HOMT 325: Case Studies in Hospitality and Tourism

Prerequisite(s): None

Credits: 3

I. Course Description

This course allows students an opportunity to apply skills, knowledge, and understanding into operational strategies and tactics through a series of case studies across multiple sectors in the hospitality and tourism industry. By presenting a collection of current stories from the real-world experiences of industry practitioners, students will discover first-hand application strategies. Students will discover the issues and opportunities of practicing middle-level hospitality managers and will benefit from the experienced educators and ex-industry employers who created the cases.

II. Course Objectives

1. Assess productivity enhancement methods in the hospitality and tourism industry
2. Explore turnaround strategies
3. Evaluate effective training methodologies in the industry
4. Apply coaching, counseling, mentoring, and discipline measures for effective management
5. Investigate critical employee retention techniques in high-turnover industries
6. Analyze best practices and appropriate solutions for hospitality operational issues
7. Assess customer service principles and how to demonstrate those to the customer and employees

III. Course Textbooks and Reading Material

Students must purchase in advance texts and/or materials for this course.

Introduction to Hospitality Management, 5th Edition
John Walker
Digital ISBN: 9780134152882
Print ISBN: 9780134151908

Module One – Week 1
Cases in the Hotel Business

Objectives

At the end of this lesson, you should be able to:

      1.1 Discuss the importance of demonstrating hospitality to your employees

      1.2 Critique the changing elements of the lodging industry

      1.3 Communicate active solutions to problems confronting lodging managers

      1.4 Develop a clear understanding of customer service

Reading

Chapter 1: Introducing Hospitality, pp 1 - 49

Chapter 2: The Hotel Business, pp 50 - 99

Chapter 3: The Rooms Division, pp 100 - 149

Lecture

Chapters 1, 2, & 3

Deliverables

Discussion: Introduction

Discussion: Treating Associates

Short Answer: Condotels Case Study

Written Assignment: Overbooked Case Study

Module Two – Week 2
Cases in Food and Beverages

Objectives

At the end of this lesson, you should be able to:

      2.1 Recognize the challenges faced by food and beverage managers

      2.2 Articulate customer service strategies in the food and beverage industry

      2.3 Demonstrate problem solving strategies by applying principles to case studies

Reading

Chapter 4: Food and Beverage, pp 155 - 186

Chapter 5: Beverages, pp 188 - 233

Lecture

Chapters 4 & 5

Deliverables

Discussion: Restaurant Challenges

Short Answer: Java House Case Study

Written Assignment: Guest Satisfaction Case Study

Module Three – Week 3

Cases in Restaurant Management

Objectives
At the end of this lesson, you should be able to:

      3.1 Identify current and future trends in the restaurant industry

      3.2 Propose options for staffing issues

      3.3 Explain how inventory management practices impact sales, profits, and customer satisfaction

Reading
Chapter 6: The Restaurant Business, pp 234 – 267
Chapter 7: Restaurant Management, pp 268 - 313

Lecture
Chapters 6 & 7

Deliverables
Discussion: Restaurant Trends
Short Answer: Short Staffed Case Study
Written Assignment: Stock Shortage Case Study

<u>**Module Four – Week 4**</u>
Cases in Managed Services and Tourism

Objectives
At the end of this lesson, you should be able to:

      4.1 Propose action ideas on tourism in communities

      4.2 Summarize the impact of tourism in local governments

      4.3 Respond to challenges created by unexpected situations

Reading
Chapter 8: Managed Services, pp 314 – 347
Chapter 9: Tourism, pp 351 – 393

Lecture
Chapters 8 & 9

Deliverables
Discussion: Gas Leak
Short Answer: Kitchen Chaos Case Study
Written Assignment: Government Impact Case Study

<u>**Module Five – Week 5**</u>
Cases in Conventions, Recreation, and Clubs

Objectives
At the end of this lesson, you should be able to:

      5.1 Illustrate how to balance tourism and natural resources

      5.2 Demonstrate effective negotiating ideas that balance company and consumer needs

5.3 Design effective responses to issues that could create customer ill will.

Reading
Chapter 10: Recreation, Attractions, and Clubs, pp 394 – 451
Chapter 11: Gaming Entertainment, 451 - 482
Chapter 12: Meetings, Conventions, and Expositions, pp 486 – 523

Lecture
Chapters 10, 11, & 12

Deliverables
Discussion: National Parks
Short Answer: Double Booked Case Study
Written Assignment: Convention Groups Case Study

Module Six – Week 6
Cases in Leadership, Management, & Planning
Objectives
At the end of this lesson, you should be able to:
6.1 Outline leadership development strategies needed to be effective
6.2 Compare leadership and management
6.3 Summarize the impact of effective planning on all facets of hospitality

Reading
Chapter 13: Special Events, pp 524 – 559
Chapter 14: Leadership and Management, pp 560 – 589
Chapter 15: Planning, pp 592 - 624

Lecture
Chapters 13, 14, & 15

Deliverables
Discussion: Not Enough Space
Short Answer: Performance Standards Case Study
Written Assignment: Change Case Study

Module Seven – Week 7
Cases in Organizing, Communications, and Control
Objectives
At the end of this lesson, you should be able to:
7.1 Assess different control systems and why they are important
7.2 Discover career options in hospitality and tourism
7.3 Demonstrate organization development options needed for future success

Reading
Chapter 16: Organizing, pp 624 - 649

Chapter 17: Communication and Decision Making
Chapter 18: Control

Lecture
Chapters 16, 17, & 18

Deliverables
Discussion: Careers in Hospitality and Tourism
Short Answer: The Ritz Case Study
Written Assignment: Outback Steakhouse Case Study

V. Course Grading

Course Requirements (Weekly)

Each lesson will be based on the inclusion and grading of the following segments: Discussion Boards, Assignments/ Case Studies/ Projects.

Class Discussions

Successful online learning requires active and meaningful participation in the Discussion Board Forum. Critical thinking, appropriate use of judgment and professional comments are required for all responses. Simple agreement or disagreement with a fellow student does not constitute a quality response. Student opinions are important but must be supported by relevant data obtained in the literature or text.

1. One initial discussion board post is due by the fourth day (Thursday @ 11:59 pm) of each weekly module and two response posts are due by the last day (Sunday @ 11:59 pm) of each weekly module.
    a. Undergraduate Word Count Requirements:
        i. Initial post must be >200 words
        ii. Responses must be >150 words
    b. Graduate Word Count Requirements:
        i. Initial post must be >250 words
        ii. Responses must be >200 words

2. Participation – <u>Students must meet initial and response post deadlines to be eligible for full points</u>. Late initial posts may be accepted with a 33% reduction in the overall score assessed for each day late. Two response posts are required. If only one is received, then the overall score will be reduced by 25%. If no response posts are received, then the overall score will be reduced by 50%.

3. Students should be respectful and write in a proper and professional manner.

Please refer to the Discussion Board Rubric located within course syllabus for specific requirements and guidance on delivering a substantial discussion.

Late and Make-up Assignments

All deliverables are due by 11:59 PM on the due dates indicated. When substantive emergencies occur, acceptance of late submissions is left to the discretion of the course instructor.

Assignments that are submitted after the due date with prior written approval (text or email) from the instructor may receive the following deductions:

> 1. Late assignments are subject to a deduction of 10% of the available points for each day late.

> 2. Assignments submitted later than one week after due date will not be accepted and will receive a zero (0).

> 3. No work may be submitted after the last day of the course.

> 4. See Class Discussions for late discussion post policy.

Written Work

- All graded assignments must be typewritten, as designated by the professor of record for the course.
- All referenced materials must be presented according to the Publication Manual of the American Psychological Association (APA), based on the most current published edition. (current, 7th edition) (Except for English courses that specify use of MLA format.)
- All required written assignments are due on the last night of each lesson week at 11:59pm EST. This information is included in the course scheduler and calendar of every course.
- All written and graded assignments are considered the property of the College of Adult and Professional Studies and should be returned to the appropriate professor of record for the related course.
- SafeAssign may be used to check for plagiarism.

Grading Scale and Assigned Letter Grades

Charleston Southern Online Graduate classes follow the following numerical and letter grading scale. Grades will be posted by the Sunday night following the closing of the lesson. No grades will be given to students over the phone.

A: 900 - 1,000 points

B+: 870 - 899 points

B: 800 - 869 points

C+: 770 - 799 points

C: 700 - 769 points

D: 600 - 699 points

F: 0 - 599 points

Undergraduate Discussion Board Rubric – Introduction (First week only)

Criteria	Minimal	Effective
Percent Possible: 0 or 50 Initial Post Introduction.	Percent Possible: 0 No post or did not follow instructions at all.	Percent Possible: 50 Posted following instructions.
Percent Possible: 0 or 50 **Response Posts** Welcome.	Percent Possible: 0 No post or did not follow instructions at all.	Percent Possible: 50 Posted following instructions.

Discussion Board Initial Post Rubric – Undergraduate

Initial Post Rubric	Content	Support & References	Mechanics & Length
Mastery **90-100%**	• Relevant and thought-provoking viewpoints • Innovative and indicates a high level of thought • High level of critical thought, analysis, and application of concepts and ideas	• Student cites 2 peer-reviewed sources in the body of the posts • Proper APA format	• Post exceeds 200 words • Very well written
Effective **80-89%**	• Advances the discussion and body of knowledge providing relevant, original thoughts to the question • Conveys thoughts in a well-rounded manner that show understanding, critical thought, and application of concepts	• Student cites 2 peer-reviewed sources in the body of the post • Not in appropriate APA format	• Post 178-200 words • Well written
Competent **70-79%**	• Makes mostly complete response to the questions • Mostly restatement of materials • Conveys thoughts adequately; however, need to further develop critical aspects	• Student cites 1 peer-reviewed source. • Not in appropriate APA format	• Post is 158-178 words • A few writing errors
Minimal **0-69%**	• Provides weak contribution to the discussion board • Does not convey concept understanding	• Does not cite any peer-reviewed sources	• Post is less than 158 words • Poorly written

	Content	Support & References	Mechanics & Length
	• Shows evidence of critical thought but is not concise or complete	• Addresses questions in a manner that is unclear • Not appropriate APA format	• 0 points for posts submitted after 11:59 PM EST on Thursday

Discussion Board Peer Response Rubric – Undergraduate

Peer Response Rubric	Content	Support & References	Mechanics & Length
Mastery **90-100%**	• Advances discussion providing additional commentary that is relevant or offers an alternative • Critical thought development is evidenced by thoughtful and meaningful responses • Source is relevant and published in last 3 years	• Student cites 2 peer-reviewed sources in the body of the posts • Proper APA format	• Post exceeds 150 words • Very well written
Effective **80-89%**	• Advances discussion providing additional commentary and critique • Responses are correct but mostly restate the peers' viewpoints without development of critical thought • Source is relevant and published in last 3 years	• Student cites 2 peer-reviewed sources • Not in appropriate APA format	• Post is 133-150 words • Well written
Competent **70-79%**	• Shows adequate understanding of the knowledge and concepts posted by peers • Responses are mostly, "I agree…" • Source is somewhat relevant and published in last 5 years	• Student cites 1 peer-reviewed source • Not in appropriate APA format	• Post is 118-132 words • A few writing errors.
Minimal **0-69%**	• Shows minor comprehension of concepts and viewpoints from peers. • Responses are vague and do not show understanding or comprehension	• Does not cite any peer-reviewed sources • Not appropriate APA format	• Post 0-118 words • Poorly written • 0 points for posts submitted after 11:59 PM EST on Sunday

Assignment/Case Study/Course Project Rubric

Assignment Rubric	Critical Thinking	References & Organization
Mastery **90-100%**	• Relevant use of vocabulary throughout • Demonstrates superior knowledge of concepts and theories • Addresses problem/issue directly • Demonstrates active critical thinking relevant to problem identification and effective solutions	• Professional writing structure. • Well-organized response. • Student cites appropriate, current peer-reviewed sources • Proper APA format • Exceeds 500 words
Effective **80-89%**	• Demonstrates satisfactory understanding • Lacks answer to all questions/full scenario • Demonstrates some knowledge of content and professional vocabulary • Content needs additional focus for innovative responses other than restatement of text.	• Student cites some relevant, current peer-reviewed sources. • Follows directions • APA formatting demonstrated but not extensive. • 450-500 words
Competent **70-79%**	• Inconsistent comprehension • Marginal responses • Content, concepts, ideas/responses are not fully developed	• Sources are outdated or ineffective. • Lacks focus on content • Unorganized • Some writing errors • Not in appropriate APA format. • 400-449 words
Minimal **0-69%**	• Consistently below expectations • Lacks significant details of the assignment • Lacks critical thought, analysis, and application. • Partially addresses the topic	• Does not cite any peer-reviewed sources • Not appropriate APA format • 0-399 words • Poorly written. • 0 points for late assignments

Short Answer Rubric – Undergraduate

Short Answer Rubric	Clarity	Depth	Quality
Mastery 90-100%	• Relevant use of vocabulary throughout • Demonstrates superior knowledge of concepts and theories • Addresses problem/issue directly • Demonstrates active critical thinking relevant to problem identification and effective solutions	• Articulates critical thoughts & analysis throughout the answer • Obvious use of outside resources to supplement resources	• Professional writing structure • Well-organized response • Free of grammatical, spelling, & formatting errors
Effective 80-89%	• Demonstrates satisfactory understanding • Lacks answer to all questions/full scenario • Demonstrates some knowledge of content and professional vocabulary • Content needs additional focus for innovative responses other than restatement of text	• Demonstrated some form of outside material used • Shows some critical thinking and active thought	• Follows assignment instructions • Well-written • Few writing errors
Competent 70-79%	• Inconsistent comprehension • Marginal responses • Content, concepts, ideas/responses are not fully developed	• Provided enough detail for marginal requirement • "Textbook" in nature (restatement of what was in textbook)	• Lacks focus on content • Some writing errors
Minimal 0-69%	• Consistently below expectations • Lacks significant details of the assignment • Lacks critical thought, analysis, and application • Partially addresses the topic	• Lacked detail that demonstrates active thought • One-sentence answer	• Unorganized and poorly written • 0 points for late assignments