Hospitality & Tourism

A Note on Teamwork and Presentations to Further Connect WRS to the Activity:

- Identify the competency or unit in your program that would be most appropriate for teaching this activity synchronously. Students learn best in context.
- Divide the class into competitive teams (at least two).
- Have the teams brainstorm ideas and establish rules for brainstorming: all ideas are accepted.
- Have teams arrive at consensus and choose their best idea to propose.
- Teams should establish norms, roles, and expectations for team members.
- Teams will clearly define their mission and the idea of their proposals.
- The teacher should act as the judge of the quality and feasibility of the ideas.
- Teacher should also provide enough background to get students started and monitor student behavior along the way, providing helpful feedback when necessary.
- Students should share work and reflect on how well the team worked together.

Resources

[Hospitality Net](#) Top 10 Trends

[Tourism, Hospitality are Rebounding, Youngkin Says at VA1 Summit](#), NOV. 14, 2022, BY ROBYN SIDERSKY, Virginia Business

Scenario

Hospitality & Tourism is one strongest industries in the United States. The pandemic may have changed the way we work and guided some best practices, but other trends were already blossoming as a result of cultural changes and new expectations.

Note: Teachers, divide your class into teams of at least two students each to cover the following trends. You may first ask students to divide themselves, based on interest or career path, but try to assign all the trends or as many as you feel would be worthy of their time.

Choose from one of the following trends in Hospitality & Tourism.

The list below comes from: Hospitality Net

1. Mullet Travel—mixing work and leisure travel
2. Customization and Specialization in Guest Interaction—treating guests as individuals
3. Adventure Tourism—sporting tourism with an edge
4. Training Needed for Personnel—post-pandemic, quick promotions have left gaps
5. Purpose-Driven Travel—making a meaningful experience
6. Mental Health and Sustainability—providing for healthy living with a green conscience
7. Staycations—experiencing the exotic in your backyard
8. Essentialism and the Experience Economy—increasing deals for the budget conscious
9. Digitized Guest Experiences—for those who wish to minimalize points of staff contact
10. Wellness Travel—with the mental health of guests in mind

Note: Teachers may ask the students what they think the top trends are before revealing the list. This makes for a nice ice breaker activity.

Students will also use the following list to **research their topic and present their findings, proposing adoption and widespread implementation of their trend to the class.** Students may add a trend not listed, but should seek approval first from the teacher. Student presentations must address the following components:

- Identify and explain the trend in a way that others will understand.
- Present the problem the trend tries to mitigate, solve, or make more efficient.
- Describe additional benefits of implementing the trend, beyond the primary problem. Could it replace a current, more accepted practice or technology? If so, which?
- Discuss the viability or other practical considerations for its adoption, including acceptance by culture, political climate, and cost. In other words, is it possible? In which environment is the solution best suited? Which audience or type of consumer or business will benefit the most?
- Connect your proposal to the first five WRS, using some of the process questions listed under each WRS in the following sections (see the WRS Connection section below), or use some of your own. You do not need to address all questions.

WRS Connection

Each of the following Workplace Readiness Skills with their definitions is followed by a series of process questions that students may pull from and answer to include within their presentations.

1. Creativity and Innovation—We define creativity and innovation as:

- Discussing the importance of creativity and innovation in the workplace
- Brainstorming and contributing ideas, strategies, and solutions
- Developing and/or improving products, services, or processes
- Identifying and allocating available resources.

Process Questions

a) Sometimes, creative ideas represent a disruption or change to the same pattern or way of doing things. In what way does your trend disrupt or change a current way of thinking?
b) When deciding how to start your presentation, what was your creative process?
c) How is your trend an innovation?
d) How might you change this idea to make it even more innovative?
e) How might you make your trend into a more widespread accepted practice?
f) How do you define or summarize your idea (frame your idea as a very short story or pitch to persuade investment)?
g) With your trend, what is improved: a product, a service, or a process?
h) What resources are needed to help scale your trend: time, people, technology, funding?
i) There are two ways of seeing and thinking about the future: pessimistically and optimistically. How is optimism particularly creative in nature?

2. Critical Thinking and Problem Solving—We define critical thinking and problem solving as:

- Recognizing and analyzing problems
- Evaluating potential solutions and resources
- Using a logical approach to make decisions and solve problems
- Implementing effective courses of action.

Process Questions

a) What problem is your trend trying to solve? Define it clearly.

b) What is affected by the solution (implementing your trend)? What are the possible impacts?
c) Are there secondary benefits or consequences to embracing your trend?
d) Is your trend feasible on a widespread scale? How does it make practical and logical sense?
e) Thus far, how far along is your trend's acceptance? How would you evaluate its progress? What does it still lack or need to grow?

3. Initiative and Self-Direction—We define initiative and self-direction as:

- recognizing the importance of proactive, independent, decision-making
- identifying workplace needs
- completing tasks with minimal direct supervision
- applying solutions.

Process Questions

a) If you felt there was something in your trend that would benefit your company or employer, to whom would you first propose it?
b) What would be the steps you might follow to propose the solution?
c) Could you implement this solution alone and inspire others to imitate you?
d) What do you do presently that falls within this trend?
e) What employers might benefit most from implementing this solution or innovation? Is this best for corporations, start-ups, or public/private individuals or employees?
f) What are your perceived barriers for pursuing this trend and implementing its solution?

4. Integrity—We define integrity as:

- recognizing the importance of having integrity in the workplace
- complying with local, state, and federal laws
- adhering to workplace policies and procedures
- exhibiting honesty, fairness, and respect toward self, others, and property.

Process Questions

a) Are there policies and regulations governing the implementation of your trend/solution? If so, what are your biggest hurdles?
b) Hospitality and tourism require honest evaluation of a trend's effectiveness. What are some outcomes you would anticipate? What data would tell you if your trend were effective?

c) Do you think your trend, if implemented, would warrant new legislation? How does it improve access and equity?

d) How do you, in the way you frame your argument for your trend's solution, account for persistent problems or deficiencies in Hospitality & Tourism?

e) In what ways does your argument support or counter public policy?

f) Did you present your trend honestly? Does your presentation represent the drawbacks as well as the benefits?

g) Have you fairly presented any problems that may be a part of your solution, such as cost and access?

h) How does advocating for equal treatment of consumers in Hospitality & Tourism represent integrity? Is there an accountability issue that your trend would help with?

5. Work Ethic—We define work ethic as:

- demonstrating diligence (e.g., working with persistence to accomplish a task)
- maintaining dependability (e.g., being reliable)
- accounting for one's decisions and actions
- accepting the consequences of decisions and actions.

Process Questions

a) How would your trend's solution help with persistently delivering high quality service or help the industry to prosper?

b) What setbacks are you likely to encounter when trying to have your trend accepted or implemented? What can you do to stay the course?

c) How did you show resilience and drive and a positive mindset as you worked with persistence to create a good presentation?

d) How might your trend positively impact work ethic?

e) Finding meaning in what you do is a motivator. How can your trend's solution positively affect the world?

f) For your presentation, did your team divide and accomplish tasks evenly? Or did someone do more work than another? How did this make you feel, and what does it have to do with work ethic?

We strongly encourage teacher feedback on these activities, if implemented, as well as success stories and examples of your completed work. Reviews may be sent to Darren Morris, Instructional Designer, CTECS, dmorris@ctecs.org.

For teachers who wish to expand the activity into a larger project, the following PBL Design Principles and Teaching Practices are provided

PBL Project Design Principles

1. **A Challenging Problem or Question:** The project is framed by a meaningful problem to be solved or a question to answer, at the appropriate level of challenge
2. **Sustained Inquiry:** Students engage in a rigorous, extended process of posing questions, finding resources, and applying information.
3. **Authenticity:** The project involves real-world context, tasks and tools, quality standards, or impact, or the project speaks to personal concerns, interests, and issues in the students' lives.
4. **Student Voice & Choice:** Students make some decisions about the project, including how they work and what they create, and express their own ideas in their own voice.
5. **Reflection:** Students and teachers reflect on the learning, the effectiveness of their inquiry and project activities, the quality of student work, and obstacles that arise and strategies for overcoming them.
6. **Critique & Revision:** Students give, receive, and apply feedback to improve their process and products.
7. **Public Product:** Students make their project work public by sharing it with and explaining or presenting it to people beyond the classroom.

PBL Teaching Practices

1. **Design & Plan:** Teachers create or adapt a project for their context and students, and plan its implementation from launch to culmination while allowing for some degree of student voice and choice.
2. **Align to Standards:** Teachers use standards to plan the project and make sure it addresses key knowledge and understanding from subject areas to be included.
3. **Build the Culture:** Teachers explicitly and implicitly promote student independence and growth, open-ended inquiry, team spirit, and attention to quality.
4. **Manage Activities:** Teachers work with students to organize tasks and schedules, set checkpoints and deadlines, find and use resources, create products and make them public.
5. **Scaffold Student Learning:** Teachers employ a variety of lessons, tools, and instructional strategies to support all students in reaching project goals.
6. **Assess Student Learning:** Teachers use formative and summative assessments of knowledge, understanding, and success skills, and include self and peer assessment of team and individual work.
7. **Engage & Coach:** Teachers engage in learning and creating alongside students, and identify when they need skill-building, redirection, encouragement, and celebration.