



School of

Resort & Hospitality Management

COURSE SYLLABUS (This syllabus is for a course in the major)

Please read this course syllabus in its entirety. It is a part of the course content. Further, it is important that you understand what is required in this course and the times for completing all activities.

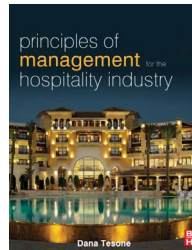
SECTION 1: COURSE INFORMATION



*"Most of what we call management consists of making it difficult for people to get their work done."
~Peter Drucker*

Course Name & Number:	Resort & Hospitality Leadership and Management (HFT 3004)
CRN:	11635
Course Credit Hours:	3
Semester:	Spring 2020
Department/Program:	School of Resort & Hospitality Management
Meeting Times/Location:	Thursdays 10:30 a.m. - 11:45 a.m. Ben Hill Griffin Hall 215
Format:	Blended/Hybrid
Instructor:	Dr. George Alexakis Professor of Leadership School of Resort & Hospitality Management Lutgert College of Business
Office Location:	Sugden Hall, Room #215
Contact Information:	954 732 0776 Communicate by CANVAS instead of FGCU email
Prerequisites:	Introduction to Hospitality/Tourism (HFT 1000) with minimum grade of C (may be taken concurrently).
Course Description:	An introduction to management and leadership theories, practices, and principles as applied in the hospitality industry.

SECTION 1: COURSE INFORMATION CONT.



Required Text: Principles of Management for the Hospitality Industry
 May be rented/purchased from bookstore or online and also published by Kindle
Publisher: Routledge
Author: Tesone, D.
ISBN: 978-1-85617-799-3



Required Materials: *We will be using the following materials. Each student will purchase them (if they have not already)*

1. **Top Hat** is a classroom and student response system used to increase student engagement during classroom presentations/interactions using your cellular telephones and most other electronic devices. No Clickers required. Instructions for purchase and registration are found on Canvas "Calendar."

Course Website (CANVAS): <http://fgcu.edu/canvas/> (requires ID and password to login).

First Week

Attendance Policy: In accordance with the Federal mandate, students are required to complete an attendance verification activity on Canvas before the deadline during the first week of class. Failure to do so will result in a delay in the disbursement of your financial aid. The confirmation of attendance is required for all students, not only those receiving financial aid.

SECTION 2: MISSION, LEARNING OUTCOMES, & MEASUREMENTS

A. PROGRAM MISSION

"The mission of the Resort and Hospitality Management program is to provide students with core competencies and experiential learning opportunities in preparation for successful management careers and leadership roles in the resort and hospitality industry and to instill values of lifelong learning and community service."

B. PROGRAM LEARNING OUTCOMES

Upon successful completion of the RHM program, students will be able to:

1. Illustrate proficiencies and skills relevant to the operational areas of Resort and Hospitality Management.
2. Apply effective communication skills.
3. Evaluate information and make decisions using critical thinking and problem solving skills.
4. Apply ethical reasoning and professional judgment.

C. COURSE LEARNING OUTCOMES

At the completion of this course, students should be able to:

1. Distinguish between leadership and management.
2. Explain the effects of leadership style on organizational environment and its result on followers' motivation.
3. Explain the functions of management.
4. Compare and contrast various management and leadership theories.
5. Analyze management effectiveness using direct and indirect measurement.
6. Identify personal leadership styles by using an assessment instrument common to the industry.
7. Explain the importance of the vision, mission, and goals of a hospitality organization.
8. Describe the various formats that can be used for effective internal and external communication
9. Explain the importance of service in hospitality and tourism.
10. Examine the relationships of service quality, customer satisfaction, and value.
11. Apply effective communication skills.
12. Apply critical thinking and problem solving skills.
13. Evaluate ethical reasoning and professional judgement considerations in hospitality management and leadership.

D. MEASUREMENTS OF STUDENT LEARNING OUTCOMES

ALC/ILO/ PLO Learning Objectives	Course Learning Outcomes	Assessment Use To Measure Outcomes
Content/Discipline Knowledge & Skills ILO1, PLO1	1. Distinguish between leadership and management. 2. Explain the effects of leadership style on organizational environment and its result on followers' motivation. 3. Explain the functions of management. 4. Compare and contrast various management and leadership theories. 5. Analyze management effectiveness using direct and indirect measurement. 6. Identify personal leadership styles by using an assessment instrument common to the industry. 7. Explain the importance of the vision, mission, and goals of a hospitality organization. 8. Describe the various formats that can be used for effective internal and external communication 9. Explain the importance of service in hospitality and tourism. 10. Examine the relationships of service quality, customer satisfaction, and value.	Examination
Communication ILO2, PLO 2	11. Apply effective communication skills.	Written Assignment
Critical/Analytical Thinking ILO3, PLO3 ILO3, PLO4	12. Apply critical thinking and problem solving skills. 13. Evaluate ethical reasoning and professional judgement considerations in hospitality management and leadership.	Written Assignment

ALC – Academic Learning Compact (State of Florida requirements)

ILO – University Learning Outcomes

PLO – RHM Program Learning outcomes

SECTION 3: LEARNING OUTCOME EVALUATION METHODS AND GRADING POLICIES

A. Course Grading: Assigned based on the following assignments:

GRADE COMPONENT	PERCENT
Online Assignments	20
Writing Opportunity	5
Learning Opportunity	30
Writing Opportunity	5

Team Leadership Paper	20
Presentation	15
Attendance	10
Total Course Percent	100%

**Note. Avoid expecting full points for assignments submitted with grammar, spelling, sentence construction, etc. errors. Attendance is very important in this class for a host of reasons. For each session that attendance is taken, 1 point will be earned for students that are present and .80 points will be earned for students that are late.*

B. How your final course grade is determined based on percentage points

A = 450 (90%) - 500 (100.0%) points

B = 400 (80%) - 449 (89.9%) points

***C = 350 (70%) - 399 (79.9%) points**

D = 300 (60%) - 349 (69.9%) points

F = Less than - 300 (60.0%) points

**Note.* It is very likely that the material discussed in class is different from the information required for the Learning Opportunities. The textbook is where you would locate the answers for the Learning Opportunities.

**Warning.* For most students, there is too much material to study the night before the Learning Opportunity. I highly recommend that you study independently and in advance to achieve a decent grade.



SECTION 4: TEACHING METHODS, PHILOSOPHY, AND MESSAGE TO STUDENTS

A. TEACHING METHODS

A combination of interactive lectures (where students participate), in-class activities, and guest speakers may be used to facilitate learning during the class.

B. TEACHING PHILOSOPHY

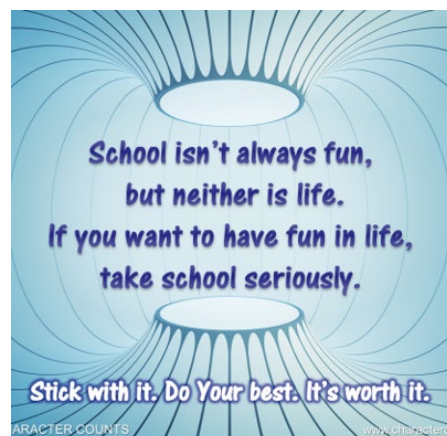
- I do my best to aid your understanding of the course material.
- I welcome students asking me questions and making comments.
- I believe that the best experiences the ones when students feel encouraged to converse.
- I use real-world examples and really like to listen to other people's experiences (so please share them).
- I think that it is my responsibility to create a class atmosphere that encourages everyone to feel motivated to learn as much as reasonably can be expected during the semester about the class topics.

C. MESSAGES TO STUDENTS

The *RHM Leadership/Management* course sets a foundation for your capstone course and your career. Work diligently to learn the terms, practices, concepts, principles, and theories in the class. They prepare you for what is likely the hardest achievement in any industry, *to do effectively*—management and leadership. Such learning fosters confidence for a career in the hospitality management industry.

Guest Speakers

There will likely be a minimum of one class with a guest speaker. Many hospitality industry managers do not live an informal, casual lifestyle but value presentation and uniformity. Please look and act in a serious and professional manner when we are hosting professionals. That includes putting away cellular telephones, closing laptops, asking questions, and coming early to class.



SECTION 5: CLASSROOM FORMAT, POLICIES, & TECHNOLOGY



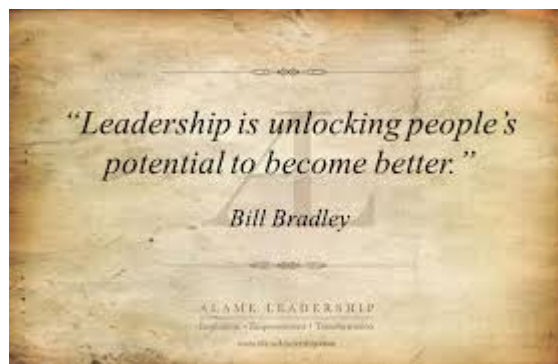
VERY IMPORTANT INFORMATION

1. We do not have “lectures” in the classroom, but interactive presentations—teacher and student will talk.

2. Content from the textbook *will* appear on Learning Opportunities even though that content ***will not*** have been reviewed in class before said LOs.
3. You are responsible for what is communicated in class, whether or not you are present (regardless of the reason). If you miss a class (or come late or leave early), get the information from a classmate.
4. If you come to class late, take the seat closest to the door from which you entered.
5. During *Learning Opportunities*, all electronic devices must be turned off. When guest speakers or students are presenting, laptops and other devices must be put away and left alone. Otherwise, please appropriately use (yes use!) your cellular telephones, laptops, and other electronics in class.
6. All submissions must be submitted by the day/time that they are due. Students must keep all submissions saved for a minimum of 90 days after the last day of the semester.
7. Always email your work to yourself before submitting, just in case your computer and flash drive simultaneously crash. It is best to do this periodically as you are developing your work.
8. Carefully reading everything on Canvas (including the course outline) is a basic requirement for this class.
9. When a guest speaker is invited to speak in class, be mindful of how they may feel addressing a group of university students (e.g., nervous, anxious, uncertain, etc.). Even the most accomplished industry people often feel anxiety before speaking to a student audience. Most of them do not have a degree in hospitality, and some of them do not have a college degree at all. Strong leadership means being sensitive to each individual. “What is your degree in?” is not an appropriate question for industry guests.
10. During guest speaker days, please come to class 5 minutes early if possible. Think about dressing in a professional manner. Be respectful and professional. Ask relevant questions so that the speaker feels welcomed and assured. Be mindful of the fact that guest speakers *like* numerous questions, as this makes it a better experience for everyone. Our guests will also view your questions as indicators of authentic interest and professional seriousness. Remember, whether you want to or not, your words and actions represent everyone in our school and university.

Final Thought There is not enough time in the day to do everything that you want to do in the way that you want to do it. However, I recommend that you follow guidance of Don Miguel Ruiz in his book, *The Four Agreements: A Practical Guide to Personal Freedom, A Toltec Wisdom Book*.

Always Do Your Best: Your best is going to change from moment to moment; it will be different when you are healthy as opposed to sick. Under any circumstance, simply do your best and you will avoid self-judgment, self-abuse, and regret.



SECTION 6: TENTATIVE CLASS SCHEDULE OUTLINED FOR SPRING 2019

*Note. *The sustainability objectives are listed as questions.*

Week	Topics, Chapters, Assignments, & Deadlines
1	Managing Hospitality Enterprises <u>Student Learning Outcomes</u> <ol style="list-style-type: none"> 1. Describe service, service enterprises, and servant leadership. 2. Identify management hierarchy levels and management functions. 3. Describe an overview of management and supervisory practices. 4. What is sustainability?
2	Management Practice, Evolution and Ethics <u>Student Learning Outcomes</u> <ol style="list-style-type: none"> 1. Identify the stages and contributions of management evolution. 2. Apply ethical tests to management decision-making activities. 3. Describe an overview of managerial communications, change, behavioral management, and stress management. 4. How does it relate to management and leadership?
3	Strategic Planning, Problem Solving, and Decisions <u>Student Learning Outcomes</u> <ol style="list-style-type: none"> 1. Identify the steps in the strategic planning process. 2. Produce a strategic plan. 3. Identify the steps used for problem-solving and decision-making activities. 4. What are sustainability values? (Provide examples)
4	Systems, Development and Structures <u>Student Learning Outcomes</u> <ol style="list-style-type: none"> 1. Describe relationships among systems and subsystems. 2. Describe global, organizational and individual learning systems, and career development. 3. Describe organization and departmental structures. 4. How does a leader articulate sustainability values? (Provide examples of means)
5	Productivity and Value-Added Management Practices <u>Student Learning Outcomes</u> <ol style="list-style-type: none"> 1. Describe value-added management. 2. Identify five service enterprise production systems. 3. Describe how to manage resources, systems, and outputs for enhanced productivity. 4. What is the three-legged stool? Should the three-legged stool be important to leaders? Why?
6	Organizing Resources, Structure and Systems <u>Student Learning Outcomes</u> <ol style="list-style-type: none"> 1. Understand inter- and intradepartmental organizational activities. 2. Identify relationships among inputs, systems, and outputs. 3. Recognize the organizing role of various levels of management positions. 4. What is the triple bottom line? Should the triple bottom line be important to leaders? Why?
7	Managing Technology and Marketing Systems <u>Student Learning Outcomes</u> <ol style="list-style-type: none"> 1. Understand how the function of management influences human behavior. 2. Define the three components of management influence. 3. Describe best practices for managers in a communication process. 4. Explain how managers can influence attitudes and motivate within internal communications systems. 5. How can leaders encourage sustainability in the context of the triple bottom line and the three-legged stool?
8	Managing Technology and Marketing Systems <u>Student Learning Outcomes</u>

	<ol style="list-style-type: none"> 1. Understand the role of Management information systems within enterprises. 2. Define basic hardware and software computer components. 3. Describe the telecommunication interfaces used for marketing functions. 4. Describe enterprise operations information system interfaces. 5. How do leaders justify the financial ramifications of sustainability?
9	<p>Management Control Functions <u>Student Learning Outcomes</u></p> <ol style="list-style-type: none"> 1. Identify the key aspects of accounting and financial controls. 2. Identify the processes of material resource procurement and distribution. 3. Identify the components and processes contained within a performance management system. 4. How do leaders go about effectively facilitating the design, development, implementation, and evaluation of sustainability programs/plans/initiatives?
10	<p>Tactical Productivity Strategies <u>Student Learning Outcomes</u></p> <ol style="list-style-type: none"> 1. Identify and explain each of the three tactical strategies. 2. Describe the steps used to conduct managerial diagnosis and intervention implementation. 3. Describe productivity control and output productivity interventions. 4. Describe production systems contained within functional departments. 5. How do leaders maintain/reinforce sustainability boundaries?
11	<p>Tactical Growth Strategies <u>Student Learning Outcomes</u></p> <ol style="list-style-type: none"> 1. Identify and explain specific corporate growth strategies. 2. Describe the steps used to plan and implement tactical growth strategies. 3. Describe the strategic thinking activities that occur to ensure the success of tactical growth strategies. 4. When appropriate, how should leaders encourage the hiring of someone to take the role of sustainability senior level manager or c-level position within organization?
12	<p>Tactical Turnaround Strategies <u>Student Learning Outcomes</u></p> <ol style="list-style-type: none"> 1. Identify techniques used to prevent fix strategies from being necessary. 2. Describe the steps used to plan and implement tactical fix strategies. 3. Compare and contrast similarities between small- and large-scale fix strategies. 4. Design and develop a sustainability scorecard/audit/assessment instruments.
13	<p>Leadership Awareness <u>Student Learning Outcomes</u></p> <ol style="list-style-type: none"> 1. Understand the relationships of leaders, followers and the environment (situation). 2. Identify the characteristics associated with leadership traits. 3. Recognize types of interactions that are associated with transactional and transformational leadership. 4. Recognize differences in individual motivators. 5. Identify a few theories of employee motivation. 6. Apply motivational strategies to managing workers. 7. <i>Sustainability Mini Project:</i> View sustainability through the lens of your future role as a leader and hospitalier. Your charge is to articulate a plan via video to enact change by “greening up” our industry. You must use the campus trails, a Food Forest, sustainability walk, and one outside site to illustrate your points. (Find due date on Canvas)
14	<p>Leadership Practice <u>Student Learning Outcomes</u></p> <ol style="list-style-type: none"> 1. Identify leadership behaviors. 2. Identify the characteristics associated with leadership traits. 3. Identify leadership styles. 4. Identify transactional and transformational leadership practices.

15	<p>Organizational Behavior and Leadership Development</p> <p><u>Student Learning Outcomes</u></p> <ol style="list-style-type: none"> 1. Demonstrate a basic comprehension of organizational behavior concepts. 2. Identify self-actualization concepts relative to transpersonal psychology. 3. Describe the processes used to provide leadership development. 4. Apply these concepts to the earlier chapters in the text.
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The instructor reserves the right to amend the course as deemed necessary. What is communicated in the classroom supersedes what is on this course outline. You are responsible for knowing what is said in class even if you were not there.

SECTION 7: UNIVERSITY & COLLEGE STANDARDS & POLICIES

Academic Behavior Standards and Academic Dishonesty - All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the **FGCU Student Guidebook** under the “Student Code of Conduct” on page 11, and “Policies and Procedures” sections on pages 18 - 24. All students are expected to study this document, which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at <http://studentservices.fgcu.edu/judicialaffairs/new.html>

Copyright - The university requires all members of the university community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under university policies.

University Nondiscrimination Statement - Florida Gulf Coast University is committed to ensuring equity and fairness for all University employees, students, visitors, vendors, contractors and other third parties. As such, the University prohibits discrimination on the bases of race, color, national origin, ethnicity, religion, age, disability, sex (including sexual harassment/assault), gender identity/expression, marital status, sexual orientation, veteran status or genetic predisposition with regard to admissions, employment, programs or other activities operated by the University. This prohibition extends to enforcement of Title IX of the Education Amendments of 1972. Questions or complaints should be directed to the Office of Institutional Equity and Compliance (OIEC). The OIEC’s phone number is (239)745-4366; the OIEC email address is OIEC@fgcu.edu.

Disability Accommodations Services - Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please see me or contact the Office of Adaptive Services. The Office of Adaptive Services is located in the Wellness Building. The phone number is 239-590-7956 or Video Phone (VP) 239-243-9453. In addition to classroom and campus accommodations, individuals with disabilities are encouraged to create their personal emergency evacuation plan and FGCU is committed to providing information on emergency notification procedures. You can find information on the emergency exits and Areas of Rescue Assistance for each building, as well as other emergency preparedness materials on the Environmental Health and Safety and University Police Department websites. If you will need assistance in the event of an emergency due to a disability, please contact Adaptive Services for available services and information.

University Policy about Student Observance of Religious Holidays - All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to

absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

<http://www.fgcu.edu/generalcounsel/files/policies/4.005%20Student%20Observance%20of%20Religious%20Holidays.pdf>

Grading Policies and Grading Systems - The grading system at FGCU is described in the FGCU Catalog and is overseen by the Office of Planning and Institutional Performance. (<http://www.fgcu.edu/catalog/>)

In accordance with Family Educational Rights and Privacy Act, 1974 (FERPA), grades may not be announced in class or displayed in any public view by use of the Student ID number (or social security number) in a paper or electronic format. Electronic display format includes email or a web-based environment such as Canvas.

Retention of Papers, Tests, Student and Class Records - University policy dictates that any materials, hardcopy or electronic, that contribute to the determination of a course grade be maintained by individual faculty for one full academic year after the end of the semester. In addition, departments/programs must maintain all records pertinent to grades for any faculty no longer with the university.

Eagle Mail - is Florida Gulf Coast University's student e-mail system. Your FGCU Eagle Mail account **MUST** be activated. If you are a first time student, you will need your PIN and Student ID, both of which are assigned at registration.

- If you don't know your PIN, you will need to go to the Registrar's office to retrieve it.
- To activate your account, visit <http://admin.fgcu.edu/IS/applications/studentaccts/activate.asp>.
- The Canvas (at <http://elearning.fgcu.edu>) will be used as the primary application for learning and communication. Additional course information may be distributed via Eagle Mail, so make sure you know how to retrieve your Eagle mails, and check it very frequently (at least once a day).
- Log in to Canvas at <http://elearning.fgcu.edu>. You need to use FGCU Eagle Mail account and password to log in.
- Assignments, instructions, and other course information on Canvas are integral components of the course material and are hereby incorporated as part of this syllabus.

The FGCU Writing Center - assists student writers through free, accessible, learning-based writing consultations. Our primary goals are to help students improve their abilities to think independently, to write critically, and to learn and implement strategies that will assist them in producing effective writing assignments. Consultants help writers with brainstorming, formulating a clear thesis, developing their ideas, and revising. Writing Center sessions are designed to assist writers in improving their ability to revise independently. Writing Consultants also help writers identify issues of style and mechanics; however, **they do not edit or proofread**. The Writing Center is located in Library West, 202C. Library West is not accessible from the main Library building (Library East): 239 590 7141.

SECTION 8: UNIVERSITY & COLLEGE STANDARDS & POLICIES

1. Useful FGCU Resources for Students:

ONLINE: Florida Gulf Coast University Catalog (<http://www.fgcu.edu/catalog/>)

ONLINE: Florida Gulf Coast University Student Guide Book (<http://studentservices.fgcu.edu/JudicialAffairs/>)

ONLINE: Florida Gulf Coast University Code of Conduct (<http://studentservices.fgcu.edu/JudicialAffairs/>)

2. Service-Learning

Information on integrating service-learning into the course and course syllabus is available online at <http://www.fgcu.edu/Connectl>

3. Distance-Learning

Information on distance learning courses is available online at <http://itech.fgcu.edu/distance/>

4. Online Tutorials

Information on online tutorials to assist students is available online at <http://www.fitcu.edu/support/>

5. Canvas Learning Management System and Demonstration Site. Information on Canvas is available online at <http://canvas.fgcu.edu/> and <https://fgcu.instructure.com/courses/7692>

6. Library Resources

Main page: <http://library.fgcu.edu/>

Tutorials & Handouts: <http://library.fgcu.edu/RSD/Instruction/tutorials.htm>

Research Guides: <http://fgcu.libguides.com/>

Faculty Support: http://library.fgcu.edu/faculty_index.html

7. LCOB Statement:

Center for Academic Achievement

The Center for Academic Achievement (CAA) provides academic support services to all FGCU students. Students can take advantage of our free peer tutoring and Supplemental Instruction sessions for lower-level math and science courses, as well as workshops to facilitate the development of skills necessary for college success. If you would like to participate in any of our programs, learn about tutoring services, or meet with an Academic Retention Coordinator, please visit the CAA in Library 103 or call us at (239) 590-7906. Our website is www.fgcu.edu/caa.

8. Protocol for Online Classes

Respondus Monitor – Remote, Online Exam Monitoring

To protect the integrity of online assessments that are delivered to students off site in a non-proctored location, this course may employ *Respondus Monitor* technology that will allow for the web-enabled monitoring of exams and quizzes. Students must own a computer device and an associated webcam that meet the minimum requirements of the University's standard remote monitoring system. Additional information:

- Respondus Monitor* overview: <http://respondus.com/products/monitor/>
- Respondus Monitor* Faculty Training and Workshops: TBA

Respondus LockDown Browser – Classroom and/or Remote Online Exams

To protect the integrity of classroom *or* remote online exams, this course may employ *Respondus LockDown Browser* technology that will allow for the student's temporary restriction to a designated online testing website, disabling the ability to print, copy, access other applications or move to any other URL for the duration of the assessment. This technology may be used on campus in University computer classrooms *or* for remote delivery of quizzes and exams. [For online classes only: students must own a computer that meets the minimum requirements of the University's standard lock down browser application.] Additional information:

- Respondus LockDown Browser* overview: <http://respondus.com/products/lockdown-browser/>
- Respondus LockDown Browser* Faculty Training and Workshops: TBA

Lecture Capture Technology/FGCU Capture – Classroom Recording

This course may employ technology that will allow for audio and/or video recording of live classroom sessions. This lecture capture technology is utilized for the sole purpose of enhancing student learning. It may provide for supplemental student instruction via secure links to recorded session(s), the live stream of courses, presentations of off-site guest speakers and/or the delivery of course instruction utilizing "flipped classroom" methodologies. Student questions and/or comments may be included as a part of any session being recorded. See FGCU-CAPTURE for additional details and training <http://aets.fgcu.edu/fgcucapture.asp>



"Management is doing things right; leadership is doing the right things." ~Peter Drucker