

HTMT 488 - 01/02 Strategic Hospitality & Tourism Management / Spring 2021 / Class Syllabus
[Draft]

Instructor of Record: Robert (Bob) Frash, Ph.D.

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Phone: 843.327.7071

Office: Zoom - Online

Office Hours: T-R 3-5 pm (Zoom meeting appointment required)

Schedule of Activities: Refer to the Course Calendar

Class Location: Zoom - Online

Class Meeting Days/Time: T-R 488-01 12:15-1:30 pm / 488-02 1:40-2:55 pm

Course Prerequisites: Senior status; ACCT 203, ACCT 204, DSCI 232, ECON 200, ECON 201, MGMT 301, MKTG 302, FINC 303, HTMT 210, HTMT 352; HTMT 444 may be taken concurrently; BLAW 205 and DSCI 320 are both recommended.

Required Texts & Materials:

- Readings on OAKS
- Get Backed by Baehr and Loomis, ISBN 978-1-63369-072-1 (Link to online version of book in OAKS)
- Laptop computer with wireless web accessibility

Course Description:

This course is the capstone course for the HTMT major program. The course involves the integration and application of interdisciplinary management concepts, theories, and practices instrumental to management success within the hospitality and tourism industry.

Course Components / Point Allocation:

Course Component	Assignment Type	Points Available
Baseline Assessment		25
Homework (5 @ 20)	Individual & Team ass.	100
Pitch Deck Project:		
Due Diligence Portfolio Drafts (5 @ 20 pts ea)	Team ass.	100
Final Pitch Deck Files (Due Diligence, Pitch Deck, Financials)	Team ass.	450
Pitch Deck Presentation	Team ass.	200
Diary Assignment & Peer Evaluation	Individual ass.	25
Final Exam	Individual ass.	100
Total Points		1,000

Course components and the points assigned them may be changed, added or dropped, at instructor's discretion, should it be warranted. Students will be notified through OAKS, should changes occur.

Grading Scheme:

B+ = 87-89.9 %	A = 93-100%	A- = 90-92.9%
C+ = 77-79.9 %	B = 83-86.9%	B- = 80-82.9%
D+ = 67-69.9%	C = 73-76.9%	C- = 70-72.9%
	D = 63-66.9%	D- = 61-62.9%
	F = < 60.9%	

Instructor's Note

I consider teaching, working, and learning with scholars such as you, an honor and a privilege. Notwithstanding our various levels of experience, each of us brings a valid contribution to the class. Though I hope to be a worthy resource for each of you, I view my principle function as a facilitator of your diverse contributions.

Learning Objectives

The student will develop a hospitality and/or tourism (HTMT 210, HTMT 444) business plan, utilizing socio-technical hospitality systems (HTMT 352, HTMT 444), integrating the following written and verbal application of competencies:

- Presentation of accounting information essential to make HTMT business decisions, demonstrating control procedures and logical business decision making within a national or international organization (ACCT 203, 204)
- Implementing marketing strategies for consumer behavior, product and services mixes, branding and/or packaging, channels of distribution, pricing, advertising and promotions, and salesmanship (HTMT 352, MKTG 302)
- Employ statistical analyses to determine market and business prospective utilizing relevant technological solutions (DSCI 232)
- Development of capital budgets and financial plans (FINC 303)
- Determination and utilization economic trends including social goals, employment and economic growth/decline, and product and services pricing (ECON 200, 201)
- Facilitating dynamic individual and group behaviors in an organizational process (MGMT 301)

Disabilities Statement

If there is a student in this class who has a documented disability and has been approved to receive accommodations through SNAP Services, please feel free to come and discuss this with me during my office hours.

Virtual Zoom Class Protocol

Attendance is imperative. You are required to be present in Zoom classes to participate with other students. Research indicates that class interaction fosters enhanced learning and builds a more robust cognitive schema (Gagne, 1985; Hamblin, 1974). It is expected that each student will have their video feed on during synchronous Zoom meeting (please let professor know if you have bandwidth issues). You are expected to follow professional synchronous net-etiquette:

- Must log into meeting with your CofC Zoom account only (not allowed to use guest accounts)
- Have relevant materials ready prior to the scheduled Zoom meeting date/time.
- Join the Zoom meeting on time (or even better if a minute or two early).
- Access the Zoom meeting with a computer with video and audio
- Be presentable always but business casual for presentations and when guest lecturers are scheduled.
- Stay in one spot during the Zoom meeting. (send comment to professor if you need to be excused and turn video off while gone).
- Not be in transport during the class (e.g. driving in a car).
- If using a virtual background, ensure that it is professional and not distracting.
- Unless presenting, stay muted until you have the need to interact. Use Zoom "hand up" tool to prompt host that you would like to participate.
- Find the quietest spot for Zoom meeting possible. Uncontrollable circumstances are understood.
- Be polite and wait until host recognizes you before engaging (i.e. professor, guest lecturer, or fellow student)

Factors in Grading:

- Class participation, attitude, teamwork and demeanor will be noted by the instructor and used to swing grades up or down
- All course work (unless otherwise noted by the instructor) must be:
 - Word processed in MS Word and
 - Double spaced with topic headers (NOTE: The final business plan's line spacing is discretionary.)
 - Grammatically correct (NOTE: Grammatical errors will warrant grade reductions.)
 - Consistent with the [Publication Manual of the American Psychological Association](#) (APA) 7th ed format for bibliographic entries (All in-text referencing should utilize MS Word Footnotes).
- All course work must be submitted on-time. Coursework submitted late will warrant a reduction in grade at the discretion of instructor relative to the degree and nature of the tardiness (*In the case of an email submission, the time and date of reception will act as the official submission instance*).
- Professional demeanor is mandated at all times in class and out of class regarding all course related activities.

Attendance:

Attendance is important! Due to the team nature of much of the course activities, the student is required to be in class to participate with her or his team members. Research indicates that class discussion fosters enhanced learning for all class members and builds a more robust cognitive schema (Gagne, 1985; & Hamblin, 1974). Therefore:

- *Anyone missing more than 2 class periods may be deemed ineligible for a grade of "A."*

- *Anyone missing more than 3 class periods may be deemed ineligible for a grade of "B" or better."*
- *Anyone missing more than 4 class periods may be deemed ineligible for a grade of "C" or better."*
- *Anyone missing more than 5 class periods may be deemed ineligible for a grade of "D" or better."*

Attendance is only excused for medical or other serious and legitimate reasons.

Student must submit documentation for any absence considered for excuse within one week of the absence.

Baseline Assessment

Much of the course is completed as team. As such, it is important that you are placed in a team that best supports each student's goals, aspirations, and abilities. The baseline assessment is intended to give the instructor insight to guide which team each student is assigned to.

Homework Assignments

There are five homework assignments that relate to and support the pitch deck process. The assignment due dates are noted in the Course Calendar. Each homework assignment instruction guideline is listed in OAKS.

Pitch Deck Project

The Pitch Deck project is comprised of four components:

1. Due diligence portfolio (submitted as a PDF file)
 - a. *Due Diligence Portfolio drafts.* There are five sections in the Due diligence portfolio: 1. Company Description, 2. Market Analysis, 3. Operation Plan, 4. Marketing Plan, and 5. Pro Forma Financials. Student teams will submit drafts of these sections during the semester and receive feedback to ensure a more proficient product in the final submission.
 - b. Note that the drafts are not submitted in the same order noted above because of development issues pertaining to requisite secondary and primary research.
2. Pro forma financials and supplemental spreadsheets (submitted as an Excel file)
 - a. Students are required to use the Excel template, which can be found in OAKS, for the Sources and Uses of Funds, Balance Sheet, Income Statement, and Cash-Flow Statement
 - b. Supplemental spreadsheets can include master labor schedules, sales forecast calculations, amortization schedules, break even and return-on-investment calculations, etc.
3. Pitch deck video (submitted a YouTube link)
 - a. A *pitch deck* is an audiovisual series of images and words disseminated in a YouTube video presentation that illustrate your concepts story and business model. Pitch decks have largely come to replace the more traditional business plan approach to gaining investment for a startup business. Pitch decks typically include 20 to 30 PowerPoint slides, which are converted to an MPG video file format, which is uploaded to YouTube. Your pitch deck will typically address the following elements: 1. Cover, 2. Overview, 3. Opportunity, 4. Solution, 5. Operations, 6. Market, 7. Competition, 8. Team, 9. Sales Forecast, 10 Financials, 11. Exit Strategy, 12. FAQs
4. PowerPoint presentation for live session with judges.

Diary Assignment & Peer Evaluation

As noted below, the team process, used to produce a preponderance of the course's assignments, can go well or can be problematic. The process works well when team members work with conscientiousness, empathy, and stick to a strict timeline. However, the process can be problematic to the extent that these conditions are absent. To assure accountability, each student is required to keep a weekly diary of his or her contribution and an assessment of the team process. This diary will be submitted for a grade, along with a peer evaluation form.

Final Exam

This is the HTMT Capstone course. At CofC, capstone courses are typically required for all major subject areas. The goal of the capstone course system is to ensure that students can demonstrate requisite competencies, about the respective subject areas. In this course, those subject areas include accounting, finance, research design and statistics, economics, marketing, management—all in the context of hospitality and/or tourism business policies and practices.

Ninety percent of the course grade is related to the team Pitch Deck project. However, this is a team-exercise, and although it is peer-reviewed, team-based assignments sometimes mask or cloud valid assessment of individual performance. As such, a final exam, covering the above-named subject areas, will be given to each student, individually.

Team Process

HTM organizations have asked the academy to prepare students for the increased team emphasis found in today's workplace. Team-based learning has been shown to promote enhanced academic achievement. The class will be divided into teams of typically four students each.

All assignments submitted for the team must have the team's name and the participating team members' names. Only team members that attend class and/or team meetings and participate in team activities and should be listed on the assignment submissions. Team members will earn the pooled team grade for all team-based assignments (i.e. barring potential peer evaluation penalties).

To eliminate social loafing, free riding or any other individual withholding of effort, students are to exercise the following:

1. Complete a "Team Contract" (see OAKS). The Team Contract should set each team member's expectations and facilitate communication.
2. All students must submit a weekly diary of his or her contribution and an assessment of the team process
3. All students must submit a peer evaluation at the end of the semester (Form is found on OAKS). The process requires each student to rate the percentage of individual input associated with each team member's assignment contribution. Should the evaluations suggest a team member is not contributing his or her fair share of the work; their grade can be reduced accordingly at the discretion of the instructor.
4. A team member may also be terminated (aka fired) from the team by his or her teammates (Form is found on OAKS). Should the other teammates provide a preponderance of evidence indicating that the student in question did not offer a significant contribution to the team effort, the student in question can be fired from the team through instructor arbitration. In such a case, the "fired student" would have to submit an independent assignment on her or his own to receive a grade. However, the "fired student's" subsequent independent assignment grade will be penalized by 10%.

If there a problem with your team's process or any individual member of your team, REPORT THE PROBLEM TO YOUR INSTRUCTOR AS SOON AS POSSIBLE.

Nondisclosure Agreement

The HTMT Department does its best to support its students, especially in this, the capstone class. As such, it offers its considerable industry contacts to you in order that you can be exposed to, and get feedback from, current real-world businesses. Often this means that you will be exposed to or given confidential proprietary information/data—financial and otherwise. These businesses and their representatives share this with you with the strict understanding that you will disclose anything that is shared or offered with anyone outside of the HMTT 488 classroom. To that end, each of you will sign a statement of nondisclosure, which can be legally binding. The College of Charleston is confident that none of its students would intentionally divulge confidential and privileged information but signing the statement of nondisclosure is meant to keep you diligent about your need for confidentiality.

OAKS

The class will utilize OAKS, which is an integrated web-based learning management system (LMS) that is integrated with College of Charleston's BANNER infrastructure. OAKS is actually a CofC name given to an LMS designed by "Desire-2-Learn." Every student officially registered for this class is added to OAKS automatically. You should log on to OAKS through your MyCharleston portal.

OAKS includes the courses:

- Syllabus
- Calendar
*The course calendar will be changed periodically throughout the semester to accommodate class dynamics.
Students are responsible for checking OAKS for updates.*
- Assignment guidelines
- Grades
- Class PowerPoint presentations
- And, all other course related materials that can be formatted digitally

SB Learning Goals

- *Intellectual Innovation and Creativity:* Students examine changing environmental trends (economic, social, technological, and regulatory), unsolved problems, and marketplace gaps to ideate a marketable entrepreneurial and/or *entrapreneurial* business ventures.

- *Communication Skills*: Students will write professional documents that are technically correct and concise and make effective presentations utilizing technological tools and ability utilizing relevant discipline specific knowledge.
- *Quantitative Fluency*: Students will demonstrate critical thinking skills in identifying and evaluating problems and opportunities in the business environment and apply analytical techniques to formulate creative solutions utilizing relevant discipline specific knowledge.
- *Global and Civic Responsibility*: Students will recognize and examine the global implications of business decisions while evaluating and integrating innovative applications of these implications utilizing relevant discipline specific knowledge. Students will also recognize and be able to appraise ethical dilemmas involved in civic decisions and competently engage in discourse aimed at resolution of these dilemmas utilizing relevant discipline specific knowledge.
- *Synthesis*: Students will synthesize a compliment of hospitality/tourism business skills (e.g. economics, accounting, finance, service management, marketing, and statistics) to produce a marketable business plan as judged by current industry executives.

Center for Student Learning

I encourage you to utilize the Center for Student Learning's (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, supplemental instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at <http://csl.cofc.edu> or call (843)953-5635.

Writing Lab

ALL teams must attend the Writing Lab at least once during the latter half of the semester. Be sure to request "business writing" evaluation and support. Trained writing consultants will help you; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, please call 843.953.5635 or visit <http://csl.cofc.edu/labs/writing-lab/>.

Honor Code and Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each instance is examined to determine the degree of deception involved.

Incidents where the professor believes the student's actions are clearly related more to ignorance, miscommunication, or uncertainty, can be addressed by consultation with the student. We will craft a written resolution designed to help prevent the student from repeating the error in the future. The resolution, submitted by form and signed by both the professor and the student, is forwarded to the Dean of Students and remains on file.

Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

It is important for students to remember that unauthorized collaboration--working together without permission-- is a form of cheating. Unless a professor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a PDA), copying from another's exam, fabricating data, and giving unauthorized assistance.

Remember, research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the professor.

Students can find a complete version of the Honor Code and all related processes in the *Student Handbook* at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.

Disabilities Statement

If there is a student in this class who has a documented disability and has been approved to receive accommodations through SNAP Services, please feel free to come and discuss this with me during my office hours.

References

Gagne, R. M. (1985). *The conditions of learning* (4th ed.). New York: Holt, Rinehart, & Winston.

Hamblin, A. C. (1974). *Evaluation and control of training*. London: McGraw-Hill.