MS3304: HOSPITALITY MANAGEMENT

Effective Term
Semester A 2022/23

Part I Course Overview

Course Title
Hospitality Management

Subject Code
MS - Management Sciences
Course Number
3304

Academic Unit
Management Sciences (MS)

College/School
College of Business (CB)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
MS3322 Quality Management

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract
· 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.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Discuss the major roles in managing service operations in the hospitality industry.	10	x		
2	Critically explore management issues, technology and key trends and the latest developments in the hospitality industry from a global perspective.	15		x	
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		x	
4	Evaluate the recent developments and applications in hospitality information technology to increase productivity and enhance service quality.	25		x	
5	Analyze challenges and competitive forces in the hospitality industry.	25		x	

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 real-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.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Concepts and relevant knowledge of managing service operations in the hospitality industry are explained during lectures.	1, 2, 3, 4	2 hrs/week
2	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, 2, 3, 4	1 hr /week

3	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, 2, 4	1 hr/week
4	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.	2, 3	1 hr /week
5	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.	2, 3, 5	1 hr/week
6	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.	2, 3, 5	1 hr/week
7	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.	1, 2, 3, 4, 5	2 hrs /week

8	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 / innovation.	1, 2, 3, 4, 5	N/A
9	Conducting Research	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.	2, 4, 5	N/A
10	Reflective activities	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, 2, 3, 4, 5	1 hr/wk

| 11 | 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. | 3, 4 | 2 hr/semester |

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Group presentation	1, 2, 3, 4, 5	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.
2	In-class activities and problem solving exercises	2, 3, 4, 5	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.
3	Reflective learning blog	1, 2, 3, 4, 5	5	Towards the end of semester students write and reflect upon their learning experiences and challenges.
4	Learning portfolio Wiki and research assignments	1, 2, 3, 4, 5	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.

5	Mid-term test	1, 2	10	The mid-term test is designed to assess students' understanding of the key concepts and subject matter of the course.

Continuous Assessment (%)

50

Examination (%)

50

Examination Duration (Hours)

2

Additional Information for ATs

Final Examination
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.

Assessment Rubrics (AR)

Assessment Task

Group presentation

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

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.

Marginal (D)

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.

Failure (F)

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.

Assessment Task

In-class activities and problem-solving exercises

Excellent (A+, A, A-)

Strong evidence of showing familiarity with key concepts and definitions. Clearly and correctly structures most 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.

Good (B+, B, B-)

Evidence of showing familiarity with key concepts and definitions. Clearly and correctly state some critical 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.

Fair (C+, C, C-)

Evidence of showing adequate review of literature and key concepts. Understanding of the subject, ability to develop solutions to simple and basic problems in the assigned questions and problems.

Marginal (D)

State a few critical points and marginal contributions of the assigned questions and problems.

Failure (F)

State no critical points and no contributions of the assigned questions and problems.

Assessment Task

Reflective learning blog

Excellent (A+, A, A-)

Strong evidence of developing an awareness of learning objectives and processes as well as the ability to reflect on learning progress.

Good (B+, B, B-)

Evidence of developing an awareness of learning objectives and processes as well as the ability to reflect on learning progress.

Fair (C+, C, C-)

Some evidence of developing an awareness of learning objectives and processes as well as the ability to reflect on learning progress.

Marginal (D)

Sufficient organization of their learning which marginally enable the student to progress without repeating the assignment.

Failure (F)

Little or no evidence of ability to organize the learning and overall understanding of what the class is all about.

Assessment Task

Learning portfolio Wiki

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

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.

Marginal (D)

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.

Failure (F)

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.

Assessment Task

Mid-term test

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.

Fair (C+, C, C-)

Student who is profiting from the university experience; understanding of the subject; ability to show some evidence of familiarity with literature.

Marginal (D)

Sufficient familiarity with the subject matter to enable the student to progress further.

Failure (F)

Little evidence of familiarity with the subject matter; limited or irrelevant use of literature.

Assessment Task

Written examination

Excellent (A+, A, A-)

Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good (B+, B, B-)

Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.

Fair (C+, C, C-)

Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.

Marginal (D)

Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.

Failure (F)

Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature.

Part III Other Information

Keyword Syllabus

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.

Reading List

Compulsory Readings

	Title
1	John R. Walker, Introduction to Management in the Hospitality Industry, 3rd Edition; Pearson, 2010

Additional Readings

	Title
1	James A. Fitzsimmons / Mona J. Fitsimmons / Sanjeev K. Bordoloi, Service Management, 8th Edition, McGraw-Hill
2	James A. Bardi, Hotel Front Office Management, 4th edition; John Wiley & Sons, 2007

3	Timothy R. Hinkin, Cases in Hospitality Management: A Critical Incident Approach, 2nd Edition, John Wiley & Sons, 200904
4	Michael C. Sturman, Jack B. Corgel, Rohit Verma, The Cornell School of Hotel Administration on Hospitality: Cutting Edge Thinking and Practice, John wiley & Sons, 2011
5	Matt A. Casado, Hospitality Management: A Capstone Course, Prentice Hall, 2005.