply appropriate academic and technical skills.
- ✓ Communicate clearly and effectively with reason.
- ✓ Consider the environmental, social and economic impacts of a decision.
- ✓ Demonstrate creativity and innovation.
- ✓ Employ valid and reliable research strategies.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Model integrity, ethical leadership and effective management.
- ✓ Use technology to enhance productivity.
- ✓ Work productively in teams while using cultural global competencies.

**NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES**

- 8.7.2 Demonstrate quality service techniques and procedures that meet industry standards in the food service industry.
- 8.7.3 Analyze the relationship between employee attitude and skills and customer service.
- 8.7.4 Apply procedures for addressing and resolving complaints.
- 10.1.1 Explain the roles and functions of individuals engaged in hospitality, tourism, and recreation careers.
- 10.2.1 Explain the importance of safety, security and environmental issues related to the hospitality, tourism, and recreation industries.
- 10.3.1 Apply industry standards for service methods that meet expectations of guests or customers.
- 10.3.2 Analyze the relationship between employee attitude, appearance, and actions and guest or customer satisfaction.
- 14.4.1 Analyze conditions and practices that promote safe food handling.

**EVENT LEVELS**

**Level 2: Participants in grades 9 – 10**

**Level 3: Participants in grades 11 – 12**

**Level 4: Post-Secondary**

**ELIGIBILITY**

1. A chapter may register two (2) entry in each event level.
2. An entry is defined as one (1) participant, or one (1) team composed of a maximum of three (3) members.
3. An event level is determined by a member's grade in school and affiliation status.
4. Participation is open to any affiliated FCCLA members in grades 9-12.
5. Participants must be or have been enrolled in a Family and Consumer Sciences course or foundational courses preparing them for hospitality, culinary, tourism, or recreational management careers.

**PROCEDURES & REGULATIONS**

1. The Hospitality, Tourism, and Recreation project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.

2. The Hospitality, Tourism, and Recreation project must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as the participants are coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.
3. Chapters with multiple entries in this event must submit different projects for each entry.
4. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space electrical outlets/equipment, and wireless Internet connection will not be available.
5. Spectators may not observe any portion of this event.
6. Two (2) individuals/teams may be chosen to represent New Jersey at the National Leadership Conference.

Each participant <u>must</u> submit a digital <i>portfolio</i> by the identified due date and a hard copy <i>portfolio</i> to the Case Study room location designated in the State Leadership Conference program during the specified registration time.	
10 minutes	At a specific time prior to the scheduled presentation, participants will be given ten (10) minutes to complete the case study. Participants will submit the completed Case Study Form to evaluators prior to the oral presentation. Check the State Leadership Conference Program for the time and location.
5 minutes	Each entry will have 5 minutes to set up for the event. Other persons may not assist.
10 minutes	The oral presentation <b>may be up to ten (10) minutes</b> in length. If audio or audiovisual recordings are used, they are limited to three (3) minutes playing time during the presentation. <i>Presentation equipment</i> , with no audio, maybe used during the entire presentation.
Following the presentation, evaluators will have the opportunity to ask questions of the participant.	
Evaluators will use the rating sheet to score and write comments for each entry.	

General Information					
Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Maximum Oral Presentation Time	Equipment Provided	Electrical Access
Individual or Team (1-3 participants)	Portfolio, Oral Presentation	5 minutes for set up/ 10 minutes for case study	10 minutes	Table	Not provided

Presentation Elements Allowed									
Audio	Costumes	Easel(s)	File Folder	Large Newsprint Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
■		■		■	■	■		■	■

## HOSPITALITY SPECIFICATIONS

### Portfolio

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Students will submit a digital version and a hard copy version of the portfolio.

#### Digital Portfolio

Upon competitive event registration, an assigned digital folder via Google Drive will be provided to the adviser to submit the digital portfolio. The digital portfolio should be one digital PDF document containing all the specifications listed below in the same order as the “hard copy” portfolio. The digital portfolio is a digital replica of the “hard copy” portfolio. All digital materials must be submitted by **March 15, 2022** and privacy settings must be viewable to anyone with the link.

#### Hard Copy Portfolio

For the hard copy portfolio, materials must be contained in a standard binder (no larger than 12” high, 11” wide, and 2” in depth). A decorative and/or informative cover may be included. All materials, including the *divider*


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2021-2022

# STAR EVENT

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pages and tabs, must fit within the cover, be one-sided, and may not contain more than 47 pages, as described below. The *hard copy portfolio* will be presented at the State Leadership Conference and must be submitted to the case study location at the time designated in the State Leadership Conference program.

1- 8½” x 11” page	<i>Project Identification Page</i>	<i>Plain paper</i> , with no <i>graphics</i> or decorations; must include participant’s name(s), school, chapter name, city, state, event name, event level and project title.
1- 8½” x 11” page	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.
1- 8½” x 11” page	FCCLA <i>Planning Process</i> Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation. Each step is fully explained.
1- 8½” x 11” page	Evidence of Online Project Summary Submission 	Complete the online project summary form located on the “Surveys” tab on the FCCLA Portal and include signed proof of submission in the <i>portfolio</i> .
0-8	<i>Divider</i> Pages or Sections	Use up to eight (8) <i>divider/section</i> pages. <i>Divider/section</i> pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations, and/or page numbers. They must not include any other <i>content</i> .
Up to 35 8½” x 11” pages	Project Focus Area	Indicate the area of the project’s focus. The project may create a new Hospitality, Tourism, and Recreation focused business or it may rejuvenate an existing one. The project must be relatively local to the participant(s). The project focus area must be one of the following: <ul style="list-style-type: none"> <li>• <b>Culinary</b> – Restaurant or Catering</li> <li>• <b>Lodging</b> – Hotel or Resort</li> <li>• <b>Recreation</b> – Amusement or Leisure Services and Facilities</li> <li>• <b>Tourism</b> – City, County, Regional, or State Tourism Organization</li> <li>• <b>Event Coordination</b> – Organization Providing Corporate Meeting Planning, Conference Services, or Special Events Management</li> </ul>
	Focus Area Career Summary	Summarize up-to-date information about the selected hospitality focus area, including career specialties in that area, descriptions of entry-level and upper-level jobs, qualifications, skills required and preferred by employers, job outlook, and salary ranges.
	Background Research	Research three (3) examples of high quality hospitality businesses similar to that of the project’s focus. Researched businesses do not have to be local to the participant. Provide an overview of each business and determine at least five (5) positive practices and five (5) negative practices regarding the way each business meets or does not meet the needs and desires of its clients.
	Business Mission Statement	Develop a mission statement for the project’s business.
	Target Client Profile	Determine the market(s) the business will aim to reach and list target client demographics. Include the reasons potential clients would be interested in the services provided by the business.
	Business Website	Provide a comprehensive overview of the business. Participants should demonstrate their knowledge and work in, at least, the topics described below for their respective focus: <ul style="list-style-type: none"> <li>▪ <b>Culinary:</b> <ul style="list-style-type: none"> <li>○ Type(s) of cuisine</li> <li>○ Menu(s)</li> <li>○ Type(s) of service (buffet, plated, stations, carry-out, delivery, etc.)</li> <li>○ Pre-meal planning (restaurants-reservations, seating, catering-pre-event</li> </ul> </li> </ul>

Up to 35 8½" x 11" pages (cont'd)		<p>client meetings, tastings, etc.)</p> <ul style="list-style-type: none"> <li>○ Cost</li> <li>○ Directions</li> <li>○ Contact Information</li> </ul> <p>▪ <b>Lodging:</b></p> <ul style="list-style-type: none"> <li>○ Type of atmosphere</li> <li>○ Type(s) of guest rooms</li> <li>○ Guest amenities and services</li> <li>○ Onsite and/or area dining and attractions</li> <li>○ Meeting/event space</li> <li>○ Cost</li> <li>○ Directions</li> <li>○ Contact Information</li> </ul> <p>▪ <b>Recreation:</b></p> <ul style="list-style-type: none"> <li>○ Type(s) of activity(s)</li> <li>○ Related services and amenities</li> <li>○ Required or optional training (e.g. skydiving, golf, etc.)</li> <li>○ Safety requirements</li> <li>○ Cost</li> <li>○ Directions</li> <li>○ Contact Information</li> </ul> <p>▪ <b>Tourism:</b></p> <ul style="list-style-type: none"> <li>○ Area attractions, dining, shopping, and lodging</li> <li>○ Transportation information</li> <li>○ Tourist tips</li> <li>○ Visitor's guide</li> <li>○ Upcoming events</li> <li>○ Vacation packages and/or sample itineraries</li> <li>○ Cost</li> <li>○ Contact Information</li> </ul> <p>▪ <b>Event Coordination:</b></p> <ul style="list-style-type: none"> <li>○ Type(s) of events/meetings</li> <li>○ Services provided</li> <li>○ Preferred suppliers</li> <li>○ Client meetings</li> <li>○ Risk management</li> <li>○ Cost</li> <li>○ Contact Information</li> </ul> <p>To deliver <i>content</i> for the Business Website section, create a website for the business using a free website builder (see <i>resources</i> below). The website should easily allow potential and/or committed clients to fully understand and/or utilize the services and amenities provided. The website should be user-friendly.</p> <p>The website should only be viewable to those with the link, not viewable/open to the public. The judges need to be able to access the link to the website. Screen shots of the website created must be included in the <i>portfolio</i>.</p>
	Customer Service Strategy	Develop a method for receiving client praise and customer complaints. Describe the process for disseminating praise to staff and utilizing testimonials. Describe the process for handling customer complaints and preventing problems in the future.
	Works Cited / Bibliography	Use MLA or APA citation style to cite all references. <i>Resources</i> must be <i>reliable</i> and <i>current</i> .
	Appearance	<i>Portfolio</i> must be neat, legible, and <i>professional</i> , and use correct grammar and spelling.

**Oral Presentation**

The oral presentation **may be up to ten (10) minutes** in length and is delivered to evaluators. The presentation should explain the specifics of the project. The presentation may not be prerecorded. If audio or *audiovisual equipment* is used, it is limited to three (3) minutes playing time during the presentation. *Presentation equipment*, with no audio, may be used throughout the oral presentation. Participants may use any combination of *props*, materials, supplies, and/or equipment to demonstrate how to carry out the project.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Knowledge of Hospitality, Tourism, and Recreation	Demonstrate thorough knowledge of the hospitality, tourism, and recreational field and ability to apply knowledge to real-life situations, and its application to Family and Consumer Sciences-related concerns.
Use of <i>Portfolio</i> and <i>Visuals</i> During Presentation	Use the <i>portfolio</i> and <i>visuals</i> to support, illustrate, or complement presentation.
Voice	Speak clearly with appropriate pitch, tempo and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used. Wear appropriate business clothing for the nature of the presentation.
Grammar / Word Usage / Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.

**Case Study**

At the designated time at the State Leadership Conference, participants will be given ten (10) minutes to complete a written case study to evaluate their ability to respond to customer service/customer relations challenges. The case study will be a common issue directly related to the project focus area selected by the participant(s). Each entry will complete one Hospitality, Tourism, and Recreation Case Study Form which will be turned in to evaluators prior to the oral presentation. Work will take place within the case study room with no spectators. No pre-written material is allowed. Participant(s) will be provided blank Case Study Forms that should be used to respond and relay the developed solution(s). Calculators are not allowed in the Case Study.

Knowledge of Subject	Show evidence of knowledge of subject.
Appropriate Solution(s)	Present solution(s) which are feasible and suitable for the situation.

**Resources**

Participant(s) should use one (1) of the following or a similar service of their choice to design the business/*campaign* website:

- [sites.google.com](https://sites.google.com)
- [www.wix.com](https://www.wix.com)
- [www.weebly.com](https://www.weebly.com)

# Case Study Form

Name(s) of Participant(s) \_\_\_\_\_ School \_\_\_\_\_

**Directions:**

Participants will be given ten (10) minutes to complete the case study evaluating their ability to respond to customer service/customer relations challenges. Participants will turn in this completed form to evaluators prior to the oral presentation.

**Level** (choose one):                      Level 2 (grades 9-10)                      Level 3 (grades 11-12)

**Project Focus** (choose one):    \_\_\_\_\_ Culinary                  \_\_\_\_\_ Lodging                  \_\_\_\_\_ Recreation  
    \_\_\_\_\_ Tourism                      \_\_\_\_\_ Event Coordination

Using the case study provided for the project focus selected above, what steps would you take in response?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Hospitality, Tourism, and Recreation Rating Sheet

Name of Participant \_\_\_\_\_ Event Level \_\_\_\_\_

School \_\_\_\_\_

### INSTRUCTIONS:

1. Before student presentation, evaluators must check the participants' portfolio using the criteria and standards in the guidelines. If there is a discrepancy over or under the required number of items, please complete the Point Deduction sheet as necessary.
2. Write the appropriate rating in the "Score" column. Points given may range between 0 and the maximum number indicated. Total the points and enter under "TOTAL SCORE". Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary.

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Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments	
<b>PORTFOLIO</b>								
FCCLA Planning Process Summary	0-1	2	3	4	5			
Project Focus Area	0				1			
Focus Area Career Summary	0-1	2	3	4	5			
Background Research	0-1	2	3	4	5			
Business Mission Statement	0-1	2	3	4	5			
Target Client Profile	0-1	2	3	4	5			
Customer Service Strategy	0-1	2	3	4	5			
Works Cited/Bibliography	0	1		2	3			
Appearance	0-1	2	3	4	5			
<b>BUSINESS WEBSITE</b>								
Business Website: <i>Comprehensive Overview</i>	0-1	2	3	4	5			
Business Website: <i>Client Services and Knowledge of Respective Focus Area</i>	0-2	3-4	5-6	7-8	9-10			
Business Website: <i>Ease of Use</i>	0	1		2	3			
Business Website: <i>Appearance and Design</i>	0	1		2	3			
<b>ORAL PRESENTATION</b>								
Organization/Delivery	0-2	3-4	5-6	7-8	9-10			
Knowledge of Subject Matter	0-1	2	3	4	5			
Use of Portfolio and Visual(s) during Presentation	0-1	2	3	4	5			
Voice, Body Language, Grammar and Pronunciation	0-1	2	3	4	5			
Responses to Evaluators' Questions	0-1	2	3	4	5			
<b>CASE STUDY</b>								
Knowledge of Subject Matter	0-1	2	3	4	5			
Appropriate Solution	0-1	2	3	4	5			

Total Score \_\_\_\_\_

Verification of Total Score (please initial)

Evaluator \_\_\_\_\_

Room Consultant \_\_\_\_\_

Lead Consultant \_\_\_\_\_

Circle Rating Achieved:

Gold: 90-100

Silver: 79-89

Bronze: 70-78