

**City University of Hong Kong
Course Syllabus**

**offered by Department of Management Sciences
with effect from Semester A 2015 / 2016**

Part I Course Overview

Course Title:	Hospitality Management
Course Code:	MS3304
Course Duration:	One Semester
Credit Units:	3
Level:	B3
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	MS3322 Quality Management
Precursors: <i>(Course Code and Title)</i>	NIL
Equivalent Courses: <i>(Course Code and Title)</i>	NIL
Exclusive Courses: <i>(Course Code and Title)</i>	NIL

Part II Course Details

1. Abstract

(A 150-word description about the course)

- provide a comprehensive understanding of hospitality management.
- expose students to the key trends and management issues of the hospitality industry.
- provide students with the requisite knowledge and skills to pursue a career in the hospitality / tourism industry such as in hotels, restaurants, food and beverage operations, casinos, theme venues, and entertainment centres.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Discuss the major roles in managing service operations in the hospitality industry.	10%	✓		
2.	Critically explore management issues, technology and key trends and the latest developments in the hospitality industry from a global perspective.	15%		✓	
3.	Effectively plan and manage service operations by applying multi-disciplinary thinking skills, key concepts and problem-solving tools to create workable solutions for real-world problems in the hospitality industry.	25%		✓	
4.	Evaluate the recent developments and applications in hospitality information technology to increase productivity and enhance service quality.	25%		✓	
5.	Analyze challenges and competitive forces in the hospitality industry.	25%		✓	
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
Lectures	Concepts and relevant knowledge of managing service operations in the hospitality	✓	✓	✓	✓		2 hrs/week

	industry are explained during lectures.						
Think-pair-share	Students are asked to pair up to discuss and explore possible solutions to problems in real-life settings. The lecturer provides instant feedback based on students' responses.	✓	✓	✓	✓		1 hr /week
Watching and critiquing video case studies	Videos are shown to highlight real-life business scenarios. Follow-up discussions provide students with the opportunity to create and evaluate alternative solutions to problems in the hospitality industry	✓	✓		✓		1 hr/week
Problem solving exercises / activities	Students participate in in-class exercises and activities and provide feedback on other groups' discussions. They are required to exploit the activities by applying their own real-life examples or their own service experiences where relevant.		✓	✓			1 hr /week
Group discussion & mini case studies	Students work in groups to research and brainstorm the latest issues and trends in specific areas of the hospitality industry. The findings are then prioritised, synthesised and presented to the class.		✓	✓		✓	1 hr/week
Discussion sharing and presentation	Students in groups share and present conclusions of their findings and discussions to the class. Other students respond and critique the arguments / points of view.		✓	✓		✓	1 hr/week
Learning portfolio Wiki	Students update the group Wiki blog, which acts as their learning journal, and they research real-life business cases on the Internet in light of the theories they have learned and the management frameworks.	✓	✓	✓	✓	✓	2 hrs /week
Company visits	The lecturer organizes some out-of-class activities (subject to the availability of funding and schedules) such as company visits, field trips or study tours. A typical visit might involve observing operations and interviewing staff at establishments such as hotels, casinos or restaurants. On site, their task is to identify where an enhancement can be made to some aspect of the service operation and to come up with a possible solution /	✓	✓	✓	✓	✓	N/A

	innovation.						
Conducting Research	<ul style="list-style-type: none"> In preparation for the visit, students are required to research the specific company and industry background and identify questions they would like to ask about specific operations, developments and trends. Students conduct further research on some key concepts and terminologies learned from the literature. 		✓		✓	✓	N/A
Reflective activities	<ul style="list-style-type: none"> Students reflect and report on their overall learning experiences gained from the course. Students write and compile the post-visit report in which they reflect on their learning from the company visits and they relate the practical experience to theory 	✓	✓	✓	✓	✓	1 hr/wk
Yield management problem-solving simulation game	Students are assigned to work with a partner and they act as reservation managers of an airline. The objectives of the game are to optimize the revenue and to manage the demand and supply. After playing the game, students are required to evaluate/reflect on the strategies they applied and how they could do it better in the future. They are also required to reflect on how this simulation might relate to real-world scenarios.			✓	✓		2 hr/semester

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4	5		
Continuous Assessment: <u>50</u> %							
Group presentation	✓	✓	✓	✓	✓	10%	Students in a group collaborate to formally present their final discussion of case studies in which they highlight their skills in being able to analyze and to solve business problems.
In-class activities and problem solving exercises		✓	✓	✓	✓	10%	Students discuss and brainstorm the causes of business problems and possible alternative

							solutions. They are required to apply the theories and analytical frameworks they learned to these issues.
Reflective learning blog	✓	✓	✓	✓	✓	5%	Towards the end of semester students write and reflect upon their learning experiences and challenges.
Learning portfolio Wiki and research assignments	✓	✓	✓	✓	✓	15%	Students work together to produce a collaborative learning portfolio Wiki. It logs all students' learning processes and activities including their research work and recent industry trends and developments.
Mid-term test	✓	✓				10%	The mid-term test is designed to assess students' understanding of the key concepts and subject matter of the course.
Examination: <u>50</u> % (duration: 2 hours , if applicable)							
Final examination	✓	✓	✓	✓	✓	50%	The final examination is designed to assess students' professional knowledge of managing operational activities and issues in the hospitality industry, as well as the ability to apply the theories and key concepts to solve business problems.
						100%	

* The weightings should add up to 100%.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Group presentation		Strong evidence of knowing how to apply the key concepts of managing services in a real life setting. High engagement in the assigned activities and excellent presentation skills. Able to apply effective communication and reflective learning skills to pursue new knowledge and acquire new skills proactively to achieve lifelong learning and employability.	Evidence of knowing how to apply the key concepts of managing services to real life cases. Active participation and engagement in the assigned activities and good presentation skills. Able to apply good communication and reflective learning skills to pursue new knowledge and acquire new skills proactively to achieve lifelong learning and employability.	Some evidence of knowing how to apply the key concepts of managing services to real life cases. Participation and engagement in the assigned activities and adequate presentation skills. Able to apply adequate communication and reflective learning skills to pursue new knowledge and acquire new skills to achieve lifelong learning and employability.	Sufficient familiarity with the subject matter to enable the student to progress without repeating the assessment. Low participation and engagement in the assigned activities and fair presentation skills. Able to apply marginal level of communication and reflective learning skills to pursue new knowledge and acquire new skills to achieve lifelong learning and employability.	Little or no evidence of familiarity with the subject matter. No or low participation and engagement in the assigned activities and poor presentation skills. No evidence of demonstrating communication and reflective learning skills to pursue new knowledge and new skills to achieve lifelong learning and employability.
2. In-class activities and problem-solving exercises		Strong evidence of showing familiarity with key concepts and definitions. Clearly and correctly structures most	Evidence of showing familiarity with key concepts and definitions. Clearly and correctly state some critical	Evidence of showing adequate review of literature and key concepts. Understanding of the subject, ability to develop solutions to simple and basic	State a few critical points and marginal contributions of the assigned questions and problems.	State no critical points and no contributions of the assigned questions and problems.

		critical points and makes important contributions to the assigned questions or problems. Critically discusses issues and draws most relevant implications to apply daily life examples of service experiences. Critical problem solving skills and excellent presentation skills are expected.	points and contributions of the assigned questions or problems. Critically discuss issues and draw some relevant implications to apply daily life examples of service experiences. Critical problem solving skills and good presentation skills are expected.	problems in the assigned questions and problems.		
3. Reflective learning blog		Strong evidence of developing an awareness of learning objectives and processes as well as the ability to reflect on learning progress.	Evidence of developing an awareness of learning objectives and processes as well as the ability to reflect on learning progress.	Some evidence of developing an awareness of learning objectives and processes as well as the ability to reflect on learning progress.	Sufficient organization of their learning which marginally enable the student to progress without repeating the assignment.	Little or no evidence of ability to organize the learning and overall understanding of what the class is all about.

4. Learning portfolio Wiki		Strong evidence of knowing how to apply the key concepts of managing services into real life setting. High participation and engagement in the assigned activities and excellent presentation skills. Able to apply effective communication and reflective learning skills to pursue new knowledge and acquire new skills proactively to achieve lifelong learning and employability.	Evidence of knowing how to apply the key concepts of managing services into real life case studies. Active participation and engagement in the assigned activities and good presentation skills. Able to apply good communication and reflective learning skills to pursue new knowledge and acquire new skills proactively to achieve lifelong learning and employability.	Some evidence of knowing how to apply the key concepts of managing services into real life case studies. Participation and engagement in the assigned activities and adequate presentation skills. Able to apply adequate communication and reflective learning skills to pursue new knowledge and acquire new skills to achieve lifelong learning and employability.	Sufficient familiarity with the subject matter to enable the student to progress without repeating the assessment. Low participation and engagement in the assigned activities and fair presentation skills. Able to apply marginal level of communication and reflective learning skills to pursue new knowledge and acquire new skills to achieve lifelong learning and employability.	Little or no evidence of familiarity with the subject matter. No or low participation and engagement in the assigned activities and poor presentation skills. No evidence to demonstrate communication and reflective learning skills to pursue new knowledge and new skills to achieve lifelong learning and employability.
5. Mid-term test		Strong evidence of understanding the key concepts and definitions of the learned subject; capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.	Student who is profiting from the university experience; understanding of the subject; ability to show some evidence of familiarity with literature.	Sufficient familiarity with the subject matter to enable the student to progress further.	Little evidence of familiarity with the subject matter; limited or irrelevant use of literature.

6. Written examination		Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature.
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Hospitality Industry and You

Examples of kinds of businesses that make up the hospitality industry. The reasons for people study the management of service operations in the hospitality industry. Key components of the job-benefit mix. Key trends driving change in employment opportunities and roles of services in the hospitality industry.

Forces affecting Growth and Change

The key demand and supply factors that affecting the growth of the hospitality industry. Key trends that change the relative cost of supplies. Examples of ways in which hospitality service companies are responding to changes in the labour forces.

Managing Food Service Operations

The varied fields of food service. Size of major components of the food service industry. Define the terms of dining market and eating market and contrast the major kinds of service operations in restaurant. Relationship between shopping and dining. New service development. Technological innovation in services. Service site selection.

Managing Hotel and Lodging Operations

The evolution of lodging. Classification of hotel properties. The automation of front office, reservations and yield management. Housekeeping, Telephone and Call accounting systems. Anticipating guest needs in providing excellent service quality.

Competitive forces and issues facing

The service marketing mix. The competition with other industries. A cyclical market. Technology revolution in the back of the house and front office. The Internet and Management.

Planning and Control

Long-range planning tools. Individual worker as planner. Delegation of authority and responsibility. Empowering managers. Staff selection, recruitment and training. Control through managerial action.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	John R. Walker, <i>Introduction to Management in the Hospitality Industry</i> , 3rd Edition; Pearson, 2010
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2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	James A. Fitzsimmons / Mona J. Fitzsimmons / Sanjeev K. Bordoloi, <i>Service Management</i> , 8 th Edition, McGraw-Hill
2.	James A. Bardi, <i>Hotel Front Office Management</i> , 4th edition; John Wiley & Sons, 2007
3.	Timothy R. Hinkin, <i>Cases in Hospitality Management: A Critical Incident Approach</i> , 2nd Edition, John Wiley & Sons, 200904
4.	Michael C. Sturman, Jack B. Corgel, Rohit Verma, <i>The Cornell School of Hotel Administration on Hospitality: Cutting Edge Thinking and Practice</i> , John Wiley & Sons, 2011
5.	Matt A. Casado, <i>Hospitality Management: A Capstone Course</i> , Prentice Hall, 2005.