



**College of Management and Economics**  
**School of Hospitality and Tourism Management**

*Winter Semester 2014*

**Hospitality Operations Planning**

***HTM 4190***

Instructor: Bruce McAdams  
Email: [bmcadams@uoguelph.ca](mailto:bmcadams@uoguelph.ca)  
Office: MACS 204  
Extension: 56597

Lecture: Tuesday: 8:30-9:50, Thursday: 8:30-9:50  
MACS 121

Office Hours: Tuesday 10 – 11:30 Thursday: 10-11:30

Should you need to miss a class, lab, seminar, examination for Religious reasons, please advise the instructor in advance so that alternate arrangements can be made.

Text required: HTM\*4190 All materials will be available on the D2L website. There will be no course pack in the bookstore.

Blog: [www.therovingprofessor.wordpress.com](http://www.therovingprofessor.wordpress.com)

Twitter: @rovingprofessor

Quote!

The ultimate aim of education is to enable individuals to become the architects of their own education and through that process to continually reinvent themselves. I start with the assumption that in a certain significant sense, mind is not present at birth. Minds are invented when humans interact with the culture in and through which they live. Brains are biological. They are conferred at life's beginnings. Minds are cultural; and although there is not sharp line between what is biological and what is cultural - they define each other - the overriding perspective I want to commend is that schools have something significant to do with the invention of mind. The invention of mind in schools is promoted both by the opportunities located in the curriculum and by the school's wider culture. They are found in the forms of mediation through which the curriculum and schooling as a culture take place. In this sense, the curriculum is...a mind-altering device.

The important outcomes of schooling include not only the acquisition of new conceptual tools, refined sensibilities, a developed imagination, and new routines and techniques, but also new attitudes and dispositions. The disposition to continue to learn throughout life is perhaps one of the most important contributions that schools can make to an individual's development.

- Elliot W. Eisner

**Course Description:**

An integrated capstone course intended as a vehicle for students to apply concepts, tactics and analytical techniques previously presented in the HTM curriculum. You will also learn to question and challenge 'traditional' methods of analyzing while being encouraged to think!!!

Course Prerequisites: HTM\*3070 , HTM\*3080, co-requisite BUS\*3320

**Learning Objectives:**

1. You will learn about relevant analysis. What is appropriate given the 'context' of the situation and how to filter out misleading interpretive data.

2. You will learn how to understand the importance of 'relationships' in analysis and decision making. (How decisions affect people)
3. You will be encouraged to approach analysis by thinking first of what data will be useful in analysis versus thinking based on what data is provided.
4. You will be challenged to take your thoughts and ideas and turn them into a report in a clear and concise manner without the help of guidelines.
5. You will learn what is meant by 'systems thinking' and how it is an integral part to solving many problems faced by hospitality operations.
6. You will ask more questions than you will have answered. You will walk away scratching your head when the course is finished. This is the difference between "knowledge and learning".
7. You will understand the difference between 'qualitative' and 'quantitative' analysis and when each is most appropriately used.
8. You will become familiar with the most current, mainstream business concepts and ideas.
9. You will need to prepare relevant business documents such as Business and Strategic Plans.

#### **Classroom and Course Expectations:**

1. You have paid money for the opportunity to learn in the class so I will put 100% of my ability and effort into helping you do so.
2. I will attend all classes, I expect you do the same. Be on time...if you are not please apologize to the class for your interruption.
3. Everyone is treated with respect in an environment that is not intimidating.
4. We will have informative and interesting guest lectures from relevant industry leaders. I expect we all spend time and effort in researching their organizations before they present to us.
5. No phones, texting, computers or any of that technological stuff are to be used in class. If you must, pass notes to each other the old fashion way. Beware, if I catch any notes I will read them out in front of the entire class!
6. I want you to take chances, express your thoughts and ideas.....but only if it is in relation to the topic at hand. I on the other hand am allowed to go off on tangents and babble for as long as I want.
7. You all do the mandatory reading, viewing of links before class. This is especially important for the case study work.
8. How much you learn will be determined by the effort you put into the course.

#### **Library Assistance:**

You will be doing a lot of research in this course. Some of it will involve 'peer reviewed' journals, but other research will involve industry sources, newspapers etc.. For further library assistance, please contact the HTM Liaison Librarian Robin Bergart. Her e-mail is: [rbergart@uoguelph.ca](mailto:rbergart@uoguelph.ca)

### **Course Blackboard Website**

The course Website, available through D2L, is a work in progress. Each of the cases and required material will be posted on the HTM\*4190 D2L website.

Access the site by going to <http://courselink.uoguelph.ca> and clicking on the "Login to D2L". To gain access to the site, you should use your University of Guelph central login ID and password. This will take you to the D2L page where you will find a link to the course.

Please take time to tour around the site for notes on mandatory reading either in the format of articles provided or website links.

I will also set up "discussion" forums for all the cases, questions for the instructor etc.. Please check the site daily!!!!

### **Academic Integrity:**

"The University of Guelph is committed to upholding the highest standards of academic integrity and enjoins all members of the University community – Faculty, staff and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. The University of Guelph takes a serious view of academic misconduct and it is your responsibility as a student to be aware of and to abide by the University's policy. Included in the definition of academic misconduct are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission. To better understand your responsibilities, read the Undergraduate Calendar for the full Academic Misconduct Policy. You are also advised to make use of the resources available through the Learning Commons to discuss any questions you may have with your course instructor, TA, or academic counselor. [www.learningcommons.uoguelph.ca](http://www.learningcommons.uoguelph.ca)"

"Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including, suspension or expulsion can be imposed."

"Students who find themselves unable to meet course requirements by the deadlines or criteria expected because of medical, psychological or compassionate circumstances beyond their control, should review the regulations on academic consideration in the calendar and discuss their situation with the instructor, program counselor or other academic counsellor as appropriate."

### **Dates to Note:**

Assignment Due Dates:

**\*Assignments are due at the start of the class on the specified date. Twenty five percent of the total mark will be deducted for each day you are late.**

### **Course Evaluation:**

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| 1. Introductory Assignment (Not accepted past due date)       | 5%  |
| 2. Case Study One, Thornhill GCC                              | 45% |
| 3. Case Study Two, Landmark Group                             | 30% |
| 4. Classroom Contribution and Home Work, 1 <sup>st</sup> Half | 10% |
| 5. Classroom Contribution and Home Work 2 <sup>nd</sup> Half  | 10% |

### **Written Submission Format:**

1. Papers must be typed using Times New Roman font (12 point), correct spelling, grammar and punctuation.
2. The paper must be double spaced, with 1" margins and printed on one side only. A title page is required. No fancy covers. No bells or whistles!
3. Write clearly, concisely and in an organized manner. Use headings and sub-headings and be specific and detailed in your analysis.
4. You need to reference all sources, the style you use is up to you.

\*\*It is recommended that you find yourself a 'working group' that you can meet with regularly to share ideas and work on the case. Please identify these groups to me by the second week of class. Any analysis done by the group as a whole must be indicated on your reports.

### **Classroom Contribution: (5 of 10 marks)**

Twenty percent of your mark will be dictated by your in class 'participation'. There are three avenues for you to participate and add value to our groups learning.

1. In-class participation through listening and discussing during class time. There is no expectation to orally participate in every class as this can be counter productive to the groups learning. Sometimes you will have realized a good point and not have had the chance to include it during class time, or you may upon reflection after class come to have some opinion on a topic we had discussed. For this reason I will allow you to email me by midnight of the day of class an up to one page 'word document/note' on anything you felt you wish you had wanted to include in class but didn't. I will be most interested in hearing about your 'analysis, synthesis and evaluation' of what we have been studying, please do some research on Blooms Taxonomy of Learning if you are not familiar with it.
2. Attendance (especially for guest speakers)
3. D2L discussions and blog postings. Throughout the course we will use various discussion forums in class. Valuable contribution in these forums will be considered towards your participation mark.

### **Classroom Homework: (5 out of 10 marks)**

Questions to be prepared and brought to class for discussion will be assigned regularly during the semester. Four times during the course I will ask you to hand in your homework at the beginning of class. Each time I collect homework you will be assigned a grade out of 2.5.

**Proposed Lecture Outline: Discussion Questions will be on the Website and will become the focus of class presentations.**

- Tuesday January 7 Course Orientation
- Thursday January 9 Lecture One (all sorts)
- Tuesday January 14 Lecture Two (Change and Motivation)
- Thursday January 16 Lecture Three (The strategic process)
- Tuesday January 21 TGCC Day 1 (Guests Mike and Pete)
- Thursday January 23 TGCC Day 2, Issues and Context
- \*\* Saturday January 25 Visit to TGCC (optional but recommended)
- Tuesday January 28 TGCC Day 3, Environmental Scan External
- Thursday January 30 Guest Lecture
- Tuesday Feb 4 TGCC Day 4, Environmental Scan Internal
- Thursday Feb 6 TGCC Day 5, Alternatives, R and A
- Tuesday Feb 11 TGCC Day 6 Revenue Mgt Lecture, Mike von Massow
- Thursday Feb 13 TGCC Day 7 R and A, Visit from Peter?
- Reading Week (Contribution and Homework for First Half posted)
- Tuesday February 25 TGCC Day 8 Recommendations Implementation
- Thursday February 27 TGCC Final class, Open for Questions
- Tuesday March 4 Landmark Day 1 (Guest Speakers from Landmark) \*\*TGCC Paper Due
- Thursday March 6 Landmark Day 2
- Tuesday March 11 Landmark Day 3
- Thursday March 13 TGCC Presentations (5 % bonus for presenters)
- Tuesday March 18 Landmark Day 4
- Thursday March 20 Landmark Day 5
- Tuesday March 25 Landmark Final day (Open Class for Questions)
- Tuesday April 1 Landmark Paper Due (12pm in my office)

