UNIVERSITY of NICOSIA

Response to the External Evaluation Report

Programme of Study

BBA Hospitality Management

Distance Learning

Nicosia

15 June 2018

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I. Introduction

Following a site visit at the University of Nicosia on March 29, 2018, this document considers the findings of the evaluation-accreditation report that was prepared by the External Evaluation Committee (EEC) for the 'BBA Hospitality Management - Distance Learning' programme.

We value comments made by the External Evaluation Committee (EEC) during the onsite visit as well as the thorough and extensive report in respect to advancing the quality of the BBA Hospitality Management (Distance Learning) programme. We are particularly happy for the positive comments received by EEC and we are fully committed to address each and every one of the EEC's comments as substantiated in the sequel. We would like to thank the external committee for their professional and thorough work and express our appreciation for the collegial and constructive approach with which they conducted their evaluation.

Recommendations received by the External Evaluation Committee focus predominantly on the allocation of modules in the pathway, particularly in relation to 'Major Requirements', 'Business Support Requirements' and 'Major Electives'. This document reports on actions taken to ensure that each aspect and suggestion were appropriately considered and acted upon as per the evaluation-accreditation report requirements.

Our response to the External Evaluation Committee's report is structured as follows: In section II, the positive comments made by EEC are highlighted, outlining high quality standards of our programme. In section III, the recommendations made by the committee are addressed. Finally, section IV concludes with a summary of the response. Appendices include in detail those changes to that were too long to be included in the corresponding subsection of section III.

It is with satisfaction and a great sense of responsibility that we underline the overall outcome of the evaluation, an ***exceptionally positive*** outcome of the report that reaches a near perfect score at **4.99 / 5.00** ***or 99.98 / 100%*** which is in line with the committee's remarks that:

"The EEC particularly commends the program coordinator and tutors for their meticulous work on the e-learning platform, study guides and support mechanisms"

and

"The program compares to a good degree with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank."

We fully comply with the External Evaluation Committee's recommendations for improvements, and it is evident in the corresponding sections of our response.

II. Positive comments made by the committee

We have selected the highlights of the positive comments which are quoted below:

- P.5 "The EEC commends the institution in general and the program of study under evaluation in particular for the quality of the application documents. Additional information that was requested was mostly received in a timely manner."
- P.6 "The EEC is generally satisfied with the organization of teaching work, the overall program design, the passion and professionalism of the teaching personnel and the resources available to the distance learning program."
- P.7 "The EEC is pleased with the program of study, its management and the quality assurance processes as well as its international dimension. Given that this is a new program, the EEC made assumptions that best practice from existing programs will also be implemented in the program under evaluation."
- P.8 "The EEC is satisfied with the research activity undertaken by academic personnel, given their workload and feels that the institution has great potential to play an important role in that aspect. External funding bids appear to be successful and promising source of research income in the future. The study guides provided adequate evidence of research-led teaching."
- P.9 "The EEC was extremely pleased with the administrative mechanisms, the financial resources and support and infrastructures provided for this program."

- P.10 “The EEC finds that all the technical infrastructures and a very large percentage of the educational materials are already in place. The EEC particularly commends the program coordinator and tutors for their meticulous work on the e-learning platform, study guides and support mechanisms.”
- P.12 “The EEC would like to commend the program coordinator and teaching team for:
    - The clarity and completeness of the expected learning outcomes
    - The clarity of the learning approaches and the method of assessing student performance
    - the flexible options and adaptability to the students’ personal and special needs
    - the excellence of the sample study guide submitted in the application (MBAN-667DE), and
    - the financial and human resources dedicated to the program.”

III. Recommendations made by the committee

In this section we address the suggestions/recommendations of the committee by providing evidence and/or additional information when needed.

1. Effectiveness of teaching work-available resources

1.1.3.5: “The EEC did not receive information on the integrity of the examinations where UNic currently has no partnerships.”

Response/Action: University of Nicosia has established an extensive network of examination centres through mainly three operational frameworks: i) in cooperation with tertiary education institutions (where possible) ii) professional associations or certified examination centres and iii) in countries where there is a small number of students and there are not any established agreements with certified examination centres, the University of Nicosia has contacted through the Ministry of Education and Culture the Ministry of Foreign Affairs and has secured the co-operation of Consulates of the Republic of Cyprus to provide services as examination centres following the same provisions as in all other certified examination centres for the interim period before an agreement with an educational institution/professional association/certified examination centre is reached. In sum, UNic administers exams for the Distance Learning programmes adhering to high quality standards.

1.1.3.6: "Although this was specifically requested, the EEC did not receive adequate evidence to make a full judgment on student participation in the procedures for the improvement of the educational process."

Response/Action: In response to the EEC's request during their visit, four senior students of the conventional BBA Hospitality Management, including the department student council representative, met with the EEC for 45 minutes in order to discuss their level of involvement and participation in the development of the new programme. Students met with EEC privately and their exchange of information is not known to us. However, we feel obliged to reiterate the involvement our students have in the academic life of the University.

Students elect their representatives for their Departmental Council, the School Council and the Senate, as well as the University Internal Quality Assurance Committee. Student's representatives have the same rights and obligations as all other members of the fora and they participate actively in the formulation and the quality control of the programme.

1.3 Teaching Personnel

1.3.1 "The EEC suggests that additional full time academic personnel would better support the program of study."

Response/Action: Since the EEC's visit Dr. Leonidas Efthymiou has joined the Department as a Full Time Research Teaching Faculty. His official appointment starts in Fall 2018.

An additional Full Time Tenure Track faculty position at the rank of Associate Professor/Professor has been approved by the University Council and it was advertised from mid-April until mid-June. Applications will be examined and shortlisted during the summer and interviews will be conducted in Fall 2018 whereas the elected new faculty is expected to join the Department in Spring 2019.

1.3.3 "Based on evidence of existing practice and the information it received, the EEC assumes that best practice will be implemented on this indicator."

Response/Action: The EEC findings and assumptions are in line with our current practices.

1.3.7"Approximately 1 in 4 courses is taught by part time personnel."

Response/Action: We would like to clarify that there are now one new faculty employed full-time by the institution, who support the BBA Hospitality Management DL programme: Dr. Leonidas Efthymiou, and are in the process of filling a second, as noted in point 1.3.1.

Due to recruitment efforts, an estimated number of five to six courses per semester will be redistributed from PT faculty to FT faculty workload and as a result, the ratio of courses taught by adjunct faculty will be significantly minimized.

2. Programme of study and higher education qualifications

2.4.3:"Based on evidence of existing practice and the information it received, the EEC assumes that best practice will be implemented on each indicator."

Response/Action: The EEC findings and assumptions are in line with our current practices. "The EEC is pleased with the program of study, its management and the quality assurance processes as well as its international dimension. Given that this is a new program, the EEC made assumptions that best practice from existing programs will also be implemented in the program under evaluation." P.7

2.6.2:"There were no indicators submitted for the employability of the graduates from this specific program."

Response/Action: It was not possible to provide indicators for employability due to the fact that it is a new programme. During the EEC visit, however, evidence was presented to EEC members regarding employability of students in the existing face to face BBA Hospitality programme: graduates have a 100% employability rate within one year from their graduation. A similar estimation was made for the proposed programme. This estimation is reinforced by the fact that DL programmes of study facilitate students to undertake PT employment or internships, which in turn enable them to secure FT employment soon after their graduation. Furthermore, the Department has signed an agreement with the Hospitality Connections Network (HOSCO) a leading industry online platform and hub that offers to our students a great networking opportunity with over a 1000 employers worldwide, thus, further supporting employability for our graduates, worldwide.

3. Research work and synergies with teaching

3.1.6: "N/A Insufficient information to evaluate."
3.1.7: "N/A Insufficient information to evaluate."
Response/Action:

As it is noted in Annex 5 of our application,

"The Research and Teaching Faculty of the program are academics actively involved in research, and recognized by the academic community as experts in the field. They have received research funding from international (EU) and national organizations (CY and GR) which supports adequately their research output and allows for the provision of student supervision. See also section B.6

We note that the University of Nicosia as has over the years, been involved in projects with a total budget of approximately 100 million Euro. With regards to projects currently running, the University of Nicosia is partner and/or Coordinator on projects with an overall total budget of over 14 million Euro and with an institutional budget of over 2 million Euro.

The research interests and expertise of the faculty are linked to the courses in the program and in the provision of updated and new knowledge to the students. See also section B.10

Taught matter is supported by references to published papers and books, as well as, providing the students a list of up-to-date resources at the end of each lecture. Course outlines are updated every year or whenever the course is taught. – teaching methods, books, assessments (portfolio, etc), content, reference list. Books and e-books, database subscriptions are reviewed and updated frequently by the Library. E-books and database access can be accessed online.

Detailed information on the research output and funding and areas of expertise of the academic faculty can be seen from the CVs included in the Annex 3

The overall research activities of the academic personnel involved in the project is satisfactory. Research and scholarly activities are considered for the faculty members 'ranking and promotion. This is one of the main criteria for their career advancement and development. All faculty is committed to (i) presenting and disseminating their research findings at international conferences, (ii) publishing their work in peer reviewed journals and (iii) getting engaged in research funded projects (both locally and EU/internationally).

The concept of Research Time Release is also available for all faculty that is active in research. All Schools at the University of Nicosia have an impressive publications' record which is well respected by international academic standards"

4. Administration services, student welfare and support of teaching work

4.3.3: "Compared to public universities in Cyprus (the EEC was unable to find salary data for private universities), the remuneration of academic personnel appears to be significantly lower."

Response/Action: We are in agreement with the findings of the EEC. We need to point out, however, that remuneration divergence does not affect the academic aspects of the programme as it is evident from the following quotation: "The EEC was extremely pleased with the administrative mechanisms, the financial resources and support and infrastructures provided for this program." P.9

5. Distance Learning programs

5.7:"The EEC observes that predefined assessment standards ensuring consistency can be improved."

Response/Action: We would like to note that we have revised and updated all study guides of the BBA Hospitality Management DL programme taking under consideration the EEC comment(s). All courses now reflect a consistent assessment standard.

5.8: "The EEC is happy with the quality of the teaching material but finds that there is room for improvement regarding updating."

Response/ Action: We would like to note that we have revised and updated all the study guides of the BBA Hospitality Management DL programme taking under consideration the EEC's comment.

IV. Conclusion

We would like to express our gratitude to the External Evaluation Committee for the positive evaluation, as well as for the constructive comments/suggestions and fruitful discussions during the on-site visit. We also thank the committee for the time and attention dedicated to the evaluation of the programme and for all points outlined that help us improve the programme even further. We have already taken action and incorporated all recommendations of the committee as indicated in pg.12 of the EEC Report.

- **Restructuring the program of study to better reflect learning progression so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding concepts.**

  Response/ Action: After careful consideration and thought, we have taken this recommendation and have revised appropriately the academic path to reflect "more complex and cognitively more demanding concepts". (Please see revised attached 'Table 2: Course Distribution per Semester', in the appendices).

- **Instead of embedding knowledge across various modules, introduce focused modules such as Digital Marketing in Hospitality and Strategic Hospitality Management.**

  Response/ Action: A new module has been added to our new academic path, titled HMGT-450, 'Strategic Management'. In addition, HMGT-210 Hospitality Information Technologies has been updated to include Digital Marketing in Hospitality sections. The rational for this is that Hospitality Information Technologies and Digital Marketing are interdependent. In this manner, learning outcomes have become more focus yet strengthen the overall theories and applications in digital technologies. (Please see revised 'Table 1' and 'Table 2' in the appendices and relevant study guides HMGT-210 and HMGT -450).

- **Redesigning the Research Methodology module to be a compulsory module for all students whether or not they do a thesis.**

Response/ Action: A Research Methodology (HMGT-380) course has been added as a major requirement course (compulsory) in order to reflect the EEC recommendation (Please see revised 'Table 1' and 'Table 2' in the appendices).

- **Creating another capstone module as an alternative to a thesis.**
  Response/ Action: New course has been designed HMGT-491,'Senior Year Projects'. (Please see revised 'Table 1' and 'Table 2' in the appendices).

- **Increasing the hospitality management content of the program by adding more specialized hospitality management courses**
  Response/ Action: With the adoption of the EECs recommendation for adding more specialized hospitality management courses', we have enhanced the hospitality management content of BBA Hospitality management DL programme.

- **Making sure that the library holds updated editions of the required course readings consistent with the study guides' bibliography.**
  Response/ Action: The BBA Hospitality Management DL Programme, follows the University of Nicosia library policy that all available physical and e-books are the latest editions/version. Each lecturer prior to teaching a course is required to submit a library form requesting access to updated content. (Please see attached form in Appendices).

- **Supplementing study guides for all 1st- and 2nd-year courses with appropriate self-assessment exercises comparable to those submitted as part of the model study guide. Response/ Action:** Attached all revised study guides of year 1 and year 2, following the suggested academic path in Table 2.
- **Ensuring that a set of predefined assessment criteria (rubrics) is clearly and described, consistently used, and communicated to all teaching personnel and students.**

Response/ Action: Please note the updated study guides and the utilization of consistent assessment criteria.

We would like to highlight again the high score evaluation of 4.99/5 and the very positive comments of the committee;

"The EEC would like to commend the program coordinator and teaching team for:

- **The clarity and completeness of the expected learning outcomes**
- **The clarity of the learning approaches and the method of assessing student performance**
- **the flexible options and adaptability to the students' personal and special needs**
- **the excellence of the sample study guide submitted in the application (MBAN-667DE), and**
- **the financial and human resources dedicated to the program."**

Which we consider as recommendation for accreditation, having satisfied the committee's recommendations.

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Professor Nicos Kartakoullis
Programme Coordinator

Appendices 1:

TABLE 1: STRUCTURE OF THE PROGRAMME OF STUDY (Revised as per EEC Recommendations)

PROGRAMME REQUIREMENTS	ECTS
Compulsory courses	
Major Requirements	120
Business Support Requirements	80
Major Electives	30
General Required Education	10
Total ECTS	**240**

COURSE CODE/NAME	ECTS
MAJOR REQUREMENTS	**120**
HMGT -100 - Hospitality Industry Management	10
HMGT -110 - Food and Beverage Management	10
HMGT -200 - Front Office Management	10
HMGT -210 - Hospitality IT with Digital Marketing (Following EEC recommendations, digital marketing focus has been added)	10
HMGT- 220 - Housekeeping Management	10
HMGT -300 – HR and Supervision Management (HMGT-430-Supervision Mngt. and HMGT 300 have been combined minimizing the overlapping of learning outcomes)	10
HMGT -310 - Hospitality Facilities Management and Design	10

HMGT -380 – Research Methods (Following the recommendation of the EEC)	10
HMGT -400- Security and Crisis Management	10
HMGT -420 - Yield Management	10
HMGT-450 – Strategic Management	10
HMGT-491- Senior Year Projects (Following the EEC recommendation)	10
BUSINESS SUPPORT REQUIRENMENTS	**80**
ACCT-150 -Accounting I	10
ACCT-160 -Accounting II	10
ECON-150- Microeconomics	10
ECON-160- Macroeconomics	10
MKTG-150 -Marketing Management	10
MGT-250 -Management	10
FIN-350- Financial Management	10
MATH-350- Statistics	10
MAJOR ELECTIVES	**30**
HMGT- 230- Convention Management	10
HMGT -320-Hospitality Practicum	10
HMGT -330-Casino Management	10
BLAW-350 -Business Law	10
HMGT -410-International Hospitality Developments	10
HMGT -490-Thesis (as per EEC recommendations)	10
GENERAL REQUIRED EDUCATION	**10**
GEN -150 -Behavioral Sciences	10

GEN -250 -Language Expression	10
GEN -350 -Business Ethics, Environment and CSR	10

Appendices 2:

TABLE 2: COURSE DISTRIBUTION PER SEMESTER – (Revised as per EEC Recommendations)

A/A	Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
			A' Semester					
1.	R	Hospitality Industry Management	HMGT-100	3	50'	13	39	10
2.	R	Accounting I	ACCT-150	3	50'	13	39	10
3.	R	Management	MGT-150	3	50'	13	39	10
			B' Semester					
4.	R	Food and Beverage Management	HMGT-110	3	50'	13	39	10
5.	R	Accounting II	ACCT-160	3	50'	13	39	10
6.	R	Microeconomics	ECON-150	3	50'	13	39	10
			C' Semester					
7.	R	Front Office Management	HMGT-200	3	50'	13	39	10
8.	R	Macroeconomics	ECON-160	3	50'	13	39	10
9.	R	Marketing Management	MKGT-250	3	50'	13	39	10

D' Semester								
10.	R	Hospitality IT with Digital Marketing	HMGT-210	3	50'	13	39	10
11.	R	Housekeeping Management	HMGT-220	3	50'	13	39	10
12.	R	Statistics	MATH-350	3	50'	13	39	10
E' Semester								
13.	R	HR and Supervision Management	HMGT-300	3	50'	13	39	10
14.	R	Hospitality Facilities Management and Design	HMGT-310	3	50'	13	39	10
15.	R	Business Ethics, Environment and CSR	GEN-350	3	50'	13	39	10
F' Semester								
16.	R	Hospitality Practicum	HMGT-320	3	50'	13	39	10
17.	R	Research Methodology	HMGT-380	3	50'	13	39	10
18.	R	Financial Management	FIN-350	3	50'	13	39	10

G' Semester								
19.	R	Security and Crisis Management	HMGT-400	3	50'	13	39	10
20.	R	Strategic Management	HMGT-450	3	50'	13	39	10
21.	R	Business Law	BLAW-350	3	50'	13	39	10

H' Semester								
22.	E	Senior Year Projects	HMGT-491	3	50'	13	39	10
23.	E	Yield Management	HMGT-420	3	50'	13	39	10
24.	E	International Hospitality Developments	HMGT-410	3	50'	13	39	10

Note: Highlighted courses are as per EEC's recommendations.

Course Code	Course Title	ECTS
ACCT-150	Accounting I	10
Prerequisites	**Department**	**Semester**
N/A	Accounting	Fall
Type of Course	**Field**	**Language of Instruction**
Required	Accounting	English
Level of Course	**Lecturer**	**Year of study**
1^{st} Cycle	Dr. Katerina Morphi	1st
Mode of Delivery	**Work Placement**	**Co-requisites**
Distance Learning	N/A	None

Objectives of the Course:

The main objectives of the course are to:

1. Explain the main principles of accounting, including the accounting equation and the double entry system.
2. Expose students to financial statements (i.e. Income Statement, Balance Sheet).
3. Expose students to post Trial Balance adjustments (depreciation of non-current assets, accruals, prepayments, and allowance for doubtful debts).
4. Enable students to prepare Bank Reconciliation Statements.

Learning Outcomes:

After completion of the course students are expected to be able to:

1. Explain what accounting is about.
2. List the main users of accounting information.
3. Present and explain the accounting equation, and how accounting transactions affect the items in the accounting equation.
4. Open 'T' accounts, understand how the double entry is used, and record transactions into individual accounts.
5. Prepare Trial Balance, Income Statement, and Balance Sheet. Explain how

adjustments (e.g. prepayments, accruals, etc.) affect the financial statements.
6. Account for depreciation of non-current assets.
7. Understand and prepare bank reconciliation statement.

Course Contents:

- Introduction to Accounting
- Accounting Equation
- Double entry system
- Trial Balance, Income Statement, Balance Sheet
- Prepayments and Accruals
- Bad Debts and allowance for doubtful debts
- Depreciation of Non-Current Assets
- Bank Reconciliation Statements

Learning Activities and Teaching Methods:

Power point and articulate presentations, tutorials, case studies, exercises, forums, and chats

Assessment Methods:

Online Quizzes (20%)
Written Assignment (20%)
Final Examination (60%)

Required Textbooks / Reading:

Authors	Title	Publisher	Year	ISBN
Weygant, Kieso and Kimmel,	*Accounting Principles,*	Wiley	2018	978-1-119-41101-7

Recommended Textbooks/Reading:

Weygant, Kieso, Kimmel Reeve, Warren, Duchac	Accounting Principles Principles of Accounting	Wiley Thomson/South Western	2007 2007	
Wood F. & Sangster A.	Business Accounting 1	Prentice Hall	2012	ISBN-13: 9780273759188

Course Code HMGT-210	Course Title Hospitality IT with Digital Marketing	Credits (ECTS) 10
Department Hospitality, Tourism and Sports Management	**Semester** Spring	**Prerequisites** HMGT- 100 , HMGT 200, MKGT 250
Type of Course Compulsory	**Field** Hospitality Management	**Language of Instruction** English
Level of Course 1st Cycle	**Year of Study**	**Mode of Delivery** DL
Course Leader Dr Despo Ktoridou	**Lecturer** Dr Despo Ktoridou	**Student Consultation Hrs** By appointment
Telephone	**Email**	**Office**

Objectives of the Course:

The main objectives of the course are to:

- Help to prepare students to meet the challenges associated with Hospitality Information Systems with in the Hospitality Industry.
- Gain an insight into workings of computer systems used in the hospitality industry
- Identify the use and knowledge in the significance of information technology to an enterprise.
- Introduce and apply training on Point of Sale Systems.
- Introduce Digital marketing and Technologies within the Hospitality Industry

Learning Outcomes:

After completion of the course students will be expected to be able to:

1.Describe the basic functions common to property management systems
2.Identify and differentiate between both front house and backhouse property management system modules.
3. Describe and interpret management reports that pertain to reservation systems.
4. Identify features and functions of the Rooms management and Guest accounting applications modules.
5. Identify features and functions of an energy management system, point of

sale system, call accounting system, electronic locking systems, guest operated devices and relevant interface systems
6. Identify and describe the features and functions of point of sale technology.
7. Explain the features and functions of the Food and beverage applications, and accounting applications
8. Explain the purpose of information management as it pertains to the industry, how systems are selected and what are the requirements of these.
9. Identify environmental, electronic, and operational threats to information systems and how to implement systems security.
10. Explain how and why to use digital marketing for multiple goals within a larger marketing and/or media strategy
11. Explain the major digital marketing channels - online advertising: Digital display, video, mobile, search engine, and social media
12. Learn to develop, evaluate, and execute a comprehensive digital marketing strategy and plan
13. Learn how to measure digital marketing efforts and calculate ROI
14. Explore the latest digital technologies within the Hospitality industry

Course Contents:

Week 1 Section Hospitality Technology Systems

Week 2 Section Information Management

Week 3 Section Reservation Systems

Week 4 Section Rooms Management and Guest Accounting Applications

Week 5 Section Property Management System Interfaces and Points of Sale Technology

Week 6 Section Food and Beverage Management Applications

Week 7 Section System Selection and Security Maintenance

Week 8 Section Digital Marketing Past, Present and Future

Week 9 Section Strategic Digital Marketing and Performance Metrics

Week 10 Section The Digital Marketing Plan and Research

Week 11 Section Product/ Price and The Internet for Distribution

Week 12 Section E-Marketing Communication

Teaching Methods

Power point and articulate presentations, tutorials, case studies, exercises, forums, and chats

Assessment Methods

TEST 1	20

TEST 2	20
FINAL EXAMINATION	60
TOTAL	**100**%

Required Textbook

Authors	**Title**	**Publisher**	**Year**	**ISBN**
Michael L. Kasavana ,	Managing Technology in the Hospitality Industry Seventh Edition	AHLEI	2016	978-0-86612-490-4
Strauss, J., Frost, R.	E-Marketing, 7th Ed., International Edition CourseSmart eTextbook	Pearson	2017	1292000449

Recommended Textbooks/Reading

Authors	**Title**	**Publisher**	**Year**	**ISBN**
Michael L. Kasavana,	Managing Front Office Operations Tenth Edition	AHLEI	2017	978-0-86612-550-5

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Course Syllabus

Course Code	Course Title	ECTS Credits
HMGT 380	Research Methodology	10
Prerequisites	**Department**	**Semester**
Senior	HTSM	F/S
Type of Course	**Field**	**Language of Instruction**
Compulsory	Hospitality	English
Level of Course	**Lecturer(s)**	**Year of Study**
1st Cycle	Dr. Leonidas Efthymiou	3rd
Mode of Delivery	**Work Placement**	**Corequisites**
Distance Learning	N/A	None

Course Objectives:

The main objectives of the course are to:

1 Develop a research orientation among the learners.

2 Acquaint learners with the fundamentals of research methods.

3 Explore qualitative and quantitative methods and methodologies.

Learning Outcomes:

After completion of the course students are expected to be able to:

1. Develop understanding of the basic framework of research process.
2. Develop an understanding of various research designs and techniques.
3. Identify various sources of information for literature review and data collection.
4. Develop an understanding of the ethical dimensions of conducting applied research.
5. Appreciate the components of scholarly writing and evaluate its quality.

Course Content:

Introduction and Overview - The nature of Hospitality research
Literature searches and information gathering
Reading and evaluating research papers
Technical writing, referencing, bibliographies
How to give a research talk
Creating a Thesis Project
Qualitative and Quantitative Methods and Tools
Scholarship: Research Seminars
Review of legal, ethical, social and professional issues including data protection and standards

Learning Activities and Teaching Methods:

The latest material and student activities are now available on the Moodle Platform. The material includes:

1. Group Forum discussions that are related to LOs on the topic
2. Multiple Choice Quizzes for Self-Evaluation
3. Every 3 weeks one 3 hours WebEx session following the LOs
4. Review activities such as Discussions Questions
5. Two of the weeks include Summative Assignment deadlines

Assessment Methods:

Hospitality Seminars 30%

Research report 40%

Presentation 30%

Participation to WebEx meetings, discussion forums and other communication tools is recommended as they will assist you in successfully completing your course.

Required Textbook / Readings:

Authors	Title	Publisher	Year	ISBN
(ebook): Research Methods in Tourism, Hospitality and Events Management.	Brunt, P., Horner, S. and Semley, N.	SAGE	2017	ISBN 978147391914-3

Recommended Textbooks / Readings:

(ebook): Writing your Thesis.	Oliver, P.	SAGE	2013	ISBN: 9781446267851
(ebook); Researching Tourism, Leisure and Hospitality for your Dissertation.	Mason, P.	GOODFELLOW	2014	ISBN: 9781908999-900

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- ELSEVIER offers access to 445 titles in specific areas.
- WILEY provides access to 690 Wiley eBook titles.

Course Syllabus

Course Code	Course Title	ECTS Credits
HMGT 450	Strategic Management	10
Prerequisites	**Department**	**Semester**
Senior	HTSM	F/S
Type of Course	**Field**	**Language of Instruction**
Compulsory	Hospitality	English
Level of Course	**Lecturer(s)**	**Year of Study**
1st Cycle	Dr. Leonidas Efthymiou	3rd
Mode of Delivery	**Work Placement**	**Corequisites**
Distance Learning	N/A	None

Course Objectives:

The main objectives of the course are to:

1 Help students evaluate the fundamental issues and techniques of strategy in a complex, globalised, automated and non-linear hospitality environment.
2 Encourage an applied approach to strategy through formulating, implementing, evaluating and controlling strategic planning in hospitality business activities.
3 Utilise external environment audit tools as well as internal analytical techniques at a cross-functional level of interconnectivity interdependence.

Learning Outcomes:

After completion of the course students are expected to be able to:

1. Analyse the external environment and its impact on the organisation
2. Assess the internal environment and strategic change issues facing an Organization
3. Develop, apply and justify a strategic management process in a hospitality organisation.
4. Apply theory, models, frameworks and decision-making tools to identify key issues and make recommendations based on your findings.
5. Discuss the advantages and disadvantages of selecting and adopting various strategic options which characterize the competitive business environment.
6. Explore the importance of Leadership, Knowledge, Intelligence (including analytics), Intellectual Capital, Communities of Practice and other contemporary tools in the strategizing of hospitality organisations.

Course Content:

Introduction to Strategic Management Company Vision and Mission Audit: External Environment Audit: Internal Environment Long-Term Objectives Grand Strategies Short-Term Strategies and SMART Goals Global Strategy Governance, Corporate Social Responsibility and Ethics Strategic Control Knowledge Management and Organisational Learning Leadership and Culture

Learning Activities and Teaching Methods:

The latest material and student activities are now available on the Moodle Platform. The material includes: 1. Group Forum discussions that are related to LOs on the topic 2. Multiple Choice Quizzes for Self-Evaluation 3. Every 3 weeks one 3 hours WebEx session following the LOs 4. Review activities such as Discussions Questions 5. Two of the weeks include Summative Assignment deadlines

Assessment Methods:

• Assessed educational activities 20(%) • Assignments/Essays 20 (%) • Exams 60 (%) Participation to WebEx meetings, discussion forums and other communication tools is recommended as they will assist you in successfully completing your course.

Required Textbook / Readings:

Authors	Title	Publisher	Year	ISBN
Dyer, J., Godfrey, P.,	*Strategic Management:*	Wiley	2016	978-0-470-93738-9

Jensen, R. and Bryce, D.	*Concepts and Cases*			

Recommended Textbooks / Readings:

Evans,N.	*Strategic Management for Tourism, Hospitality and Events (2nd Ed.)*	Routledge	2015	978-0415837248
Pearce, J. and Robinson, R.	*Strategic Management (14th Ed.)*	McGraw-Hill Education	2014	978-0077862510
Lecturer Audiovisual Presentations	Audio-visual presentations can be found in each week's course material in the electronic platform.			

UNic Library eBook Collections: Unic Library provides full text access to a number of eBooks. Below you will find collections from various vendors/publishers.

- EBSCO contains more than 135,000 eBook titles from various publishers.
- E-BRARY contains more than 111,200 eBook titles from various publishers.
- SPRINGER offers access to 18,000 eBook titles published by Springer.
- ELSEVIER offers access to 445 titles in specific areas.
- WILEY provides access to 690 Wiley eBook titles.

Course Syllabus

Course Code	Course Title	ECTS Credits
HMGT490	Thesis	10
Prerequisites	**Department**	**Semester**
Completion of core Requirements	HTSM	F/S
Type of Course	**Field**	**Language of Instruction**
Compulsory	Hospitality	English
Level of Course	**Lecturer(s)**	**Year of Study**
1st Cycle	Dr Leonidas Efthymiou and Dr Evi Eftychiou	4th
Mode of Delivery	**Work Placement**	**Co requisites**
Distance Learning	N/A	None

Course Objectives:

The overall aim of the module is to enhance students' ability to manage a complex project in a hospitality environment. To do so, the module aims to:

- Develop the learner's understanding and skills of research in hospitality management and/or a hospitality development context.
- Critically review a range of research methods, methodologies and select the appropriate one.
- Build on the research methodology skills and practical aspects of planning, conducting and producing a dissertation appropriate to the level.

Learning Outcomes:

After completion of the course students are expected to be able to:

1. Identify a specific management and/or development problem in the field of hospitality.
2. Review relevant literature relating to an identified problem.
3. Select a relevant methodology to support a research project.
4. Defend and critically assess an appropriate research method to investigate a specific management and/or development problems in the field of hospitality.
5. Apply of a range of research analysis tools, for qualitative and/ or quantitative findings.

6. Conduct secondary and primary research.
7. Develop and present a research dissertation.
8. Adopt widely accepted ethical practices, including, consent, confidentiality, anonymity and ethical approval forms.

Course Content:

- Introduction to research approaches
- Formulating research aims and objectives
- Developing a conceptual framework
- Research Design: Developing a research proposal
- Critically reviewing the literature
- Research Methodology
- Research Methods
- Approaches to analysis of Qualitative and Quantitative findings
- Ethical Considerations
- Project planning, development and presentation

Learning Activities and Teaching Methods:

Lecture, formative self-assessment, interactive activities, case studies, videos, discussion forums

Assessment Methods:

Assessment	Description & Weight (%)	Duration
Final Exam	- The examination will be based on students' research proposals. - 50% towards the final grade. - Successful completion of the Final Exam is a prerequisite to enter the Dissertation stage.	2 Hours
Dissertation	- The dissertation stage counts 50% towards the final grade, of which 80% for the written part (12000 words) and 20% for the presentation.	8 Weeks

Required Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
(ebook): Research Methods in Tourism, Hospitality and Events Management.	Brunt, P., Horner, S. and Semley, N.	SAGE	2017	ISBN 978147391914-3
(ebook): Writing your Thesis.	Oliver, P.	SAGE	2013	ISBN: 9781446267851

Recommended Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
(ebook); Researching Tourism, Leisure and Hospitality for your Dissertation.	Mason, P.	GOODFELLOW	2014	ISBN: 9781908999-900

ΠΕΡΙΕΧΟΜΕΝΑ/CONTENT:

Institution	University of Nicosia		
Programme of Study	BBA Hospitality Management		
Course	ACCT-150 Accounting I		
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Mode of Delivery	Distance Learning ☒	Conventional ☐	
Type of Course	Required ☒	Elective ☐	
Number of Group Advising Meetings/Teleconferences/Lectures	Total: 9 Sessions WebEx Plus consultation upon request	With Physical Presence N/A	On-line: 3 hours each WebEx session
Number of assignments	3		
Assessment	Online Quizzes (20%) Written Assignment (20%) Final Examination (60%)		
Number of ECTS credits	10		

Preparation of Study Guide by:	Dr Katerina Morphi/ Dr Melita Charitou
Review and approval of study Guide by:	UNic Internal Quality Assurance Committee.

i. Teaching Faculty

Dr Katerina Morphi.
Dr Melita Charitou
Full time faculty member
morphi.k@unic.ac.cy
charitou.m@unic.ac.cy

ii. Module / Course:

- **Brief description of Module/Course and Aims:**

The course aim is to explain the main principles of accounting, including the accounting equation and the double entry system, as well to expose students to financial statements (i.e. Income Statement, Balance Sheet). In addition to expose students to post Trial Balance adjustments (depreciation of non-current assets, accruals, prepayments, and allowance for doubtful debts). Finally to enable students to prepare Bank Reconciliation Statements.

- **Main Topic/Thematic Areas**:
  1. **Introduction to Accounting/Accounting Equation and Double entry System. – 4 weeks**
  2. **Prepayments and Accruals, Bad debts and allowance for doubtful debts, Depreciation of Non-Current Assets, and Bank Reconciliation statement.- 6weeks**
  3. **Income Statement, Balance sheet (Statement of Financial Position)- 2 weeks**

- **Expected Learning Outcomes :**

  After completion of the course students are expected to be able to:

  1. Explain what accounting is about.
  2. Understand and list the main users of accounting information.
  3. Present and explain the accounting equation, and how accounting transactions affect the items in the accounting equation.
  4. Open 'T' accounts, understand how the double entry is used, and record transactions into individual accounts.
  5. Prepare Trial Balance, Income Statement, and Balance Sheet. Explain how adjustments (e.g. prepayments, accruals, etc.) affect the financial statements.
  6. Describe the process of recording transactions in a book of original entry.
  7. Account for bad debts and allowance for doubtful debts.
  8. Account for depreciation of non-current assets.
  9. Understand and prepare bank reconciliation statement

- **Teaching Material**:

  e- books

Wood F. & Sangster A.	Business Accounting 1	Prentice Hall	2012	ISBN-13: 9780273759188
Weygant, Kieso, Kimmel	Accounting Principles	Wiley	2018	ISBN: 978-1-119-41101-7 Jan 2018
Reeve, Warren Duchac	Principles Of Accounting	Thomson/South Western	2007	

- **ECTS**: 10 ECTS equivalent to 250 hours student workload

iii. Each Main Topic/Thematic Area:

Analytical description of each main topic/thematic area
(see pg.11-23)

1. Introduction to Accounting/Accounting Equation and Double entry system
2. Prepayments and Accruals, Bad Debts and allowance for doubtful debts, Depreciation of Non-Current Assets and Bank Reconciliation Statement.
3. Income Statement and Balance sheet (Statement of Financial Position)

- **Expected learning outcomes:**
  As per section (ii) above for a general overview, and for detailed breakdown with specific Learning Outcomes please refer to each week separately.
- **Keywords Introductory notes** :
  As per specific keywords for each week.
- **Educational/Learning material:**
  For more specific details please refer to relevant week
- **Synopsis:**
  For more specific details please refer to relevant week
- **Recommendations for further study:**
  For more specific details please refer to relevant week
- **Weekly activities**
  Each week consists of:
  1. 1 Forum discussion that its related to LOs on the topic
  2. A Multiple choice Quiz – Self Evaluation
  3. Every 3 weeks one 3 hours WebEx session following the LOs
  4. Review activities such as Discussions Questions

Every 3 weeks, a 3-hour WebEx session is conducted. It outlines and addresses the LOs in the last 3 weeks.

iv. Teaching Timetable

Analysis of each week's teaching providing a timeline and relevant aims. In the timeline, the following should be clarified per week: what the student needs to study, when they will be required to submit written work and the relevant deadlines. The timeline should also refer to any teleconferences/ group consultation meetings that will take place and the final exam.
(See the platform)

v. Teaching methods

- Utilization of LMS – asynchronous
- WebEx tutorial – synchronous
- Student to lecturer interaction in dedicated forums
- Student to student interaction supported through dedicated student only chat
- A student to content interaction supported through self-assessment test, such online tests and or quizzes
- Simulation and gamification activities, e.g. SLATE 3D Hotel gamification (Where applicable)

vi. Written work – Exams – Assessment

- **Assessment Guidelines**

Important Peer Guidance
·You are advised to stay in continuous contact with your peer. If you are late in developing a review or you are unwell, your peer needs to know.
·Read each week's task instructions thoroughly and discuss them with your peer towards developing a common understanding. Don't assume that your peer knows what you are doing.
·In your peer feedback, always refer to proper referencing. All pieces of work should be written in your own words. Also, in-text references should appear in the script as well as a reference list at the end of the report.
What is peer assessment?
·Peer assessment is when students make assessment decisions on other students' work
·Peer assessments are linked to reflective practice as it involves self-development and as such, is an important skill for career development and management.
What makes a good piece of work?
Please note, your assessments should be based on the University of Nicosia Marking Criteria/ Rubric. Please go through the UNIC marking criteria and familiarize yourself with the requirements.
Referencing and Essay Writing
Please use the Harvard Referencing System (examples and how to on the platform) for all referencing requirements. All pieces of work (both formative and summative), require in-text references and a reference list at the end of the report. Also, analysis should be written in your own words (paraphrasing). Copying and pasting is not acceptable - it may lead to failure grade.

Finally, at the end of the module, you are encouraged to fill in the anonymous end of Module Evaluation survey appearing after the eponymous feedback forum. Students' voice is indeed important for improvement.

As soon as you read this email, please email your peer, introduce yourself and get your team organized.

Important Peer Guidance

·You are advised to stay in continuous contact with your peer. If you are late in developing a review or you are unwell, your peer needs to know.

·Read each week's task instructions thoroughly and discuss them with your peer towards developing a common understanding. Don't assume that your peer knows what you are doing.

·In your peer feedback, always refer to proper referencing. All pieces of work should be written in your own words. Also, in-text references should appear in the script as well as a reference list at the end of the report.

What is peer assessment?

·Peer assessment is when students make assessment decisions on other students' work

·Peer assessments are linked to reflective practice as it involves self-development and as such, is an important skill for career development and management.

What makes a good piece of work?

Please note, your assessments should be based on the University of Nicosia Marking Criteria/ Rubric. Please go through the UNIC marking criteria and familiarize yourself with the requirements.

Referencing and Essay Writing

Please use the Harvard Referencing System for all referencing requirements. All pieced of work (both formative and summative), require in-text references and a reference list at the end of the report. Also, analysis should be written in your own words (paraphrasing). Copying and pasting is not acceptable - it may lead to failure grade.

Finally, at the end of the module, you encouraged to fill in the anonymous end of Module Evaluation survey appearing after the eponymous feedback forum. Students' voice is indeed important for improvement.

Grading Guidelines:

1. Knowledge of the topic and ability to practically apply it;

2. Analysis of issues and an awareness of different viewpoints;

3. Evaluation of competing explanations or theories applied to a problem;

4. Ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system;

5. Skill in the presentation of an answer with accuracy, clarity and coherence.

With these objectives in mind, the following model marking scheme should apply:

Letter Grade	*Numerical Grade*	*Grade Points*
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	0-59	0.0

Online Quizzes	20%
Written Assignment	20%
Final Examination	60%
TOTAL	**100%**

vii. Communication

Communication is conducted through messages on LMS post in the forum, individual emails in an asynchronous mode.

For synchronous communication students are encouraged to contact me through Skype, or phone over IP during pre-specified office hours which will be available on the course outline.

UNIVERSITY of NICOSIA

SCHOOL OF BUSINESS

Hospitality, Tourism and Sports Management Department

BBA in Hospitality Management

Study Guide

ACCT - 150 - Accounting

Course Lead:

Katerina Morphi – morphi.k@unic.ac.cy

Course Contributors:

Melita Charitou – charitou.m@unic.ac.cy

Contents

Introductory note

This Study Guide is a basic supplement for the distance learning course "ACCT - 150 Accounting I", which is offered by the distance learning BBA Hospitality Management programme. The aim of this Guide is to direct the students and help them into making systematic use of the educational material on which the teaching of the course is based.

The current course includes 12 sub-topics, separated in 12 study weeks. Each of these is composed of the following components: summary and brief introductory note, objectives, expected learning outcomes, key words, bibliography and other online resources, learning activities, and self-assessment exercises, and expected time that the student will be required to study. It is a compulsory course that corresponds to 10 ECTS.

The Guide must be used in common with the Course Outline and with the educational material indicated for each lecture through the interactive internet-based platform of the course (Moodle).

At the beginning of each study week, students are expected to familiarise themselves with the corresponding sections' objectives and learning outcomes, while they should go through the teaching material (recorded lectures) and conduct the additional learning activities. Learning activities will have a designated start and end date and time, which will be communicated to students via email. Some activities will be synchronous (e.g. webinars, online chats), while others will be asynchronous (e.g. Q&A Fora). The former will involve direct live interaction (either chat or verbal/video) between students and tutor, as well as between students themselves (student-tutor, student-student interactions), while in the latter the aforementioned interactions will not be live. Going through the teaching material and conducting the learning activities is *essential*, since it will help in clarifying and assimilating the material of the course as well as developing critical thinking on each topic.

In addition to the essential components described above, each section contains relevant bibliography (relevant textbooks and designated chapters), as well as relevant online resources (websites and other files such as scientific articles) and online videos to watch. Students are strongly encouraged to go through these additional resources, as part of self-directed learning, which will facilitate deeper understanding and critical thinking on the topic of interest. The relevant online resources and videos could be updated and/or enriched during the semester.

All relevant resources and activities can be found on the e-Learning Platform (Moodle) page of the specific course. It is essential that students follow the specific Study Guide in combination with the course's Moodle page throughout the duration of the course, in order to organise their learning time efficiently and take full advantage of the learning material offered.

The broad learning objective of the course is to cover Introduction to Accounting/Accounting Equation and Double entry system, Prepayments and Accruals, Bad Debts and allowance for doubtful debts, Depreciation of Non-Current Assets and Bank Reconciliation Statement, and Income Statement and Balance sheet (Statement of Financial Position).

Introductory session

At the start of the course, students should view the welcome video provided by the Course Lead. This offers an introduction to the course and outlines the key learning objectives and outcomes that will be covered during ACCT- 150.

Course Weekly Schedule

Week 1&2	
Section I Section II	Introduction to Accounting Accounting Equation
Week 3&4	
Section I Section II	Double entry system Double entry system - unadjusted Trial Balance
Week 5	
Section	Prepayments and Accruals
Week 6 & 7	
Section I Section II	Completing the Accounting cycle Financial Statements
Week 8 & 9	
Section	Merchandising Business
Week 10	
Section	Bank Reconciliation Statements
Week 11	
Section	Bad Debts and allowance for doubtful debts
	Week 12
Section	Depreciation of non-current assets

Week 1&2: Introduction to Accounting and Accounting Equation

Objective

The purpose of this topic is to help students understand what is accounting and identify the main users of accounting. Also, Present and explain the accounting equation, and how accounting transactions affect the items in the accounting equation

Learning Outcomes

After the completion of this topic students should be able to:

- Explain what accounting is about.
- List the main users of accounting information.
- Explain generally accepted accounting principles.
- State the accounting equation, and define assets, liabilities and owners equity.
- Analyze the effects of business transactions on the accounting equation.

Key Words

Accounting, transactions, accounting equation, assets, liabilities, equity, Generally accounting principles.

Bibliography

Weygant, Kieso and Kimmel, *Accounting Principles*, Wiley, 13th Edition 2018 [Chapter 1].

Activities

Practice Material has been uploaded on the platform.

Practice Quiz Chapter 1 (10 True\ False questions)

Chapter 1

1. Accounting is thought to be the "language of business" because business information is communicated to users. T
2. The role of accounting is to provide many different users with financial information to make economic decisions. T
3. Proprietorships are owned by one owner and provide only services to their customers. T
4. An example of an external user of accounting information is the federal government T
5. Financial accounting provides information to all users, while the main focus for managerial accounting is to provide information to the management. T
6. The accounting equation can be expressed as Assets - Liabilities = Owner's Equity T

7. If the liabilities owed by a business total \$300,000 and owners' equity is equal to \$300,000, then the assets also total \$300,000. **F**

8. If total assets decreased by \$30,000 during a specific period and owner's equity decreased by \$35,000 during the same period, the period's change in total liabilities was an \$65,000 increase. **F**

9. If the assets owned by a business total \$75,000 and liabilities total \$50,000, the total for owner's equity is \$125,000. **F**

10. If net income for a business was \$180,000, withdrawals were \$20,000 in cash, and the owner made no investment, the owner's equity increased \$200,000. **F**

Synopsis

The first topic explains what is the purpose and use of accounting in every organization. In addition, it explains the accounting equation and how accounting transactions affect the items in the accounting equation.

Expected Time

Estimated number of hours of student work this week 40hrs

Week 3 & 4 : Double entry system

Objective

The purpose of this topic is to help students understand how the double entry system is used. More specifically the students will learn to record transactions into individual accounts and determine the balances.

Learning Outcomes

After the completion of this topic students should be able to:

- Explain what an account is and how it helps in the recording process.
- Define debits and credits and explain their use in recording business transactions.
- Explain what a journal is and how it helps in the recording process.
- Explain what a ledger is and how it helps in the recording process.
- Prepare trial balance and explain its purpose.

Key Words

Account, Debit, Credit, Journal, trial balance

Bibliography

Weygant, Kieso and Kimmel, *Accounting Principles*, Wiley, 2018, [Chapter 2].

Activities

Practice Material has been uploaded on the platform.

PRACTICE QUIZ #2 CHAPTER 2 (10 multiple choice questions)

M\C # 1

Which is the best explanation for this journal entry?

April 1st		Equipment		6,700	
		Cash			2,000
		Note Payable			4,700

Which is the best explanation for this journal entry?

a. Purchased equipment, paid cash of $2,000, with the remainder to be paid in payments
b. Purchased equipment, paid cash of $2,000, with the remainder to be received in the future.
c. Purchased equipment, paid cash for the entire amount
d. Purchased equipment on credit.

ANS: A

M\C # 2

Which is the best explanation for this journal entry?

March	6	Cash		375	
		Unearned Fees			375

a. Received cash for services performed
b. Received cash for services to be performed in the future.
c. Paid cash in advance for services to be done.
d. Paid cash for services to be performed.

ANS: B

M\C # 3
The accounts in the ledger of Monroe Entertainment Co. are listed in alphabetical order. All accounts have normal balances.

Accounts Payable	1,500	Fees Earned	3,000
Accounts Receivable	1,800	Insurance Expense	1,300
Investment	2,000	Land	3,000
Cash	2,600	Wages Expense	1,400
Withdrawals	1,200	Owner's Equity	8,800

The total of all the assets is:
a. $9,400
b. $9,000
c. $9,100
d. $9,800
e. $10,300

ANS: A

M\C # 4
The accounts in the ledger of Monroe Entertainment Co. are listed in alphabetical order. All accounts have normal balances.

Accounts Payable	1,500	Fees Earned	3,000
Accounts Receivable	1,800	Insurance Expense	1,300
Investment	2,000	Land	3,000
Cash	2,600	Wages Expense	1,400
Withdrawals	1,200	Owner's Equity	8,800

Prepare a trial balance. The total of the debits is
a. $13,300
b. $9,400
c. $9,100
d. $9,600
e. $20,600

ANS: A

M\C # 5
In accordance with the debit and credit rules, which of the following is true?
a. Debits increase assets
b. Credits increase assets
c. Debits increase both assets and capital

d. Credits increase both assets and liabilities.

ANS: A

M\C # 6

All except one of the following accounts will be increased with a debit:

a. Unearned Revenues
b. Land
c. Accounts Receivable
d. Cash

ANS: A

M\C # 7

May	24	Land		53,000	
		Cash			53,000
		Purchased land for business			

What effects does this journal entry have on the accounts?

a. Increase to Cash and increase to Land
b. Increase to Land and decrease to Cash
c. Decrease to Cash and decrease to Land
d. Increase to Cash and decrease to Land

ANS: B

Synopsis

This topic explains the purpose of the double entry system in recording the business transactions. In addition it explains the purpose and limitations of the trial balance.

Expected Time

Estimated number of hours of student work this week 40hrs

Week 5: Prepayments and Accruals

Objective
The purpose of this topic is to help students understand the accrual basis of accounting and identify the major types of adjusting entries.

Learning Outcomes
After the completion of this topic students should be able to:

- Describe the purpose and nature of the adjusting entries
- Prepare the adjusting entries for deferrals
- Prepare the adjusting entries for Accruals
- Prepare the adjusted trial balance

Key Words
Accruals, Prepayments, accrual basis, adjusted trial balance

Bibliography
Weygant, Kieso and Kimmel, *Accounting Principles,13th edition* Wiley, 2018, [Chapter 3].

Activities
Practice Material has been uploaded on the platform.

Practice quizzes – chapter 3 (10 multiple choice questions)

1. The revenue recognition concept

a. is in not in conflict with the cash method of accounting
b. determines when revenue is credited to a revenue account
c. states that revenue is not recorded until the cash is received
d. controls all revenue reporting for the cash basis of accounting

ANS: B

2. The matching concept

a. addresses the relationship between the journal and the balance sheet
b. determines whether the normal balance of an account is a debit or credit
c. requires that the dollar amount of debits equal the dollar amount of credits on a trial balance
d. determines that expenses related to revenue be reported at the same time the revenue is reported

ANS: D

3. Using accrual accounting, revenue is recorded and reported only

a. when cash is received without regard to when the services are rendered
b. when the services are rendered without regard to when cash is received
c. when cash is received at the time services are rendered

d. if cash is received after the services are rendered

ANS: B

4. The primary difference between deferred and accrued expenses is that deferred expenses have
a. been incurred and accrued expenses have not
b. not been incurred and accrued expenses have been incurred
c. been recorded and accrued expenses have not been incurred
d. not been recorded and accrued expenses have been incurred

ANS: B

5. Adjusting entries are
a. the same as correcting entries
b. needed to bring accounts up to date and match revenue and expense
c. optional under generally accepted accounting principles
d. rarely needed in large companies

ANS: B

6. The balance in the prepaid rent account before adjustment at the end of the year is $24,000, which represents four months' rent paid on December 1. The adjusting entry required on December 31 is
a. debit Rent Expense, $6,000; credit Prepaid Rent, $6,000
b. debit Prepaid Rent, $18,000; credit Rent Expense, $6,000
c. debit Rent Expense, $18,000; credit Prepaid Rent, $6,000
d. debit Prepaid Rent, $6,000; credit Rent Expense, $6,000

ANS: A

7. The balance in the office supplies account on June 1 was $6,300, supplies purchased during June were $3,100, and the supplies on hand at June 30 were $2,500. The amount to be used for the appropriate adjusting entry is
a. $3,700
b. $11,900
c. $5,700
d. $6,900

ANS: D

8. The adjusting entry to record the depreciation of equipment for the fiscal period is

a. debit Depreciation Expense; credit Equipment
b. debit Depreciation Expense; credit Accumulated Depreciation
c. debit Accumulated Depreciation; credit Depreciation Expense
d. debit Equipment; credit Depreciation Expense

ANS: B

9. A company purchases a one-year insurance policy on June 1 for $1,260. The adjusting entry on December 31 is

a. debit Insurance Expense, $630 and credit Prepaid Insurance, $630.
b. debit Insurance Expense, $525 and credit Prepaid Insurance, $525.
c. debit Insurance Expense, $735, and credit Prepaid Insurance, $735.
d. debit Prepaid Insurance, $630, and credit Cash, $630.

ANS: C

10. If the prepaid rent account before adjustment at the end of the month has a debit balance of $2,800, representing a payment made on the first day of the month, and if the monthly rent was $700, the amount of prepaid rent that would appear on the balance sheet at the end of the month, after adjustment, is

a. $2,100
b. $700
c. $3,500
d. $1,400

ANS: A

Synopsis

This topic explains the purpose of the accrual basis and the adjusting entries. In addition it explains how to prepare the adjusting entries for deferrals and for accruals.

Expected Time

Estimated number of hours of student work this week 20hrs

Week 6 & 7: Completing the accounting cycle

Objective

The purpose of this topic is to help students understand the process of closing the books of an organization .In addition student will learn how to prepare the financial statements from the adjusted trial balance

Learning Outcomes

After the completion of this topic students should be able to :

- Describe the steps involve in the accounting cycle
- Prepare the closing entries
- Prepare a classified Balance sheet and Income Statement
- Prepare a post-closing Trial balance

Key Words

Accounting cycle, closing entries, classified balance sheet, post-closing trial balance

Bibliography

Weygant, Kieso and Kimmel, *Accounting Principles,* Wiley, 13th edition 2018, [Chapter 4].

Activities

Practice Material has been uploaded on the platform.

Practice quiz # 4 chapter 4

1. The balance sheet accounts are referred to as real or permanent accounts.

ANS: T

2. Journalizing and posting the adjustments and closing entries updates the ledger for the new accounting period.

ANS: T

3. The income summary account is closed to the owner's capital account.

ANS: T

4. The accumulated depreciation account is closed to the income summary account.

ANS: F

5. The drawing account is closed to the income summary account.

ANS: F

6. The trial balance prepared after all the closing entries have been posted is called a pre-closing trial balance.

ANS: F

7. Entries required to close the balances of the temporary accounts at the end of the period are called final entries.

ANS: F

8. Journalizing and posting closing entries must be completed before financial statements can be prepared.

ANS: F

9. During the closing process, some balance sheet accounts are closed and end the period with a zero balance.

ANS: F

10. Financial statements should be prepared before the closing entries are journalized and posted.

ANS: T

Synopsis

This topic explains the major steps involve in the accounting cycle.

Expected Time

Estimated number of hours of student work this week 40hrs

Week 8 & 9: Merchandising Business

Objective

The objective of this chapter is to help students understand the basics about reporting merchandising transactions. In addition, they will learn how to prepare the multiple step income statement.

Learning Outcomes

After the completion of this topic students should be able to:

- Prepare journal entries for merchandising company
- Prepare the purchase related Transactions
- Prepare the Sales related transactions
- Determine the cost of goods sold

Key Words

Merchandise company, purchases, sales, trade discount, Transportation cost, multiple income statement.

Bibliography

Weygant, Kieso and Kimmel, *Accounting Principles,13th edition* Wiley, 2018, [Chapter 5].

Activities

Practice Material has been uploaded on the platform.

Practice quiz # 5 chapter 5

TRUE/FALSE

Instructions: Indicate whether each of the following statements is true or false by placing a check mark in the appropriate column.

True False

1. The two main systems for accounting for merchandise held for sale are called periodic and perpetual. .... _T___ ____

2. In a perpetual inventory system, purchases of merchandise are recorded in the purchases account....................... ____ __F__

3. In a periodic inventory system, no attempt is made to record the cost of merchandise sold at the date of the sale. .. ____ __T__

4. A discount offered the purchaser of goods as a means of encouraging payment before the end of the credit period is known as a bank discount.. ____ __F__

5. Credit terms of “2/10, n/30” mean that the buyer may deduct 2% of the amount of the invoice if payment is made within 10 days of the invoice date. .... ____ ___T_

6. If the seller is to absorb the cost of delivering the goods, the terms are stated FOB (free on board) shipping point. ... ____ __F__

7. The liability for the sales tax is incurred at the time the seller receives payment from the buyer. .... ____ __T__

8. The purchases returns and allowances are credited to Merchandise Inventory. .... ____ ___T_

9. The chart of accounts for a merchandising business will differ from that of a service business................................ ____ __T__

10. The accounting cycle for a merchandising business is significantly different from that of a service business.............. ____ ___F_

Synopsis

This topic explains the basics about reporting merchandising transactions.

Expected Time

Estimated number of hours of student work this week 40hrs

Week 10: Bank reconciliation

Objective
The objective of this chapter is to understand the purpose of the bank reconciliation as an essential feature of an internal control system.

Learning Outcomes
After the completion of this topic students should be able to:
- Prepare a bank reconciliation
- Adjust the deposit in transit
- Adjust the outstanding checks
- Prepare the adjusting entries

Key Words
Bank reconciliation, NSF check, deposit in transit, notes collected by bank.

Bibliography
Weygant, Kieso and Kimmel, *Accounting Principles*, Wiley, 2018, [Chapter 7].

Activities
1. In preparing a bank reconciliation, the amount of deposits in transit is deducted from the balance per bank statement.

ANS: F

2. In preparing a bank reconciliation, the amount of outstanding checks is added to the balance per bank statement.

ANS: F

3. In preparing a bank reconciliation, the amount indicated by a debit memo for bank service charges is added to the balance per company's records.

ANS: F

4. In preparing a bank reconciliation, the amount of a check omitted from the journal is added to the balance per company's records.

ANS: F

5. A check for $342 was erroneously charged by the bank as $432. In order for the bank reconciliation to balance, you must add $90 to the bank statement balance.

ANS: T

6. If an adjustment for an NSF check is made in a company's bank reconciliation, then the company must have written a bad check during the month.

ANS: F

7. The amount of the "adjusted balance" appearing on the bank reconciliation as of a given date is the amount that is shown on the balance sheet for that date.

ANS: T

8. All bank memos reported on the bank reconciliation require entries in the company's accounts.

ANS: T

9. The bank reconciliation is an important part of the system of internal controls.

ANS: T

Synopsis

This topic explains the purpose of the bank reconciliation.

Expected Time

Estimated number of hours of student work this week 20hrs

Week 11: Bad Debts and allowance for doubtful debts

Objective

The purpose of this topic is to help students understand what are the bad debts and allowance for doubtful debts. More specifically, students will understand how to record the bad debts under the provision methods. Also, students will learn how the receivables and the bad debts are presented on the financial statements.

Learning Outcomes

After the completion of this topic students should be able to:

- Describe what are the bad debts
- Prepare the provision method of accounting for bad debts
- Explain how the receivables and the bad debts are presented on the financial statements.

Key Words

Receivables, bad debts, financial statement presentation, provision methods of accounting for bad debts

Bibliography

Weygant, Kieso and Kimmel, *Accounting Principles,13th edition* Wiley, 2018, [Chapter 8].

Activities

Practice Material has been uploaded on the platform.

Practice quiz #5 - chapter 8

MULTIPLE CHOICES

1. Both Accounts Receivable and Notes Receivable represent claims that are expected to be collected in cash.

ANS: T

2. When companies sell their receivables to other companies, the transaction is called factoring

ANS: T

3. Of the two methods of accounting for uncollectible receivables, the allowance method provides in advance for uncollectible receivables.

ANS: T

4. The direct write-off method records Bad Debt Expense in the year the specific account receivable is determined to be uncollectible.

ANS: T

5. Allowance for Doubtful Accounts is debited under the direct write-off method when an account is determined to be uncollectible.

ANS: F

6. When the estimate based on analysis of receivables is used, income is reduced when a specific receivable is written off.

ANS: F

7. When an account receivable that has been written off is subsequently collected, the account receivable is said to be reinstated.

ANS: T

8. At the end of a period, before the accounts are adjusted, Allowance for Doubtful Accounts has a debit balance of $500, and net sales on account for the period total $800,000. If uncollectible accounts expense is estimated at 1% of net sales on account, the current provision to be made for uncollectible accounts expense is $8,500.

ANS: F

9. Allowance for Doubtful Accounts is a liability account.

ANS: F

10. At the end of a period, before the accounts are adjusted, Allowance for Doubtful Accounts has a credit balance of $5,000. If the estimate of uncollectible accounts determined by aging the receivables is $50,000, the current provision to be made for uncollectible accounts expense is $45,000.

ANS: T

Synopsis

This topic explains what the bad debts are and how they are presented on the financial statements. In addition it explains the accounting entries required to record the bad debts under the provision methods of accounting for bad debts.

Expected Time

Estimated number of hours of student work this week 20hrs

Week 12: Depreciation of Non-Current Assets (FIXED ASSETS)

Objective

The purpose of this topic is to help students understand the basic issues related to accounting for non- current assets. More specifically, students will understand the accounting entries and methods for depreciation.

Learning Outcomes

After the completion of this topic students should be able to understand:

- What are the non- current assets
- The application of the cost principle
- The calculation of depreciation using the straight line and the declining balance

Key Words

Tangible and intangible fixed assets cost of fixed assets, straight line method, declining balance method of depreciation.

Bibliography

Weygant, Kieso and Kimmel, *Accounting Principles,13th edition* Wiley, 2018, [Chapter 9].

Activities

Practice Material has been uploaded on the platform.

Practice quiz #5 - chapter 9

MULTIPLE CHOICES

1. A characteristic of a fixed asset is that it is

a. intangible
b. used in the operations of a business
c. held for sale in the ordinary course of the business
d. a long term investment

ANS: B

2. Accumulated Depreciation

a. is used to show the amount of cost expiration of intangibles
b. is the same as Depreciation Expense
c. is a contra asset account
d. is used to show the amount of cost expiration of natural resources

ANS: C

3. A new machine with a purchase price of $94,000, with transportation costs of $8,000, installation costs of $5,000, and special acquisition fees of $2,000, would have a cost basis of

a. $ 99,000
b. $107,000

c. $102,000
d. $109,000

ANS: D

4. All of the following below are needed for the calculation of straight-line depreciation **except**

a. cost
b. residual value
c. estimated life
d. units produced

ANS: D

5. If a fixed asset, such as a computer, were purchased on January 1st for $3,750 with an estimated life of 3 years and a salvage or residual value of $150, the journal entry for monthly expense under straight-line depreciation is:

(Note: EOM indicates the last day of each month.)

a.	EOM Depreciation Expense	100	
	Accumulated Depreciation		100
b.	EOM Depreciation Expense	1,200	
	Accumulated Depreciation		1,200
c.	EOM Accumulated Depreciation	1,200	
	Depreciation Expense		1,200
d.	EOM Accumulated Depreciation	100	
	Depreciation Expense		100

ANS: A

6. The proper journal entry to purchase a computer on account to be utilized within the business would be:

a.	Jan 2	Office Supplies	1,350	
		Accounts Payable		1,350
b.	Jan 2	Office Equipment	1,350	
		Accounts Payable		1,350
c.	Jan 2	Office Supplies	1,350	
		Accounts Receivable		1,350
d.	Jan 2	Office Equipment	1,350	
		Accounts Receivable		1,350

ANS: B

7. The calculation for annual depreciation using the straight-line depreciation method is

a. initial cost / estimated useful life
b. depreciable cost / estimated useful life
c. depreciable cost * estimated useful life
d. initial cost * estimated useful life

ANS: B

8. When a company discards machinery that is fully depreciated, this transaction would be recorded with the following entry

a. debit Accumulated Depreciation; credit Machinery
b. debit Machinery; credit Accumulated Depreciation
c. debit Cash; credit Accumulated Depreciation
d. debit Depreciation Expense; credit Accumulated Depreciation

ANS: A

9. Fixed assets are ordinarily presented in the balance sheet

a. at current market values
b. at replacement costs
c. at cost less accumulated depreciation
d. in a separate section along with intangible assets

ANS: C

10. Fixed assets are ordinarily presented in the balance sheet

a. at current market values
b. at replacement costs
c. at cost less accumulated depreciation
d. in a separate section along with intangible assets

ANS: C

Summary

This topic explains what the non-current assets are and why do businesses buy them. It also explains the calculation of the depreciation using the straight line, and the declining balance methods.

Expected Time

Estimated number of hours of student work this week 20hrs

Revision

ACCT-150

REVISION EXERCISES

EXERCISE ONE

Use the following information in the adjusted trial balance for Stockton Company to answer the following questions.

S and M Company		
Adjusted Trial Balance		
For the Year ended December 31, 2017		
Cash	$ 6,030	
Accounts Receivable	2,100	
Prepaid Expenses	700	
Equipment	13,700	
Accumulated Depreciation		$ 1,100
Accounts Payable		1,900
Notes Payable		4,200
Bob Capital		12,940
Bob Withdrawals	790	
Fees Earned		8,750
Wages Expense	2,500	
Rent Expense	1,960	
Utilities Expense	775	
Depreciation Expense	250	
Miscellaneous Expense	85	
Totals	$28,890	$28,890

Determine the net income (loss) for the period.

a. Net Income $2,390
b. Net Loss $790
c. Net Loss $5,570
d. Net Income $3,180

ANS: D

Determine the owner's equity ending balance for the period.

a. $12,150
b. $15,330
c. $16,120
d. $12,940

ANS: B

Determine total assets.

a. $23,630
b. $15,330
c. $21,430
d. $22,530

ANS: C

Determine the current assets.

a. $22,530
b. $8,830
c. $21,430
d. $8,130

ANS: B

Determine the total liabilities for the period.

a. $1,900
b. $6,100
c. $4,200
d. $19,040

ANS: B

EXERCISE TWO

After the accounts have been adjusted at January 31, 2017, the end of the fiscal year, the following balances are taken from the ledger of Crystal Service Company:

Morgan Olsen, Capital	$349,000
Morgan Olsen, Drawing	5,000
Fees Earned	116,400
Wages Expense	29,000
Rent Expense	43,000
Supplies Expense	7,300
Miscellaneous Expense	1,750

Journalize the four entries required to close the accounts

ANS:

Jan 31	Fees Earned	116,400	
	Income Summary		116,400
31	Income Summary	81,050	
	Wages Expense		29,000
	Rent Expense		43,000
	Supplies Expense		7,300
	Miscellaneous Expense		1,750
31	Income Summary	35,350	
	Morgan Olsen, Capital		35,350
31	Morgan Olsen, Capital	5,000	
	Morgan Olsen, Drawing		5,000

EXERCISE THREE

The following data were taken from the Balance Sheet columns of the work sheet for April 30, 2017 for Makens Company:

Accumulated Depreciation-Trucks	$42,400
Prepaid Rent	6,800
Supplies	850
Unearned Fees	7,310
Trucks	49,300
Cash	3,400
Mackenzie, Capital	?

Prepare a classified balance sheet.

ANS:

Makens Company
Balance Sheet
April 30, 2017

Assets	Liabilities
Current assets:	

Cash	$ 3,400		Current liabilities:	
Supplies	850		Unearned fees	$ 7,310
Prepaid rent	6,800			
Total current assets		$ 11,050	Owner's Equity	
Property, plant, and equipment:			Mackenzie, Capital	10,640
Trucks	$49,300		Total liabilities and owner's equity	$17,950
Less accum. depreciation	42,400			
Total property, plant and equipment		6,900		
Total assets		$17,950		

EXERCISE FOUR

The following balance sheet contains errors.

Brock Morton Services Co.
Balance Sheet
For the Year Ended December 31, 2017

Assets			Liabilities	
Current assets:			Current liabilities:	
Cash	$ 7,170		Accounts receivable	$ 10,000
Accounts payable	7,500		Accum. depr-building	12,525
Supplies	2,590		Accum. depr-equipment	7,340
Prepaid insurance	800		Net income	11,500
Land	24,000			
Total current assets		$ 42,060	Total liabilities	$ 41,365
			Owner's Equity	
Property, plant, and equipment:			Wages payable	$ 1,500
Building	$43,700		Brock Morton, Capital	88,645
Equipment	29,250		Total owner's equity	$ 90,145
Total property, plant, and equipment		72,950		
Total assets		$131,510	Total liabilities and owner's equity	$131,510

(a) List the errors in the balance sheet above and (b) prepare a corrected balance sheet.

ANS:

(a)

(1) Date of statement should be "December 31, 2017" and not "For the Year Ended December 31, 2017."
(2) Accounts payable should be a current liability.
(3) Land should be a fixed asset and listed as Property, Plant and Equipment.
(4) Accumulated depreciation should be deducted from the related fixed asset in the Property Plant, and Equipment section.
(5) An adding error was made in determining the amount of total assets.
(6) Accounts receivable should be a current asset.
(7) Net income would be reported on the income statement.
(8) Wages payable should be a current liability.

A corrected balance sheet would be as follows:

Brock Morton Services Co.
Balance Sheet
December 31, 2017

Assets			
Current assets:			
Cash		$ 7,170	
Accounts receivable		10,000	
Supplies		2,590	
Prepaid insurance		800	
Total current assets			$20,560
Property, plant, and equipment:			
Land		$24,000	
Building	$43,700		
Less accum. depreciation	12,525	31,175	
Equipment	29,250		
Less accum. depreciation	7,340	21,910	
Total property, plant, and equipment			77,085
Total assets			$97,645
Liabilities			
Current liabilities:			
Accounts payable		$7,500	
Wages payable		1,500	
Total liabilities			$ 9,000
Owner's Equity			
Brock Morton, Capital			88,645
Total liabilities and owner's equity			$97,645

EXERCISE 5

Enron Consulting is completing the accounting information processing at the end of the fiscal year, December 31, 2017. The following trial balances are available.

Accounts	Unadjusted Trial Balance		Adjusted Trial Balance	
	Debits	Credits	Debits	Credits
Cash	13,000		13,000	
Accounts Receivable	1,500		1,800	
Prepaid Insurance	600		200	
Supplies	3,800		3,000	
Machines	30,000		30,000	
Accumulated Depreciation - Machines		12,000		17,500
Wages Payable				900
Unearned Revenue		6,700		6,500
Capital		24,000		24,000
Drawings	4,800		4,800	
Service Revenue		25,000		25,500
Wages Expense	14,000		14,900	
Insurance Expense			400	
Supplies Expense			800	
Depreciation Expenses			5,500	
	67,700	67,700	74,400	74,400

A. Reconstruct the adjusting entries and give a brief explanation of each.
B. What is the amount of net income?

ANS:

A.

Accounts Receivable	300	
Service Revenue		300
Accrued Fees.		
Insurance Expense	400	
Prepaid Insurance		400
Expired Insurance.		
Supplies Expense	800	
Supplies		800
Supplies used ($3,800 - 3,000).		
Depreciation Expense	5,500	
Accumulated Depreciation		5,500
Depreciation expense.		
Wages Expense		900
Wages Payable		900
Accrued Wages.		
Unearned Revenue	200	
Service Revenue		200
Revenue earned ($6,700 - 6,500).		

B. $25,500 - 14,900 - 400 - 800 - 5,500 = $3,900

EXERCISE SIX

Given the following account balances for Garry's Tree Service, prepare a trial balance.

Cash	$30,000
Supplies	1,000
Accounts Payable	8,000
Garry Ryan, Capital	36,800
Wage Expense	2,000
Machinery	24,000
Wages Payable	3,600
Service Revenue	22,500
Rent Expense	10,000
Unearned Revenue	4,000
Accumulated Depreciation - Machinery	7,600
Prepaid Rent	12,200
Garry Ryan, Drawing	3,300

ANS:

Accounts	Debits	Credits
Cash	$30,000	
Supplies	1,000	
Prepaid Rent	12,200	
Machinery	24,000	
Accumulated Depreciation		7,600
Accounts Payable		8,000
Wages Payable		3,600
Unearned Revenue		4,000
Garry Ryan, Capital		36,800
Garry Ryan, Drawing	3,300	
Service Revenue		22,500
Wage Expense	2,000	
Rent Expense	10,000	
	$82,500	$82,500

ASSESSMENTS

SAMPLE ANSWERS TO SELF-EVALUATION EXERCISES

Final Examinations Guidelines

Final exams are different from midterm exams and other forms of assessment (i.e. projects, case studies etc.) mostly because they are comprehensive and that means that they draw upon your knowledge from the entire course. Also, students take the final exams during the examination period at the end of the semester and that means that they have to study for multiple exams at the same time (more or less). Finally as they carry a lot of weight towards your course grade, your performance in the final could make a difference between an A- and a C+ on your transcript! Thus, it is important to follow a studying guide, and earn a top grade from your final exams. Herein, you may find some trusted and tested methods.

Plan ahead

It is recommended to plan out your study sessions (for ALL your exams) to have a better understanding on how much work you're facing. Use the calendar on your phone to set alerts and reminders for yourself so you stick to your plan.

Start early

Start studying for finals a few weeks before the first exam, and figure out how much time to set aside each day for each subject, setting realistic goals. Do not cram!

Study Strategically!

Try to prioritize the concepts of each course into three categories: red, orange and green. List under the red category the content that you believe it is definitely going to be in the final exam. This usually included topics addressed through quizzes, homework assignments, projects etc. as well as points raised by your tutor in the revision. Put under the orange category, topics that are probably in the final exam. For example topics explained thoroughly in weekly sessions that did not make it in the assignments, Topics that fueled lots of discussion in forum etc. The remaining material goes in the green category. Do not study in a serial way from the beginning to the end of your notes, but review the material in the red category, first. Then move on to studying what is listed in the orange category and, then the content in the green category. That way, if you run out of time, you know you at least have reviewed the basics extensively. Ask your teachers if they'll share copies of previous finals so you can see what might be covered or how questions will be phrased.

Give yourself more time to study for your toughest topics

Do not allot time equivalently for each topic. If a topic gave you trouble all semester, devote more time to that subject—even if it's your last final. Look over your previous form of assessment for that subject and take extra time now to review what you missed. By starting with the toughest stuff first, you have time to ask your lecturer questions or get help from peers or tutors.

Form a study group

There's nothing like peer pressure to keep you motivated to study. Plan skype sessions with friends to review the class material, compare notes, or work through tricky concepts. You'll benefit from the good study habits and notes of the other members in your study group. If you're trying to solve a tough problem, two heads are better than one.

Talk it out

Not only is it more fun to study with your friends than studying by yourself, you'll also learn more. By talking through the facts and formulas with a study partner, you're thinking about the material more deeply, which means you'll remember it better later.

Get creative with study aids

Now that you know what key concepts from each subject you need to prioritize, find the best way to review and internalize what you predict will be on the final exam. Make flash cards to help you memorize dates or come up with a short video that you can upload in your yahoo channel!

Quiz yourself

Students tend to remember the information they have been examined on better than the information they simply review. So ask your study group members or your friends to quiz you!

Make sleep a priority

While it may be tempting to pull an all-nighter and cram everything in at the last minute, it's a bad idea. You just add stress, and you won't retain the information for very long by studying that way. You may even forget some of it by the time the test begins.

Have a break!

Plan for breaks and do something that you enjoy during the breaks. This way you can improve your concentration when you return to studying:

Eat your greens

Eat healthy and drink plenty of water to keep your brainpower at its prime.

A mock-up final exam paper will be provided to you in the LMS.

ΠΕΡΙΕΧΟΜΕΝΑ/CONTENT:

<table>
<tr><td>Institution</td><td colspan="3">University of Nicosia</td></tr>
<tr><td>Programme of Study</td><td colspan="3">BBA Hospitality Management</td></tr>
<tr><td>Course</td><td colspan="3">ACCT-160 Accounting II</td></tr>
<tr><td>Level</td><td>Undergraduate ☒</td><td colspan="2">Postgraduate (Master) ☐</td></tr>
<tr><td>Language of Instruction</td><td colspan="3">English</td></tr>
<tr><td>Mode of Delivery</td><td>Distance Learning ☒</td><td colspan="2">Conventional ☐</td></tr>
<tr><td>Type of Course</td><td>Required ☒</td><td colspan="2">Elective ☐</td></tr>
<tr><td>Number of Group Advising Meetings/Teleconferences/Lectures</td><td>Total:
3 Sessions WebEx</td><td>With Physical Presence
N/A</td><td>On-line:
3 hours each WebEx session</td></tr>
<tr><td>Number of assignments</td><td colspan="3">3</td></tr>
<tr><td>Assessment</td><td colspan="3">• Assignment (40%)
• Final Examination (60%)</td></tr>
<tr><td>Number of ECTS credits</td><td colspan="3">10</td></tr>
</table>

Preparation of Study Guide by:	Dr Melita Charitou/ Dr Katerina Morphi
Review and approval of study Guide by:	UNic Internal Quality Assurance Committee.

i. Teaching Faculty

Melita Charitou
Full time faculty member
charitou.m@unic.ac.cy

Katerina Morphi
Full time Faculty member
Morphi.k@unic.ac.cy

ii. Module / Course:

- **Brief description of Module/Course and Aims:**
  The course aim is to provide an in-depth understanding of accounting for inventory, cash, receivables, fixed assets and current liabilities for a sole proprietorship. As well to expose students to partnerships and accounting for partnerships. Also, to expose students to corporations and accounting for corporations. Finally, to Introduce the Statement of Cash Flows

- **Main Topic/Thematic Areas**:
  1. Valuation Methods: Inventory and Fixed assets (3 weeks).
  2. Control and Bank reconciliation statements: Cash and Bank reconciliation, Receivables (2 weeks).
  3. Preparation of Financial statement: Partnerships, Corporations statements of Cash flows (6 weeks).
  4. Current Liabilities ((1 week).

Expected Learning Outcomes :

After completion of the course students are expected to be able to:

1. Understand and deal with the accounting issue that arises when identical units of merchandise are acquired at different unit costs during the period (students should be able to describe, compare and contrast the three inventory cost flow assumptions and how they impact the income statement and balance sheet; determine the cost of inventory under the perpetual and periodic systems, using FIFO, LIFO and average cost methods**;** describe and illustrate the reporting of merchandise inventory in the financial statements).
2. Describe and illustrate the application of internal controls to cash (students should be able to describe the nature of a bank statement and its use in controlling cash;

describe and illustrate the use of a bank reconciliation in controlling cash; describe and illustrate the reporting of cash and cash equivalents in the financial statements).

3. Understand the classification of receivables and the accounting of uncollectible receivables (students should be able to describe and compare the direct write off method and the allowance method for accounting for uncollectible receivables; describe the methods used to estimate uncollectibles under the allowance method; describe the nature, characteristics, and accounting for notes receivable; describe the reporting of receivables on the balance sheet).
4. Understand the accounting for fixed and intangible assets (students should be able to define, classify, and account for the cost of fixed assets; compute depreciation of fixed assets using straight line, double-declining and units of production method; account for the disposal or trade-in of fixed assets; describe the accounting for intangible assets; describe the reporting of fixed and intangibles on the balance sheet and depreciation expense on the income statement).
5. Understand the accounting for current liabilities and payroll (students should be able to describe and illustrate current liabilities related to accounts payable, current portion of long-term debt, and notes payable; determine employer liabilities of payroll, including liabilities arising from employee earnings and deductions from earnings; describe the accounting treatment for contingent liabilities).
6. Understand the accounting for partnerships (students should be able to describe the basic characteristics of partnerships; describe and illustrate the accounting for forming a partnership, for dividing the net income and the net loss of a partnership, for partner admission and withdrawal, and for liquating a partnership; prepare the statement of partnership equity).
7. Understand the accounting for corporations (students should be able to describe the nature of the corporate form of organization; describe and illustrate the characteristics of stock, classes of stock, and entries for issuing stock; account for cash and stock dividends and for treasury stock transactions; describe and illustrate the reporting of stockholders' equity).

8. Prepare a Statement of Cash Flows (students should be able to summarize the types of cash flow activities reported in the statement of cash flows and prepare a statement of cash flows using the indirect and direct method).

- **Teaching Material**:

Weygant, Kieso and Kimmel	Accounting Principles	Wiley	2015	
Wild	Financial Accounting: Information for Decisions	McGraw Hill	2018	
Edmonds, Edmonds, McNair and Olds	Fundamental Financial Accounting Concepts, 10th ed.	McGraw Hill	2018	

- **ECTS**: 10 ECTS equivalent to 250 hours student workload

iii. Each Main Topic/Thematic Area:

Analytical description of each main topic/thematic area
(see pg 11-26)

- **Weekly activities**

  Each week consists of:

  1. 1 Forum discussion that its related to LOs on the topic
  2. Assignment
  3. Every 3 weeks one 3 hours WebEx session following the LOs
  4. Review activities such as Discussions Questions

Every 3 weeks, a 3-hour WebEx session is conducted. It outlines and addresses the LOs in the last 3 weeks.

iv. Teaching Timetable

Analysis of each week's teaching providing a timeline and relevant aims. In the timeline, the following should be clarified per week: what the student needs to study, when they will be required to submit written work and the relevant deadlines. The timeline should also refer to any teleconferences/ group consultation meetings that will take place and the final exam.
(See the platform)

v. Teaching methods

- Utilization of LMS – asynchronous
- WebEx tutorial – synchronous
- Student to lecturer interaction in dedicated forums
- Student to student interaction supported through dedicated student only chat

- A student to content interaction supported through self-assessment test, such online tests and or quizzes.

vi. Written work – Exams – Assessment

Important Peer Guidance

·You are advised to stay in continuous contact with your peer. If you are late in developing a review or you are unwell, your peer needs to know.

·Read each week's task instructions thoroughly and discuss them with your peer towards developing a common understanding. Don't assume that your peer knows what you are doing.

·In your peer feedback, always refer to proper referencing. All pieces of work should be written in your own words. Also, in-text references should appear in the script as well as a reference list at the end of the report.

What is peer assessment?

·Peer assessment is when students make assessment decisions on other students' work

·Peer assessments are linked to reflective practice as it involves self-development and as such, is an important skill for career development and management.

What makes a good piece of work?

Please note, your assessments should be based on the University of Nicosia Marking Criteria/ Rubric. Please go through the UNIC marking criteria and familiarize yourself with the requirements.

Referencing and Essay Writing

Please use the Harvard Referencing System for all referencing requirements. All pieced of work (both formative and summative), require in-text references and a reference list at the end of the report. Also, analysis should be written in your own words (paraphrasing). Copying and pasting is not acceptable - it may lead to failure grade.

Finally, at the end of the module, you encouraged to fill in the anonymous end of Module Evaluation survey appearing after the eponymous feedback forum. Students' voice is indeed important for improvement.

Grading Guidelines:

1. Knowledge of the topic and ability to practically apply it;

2. Analysis of issues and an awareness of different viewpoints;

3. Evaluation of competing explanations or theories applied to a problem;

4. Ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system;

5. Skill in the presentation of an answer with accuracy, clarity and coherence.

With these objectives in mind, the following model marking scheme should apply:

Letter Grade	*Numerical Grade*	*Grade Points*
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	0-59	0.0

Assignment	40%
Final Examination	60%
TOTAL	**100%**

vii. Communication

Communication is conducted through messages on LMS post in the forum, individual emails in an asynchronous mode.
For synchronous communication students are encouraged to contact me through Skype, or phone over IP during pre-specified office hours which will be available on the course outline.

SCHOOL OF BUSINESS

Hospitality, Tourism and Sports Management

Department

BBA in Hospitality Management

Study Guide

ACCT - 160 – Accounting II

Course Lead:

Dr. Melita Charitou

charitou.m@unic.ac.cy

Course Contributors:

Dr.Katerina Morphi

morphi.k@unic.ac.cy

Contents

Introductory note

This Study Guide is a basic supplement for the distance learning course "Accounting II", which is offered by the distance learning BBA Hospitality Management programme. The aim of this Guide is to direct the students and help them into making systematic use of the educational material on which the teaching of the course is based.

The current course includes 12 sub-topics, separated in 12 study weeks. Each of these is composed of the following components: summary and brief introductory note, objectives, expected learning outcomes, key words, bibliography and other online resources, learning activities, and self-assessment exercises, and expected time that the student will be required to study. It is a compulsory course that corresponds to 10 ECTS.

The Guide must be used in common with the Course Outline and with the educational material indicated for each lecture through the interactive internet-based platform of the course (Moodle).

At the beginning of each study week, students are expected to familiarise themselves with the corresponding sections' objectives and learning outcomes, while they should go through the teaching material (recorded lectures) and conduct the additional learning activities. Learning activities will have a designated start and end date and time, which will be communicated to students via email. Some activities will be synchronous (e.g. webinars, online chats), while others will be asynchronous (e.g. Q&A Fora). The former will involve direct live interaction (either chat or verbal/video) between students and tutor, as well as between students themselves (student-tutor, student-student interactions), while in the latter the aforementioned interactions will not be live. Going through the teaching material and conducting the learning activities is *essential*, since it will help in clarifying and assimilating the material of the course as well as developing critical thinking on each topic.

In addition to the essential components described above, each section contains relevant bibliography (relevant textbooks and designated chapters), as well as relevant online resources (websites and other files such as scientific articles) and online videos to watch. Students are strongly encouraged to go through these additional resources, as part of self-directed learning, which will facilitate deeper understanding and critical thinking on the topic of interest. The relevant online resources and videos could be updated and/or enriched during the semester.

All relevant resources and activities can be found on the e-Learning Platform (Moodle) page of the specific course. It is essential that students follow the specific Study Guide in combination with the course's Moodle page throughout the duration of the course, in order to organise their learning time efficiently and take full advantage of the learning material offered.

The broad learning objective of the course is to cover Valuation Methods: Inventory and Fixed assets as well the Control and Bank reconciliation statements: Cash and Bank reconciliation, Receivables and Current Liabilities. Moreover to prepare learners to handle Financial statement: Partnerships, Corporations statements of Cash flows as well interpreted Current Liabilities.

Introductory session

At the start of the course, students should view the welcome video provided by the Course Lead. This offers an introduction to the course and outlines the key learning objectives and outcomes that will be covered during ACCT - 160.

Course Weekly Schedule

Week 1	
Section	**Inventory**
Week 2	
Section	Cash Reconciliation
Section	Bank Reconciliation
Week 3	
Section	Receivables
Section	Bad debts
Section	Financial statement presentation
Week 4	
Section	Receivables
Section	Direct write off and provision methods of accounting for bad debts,
Section	notes receivable
Week 5	
Section	Fixed Assets, cost of fixed assets, purchase and sale or trade in of fixed assets.
Section	Tangible and intangible fixed assets
Section	Straight line,
Week 6	
Section	Fixed Assets, declining balance,
Section	Units of output methods of depreciation
Week 7	
Section	Current liabilities,
Section	Financial statement presentation,
Week 8	
Section	Accounting for determinable current liabilities
Section	Accounting for contingent current liabilities

Week 9	
Section	Fformation and liquidation of partnerships
Section	Profit sharing methods, admission and withdrawal of a partner,
Section	Opening Statement of Financial Position and Statement of Partners' Capitals
Week 10	
Section	Corporations
Section	Limited companies
Section	Characteristics of shares, issuance and redemption
Section	Shareholders' equity
Week 11	
Section	Cash flow classification,
Section	Importance of cash flows
Week 12	
Section	Statement of Cash Flows

Week 1: Inventory

Objective

The purpose of this topic is to help students understand what is inventory, how are inventories presented on the financial statements and how to calculate the cost of goods sold and the cost of the ending inventory. More specifically, students should understand the periodic and perpetual inventory systems and how to calculate the cost of goods sold and the cost of the ending inventory using the following methods: First in First Out, Last in First Out and Average Cost.

Learning Outcomes

After the completion of this topic students should be able to :

- Identify what is inventory
- Describe which businesses hold inventory
- Explain how are inventories presented on the financial statements
- Describe the perpetual and the periodic inventory systems
- Calculate the cost of goods sold and the cost of the ending inventory

Key Words

Inventory, financial statement presentation, perpetual and periodic inventory system, First in First Out, Last in First Out and Average Cost

Bibliography

Weygant, Kieso and Kimmel, *Accounting Principles,* Wiley, 2015 [Chapter 6].
Wild, *Financial Accounting: Information for Decisions,* McGraw Hill 2018 [Chapter 7].
Edmonds, Edmonds, McNair and Olds, *Fundamental Financial Accounting Concepts,* McGraw Hill 2018 [Chapter 5].

Activities

Exercise 1

The accountant of Delta Company provides the following information for the year ended 31/12/2015. The company uses the periodic inventory system.

	Units	Cost per Unit $	Total Cost
Inventory 1/1	42	60	2,520
Purchase 1	58	65	3,770
Purchase 2	20	68	1,360
Purchase 3	30	70	2,100
Total inventory	150		9,750
Less inventory 31/12	(36)		
Sales	114		

You are required to calculate the cost of goods sold and the cost of the ending inventory using: AVCO, FIFO, and LIFO.

Solution 1

1. AVCO

$9,750 / 150 units = $65 / unit

Cost of goods sold = 114 units X $65 = $7,410

Cost of inventory 31/12 = 36 units X $65 = $2,340

2. FIFO

Cost of goods sold =

	Units	Cost per Unit $	Total Cost
Inventory 1/1	42	60	2,520
Purchase 1	58	65	3,770
Purchase 2 (only 14 units are needed to get the 114 sold)	14	68	952
Cost of goods sold	114		**7,242**

Cost of inventory 31/12 =

	$
Total inventory	9,750
Less cost of goods sold	(7,242)
Inventory 31/12	**2,508**

3. LIFO

Cost of goods sold =

	Units	Cost per Unit $	Total Cost
Purchase 3	30	70	2,100
Purchase 2	20	68	1,360
Purchase 1	58	65	3,770
Inventory 1/1 (only 6 units are needed to get the 114 sold)	6	60	360
Cost of goods sold	114		**7,590**

Cost of inventory 31/12 =

	$
Total inventory	9,750
Less cost of goods sold	(7,590)
Inventory 31/12	**2,160**

Exercise 2

The accountant of Hercules Company provides the following information for the month of July. The company uses the perpetual inventory system.

July 1: Purchase, 100 units, $8/unit

July 8: Sale, 90 units

July 15: Purchase, 125 units, $12/unit

July 25: Sale, 60 units

You are required to calculate the cost of goods sold and the cost of the ending inventory using: FIFO, LIFO and AVCO.

Solution 2

1. FIFO

Date	Purchases $	Cost of goods sold $	Balance $
July 1	100 χ $8 = $800		100 χ $8 = $800
July 8		90 χ $8 = $720	10 χ $8 = $80
July 15	125 χ $12 = $1,500		10 χ $8 = $80 125 χ $12 = $1,500
July 25		10 χ $8 = $80 50 χ $12 = $600 $680	75 X $12 = $900

2. LIFO

Date	Purchases $	Cost of goods sold $	Balance $
July 1	100 χ $8 = $800		100 χ $8 = $800
July 8		90 χ $8 = $720	10 χ $8 = $80
July 15	125 χ $12 = $1,500		10 χ $8 = $80 125 χ $12 = $1,500
July 25		60 χ $12 = $720	10 χ $8 = $80 65 χ $12 = $780 $860

3. AVCO

Date	Purchases $	Cost of goods sold $	Balance $
July 1	100 χ $8 = $800		100 χ $8 = $800
July 8		90 χ $8 = $720	10 χ $8 = $80
July 15	125 χ $12 = $1,500		10 χ $8 = $80 125 χ $12 = $1,500 135 χ $11,7 = $1580
July 25		60 χ $11,7 = $702	75 χ $11,7 = $877,5

Synopsis

This topic explains what is inventory, which businesses hold inventory and how do they present them on the financial statements. In addition, it explains the periodic and the perpetual inventory systems and how the cost of goods sold and the cost of the ending inventory are calculated.

Expected Study Time

Estimated number of hours of student work this week 20hrs

Week 2: Cash and Bank Reconciliation

Objective

The purpose of this topic is to help students understand the difference between petty cash and cash at bank, and how are these accounts presented on the financial statements. More specifically, students will understand the accounting entries for the petty cash. Students will also learn how to prepare a bank reconciliation and to correct the cash account.

Learning Outcomes

After the completion of this topic students should be able to:

- Explain what is the difference between petty cash and cash at bank and the financial statement presentation
- Identify the accounting entries to account for petty cash transactions
- Describe the preparation of a bank reconciliation
- Apply the correction of the cash account.

Key Words

Petty cash, cash at bank, bank reconciliation, financial statement presentation

Bibliography

Weygant, Kieso and Kimmel, *Accounting Principles,* Wiley, 2015, [Chapter 8].
Wild, *Financial Accounting: Information for Decisions,* McGraw Hill 2018 [Chapter 5].
Edmonds, Edmonds, McNair and Olds, *Fundamental Financial Accounting Concepts,* McGraw Hill 2018 [Chapter 6].

Activities

Exercise 1

The following data were gathered to use in reconciling the bank account of Moon Company on March 31’ Year 2.

	$
Balance as per bank statement	11,200
Balance as per cash a/c	9,295

Bank service charges	25
Deposit in transit	1,650
NSF checks	600
Outstanding checks	4,180

You are required to prepare a bank reconciliation on March 31' Year 2and make the journal entries necessary to correct the cash account.

Solution 1

Moon Company

Bank reconciliation, March 31' Year 2

	$
Balance as per bank statement	11,200
Add deposits in transit	1,650
Less outstanding checks	(4,180)
Corrected cash balance	**8,670**
Balance as per cash account	9,295
Less NSF checks	(600)
Less service charges (bank charges)	(25)
Corrected cash balance	**8,670**

Journal

Date	Accounts	Debit $	Credit $
Year 2			
March 31	Bank charges	25	
	Receivables*	600	
	Cash		625

Exercise 2

On January 1’ Year 3, Carlton business establishes a petty cash fund in the amount of $300. During the month of January payments were made from the petty cash as follows: store supplies $120 and selling expenses $75. On January 31 the petty cash was replenished.

You are required to make journal entries in order to record the establishment of the petty cash, the petty cash payments and the petty cash replenishment.

Solution 2

Journal

Date	Accounts	Debit $	Credit $
Year 3			
January 1	Petty cash	300	
	Cash		300
January 1 - 31	Store supplies	120	
	Selling expenses	75	
	Petty cash		195
January 31	Petty cash	195	
	Cash		195

Synopsis

This topic explains the difference between the petty cash and the cash at bank and the financial statement presentation of these accounts. In addition it explains the accounting entries made to account for petty cash transactions, the preparation of a bank reconciliation and the subsequent correction of the cash account.

Expected Study Time

Estimated number of hours of student work this week 20hrs

Week 3: Receivables

Objective

The purpose of this topic is to help students understand what are the receivables and the bad debts. More specifically, students will understand the accounting entries to record sales on credit and to record the bad debts under the direct write off and the provision methods. Students will also understand the accounting entries for notes receivable. In addition, students will learn how the receivables and the bad debts are presented on the financial statements.

Learning Outcomes

After the completion of this topic students should be able to:

- Identify
    - what are the receivables and when is this account opened
    - What are the bad debts
    - The direct write off method of accounting for bad debts
    - The provision method of accounting for bad debts
    - Accounting for notes receivable
- Explain how the receivables and the bad debts are presented on the financial statements.

Key Words

Receivables, bad debts, financial statement presentation, direct write off and provision methods of accounting for bad debts, notes receivable

Bibliography

Weygant, Kieso and Kimmel, *Accounting Principles,* Wiley, 2015, [Chapter 9].
Wild, *Financial Accounting: Information for Decisions,* McGraw Hill 2018 [Chapter 8].
Edmonds, Edmonds, McNair and Olds, *Fundamental Financial Accounting Concepts,* McGraw Hill 2018 [Chapter 7].

Activities

Exercise 1

Panda Company made sales of $150,000 on credit to various customers. The Company collected $120,000 and wrote off the remaining $30,000 due from a customer who declared bankruptcy.

Three months after, the customer who was written off, managed to find $15,000 and came to pay.

You are required to record the above transactions in the company's journal

Solution 1

Journal

Date	Accounts	Debit $	Credit $
	Receivables	150,000	
	Sales		150,000
	Cash	120,000	
	Receivables		120,000
	Bad debts	30,000	
	Receivables		30,000
	Receivables	15,000	
	Bad debts		15,000
	Cash	15,000	
	Receivables		15,000

Exercise 2

Alpha Company made sales of $500,000 on credit to various customers. During the accounting period, the Company collected $300,000. At the end of the accounting period, based on past experience, the manager of the Company made a 5% provision for bad debts on the balance of the receivables. One of the customers, who owed $5,000, declared bankruptcy and was written off the books. Six months after, the customer managed to find $5,000 and came to pay.

You are required to record the above transactions in the company's journal

Solution 2

Journal

Date	Accounts	Debit $	Credit $
	Receivables	500,000	
	Sales		500,000
Date	Accounts	Debit $	Credit $
	Cash	300,000	
	Receivables		300,000
	Bad debts ($500,000 - $300,000) X 5%	10,000	
	Provision for bad debts		10,000
	Provision for bad debts	5,000	
	Receivables		5,000
	Receivables	5,000	
	Provision for bad debts		5,000
	Cash	5,000	
	Receivables		5,000

Exercise 3

Cannon Company made a credit sale of $200,000 and received in exchange a 4-month, 9% note receivable, dated March 31.

You are required to make journal entries in order to record the credit sale and the collection of the cash on the due date

Solution 3

Journal

Date	Accounts	Debit $	Credit $
March 31	Notes receivable	200,000	
	Sales		200,000
July 31	Cash	206,000	
	Notes receivable		200,000
	Interest income		6,000

Synopsis

This topic explains what are the receivables and the bad debts and how they are presented on the financial statements. In addition it explains the accounting entries required to record sales on credit and to record the bad debts under the direct write off and the provision methods of accounting for bad debts. This topic also covers accounting for notes receivable.

Expected Study Time

Estimated number of hours of student work this week 20hrs

Week 4 and 5: Fixed Assets

Objective

The purpose of this topic is to help students understand accounting for fixed assets, both tangible and intangible. More specifically, students should understand how to calculate the cost of fixed assets. In addition, students will understand the accounting entries made in order to buy, depreciate and sell or trade-in old fixed assets. Furthermore, students should comprehend the calculation of depreciation using the straight line, the declining balance and the units of output methods.

Learning Outcomes

After the completion of this topic students should be able to:

- Identify
    - What are the tangible and intangible fixed assets and why do companies buy them
    - The calculation of the cost of fixed assets
    - The calculation of depreciation using the straight line, the declining balance and the units of output methods.
    - The entries to record the sale and the trade in of old fixed assets for new ones

Key Words

Tangible and intangible fixed assets, cost of fixed assets, straight line, declining balance and units of output methods of depreciation, purchase and sale or trade in of fixed assets.

Bibliography

Weygant, Kieso and Kimmel, *Accounting Principles,* Wiley, 2015, [Chapter 10].
Wild, *Financial Accounting: Information for Decisions,* McGraw Hill 2018 [Chapter 9].
Edmonds, Edmonds, McNair and Olds, *Fundamental Financial Accounting Concepts,* McGraw Hill 2018 [Chapter 8].

Activities

Exercise 1

A business bought computer equipment with a cost of $160,000. The useful life was estimated to be 5 years and the scrap value was estimated to be $10,000.

You are required to:

1. **Calculate the depreciation expense, the accumulated depreciation and the book value for every year using the straight line method of depreciation and**

2. **Calculate the depreciation expense, the accumulated depreciation and the book value for every year using the declining balance method of depreciation. Assume that the depreciation rate is 40%.**

Solution 1

1. Straight line method of depreciation

Depreciation expense = ($160,000 – 10,000) / 5 years = $30,000 per year

	Depreciation expense $	Accumulated depreciation $	Book value $
Original cost			160,000
Year 1	30,000	30,000	130,000
Year 2	30,000	60,000	100,000
Year 3	30,000	90,000	70,000
Year 4	30,000	120,000	40,000
Year 5	30,000	150,000	10,000

2. Declining balance method of depreciation

	Depreciation expense $	Accumulated depreciation $	Book value $
Original cost			160,000
Year 1	160,000 X 40% = 64,000	64,000	96,000
Year 2	96,000 X 40% = 38,400	102,400	57,600
Year 3	57,600 X 40% = 23,040	125,440	34,560
Year 4	34,560 X 40% = 13,824	139,264	20,736
Year 5	20,736 – 10,000 = 10,736	150,000	10,000

Exercise 2

On January 1’ 2007, a business bought cars with a cost of $250,000 and paid cash. It was estimated that the cars would have a useful life of 10 years and a scrap value of $50,000. On December 31’ 2009, the business sold the cars for $180,000 cash. The business uses the straight line method of depreciation.

You are required to make the journal entries in order to record the purchase, the depreciation and the sale of the cars.

Solution 2

Journal

Date	Accounts	Debit $	Credit $
2007			
1/1	Cars	250,000	
	Cash		250,000
31/12	Depreciation expense ($250,000 – 50,000) / 10 years	20,000	
	Accumulated depreciation		20,000
2008			
31/12	Depreciation expense	20,000	
	Accumulated depreciation		20,000
2009			
31/12	Depreciation expense	20,000	
	Accumulated depreciation		20,000
31 / 12	Cash	180,000	
	Accumulated depreciation	60,000	
	Loss on sale	10,000	
	Cars		250,000

Exercise 3

On January 1' 2007, a business bought cars with a cost of $250,000 and paid cash. It was estimated that the cars would have a useful life of 10 years and a scrap value of $50,000. On December 31' 2009, the business exchanged the old cars for new ones. The new cars had a cost of $280,000. The business also paid $150,000 cash. The business uses the straight line method of depreciation.

You are required to record the purchase, the depreciation and the exchange of the cars.

Solution 3

Journal

Date	Accounts	Debit $	Credit $
2007			
1/1	Cars	250,000	
	Cash		250,000
31/12	Depreciation expense ($250,000 – 50,000) / 10 years	20,000	
	Accumulated depreciation		20,000
2008			
31/12	Depreciation expense	20,000	
	Accumulated depreciation		20,000
2009			
31/12	Depreciation expense	20,000	
	Accumulated depreciation		20,000
31 / 12	Cars (new)	280,000	
	Accumulated depreciation	60,000	
	Loss on exchange	60,000	
	Cars (old)		250,000
	Cash		150,000

Synopsis

This topic explains what the tangible and intangible fixed assets are and why do businesses buy them. It also explains the calculation of the depreciation using the straight line, the declining balance and the units of output methods. In addition, it presents the accounting entries to record the purchase, the depreciation and the sale or the trade in of old fixed assets for new ones.

Expected Study Time

Estimated number of hours of student work this week 40hrs

Week 6: Current Liabilities

Objective

The purpose of this topic is to help students understand what a current liability is and which current liabilities are the most usual. More specifically students should understand the accounting entries made to record current liabilities, both determinable and contingent, and their presentation on the statement of financial position.

Learning Outcomes

After the completion of this topic students should be able to:

- Explain what is a current liability
- Identify the most usual current liabilities, both determinable and contingent
- Use accounting entries to record current liabilities and their presentation on the statement of financial position

Key Words

Current liabilities, financial statement presentation, accounting for determinable current liabilities, accounting for contingent current liabilities

Bibliography

Weygant, Kieso and Kimmel, *Accounting Principles,* Wiley, 2015, [Chapter 11].
Wild, *Financial Accounting: Information for Decisions,* McGraw Hill 2018 [Chapter 10].
Edmonds, Edmonds, McNair and Olds, *Fundamental Financial Accounting Concepts,* McGraw Hill 2018 [Chapter 9].

Activities

Exercise

For each of the following situations you are required to make the necessary journal entry and show how the liability should be presented on the statement of financial position.

1. On November 1' Year 1, a business buys goods costing $10,000 on credit and the supplier gives a credit period of 3 months. The business closes books on December 31.

Journal

Date	Accounts	Dr $	Cr $
Year 1			
Nov 1	Inventory / purchases	10,000	
	Accounts payable		10,000

Statement of Financial Position, at December 31' Year 1	$
Current liabilities	
Accounts payable	10,000

2. A company closes books on December 31 and the board of directors declares a $5,000 dividend on December 31' Year 1, to be paid in February of Year 2.

   Journal

Date	Accounts	Dr $	Cr $
Year 1			
Dec 31	Dividends	5,000	
	Dividends payable		5,000

Statement of Financial Position, at December 31' Year 1	$
Current liabilities	
Dividends payable	5,000

3. A company paid telephone bills during Year 1 amounting to $500. On December 21, Year 1, the company also receives a telephone bill for $100, payable beginning of January' Year 2.

Journal

Date	Accounts	Dr $	Cr $
Year 1			
Jan - Dec	Telephone expense	500	
	Cash		500
Dec 31	Telephone expense	100	
	Telephone payable		100

Statement of Financial Position , at December 31' Year 1	$
Current liabilities	
Telephone payable	100

4. On December 1' Year 1, a company borrows $30,000 and sings a 12%, 6-month note payable. The company closes books on December 31.

Journal

Date	Accounts	Dr $	Cr $
Year 1			
Dec 1	Cash	30,000	
	Note payable		30,000
Dec 31	Interest expense	300	
	Interest payable		300

Statement of Financial Position, at December 31' Year 1	$
Current liabilities	
Note payable	30,000
Interest payable	300

5. A company makes cash sales amounting to $3,000 during December' Year 1, when a 4% sales tax is in effect. The taxes are payable in Year 2, and the company closes books on December 31.

Journal

Date	Accounts	Dr $	Cr $
Year 1			
Dec 1- 31	Cash	3,120	
	Sales		3,000
	Sales tax payable (3,000x4%)		120

Statement of Financial Position, at December 31' Year 1	$
Current liabilities	
Sales tax payable	120

6. A company sold computers for $200,000 cash in Year 1. Based on past experience, the manager estimates that the warranty liability will be $25,000. In Year 1, the company makes repairs related to this warranty costing $20,000. The warranty expires in Year 2.

Journal

Date	Accounts	Dr $	Cr $
Year 1			
Jan-Dec	Cash	200,000	
	Sales		200,000
Jan-Dec	Warranty expense	20,000	
	Cash		20,000
Dec 31	Warranty expense	5,000	
	Estimated warranty payable		5,000

Statement of Financial Position, at December 31’ Year 1	$
Current liabilities	
Estimated warranty payable	5,000

Synopsis

This topic explains what a current liability is and which current liabilities are the most usual. It also explains the accounting entries made to record current liabilities, both determinable and contingent, and their presentation on the statement of financial position.

Expected Study Time

Estimated number of hours of student work this week 20hrs

Week 7 and 8: Partnerships

Objective

The purpose of this topic is to explain the characteristics of sole proprietorships, partnerships and corporations. More specifically, students will understand accounting for partnerships. Students will learn the accounting entries made to open up and liquidate a partnership, as well as the entries for a partner's admission and withdrawal. Students will also learn the profit sharing methods, the Statement of Financial Position and the Statement of Partners' Capitals.

Learning Outcomes

After the completion of this topic students should be able to:

- Identify the characteristics of sole proprietorships, partnerships and corporations
- Describe the partnership formation and the opening Statement of Financial Position
- Explain the profit / loss sharing methods
- Apply the accounting entries made to liquidate a partnership
- Use accounting entries made for a partner's admission and withdrawal
- Use the Statement of Partners' Capitals

Key Words

Classification of businesses, formation and liquidation of partnerships, profit sharing methods, admission and withdrawal of a partner, opening Statement of Financial Position, Statement of Partners' Capitals

Bibliography

Weygant, Kieso and Kimmel, *Accounting Principles,* Wiley, 2015, [Chapter 12].
Edmonds, Edmonds, McNair and Olds, *Fundamental Financial Accounting Concepts,* McGraw Hill 2018 [Chapter 11].

Activities

Exercise 1

Before liquidating their partnership, Myers and Bird had capital accounts of $22,000 and $30,000 respectively. Before liquidation, the partnership had other assets with a value of $58,000, which were sold for $65,000 cash. The accounts payable were $6,000. Myers and Bird have agreed to share profits and losses equally.

You are required to make the journal entries in order to record:

1. **The sale of the other assets.**
2. **The transfer of the profit or loss from the sale of the assets to the partners' capital accounts.**
3. **The payment of the liabilities and**
4. **The distribution of the remaining cash to the partners.**

Solution 1

Journal

Date	Accounts	Debit $	Credit $
	Cash	65,000	
	Profit on sale ($65,000 – 58,000)		7,000
	Other assets		58,000
	Profit on sale	7,000	
	Capital Myers ($7,000 x 50%)		3,500
	Capital Bird ($7,000 x 50%)		3,500
	Accounts payable	6,000	
	Cash		6,000
	Capital Myers ($22,000 + 3,500)	25,500	
	Capital Bird ($30,000 + 3,500)	33,500	
	Cash ($65,000 – 6,000)		59,000

Exercise 2

On June 1' 2009, Kevin and David formed a partnership. Kevin invested $12,000 cash and inventory with a value of $32,000. David invested some non-cash assets, transferred liabilities and invested enough cash so that his capital would be $80,000. Details concerning the non-cash assets and the liabilities are given below:

	David $
Accounts receivable	13,900
Inventory	28,600
Equipment	35,000
Accounts payable	10,500

The partners have agreed to share profits and losses as follows:

	Kevin	David
Salary allowance	$36,000	$22,000
Interest allowance	10%	10%
Remaining profit	50%	50%

Required:

1. **Make the journal entries in order to record the investment of each partner separately.**
2. **Prepare the opening balance sheet on June 1' 2009.**
3. **Determine the share of profit for each partner, assuming that after one year of operations the partnership made a profit of $84,000.**
4. **Prepare the statement of partners' capitals for the year ending May 31' 2010. The partners' drawings were: Kevin $30,000 and David $25,000.**

Solution 2

1. Journal

Date	Accounts	Debit $	Credit $
2009			
June 1	Cash	12,000	
	Inventory	32,000	
	Capital Kevin ($12,000 + 32,000)		44,000

Date	Accounts	Debit $	Credit $
	Cash ($80,000+10,500-35,000-28,600-13,900)	13,000	
	Accounts receivable	13,900	
	Inventory	28,600	
	Equipment	35,000	
	Accounts payable		10,500
	Capital David		80,000

2. Kevin & David

Balance sheet, June 1' 2009

Assets		$
Cash ($12,000 + $13,000)		25,000
Accounts receivable		13,900
Inventory ($32,000 + $28,600)		60,600
Equipment		35,000
Total assets		**134,500**
		$
Liabilities		
Accounts payable		10,500
Equity		
Capital Kevin	$44,000	
Capital David	$80,000	124,000
Total liabilities and equity		**134,500**

3.

	Kevin $	David $	Profit $84,000
Salary allowance	36,000	22,000	(58,000)
			26,000
Interest allowance			
Kevin $44,000 X 10%	4,400		
David $80,000 X 10%		8,000	(12,400)
			13,600
Remaining profit $13,600 X 50%	6,800	6,800	(13,600)
Share of profit	**47,200**	**36,800**	**0**

4. Kevin & David

Statement of partners' capitals, for the year ending May 31' 2010

	Kevin $	David $
Capital June 1' 2009	44,000	80,000
Add share of profit	47,200	36,800
Less drawings	(30,000)	(25,000)
Capital May 31' 2010	**61,200**	**91,800**

Synopsis

This topic describes the characteristics of sole proprietorships, partnerships and corporations. The topic explains the accounting entries made to open up and liquidate a partnership, as well as the entries for a partner's admission and withdrawal. It also explains the profit sharing methods, the Statement of Financial Position and the Statement of Partners' Capitals

Expected Study Time

Estimated number of hours of student work this week 40hrs

Week 9 and 10: Corporations

Objective

The purpose of this topic is to explain accounting for limited companies. More specifically, students will learn the accounting entries for the issuance and the redemption of shares as well as the entries for dividends. This topic also presents the Statement of Retained Earnings and the Statement of Shareholders' Equity.

Learning Outcomes

After the completion of this topic students should be able to :

- Identify
    - What is a limited company
    - How do limited companies raise capital
    - The types of limited companies
    - The types of shares and their characteristics
    - The entries to record the issuance of shares and the redemption of shares
    - The entries to record the declaration and payment of dividends
    - The preparation of the Statement of Retained Earnings and the Statement of Shareholders' Equity

Key Words

Limited companies, characteristics of shares, issuance and redemption of shares, dividends, retained earnings, shareholders' equity

Bibliography

Weygant, Kieso and Kimmel, *Accounting Principles,* Wiley, 2015, [Chapter 13, 14].
Wild, *Financial Accounting: Information for Decisions,* McGraw Hill 2018 [Chapter 11].
Edmonds, Edmonds, McNair and Olds, *Fundamental Financial Accounting Concepts,* McGraw Hill 2018 [Chapter 11].

Activities

Exercise 1

Hanoi Company enters into the following transactions:

1. On July 3, it issues 45,000 common shares with a $2 par value, for $2,5 per share.
2. On September 1, it issues 10,000 preferred shares with a $25 par value, for $25 per share.

3. On October 30, it issues 7,500 preferred shares with a $25 par value, for $30 per share.

You are required to record the above transactions in the journal.

Solution 1

Journal

Date	Accounts	Debit $	Credit $
3/7	Cash (45,000 X $2,5)	112,500	
	Common stock (45,000 X $2)		90,000
	Paid in capital		22,500
1/9	Cash (10,000 X $25)	250,000	
	Preferred stock (10,000X$125)		250,000
30/10	Cash (7,500 X $30)	225,000	
	Preferred stock (7,500 X$25)		187,500
	Paid in capital		37,500

Exercise 2

On December 31' 2015, the board of directors of Master Company declared a cash dividend of $112,750. The dividend was paid on January 20' 2016 to shareholders that held shares on January 15' 2016.

You are required to record the above transactions in the journal.

Solution 2

Journal

Date	Accounts	Debit $	Credit $
2015			
31/12	Dividends	112,750	

	Dividends payable		112,750
Date	Accounts	Debit $	Credit $
2016			
15/1	No Entry		
20/1	Dividends payable	112,750	
	Cash		112,750

Exercise 3

Cruise Company presents the following results for the year ending December 31' 2010: net profit $475,000; dividends $350,000; retained earnings December 31' 2009 $1,500,000.

You are required to prepare the statement of retained earnings for the year ending December 31' 2010.

Solution 3

Cruise Company

Statement of retained earnings, for the year ending December 31' 2010.

	$
Retained earnings January 1' 2010	1,500,000
Add net profit	475,000
Less dividends	(350,000)
Retained earnings December 31' 2010	**1,625,000**

Exercise 4

You are given the following information for REO Company on December 31' 2013:

Preferred shares	Common shares
Authorized 20,000, issued 7,500, par value $100, paid in capital $90,000	Authorized 250,000, issued 80,000, par value $5, paid in capital $960,000

Retained earnings 31/12/2013 $3,150,000	

You are required to prepare the statement of shareholders' equity at December 31' 2013.

Solution 4

REO Company

Statement of Shareholders' Equity, at December 31' 2013.

		$
<u>Preferred shares</u> Authorized 20,000 Par value $100 Issued 7,500		750,000
<u>Common shares</u> Authorized 250,000 Par value $5 Issued 80,000		400,000
Paid in capital Preferred shares Common shares	 $90,000 $960,000	1,050,000
Retained earnings 31/12/2013		3,150,000
Total shareholders' equity		**5,350,000**

Summary

This topic presents the characteristics of limited companies and explains the accounting entries required for the issuance and redemption of shares and the accounting entries for the declaration and payment of dividends. The Statement of Retained Earnings and the Statement of Shareholders' Equity are also presented.

Expected Study Time

Estimated number of hours of student work this week 40hrs

Week 11 and 12 : Cash Flows

Objective

The purpose of this topic is to help students understand the Statement of Cash Flows. More specifically, students will understand the importance of cash flows, the cash flows from operating, investing and financing activities as well as the preparation of the Statement of Cash Flows, using both the direct and indirect methods.

Learning Outcomes

After the completion of this topic students should be able to:

- Use Statement of Cash Flows
- Identify the importance of the Statement of Cash Flows
- Explain and use the content of the Statement of Cash Flows
- Prepare Statement of Cash Flows , using both the direct and indirect methods

Key Words

Cash flow classification, importance of cash flows, Statement of Cash Flows

Bibliography

Weygant, Kieso and Kimmel, *Accounting Principles,* Wiley, 2015, [Chapter 17].
Wild, *Financial Accounting: Information for Decisions,* McGraw Hill 2018 [Chapter 12].
Edmonds, Edmonds, McNair and Olds, *Fundamental Financial Accounting Concepts,* McGraw Hill 2018 [Chapter 12].

Activities

Exercise

The accountant of "Athens" Company provides the following information for the year ended 31/12/2015.

	$
Cash balance 31/12	61,000
Tax paid	38,000

Cash paid to suppliers and employees	704,000
Cash received from interest	10,000
Cash paid to buy fixed assets	160,000
Cash received from issuing shares	50,000
Interest paid	28,000
Cash received from loans	105,000
Cash paid for loans	55,000
Cash received from the sale of fixed assets	75,000
Dividends paid	40,000
Operating expenses paid	64,000
Cash received from customers	870,000
Cash balance 1/1	40,000

You are required to prepare the cash flow statement for the year ending 31/12/2015.

Solution

Athens Company

Cash flow statement for the year ending 31/12/2015.

	$	$
Cash flows from operating activities		
Cash received from customers		870,000
Cash received from interest		10,000
Cash paid to suppliers and employees		-704,000
Operating expenses paid		-64,000
Interest paid		-28,000
Tax paid		-38,000
Total cash flows from operating activities		**46,000**
Cash flows from investing activities		
Cash received from the sale of fixed assets	75,000	
Cash paid to buy fixed assets	-160,000	
Total cash flows from investing activities		**-85,000**
Cash flows from financing activities		
Cash received from loans	105,000	
Cash paid for loans	-55,000	
Cash received from issuing shares	50,000	
Dividends paid	-40,000	
Total cash flows from financing activities		**60,000**
Net cash increase		**21,000**

Cash balance 31/12		61,000
Less cash balance 1/1		40,000
Net cash increase		**21,000**

Summary

This topic explains what is the Statement of Cash Flows, the importance of the statement and how this report is prepared, using the direct and indirect methods.

Expected Study Time

Estimated number of hours of student work this week 40hrs

Final Examinations Guidelines

Final exams are different from midterm exams and other forms of assessment (i.e. projects, case studies etc.) mostly because they are comprehensive and that means that they draw upon your knowledge from the entire course. Also, students take the final exams during the examination period at the end of the semester and that means that they have to study for multiple exams at the same time (more or less). Finally as they carry a lot of weight towards your course grade, your performance in the final could make a difference between an A- and a C+ on your transcript! Thus, it is important to follow a studying guide, and earn a top grade from your final exams. Herein, you may find some trusted and tested methods.

Plan ahead
It is recommended to plan out your study sessions (for ALL your exams) to have a better understanding on how much work you're facing. Use the calendar on your phone to set alerts and reminders for yourself so you stick to your plan.

Start early
Start studying for finals a few weeks before the first exam, and figure out how much time to set aside each day for each subject, setting realistic goals. Do not cram!
Study Strategically!
Try to prioritize the concepts of each course into three categories: red, orange and green. List under the red category the content that you believe it is definitely going to be in the final exam. This usually included topics addressed through quizzes, homework assignments, projects etc. as well as points raised by your tutor in the revision. Put under the orange category, topics that are probably in the final exam. For example topics explained thoroughly in weekly sessions that did not make it in the assignments, Topics that fueled lots of discussion in forum etc. The remaining material goes in the green category. Do not study in a serial way from the beginning to the end of your notes, but review the material in the red category, first. Then move on to studying what is listed in the orange category and, then the content in the green category. That way, if you run out of time, you know you at least have reviewed the basics extensively. Ask your teachers if they'll share copies of previous finals so you can see what might be covered or how questions will be phrased.
Give yourself more time to study for your toughest topics
Do not allot time equivalently for each topic. If a topic gave you trouble all semester, devote more time to that subject—even if it's your last final. Look over your previous form of assessment for that subject and take extra time now to review what you missed. By starting with the toughest stuff first, you have time to ask your lecturer questions or get help from peers or tutors.

Form a study group
There's nothing like peer pressure to keep you motivated to study. Plan skype sessions with friends to review the class material, compare notes, or work through tricky concepts. You'll benefit from the good study habits and notes of the other members in your study group. If you're trying to solve a tough problem, two heads are better than one.
Talk it out

Not only is it more fun to study with your friends than studying by yourself, you'll also learn more. By talking through the facts and formulas with a study partner, you're thinking about the material more deeply, which means you'll remember it better later.

Get creative with study aids

Now that you know what key concepts from each subject you need to prioritize, find the best way to review and internalize what you predict will be on the final exam. Make flash cards to help you memorize dates or come up with a short video that you can upload in your yahoo channel!

Quiz yourself

Students tend to remember the information they have been examined on better than the information they simply review. So ask your study group members or your friends to quiz you!

Make sleep a priority

While it may be tempting to pull an all-nighter and cram everything in at the last minute, it's a bad idea. You just add stress, and you won't retain the information for very long by studying that way. You may even forget some of it by the time the test begins.

Have a break!

Plan for breaks and do something that you enjoy during the breaks. This way you can improve your concentration when you return to studying:

Eat your greens

Eat healthy and drink plenty of water to keep your brainpower at its prime.
A mock-up final exam paper will be provided to you in the LMS.

ΠΕΡΙΕΧΟΜΕΝΑ/CONTENT:

Institution	University of Nicosia		
Programme of Study	BBA Hospitality Management		
Course	ECON-150 Microeconomics		
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Mode of Delivery	DistanceLearning ☒	Conventional ☐	
Type of Course	Required ☒	Elective ☐	
Number of Group Advising Meetings/Teleconferences/Lectures	Total: 9 hours (additional consultation time available upon request)	With Physical Presence N/A	On-line: 3 WebEx sessions, 3 hours each
Number of assignments	12		
Assessment	• 12 Assignments (40%) • Final Examination (60%)		
Number of ECTS credits	10		

Preparation of Study Guide by:	Dr Spyros Hadjidakis
Review and approval of study Guide by:	UNic Internal Quality Assurance Committee.

i. Teaching Faculty

Dr. Spyros Hadjidakis,
Full time faculty member,
Email: hadjidakis.s@unic.ac.cy

ii. Module / Course:

Brief description of Module/Course and Aims:

The course examines the economic way of thinking, the use of graphical analysis in problem solving, the determination of prices by the forces of demand and supply, the decision-making process regarding the optimal level of output and the analysis of the different market structures.

- **Main Topic/Thematic Areas**:

1. **Basic Economics (two weeks)**
2. **Functioning of Markets (four weeks)**
3. **Firms and Markets (four weeks)**
4. **Market Government (two weeks)**

- **Expected Learning Outcomes :**
    1. Identify scarcity and opportunity cost
    2. Apply graphical analysis on economic issues
    3. Identify how equilibrium price is determined in a free market through the interaction of supply and demand
    4. Demonstrate the concepts of demand and supply analysis relevant to the business environment
    5. Analyze market examples and applications to simulate realistic business experience
    6. Explain market failure and the importance of the regulatory role of the government
    7. Analyze factor markets

- **Teaching Material**:

Authors	Title	Publisher	Year	ISBN
Parkin, M. Powell, M., and Matthews, K	Economics, European edition, 10^{th} ed., (PDF e-book)	Pearson	2017	ISBN 978129214826
Spyros Hadjidakis	On-line notes		2017	

- **ECTS**: 10 ECTS equivalent to 250 hours student workload

iii. Each Main Topic/Thematic Area:
Analytical description of each main topic/thematic area 1. Basic Economics 2. Functioning of Markets 3. Firms and Markets 4. Role of the Government • **Expected learning outcomes:** As per section (ii) above for a general overview, and for detailed breakdown with specific Learning Outcomes please refer to each week separately. • **Keywords Introductory notes**: As per specific keywords for each week. • **Educational/Learning material:** For more specific details, please refer to relevant week. • **Synopsis:** For more specific details, please refer to relevant week. • **Recommendations for further study:** For more specific details, please refer to relevant week. • **Weekly activities** Each week consists of: 1. 1 Forum discussion that its related to LOs on the topic 2. A multiple-choice quiz (Self Evaluation) 3. Every 3 weeks one 3 hours a WebEx session relevant to the LOs of the last 3 weeks 4. Review activities such as Discussions Questions and educational videos
iv. Teaching Timetable
Analysis of each week's teaching providing a timeline and relevant aims. In the timeline, the following should be clarified per week: what the student needs to study, when they will be required to submit written work and the relevant deadlines. The timeline should also refer to any teleconferences/ group consultation meetings that will take place and the final exam. (Please, refer to the LMS (Moodle platform)
v. Teaching methods

- Utilization of LMS – asynchronous
- WebEx tutorial – synchronous
- Student to lecturer interaction through dedicated forums
- Student to student interaction supported through dedicated student only chat room
- A student to content interaction supported through self-assessment test, such online tests and or quizzes
- Simulation and gamification activities, e.g. SLATE 3D Hotel gamification (Where applicable)

vi. Written work - Exams - Assessment

- **Assessment Guidelines**

- Learners should be reminded that as part of the 'Hospitality Industry Management' course, you have to complete a number of formative weekly Group Tasks. This requirement applies to weeks-please see relevant weeks in the platform for specifics. Although they do not count towards your final grade, formative tasks aim at helping you improve your skills prior to submitting your summative assignments as follows: Please note that for all types of assignment, submissions must be uploaded by the specified time listed in the assignment, with Sunday 23:00 hours GMT Time of the week being the standard.

- The Final Exam, will be announced on the platform prior to the date allowing ample time for preparation and traveling arrangement.

- For the group work requirements, you have been allocated in a specific team with a peer. Please find below your team and peer below:

  Team A: Peter Green and Stevie Nicks

  Team B: John McVie and Mick Fleetwood

  Team C: Bob Weston and Sharon Stone

  As soon as you read this, please email your peer, introduce yourself and get your team organized.

Important Peer Guidance

·You are advised to stay in continuous contact with your peer. If you are late in developing a review or you are unwell, your peer needs to know.

·Read each week's task instructions thoroughly and discuss them with your peer towards developing a common understanding. Don't assume that your peer knows what you are doing.
·In your peer feedback, always refer to proper referencing. All pieces of work should be written in your own words. Also, in-text references should appear in the script as well as a reference list at the end of the report.

What is peer assessment?

·Peer assessment is when students make assessment decisions on other students' work
·Peer assessments are linked to reflective practice as it involves self-development and as such, is an important skill for career development and management.

What makes a good piece of work?

Please note, your assessments should be based on the University of Nicosia Marking Criteria/ Rubric. Please go through the UNIC marking criteria and familiarize yourself with the requirements.

Referencing and Essay Writing

Please use the Harvard Referencing System (examples and how to on the platform) for all referencing requirements. All pieces of work (both formative and summative), require in-text references and a reference list at the end of the report. Also, analysis should be written in your own words (paraphrasing). Copying and pasting is not acceptable - it may lead to failure grade.

Finally, at the end of the module, you are encouraged to fill in the anonymous end of Module Evaluation survey appearing after the eponymous feedback forum. Students' voice is indeed important for improvement.

As soon as you read this email, please email your peer, introduce yourself and get your team organized.

Important Peer Guidance

·You are advised to stay in continuous contact with your peer. If you are late in developing a review or you are unwell, your peer needs to know.
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Finally, at the end of the module, you encouraged to fill in the anonymous end of Module Evaluation survey appearing after the eponymous feedback forum. Students' voice is indeed important for improvement.

Grading Guidelines:

1. Knowledge of the topic and ability to practically apply it;

2. Analysis of issues and an awareness of different viewpoints;

3. Evaluation of competing explanations or theories applied to a problem;

4. Ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system;

5. Skill in the presentation of an answer with accuracy, clarity and coherence.

With these objectives in mind, the following model marking scheme should apply:

	Numerical Grade	*Grade Points*
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	0-59	0.0

ASSIGNMENT	40
FINAL EXAMINATION	60
TOTAL	**100%**

vii. Communication

Communication is conducted through messages on LMS, posts in the forum, individual emails in an asynchronous mode.

For synchronous communication students are encouraged to contact lecturers through Skype, or phone over IP during pre-specified office hours which will be available on the course outline.

UNIVERSITY of NICOSIA

SCHOOL OF BUSINESS

HOSPITALITY TOURISM AND SPORTS MANAGEMENT DEPARTMENT

BBA in Hospitality Management

(DL – Distance Learning)

Study Guide

ECON - 150 - Microeconomics

Course Lead:

Spyros Hadjidakis – hadjidakis.s@unic.ac.cy

Course Contributors:

TBA

Contents

Introductory note

This Study Guide is a basic supplement for the distance learning course "ECON- 150 Microeconomics", which is offered by the distance learning BBA Hospitality Management programme. The aim of this Guide is to direct the students and help them into making systematic use of the educational material on which the teaching of the course is based.

The current course includes 12 sub-topics, separated in 12 study weeks. Each of these is composed of the following components: summary and brief introductory note, objectives, expected learning outcomes, key words, bibliography and other online resources, learning activities, and self-assessment exercises, and expected time that the student will be required to study. It is a compulsory course that corresponds to 10 ECTS.

The Guide must be used in common with the Course Outline and with the educational material indicated for each lecture through the interactive internet-based platform of the course (Moodle).

At the beginning of each study week, students are expected to familiarise themselves with the corresponding sections' objectives and learning outcomes, while they should go through the teaching material (recorded lectures) and conduct the additional learning activities. Learning activities will have a designated start and end date and time, which will be communicated to students via email. Some activities will be synchronous (e.g. webinars, online chats), while others will be asynchronous (e.g. Q&A Fora). The former will involve direct live interaction (either chat or verbal/video) between students and tutor, as well as between students themselves (student-tutor, student-student interactions), while in the latter the aforementioned interactions will not be live. Going through the teaching material and conducting the learning activities is *essential*, since it will help in clarifying and assimilating the material of the course as well as developing critical thinking on each topic.

In addition to the essential components described above, each section contains relevant bibliography (relevant textbooks and designated chapters), as well as relevant online resources (websites and other files such as scientific articles) and online videos to watch. Students are strongly encouraged to go through these additional resources, as part of self-directed learning, which will facilitate deeper understanding and critical thinking on the topic of interest. The relevant online resources and videos could be updated and/or enriched during the semester.

All relevant resources and activities can be found on the e-Learning Platform (Moodle) page of the specific course. It is essential that students follow the specific Study Guide in combination with the course's Moodle page throughout the duration of the course, in order to organise their learning time efficiently and take full advantage of the learning material offered.

The broad learning objective of the course is to Microeconomics theories that applied into the business environment of the Hospitality industry.

Introductory session

At the start of the course, students should view the welcome video provided by the Course Lead. This offers an introduction to the course and outlines the key learning objectives and outcomes that will be covered during ECON-150.

Course Weekly Schedule

Week 1	
Section	Introduction to Economics
Week 2	
Section	The Economic Problem
Week 3	
Section	Demand and Supply
Week 4	
Section	Elasticity
Week 5	
Section	Efficiency, Price Controls and Tax Incidence
Week 6	
Section	Consumer Choice
Week 7	
Section	Production and Cost
Week 8	
Section	Perfect competition
Week 9	
Section	Monopoly
Week 10	
Section	Monopolistic Competition and Oligopoly
Week 11	
Section	Market Failure and the Role of the government
Week 12	
Section	Factor Markets

Week 1: Introduction to Economics

Objectives

The objective of this lecture is to give you an all-around scope of the economic way of thinking and the basic economic concepts.

Expected learning outcomes

By the end of this lecture you will be able to:

- Identify the basic economic concepts such as scarcity, choice and opportunity cost.
- Distinguish among the microeconomic and macroeconomic environments
- Identify rational choices
- Examine the scientific methodology and economic models
- Distinguish among the different graphical analyses used in economics
- Calculate the slope of a line and a curve

Key words

Scarcity, choice, basic questions in economics, trade-off, opportunity cost , marginal analysis, voluntary exchange, market failure, microeconomics, macroeconomics, positive statement, normative statement, economic model, economic theory, ceteris paribus, fallacy of composition, post hoc fallacy, time-series graphs, cross section graphs, scatter diagrams, slope.

Further reading

Mankiw, G. and M. Taylor (2017), *Economics 4th edition*, Cengage Learning, ISBN 9781473725331, Chapter 1.

McConnell, C., S. Brue and S. Flynn (2015), *Economics 20th edition*, McGraw Hill, ISBN 9780078021756, Chapters 1, 2.

Activities

Practice questions (Chapter 1)
Quizzes (Chapter 1)
Assignment 1 (due end of Week 2)

Summary

The first lecture focused on the basic economic concepts, the economic way of thinking and in the use and interpretation of graphical analysis.

Expected Study Time

Estimated number of hours of student work this week 20hrs

Week 2: The economic problem

Objective

The objective of this lecture is to introduce you to the factors of production, the production possibilities frontier and the calculation of the opportunity cost.

Expected learning outcomes

By the end of this lecture you will be able to:

- Apply the production possibilities curve analysis
- Calculate the opportunity cost
- Identify economic growth
- Examine the comparative and absolute advantage
- Identify the coordination of economic activity

Key words

Factors of production, land, capital, labour, entrepreneurship, production possibilities frontier (PPF), productive efficiency, economic growth, absolute advantage, comparative advantage, property rights, circular flow of income.

Further reading

Mankiw, G. and M. Taylor (2017), *Economics 4th edition*, Cengage Learning, ISBN 9781473725331, Chapter 2.

McConnell, C., S. Brue and S. Flynn (2015), *Economics 20th edition*, McGraw Hill, ISBN 9780078021756, Chapters 1, 2.

Activities

Practice questions (Chapter 2)
Quizzes (Chapter 2)
Assignment 2 (due end of Week 3)
Videos (Chapter 2)

Summary

The second lecture focused on a more detailed analysis and calculation of the opportunity cost through the study of the production possibilities frontier.

Expected Study Time

Estimated number of hours of student work this week 20hrs

Week 3: Demand and Supply

Objective
The objective of this lecture is the study of the market mechanism and the determination of the price in a free competitive market.

Expected learning outcomes
By the end of this lecture you will be able to:

- Analyse the laws of demand and supply
- Identify the reasons for a movement along and a shift of the demand curve
- Identify the reasons for a movement along and a shift of the supply curve
- Analyse how demand and supply determine price and achieve market equilibrium
- Explain how changes in demand and/or supply affect price and quantity

Key words
Relative price, quantity demanded, law of demand, substitution effect, income effect, demand, change in demand, change in quantity demanded, quantity supplied, law of supply, change in supply, change in quantity supplied, market equilibrium, shortage, surplus.

Further reading

Mankiw, G. and M. Taylor (2017), *Economics 4th edition*, Cengage Learning, ISBN 9781473725331, Chapter 3.

McConnell, C., S. Brue and S. Flynn (2015), *Economics 20th edition*, McGraw Hill, ISBN 9780078021756, Chapter 3.

Activities
Practice questions (Chapter 3)
Quizzes (Chapter 3)
Assignment 3 (due end of Week 4)
Videos (Chapter 3)

Summary
The third lecture focused on the study of the market mechanism and specifically the determination of equilibrium price and quantity through the interaction of demand and supply.

Expected Study Time

Estimated number of hours of student work this week 20hrs

Week 4: Elasticity

Objective

The objective of this lecture is to introduce you to the responsiveness of consumers to a change in price, a change in income and a change in the price of a related product as well as to the firm's total revenue.

Expected learning outcomes

By the end of this lecture you will be able to:

- Explain the importance of elasticity and identify the factors affecting it
- Relate elasticity with the firm's total revenue
- Examine other types of elasticity (cross elasticity, income elasticity, supply elasticity) and assess their influence on a business

Key words

Elasticity, midpoint formula, elastic demand, perfectly elastic demand, inelastic demand, perfectly inelastic demand, unit elasticity, total revenue, cross elasticity, substitutes, complements, income elasticity, normal goods, inferior goods, luxury goods, supply elasticity.

Further reading

Mankiw, G. and M. Taylor (2017), *Economics 4th edition*, Cengage Learning, ISBN 9781473725331, Chapter 4.

McConnell, C., S. Brue and S. Flynn (2015), *Economics 20th edition*, McGraw Hill, ISBN 9780078021756, Chapter 6.

Activities

Practice questions (Chapter 4)
Quizzes (Chapter 4)
Assignment 4 (due end of Week 5)
Videos (Chapter 4)

Summary

The fourth lecture focused on the analysis and calculation of elasticity which measure consumer responsiveness to a change in the price of goods and services as well as a change in incomes or the prices of substitutes and complements.

Expected Study Time

Estimated number of hours of student work this week 20hrs

Week 5: Efficiency, price controls and tax incidence

Objectives
The purpose of this lecture is to introduce you to some of the common applications of demand and supply in the real world such as the imposition of price controls by the government and how elasticity affects the indirect tax burden between consumers and firms.

Expected learning outcomes
By the end of this lecture you will be able to:

- Explain how market efficiency is achieved
- Examine consumer surplus, producer surplus and deadweight loss and explain what happens when the efficient quantity is not produced.
- Explain how the market behaves in the existence of price controls
- Identify price ceilings and price floors
- Explain how elasticity affects tax incidence

Key words
Price controls, price ceiling, price floor, market efficiency, marginal benefit, marginal cost, consumer surplus, producer surplus, deadweight loss, tax incidence, tax burden.

Further reading

Mankiw, G. and M. Taylor (2017), *Economics 4th edition*, Cengage Learning, ISBN 9781473725331, Chapters 4, 7.

McConnell, C., S. Brue and S. Flynn (2015), *Economics 20th edition*, McGraw Hill, ISBN 9780078021756, Chapters 6, 4.

Activities
Practice questions (Chapters 5, 6)
Quizzes (Chapters 5, 6)
Assignment 5 (due end of Week 6)
Videos (Chapters 5, 6)

Summary
The fifth lecture focused on some of the main applications of demand and supply in the real world. Namely, the production of the efficient output, the imposition of price ceilings and price floors by the government, and the effect of elasticity on the burden of indirect taxes between buyers and sellers.

Expected Study Time

Estimated number of hours of student work this week 20hrs

Week 6: Consumer choice

Objective
The objective of this lecture is to introduce you to the theory of consumer behaviour and the role of total and marginal utility.

Expected learning outcomes
By the end of this unit you will be able to:

- Explain the concepts of total and marginal utility
- Analyse the law of diminishing marginal utility
- Explain how consumer utility is maximized and how consumer equilibrium is achieved
- Analyse the derivation of the demand curve from the utility theory.

Key words
Utility, total utility, marginal utility, law of diminishing marginal utility, consumer equilibrium

Further reading

Mankiw, G. and M. Taylor (2017), *Economics 4th edition*, Cengage Learning, ISBN 9781473725331, Chapter 5.

McConnell, C., S. Brue and S. Flynn (2015), *Economics 20th edition*, McGraw Hill, ISBN 9780078021756, Chapter 7.

Activities
Practice questions (Chapter 8)
Quizzes (Chapter 8)
Assignment 6 (due end of Week 7)
Videos (Chapter 8)

Summary
The sixth lecture focused on consumer behaviour and the origins of the demand curve from marginal utility.

Expected Study Time

Estimated number of hours of student work this week 20hrs

Week 7: Production and cost

Objective

The objective of this lecture is to introduce you to the decision-making process of the firm regarding output and cost calculation.

Expected learning outcomes

By the end of this lecture you will be able to:

- Explain the law of diminishing marginal returns and how it affects output in the short run
- Calculate fixed, variable, total, average and marginal costs
- Explain economies of scale and how they affect output in the long run

Key words

Short run, long run, total product, average product, marginal product, increasing marginal returns, diminishing marginal returns, total cost, fixed cost, variable cost, average cost, marginal cost, long-run average cost, economies of scale, diseconomies of scale.

Further reading

Mankiw, G. and M. Taylor (2017), *Economics 4th edition*, Cengage Learning, ISBN 9781473725331, Chapter 13.

McConnell, C., S. Brue and S. Flynn (2015), *Economics 20th edition*, McGraw Hill, ISBN 9780078021756, Chapter 9.

Activities

Practice questions (Chapter 10)
Quizzes (Chapter 10)
Assignment 7 (due end of Week 8)
Videos (Chapter 10)

Summary

Lecture seven focused on the organization of production and calculation of cost in the short run and in the long run.

Expected Study Time

Estimated number of hours of student work this week 20hrs

Week 8: Perfect competition

Objective
The objective of this lecture is to introduce you to the functioning of perfect competition and how it lays the foundation for the functioning of other market structures.

Expected learning outcomes
By the end of this lecture you will be able to:

- Distinguish implicit and explicit cost
- Identify the features of the four market structures
- Analyse the features of perfect competition
- Explain how a perfectly competitive firm maximized profits (or minimizes losses) in the short run
- To analyse the shutdown point and explain how to derive the short run supply curve of the firm
- Explain what happens to the firm's profits (or losses) in the long run

Key words
Price taker, economic profit, economic loss, accounting profit, explicit cost, implicit cost, marginal revenue, optimal level of output, marginal analysis, shutdown point.

References Further reading
Mankiw, G. and M. Taylor (2017), *Economics 4th edition*, Cengage Learning, ISBN 9781473725331, Chapter 13.

McConnell, C., S. Brue and S. Flynn (2015), *Economics 20th edition*, McGraw Hill, ISBN 9780078021756, Chapters 10, 11.

Activities
Practice questions (Chapter 11)
Quizzes (Chapter 11)
Assignment 8 (due end of Week 9)
Videos (Chapter 11)

Summary
Lecture eight focused on the introduction of market structures and the study of perfect competition.

Expected Study Time

Estimated number of hours of student work this week 20hrs

Week 9: Monopoly

Objective
The objective of this lecture is to introduce you to the functioning of the monopolistic firm.

Expected learning outcomes
By the end of this lecture you will be able to:

- Analyse the characteristics of monopoly
- Explain how the monopolistic firm maximized profits (or minimizes losses) in the short run and in the long run
- Analyse price discrimination.
- Compare perfect competition and monopoly

Key words
Market power, legal monopoly, natural monopoly, price discrimination, single-price monopoly.

Further reading

Mankiw, G. and M. Taylor (2017), *Economics 4th edition*, Cengage Learning, ISBN 9781473725331, Chapter 14.

McConnell, C., S. Brue and S. Flynn (2015), *Economics 20th edition*, McGraw Hill, ISBN 9780078021756, Chapter 12.

Activities
Practice questions (Chapter 12)
Quizzes (Chapter 12)
Assignment 9 (due end of Week 10)
Videos (Chapter 12)

Summary
Lecture nine focused on the study of the monopolistic firm.

Expected Study Time

Estimated number of hours of student work this week 20hrs

Week 10: Imperfect competition - monopolistic competition and oligopoly

Objective
The objective of this lecture is to introduce you to the functioning of the imperfect competition market structure, namely monopolistic competition and oligopoly.

Expected learning outcomes
By the end of this lecture you will be able to:

- Analyse the characteristics of monopolistic competition
- Explain how the monopolistically competitive firms maximizes profits (or minimizes losses in the short run and in the long run.
- Explain how product development and marketing influence profits in monopolistic competition.
- Analyse the characteristics of oligopoly
- Explain collusion and cartels
- Analyse the kinked demand curve and dominant firm oligopoly models

Key words
Monopolistic competition, product differentiation, product development, innovation, excess capacity, oligopoly, tacit collusion, cartel, kinked demand curve, dominant firm

Further reading

Mankiw, G. and M. Taylor (2017), *Economics 4th edition*, Cengage Learning, ISBN 9781473725331, Chapters 15, 16.

McConnell, C., S. Brue and S. Flynn (2015), *Economics 20th edition*, McGraw Hill, ISBN 9780078021756, Chapter 13.

Activities
Practice questions (Chapters 13, 14)
Quizzes (Chapters 13, 14)
Assignment 10 (due end of Week 11)
Videos (Chapters 13, 14)

Summary
Lecture 10 focused on the functioning of the monopolistically competitive and oligopolistic firms.

Expected Study Time

Estimated number of hours of student work this week 20hrs

Week 11: The role of the government and market failure

Objective
The objective of this lecture is to introduce you to public goods, market failure and how government policy deals with externalities.

Expected learning outcomes
By the end of this lecture you will be able to:

- Explain how externalities arise
- Identify when externalities lead to inefficient output
- Explain how government measures can influence the effects of positive and negative externalities
- Distinguish between public and private goods and identify the free-rider problem

Key words
Positive externalities, negative externalities, marginal external benefit, marginal external cost, marginal private cost, marginal private benefit, marginal social benefit, marginal social cost, public goods, private goods, free-rider problem, non-excludable.

Further reading

Mankiw, G. and M. Taylor (2017), *Economics 4th edition*, Cengage Learning, ISBN 9781473725331, Chapter 11.

McConnell, C., S. Brue and S. Flynn (2015), *Economics 20th edition*, McGraw Hill, ISBN 9780078021756, Chapters 4, 5.

Activities
Practice questions (Chapter 15)
Quizzes (Chapters 15)
Assignment 11 (due end of Week 12)
Videos (Chapter 15)

Summary
Lecture 11 focused on public and private goods, market failure caused by externalities and the government policy dealing with the effects of externalities.

Expected Study Time

Estimated number of hours of student work this week 20hrs

Week 12: Factor markets

Objective

The objective of this lecture is to introduce you to the market of the factors of production, namely the market for labour, capital and land.

Expected learning outcomes

By the end of this lecture you will be able to:

- Explain how factor prices and factor incomes are related
- Explain the marginal productive theory
- Analyse the determination of wages/salaries and employment in the capital market
- Analyse the determination of interest and investment in the labour market
- Analyse the determination of price in the renewable and non-renewable resource market

Key words

Derived demand, marginal product, marginal revenue product, marginal revenue cost, MRP=MRC rule, income effect, substitution effect, trade union, monopsony, economic rent, interest rate,

Further reading

Mankiw, G. and M. Taylor (2017), *Economics 4th edition*, Cengage Learning, ISBN 9781473725331, Chapter 17.

McConnell, C., S. Brue and S. Flynn (2015), *Economics 20th edition*, McGraw Hill, ISBN 9780078021756, Chapters 14, 16.

Activities

Practice questions (Chapter 17)
Quizzes (Chapter 17)
Assignment 12 (due end of Study Week)
Videos (Chapter 17)

Summary

Lecture 12 focused on the determination of price and quantity in the labour, capital and land (resource) markets.

Expected Study Time

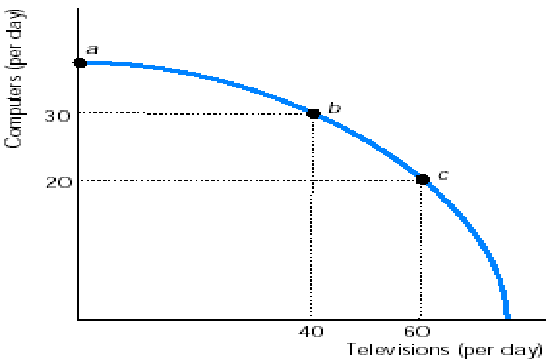
Estimated number of hours of student work this week 20hrs

ASSESSMENTS

SAMPLE ANSWERS TO SELF-EVALUATION EXERCISES

WEEK 2 - REVIEW QUESTIONS/QUIZZES

True/False



1. In the graph on the right point *a* is NOT attainable.
2. In the graph on the right the opportunity cost of moving from point *b* to point *c* is 10 computers.
3. From a point on the *PPF*, rearranging production and producing more of *all* goods is possible.
4. From a point within the *PPF*, rearranging production and producing more of *all* goods is possible.
5. Production efficiency requires producing at a point on the *PPF*.
6. Along a bowed-out *PPF*, as more of a good is produced, the opportunity cost of producing the good decreases.
7. Economic growth is illustrated by outward shifts in the *PPF*.
8. Increasing a nation's economic growth rate has an opportunity cost.
9. George definitely has a comparative advantage in producing sweaters if he can produce more than John.
10. If two persons have different opportunity costs of producing goods, both can gain from specialization and trade.
11. If Greece has an absolute advantage in growing oranges and making cars, it must have a comparative advantage in growing oranges.
12. Buyers and sellers must meet face-to-face in a market.
13. Price adjustments coordinate decisions in goods markets, but not in the markets for factors of production.

Multiple choice

1. Production points on the *PPF* itself are

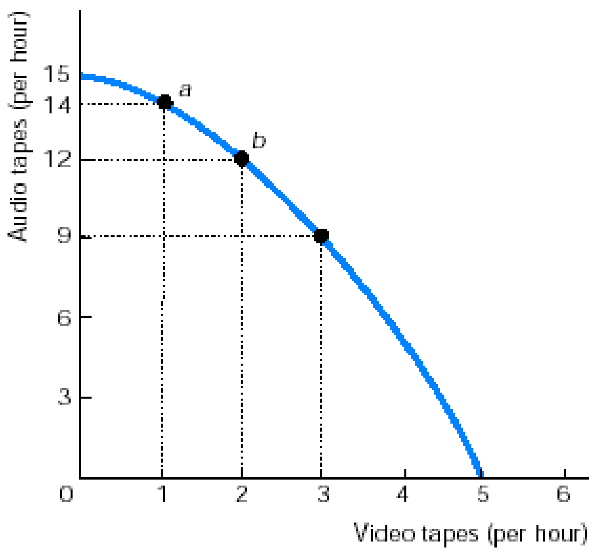
a) efficient but not attainable.
b) efficient and attainable
c) inefficient but not attainable.
d) inefficient and attainable.

2. If Greece can increase its production of meat without decreasing its production of any other good, Greece must have been producing at a point

a) within its *PPF*.
b) on its *PPF*.
c) beyond its *PPF*.
d) None of the above is correct because increasing the production of one good without decreasing the production of another good is impossible.

3. In the graph on the right, at point *a*, what is the opportunity cost of producing one more video tape?

a) 14 audio tapes
b) 3 audio tapes
c) 2 audio tapes
d) There is no opportunity cost.



4. In the graph on the right, at point *b* what is the opportunity cost of producing one more video tape?

a) 12 audio tapes
b) 3 audio tapes
c) 2 audio tapes
d) There is no opportunity cost.

5. Production efficiency means that

a) scarcity is no longer a problem.

b) producing more of one good without producing less of some other good is not possible.
c) as few resources as possible are being used in production.
d) producing another unit of the good has no opportunity cost.

6. The existence of the tradeoff along the *PPF* means that the *PPF* is

a) bowed outward.
b) linear.
c) negatively sloped.
d) positively sloped.

7. The bowed-outward shape of a PPF

a) is due to capital accumulation.
b) reflects the unequal application of technology in production.
c) illustrates the fact that no opportunity cost is incurred for increasing the production of the good measured on the horizontal axis but it is incurred to increase production of the good measured along the vertical axis.
d) is due to the existence of increasing opportunity cost.

Table 2.1 – Production possibilities		
Possibility	**Butter (kg)**	**Bread (units)**
a	600	0
b	400	100
c	0	200

A country produces only two goods – butter and bread. Three alternative combinations that are on its PPF are given in Table 2.1 above. Use this information to answer the next three questions.

8. In moving from combination *a* to *b*, the opportunity cost of producing more bread is

a) 6 kg of butter per unit of bread.
b) 4 kg of butter per unit of bread.
c) 2 kg of butter per unit of bread.
d) 0 pounds of butter per unit of bread.

9. In moving from combination *b* to *a*, the opportunity cost of producing more butter is

a) 0.10 bread per kg of butter.
b) 0.50 bread per kg of butter.
c) 1.00 bread per kg of butter.

d) 2.00 breads per kg of butter.

10. Producing 400 kg of butter and 50 breads is

a) not possible for this country.
b) possible and is an efficient production point.
c) possible, but is an inefficient production point.
d) none of the above.

11. Economic growth

a) creates unemployment.
b) has no opportunity cost.
c) shifts the *PPF* outward.
d) makes it more difficult for a nation to produce on its *PPF*.

12. The *PPF* shifts if

a) the unemployment rate falls.
b) people decide they want more of one good and less of another.
c) the prices of the goods and services produced rise.
d) the resources available to the nation change.

13. An increase in the country's capital stock will

a) shift the *PPF* outward.
b) cause a movement along the *PPF* upward and leftward.
c) cause a movement along the *PPF* downward and rightward.
d) move the country from producing within the *PPF* to producing at a point closer to the *PPF*.

14. One of the opportunity costs of economic growth is

a) capital accumulation.
b) technological change.
c) reduced current consumption.
d) the gain in future consumption.

15. In general, the more resources that are devoted to technological research, the

a) greater is current consumption.
b) higher is the unemployment rate.
c) faster the *PPF* shifts outward.
d) more the *PPF* will bow outward.

16. **A nation can *produce* at a point outside its *PPF***

a) when it trades with other nations.
b) when it is producing products as efficiently as possible.
c) when there is no unemployment.
d) never.

17. **A nation can *consume* at a point outside its *PPF***

a) when it trades with other nations.
b) when it is producing products as efficiently as possible.
c) when there is no unemployment.
d) never.

18. Which of the following does NOT help organize trade?

a) Property rights
b) Markets
c) The production possibilities frontier
d) None of the above because all the above answers help organize trade.

19. In markets, people's decisions are coordinated by

a) specialization according to absolute advantage.
b) changes in property rights.
c) learning-by-doing.
d) adjustments in prices.

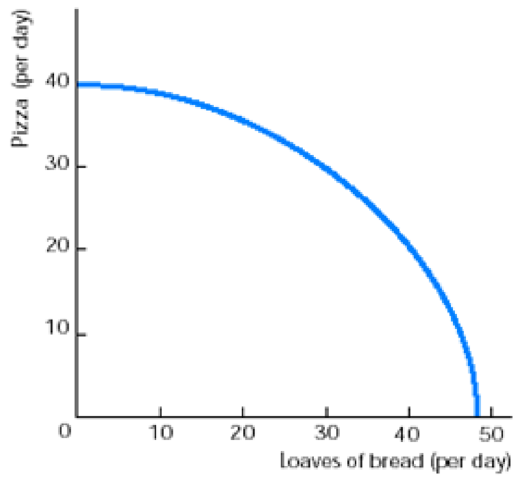
Short answers

Question 1

What does the negative slope of the *PPF* mean? Why is a *PPF* bowed out?

Question 2

In the graph below indicate which points are production efficient and which are inefficient. Also show which points are attainable and which are not attainable.



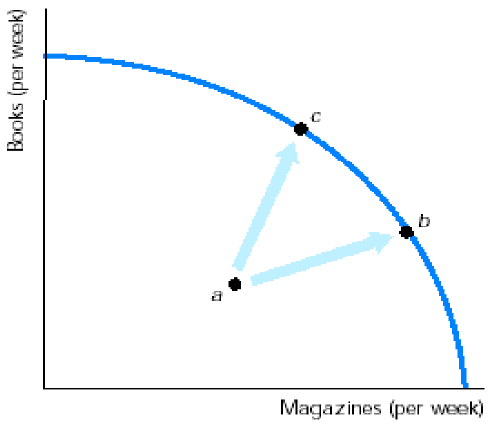
Question 3

How do property rights affect people's incentives to create new music?

WEEK 2 - REVIEW QUESTIONS/QUIZZES ANSWERS

True/False

1. **F** *Any* point on the production possibilities frontier is attainable, even points where the *PPF* intersects the axes.
2. **T** The opportunity cost equals the number of computers foregone, in this case the fall from 30 computers at point *b* to 20 at point *c*.
3. **F** Points on the frontier are production efficient, so increasing the production of one good necessarily requires producing fewer of some other good.
4. **T** Points within the frontier are inefficient, which means its possible to rearrange production and boost the production of all goods and services. This condition is illustrated in the graph on the right, where from (the inefficient) point *a*, it is possible to move to points such as *b* or *c* where more of both books and magazines are produced.



5. **T** Production efficiency implies that the production of one good can be

increased *only if* the production of another good is decreased, which is true only on the *PPF* itself.

6. **F** As more of a good is produced, the opportunity cost of additional units increases.

7. **T** As the *PPF* shifts outward, the nation is able to produce more of all goods.

8. **T** The opportunity cost is the loss of current consumption.

9. **F** Based on the information in the problem, George has an absolute advantage, but without more information we cannot tell whether she has a comparative advantage.

10. **T** A key observation is that *both* individuals gain.

11. **F** Comparative advantage requires *comparing* the opportunity cost of producing oranges in Greece with the opportunity cost of producing it elsewhere.

12. **F** Buyers and sellers communicate with each other in markets, but in most markets they do not meet face-to-face.

13. **F** Price adjustments coordinate decisions in all markets.

Multiple choice

1. **b** *Only* points on the frontier are both attainable and efficient.

2. **a** Only from points within the frontier can the production of a good increase without decreasing the production of another good.

3. **c** By producing 1 more video tape, audio tape production falls by 2 (from 14 to 12), so the opportunity cost of the video tape is the ratio of 2 audio tapes to the 1 video tape, that is, 2 audio tapes per video tape.

4. **b** As more video tapes are produced, the opportunity cost of an additional video tape gets larger.

5. **b** This answer is the definition of production efficiency.

6. **c** When production is on the *PPF*, the tradeoff is that if more of one good is produced, then some other good must be given up. This result means that the *PPF* has a negative slope.

7. **d** Increasing opportunity cost means that, as more of a good is produced, its opportunity cost increases. As a result, the *PPF* bows outward.

8. **c** Moving from *a* to *b* gains 100 breads and loses 200 kg of butter, so the opportunity cost is (200 kg of butter)/(100 breads), or 2 kg of butter per bread.

9. **b** 100 breads are given up, so the opportunity cost is (100 breads)/(200 kg of butter), or 0.50 bread per kg of butter. Note how the opportunity cost of a bread is the inverse of the opportunity cost of a kg of butter, as calculated in the answer to the previous question.

10. **c** When 400 kg of butter are produced, a maximum of 100 breads can be produced; if only 50 breads are produced, the combination is inefficient.

11. **c** Economic growth makes attainable previously unattainable production levels.

12. **d** An increase in resources shifts the *PPF* outward; a decrease shifts it leftward. (A decrease in the unemployment rate moves the nation from a point in the interior of the *PPF* to a point closer to the frontier.)

13. **a** Increases in a nation's resources create economic growth and shift the nation's *PPF* outward.

14. **c** If a nation devotes more resources to capital accumulation or technological development, which are the main sources of growth, fewer resources can be used to produce goods for current consumption.

15. **c** The more resources used for technological research, the more rapid is economic growth.

16. **d** The *PPF* shows the maximum amounts that can be produced.

17. **a** When a nation specializes according to its comparative advantage and trades with another specialist nation, both can consume at levels beyond their *PPFs*.

18. **c** The production possibilities frontier shows the limits to production and does not help organize trade.

19. **d** Changes in prices create incentives for people to change their actions.

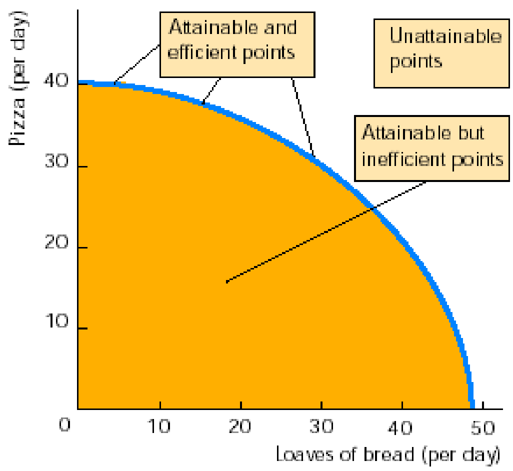
Short Answers

Question 1

The negative slope of the *PPF* indicates that increasing the production of one good means that the production of some other good decreases. A *PPF* is bowed out because the existence of non-identical resources (not suitable for the production of all goods) creates an increasing opportunity cost as the production of a good is increased. Because resources are not identical, some are better suited for producing one good than another. So when resources are switched from producing items for which they are well suited to producing goods for which they are ill suited, the opportunity cost of increasing the output of these goods rises.

Question 2

The graph below shows the efficient/inefficient points and attainable/not attainable points. The attainable but inefficient points are shaded; the attainable and efficient points lie on the *PPF* itself; and the unattainable points are located beyond the *PPF*.



Question 3

Property rights play a key role in giving the incentive to create new music or, more generally, to create *any* new computer program, book, medicine, and so forth. Creation is costly because resources, time, and effort must be devoted to this process. By securing the property right to new music, the musician stands to benefit greatly from the resources expended. But if the person cannot obtain a property right, anyone can copy the new music. In that case the musician's return will be disappear when a lot of people copy the music and, indeed, someone else might collect all the benefits (if he/she makes it appear as his/her own). Property rights, by promising that the musician will personally benefit from the effort involved in creating the music, motivate significantly more new music than would occur in the absence of property rights.

Final Examinations Guidelines

Final exams are different from midterm exams and other forms of assessment (i.e. projects, case studies etc.) mostly because they are comprehensive and that means that they draw upon your knowledge from the entire course. Also, students take the final exams during the examination period at the end of the semester and that means that they have to study for multiple exams at the same time (more or less). Finally as they carry a lot of weight towards your course grade, your performance in the final could make a difference between an A- and a C+ on your transcript! Thus, it is important to follow a studying guide, and earn a top grade from your final exams. Herein, you may find some trusted and tested methods.

Plan ahead

It is recommended to plan out your study sessions (for ALL your exams) to have a better understanding on how much work you're facing. Use the calendar on your phone to set alerts and reminders for yourself so you stick to your plan.

Start early

Start studying for finals a few weeks before the first exam, and figure out how much time to set aside each day for each subject, setting realistic goals. Do not cram!

Study Strategically!

Try to prioritize the concepts of each course into three categories: red, orange and green. List under the red category the content that you believe it is definitely going to be in the final exam. This usually included topics addressed through quizzes, homework assignments, projects etc. as well as points raised by your tutor in the revision. Put under the orange category, topics that are probably in the final exam. For example topics explained thoroughly in weekly sessions that did not make it in the assignments, Topics that fueled lots of discussion in forum etc. The remaining material goes in the green category. Do not study in a serial way from the beginning to the end of your notes, but review the material in the red category, first. Then move on to studying what is listed in the orange category and, then the content in the green category. That way, if you run out of time, you know you at least have reviewed the basics extensively. Ask your teachers if they'll share copies of previous finals so you can see what might be covered or how questions will be phrased.

Give yourself more time to study for your toughest topics

Do not allot time equivalently for each topic. If a topic gave you trouble all semester, devote more time to that subject—even if it's your last final. Look over your previous form of assessment for that subject and take extra time now to review what you missed. By starting with the toughest stuff first, you have time to ask your lecturer questions or get help from peers or tutors.

Form a study group

There's nothing like peer pressure to keep you motivated to study. Plan skype sessions with friends to review the class material, compare notes, or work through tricky concepts. You'll benefit from the good study habits and notes of the other members in your study group. If you're trying to solve a tough problem, two heads are better than one.

Talk it out

Not only is it more fun to study with your friends than studying by yourself, you'll also learn more. By talking through the facts and formulas with a study partner, you're thinking about the material more deeply, which means you'll remember it better later.

Get creative with study aids

Now that you know what key concepts from each subject you need to prioritize, find the best way to review and internalize what you predict will be on the final exam. Make flash cards to help you memorize dates or come up with a short video that you can upload in your yahoo channel!

Quiz yourself

Students tend to remember the information they have been examined on better than the information they simply review. So ask your study group members or your friends to quiz you!

Make sleep a priority

While it may be tempting to pull an all-nighter and cram everything in at the last minute, it's a bad idea. You just add stress, and you won't retain the information for very long by studying that way. You may even forget some of it by the time the test begins.

Have a break!

Plan for breaks and do something that you enjoy during the breaks. This way you can improve your concentration when you return to studying:

Eat your greens

Eat healthy and drink plenty of water to keep your brainpower at its prime.

Sample Final Examination

FINAL EXAM

SPRING 20XX

ECON-150 MICROECONOMICS

Time allowed: 2 hours

Answer all questions. Each question carries 1 point

Place the appropriate letter for each question (A, or B, or C, or D) in the boxes below

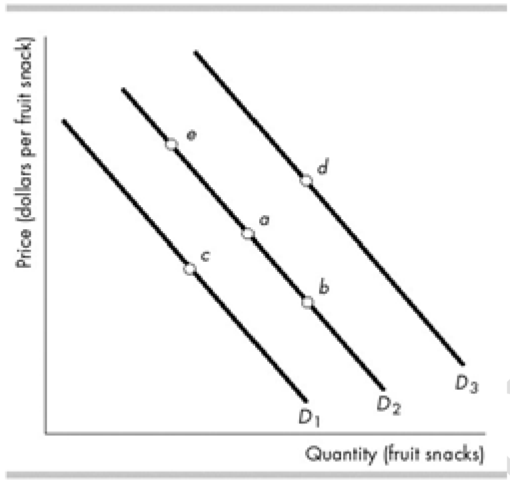
NAME: ____

1		16	
2		17	
3		18	
4		19	
5		20	
6		21	
7		22	
8		23	
9		24	
10		25	
11		26	
12		27	
13		28	
14		29	
15		30	

FINAL EXAM
ECON-150 Microeconomics
Name:_________________________________

MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.

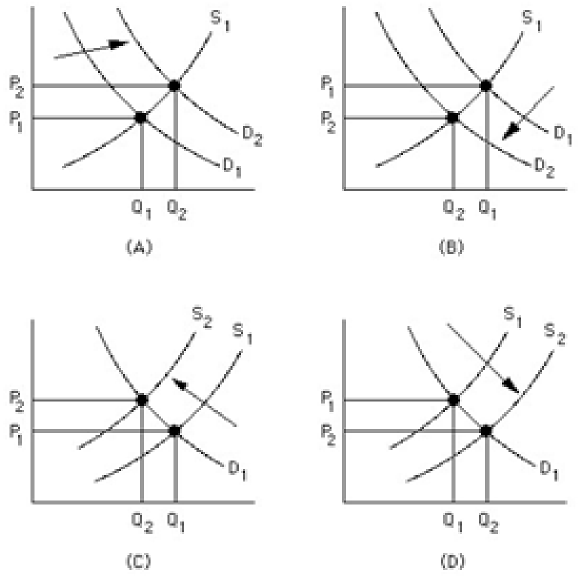
1) Which of the following is consistent with the law of demand?
A) A decrease in the price of juice causes no change in the quantity of juice demanded.
B) An increase in the price of beer causes a decrease in the quantity of beer demanded.
C) A decrease in the price of a litre of milk causes a decrease in the quantity of milk demanded.
D) An increase in the price of a tape causes an increase in the quantity of tapes demanded.



2) In the figure above, which movement reflects an increase in demand?
A) From point *a* to point *c*. B) From point *a* to point *e*.
C) From point *a* to point *b*. D) From point *a* to point *d*.

3) In the figure above, which movement reflects an increase in the price of a substitute for fruit snacks?
A) From point *a* to point *b*. B) From point *a* to point *c*.
C) From point *a* to point *e*. D) From point *a* to point *d*.

Figure 4.2
The Market for Gasoline



4) Referring to Figure 4.2, the Market for Gasoline, which panel shows the effect of a decision by the OPEC countries in the Middle East to export less oil to the rest of the world?
A) Panel C. B) Panel B. C) Panels B and C. D) Panel D.

5) The production costs of aspirin increase simultaneously as doctors find that one aspirin per day reduces the risk of heart attacks. Supply and demand for aspirin will
A) both decrease so that the equilibrium price falls and the equilibrium quantity will decrease, increase, or remain constant.
B) both increase, so that the equilibrium price and equilibrium quantity will increase.
C) increase and decrease, respectively, so that the equilibrium price will decrease, increase, or remain constant, but the equilibrium quantity will increase.
D) decrease and increase, respectively, so that the equilibrium price will increase, but the equilibrium quantity can decrease, increase, or remain constant.

6) All grapefruit juice producers have decided to blend tangerine juice with the grapefruit juice. This blend results in a higher cost of production, but studies show that consumers prefer the taste of the blend to straight grapefruit juice. What will happen to the equilibrium price and quantity of the new "blended" grapefruit juice now that it costs more to produce but consumers like it better?
A) Price will decrease but quantity will increase.
B) Price and quantity will both increase.
C) The effect on price is uncertain, but quantity will increase.
D) Price will increase, but the effect on quantity is uncertain.

7) Taco Bell's economists determine that the price elasticity of demand for their tacos is 2.0. So, if Taco Bell raises the price of its tacos by 6.0 percent, the quantity demanded will decrease by ________ percent.

A) 6.0 B) 12.0 C) 2.0 D) 3.0

8) What is the elasticity of demand for oranges (using average price and average quantity) when the price of oranges changes from $200 to $160 per bushel and so the quantity demanded changes from 1000 to 1400 bushels?

A) 10.0 B) 1.5 C) 0.67 D) 0.1

9) When the price elasticity of demand for a good equals
A) 0, the demand curve is vertical. B) 0, the demand curve is horizontal.
C) 1, the demand curve is horizontal. D) 1, the demand curve is vertical.

10) The short run is a time period
A) required over which profits can be earned from production.
B) during which all resources are variable.
C) during which at least one resource is fixed.
D) during which all resources are fixed.

Labor (workers per day)	Total product (pizzas per day)
0	0
1	10
2	25
3	37
4	45
5	50

11) Based on the production data for Pat's Pizza Restaurant in the above table, which worker has the largest marginal product?
A) Worker 1. B) Worker 2. C) Worker 3. D) Worker 4.

12) Based on the production data for Pat's Pizza Restaurant in the above table, the average product of labor when 4 workers are hired is ____ pizzas.
A) 8 B) 10 C) 11.25 D) 45

13) Which of the following statements is true for any marginal and average?
A) When the marginal is greater than the average, the average rises.
B) When the marginal is less than the average, the average rises.
C) When the marginal is rising, the average is rising.
D) When the marginal is equal to the average, the average falls.

Labor (workers)	Output (bikes)	Total fixed cost (dollars)	Total variable cost (dollars)	Total cost (dollars)
0	0	200		
1	20		100	
2	50			
3	60			
4	64			

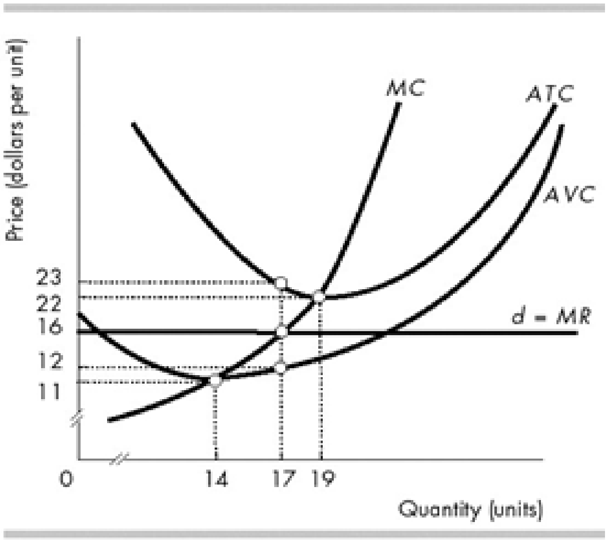
14) The table above gives costs at Tom's Bike Shop. Labor costs are the only variable costs of production. What is the total cost of producing 50 bikes?
A) $100 B) $200 C) $300 D) $400

15) The table above gives costs at Tom's Bike Shop. Each worker is paid $100 a day. Labor costs are the only variable costs of production. What is the total fixed cost associated with producing 64 bikes?
A) $200 B) $300 C) $400 D) $500

16) The marginal cost eventually increases because
A) of the law of diminishing returns.
B) eventually each additional worker produces a successively smaller addition to output.
C) the marginal product of the variable input eventually falls.
D) All of the above answers are correct.

17) When long run average cost decreases as output increases there are definitely
I. increasing marginal returns
II. economies of scale.
A) Only I. B) Only II. C) Both I and II. D) Neither I nor II.

18) Economies of scale
A) lead to rising long-run average costs as output increases.
B) occur if output more than doubles when capital and labor double.
C) occur if output less than doubles when capital and labor double.
D) occur when management complexity brings rising average cost.



19) Consider the perfectly competitive firm in the above figure. The profit maximizing level of output for the firm is equal to
A) 0 units. B) 14 units. C) 17 units. D) 19 units.

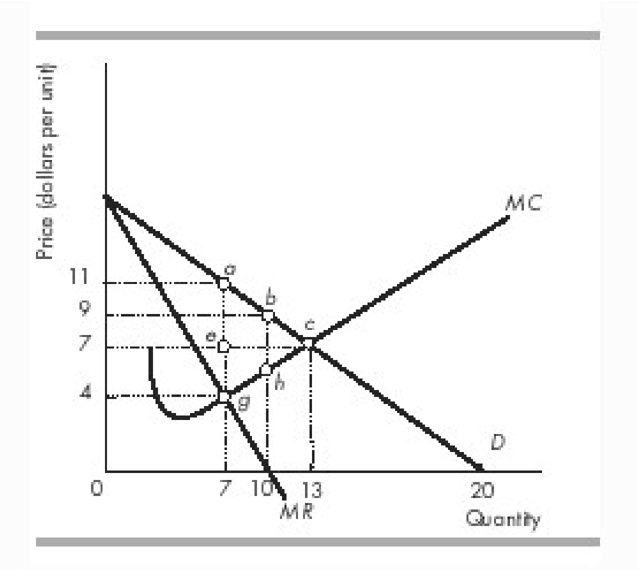
20) Consider the perfectly competitive firm in the above figure. At the profit maximizing level of output, the firm is earning
A) an economic loss equal to $119. B) an economic loss equal to $114.
C) an economic loss equal to $102. D) a normal profit.

21) Consider the perfectly competitive firm in the above figure. The shutdown point occurs at a price of
A) $11. B) $12. C) $16. D) $22.

22) Consider the perfectly competitive firm in the above figure. What will the firm choose to do in the short-run and why?
A) Shut down because the firm incurs an economic loss.
B) Stay in business because the firm is making an economic profit.
C) Stay in business because the firm's economic loss is less than fixed costs.
D) Stay in business, but produce a different level of output, because the firm incurs an economic loss.

23) Consider the perfectly competitive firm in the above figure. At what price will long-run equilibrium occur?
A) $11. B) $12. C) $22. D) $23.

24) John has a bakery and he has calculated that the profit-maximizing quantity is 10,000 donuts per year. John earns $12,000 in revenue from the sale of those donuts. John has two costs: he pays $16,000 in annual rental payments for its five-year lease on the shop. John has an additional cost of $5,000 for ingredients. Should John exit the industry in the long run?
A) Yes, because he is earning an economic loss.
B) Yes, because all costs are fixed in the long run.
C) No, because he is earning an economic profit.
D) No, because all costs are variable in the long run.



25) Consider the monopolist shown in the figure above. The profit maximizing level of output for a single-price monopolist is
A) 7. B) 11. C) 13. D) 22.

26) Price discrimination takes place when
A) a firm charges the same price for all the units of its product that it sells.
B) a firm charges different prices for different units of its product.
C) a firm is discriminated against by consumers.
D) None of the above answers is correct.

27) Within a monopolistically competitive industry,
A) each firm faces a downward sloping demand curve.
B) firms can charge a higher price for a higher quality product.
C) firms are not able to collude because there are too many of them.
D) All of the above answers are correct.

28) Product differentiation
A) causes the monopolistic competitor to face a downward-sloping demand curve.
B) means that the monopolistic competitor's product is a close but not perfect substitute for the products of its competitors.
C) enables the monopolistic competitor to compete in product quality.
D) All of the above answers are correct.

29) The kinked demand model is based on the assumption that each firm believes that
A) if it raises its price, other firms will follow. B) if it cuts its price, other firms will not follow.
C) if it cuts its price, the other firms will follow. D) it is unable to ever raise its price.

30) Which of the following statements concerning a dominant firm oligopoly model is correct?
A) The dominant firm acts like a perfectly competitive firm and takes the price as given.
B) The dominant firm like a monopolistically competitive firm and takes the price as given.
C) The dominant firm acts like a monopoly and sets the price.
D) None of the above answers are correct.

ΠΕΡΙΕΧΟΜΕΝΑ/CONTENT:

Institution	University of Nicosia		
Programme of Study	BBA Hospitality Management		
Course	ECON-160 Macroeconomics		
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Mode of Delivery	Distance Learning ☒	Conventional ☐	
Type of Course	Required ☒	Elective ☐	
Number of Group Advising Meetings/Teleconferences/Lectures	Total: 9 Sessions WebEx Plus consultation upon request	With Physical Presence N/A	On-line: 3 hours each WebEx session
Number of assignments	3		
Assessment	Assignment 20% Final Examination 60%		
Number of ECTS credits	10		

Preparation of Study Guide by:	Dr Spyros Hadjidakis
Review and approval of study Guide by:	UNic Internal Quality Assurance Committee.

i. Teaching Faculty

Dr Spyros Hadjidakis
Full time faculty member
hadjidakis.s@unic.ac.cy

ii. Module / Course:

Brief description of Module/Course and Aims:

The course examines the main macroeconomic variables and their measurement (GDP, inflation, unemployment), the aggregate demand-aggregate supply model, economic growth, the financial and monetary system, fiscal and monetary policy, international trade and balance of payments and exchange rates.

- **Main Topic/Thematic Areas**:

1. **Measuring Macroeconomics (two weeks)**
2. **Macroeconomic Trends (four weeks)**
3. **The Monetary system (two weeks)**
4. **Macroeconomic Policy (two weeks)**
5. **International Economics (two weeks)**

Expected Learning Outcomes :

1. Measure economic variables (GNP and its components, inflation, unemployment, money supply, balance of payments, exchange rates)
2. Analyze the aggregate demand – aggregate supply model, the concept of the multiplier and the business cycle
3. Explain the financial environment and the money creation process by the banking system
4. Identify the tools of monetary and fiscal policies, understand their effect on the economy and appreciate the significant role of the Central Bank.
5. Analyze international trade
6. Explain the importance balance of payments and how the value of foreign exchange is determined

- **Teaching Material**:

Authors	Title	Publisher	Year	ISBN
Parkin, M. Powell, M., and Matthews, K	Economics, European edition, 10th ed., (PDF e-book)	Pearson	2017	978129214826
Spyros Hadjidakis	On-line notes		2017	

- **ECTS**: 10 ECTS equivalent to 250 hours student workload

iii. Each Main Topic/Thematic Area:

Analytical description of each main topic/thematic area

1. Measuring Macroeconomics
2. Macroeconomic Trends
3. The monetary system
4. Macroeconomic Policy
5. International Economics

- **Expected learning outcomes:**
  As per section (ii) above for a general overview, and for detailed breakdown with specific Learning Outcomes please refer to each week separately.
- **Keywords Introductory notes** :
  As per specific keywords for each week.
- **Educational/Learning material:**
  For more specific details please refer to relevant week
- **Synopsis:**
  For more specific details please refer to relevant week
- **Recommendations for further study:**
  For more specific details please refer to relevant week

- **Weekly activities**
  Each week consists of:
  1. 1 Forum discussion that its related to LOs on the topic
  2. A Multiple choice Quiz – Self Evaluation
  3. Every 3 weeks one 3 hours WebEx session following the LOs
  4. Every Week assignment

iv. Teaching Timetable

Analysis of each week's teaching providing a timeline and relevant aims. In the timeline, the following should be clarified per week: what the student needs to study, when they will be required to submit written work and the relevant deadlines. The timeline should also refer to any teleconferences/ group consultation meetings that will take place and the final exam.
(See the platform)

v. Teaching methods

- Utilization of LMS – asynchronous
- WebEx tutorial – synchronous
- Student to lecturer interaction in dedicated forums

- Student to student interaction supported through dedicated student only chat
- A student to content interaction supported through self-assessment test, such online tests and or quizzes
- Simulation and gamification activities, e.g. SLATE 3D Hotel gamification (Where applicable)

vi. Written work – Exams – Assessment

- **Assessment Guidelines**

- Dear learner, please be reminded that as part of the 'Hospitality Industry Management' course, you have to complete a number of formative weekly Group Tasks. This requirement applies to weeks-please see relevant weeks in the platform for specifics. Although they do not count towards your final grade, formative tasks aim at helping you improve your skills prior to submitting your summative assignments as follows: Please note that for all types of assignment, must be in by the specified time listed in the assignment, with Sunday 23:00 hours GMT Time of the week being the standard.
- The Final Exam, will be announced on the platform prior to the date allowing ample time for preparation and traveling arrangement.

- For the group work requirements, you have been allocated in a specific team with a peer. Please find below your team and peer below:

  Team A: Peter Green and Stevie Nicks

  Team B: John McVie and Mick Fleetwood

  Team C: Bob Weston and Sharon Stone

  As soon as you read this, please email your peer, introduce yourself and get your team organized.

Important Peer Guidance
·You are advised to stay in continuous contact with your peer. If you are late in developing a review or you are unwell, your peer needs to know.
·Read each week's task instructions thoroughly and discuss them with your peer towards developing a common understanding. Don't assume that your peer knows what you are doing.
·In your peer feedback, always refer to proper referencing. All pieces of work should be written in your own words. Also, in-text references should appear in the script as well as a reference list at the end of the report.
What is peer assessment?
·Peer assessment is when students make assessment decisions on other students' work
·Peer assessments are linked to reflective practice as it involves self-development and as such, is an important skill for career development and management.
What makes a good piece of work?

Please note, your assessments should be based on the University of Nicosia Marking Criteria/ Rubric. Please go through the UNIC marking criteria and familiarize yourself with the requirements.

Referencing and Essay Writing

Please use the Harvard Referencing System (examples and how to on the platform) for all referencing requirements. All pieces of work (both formative and summative), require in-text references and a reference list at the end of the report. Also, analysis should be written in your own words (paraphrasing). Copying and pasting is not acceptable - it may lead to failure grade.

Finally, at the end of the module, you are encouraged to fill in the anonymous end of Module Evaluation survey appearing after the eponymous feedback forum. Students' voice is indeed important for improvement.

As soon as you read this email, please email your peer, introduce yourself and get your team organized.

Important Peer Guidance

·You are advised to stay in continuous contact with your peer. If you are late in developing a review or you are unwell, your peer needs to know.

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Finally, at the end of the module, you encouraged to fill in the anonymous end of Module Evaluation survey appearing after the eponymous feedback forum. Students' voice is indeed important for improvement.

Grading Guidelines:

1. Knowledge of the topic and ability to practically apply it;

2. Analysis of issues and an awareness of different viewpoints;

3. Evaluation of competing explanations or theories applied to a problem;

4. Ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system;

5. Skill in the presentation of an answer with accuracy, clarity and coherence.

With these objectives in mind, the following model marking scheme should apply:

Letter Grade	*Numerical Grade*	*Grade Points*
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	0-59	0.0

ASSIGNMENTS	40
FINAL EXAMINATION	60
TOTAL	**100**%

vii. Communication
Communication is conducted through messages on LMS post in the forum, individual emails in an asynchronous mode. For synchronous communication students are encouraged to contact me through Skype, or phone over IP during pre-specified office hours which will be available on the course outline.

UNIVERSITY of NICOSIA

SCHOOL OF BUSINESS

HOSPITALITY TOURISM AND SPORTS MANAGEMENT DEPARTMENT

BBA in Hospitality Management

Study Guide

ECON - 160 - Macroeconomics

Course Lead:

Dr Spyros Hadjidakis – hadjidakis.s@unic.ac.cy

Course Contributors:

TBA

Contents

Introductory note

This Study Guide is a basic supplement for the distance learning course "ECON-160 Macroeconomics", which is offered by the distance learning BBA Hospitality Management programme. The aim of this Guide is to direct the students and help them into making systematic use of the educational material on which the teaching of the course is based.

The current course includes 12 sub-topics, separated in 12 study weeks. Each of these is composed of the following components: summary and brief introductory note, objectives, expected learning outcomes, key words, bibliography and other online resources, learning activities, and self-assessment exercises, and expected time that the student will be required to study. It is a compulsory course that corresponds to 10 ECTS.

The Guide must be used in common with the Course Outline and with the educational material indicated for each lecture through the interactive internet-based platform of the course (Moodle).

At the beginning of each study week, students are expected to familiarise themselves with the corresponding sections' objectives and learning outcomes, while they should go through the teaching material (recorded lectures) and conduct the additional learning activities. Learning activities will have a designated start and end date and time, which will be communicated to students via email. Some activities will be synchronous (e.g. webinars, online chats), while others will be asynchronous (e.g. Q&A Fora). The former will involve direct live interaction (either chat or verbal/video) between students and tutor, as well as between students themselves (student-tutor, student-student interactions), while in the latter the aforementioned interactions will not be live. Going through the teaching material and conducting the learning activities is *essential*, since it will help in clarifying and assimilating the material of the course as well as developing critical thinking on each topic.

In addition to the essential components described above, each section contains relevant bibliography (relevant textbooks and designated chapters), as well as relevant online resources (websites and other files such as scientific articles) and online videos to watch.

Students are strongly encouraged to go through these additional resources, as part of self-directed learning, which will facilitate deeper understanding and critical thinking on the topic of interest. The relevant online resources and videos could be updated and/or enriched during the semester.

All relevant resources and activities can be found on the e-Learning Platform (Moodle) page of the specific course. It is essential that students follow the specific Study Guide in combination with the course's Moodle page throughout the duration of the course, in order to organise their learning time efficiently and take full advantage of the learning material offered.

The broad learning objective of the course is to cover Macroeconomics theories that applied into the business environment of the Hospitality industry.

Introductory session

At the start of the course, students should view the welcome video provided by the Course Lead. This offers an introduction to the course and outlines the key learning objectives and outcomes that will be covered during ECON – 160.

Course Weekly Schedule

Week 1	
Section	Measuring domestic production and income
Week 2	
Section	Measuring inflation and unemployment
Week 3	
Section	Economic growth
Week 4	
Section	Aggregate demand aggregate supply
Week 5	
Section	Aggregate expenditure and the multiplier
Week 6	
Section	Inflation and output
Week 7	
Section	The financial environment
Week 8	
Section	The monetary system
Week 9	
Section	Monetary policy
Week 10	
Section	Fiscal policy
Week 11	
Section	International trade
Week 12	
Section	Balance of payments and exchange rates

Week 1: Measuring domestic production and income.

Objectives

The objective of this lecture is to introduce you to the basic macroeconomic concepts, the circular flow of income, the Gross Domestic Product (GDP) and the different approaches for its calculation.

Expected learning outcomes

By the end of this lecture you will be able to:

- Distinguish between potential and real GDP
- Explain the economic cycles
- Identify the circular flow of income and the Gross Domestic Product
- Explain why GDP equals with total income and aggregate expenditure
- Calculate GDP using the expenditure, income and production approaches
- Calculate nominal GDP, real GDP and economic growth
- Explain the importance and limitations of GDP as a measure of economic prosperity

Key words

Potential GDP, economic cycles, recession, expansion, circular flow of income, nominal GDP, real GDP, aggregate expenditure, expenditure approach, income approach, value added, economic growth, GDP deflator.

Further reading

Mankiw, G. and M. Taylor (2017), *Economics 4th edition*, Cengage Learning, ISBN 9781473725331, Chapter 20.

McConnell, C., S. Brue and S. Flynn (2015), *Economics 20th edition*, McGraw Hill, ISBN 9780078021756, Chapter 25.

Activities

Practice questions (Chapter 20)
Quizzes (Chapter 20)
Assignment 1 (due end of Week 2)
Videos (Chapter 20)

Summary

The first lecture focused on the basic macroeconomic concepts and the measurement of the Gross Domestic Product and economic growth

Expected Time

Estimated number of hours of student work this week 20hrs

Week 2: Measuring inflation and unemployment

Objective

The objective of this lecture is to introduce you to the measurement of unemployment and inflation.

Expected learning outcomes

By the end of this lecture you will be able to:

- Identify the different labour market indicators
- Calculate unemployment
- Distinguish among the different types of unemployment
- Explain the natural rate of unemployment
- Construct the Consumer Price Index (CPI) and calculate the inflation rate

Key words

Economically active population, labour force, unemployment rate, economic activity rate, employment rate, frictional unemployment, structural unemployment, cyclical unemployment, natural rate of unemployment, full employment, price level, inflation, deflation, hyper-inflation, base year, Consumer Price Index.

Further reading

Mankiw, G. and M. Taylor (2017), *Economics 4th edition*, Cengage Learning, ISBN 9781473725331, Chapter 21.

McConnell, C., S. Brue and S. Flynn (2015), *Economics 20th edition*, McGraw Hill, ISBN 9780078021756, Chapter 27.

Activities

ASSESSMENTS

SAMPLE ANSWERS TO SELF-EVALUATION EXERCISES

WEEK 2 - REVIEW QUESTIONS/QUIZZES

True/False

1. Full-time students not looking for work are counted as unemployed.
2. The unemployment rate equals the total number of unemployed workers divided by the total working-age population.

3. Maria lost her job and looked for a new job for eight months. She stopped looking for work because she believes she cannot find a job. Maria is counted as unemployed.
4. The real wage rate is the wage rate including all fringes that is, the wage rate that workers "really" receive.
5. In a recession, the duration of unemployment generally increases.
6. George has just graduated from high school and is looking for his first job. George is frictionally unemployed.
7. The natural rate of unemployment equals the sum of frictional and structural unemployment.
8. At full employment, there is no unemployment.
9. Real GDP can never be greater than potential GDP.

Multiple choice

1. In a country with a working-age population of 200 million, 130 million workers are employed and 10 million are unemployed. The labor force equals
a. 200 million.
b. 140 million.
c. 130 million.
d. 10 million.

2. In a country with a working-age population of 200 million, 130 million workers are employed and 10 million are unemployed. The unemployment rate is
a. 5.0%.
b. 7.1%.
c. 7.7%.
d. 65.0%.

3. In a country with a working-age population of 200 million, 130 million workers are employed and 10 million are unemployed. The labor force participation rate is
a. 100%.
b. 70%.
c. 65%.
d. 5%.

4. Suppose that the money wage rate is €5 per hour, and that the price level is 100. If the money wage rate rises to €10 per hour and the price level does not change, what happens to the real wage rate?
a. The real wage rate doubles.
b. The real wage rate rises, but does not double.
c. The real wage rate does not change.
d. The real wage rate falls.

5. Suppose that the money wage rate is €5 per hour and that the price level is 100. If the money wage rate rises to €10 per hour and simultaneously the price level rises to 200, what happens to the real wage rate?
a. The real wage rate doubles.
b. The real wage rate rises but does not double.

c. The real wage rate does not change.
d. The real wage rate falls.

6. Unemployment resulting from a recession is called
   a. cyclical unemployment.
   b. frictional unemployment.
   c. structural unemployment.
   d. cycle unemployment.

7. Who of the following is a discouraged worker?
   a. Helen, who lost her job because of foreign competition and is unemployed until retrained.
   b. Bill, a fishery worker who is searching for a better job closer to home.
   c. John, a steelworker who was laid off but has stopped looking for a new job because the economy is in a recession and he thinks he won't be able to find a job.
   d. Maria, an office worker who lost her job because of a slowdown in economic activity.

8. Who of the following is frictionally unemployed?
   a. Helen, who lost her job because of foreign competition and is unemployed until retrained.
   b. Bill, a fishery worker who is searching for a better job closer to home.
   c. John, a steelworker who was laid off but has stopped looking for a new job because the economy is in a recession and he thinks he won't be able to find a job.
   d. Maria, an office worker who lost her job because of a slowdown in economic activity.

9. Who of the following is structurally unemployed?
   a. Helen, who lost her job because of foreign competition and is unemployed until retrained.
   b. Bill, a fishery worker who is searching for a better job closer to home.
   c. John, a steelworker who was laid off but has stopped looking for a new job because the economy is in a recession and he thinks he won't be able to find a job.
   d. Maria, an office worker who lost her job because of a slowdown in economic activity.

10. Who of the following is cyclically unemployed?
   a. Helen, who lost her job because of foreign competition and is unemployed until retrained.
   b. Bill, a fishery worker who is searching for a better job closer to home.
   c. John, a steelworker who was laid off but has stopped looking for a new job because the economy is in a recession and he thinks he won't be able to find a job.
   d. Maria, an office worker who lost her job because of a slowdown in economic activity.

11. At the natural rate of unemployment, there is no
   a. frictional unemployment.
   b. structural unemployment.

c. cyclical unemployment.
d. unemployment.

Short answers

1. Complete the table below:

Employed workers	Unemployed workers	Labor force	Unemployment rate
100	10	___	___
80	___	100	___
___	___	200	5.0%
130	8	___	___

2. Can the unemployment rate increase while the total amount of employment also increases? Be sure to take account of the behaviour of discouraged workers in your answer.

3. For the following time periods, describe Harry's labour market status. When Harry is unemployed, tell whether it is frictional, structural, or cyclical unemployment.
   a. From January 1 through June 30, 2002, Harry was a full-time student pursuing his bachelor's degree.
   b. On July 1, Harry graduated with his degree in body building. He spent three months looking for work before Dr. Smith hired him on October 1.
   c. From October 1 to January 1, 2003, Harry worked full-time on the night shift.
   d. On January 1, because of generally worsening economic conditions, Harry was put on part-time on the night-shift even though he wanted to work full time.
   e. On February 28, as economic conditions got worse, Dr. Smith fired Harry. He looked for work until May 1.
   f. On May 1, Harry was convinced that he could not find a job, so until October 31 Harry stayed at home and took care of his garden but did not look for work.
   g. On October 31, Dr Brown offered Harry a job, which Harry accepted.

4. Use the following information to calculate the Student Price Index for 2002 using 1999 as the base year (1999=100).

Good	Price in 1999 (€)	Quantity in 1999	Price in 2002 (€)
Shirts	10	1	25
Shoes	25	1	55
T-shirts	10	3	35
Textbooks	12	12	40
Jeans	12	3	30
Restaurant meals	5	11	14

WEEK 2 - REVIEW QUESTIONS/QUIZZES

ANSWERS

True/False

1. **F** These students are not in the labor force.
2. **F** The unemployment rate equals the total number of unemployed workers divided by the labor force, not the total working-age population.
3. **F** Maria is a discouraged worker because she stopped looking for a job and discouraged workers are not counted as unemployed.
4. **F** The real wage is the purchasing power of the wage, so the real wage rate shows the quantity of goods and services that can be purchased with an hour's work.
5. **T** The duration of unemployment refers to length of time workers are unemployed, and the duration increases during a recession.
6. **T** George is part of the normal movement in the labor market and he is frictionally unemployed.
7. **T** The natural rate of unemployment is *defined* as the sum of frictional and structural unemployment.
8. **F** At full employment, the unemployment rate equals the natural rate, comprising frictional and structural unemployment.
9. **F** When the unemployment rate is less than the natural rate of unemployment, real GDP is greater than potential GDP.

Multiple choice

1. **b** The labor force equals the sum of employed workers (130 million) and unemployed workers (10 million), or 140 million.
2. **b** The unemployment rate equals the number of unemployed workers divided by the labor force, multiplied by 100.
3. **b** The labor force participation rate equals the percentage of the working-age population in the labor force, that is, the total labor force (140 million) divided by the total working-age population (200 million), times 100.
4. **a** The real wage rate equals the money wage rate divided by the price level, so when the money wage rate doubles and the price level does not change, the real wage rate doubles.
5. **c** As in question 4, the real wage rate equals the money wage rate divided by the price level. Thus when both the money wage rate and price level double, the real wage rate does not change.
6. **a** Cyclical unemployment is positive when the economy is in a recession and negative when it is an expansion.
7. **c** John has stopped looking for work, so he is no longer considered an unemployed worker.
8. **b** Bill is part of the normal turnover in the labor force, so he is frictionally unemployed.
9. **a** Helen lost her job because of structural change (more foreign competition) in the economy, so she is structurally unemployed.

10. **d** Maria's job was lost because of a recession, so she is cyclically unemployed.
11. **c** The natural rate consists of only frictional and structural unemployment.

Short Answers

1. The answers are in the table on the right. To calculate them, remember that the labor force equals the sum of employed and unemployed workers. So, in the first line the total labor force equals 100 + 10 or 110. In the second line, the number of unemployed workers equals the labor force, 100, minus the total number of employed workers, 80. So unemployed workers are 20. The unemployment rate equals the total number of unemployed workers divided by the labor force, multiplied by 100. So in the first row the unemployment rate equals (10)/(110) x 100 = 9.1%. In the third row, rearranging the definition of the unemployment rate shows that the total number of unemployed workers equals the unemployment rate multiplied by the labor force. So, in the third row the total number of unemployed workers is (5.0%) x (200) so that unemployment is 10. The number of employed workers in that row therefore is 190.

Employed workers	Unemployed workers	Labor force	Unemployment rate
100	10	110	9.1%
80	20	100	20.0%
190	10	200	5.0%
130	8	138	5.8%

2. Although uncommon, both the number of employed workers and the unemployment rate can increase at the same time. This situation occurs most often just after the trough of the business cycle when the economy moves into an expansion. In these months, the economy is growing, and real GDP is expanding, so the total amount of employment rises. In addition, previously discouraged workers begin to see that they may now be able to find a job. A large number of discouraged workers may rejoin the labor force, start looking for jobs, and add significantly to the number of unemployed workers. (Recall that as discouraged workers, they were not counted as unemployed; rather they were not in the labor force.) Therefore, the unemployment rate may increase even though the total number of employed workers increases.

3. The answers are:
   a. As a full-time student, Harry was not in the labor force.
   b. While Harry searched for his first job, he was frictionally unemployed.
   c. When working full-time for Dr. Smith, Harry was an employed worker.
   d. Even though Harry wanted full-time work, he was still counted as (fully) employed when he was on the part-time night shift.
   e. From February 28 to May 1, Harry was cyclically unemployed because his unemployment was the result of a recession in the economy.
   f. From May 1 to October 31, Harry was not in the labor force because he was not looking for work. Harry was a discouraged worker.
   g. Harry is employed after October 31.

4. Just like in the example in the lecture notes, you should calculate the cost of the student basket in 1999 and 2002 by multiplying the respective prices and quantities (quantities in 1999 should also be used for the calculation of the

2002 student basket since quantity is fixed). You should find that the cost of the budget in 1999 is €300 and in 2002 €909. So, the CPI is cost of basket in 2002/cost of basket in 1999 x 100 = 909/300 x 100 = 303. The CPI increased by 203% between 1999 and 2002. The table below shows all the calculations:

Good	Price in 1999 (€)	Quantity in 1999	Expenditure In 1999	Price in 2002 (€)	Quantity in 2002	Expenditure in 2002
Shirts	10	1	10	25	1	25
Shoes	25	1	25	55	1	55
T-shirts	10	3	30	35	3	105
Textbooks	12	12	144	40	12	480
Jeans	12	3	36	30	3	90
Restaurant meals	5	11	55	14	11	154
Cost of basket			**300**			**909**

Student Price Index in 1999 = 300 / 300 x 100 = 100
Student Price Index in 2002 = 909 / 300 = 303

Practice questions (Chapter 21)
Quizzes (Chapter 21)
Assignment 2 (due end of Week 3)
Videos (Chapter 21)

Summary

The second lecture focused on the calculation of unemployment and inflation as well as the construction of the Consumer Price Index

Expected Time

Estimated number of hours of student work this week 20hrs

Week 3: Economic growth

Objective

The objective of this lecture is to introduce you to the business cycles, the concept of economic growth, its measurement and its sources.

Expected learning outcomes

By the end of this lecture you will be able to:

- Identify economic growth
- Explain the different rates of growth in each country
- Identify the sources of economic growth
- Explain the theories of economic growth

Key words

Economic growth, potential GDP, output gap, business cycle, recession, expansion, rule of 72, aggregate production function, demand for labour, and supply of labour, growth theories.

Further reading

Mankiw, G. and M. Taylor (2017), *Economics 4th edition*, Cengage Learning, ISBN 9781473725331, Chapter 22.

McConnell, C., S. Brue and S. Flynn (2015), *Economics 20th edition*, McGraw Hill, ISBN 9780078021756, Chapter 26.

Activities

Practice questions (Chapter 22)
Quizzes (Chapter 22)
Assignment 3 (due end of Week 4)
Videos (Chapter 23)

Summary

The third lecture focused on business cycles as well as the theory and sources of economic growth.

Expected Time

Estimated number of hours of student work this week 20hrs

Week 4: Aggregate demand and aggregate supply

Objective

The objective of this lecture is to introduce you to the aggregate demand-aggregate supply model which determines the price level and real GDP.

Expected learning outcomes

By the end of this lecture you will be able to:

- Explain the aggregate supply determinants
- Distinguish between long-run aggregate supply and short-run aggregate supply
- Explain the aggregate demand determinants
- Analyze macroeconomic equilibrium and distinguish between long-ran and short-run equilibrium
- Analyze the recessionary and inflationary gaps

Key words

Long-run aggregate supply, short-run aggregate supply, real wage, aggregate demand, wealth effect, substitution effect, expectations, disposable income, stagflation, recessionary gap, inflationary gap.

Further reading

Mankiw, G. and M. Taylor (2017), *Economics 4th edition*, Cengage Learning, ISBN 9781473725331, Chapter 33.

McConnell, C., S. Brue and S. Flynn (2015), *Economics 20th edition*, McGraw Hill, ISBN 9780078021756, Chapter 30.

Activities

Practice questions (Chapter 26)
Quizzes (Chapter 26)
Assignment 4 (due end of Week 5)
Videos (Chapter 26)

Summary

The fourth lecture focused on the aggregate demand-aggregate supply model and the attainment of macroeconomic equilibrium.

Expected Time

Estimated number of hours of student work this week 20hrs

Week 5: Aggregate expenditure and the multiplier

Objective
The objective of this lecture is to introduce you to the aggregate expenditure model, its relation to the aggregate demand-aggregate supply model and the way in which the multiplier affects total expenditure and real GDP.

Expected learning outcomes
By the end of this lecture you will be able to:
- Explain the consumption and savings function
- Determine equilibrium real GDP with a fixed price level
- Calculate the multiplier
- Explain the relation between equilibrium expenditure and aggregate demand and the effect of inflation on the multiplier

Key words
Disposable income, consumption function, savings function, dissaving, autonomous consumption, marginal propensity to consume, marginal propensity to save, aggregate expenditure, autonomous expenditure, induced expenditure, multiplier.

Further reading

Mankiw, G. and M. Taylor (2017), *Economics 4th edition*, Cengage Learning, ISBN 9781473725331, Chapter 32.

McConnell, C., S. Brue and S. Flynn (2015), *Economics 20th edition*, McGraw Hill, ISBN 9780078021756, Chapter 29.

Activities
Practice questions (Chapter 27)
Quizzes (Chapter 27)
Assignment 5 (due end of Week 6)
Videos (Chapter)

Summary
Lecture five focused on the aggregate expenditure and aggregate demand-aggregate supply models and the relation of the multiplier with aggregate expenditure and real GDP.

Expected Time
Estimated number of hours of student work this week 20hrs

Week 6: Inflation and output

Objectives
The purpose of this lecture is to introduce you to the analysis of inflation, the two main sources of inflation and its relation with real GDP.

Expected learning outcomes
By the end of this lecture you will be able to:
- Analyse demand-pull inflation
- Analyse cost-push inflation
- The relation between inflation and unemployment
- Analyse the short run and long-run Phillips curve

Key words
Demand-pull inflation, cost-push inflation, supply shock, short-run Phillips curve, long-run Phillips curve.

Further reading

Mankiw, G. and M. Taylor (2017), *Economics 4th edition*, Cengage Learning, ISBN 9781473725331, Chapter 35.

McConnell, C., S. Brue and S. Flynn (2015), *Economics 20th edition*, McGraw Hill, ISBN 9780078021756, Chapter 36.

Activities
Practice questions (Chapter 28)
Quizzes (Chapter 28)
Assignment 6 (due end of Week 7)
Videos (Chapter 28)

Summary
Lecture six focused on the two main sources of inflation (demand-pull and cost-push) and the relationship between inflation and unemployment through the analysis of the Phillips curve.

Expected Time
Estimated number of hours of student work this week 20hrs

Week 7: The financial environment

Objective

The objective of this lecture is to introduce you to the financial markets and the determination of the equilibrium interest rate.

Expected learning outcomes

By the end of this lecture you will be able to:

- Distinguish between physical and financial capital
- Identify loan, bond and stock markets
- Explain the relationship between bond prices and interest rates
- Distinguish between different types of financial intermediaries
- Explain how equilibrium is achieved in the loanable funds market

Key words

Gross investment, net investment, mortgage, bond price, face value, stock, equity, financial intermediary, loanable funds, nominal interest rate, and real interest rate.

Further reading

Mankiw, G. and M. Taylor (2017), *Economics 4th edition*, Cengage Learning, ISBN 9781473725331, Chapters 24-26, 30.

McConnell, C., S. Brue and S. Flynn (2015), *Economics 20th edition*, McGraw Hill, ISBN 9780078021756, Chapters 32, 34.

Activities

Practice questions (Chapter 23)
Quizzes (Chapter 23)
Assignment 7 (due end of Week 8)
Videos (Chapter 23)

Summary

Lecture seven focused on the characteristics of the financial markets and the determination of the equilibrium interest rate in the loanable funds market.

Expected Time

Estimated number of hours of student work this week 20hrs

Week 8: Money and the monetary system

Objective

The objective of this lecture is to introduce you to an economy's monetary system and to the manner in which the banking system is able to create money.

Expected learning outcomes

By the end of this lecture you will be able to:

- Explain the definition of money
- Analyse the money creation process
- Explain the factors affecting the demand for and the supply of money
- Analyse how equilibrium is achieved in the money market

Key words

Money, medium of exchange, unit of account, store of value, currency, fiat money, liquidity, M1, M2, M3, bank deposits, bank reserves, required reserves, desired reserves, excess reserves, money multiplier, demand for money, supply of money.

Further reading

Mankiw, G. and M. Taylor (2017), *Economics 4th edition*, Cengage Learning, ISBN 9781473725331, Chapter 27.

McConnell, C., S. Brue and S. Flynn (2015), *Economics 20th edition*, McGraw Hill, ISBN 9780078021756, Chapter 33.

Activities

Practice questions (Chapter 24)
Quizzes (Chapter 24)
Assignment 8 (due end of Week 9)
Videos (Chapter 24)

Summary

Lecture eight focused on the money creation process by the banking system and the attainment of equilibrium in the money market.

Expected Time

Estimated number of hours of student work this week 20hrs

Week 9: Monetary policy

Objective

The objective of this lecture is to introduce you to the conduct of monetary policy by the central bank and the monetary policy tools available to the central.

Expected learning outcomes

By the end of this lecture you will be able to:

- Explain the functioning of the central bank
- Identify the monetary policy tools
- Explain the transmission mechanism through which the central bank influences interest rates and economic activity.
- Distinguish between expansionary and contractionary monetary policy

Key words

Central bank, Euro system, open market operations, refinancing rate, repo rate, discount rate, minimum reserve ratio, reserve requirements, expansionary monetary policy, contractionary monetary policy, currency drain, bank run, quantitative easing (QE), liquidity trap.

Further reading

Mankiw, G. and M. Taylor (2017), *Economics 4th edition*, Cengage Learning, ISBN 9781473725331, Chapters 27, 34.

McConnell, C., S. Brue and S. Flynn (2015), *Economics 20th edition*, McGraw Hill, ISBN 9780078021756, Chapter 34.

Activities

Practice questions (Chapter 30)
Quizzes (Chapter 30)
Assignment 9 (due end of Week 10)
Videos (Chapter 30)

Summary

Lecture nine unit focused on the tools available to the central bank and how the Bank uses them to conduct monetary policy in order to influence interest rates, inflation and economic activity.

Expected Time

Estimated number of hours of student work this week 20hrs

Week 10: Fiscal policy

Objective

The objective of this lecture is to introduce you to fiscal policy, that is, how the government uses the fiscal budget to influence economic activity.

Expected learning outcomes

By the end of this lecture you will be able to:

- Explain the government budget
- Identify a government budget deficit and a budget surplus
- Distinguish between budget deficit and national debt
- Explain how fiscal policy affects real GDP
- Calculate fiscal multipliers.

Key words

Budget, budget deficit, budget surplus, balanced budget, government debt, automatic fiscal policy, automatic stabilizers, discretionary fiscal policy, government purchases multiplier, tax multiplier, crowding out, crowding in.

Further reading

Mankiw, G. and M. Taylor (2017), *Economics 4th edition*, Cengage Learning, ISBN 9781473725331, Chapter 34.

McConnell, C., S. Brue and S. Flynn (2015), *Economics 20th edition*, McGraw Hill, ISBN 9780078021756, Chapter 31.

Activities

Practice questions (Chapter 29)
Quizzes (Chapter 29)
Assignment 10 (due end of Week 11)
Videos (Chapter 29)

Summary

Lecture 10 focused on the government budget and how the government uses the budget to stabilize the economy.

Expected Time

Estimated number of hours of student work this week 20hrs

Week 11: International trade

Objective

The objective of this unit is to introduce you to the trading of goods and services among nations and the discussion of the cases for and against free trade.

Expected learning outcomes

By the end of this lecture you will be able to:

- Distinguish between comparative and absolute advantage
- Explain comparative advantage and how specialization and trade benefit a nation's output.
- Explain how barriers to trade affect a nation's output.
- Analyse the case for and against free trade

Key words

Comparative advantage, absolute advantage, terms of trade, tariff, quota, antidumping, infant industry, and outsourcing.

Further reading

Mankiw, G. and M. Taylor (2017), *Economics 4th edition*, Cengage Learning, ISBN 9781473725331, Chapter 19.

McConnell, C., S. Brue and S. Flynn (2015), *Economics 20th edition*, McGraw Hill, ISBN 9780078021756, Chapter 38.

Activities

Practice questions (Topic 11)
Quizzes (Topic 11)
Assignment 11 (due end of Week 12)
Videos (Topic 11)

Summary

Lecture eleven focused on international trade and the benefits and flaws of free trade.

Expected Time

Estimated number of hours of student work this week 20hrs

Week 12: Balance of payments and exchange rates

Objective
The objective of this lecture is to introduce you to the transactions of a nation with the resto of the world and the determination of the value of a nation's currency.

Expected learning outcomes
By the end of this lecture you will be able to:

- Calculate the current account balance
- Calculate the capital account balance
- Calculate the financial account balance
- Explain the foreign exchange market and how an exchange rate is determined
- Distinguish between fixed and flexible exchange rates
- Analyse how and why a nation's currency depreciates and appreciates

Key words
Balance of payments, current account, capital account, financial account, balance of payments deficit, balance of payments surplus, exchange rate, foreign exchange market, depreciation, appreciation, interest rate parity, purchasing power parity (PPP), real exchange rate, flexible exchange rates, fixed exchange rates, crawling peg.

Further reading

Mankiw, G. and M. Taylor (2017), *Economics 4th edition*, Cengage Learning, ISBN 9781473725331, Chapter 37.

McConnell, C., S. Brue and S. Flynn (2015), *Economics 20th edition*, McGraw Hill, ISBN 9780078021756, Chapter 39.

Activities
Practice questions (Chapter 25)
Quizzes (Chapter 25)
Assignment 12 (due end of Study Week)
Videos (Chapter 25)

Summary
Lecture twelve focused on balance of payments, the determination of exchange rates and the different exchange-rate policies nations follow.

Expected Time
Estimated number of hours of student work this week 20hrs

Final Examinations Guidelines

Final exams are different from midterm exams and other forms of assessment (i.e. projects, case studies etc.) mostly because they are comprehensive and that means that they draw upon your knowledge from the entire course. Also, students take the final exams during the examination period at the end of the semester and that means that they have to study for multiple exams at the same time (more or less). Finally as they carry a lot of weight towards your course grade, your performance in the final could make a difference between an A- and a C+ on your transcript! Thus, it is important to follow a studying guide, and earn a top grade from your final exams. Herein, you may find some trusted and tested methods.

Plan ahead

It is recommended to plan out your study sessions (for ALL your exams) to have a better understanding on how much work you're facing. Use the calendar on your phone to set alerts and reminders for yourself so you stick to your plan.

Start early

Start studying for finals a few weeks before the first exam, and figure out how much time to set aside each day for each subject, setting realistic goals. Do not cram!

Study Strategically!

Try to prioritize the concepts of each course into three categories: red, orange and green. List under the red category the content that you believe it is definitely going to be in the final exam. This usually included topics addressed through quizzes, homework assignments, projects etc. as well as points raised by your tutor in the revision. Put under the orange category, topics that are probably in the final exam. For example topics explained thoroughly in weekly sessions that did not make it in the assignments, Topics that fueled lots of discussion in forum etc. The remaining material goes in the green category. Do not study in a serial way from the beginning to the end of your notes, but review the material in the red category, first. Then move on to studying what is listed in the orange category and, then the content in the green category. That way, if you run out of time, you know you at least have reviewed the basics extensively. Ask your teachers if they'll share copies of previous finals so you can see what might be covered or how questions will be phrased.

Give yourself more time to study for your toughest topics

Do not allot time equivalently for each topic. If a topic gave you trouble all semester, devote more time to that subject—even if it's your last final. Look over your previous form of assessment for that subject and take extra time now to review what you missed. By starting with the toughest stuff first, you have time to ask your lecturer questions or get help from peers or tutors.

Form a study group

There's nothing like peer pressure to keep you motivated to study. Plan skype sessions with friends to review the class material, compare notes, or work through tricky concepts. You'll benefit from the good study habits and notes of the other members in your study group. If you're trying to solve a tough problem, two heads are better than one.

Talk it out

Not only is it more fun to study with your friends than studying by yourself, you'll also learn more. By talking through the facts and formulas with a study partner, you're thinking about the material more deeply, which means you'll remember it better later.

Get creative with study aids

Now that you know what key concepts from each subject you need to prioritize, find the best way to review and internalize what you predict will be on the final exam. Make flash cards to help you memorize dates or come up with a short video that you can upload in your yahoo channel!

Quiz yourself

Students tend to remember the information they have been examined on better than the information they simply review. So ask your study group members or your friends to quiz you!

Make sleep a priority

While it may be tempting to pull an all-nighter and cram everything in at the last minute, it's a bad idea. You just add stress, and you won't retain the information for very long by studying that way. You may even forget some of it by the time the test begins.

Have a break!

Plan for breaks and do something that you enjoy during the breaks. This way you can improve your concentration when you return to studying:

Eat your greens

Eat healthy and drink plenty of water to keep your brainpower at its prime.

Sample Final Examination

FINAL EXAM SAMPLE

SPRING 20XX

ECON-160 MACROECONOMICS

Time allowed: 2 hours

Answer all questions. Each question carries 1 point

Place the appropriate letter for each question (A, or B, or C, or D) in the boxes below

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FINAL EXAM
ECON 160 - Macroeconomics

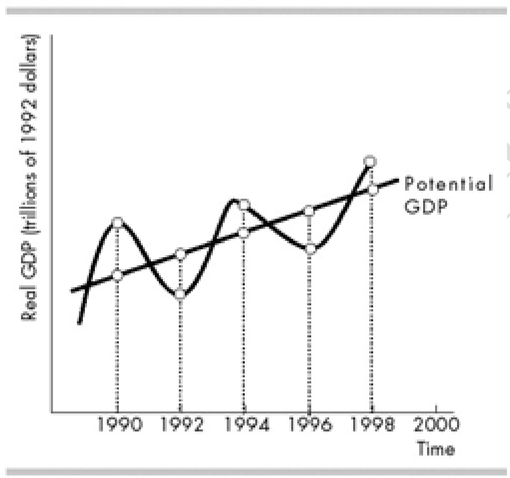
Name:________________________________

MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.

1) Which of the following are examples of long-term economic policy issues?
A) Inflation and recessions.
B) Inflation and slow economic growth.
C) Persistent unemployment and curing a depression.
D) Slow economic growth and recessions.

2) Economic growth is measured using the increase in ____.
A) real gross domestic product B) nominal gross domestic product
C) the consumer price index D) the inflation rate

3) Potential GDP is
A) the maximum GDP that an economy actually achieves throughout its entire history.
B) the level of GDP achieved during periods when 100 percent of the labor force is employed.
C) a goal that can never be achieved by the economy.
D) the value of production when all the nation's resources are fully employed.



4) In the figure above, long-term economic growth can be seen as
A) the growth in actual GDP from 1990 to 1998.
B) the growth in potential GDP from 1990 to 1998.
C) the fluctuations of real GDP around potential GDP.
D) the maximum point of real GDP as the economy moves through the business cycles.

5) A feature of a stock variable and a flow variable is that
A) a stock is a quantity per unit of time and a flow is a quantity that exists at a point in time.
B) a stock is a quantity that exists at a point in time and a flow is a quantity per unit of time.
C) a stock only measures the value of goods and services produced in a country during a given time period.
D) an example of a stock variable is real GDP and an example of a flow variable is consumption expenditure.

6) If the economy's capital stock decreases over time,
A) net investment is positive. B) depreciation is less than zero.
C) depreciation exceeds gross investment. D) gross investment equals net investment.

7) The Acme Stereo Company had a capital stock of $24 million at the beginning of the year. At the end of the year, the firm had a capital stock of $20 million. Thus its
A) net investment was some amount but we need more information to determine the amount.
B) net investment was $4 million for the year.
C) gross investment was zero.
D) net investment was -$4 million for the year.

8) The circular flow diagram indicates that
A) households sell the services of resources to firms.
B) firms buy the services of resources from the government.
C) households sell goods and services to the government.
D) firms buy goods and services from households.

9) Which of the following are equal to one another?
I. aggregate production
II. aggregate expenditure
III. aggregate income
A) I equals II, but not III. B) I equals III, but not II.
C) II equals III, but not I. D) I equals II equals III.

10) GDP using the expenditure approach equals the sum of personal consumption expenditures plus
A) gross private investment.
B) gross private investment plus government purchases of goods and services.
C) gross private investment plus government purchases of goods and services minus imports of goods and services.
D) gross private investment plus government purchases of goods and services plus net exports of goods and services.

11) Aggregate expenditures include all of the following EXCEPT
A) consumption of food. B) purchases of intermediate goods.
C) purchases of a piece of capital equipment. D) purchases of guns by the government.

12) If a market basket of goods cost $200 in the base year and $450 in a later year, the CPI in the later year equals
A) 225. B) 250. C) 300. D) 450.

13) Suppose that nominal GDP per person is $17,000 in 1999, the 1996 GDP deflator is 100, and the 1999 GDP deflator is 90. The approximate real GDP per person in 1999 is
A) $17,000. B) $18,889. C) $32,300. D) $15,300.

14) If the CPI in 1998 was 100 and the CPI in 1999 was 115, the rate of inflation was
A) 1.5 percent. B) 15 percent. C) 100 percent. D) 115 percent.

15) Suppose the working age population in Tiny Town is 100 people. If 25 of these people are NOT in the labor force, the ____ equals ____.
A) unemployment rate; 25/100 x 100 B) unemployment rate; 25/125 x 100
C) labor force; 75 D) labor force; 25/100 x 100

16) The unemployment rate is calculated as 100 times
A) [(labor force)/(population)]. B) [(unemployment)/(population)].
C) [(unemployment)/(labor force)]. D) [(labor force)/(unemployment)].

Total population (millions)	Currently employed (millions)	Not working and looking for work (millions)	Want to work but no longer looking for work (millions)
80	40	2	4

17) In the table above, the size of the labor force is
A) 80 million. B) 46 million. C) 42 million. D) 40 million.

18) In the table above, the number of people officially unemployed is ____.
A) 40 million. B) 6 million. C) 4 million. D) 2 million.

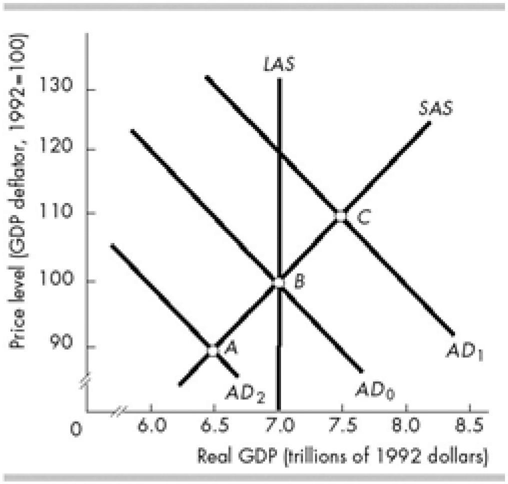
19) In the table above, the unemployment rate is
A) 50 percent. B) 15 percent. C) 10 percent. D) 5 percent.

20) When a worker quits a job to look for a better job,
A) structural and cyclical unemployment increase. B) structural unemployment decreases.
C) cyclical unemployment increases. D) frictional unemployment increases.

21) A change in the capital stock shifts
A) the long-run but not the short-run aggregate supply curve.
B) both the short-run and the long-run aggregate supply curves.
C) the short-run but not the long-run aggregate supply curve.
D) neither the short-run nor the long-run aggregate supply curve.

22) An increase in oil prices causes
A) short-run aggregate supply to decrease. B) short-run aggregate supply to increase.
C) long-run aggregate supply to decrease. D) long-run aggregate supply to increase.

23) A decrease in money wages causes
A) long-run aggregate supply to decrease. B) long-run aggregate supply to increase.
C) short-run aggregate supply to increase. D) short-run aggregate supply to decrease.

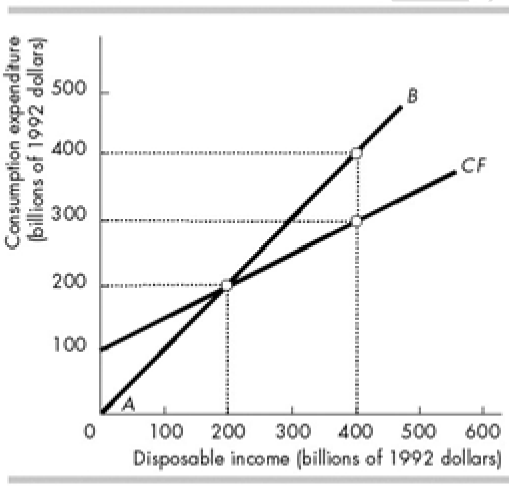


24) In the above figure, point *A* represents
A) a recessionary gap. B) a full-employment equilibrium.
C) an inflationary gap. D) an increase in aggregate demand.

25) In the above figure, point *B* represents
A) a recessionary gap. B) a full-employment equilibrium.
C) an inflationary gap. D) a decrease in aggregate demand.

26) In the above figure, point *C* represents
A) a recessionary gap. B) a full-employment equilibrium.
C) an inflationary gap. D) a decrease in aggregate demand.

27) The consumption function relates the consumption expenditure decisions of households to
A) the level of disposable income. B) investment decisions of firms.
C) saving decisions of households. D) the nominal interest rate.



28) In the above figure, consumption and disposable income are equal at
A) any point along the consumption function.
B) a saving level of $100 billion and disposable income level of $400 billion.
C) a disposable income level of $0.
D) a disposable income level of $200 billion.

29) In the above figure, at a disposable income level of $200 billion, saving equals
A) disposable income.   B) zero.
C) $40 billion.   D) consumption expenditures.

30) In the above figure, the line *AB* is called
A) the saving function.   B) the consumption function.
C) the 45-degree line.   D) the expenditure function.

CONTENT:

Institution	University of Nicosia		
Programme of Study	BBA Hospitality Management		
Course	HMGT-100 Hospitality Industry Management		
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Mode of Delivery	Distance Learning ☒	Conventional ☐	
Type of Course	Required ☒	Elective ☐	
Number of Group Advising Meetings/Teleconferences/Lectures	Total: Nine (9) hours (additional consultation time available upon request)	With Physical Presence N/A	On-line: 3 WebEx sessions, 3 hours each
Number of assignments	3		
Assessment	• Online Exercises/Quizzes (20%) • Written Assignment. (20%) • Final Exam (60%)		
Number of ECTS credits	10		

Preparation of Study Guide by:	George Panayiotou
Review and approval of study Guide by:	UNic Internal Quality Assurance Committee.

i. Teaching Faculty

George Panayiotou,
Full Time faculty member,
Email: panayiotou.g@unic.ac.cy

ii. Module / Course:

- **Brief description of Module/Course and Aims:**

The course aims to provide the student with an introduction to the world of business and particularly to business as it applies to the hospitality industry. More specifically, the course will provide an opportunity for the learner to become acquainted with the social, economic and environmental context within which the hospitality industry operates.
Also to understand the structure, nature and operating characteristics of the different sectors of the hospitality industry: food service, lodging and tourism and to obtain an appreciation of the various functions of management, and their interrelationships with other key concerns of managers such as marketing, finance and human resource management. The learner should also be able to identify the role of managers in the hospitality industry and to highlight their principal responsibilities.
Lastly the learner should be able to judge whether the hospitality profession suits their abilities, tastes, and career interests.

- **Main Topic/Thematic Areas**:
  1. Industry Perspective and Trends – One (1) week
  2. History of Lodging – Two (2) weeks
  3. Food and Beverage – Three (3) weeks
  4. Lodging Operations – Six (6) weeks
- **Expected Learning Outcomes :**
  1. Explain the relation of lodging and food service operations to the travel and tourism industry.
  2. Describe the role of the travel and tourism industry and its economic impact on the local, national and international levels.
  3. Cite opportunities for education, training and career development in the hospitality industry.
  4. Demonstrate knowledge of the history of the lodging and food service industry.
  5. Analyse, evaluate and discuss several aspects, development and trends which have affected lodging and food service operations in recent years and which will continue to have an impact on the industry in the future.
  6. Distinguish and oppose the effect on the industry of franchising, management contracts, referral organizations, independent and chain ownership and condominium.
  7. Endorse the general classifications of hotels and describe the most distinctive features of each.

8. Describe the seven common divisions or functional areas of the hotel organization (Rooms, Food and Beverage, Engineering and Maintenance, Marketing and Sales, Accounting, Human Resources, and Security) and explain the responsibilities and activities of each.
9. List departments found in each hotel division.
10. Outline and explain the main classifications of food service.
11. Describe the organization, structure and functional areas in commercial and institutional food service operation.
12. Discuss aspects of food and beverage controls, which pertain to food and beverage sales, payroll planning and production standards.

- **Teaching Material**:

Authors	Title	Publisher	Year	ISBN
Lattin, G. W	*The Lodging and Food Service Industry*; 6th ed.	The Educational Institute of the American Hotel and Motel Association.	2013	978-0-86612-437-6
Barrows, Powers:	*Introduction to Management in the Hospitality Industry; 10th Edition* + Study Guide	John Wiley and Sons	2012	978-0-470-91179-2
Ninemeier, J.D.	*Management of Food and Beverage Operations*; 6th ed.	The Educational Institute of the American Hotel and Motel Association.	2015	978-0-86612-477-5
Supplemental PowerPoint Slides	**For specific notes on the text book, (Barrows, Powers) please visits http://eu.wiley.com and download the power point presentations from the site. You need to access the 'student companion' link. Just write in the book title in the search area and click on the book and then follow the links for further readings.			

- **ECTS**: 10 ECTS equivalent to 250 hours student workload

iii. Each Main Topic/Thematic Area:

- **Brief description and aims respective to the main topic/thematic area**
  1. **Industry Perspective and Trends** –This thematic area will introduce the learner to the hospitality industry and help them make sense of the different components that make up the industry. Also key concepts and terminology will be introduced in order to build a professional vocabulary, and mind-set. For more specific details please refer to week (1) one.
  2. **History of Lodging** – This thematic area will continue to build and expand the concepts of the first thematic area, in order to connect the past, present and future. Also the profession and the learners place in

this industry will be discussed. For more specific details please refer to week (2) two and (3) three.

3. **Food and Beverage** – A more focused approach will be taken in this thematic area. More specifically, focus will be given to topics pertaining to the food and beverage industry, as well as continuing to build on terminology and concepts that build a strong understanding of the workings of this industry sector. For more specific details please refer to week (4) four (5) five and (6) six.
4. **Lodging Operations** – this thematic area will delve into the operational and managerial aspects of lodging operations. Each division and functional area will be identified and explained to provide the learner with specific know how on the operational and other relevant aspects. For more specific details please refer to weeks (7) seven through (12)

- **Expected learning outcomes:**
  As per section (ii) above for a general overview, and for detailed breakdown with specific Learning Outcomes please refer to each week separately.
- **Keywords Introductory notes** :
  As per specific keywords for each week.
- **Educational/Learning material:**
  For more specific details please refer to relevant week
- **Synopsis:**
  For more specific details please refer to relevant week
- **Recommendations for further study:**
  For more specific details please refer to relevant week
- **Weekly activities**
  Each week consists of:
  1. 1 Forum discussion that its related to LOs on the topic
  2. A Multiple choice Quiz – Self Evaluation
  3. Every 3 weeks one 3 hour WebEx session following the LOs
  4. Review activities such as Discussions Questions

iv. Teaching Timetable

Analytical description of each main topic/thematic area, in a way that provides the student with appropriate study guidance (as per study guide weekly analysis see pg. 11-31).

- Weekly activities
  Each week consists of:
  5. A Forum discussion thread that its related to LOs on the topic of the week
  6. An Online Quiz (multiple choice) - Self Evaluation
  7. Simulation Exercises (e.g. ABACUS)
  8. Review activities such as Discussions Questions

Every 3 weeks, a 3-hour WebEx session is conducted. It outlines and addresses the LOs in the last 3 weeks.
v. Teaching methods
• Utilization of LMS – asynchronous • WebEx sessions for tutorials – synchronous • Student to lecturer interaction through dedicated forums • Student to student interaction through dedicated student only chat rooms • Student to content interaction supported through self-assessment tesst, such online tests and or quizzes, simulations or gamification activities, (e.g. SLATE 3D Hotel gamification), where applicable.
vi. Written work – Exams - Assessment
• **Assessment Guidelines** • Dear learner, please be reminded that as part of the 'Hospitality Industry Management' course, you have to complete a number of formative weekly Group Tasks. This requirement applies to weeks-please see relevant weeks in the platform for specifics. Although they do not count towards your final grade, formative tasks aim at helping you improve your skills prior to submitting your summative assignments as follows: Please note that for all types of assignment, must be in by the specified time listed in the assignment, with Sunday 23:00 hours GMT Time of the week being the standard. • The Final Exam, will be announced on the platform prior to the date allowing ample time for preparation and traveling arrangement. • For the group work requirements, you have been allocated in a specific team with a peer. Please find below your team and peer below: Team A: Peter Green and Stevie Nicks Team B: John McVie and Mick Fleetwood Team C: Bob Weston and Sharon Stone **As soon as you read this, please email your peer, introduce yourself and get your team organized.** **Important Peer Guidance** ·You are advised to stay in continuous contact with your peer. If you are late in developing a review or you are unwell, your peer needs to know. ·Read each week's task instructions thoroughly and discuss them with your peer towards developing a common understanding. Don't assume that your peer knows what you are doing. ·In your peer feedback, always refer to proper referencing. All pieces of work should be written in your own words. Also, in-text references should appear in the script as well as a reference list at the end of the report.

What is peer assessment?

·Peer assessment is when students make assessment decisions on other students' work

·Peer assessments are linked to reflective practice as it involves self-development and as such, is an important skill for career development and management.

What makes a good piece of work?

Please note, your assessments should be based on the University of Nicosia Marking Criteria/ Rubric. Please go through the UNIC marking criteria and familiarize yourself with the requirements.

Referencing and Essay Writing

Please use the Harvard Referencing System (examples and how to on the platform) for all referencing requirements. All pieces of work (both formative and summative), require in-text references and a reference list at the end of the report. Also, analysis should be written in your own words (paraphrasing). Copying and pasting is not acceptable - it may lead to failure grade.

Finally, at the end of the module, you are encouraged to fill in the anonymous end of Module Evaluation survey appearing after the eponymous feedback forum. Students' voice is indeed important for improvement.

- **Grading Guidelines:**

1. Knowledge of the topic and ability to practically apply it;
2. Analysis of issues and an awareness of different viewpoints;
3. Evaluation of competing explanations or theories applied to a problem;
4. Ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system;
5. Skill in the presentation of an answer with accuracy, clarity and coherence.

With these objectives in mind, the following model marking scheme should apply:

Letter Grade	*Numerical Grade*	*Grade Points*
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	0-59	0.0

ASSESSMENT	%
Assignment	20

Weekly Online Exercise (s) and/or Quiz(s)	20
Final Examination	60
TOTAL	**100%**

vii. Communication

Communication is conducted through messages on LMS post in the forum, individual emails in an asynchronous mode.

For synchronous communication, students are encouraged to contact me through Skype, or phone over IP during pre-specified office hours which will be available on the course outline.

UNIVERSITY of NICOSIA

HOSPITALITY TOURISM AND SPORTS MANAGEMENT DEPARTMENT

BBA HOSPITALITY MANAGEMENT

Study Guide

HMGT- 100- Hospitality Industry Management

Course Lead:

George Panayiotou

panayiotou.g@unic.ac.cy

Course Contributors:

TBA

Contents

Introductory note

This Study Guide is a basic supplement for the distance learning course “”, which is offered by the distance learning BBA Hospitality Management programme. The aim of this Guide is to direct the students and help them into making systematic use of the educational material on which the teaching of the course is based.

The current course includes 12 sub-topics, separated in 12 study weeks. Each of these is composed of the following components: summary and brief introductory note, objectives, expected learning outcomes, key words, bibliography and other online resources, learning activities, and self-assessment exercises, and expected time that the student will be required to study. It is a compulsory course that corresponds to 10 ECTS.

The Guide must be used in common with the Course Outline and with the educational material indicated for each lecture through the interactive internet-based platform of the course (Moodle).

At the beginning of each study week, students are expected to familiarise themselves with the corresponding sections’ objectives and learning outcomes, while they should go through the teaching material (recorded lectures) and conduct the additional learning activities. Learning activities will have a designated start and end date and time, which will be communicated to students via email. Some activities will be synchronous (e.g. webinars, online chats), while others will be asynchronous (e.g. Q&A Fora). The former will involve direct live interaction (either chat or verbal/video) between students and tutor, as well as between students themselves (student-tutor, student-student interactions), while in the latter the aforementioned interactions will not be live. Going through the teaching material and conducting the learning activities is *essential*, since it will help in clarifying and assimilating the material of the course as well as developing critical thinking on each topic.

In addition to the essential components described above, each section contains relevant bibliography (relevant textbooks and designated chapters), as well as relevant online resources (websites and other files such as scientific articles) and online videos to watch.

Students are strongly encouraged to go through these additional resources, as part of self-directed learning, which will facilitate deeper understanding and critical thinking on the topic of interest. The relevant online resources and videos could be updated and/or enriched during the semester.

All relevant resources and activities can be found on the e-Learning Platform (Moodle) page of the specific course. It is essential that students follow the specific Study Guide in combination with the course's Moodle page throughout the duration of the course, in order to organise their learning time efficiently and take full advantage of the learning material offered.

The broad learning objective of the course is to cover all activities and management actions.

Introductory session

At the start of the course, students should view the welcome video provided by the Course Leader. This offers an introduction to the course and outlines the key learning objectives and outcomes that will be covered during HMGT-100.

Course Weekly Schedule

Week 1	
Section	The Travel and Tourism Industry in Perspective
Section	Career Opportunities
Week 2	
Section	The Early History of Lodging in Europe and America
Section	The Birth of the Modern Lodging Industry
Week 3	
Section	The Organization and Structure of Lodging Operations
Week 4	
Section	The Rooms Division
Week 5	
Section	The Growth and Development of Food Service
Week 6	
Section	The Organization and Structure of the Food Service Industry
Week 7	
Section	The Management and Operation of Food Services
Week 8	
Section	The Engineering and Maintenance Division
Week 9	
Section	The Marketing and Sales Division

Week 10	
Section	The Accounting Division
Week 11	
Section	The Human Resources Division
Week 12	
Section	The Security Division

Week 1: The Travel and Tourism Industry in Perspective

OBJECTIVE

The objective of this chapter is to provide students with an overview of hospitality management and the key concepts that will be applied throughout the entire course.

EXPECTED LEARNING OUTCOMES (LO)

LO 1: Explain why people travel, and identify internal (“push”) factors and external (“pull”) factors that influence their decisions to travel.
Key Concepts:

- More leisure time
- More disposable income
- Credit cards
- Internal “push” factors: health, curiosity, sports, religion, pleasure, business, prestige, visits to family and friends
- External “pull” factors: culture, history, geography, wildlife, climate, architecture, shopping

LO2: Identify where people travel, and describe requirements that destinations must satisfy to support travel and tourism.
Key Concepts:

- Natural resources
- Infrastructure
- Superstructure
- Transportation
- Hospitality resources

LO 3: Describe economic and other factors that affect international, national, and local travel and tourism.
Key Concepts:

- Globalization—increasing ease of international travel and worldwide expansion of major corporations
- World Tourism Organization’s *Tourism Toward 2030*
- Disasters and calamities slow tourism temporarily, but it always seems to rebound and grow
- Asia-Pacific is the region experiencing the greatest travel growth
- National—tourism supports 7.5 million jobs, including 1.8 million in hotels alone (US)
- Tourism is among the top industries

- The U.S. remains the world's top tourism earner Ripple effect

LO 4: Explain what the term "ecotourism" means.
Key Concepts:

- Low-impact tourism—avoids harming or destroying the natural environment
- Responsible travel—promotes enjoyment and protection of the environment

LO 5: Describe how the rising cost of fossil fuels is affecting the travel and tourism industry.
Key Concepts:

- Rising fossil fuel costs threaten to make some forms of travel and tourism unaffordable
- Remote destinations and sites that depend on air travelers are especially likely to feel the pinch

REFERENCES

Authors	Title	Publisher	Year	ISBN
Lattin, G. W	*The Lodging and Foodservice Industry*. 6th ed.	The Educational Institute of the American Hotel and Motel Association.	2013	978-0-86612-437-6

ACTIVITIES
Relevant case studies, reflecting specific learning outcomes.

SYNOPSIS
During this week the students will look at the broader concepts of travel and tourism and start building on key concepts, definitions and ideas pertaining to the industry.

Estimated Workload: 20 hrs

Week 1: Career Opportunities

OBJECTIVE

The objective of this chapter is to provide students with specific knowledge on career opportunities for the hospitality industry and the key concepts that will be applied throughout the entire course.

EXPECTED LEARNING OUTCOMES (LO)

LO1: Identify entry-level positions in hospitality businesses and describe the kind of experience, training, and education generally required for those seeking entry-level positions.

Key Concepts:

- No hotel or related experience necessary
- High school education or less
- A large number of today's managers/executives began at this level

LO 2: Identify skilled-level positions in hospitality businesses and describe the kind of experience, training, and education generally required for those seeking skilled-level positions.

Key Concepts:

- Positions filled from a variety of sources
- Employees who have moved up from entry-level jobs
- People who have learned a skilled trade in another industry
- Graduates of technical schools or junior colleges that offer hotel training
- Graduates of business schools or specialized high school training courses

LO 3: Identify managerial-level positions in hospitality businesses and describe the kind of experience, training, and education generally required for those seeking managerial-level positions.

Key Concepts:

- Training, experience, and individual initiative
- Specialized college training in hotel management recommended
- Wide variety of other college majors acceptable
- Management internships (supervised training at a job site before engaging in actual practice)
- Qualified employees who have worked their way up through the organization
- Need hands-on experience before assuming management positions

LO 4: Describe the advantages and disadvantages typically associated with beginning a career in hospitality with a large or small operation.

Key Concepts:

- Advantages of a large operation

    - Can observe a wider variety of activities, a more structured communication system, and a greater reliance on technology
    - Typically includes a wider range of jobs, allowing staff to become very skilled
    - Can interact with more managers to learn from their experiences
- Disadvantages of a large operation
    - Risk of becoming “lost” in a large company
    - Pace of activities is faster; more demanding of personal energies
- Advantages of a small operation
    - Broad, hands-on experience can be gained quickly
    - Advancement may be quicker
- Disadvantages of a small operation
    - Small range of jobs, often with extensive duties
    - May need to expand job duties quickly

LO 5: Describe the diversity of career opportunities available in food service.
Key Concepts:

- Food service offers interesting work, chances for advancement, social contact, stable employment, good working conditions, average or better earnings
- Entry-level positions (unskilled and semi-skilled)
- Skilled-level positions
- Managerial-level positions
- Preparation and training for these levels similar to that in hotel industry
- Diverse opportunities in food service: school food services, hospitals and nursing homes, country clubs, business and industry, military food services, parks and recreation
- The quick- service industry: responsibility comes quickly to employees; comparable salaries
- Contract food management companies: institutional food service operations

LO 6: Describe educational opportunities available for those entering hospitality careers, and identify careers available to those studying hospitality.
Key Concepts:

- Formerly, apprenticeship programs
- People start in entry-level jobs, work their way up to skilled, then to management
- Formal education increasingly prominent
- Culinary Institute of America, Johnson & Wales: branches in other states
- Community colleges offering hotel and food service programs: technical positions and middle management
- Increase in four-year colleges and universities: readily available jobs for grads
- Schools now offer degrees in travel and tourism: positions in travel agencies
- Travel counselors: work with travelers and travel planners
- Educational Institute certification programs

- Other careers to consider:
- Convention and trade-show management
- Convention and visitors bureau executive positions
- Meeting planning
- Hotel accounting firms
- Industry consulting
- Cruise ships
- Senior services management: some hotel schools developing majors or concentrations
- Educator: industry experience and knowledge + advanced education

LO 6: Describe the nature of hospitality and how it affects the careers available in the hospitality industry.
Key Concepts:

- Those seeking careers in hospitality must possess technical knowledge and skills; friendly personality; commitment to providing quality customer service
- Solid communication skills
- Job interview, résumé, cover letter
- Turnover
- Student internships
- 40-hour workweek is now in effect; days of extremely long hours are history
- Advancement may be rapid
- Work shift varies dramatically from hour to hour; lack of routine
- The product: service

REFERENCES

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ACTIVITES
Relevant case studies, reflecting specific learning outcomes.

SYNOPSIS
During this week the students will look at the specific concepts and start building on key concepts, definitions and ideas pertaining to career opportunities.

Estimated Workload: 20 hrs

Week 2: The Early History of Lodging in Europe and America

OBJECTIVE

The objective of this chapter is to provide students with specific knowledge on career opportunities for the hospitality industry and the key concepts that will be applied throughout the entire course.

EXPECTED LEARNING OUTCOMES (LO)

LO 1: Trace the origins of the European lodging industry and describe the roles of the grand tour, professional hoteliers, and early hotel schools.

Key Concepts:

- First innkeepers—clergymen, mountain guides, coachmen, farmers
- "Comforts of home" introduced by later innkeepers
- English inns finest in world from 1750–1825
- Grand tour
  - Extended trip across the European continent
  - Education for British youths
  - Peaked in second half of eighteenth century

LO2: Characterize the transit, vacation, and grand hotel types that were produced in the first move toward "market segmentation" in Europe.

Key Concepts:

- Transit hotels—provided economical, efficient, and clean overnight accommodations; descendants of the early inns
- Vacation hotels (spas)—provided a locality near a mineral spring, to which people resorted to for cures, and later to the general pursuit of pleasure
- Grand hotels—establishments that afforded guests an unparalleled mixture of architecture, personal service, and exquisite food

LO3: Outline the history of U.S. hotels from the colonial period to the early 1960s, and identify developments that significantly affected the lodging industry.

Key Concepts:

- Colonial
  - Early inns—in seaports
  - After American Revolution, inns began offering finest services available
  - Average American traveled much more than typical citizens of other countries
- 1794–1900
  - City Hotel—first building erected for hotel purposes
  - Tremont House—original first-class hotel
  - Two extremes at close of nineteenth century—luxurious hotels and those lacking basic standards

- 1900–1940
    - Commercial travel group grew
    - Improvements in transportation
    - Buffalo Statler—first modern commercial hotel
    - 1930s: Great Depression—business sank to all-time low
- 1940–1960
    - World War II—hotels reached peak demand
    - Prosperity continued through 1947
    - Motel and motor hotel came of age
    - Hotel occupancy rates declined throughout 1950s

LO 4: Identify characteristics that distinguish independent hotels from chain-affiliated hotels.

Key Concepts:

- Independent hotels—No chain affiliation
    - Advantages in freedom to make decisions without bureaucratic approval
- Chain hotels
    - owned and operated by a chain company;
    - privately owned, but managed by a chain company; or
    - privately owned, but managed by a third-party management company (franchise)
    - A franchise and a chain operation *not* the same
    - Advantages: bulk purchasing, operational expertise, shared advertising, centralized reservations, and centralized accounting, R&D, and real estate development, loyalty programs, distribution systems
    - Rapid growth due to efficiency
    - Today, chains own well over 80 percent of all U.S. hotel rooms
    - Initially, three major chains: Statler, Hilton, Sheraton
    - Less than 30 percent of hotel rooms in Asia, Europe, and Latin America chain affiliated

LO 5: Describe referral associations and consortia, and identify their purposes.

Key Concepts:

- Referral associations: serve the independent operator
    - Organized on non-profit basis
    - Owned and controlled by members
    - Offer sales promotion benefits similar to those enjoyed by chains
    - Brand-name image that can help marketing efforts
    - Many have evolved into full-service membership barely distinguishable from franchise companies
- Consortia: marketing associations that publicize hotels regionally and globally
    - Both independent hotels and national chains join
    - Usually classified as voluntary chains/associations, but known as *consortia*
    - Utell/Unirez, largest: 8,000 member hotels in 150 countries

- SynXis Corporation second largest
- Prognosis: continued growth

LO 6: Identify key differences between resorts and other types of hotels and cite reasons for the expansion of the resort into a full-time business.

Key Concepts:

- Resorts have a heavy bias toward leisure travelers After the U.S. Civil War, they became popular near natural springs
- For most of twentieth century, most were seasonal in nature
- A recent trend has seen resorts expand offerings for more months or all year
- A highly competitive industry, with resort on every continent competing for customers

REFERENCES

Authors	Title	Publisher	Year	ISBN
LATTIN, G. W	*The Lodging and Foodservice Industry*. 6th ed.	The Educational Institute of the American Hotel and Motel Association.	2013	978-0-86612-437-6

ACTIVITES

Relevant case studies, reflecting specific learning outcomes.

SYNOPSIS

During this week the students will look at the specific concepts and continue building on key concepts, definitions and ideas pertaining to early history of the industry.

Estimated Workload: 20 hrs

Week 2: The Birth of the Modern Lodging Industry

OBJECTIVE

The objective of this chapter is to provide students with specific knowledge on career opportunities for the hospitality industry and the key concepts that will be applied throughout the entire course.

EXPECTED LEARNING OUTCOMES (LO)

LO1: Explain the three-party structure as it exists today.

Key Concepts:

- Days when most hotels were independents are long gone
- Today most hotels are owned by investors/owners, managed by an independent management company, and branded by a hotel franchise firm
- This three-party structure allows the latter two groups to take their proceeds from the top line, while investors/owners must hope there is a bottom line left for them

LO 2: Describe a hotel franchise agreement and the benefits of franchising to both the franchisee and the franchisor.

Key Concepts:

- Franchise agreement—owner/operator pays fees to use chain name, follows preset standards, receives training
- Franchisee receives substantial benefits of chain affiliation:
    - Image and reputation of franchisor
    - Chain reservation system
    - More easily obtainable financing
    - Sales and marketing expertise of franchisor
    - Chain loyalty plans
    - Assistance in purchasing, interior design, architectural planning
    - Pre-opening staff training
- Three types of franchise fees: initial franchise fee, ongoing royalty fee, chain services fee
- Franchisor-franchisee relations not always smooth
- AAHOA's "12 Points of Fair Franchising"
- International franchisors few in number

LO 3: Describe a hotel management contract plus its benefits to the hotel owner and manager.

Key Concepts:

- Owner hires Company to manage property, chain retains control of operation, is responsible for day-to-day operations
- With a management contract, the chain needs a large professional operating staff; with franchising, does not

- Management contracts now principal means by which chains expand and gain market penetration
- *Woodley Road Joint Venture* v. *ITT Sheraton*: every hotel operator is an agent and every agent a "fiduciary"
- Independent hotel management companies now provide stiff competition for branded management companies
- This competition has led to shorter contracts on terms more favorable to owners

LO 4: Identify the market conditions that make brand conversions popular.
Key Concepts:

- When the construction boom of the 1960s ended, a rash of brand conversions followed
- Brand conversions became the primary growth strategy for many chains
- Three types of conversions: an independent joins a chain, a change from one brand to another, a branded hotel becomes independent
- Since then, brand conversions have been popular whenever construction of new hotels is slow

LO 5: Explain the impact that market segmentation and consolidation have had on the lodging industry.
Key Concepts:

- Market segmentation pre-1980s: luxury hotels, commercial hotels, resort hotels, motels/motor hotels
- Market research identifies new niches
- Consolidation: starting about 1980, the industry began consolidating, with many sales/mergers of hotel companies
- Critics wonder whether consolidation helps the industry or just its top executives

LO 6: Describe the lodging industry as it exists in various locations around the world.
Key Concepts:

- Europe: structure of industry different in each country; independently owned and operated hotels predominate; France's lodging industry the most similar to the U.S, but still more different than similar; U.K. is leading outbound business travel market, Germany the major business travel destination for Europeans
- Hawaii: one of today's most successful visitor destinations; peak-and-valley nature of Hawaii's tourism due to external factors such as national and international economies, wars, and terrorism threats
- Asia and the Pacific Rim: 1980s, Japan's hotel industry expanded along with Japan's economy; 1990s, Korea's hotel industry expanded with its economy; today, economies of Taiwan, Hong Kong, Singapore, Thailand, and Malaysia are growing; China has had the most explosive growth in new hotels and tourism infrastructure,

helped by its hosting of the 2008 Olympic Games; India's economy growing, its hotel industry expanding

- Mexico: attracts leisure vacationers, cultural tourists, growing number of business travelers; Grupo Posadas is Mexico's largest hotel chain; star rating system for hotels
- Central and South America: sustained growth of tourism has been deterred because of:
- Distance to region from N. America and Europe
- Perception of unstable political conditions
- Colombia, Panama, Peru, Bolivia cursed with specter of rampant drug trafficking
- Regions suffer from lack of well-defined or widely known natural attractions (except Machu Picchu and Rio de Janeiro and Punta del Este's beaches)
- Predominant lack of financial resources to mount awareness campaigns
- Several positive developments: Ecotourism in places like Costa Rica, Panama
- Several countries, including Honduras and Guyana, have developed successful tourism with scuba diving
- Trade barriers have diminished between U.S. and region
- The Middle East: wars, terrorism hurt tourism; impressive economies because of oil reserves; in peaceful areas, massive investment in tourism and infrastructure improvements may be seen in the future
- Africa: tourism exists in some parts of the continent (Morocco, South Africa, Kenya, Egypt), nonexistent in others; poverty, civil strife, and political instability in many African countries undermine tourism

REFERENCES

Authors	Title	Publisher	Year	ISBN
Lattin, G. W	*The Lodging and Foodservice Industry*. 6th ed.	The Educational Institute of the American Hotel and Motel Association.	2013	978-0-86612-437-6

ACTIVITES

Relevant case studies, reflecting specific learning outcomes.

SYNOPSIS

During this week the students will look at the specific concepts and continue building on key concepts, definitions and ideas pertaining to the "the birth of the modern lodging industry".

Estimated Workload: 20 hrs

Week 3: The Organization and Structure of Lodging Operations

OBJECTIVE

The objective of this chapter is to provide students with specific knowledge on The Organization and Structure of Lodging Operations for the hospitality industry and the key concepts that will be applied throughout the entire course.

EXPECTED LEARNING OUTCOMES (LO)

LO 1: Describe the size and scope of the lodging industry.

Key Concepts:

- Hotels are found in every country and city in the world
- Hotelkeeping is one of the world's largest industries
- 12 million hotel rooms worldwide
- Each year more hotels join chains or associations
- Hotelkeeping third among service industries in the U.S.
- Less than five percent of hotels worldwide have more than 300 rooms
- Trend is toward corporate ownership of hotels

LO 2: Identify American hotel classifications and the primary market segments they attract.

Key Concepts:

- Commercial/full-service—business clients
- Economy/limited service—cost-conscious travelers (vacationing families, government employees, tour groups, businesspeople, conventioneers)
- Airport—business travelers or airline passengers with layovers or cancelled flights
- Conference centers—group meetings
- Suite or all-suite—businesspeople, people relocating, vacationing families
- Extended-stay—travelers who need to stay for an extended period
- Convention—trade and professional associations, corporate meetings and trade shows, fraternal and hobby organizations
- Residential—long-term residents
- Casino—pleasure seekers; segment will likely grow
- Resort—planned destination of guests, usually vacationers

- Bed and breakfast—travelers seeking intimate, personal service
- Boutique—personalized service, generous amenities; in major metropolitan areas

LO 3: Describe European hotel market segments and hotel types.
Key Concepts:

- Market segments—specific nationality, sun worshippers, sports fans, cultural tourists, summer tourists, ethnic travelers
- Classifications—grand/deluxe, four-star business, economy business, resorts, airport, country inns, grand tour operators' hotels
- Exclusively European hotel types: Relais et Chậteaux; Relais du Silence; palace hotels; pensions
- All-suite hotels have no market in Europe

LO 4: Describe the typical organization of an American hotel.
Key Concepts:

- No single "right" organization
- Organization chart
- All properties, small and large, must perform same basic activities
- Front-of-the-house and back-of-the-house activities
- Revenue centers and support centers

LO 5: Explain the primary responsibilities of the major divisions and departments within a hotel.
Key Concepts:

- Rooms—front office, telecommunications, reservations, uniformed service, housekeeping
- Reservations: vital that staff monitor reservations volume from Internet sources
- Food and beverage—gourmet/specialty restaurants, coffee shops, room service, lounges, dining rooms, banquet and meeting rooms
- Engineering and maintenance—maintain appearance of property's interior/exterior and keep equipment operational
- Marketing and sales—sales, convention services, advertising, public relations
- Yield management
- Accounting—financial activities of the operation
- Human resources—assists in personnel management, administers benefit and compensation programs
- Security—provides safety and security for guests and employees

LO 6: Describe the organization of European hotels.
Key Concepts:

- A traditional European hotel for much of the twentieth century was owned and managed by an individual or family

- Management/staff structure:
- Proprietor/owner
- *Chef de reception*—front office manager
- *Mâitre d'hôtel*—food and beverage director
- *Chef de cuisine*—total authority in the kitchen
- *Gouvernante générale*—wife of owner, responsible for housekeeping, storerooms, maintenance; acted as co-manager
- *Aide du patron*—boss's helper
- Newer and larger European hotels, especially chain or big-city hotels, are structured more like American hotels

LO 7: Explain the importance of cooperation among hotel divisions and departments in relation to guests, suppliers, the community, and government agencies.
Key Concepts:

- Close interaction between owners, management, and staff necessary to serve guests well
- Nearly every service involves more than one department or division
- Guests—wants and needs
- Suppliers—fairness and mutual satisfaction
- Community—hotel usually considered an asset
- Government agencies—regulate lodging properties, collect taxes and other fees

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ACTIVITES
Relevant case studies, reflecting specific learning outcomes.

SYNOPSIS
During this week the students will look at the specific chapter concepts and continue building on key concepts, definitions and ideas pertaining to "The Organization and Structure of Lodging Operations".

Estimated Workload: 20 hrs

Week 4: The Rooms Division

OBJECTIVE

The objective of this chapter is to provide students with specific knowledge on the rooms division for the hospitality industry and the key concepts that will be applied throughout the entire chapter.

EXPECTED LEARNING OUTCOMES (LO)

LO 1: Describe the primary responsibilities of the front office department.
Key Concepts:

- Sells rooms
- Provides guest services
- Keeps track of monetary transactions
- Functional areas—rooming, cashier, mail and information

LO 2: Summarize the functions of the rooming section of the front office department.
Key Concepts:

- Guest registration records
- Rooms inventory system
- Property management system

LO 3: Describe the cashiering functions performed by the front office department, and explain the function of a night audit.
Key Concepts:

- Keeps guest folios current
- Verifies outstanding bills
- Reports daily to management
- Collects payments from guests
- Guest folio
- Point-of-sale terminals
- Night audit—all records and folios are reviewed and balanced

LO 4: Summarize the functions of the mail and information section of the front office department.
Key Concepts:

- Distributes and holds keys
- Handles guest messages and mail
- Answers guest questions about property
- Provides local information
- Voice mail connected with property management system
- Concierge
- Information racks

LO 5: Describe the primary responsibilities of the reservations department.
Key Concepts:

- Function of making hotel reservations has moved away from individual hotels
- Oversight of room inventories and careful revenue management are crucial
- Special concerns: last-minute cancellations, no-shows, early check-outs, walking a guest
- Legislation prohibiting overbooking

LO6: Describe the responsibilities of the telecommunications department.
Key Concepts:

- Handles in-house, local, and long-distance calls
- Call accounting machines
- Technology innovations—computerized wake-up calls, voice mail
- Security program
- Protect guest privacy
- Communications center in emergencies
- Guests expect Internet access in guestrooms, often high-speed
- All types of hotels offer this as necessary amenity
- Does not enhance profitability; may be major expense

LO 7: Summarize the functions of the uniformed service department.
Key Concepts:

- Door attendants—greet guests, help with luggage, guard luggage, summon taxis, and supervise guest parking; well-informed on local points of interest
- Bellpersons—escort guests to rooms, carry luggage, check guestrooms, explain services, help with errands and messages; serve as eyes and ears of hotel; act as salespeople for hotel restaurants, lounges, other services

LO 8: Explain the primary responsibilities of the housekeeping department and describe some of the ways that the "green movement" has affected the department.
Key Concepts:

- Cleans guestrooms and public areas
- Works closely with front office personnel to maintain accurate room status
- Property management system connection between housekeeping office and front desk
- Checking the rack
- Lost and found area
- In-house laundries
- House count
- Houseperson
- Work order
- Maintains perpetual inventories of all housekeeping supplies

- Green movement's impact on housekeeping:
- Less than daily cleaning/replacement of towels/linens
- Mattress systems with replaceable tops and pads
- Biodegradable cleaning chemicals
- Biodegradable guestroom soaps and shampoos

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Lattin, G. W	*The Lodging and Foodservice Industry*. 6th ed.	The Educational Institute of the American Hotel and Motel Association.	2013	978-0-86612-437-6

ACTIVITES
Relevant case studies, reflecting specific learning outcomes.

SYNOPSIS
During this week the students will look at the specific concepts and continue building on key concepts, definitions and ideas pertaining to the rooms division.

Estimated Workload: 20 hrs

Week 5: The Growth and Development of Food Service

OBJECTIVE

The objective of this chapter is to provide students with specific knowledge on "The Growth and Development of Food Service" for the hospitality industry and the key concepts that will be applied throughout the entire course.

EXPECTED LEARNING OUTCOMES (LO)

LO 1: Describe the early development of food service in Europe and the United States, and distinguish à la carte menus from the table d'hôte menus used in early European food service establishments.

Key Concepts:

- Europe
    - French cuisine gained reputation through legendary chefs
    - Food service was raised from simple delivery to ritualistic and artful
    - Two basic menus— à la carte, table d'hôte or prix fixe menu
    - Formal banquets
- United States
    - Colonial tavern
    - Roadside inn
    - French cuisine after American Revolution
    - First American restaurants, 1820s
- Innovations—á la carte menu, ice refrigerator, industrial food service, gas stove, dishwashing machine, cafeteria, employee food service, school lunch programs, hospital food service
- À la carte—complete list of all food items served
- Table d' hôt—complete breakfast, lunch, or dinner menu sold at a fixed price

LO 2: Describe the development of modern food service operations in America and Europe.

Key Concepts:

- United States
    - First hamburger served in 1904 at St. Louis World's Fair
    - National Restaurant Association, 1919
    - A&W Root Beer—first franchise, 1919
    - Prohibition, speakeasies, 1920; Prohibition repealed in 1933
    - Great Depression: school lunch program
    - U.S. enters WWII, 1941—restaurants flourished
    - 1960s: Convenience foods—prepackaged food prepared by unskilled workers, central manufacturing centers
    - Frozen food business: Birdseye, Stouffer's, Armour; Kaiser

    - Chain/franchise growth
    - Nouvelle cuisine, changing American diet
    - Food festivals
    - Mid-1980s, upscale chains show greater growth than fast-food element
    - MADD
    - International investment in American food service industry
    - Consolidation
- Europe
    - Formal dining
    - Institutional catering
    - Cultural differences dictate extensive dining facilities
    - Apprentice system in both service and kitchen areas
    - Careers as lifelong jobs
    - Gratuity included in meal; labor costs reach 50% of sales
    - Employee contracts; government regulations and union rules
    - Variety is vast
    - Prices considerably higher than in U.S.

LO 3: Trace the development of franchising in the food service industry, identify characteristics of successful franchise operations, and discuss franchising problems.

Key Concepts:

- Product franchises (1920s); A&W Root Beer of Los Angeles, Coca-Cola Company in Atlanta
- Business format franchises (1950s): Burger King, McDonald's
- Worldwide franchising began in 1980s
- Company-owned and franchised units
- Emphasis now on increasing building unit sales
- Successful franchising
- McDonald's
    - Consistency in quality, service, cleanliness, and value
    - Franchise agreements and relationships
    - Quick-service employees
    - High volume, fast service
    - Franchising problems

LO 4: Identify the role of management companies in various segments of the food service industry.

Key Concepts:

- Recreational food service—management companies generate nearly 50% of annual sales of nearly $8.5 million
- Employee food service operations—majority use management companies

- Health care and educational food service programs—trend is toward using management companies

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Lattin, G. W	*The Lodging and Foodservice Industry*. 6th ed.	The Educational Institute of the American Hotel and Motel Association.	2013	978-0-86612-437-6

ACTIVITES

Relevant case studies, reflecting specific learning outcomes.

SYNOPSIS

During this chapter the students will look at the specific concepts and continue building on key concepts, definitions and ideas pertaining to "The Growth and Development of Food Service".

Estimated Workload: 20 hrs

Week 6: The Organization and Structure of the Food Service Industry

OBJECTIVE

The objective of this chapter is to provide students with specific knowledge on "The Organization and Structure of the Food Service Industry" for the hospitality industry and the key concepts that will be applied throughout the entire course.

EXPECTED LEARNING OUTCOMES (LO)

LO 1: Describe the composition and size of the food service industry, and differentiate commercial from institutional and military food service operations.

Key Concepts:

- Commercial—exist to make a profit on sale of food and beverage; maximize revenues
- Institutional—minimize expenses
- Military—goal: to stay within budget allotted by Congress
- Composition/size of industry:
  - Four percent of the U.S. domestic product
  - Commercial food service accounts for the vast majority of all sales
  - Eating and drinking establishments account for about 70 percent of industry sales and 60 percent of total food and beverage purchases -US
  - Second only to government as the nation's largest employer

LO 2: Identify food service operations within major market classifications.

Key Concepts:

- Eating and drinking places—full-menu restaurants and lunchrooms, limited-menu restaurants, public cafeterias, social caterers, ice cream/frozen yogurt/frozen custard stands, bars and taverns
- Hotel operations
- Transportation market
- Leisure market
- Retail food services
- Business/industrial food services
- Student food services
- Health care food services
- Club food services
- Segmentation by menu
- Others: correctional institutions, religious seminaries and convents, government-sponsored programs; community athletic facilities, libraries, reading rooms
- Giants: McDonald's, Yum! Brands, Burger King Brands, Wendy's, CKE Restaurants

LO 3: Discuss the development of food service in hotels and identify the functions of the five primary departments of a large hotel food and beverage division.

Key Concepts:

- Catering—banquets and special functions
- Culinary operations—food production
- Stewarding—warewashing, clean-up, purchasing
- Beverage—production and service of alcoholic beverages
- Restaurant operations—food service in all outlets, including room service

LO 4: Contrast the organizational structures of large and small restaurants.
Key Concepts:

- Same work is done at properties of all sizes
- Controlling
- Food production
- Purchasing
- Sanitation
- Beverage production
- Dining room management
- Sous chef/assistant cook
- Cooperation and interaction necessary to make things work
- Large restaurants have a more sophisticated organizational and management structure

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ACTIVITES
Relevant case studies, reflecting specific learning outcomes.

SYNOPSIS
During this week the students will look at the specific concepts and continue building on key concepts, definitions and ideas pertaining to "The Organization and Structure of the Food Service Industry".

Estimated Workload: 20 hrs

Week 7: The Management and Operation of Food Services

OBJECTIVE

The objective of this chapter is to provide students with specific knowledge on "The Management and Operation of Food Services" and the key concepts that will be applied throughout the entire course.

EXPECTED LEARNING OUTCOMES (LO)

LO 1: Explain the role of the hotel food and beverage division, discuss some misconceptions about food service, and describe the key elements of success in food service operations.

Key Concepts:

- Role of hotel food and beverage division:
    - Provides one-third of revenue
    - Threefold mission: produce an adequate profit, provide suitable food and beverage service in the hotel, and support the hotel's role in the community
- Misconceptions about hotel food service:
    - "Hire good chefs and leave it to them"
    - "Successful food and beverage managers are 'born'"
    - "The food and beverage division is a necessary evil"
    - "The food and beverage division has to be a loss-leader"
- The "Five Es"
    - Excellent environment: location, building and grounds, theme
    - Excellent service: a matter of attitude
    - Excellent F&B products: properly stored, prepared, packaged
    - Excellent value: repeat guests
    - Excellent management controls: supervision and accounting controls

LO 2: Identify critical features of a food service operation that involve the menu planning control point.

Key Concepts:

- Food service management begins with the menu
- Menu is property's most powerful marketing device
- Menu affects large number of resources:
    - Labor
    - Equipment
    - Space
    - Layout and design
    - Ingredients
    - Time

- Cost implications

LO 3: Identify critical features of a food service operation that involve the purchasing, receiving, storing, and issuing control points.
Key Concepts:

- Judgment and cost control in purchasing quality products
- Purchasing: to make wise purchasing decisions, purchasers must understand:
  - The property's financial goals
  - The correct amount of food
  - How F&B items will be prepared
  - What guests expect
- Receiving
  - Clerk should be someone independent of F&B division
  - Daily reports for invoicing and auditing
  - Clerk should quickly move all items to proper areas
- Storing and issuing
  - One locked entrance for authorized personnel only
  - Daily inspection of storeroom
  - Properly authorized requisitions
  - Inventories—perpetual and month-end
  - Storeroom keys

Lo 4: Identify critical features of a food service operation that involve the food producing and serving control points.
Key Concepts:

- Food producing
- Proper management attitude
- Quality ingredients
- Proper cooking and holding methods
- Proper tools and equipment
- Serving
- Enforce minimum quality standards
- Supervision is necessary
- Inspection of facilities for safety and cleanliness
- Guests served efficiently
- Communication among staff

LO 5: Describe the hotel catering function.
Key Concepts:

- Catering provides food and beverage products and services to in-house groups, local civic and business groups, and functions such as weddings

- Catering must maintain a close relationship with the sales department
- Catering offers considerable profit to the hotel
- Off-premises catering has become big business

LO6: Describe operational procedures of a well-run beverage department. Key Concepts:

- Beverage manager reports to F&B manager or GM
- Beverage manager cannot act as bartender except in emergencies in union properties
- Inventory should turn over once a month
- Beverages received by receiving clerk
- Beverages stored separately from food
- Par stocks
- Perpetual inventory; physical inventory at end of month
- Standard recipes, fresh ingredients, measuring units
- Bar operation manual
    - Training for bartenders and servers
    - New pricing strategies for wine
    - Alcohol awareness programs
    - Alcohol promotions must be done carefully and responsibly
    - Each bar should have one or two specialty drinks

LO 7: Identify features of an effective food and beverage control system. Key Concepts:

- Computerized beverage control systems
    - Controller—reports facts and makes suggestions to managers
    - Production forecasting
- Forecast:
    - Determines staffing
    - Helps determine how much food to prepare
    - Helps maintain low food costs
    - Beverage sales and cost reports—weekly, semi-monthly, monthly
    - Ability to control payroll costs

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ACTIVITES
Relevant case studies, reflecting specific learning outcomes.

SYNOPSIS
During this week the students will look at the specific concepts and continue building on key concepts, definitions and ideas pertaining to “The Management and Operation of Food Services”.

Estimated Workload: 20 hrs

Week 8: The Engineering and Maintenance Division

OBJECTIVE

The objective of this chapter is to provide students with specific knowledge on "The Engineering and Maintenance Division" for the hospitality industry and the key concepts that will be applied throughout the entire course.

EXPECTED LEARNING OUTCOMES (LO)

LO 1: Describe the general role of the engineering and maintenance division in hospitality operations.

Key Concepts:

- Increased guest demands for greater comfort and service have increased division's responsibilities
- Engineering—involves operation of systems and equipment
    - Electrical
    - Plumbing
    - HVAC (heating, ventilation, air conditioning)
    - Refrigeration
    - Life safety
- General maintenance and repair
- Preventive maintenance
- Renovation
- Water management
- Engineering a savings center
- Maintenance—servicing of equipment and systems
- Chief engineer must be a good manager

LO 2: Identify engineering's responsibilities in relation to electrical, plumbing, HVAC, refrigeration, and life safety systems.

Key Concepts:

- Electrical—keep all fixtures, outlets, switches, circuit breakers, in working order; may handle display lighting, spotlights, audiovisual equipment, appliances for conventions and meetings
- Plumbing—replace worn-out equipment; clean drains, grease traps; keep hot and cold water systems working
- HVAC—maintain comfortable temperatures; operate boilers; keep thermostats, burners, radiators, valves, air conditioning and ventilation in working order
- Refrigeration—prevent failure of reach- and walk-in refrigerators and freezers
- Life safety—maintain systems to meet fire and building codes; keep safety systems in working order

LO 3: Explain the role of the engineering and maintenance division in relation to general and preventive maintenance programs and renovation projects.

Key Concepts:

- Preventive maintenance—scheduled program to ensure that equipment is operating efficiently; routine inspections and maintenance activities
- Renovation—three to seven percent of budgeted sales commonly earmarked for capital replacement and renovation (based on hotel's age); property improvement plans; ownership change often triggers renovation work

LO 4: Explain the role of the engineering and maintenance division in relation to water management.

Key Concepts:

- Evaluate water quality for:
  - Hardness
  - Taste/odor
  - Color
  - Turbidity
  - Corrosion
- Maintain water pressure
- Protect water supplies from pollutants
- Potability
- Rising costs and water shortages
- Preventing waste of water supply
  - Wasted hot water

LO 5: Explain the role of the engineering and maintenance division in relation to energy management and other conservation practices.

Key Concepts:

- Energy problems: lack of awareness, inadequate maintenance, poor design, little or no tracking of consumption, staff attitude problems
- Energy management programs
- Organizing energy management program
- Preventive maintenance programs
- Tracking and identifying energy consumption
- Consider building modifications and equipment needs programs
- Evaluate and install appropriate energy management systems
- Deregulation of gas and electric utilities
- Energy savings programs
- Energy Star commercial food service equipment
- Energy-saver fluorescent bulbs-LED's
- Ozone systems in hotel laundries

- Waste heat recovery system for dishwashers

REFERENCES

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LATTIN, G. W	*The Lodging and Foodservice Industry*. 6th ed.	The Educational Institute of the American Hotel and Motel Association.	2013	978-0-86612-437-6

ACTIVITES

Relevant case studies, reflecting specific learning outcomes.

SYNOPSIS

During this week the students will look at the specific concepts and continue building on key concepts, definitions and ideas pertaining to "The Engineering and Maintenance Division".

Estimated Workload: 20 hrs

Week 9: The Marketing and Sales Division

OBJECTIVE

The objective of this chapter is to provide students with specific knowledge on "The Marketing and Sales Division" for the hospitality industry and the key concepts that will be applied throughout the entire course.

EXPECTED LEARNING OUTCOMES (LO)

LO 1: Define the terms marketing, market, market segment, market mix, and marketing strategy, and discuss the importance of marketing to hospitality businesses.
Key Concepts:

- Marketing—matches products with customers
- Market—groups of current or potential guests
- Market segment—groups with common buying traits
- Market mix—market segments a property hopes to attract
- Marketing strategy—the approaches and tools used to attract the market mix
- Hospitality businesses sell products and services
- Marketing intangible services more difficult than marketing products
- Hospitality includes every aspect of a guest's stay and must meet or exceed guest expectations
- Hospitality can be thought of as the property's personality

LO 2: Explain the function and identify the components of a feasibility study.
Key Concepts:

- Function—analyzes a proposed site to determine what type of property has the best chance for success
- Components
    - Location
    - Guest demographics
    - Competition analysis
    - Financial analysis

LO 3: Explain the function of a market plan and identify components of the marketing planning process.
Key Concepts:

- Function—indicates both short- and long-term approaches to attracting and retaining guests
- Components
    - Mission statement
    - Situation analysis
    - Comparative statistics

- Action plans
- Promotional events calendar
- Catering plan

LO 4: Identify the responsibilities of positions within a marketing and sales division.
Key Concepts:

- Director of Sales—supervises sales managers, clerical staff
- Revenue Manager—implements the ever-changing revenue strategy; oversees reservations staff, chain reservations, and booking sources such as Internet wholesalers and third-party reservation organizations
- Advertising and Public Relations Manager—develops short- and long-range advertising and public relations material
- Convention Services Manager—coordinates meeting rooms and F&B service for group business
- Staff must work closely with other departments and divisions within property

LO 5: Describe the business of selling hospitality products and services, discuss the similarities between marketing hotels and airlines, differentiate between internal selling and personal selling, and describe the importance of stars and diamonds rating systems.
Key Concepts:

- Work closely with outside businesses to bring guests to property
- Personal contact
- Companies and associations
- Travel agents
- Travel wholesalers, incentive travel companies
- The business of selling
- Business mix
- Rooms business: group and individual
    - Conventions
    - Contract rooms
    - Company business meetings
    - Tour groups
    - Individual business
- Public space: local and out-of-town groups
- Food and beverage business
- Marketing hotels/marketing airlines: both offer "fragile" products; the business traveler is a key market for both businesses; both businesses have gone through consolidation through acquisitions and mergers; both businesses offer frequent traveler programs; both businesses use yield/revenue management
- Internal selling—in-house, all employees, directed to individual guests
    - Refers also to in-house signs, displays, menu clip-on cards, tent cards
- Personal selling—sales department staff, outside the property, directed to groups

    - Used in lodging; rarely in food service
- Star and diamond ratings systems—very important to hotels, but no uniformity

LO 6: Identify the advantages and disadvantages of major advertising media used by hospitality companies. (pp. 239–243)
Key Concepts:

- Newspapers—well-defined circulation, intensive coverage; short life
- Magazines—high-quality materials, long life; higher cost, extensive lead time
- Radio—99 percent of population own radios, targetable audiences; audio only
- Television—sight and sound, saturation; high costs, extensive lead time
- Internet websites and e-mail—hotel's own website or link on other sites; allows for ease of changes; e-mail allows potential guests to send direct inquiries
- Outdoor advertising—large circulation, low cost; limited message length
- Direct mail—specific target marketing, can be personalized; high cost

LO 7: Identify the responsibilities of positions within a marketing and sales division.
Key Concepts:

- Director of Sales—supervises sales managers, clerical staff
- Revenue Manager—implements the ever-changing revenue strategy; oversees reservations staff, chain reservations, and booking sources such as Internet wholesalers and third-party reservation organizations
- Advertising and Public Relations Manager—develops short- and long-range advertising and public relations material
- Convention Services Manager—coordinates meeting rooms and F&B service for group business
- Staff must work closely with other departments and divisions within property

LO 8: Explain the purpose of special promotions, and differentiate between publicity and public relations.
Key Concepts:

- Purpose—promote all aspects of a hospitality operation
    - Couponing
    - Product sampling
    - Contests
    - Packages
    - Premiums
    - Gift certificates
    - Discounting
    - Bonus offers
- Publicity—editorial coverage as opposed to advertising
- Public relations—fosters and maintains good relationship between the operation and the public, media, competitors, chambers of commerce, convention bureaus, etc.

REFERENCES

Authors	Title	Publisher	Year	ISBN
LATTIN, G. W	*The Lodging and Foodservice Industry*. 6th ed.	The Educational Institute of the American Hotel and Motel Association.	2013	978-0-86612-437-6

ACTIVITES

Relevant case studies, reflecting specific learning outcomes.

SYNOPSIS

During this week the students will look at the specific concepts and continue building on key concepts, definitions and ideas pertaining to "The Marketing and Sales Division".

Estimated Workload: 20 hrs

Week 10: The Accounting Division

OBJECTIVE

The objective of this chapter is to provide students with specific knowledge on "The Accounting Division" for the hospitality industry and the key concepts that will be applied throughout the entire course.

EXPECTED LEARNING OUTCOMES (LO)

LO 1: Define accounting, identify who manages the accounting system, distinguish internal users from external users of information provided by the accounting division, and describe automated accounting systems.

Key Concepts:

- Accounting is the "language of business" but that language is not too complex for managers to understand
- Staff (advisory) personnel: managers, bookkeepers, and controller
- Internal users—all managers
- External users—owners and investors, creditors and lenders, government agencies, the public

LO 2: Apply generally accepted accounting principles to hospitality situations and distinguish between cash basis accounting and accrual basis accounting.

Key Concepts:

- GAAP allows for consistency
- Unit of measurement
- Historical cost
- Going concern
- Conservatism
- Objectivity
- Realization
- Matching—cash accounting, accrual accounting
- Consistency
- Cash accounting—records transactions only when cash is received or paid out
    - Small businesses usually follow
- However, financial statements prepared solely from cash accounting method may not comply with GAAP
- IFS will accept financial statements prepared on cash accounting basis, but only if business doesn't sell inventory products and meets other criteria
- Accrual accounting—records expenses incurred during an accounting period but are not actually paid until the following period
- Conforms to matching principle

LO 3: Explain the advantages of adhering to a uniform system of accounts.
Key Concepts:

- Standardizes formats and account classifications
- Guides accountants in preparing and presenting financial statements
- Allows comparisons between similar properties
- Is a ready-made accounting system for new businesses
- Explains financial statement line items

LO 4: Explain the purpose of the following accounting tools: operating budgets, income statements, balance sheets, and ratio analysis techniques.
Key Concepts:

- Operating budgets—formal plans showing a property's estimated revenue and expenses
- Acts as profit plan
- Income statements—indicate actual income and expenses over a given period of time
    - Typically, end of month
- Bottom line (net income for a given period)
- Balance sheets—show a property's financial position *on a given date*
    - Assets, liabilities, equity
- Ratio analysis procedures—help managers make sense of facts and figures
- Ratios are only indicators; do not resolve or reveal problems
    - Occupancy—ratio of occupied rooms to available rooms
    - Average daily rate (ADR)—price average room sold for during given period
    - Revenue per available room (RevPAR)—considers both number of occupied rooms and ADR they sold for
    - Return on investment (ROI)—important for ownership. Measures profitability against the amount of equity invested

LO 5: Identify managerial accounting techniques useful in making planning and control decisions.
Key Concepts:

- Internal controls
- Comparative statistical analysis
- Planning and forecasting sales and cost of goods sold
- Departmental budgeting controls
- Predetermined standards and evaluation reports
- Storage areas
- Allows continuous review of entire internal control system
    - Cost analysis
    - Fixed
    - Variable

    - Mixed
- Cost-volume-profit (CVP) analysis
    - Used to set specific profit objectives
- Cash budgeting
    - Helpful in managing property's cash flow

LO 6: Describe the routine activities of the accounting division.
Key Concepts:

- Revenue accounting
- Charges entered into guest folio
- POS systems
- Post to guest ledger
- Night audit
- Morning reports
- Sales journal, ledger, monthly financial statements
- Expense accounting
- All purchases certified, recorded, paid
- Purchasing agent or individual department heads
- Salary and wage accounting

LO 7: Identify the nature and typical responsibilities of a purchasing department.
Key Concepts:

- Assess the quality and quantity levels of needed items
- Select suppliers; arrange deliveries
- Negotiate prices, expedite deliveries, and arrange payment terms
- Maintain records, control inventories, and inspect products
- Obtain information: study the needs of the property and estimate trends for future product availability, prices, etc.
- Objectives of effective purchasing
    - Right product
    - Right supplier
    - Right price
    - Right time
    - Purchasing
    - Capital equipment
    - Supplies
    - Services
    - Miscellaneous
- E-commerce and central purchasing
- Food purchasing
    - Control of costs begins at purchase
    - Open market method of food purchasing

- Cost-plus arrangements
- Effective food buyers
- Ethics and supplier relationships

REFERENCES

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LATTIN, G. W	*The Lodging and Foodservice Industry*. 6th ed.	The Educational Institute of the American Hotel and Motel Association.	2013	978-0-86612-437-6

ACTIVITES

Relevant case studies, reflecting specific learning outcomes.

SYNOPSIS

During this week the students will look at the specific concepts and continue building on key concepts, definitions and ideas pertaining to "The Accounting Division".

Estimated Workload: 20 hrs

Week 11: The Human Resources Division

OBJECTIVE

The objective of this chapter is to provide students with specific knowledge on "The Human Resources Division" for the hospitality industry and the key concepts that will be applied throughout the entire course.

EXPECTED LEARNING OUTCOMES (LO)

LO 1: Describe the mission of the human resources division and how the division contributes to management functions within a hospitality organization.

Key Concepts:

- Key to successful management in any operation is the quality of its human resources
- Mission
    - Staff recruitment, selection, and retention
    - Reduce labor charges, liability, and turnover
    - Monitor policy compliance
    - Ensure legal compliance
    - Administer employee benefits programs
- Management functions
    - Planning
    - Organizing
    - Coordinating
    - Directing
    - Controlling
    - Evaluating

LO 2: Describe the human resources division's responsibilities in relation to recruiting and selection processes.

Key Concepts:

- Recruiting—attracting management and staff to property
- Advertise in newspapers and magazines
- Work with colleges and placement offices
- Use external employment agencies and/or in-house job-posting systems
- Referrals
- Non-traditional employees
- Selection
- Develop job descriptions and job breakdowns
- Conduct interviews to screen candidates
- Administer tests
- Ensure that laws are followed

LO 3: Describe the human resources division's responsibilities in relation to wage, salary, and benefits administration.

Key Concepts:

- Provides consistency and continuity
- Ensures that laws are followed
- Oversees wages, salaries, and benefits
- Provides state with information for unemployment and workers' compensation claims; protects against false claims

LO 4: Describe the problem of and costs associated with turnover.

Key Concepts:

- Modern approach is that turnover can be reduced; potential savings could mean big profits
    - Exit interviews can provide information
- Human resources staff can advise managers on enhancing employee morale and productivity while reducing turnover
- Turnover rates may be as high as 200–400 percent in some jobs
- Good workers also quit, because of:
    - Limited advancement opportunities
    - Lack of recognition and dislike of management
    - Boredom
    - Inadequate salary and benefits
- Turnover cost estimates: $250 per hourly employee; $5,000–$6,000 per manager

LO 5: Identify components of a well-designed orientation program for newly hired employees.

Key Concepts:

- Orientation is one of first impressions employees receive
- Opens lines of communication among employees and managers
- A good orientation program will:
    - Foster motivation
    - Promote early success
    - Prevent initial and future problems for employees
- An orientation program might address these topics:
    - Introduction to the job and property
    - Wage concerns
    - Benefits
    - Human relations on the job
    - Working conditions
    - Tour of the property
    - Review of fire and safety procedures
    - Review of conduct and grievance procedures

- Question and answer period

LO 6: Describe the human resources division's responsibilities in relation to training and career development programs.

Key Concepts:

- Human resources--monitors all training to ensure that employees are capable and understand the job, and that the department has taken the time and effort to train them properly
- Training
  - OJT, management training, training seminars, workshops
  - Training tools—texts, videos, software
  - Skills training
- Service
- Job breakdowns
- Job performance standards
- Career development
- Develop and monitor programs
- Career counseling

LO 7: Explain the role of the human resources division in employee relations, relocation, discipline, termination, and evaluation, and in recordkeeping and quality assurance.

Key Concepts:

- Employee relations
- Provide information
- Foster respect
- Promote positive attitudes
- Serve as communication link
- Develop and monitor grievance procedures
- Relocation—develop and explain policies, handle problems
- Discipline—applied equally and fairly
- Termination
- Ensures that employees either leave voluntarily or are fired with just cause
- Recordkeeping—extremely important
- Computerized systems used more frequently
- Quality assurance—major premise: to instill sense of responsibility for job performance in every employee
  - Seeks maximum commitment of every employee to take care of customers
  - Empowers individual employees to make decisions for benefit of the customer
  - QA programs simplify organization structure
  - Eliminate layers of supervisory staff

- Supervisors can thus concentrate on providing training and other resources to employees
- Job satisfaction increases with direct responsibility

LO 8: Identify issues and challenges facing the human resources divisions of global hospitality companies.
Key Concepts:

- Companies becoming more international; employees becoming more mobile
- Multiculturalism
- Each country has its own set of workplace laws and regulations
- Duties and responsibilities of the human resources division are generally the same the world over
- Hotels throughout the world strive to increase productivity and provide quality and service to guests
- Importance of the human resources division is at an all-time high

REFERENCES

Authors	Title	Publisher	Year	ISBN
Lattin, G. W	*The Lodging and Foodservice Industry*. 6th ed.	The Educational Institute of the American Hotel and Motel Association.	2013	978-0-86612-437-6

ACTIVITES
Relevant case studies, reflecting specific learning outcomes.

SYNOPSIS
During this week the students will look at the specific concepts and continue building on key concepts, definitions and ideas pertaining to “The Human Resources Division”.

Estimated Workload: 20 hrs

Week 12: The Security Division

OBJECTIVE

The objective of this chapter is to provide students with specific knowledge on “The Security Division” for the hospitality industry and the key concepts that will be applied throughout the entire course.

EXPECTED LEARNING OUTCOMES (LO)

LO 1: Identify the responsibilities of a security manager and the components of an effective security system.

Key Concepts:

Security manager

- Full-fledged member of management team
- Know protection measures
- Deal with law enforcement personnel
- Interact tactfully with guests and employees
- Watch for suspicious people and activities
- Investigate accidents
- Security system components
- Physical security—internal and external
- Employee practices and procedures
- Administrative controls
- Safety

LO 2: Describe external and internal components of physical security at hospitality operations. Key Concepts:

- External
  - Perimeter protection
  - Exterior lighting
- Internal
  - Layout and design
  - Burglar and fire alarms
  - Emergency plans
- Well-trained staff
- Communications systems
- Closed-circuit TV and cameras
- Well-protected storage facilities

LO 3: Identify special security responsibilities of major divisions within a hotel, and discuss the guest's role in security.

Key Concepts:

- Accounting—internal control program
- Paperwork controls
- Planning and forecasting sales and cost of goods
- Purchasing system with written procedures
- Separates recordkeeping of assets from actual control of assets
- Effective selection, training, and supervision of staff
- Human resources—screens applicants and orients employees
    - All staff has security responsibility
    - Make sure keys, uniforms, etc., returned when an employee leaves
    - Should have written policy re: employee substance abuse
- Engineering—maintains and repairs security devices and systems
    - Responds to emergencies
    - Key control
    - Protect tools and equipment
- Rooms—controls guestroom keys
    - Reports suspicious people or circumstances
    - Housekeepers work closely with security
    - Housekeeping must protect own equipment
- Food and beverage—implements purchasing, receiving, and storage controls
    - Serves alcohol responsibly
    - Cash controls
    - Precheck register
    - Garbage raking
- Marketing and sales—passes along guest security concerns
    - PR during and after emergencies or accidents
- Guest's role in security
    - Guests may be victims or perpetrators of crimes
    - Every protective security device must be in perfect working order
    - Guest lawsuits can result in millions awarded in damages
    - Liability lawsuits from liquor sales
    - Some guests steal from hotels (souvenirs, etc.)
    - "Skips"—some guests leave without paying for their stays
    - Alert employees and anti-theft measures can reduce guest theft

LO 4: Explain the use of such administrative controls as inventory, key, and other control measures.

Key Concepts:

- Employee theft
    - A variety of activities constitute stealing: unauthorized use of equipment for personal use; punching time card for absent friend; etc.
- Fast-food segment of industry especially vulnerable: all sales in cash

- Inventory control—keep track of an operation's property; may prevent theft
- Inventories should be supervised by controller's office
- If shortage discovered, management does not necessarily learn source
- Key control—electronic, quick change of locks if necessary
    - Guestroom card key systems
- Other controls—cash controls, procedures and assets
    - Preventive control

LO 5: Describe the importance of safety, the role of a safety committee, and emergency plans and drills.

Key Concepts:

- Important part of security; responsibility of all employees
- A team approach to safety
    - System for instructing new employees on details of job
    - Fostering employee pride in performing jobs correctly and safely
    - Discouraging employee shortcuts that may risk safety
    - Relating accidents and injuries to human error
    - Encouraging employee questions re: safe work procedures
    - Encouraging employees to report hazards and suggest safety measures
    - Stressing importance of reporting all injuries, even minor
    - Checking that employees work safely
- The safety committee:
    - Initially consists of managers and supervisors
    - Monthly meetings with agendas and minutes
    - May call in outside reports from insurance companies, fire department, etc.
    - Review films, posters, other materials to show to employees
    - Develop safety self-inspection program
    - Emergency plans and drills
- Terrorism has changed way businesses conduct affairs
- Hotels have added to periodic fire drills: procedures for dealing with bomb threats and acts of sabotage and terrorism
- Key employees in each department must know procedures
- Hotels conduct safety and fire drills with local police and fire officials
- Specific written information should be in all guestrooms

REFERENCES

Authors	Title	Publisher	Year	ISBN
Lattin, G. W	*The Lodging and Foodservice Industry*. 6th ed.	The Educational Institute of the American Hotel	2013	978-0-86612-437-6

		and Motel Association.		

ACTIVITES
Relevant case studies, reflecting specific learning outcomes.

SYNOPSIS

During this week the students will look at the specific concepts and continue building on key concepts, definitions and ideas pertaining to "The Security Division".

Estimated Workload: 20 hrs

ASSESSMENTS

Instructions to students for the online quizzes

Structure: Each progress test has 10 questions. All questions are multiple choices, thus you need to identify the correct or most correct answer for each.

Assessment: The total number of multiple choices is 10 (for each progress test). Each question carries 1 point. Total marks for each progress test is 10 points. The average result of the 12 progress tests contributes towards 20% of your total mark for this subject.

What to study:

Each week you will have one Quiz that will be based on the LOs of each topic.

Time available: 15 minutes (for each progress test)

Very important note: It is highly likely that you will find the progress tests challenging if you are not well prepared in advance. Thus, go through your lectures, take additional notes (i.e. of examples used and case studies shown) and revise carefully all these prior you attempt to take the tests.

SAMPLE OF ASSESSMENT

QUIZZ 1

1. Identifying smaller groups within a target market and developing products and services to satisfy these groups is called:

a. franchising.

b. market segmentation.

c. demand marketing.

d. supply marketing.

2. Which of the following may be a characteristic of an extended-stay hotel?

a. several kinds of food and beverage services

b. recreational and exercise facilities

c. conference and meeting rooms

d. limited housekeeping services

3. Which of the following features or services is likely to be found at an economy/limited service property?

a. banquet rooms

b. small meeting rooms

c. room service

d. uniformed services

4. The level of service quality in hotels is determined by:

a. independent rating services.

b. increasing service variability.

c. consistent service delivery.

d. the variety of amenities offered.

5. Hotels that maintain a relatively high ratio of staff members to guests are likely to provide _____________ service.

a. economy/limited

b. mid-range

c. world-class

d. quality

6. Which of the following types of hotels is least likely to offer uniformed guest services?

a. world-class service hotels

b. first-class service hotels

c. mid-range service hotels

d. economy/limited service hotels

7. The owner/manager of the Dew Drop Inn has a great deal of flexibility in responding to changes in local market conditions but cannot afford broad advertising exposure and pays relatively high prices for supplies. The Dew Drop Inn is probably a(n) ______________ property.

a. chain property

b. franchisee

c. corporate

d. independent

8. A group of investors is planning to develop a conference center on the outskirts of a major city. Financing opportunities depend on assuring the bank that the property will be operated by a professional staff. Which of the following would be the best option for the investors if none of them has a hospitality management background?

a. forming a hotel chain

b. contracting with a management company

c. joining a referral group

d. becoming an independent property

9. Which of the following types of hotels would likely appeal most to pleasure/leisure travelers?

a. airport hotels

b. resort hotels

c. residential hotels

d. convention hotels

10. Which of the following are primarily designed to create and sustain brand loyalty among guests?

a. quality service initiatives

b. frequent traveler programs

c. amenity innovations

d. internal marketing programs

ANSWERS: 1-b-C1, 2-d-C1, 3-b-C2, 4-c-C2, 5-c-C2, 6-d-C2, 7-d-C2, 8-b-C2, 9-b-C3, 10-b-C4

Final Examinations Study Guide

Final exams are different from midterm exams and other forms of assessment (i.e. projects, case studies etc) mostly because they are comprehensive and that means that they draw upon your knowledge from the entire course. Also, students take the final exams during the examination period at the end of the semester and that means that they have to study for multiple exams at the same time (more or less). Finally as they carry a lot of weight towards your course grade, your performance in the final could make a difference between an A- and a C+ on your transcript! Thus, it is important to follow a studying guide, and earn a top grade from your final exams. Herein, you may find some trusted and tested methods.

Plan ahead

It is recommended to plan out your study sessions (for ALL your exams) to have a better understanding on how much work you’re facing. Use the calendar on your phone to set alerts and reminders for yourself so you stick to your plan.

Start early

Start studying for finals a few weeks before the first exam, and figure out how much time to set aside each day for each subject, setting realistic goals. Do not cram!

Study Strategically!

Try to prioritize the concepts of each course into three categories: red, orange and green. List under the red category the content that you believe it is definitely going to be in the final exam. This usually included topics addressed through quizzes, homework assignments, projects etc. as well as points raised by your tutor in the revision. Put under the orange category, topics that are probably in the final exam. For example topics explained thoroughly in weekly sessions that did not make it in the assignments, Topics that fuelled lots of discussion in forum etc. The remaining material goes in the green category. Do not study in a serial way from the beginning to the end of your notes, but review the material in the red category, first. Then move on to studying what is listed in the orange category and, then the content in the green category. That way, if you run out of time, you know you at least have reviewed the basics extensively. Ask your teachers if they'll share copies of previous finals so you can see what might be covered or how questions will be phrased.

Give yourself more time to study for your toughest topics

Do not allot time equivalently for each topic. If a topic gave you trouble all semester, devote more time to that subject—even if it's your last final. Look over your previous form of assessment for that subject and take extra time now to review what you missed. By starting with the toughest stuff first, you have time to ask your lecturer questions or get help from peers or tutors.

Form a study group

There's nothing like peer pressure to keep you motivated to study. Plan skype sessions with friends to review the class material, compare notes, or work through tricky concepts. You'll benefit from the good study habits and notes of the other members in your study group. If you're trying to solve a tough problem, two heads are better than one.

Talk it out

Not only is it more fun to study with your friends than studying by yourself, you'll also learn more. By talking through the facts and formulas with a study partner, you're thinking about the material more deeply, which means you'll remember it better later.

Get creative with study aids

Now that you know what key concepts from each subject you need to prioritize, find the best way to review and internalize what you predict will be on the final exam. Make flash cards to help you memorize dates or come up with a short video that you can upload in your yahoo channel!

Quiz yourself

Students tend to remember the information they have been examined on better than the information they simply review. So ask your study group members or your friends to quiz you!

Make sleep a priority

While it may be tempting to pull an all-nighter and cram everything in at the last minute, it’s a bad idea. You just add stress, and you won’t retain the information for very long by studying that way. You may even forget some of it by the time the test begins.

Have a break!

Plan for breaks and do something that you enjoy during the breaks. This way you can improve your concentration when you return to studying:

Eat your greens

Eat healthy and drink plenty of water to keep your brainpower at its prime.

Sample Final Examination

FINAL EXAMINATION

Course No. & Title: HMGT – 100 Hospitality Industry Management

Program of Study: BBA Hospitality Management DL

Date: 00/00/2018

Semester: Fall 2018

School: Business

Examination Aid Permitted: Dictionary

Time Allowed: Two Hours

Total points: 110 points with an assessment weight of 60%.

Lecturer: George Panayiotou

Name: ____ S.I.D No.: ____________

Instructions:
This Final Examination covers **ALL** weeks and is comprehensive. It consists of 3 Parts. ALL questions should be attempted. Read all the instructions and questions carefully before answering. All University exam regulations strictly apply.

PLEASE ANSWER <u>ALL</u> QUESTIONS ON THE EXAM PAPER

GOOD LUCK. Subhakamana, Καλή τύχη, Bit-tawfīq, Hajoghutyun, 祝你好運, Allah ka fazal ho, İyi şanslar, *Удачи*

CAREFULLY READ THE QUESTIONS IN PART A AND B, AND SELECT THE BEST ANSWER.

PART A: TRUE (T) OR FALSE (F) (20x1.5 = 30 POINTS)

1. A guest who arrives at a hotel without a reservation is known as a no show guest.
2. The market mix is defined as a group of customers with similar buying traits.
3. Publicity is defined as editorial coverage as opposed to advertising.
4. Consolidation is a process by which the number of owing companies of brand hotels increases due to purchases, mergers, and other ownership transfers.
5. Samuel Cole opened the first American Tavern in 1634
6. Airports and national parks are considered parts of a destination's infrastructure.
7. People travel more because it is an attractive leisure activity.
8. A franchise property is an independently owned and operated business.
9. Front-of-the-house areas are those in which employees have little or a lot of guest contact.
10. A management trainee program is an on-the-job experience for hospitality students required by most colleges and university hospitality programs.
11. When we use the term contemporary popular-priced restaurants, we are referring to the restaurants that cater to the eating market
12. A speakeasy is a type of establishment serving alcoholic beverages illegally.
13. Little or no tracking of energy consumption is a key energy problem.
14. The process of renewing and updating a hospitality property is known as renovation.
15. A document used to initiate requests for repair or maintenance is known as a 'work order'.
16. Advancements in aircraft technology have boosted the development of national parks.
17. A food server is an example of an entry-level position in the hospitality industry.
18. The Food and Beverage division is a major revenue center consisting of 4 departments.
19. American cuisine was one of Ritz Carlton's innovations.

20. Hospitality is defined as the "Reception and entertainment of guest, visitors, and strangers with goodwill and liberality".

-Please continue with part B-

PART B: MULTIPLE CHOICE QUESTIONS.
CIRCLE THE CORRECT ANSWER. (30x2 = 60 POINTS)
Please answer the multiple choice questions on the table provided at the end of the exam

21. Which of the following would most likely be responsible for dealing with the media in case of a major incident?
    a. the security division
    b. the marketing and sales division (Public Relations)
    c. the human resources division
    d. the rooms division

22 The security division helps prevent losses with all of the following except:
    a. Patrols
    b. Parcel inspection
    c. Purchasing audits
    d. Fire safety inspection

23. The primary goal of the security division is:
    a. Prevention
    b. Detection
    c. Apprehension
    d. Prosecution

24 One advantage of working in a small property:
    a. advancement is quicker
    b. broader, hands-on experience
    c. all of the above
    d. none of the above

25 The Buffalo Statler Hotel was:
    a. the first health resort in the United States
    b. the first hotel with a valet parking
    c. the first modern commercial hotel in the United States
    d. built during WWII

26 Which of the following managerial-level positions would be unique to large chain hospitality operations?
    a. Human resources manager
    b. Credit manager

c. Director of Franchising
d. Reservations agent

27 All of the following are typical responsibilities of a hotels purchasing department except:
a. Select Suppliers
b. Recruit employees
c. Negotiate prices
d. Assess the quality and quantity levels of needed items.

28 The ___________ division is responsible for attracting, developing, training, and maintaining qualified management and staff
a. Marketing and Sales
b. Accounting
c. Human Resource
d. Training and Development

29 Hotel chain operations have been able to expand and gain market share through the use of:
a. market segmentation
b. management contracts
c. condominium rentals
d. time-share exchanges

30 Which of the following types of hotels represents the largest group of properties and caters primarily to business clients?
a. Airport hotels
b. Commercial hotels
c. Economy hotels
d. Resorts

31 All of the following are advantages for individual hotels entering into franchising agreements with lodging chains except:
a. a centralized reservation system.
b. technical assistance in purchasing
c. a brand image and reputation.
d. freedom to design unique standards of operations

32 Which of the following human resources functions focuses on socially assimilating the new employee into the organizational environment?
a. Orientation
b. Selecting
c. Hiring
d. Training

33 Security division’s goal is to _______ security problem rather than react.

a. confirm
b. arrest
c. prevent
d. hide

34 The best advertising media a hotel can use when recruiting new employees is the:
a. Direct Mail
b. Television
c. Newspapers
d. Radio

35. Which of the following would most likely attract a budget-conscious traveler who wanted a clean room, no amenities, and no food service?
a. economy hotel
b. conference center
c. casino hotel
d. commercial hotel

36. Infrastructure includes:
a. natural resources
b. hotels and restaurants
c. systems for water, gas, and electricity
d. museums and shopping centers

37. Which of the following is a major contributor to a property's energy problems?

a. little or no tracking of energy consumption
b. limited warranties on equipment and systems
c. too much attention from unqualified top-level managers
d. overqualified maintenance personnel

38. Which of the following is used to keep a running balance of the quantity of items in stock?
a. month-end inventories
b. perpetual inventories
c. log books
d. dead stock lists

39. Limited-menu restaurants**:**
a. Have a limited variety of menu items
b. have a varied marketing environment
c. do not conduct competition analysis
d. none of the above

40. Which of the following is the best example of internal selling?
a. a concierge recommending a local theatre presentation
b. a salesperson visiting a prospective client

c. a catering director taking a phone order for a convention's banquet menu
d. a server suggesting the chef's special dessert

41 Increasingly, hotel advertising and public relations responsibilities are handled by:

a. advertising agencies hired by the owners with the counsel of the general manager.
b. the director of marketing, often in liaison with an outside advertising agency.
c. an advertising and public relations manager.
d. the director of sales.

42. Which of the following is a primary reason for excessive labour costs:

a. no basic staffing guides
b. lack of overtime
c. efficient communication between employees and managers
d. none of the above is correct

43. All of the following should be included in a Human Resources Orientation Program except:

a. benefits
b. training
c. working conditions
d. tour of the establishment

44. The department responsible for ware washing and cleaning-up of Food and Beverage facilities is:

a. catering
b. stewarding
c. beverage
d. housekeeping

45. Which of the following advertising media can provide intensive coverage through a well-defined circulation although it has a short life?

a. Magazines
b. Newspapers
c. Television
d. Direct Mail

46. The main responsibilities of the engineering the maintenance include all of the following except:

a. Life Safety Systems
b. HVAC
c. electrical
d. paying the electricity bills.

47. A menu that does not list all of the food items served in a food and beverage operation, but instead describes one or a few complete meals at a stated price or prices is:

a. a buffet menu.
b. a banquet menu.
c. A la carte menu.
d. a prix fixe menu. (Table d'hote)

48. All of the following are common financial statements used in hotels except:

a. balance sheet
b. operating budget
c. realization
d. income statement

49. The majority of food service industry sales are generated by:

a. health care programs.
b. hotel operations.
c. retail operations.
d. eating and drinking places.

50. Which of the following would be classified as an institutional food service operation?

a. a hotel restaurant.
b. a tavern.
c. an employee dining room in a department store.
d. a school lunch program.

Please continue with- PART C-

PART C:
PLEASE ANSWER <u>TWO-2-</u> OUT OF THE FOLLOWING <u>FOUR-4-</u> ESSAY QUESTIONS .
(2 X 10 = 20 POINTS). Give examples.

1. **Outline and describe the primary functions performed by a Property Management System (PMS).**
2. **Identify and describe at least six major innovations that revolutionised the food and beverage industry within the US. Give examples**
3. **Outline and describe the Advantages and Disadvantages of starting a career in a Small/Large hotel.**

4. **Outline and describe at least four of the "Requirements for Tourist Destinations"**

-End of Exam-

ESSAY QUESTION ANSWER SHEET **Question number_____**

ESSAY QUESTION ANSWER SHEET **Question number_____**

TRUE OR FALSE

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MULTIPLE CHOICE

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STUDENT NAME: ______________________________ DATE:____/____/_____

ΠΕΡΙΕΧΟΜΕΝΑ/CONTENT:

Institution	University of Nicosia		
Programme of Study	BBA Hospitality Management		
Course	HMGT- 110 Food and Beverage Management		
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Mode of Delivery	Distance Learning ☒	Conventional ☐	
Type of Course	Required ☒	Elective ☐	
Number of Group Advising Meetings/Teleconferences/Lectures	Total: 9 hours (additional consultation time available upon request)	With Physical Presence N/A	On-line: 3 hours Webex session
Number of assignments	3		
Assessment	• Online Quizzes (20%) • Written Assignment (20%) • Final Examination (60%)		
Number of ECTS credits	10		

Preparation of Study Guide by:	Nicholas Orphanides
Review and approval of study Guide by:	UNic internal Quality Assurance Committee.

i. Teaching Faculty
Nicholas Orphanides. Full time faculty member. orphanides.n@unic.ac.cy George Panayiotou Full time faculty member. panayiotou.g@unic.ac.cy
ii. Module / Course:
• Brief description of Module/Course and Aims: The aim of this course is to learners to meet the challenges associated with the Food and Beverage Industry. Learners will gain a good understanding of the Food and Beverage industry by analyzing the industry's : o growth and development, o reviewing food and beverage service organizational structures, ○ reviewing food and beverage service operational concepts, o investigating relationship with the hotel's other departments, o focusing on industry opportunities and future trends • Main Topic/Thematic Areas: 1. Food and Beverage growth and development - 2 weeks 2. Food and Beverage structures and concepts - 2 weeks 3. Menu Planning and Design - 4 weeks 4. Food and Beverage management and Control - 4 weeks • Expected Learning Outcomes: After completion of the course students are expected to be able to: 1. Develop general knowledge on the origins and development of food service in hotels, restaurants, and institutions. 2. Describe the economic impact of the F&B industry. 3. Distinguish between commercial and institutional food service facilities. 4. Identify trends likely to affect food service in the coming years.

5. Identify a variety of managerial, production, and service positions that are typical of the food service industry and describe the roles these positions play in providing food service.
6. Describe managerial responsibilities as they relate to food service functions including menu planning, purchasing, storing, preparation, and recipe development.
7. Define the steps involved in menu planning and menu design.
8. Define the importance and role of Food and Beverage marketing.
9. Identify the major functions and basic principles of Food and Beverage production.
10. Identify and describe the four types of table service and at least two other food service categories.
11. Review the fundamentals of Food and Beverage Management and Control.
12. Describe proper sanitation, hygiene and safety procedures and techniques used on the Food and Beverage industry.

- Teaching Material:

Authors	Title	Publisher	Year	ISBN
Ninemeier, J.D.	*Management of Food and Beverage Operations*. 6th ed.	The Educational Institute of the American Hotel and Motel Association.	2015	978-0-86612-477-5
Lattin, G. W	*The Lodging and Foodservice Industry*. 6th ed.	The Educational Institute of the American Hotel and Motel Association.	2013	978-0-86612-437-6
Barrows, Powers:	*Introduction to Management in the Hospitality Industry, 10th Edition*	John Wiley and Sons	2012	978-0-470-91179-2
Supplemental PowerPoint Slides	**For specific notes on the text book, (Barrows, Powers) please visits http://eu.wiley.com and download the power point presentations from the site. You need to access the 'student companion' link. Just write in the book title in the search area and click on the book and then follow the links for further readings.			

- ECTS: 10 ECTS equivalent to 250 hours student workload

iii. Each Main Topic/Thematic Area:

- **Brief description and aims respective to the main topic/thematic area**
    1. **Food and Beverage growth and development**–This thematic area will introduce the learner to the food and beverage service industry and help them make sense of the different components that make up the industry. Also, key concepts and terminology will be introduced to build a professional vocabulary, and mind-set. For more specific details please refer to relevant week - 2 weeks
    2. **Food and Beverage Structures and Concepts** – A more focused approach will be taken in this thematic area. More specifically, focus will be given to topics pertaining to the food and beverage 'how' and 'why' things are, as well as continuing to build on terminology and concepts that build a strong understanding of the workings of this industry sector. For more specific details please refer to relevant week - 3 weeks
    3. **Menu Planning and Design** - This thematic area will continue to build and expand the concepts of the first thematic area, to connect the past, present and future. Also, the profession and the learners place in this industry will be discussed. For more specific details please refer to relevant week - 3 weeks
    4. **Food and Beverage Management and Control** – this thematic area will delve into the operational and managerial aspects of food and beverage service operations. Key managerial and control concepts will be identified and explained to provide the learner with specific know how on the operational and other relevant aspects. For more specific details please refer to weeks please refer to relevant week - 4 weeks

- **Expected learning outcomes:**
  As per section (ii) above for a general overview, and for detailed breakdown with specific Learning Outcomes please refer to each week separately.

- **Keywords Introductory notes**:

  As per specific keywords for each week.

- **Educational/Learning material:**

  For more specific details please refer to relevant week.

- **Synopsis:**
  For more specific details please refer to relevant week.

- **Recommendations for further study:**
  For more specific details please refer to relevant week.

- **Weekly activities:** Each week consists of:
    1. A Forum discussion that is related to LOs on the topic.
    2. A Multiple-Choice Quiz – Self Evaluation.

3. Every 3 weeks one 3-hour WebEx session following the Los.
4. Review activities such as Discussions Questions.

iv. Teaching Timetable

Analysis of each week's teaching providing a timeline and relevant aims. In the timeline, the following should be clarified per week: what the student needs to study, when they will be required to submit written work and the relevant deadlines. The timeline should also refer to any teleconferences/ group consultation meetings that will take place and the final exam.

(available on the platform)

v. Teaching methods

- Utilization of LMS – asynchronous
- WebEx tutorial – synchronous
- Student to lecturer interaction in dedicated forums
- Student to student interaction supported through dedicated student only chat
- A student to content interaction supported through self-assessment test, such online tests and or quizzes
- Simulation and gamification activities, e.g. SLATE 3D Hotel gamification, where applicable.

vi. Written work – Exams - Assessment

Assignment Guidelines:

For the group work requirements, you have been allocated in a specific team with a peer.

Please find below your team and peer below:

Team A: Peter Green and Stevie Nicks

Team B: John McVie and Mick Fleetwood

Team C: Bob Weston and Sharon Stone

As soon as you read this email, please email your peer, introduce yourself and get your team organized.

Important Peer Guidance

·You are advised to stay in continuous contact with your peer. If you are late in developing a review or you are unwell, your peer needs to know.

·Read each week's task instructions thoroughly and discuss them with your peer towards developing a common understanding. Don't assume that your peer knows what you are doing.

·In your peer feedback, always refer to proper referencing. All pieces of work should be written in your own words. Also, in-text references should appear in the script as well as a reference list at the end of the report.

What is peer assessment?

·Peer assessment is when students make assessment decisions on other students' work

·Peer assessments are linked to reflective practice as it involves self-development and as such, is an important skill for career development and management.

What makes a good piece of work?

Please note, your assessments should be based on the University of Nicosia Marking Criteria/ Rubric. Please go through the UNIC marking criteria and familiarize yourself with the requirements.

Referencing and Essay Writing

Please use the Harvard Referencing System for all referencing requirements. All pieced of work (both formative and summative), require in-text references and a reference list at the end of the report. Also, analysis should be written in your own words (paraphrasing). Copying and pasting is not acceptable - it may lead to failure grade.

Finally, at the end of the module, you encouraged to fill in the anonymous end of Module Evaluation survey appearing after the eponymous feedback forum. Students' voice is indeed important for improvement.

Grading Guidelines:

1. Knowledge of the topic and ability to practically apply it;

2. Analysis of issues and an awareness of different viewpoints;

3. Evaluation of competing explanations or theories applied to a problem;

4. Ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system;

5. Skill in the presentation of an answer with accuracy, clarity and coherence.

With these objectives in mind, the following model marking scheme should apply:

Letter Grade	*Numerical Grade*	*Grade Points*

A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	0-59	0.0

Assessment Guide	
Online Quizzes	20%
Written Assignment	20%
FINAL EXAMINATION	60%
TOTAL	100%

vii. Communication

Communication is conducted through messages on LMS post in the forum, individual emails in an asynchronous mode.

For synchronous communication students are encouraged to contact me through Skype, or phone over IP during pre-specified office hours which will be available on the course outline.

SCHOOL OF BUSINESS

HOSPITALITY, TOURISM AND SPORTS MANAGEMENT DEPARTMENT

BBA HOSPITALITY MANAGEMENT

Study Guide

HMGT-110 FOOD AND BEVERAGE MANAGEMENT

Course Lead:

NICHOLAS ORPHANIDES

ORPHANIDES.N@UNIC.AC.CY

Course Contributors:

George Panayiotou

panayiotou.g@unic.ac.cy

Contents

Introductory Note

This Study Guide is a basic supplement for the distance learning course “Food and Beverage Management”, which is offered by the distance learning BBA HOSPITALITY MANAGEMENT programme. The aim of this Guide is to direct the students and help them into making systematic use of the educational material on which the teaching of the course is based.

The current course includes 12 sub-topics, separated in 12 study weeks. Each of these is composed of the following components: summary and brief introductory note, objectives, expected learning outcomes, key words, bibliography and other online resources, learning activities, and self-assessment exercises, and expected time that the student will be required to study. It is a compulsory course that corresponds to 10 ECTS.

The Guide must be used in common with the Course Outline and with the educational material indicated for each lecture through the interactive internet-based platform of the course (Moodle).

At the beginning of each study week, students are expected to familiarise themselves with the corresponding sections’ objectives and learning outcomes, while they should go through the teaching material (recorded lectures) and conduct the additional learning activities. Learning activities will have a designated start and end date and time, which will be communicated to students via email. Some activities will be synchronous (e.g. webinars, online chats), while others will be asynchronous (e.g. Q&A Fora). The former will involve direct live interaction (either chat or verbal/video) between students and tutor, as well as between students themselves (student-tutor, student-student interactions), while in the latter the aforementioned interactions will not be live. Going through the teaching material and conducting the learning activities is *essential*, since it will help in clarifying and assimilating the material of the course as well as developing critical thinking on each topic.

In addition to the essential components described above, each section contains relevant bibliography (relevant textbooks and designated chapters), as well as relevant online resources (websites and other files such as scientific articles) and online videos to watch. Students are strongly encouraged to go through these additional resources, as part of self-directed learning, which will facilitate deeper understanding and critical thinking on the topic of interest. The relevant online resources and videos could be updated and/or enriched during the semester.

All relevant resources and activities can be found on the e-Learning Platform (Moodle) page of the specific course. It is essential that students follow the specific Study Guide in combination with the course's Moodle page throughout the duration of the course, in order to organise their learning time efficiently and take full advantage of the learning material offered.

The broad learning objective of the course is to prepare students to meet the challenges associated with the Food and Beverage Industry.

Introductory session

At the start of the course, students should view the welcome video provided by the Course Lead. This offers an introduction to the course and outlines the key learning objectives and outcomes that will be covered during **HMGT-110 Food and Beverage Management.**

Course Weekly Schedule

Week 1	
Section	The Food Service Industry
Section	Organization of F&B operations
Week 2	
Section	Fundamentals of Management
Week 3	
Section	Food and Beverage Marketing Marketing
Week 4	
Section	Nutrition for foodservice Operations
Week 5	
Section	The Menu
Week 6	
Section	Managing Food Costs and Menu Pricing Strategies
Week 7	
Section	Preparing For Production
Week 8	
Section	Production
Week 9	
Section	Food and Beverage Service
Week 10	
Section	Sanitation and Safety
Week 11	
Section	Facility Design Layout and Equipment
Week 12	
Section	Financial Management

Week 1 – The Food Service Industry

Summary / Introductory note

The learner for this week will be introduced to the 'Food Service Industry'. Here key concepts and terminology specific to the food and beverage service sector will be introduced.

Objective/s

1. The learner is to understand the key concept and differences between commercial and non-commercial properties and be able to site specific examples.
2. Understand the reason food and beverage outlets use for profit management contract companies.
3. Understand key concepts of chains vs. franchise operation and their meaning.

Expected learning outcomes

1. Distinguish between commercial and noncommercial food service operations.
2. Outline the origins and development of food service in hotels, restaurants, and institutions.
3. Identify and describe the three basic organizational categories of commercial food service operations and discuss the use of for-profit contract management companies to run noncommercial operations.
4. Identify trends likely to affect food service in the coming years.

Key words

Commercial and non-commercial food service operations, origins, trends, contract management.

Teaching material

As per learning platform for each relevant week

Bibliography

1. Ninemeier, J.D., Management of Food and Beverage Operations. 6th ed. The Educational Institute of the American Hotel and Motel Association.2015
2. Lattin, G. W., The Lodging and Foodservice Industry. 6th ed. The Educational Institute of the American Hotel and Motel Association.2013
3. Barrows, Powers, Introduction to Management in the Hospitality Industry. 10th ed. John Wiley and Sons. 2012

Additional resources:

Self-Evaluation Exercises

Each week will have a dedicated self-evaluation exercise.

Expected Study Time

Estimated number of hours of student work this week 40

Week 1 – Section 2-Organization of Food and Beverage Operations

Summary / Introductory note

The learning for this week will be introduced to the management structure of various foodservice establishments. Lob related Issues will also be addressed in this section.

Objective/s

1. The learner is to understand the key concept and differences between all levels of employment and be able to site specific examples.
2. Understand and differentiate between BOH and FOH staff foodservice establishments.
3. Understand the realities associated with working in the foodservice industry.

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Identify a variety of managerial, production, and service positions that are typical of the food service industry and describe the roles these positions play in providing food service.
2. Explain the purpose of an organization chart and identify the organizational structures of various kinds of food service operations.
3. Describe several critical issues that a person should consider before starting a career in foodservice industry.

Key words

Managers, production positions, organisational charts.

Teaching material

As per learning platform for each relevant week.

Bibliography

1. Ninemeier, J.D., Management of Food and Beverage Operations. 6th ed. The Educational Institute of the American Hotel and Motel Association.2015
2. Lattin, G. W., The Lodging and Foodservice Industry. 6th ed. The Educational Institute of the American Hotel and Motel Association.2013

3. Barrows, Powers, Introduction to Management in the Hospitality Industry. 10th ed. John Wiley and Sons. 2012

Additional resources:

Self-Evaluation Exercises
Each week will have a dedicated self-evaluation exercise.

Expected Study Time
Estimated number of hours of student work this week 40.

Week 2 –Fundamentals of Management

Summary / Introductory note

The learner for this week will be introduced to fundamental management concepts. Familiarization with the seven managerial tasks. Managements role in providing quality hospitality services is also a key concept the learner must comprehend.

Objective/s

1. The learner is to understand the seven managerial tasks.
2. Cite examples of the different managerial tasks.

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Define *management* and list the steps in the management process.
2. Describe the management tasks involved in planning, organizing, coordinating, staffing, directing, controlling, and evaluating.
3. Contrast primary and secondary groups, and describe management's role in providing hospitality to all guest groups.

Key words

Seven management tasks, hospitality.

Teaching material

As per learning platform for each relevant week

Bibliography

1. Ninemeier, J.D., Management of Food and Beverage Operations. 6th ed. The Educational Institute of the American Hotel and Motel Association.2015
2. Lattin, G. W., The Lodging and Foodservice Industry. 6th ed. The Educational Institute of the American Hotel and Motel Association.2013
3. Barrows, Powers, Introduction to Management in the Hospitality Industry. 10th ed. John Wiley and Sons. 2012

Additional resources:

Self-Evaluation Exercises

Each week will have a dedicated self-evaluation exercise.

Expected Study Time

Estimated number of hours of student work this week 40.

Week 3 – Food and Beverage Marketing

Summary / Introductory note

The learner for this week will be introduced to the topic of food and beverage marketing.

Objective/s

1. The learner is to understand the importance of marketing and the role it plays in foodservice establishments.
2. Understand the feasibility concept and its purpose.
3. Understand the elements of a marketing plan.

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Explain marketing in terms of delivering guest-pleasing service.
2. Describe the steps involved in developing a feasibility study, and list the three types of marketing research that should follow such a study.
3. Describe the elements of a complete marketing plan, focusing on the roles of sales, traditional and electronic advertising, public relations, and publicity. Compare public relations and publicity for hospitality operations.
4. Describe marketing tactics that a noncommercial food service operation might use.

Key words

Foodservice marketing, feasibility study, marketing plan, guest-pleasing service.

Teaching material

As per learning platform for each relevant week.

Bibliography

1. Ninemeier, J.D., Management of Food and Beverage Operations. 6th ed. The Educational Institute of the American Hotel and Motel Association.2015

2. Lattin, G. W., The Lodging and Foodservice Industry. 6th ed. The Educational Institute of the American Hotel and Motel Association.2013

3. Barrows, Powers, Introduction to Management in the Hospitality Industry. 10th ed. John Wiley and Sons. 2012

Additional resources:

Self-Evaluation Exercises
Each week will have a dedicated self-evaluation exercise.

Expected Study Time
Estimated number of hours of student work this week 20.

Week 4 –Nutrition for Food Service Operations

Summary / Introductory note

The learner for this week will be introduced to the topic of nutrition for foodservice operations. Related issues of nutrition will be addressed in this section.

Objective/s

1. The learner is to understand the importance of nutrition.
2. Comprehend the dietary needs of guests and how to plan for those.
3. Understand the legal requirements for correct labeling.

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Explain the importance of good nutrition, and list and define the six basic nutrients.
2. Describe the value of recommended dietary allowances, and nutrition labeling.
3. Describe nutrition concerns as they relate to food service functions, including menu planning, purchasing, storing, preparation, recipe development, and serving food to guests.
4. Discuss menu-labeling laws.
5. Identify dietary concerns related to calories, fats and cholesterol, sodium, food allergies, vegetarian meals, and organic foods.

Key words

Nutrients, Organic, Standard Recipe, dietary concerns, labeling.

Teaching material

As per learning platform for each relevant week.

Bibliography

1. Ninemeier, J.D., Management of Food and Beverage Operations. 6th ed. The Educational Institute of the American Hotel and Motel Association.2015

2. Lattin, G. W., The Lodging and Foodservice Industry. 6th ed. The Educational Institute of the American Hotel and Motel Association.2013

3. Barrows, Powers, Introduction to Management in the Hospitality Industry. 10th ed. John Wiley and Sons. 2012

Additional resources:

Self-Evaluation Exercises
Each week will have a dedicated self-evaluation exercise.

Expected Study Time
Estimated number of hours of student work this week 20.

Week 5 –*The Menu*

Summary / Introductory note

The learner for this week will be introduced to the topic menu. The different types of menus and the foodservice operation that use them will be addressed. The menu matrix as a concept will also be introduced in this week.

Objective/s

1. The learner is to understand the three basic types of menu
2. Identify the importance of the menu as an in house marketing tool
3. Understand how to evaluate menus using the menu matrix.

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Identify the three basic categories of menu pricing styles, and describe the two varieties of menu schedules.
2. Describe the differences in breakfast, lunch, and dinner menus, and list some of the most common specialty menus.
3. Explain the steps involved in menu planning and menu design.
4. Discuss general menu evaluation tactics and menu engineering.

Key words

Table d'hôte, À la carte, Combination, menu planning, menu engineering.

Teaching material

As per learning platform for each relevant week

Bibliography

1. Ninemeier, J.D., Management of Food and Beverage Operations. 6th ed. The Educational Institute of the American Hotel and Motel Association.2015

2. Lattin, G. W., The Lodging and Foodservice Industry. 6th ed. The Educational Institute of the American Hotel and Motel Association.2013

3. Barrows, Powers, Introduction to Management in the Hospitality Industry. 10th ed. John Wiley and Sons. 2012

Additional resources:

Self-Evaluation Exercises

Each week will have a dedicated self-evaluation exercise.

Expected Study Time

Estimated number of hours of student work this week 20.

Week 6 –Managing Food Costs and Menu Pricing Strategies

Summary / Introductory note

The learner for this week will be introduced to concepts pertaining to the management of food costs and menu pricing strategies. New terminology will be introduced during this week.

Objective/s

1. The learner is to understand the key concepts of standard recipes.
2. Understand the specific terminology required.
3. Comprehend the subjective and objective pricing methods.

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Discuss the benefits of standard recipes, and explain the procedures involved in using standard recipes.
2. Summarize what is involved in determining standard portion costs for menu items, total standard food costs, and standard portion costs for beverages.
3. Describe the four subjective menu pricing methods, explain the value of the two main objective pricing methods, and describe the role of pricing in managing a successful, competitive food and beverage operation.

Key words

Pricing, standard recipes, costing,

Teaching material

As per learning platform for each relevant week

Bibliography

1. Ninemeier, J.D., Management of Food and Beverage Operations. 6th ed. The Educational Institute of the American Hotel and Motel Association.2015

2. Lattin, G. W., The Lodging and Foodservice Industry. 6th ed. The Educational Institute of the American Hotel and Motel Association.2013

3. Barrows, Powers, Introduction to Management in the Hospitality Industry. 10th ed. John Wiley and Sons. 2012

Additional resources:

Self-Evaluation Exercises

Each week will have a dedicated self-evaluation exercise.

Expected Study Time

Estimated number of hours of student work this week 20.

Week 7 –Preparing for Production

Summary / Introductory note

The learner for this week will be introduced to the PRSI cycle. Pre-Production related issues will also be addressed.

Objective/s

1. The learner is to understand the key concepts and issues relating to pre-production.
2. Understand the PRSI cycle.
3. Comprehend the necessity for technology in the management of the PRSI and pre-production process.

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Describe the various roles of purchasing, receiving, storing, and issuing as each function relates to food production.
2. Describe the various roles of purchasing, receiving, storing, and issuing as each function relates to alcoholic beverage service.
3. Discuss how technology helps managers with various preproduction tasks.

Key words

PRSI, pre-production.

Teaching material

As per learning platform for each relevant week

Bibliography

1. Ninemeier, J.D., Management of Food and Beverage Operations. 6th ed. The Educational Institute of the American Hotel and Motel Association.2015

2. Lattin, G. W., The Lodging and Foodservice Industry. 6th ed. The Educational Institute of the American Hotel and Motel Association.2013

3. Barrows, Powers, Introduction to Management in the Hospitality Industry. 10th ed. John Wiley and Sons. 2012

Additional resources:

Self-Evaluation Exercises

Each week will have a dedicated self-evaluation exercise.

Expected Study Time

Estimated number of hours of student work this week 20.

Week 8 –Production

Summary / Introductory note

The learner for this week will be introduced to the production process and build on the preproduction theory of the previous week.

Objective/s

1. The learner is to understand the concepts of production planning and how they relate to meeting and exceeding the guests expectations.
2. Understand the various characteristics of food types and their preparation methods.

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Explain how production planning can help food service operations to meet and exceed guest expectations.
2. Identify the major functions and basic principles of food production.
3. Describe proper preparation and cooking methods for fruits and vegetables.
4. Identify and describe the four common characteristics of meat and poultry, and summarize their cooking considerations and methods.
5. Describe cooking considerations when preparing fish, eggs, and dairy products.
6. List common ingredients used when preparing baked products, and explain the effects each has on the finished product.
7. Describe how to meet or exceed guest expectations when making and serving coffee and tea.
8. Describe what food operations can do to help protect the environment, and outline managers' primary concerns during food and beverage production, including various control activities used to address these concerns.

Key words

Production planning, cooking methods, guest expectations.

Teaching material

As per learning platform for each relevant week.

Bibliography

1. Ninemeier, J.D., Management of Food and Beverage Operations. 6th ed. The Educational Institute of the American Hotel and Motel Association.2015

2. Lattin, G. W., The Lodging and Foodservice Industry. 6th ed. The Educational Institute of the American Hotel and Motel Association.2013

3. Barrows, Powers, Introduction to Management in the Hospitality Industry. 10th ed. John Wiley and Sons. 2012

Additional resources:

Self-Evaluation Exercises

Each week will have a dedicated self-evaluation exercise.

Expected Study Time

Estimated number of hours of student work this week 20

Week 9 –Food and Beverage Service

Summary / Introductory note

The learner for this week will be introduced to food and beverage service. Key concepts of what is service, it characteristics and how it can be managed are also addressed within this week.

Objective/s

1. The learner is to understand the types of table service.
2. Understand the use and benefits of technology in the service process.
3. Comprehend revenue control procedures.

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Identify and describe four types of table service and at least two other food service categories, as well as the ingredients of an enjoyable dining experience for guests.
2. Summarize preopening concerns and activities.
3. Describe what goes into providing good service to guests, and describe a sample service sequence, including procedures for serving alcoholic beverages with care.
4. Identify computer hardware and software used in the service process, describe proper usage procedures, explain how technology is changing the way guests place orders, and discuss how technology has affected account settlement.
5. Explain revenue control procedures for food servers and beverage personnel.
6. Explain the use of suggestive selling and beverage selling techniques.

Key words

Revenue control, POS, types of service.

Teaching material

As per learning platform for each relevant week.

Bibliography

1. Ninemeier, J.D., Management of Food and Beverage Operations. 6th ed.   The Educational Institute of the American Hotel and Motel Association.2015

2. Lattin, G. W., The Lodging and Foodservice Industry. 6th ed. The Educational Institute of the American Hotel and Motel Association.2013
3. Barrows, Powers, Introduction to Management in the Hospitality Industry. 10th ed. John Wiley and Sons. 2012

Additional resources:

Self-Evaluation Exercises

Each week will have a dedicated self-evaluation exercise.

Expected Study Time

Estimated number of hours of student work this week 20

Week 10 –Sanitation and Safety

Summary / Introductory note

The learner will be introduced to the topic of sanitation and safety. Related issues and terminology, such HACCP will be introduced and expended upon.

Objective/s

1. The learner is to comprehend the meaning of foodborne illness.
2. Understand the issues of personal hygiene.
3. Comprehend the HACCP concept.
4. Importance of OSHA.

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Explain and identify the causes of unsafe food, and list the basic types of foodborne illnesses.
2. Discuss the effects that personal cleanliness can have on food quality and service.
3. Outline proper food handling and cleaning procedures.
4. Describe the role OSHA plays in keeping the workplace safe.
5. Identify common food service accidents and some important ways to prevent them.
6. Outline management's role in sanitation and safety programs, including first aid requirements.

Key words

HACCP, foodborne illness, OSHA.

Teaching material

As per learning platform for each relevant week.

Bibliography

1. Ninemeier, J.D., Management of Food and Beverage Operations. 6th ed. The Educational Institute of the American Hotel and Motel Association.2015

2. Lattin, G. W The Lodging and Foodservice Industry. 6th ed. The Educational Institute of the American Hotel and Motel Association.2013
3. Barrows, Powers, Introduction to Management in the Hospitality Industry. 10th ed. John Wiley and Sons. 2012

Additional resources:

Self-Evaluation Exercises

Each week will have a dedicated self-evaluation exercise.

Expected Study Time

Estimated number of hours of student work this week 20.

Week 11 –Facility Design, Layout, and Equipment

Summary / Introductory note

The learner for this week will be introduced the concepts and terminology concerning facility design, layout, and equipment's.

Objective/s

1. The learner is to understand and differentiate between layout and design.
2. Understand the PRSI as it relates to flow concepts.

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Outline and describe the layout and design planning process.
2. List and briefly discuss kitchen design factors, explaining how different kitchen layouts affect work flow.
3. Summarize considerations that are important in redesigning receiving and storage areas, dining areas, and lounge areas.
4. Identify environmental or "green" construction strategies that will help restaurants address sustainability concerns.
5. Identify factors in food and beverage equipment selection, and describe different types of equipment necessary for cooking food and serving beverages.

Key words

Layout, design, PRSI.

Teaching material

As per learning platform for each relevant week.

Bibliography

1. Ninemeier, J.D., Management of Food and Beverage Operations. 6th ed. The Educational Institute of the American Hotel and Motel Association.2015

2. Lattin, G. W., The Lodging and Foodservice Industry. 6th ed. The Educational Institute of the American Hotel and Motel Association.2013
3. Barrows, Powers, Introduction to Management in the Hospitality Industry. 10th ed. John Wiley and Sons. 2012

Additional resources:

Self-Evaluation Exercises

Each week will have a dedicated self-evaluation exercise.

Expected Study Time

Estimated number of hours of student work this week 20.

Week 12 – *Financial Management*

Summary / Introductory note

The learner for this week will expand the costing concepts discussed in previous weeks. The learner will be introduced to various ratios concerning financial management.

Objective/s

1. The learner is to understand the various ratios.
2. Understand what the budgets are.
3. Understand the use of income statements and balance sheets.

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Describe the origins and the advantages of uniform systems of accounts.
2. Explain how an operations budget is used as a standard.
3. Identify the components and uses of income statements and balance sheets.
4. Describe and calculate liquidity, solvency, activity, profitability, and operating ratios.
5. List and briefly discuss fundamental accounting tasks typically performed by software programs.

Key words

Liquidity, solvency, activity, profitability, and operating ratios.

Teaching material

As per learning platform for each relevant week

Bibliography

1. Ninemeier, J.D., Management of Food and Beverage Operations. 6th ed. The Educational Institute of the American Hotel and Motel Association. 2015

2. Lattin, G. W., The Lodging and Foodservice Industry. 6th ed. The Educational Institute of the American Hotel and Motel Association. 2013

3. Barrows, Powers, Introduction to Management in the Hospitality Industry. 10th ed. John Wiley and Sons. 2012

Additional resources:

Self-Evaluation Exercises

Each week will have a dedicated self-evaluation exercise.

Expected Study Time

Estimated number of hours of student work this week 20.

ASSESSMENTS

Instructions to students for the progress tests

Structure: Each progress test has 10 questions. All questions are multiple choices, thus you need to identify the correct or most correct answer for each.

Assessment: The total number of multiple choices is 10 (for each progress test). Each question carries 1 point. Total marks for each progress test is 10 points. The average result of the 12 progress tests contributes towards 20% of your total mark for this subject.

What to study:

Each week you will have one Quiz that will be based on the Los of each topic.

Time available:

15 minutes (for each progress test)

Very important note! It is highly likely that you will find the progress tests challenging if you are not well prepared in advance. Thus, go through your lectures, take additional notes (i.e. of examples used and case studies shown) and revise carefully all these prior you attempt to take the tests.

SAMPLE OF ASSESSMENT

QUIZZ 1 Food and Beverage Operations

1. Which level of management is most concerned with long-term plans and goals?

a. top managers

b. middle managers

c. supervisors

d. none of the above

2. Which of the following is considered a production staff position?

a. host

b. steward

c. restaurant server

d. cashier/checker

3. When a food item is cooked by direct heat from above, it is said to be:

a. baked

b. deep-fried

c. roasted

d. broiled

4. When picking up a loaded tray, servers should:

a. bend at the knees so that their shoulder is below the tray.

b. balance the tray on their forearms.

c. bend at the waist and keep their back bent.

d. use both hands and carry the tray at waist level.

5. The most common style of table service in the United States is ___________ service.

a. cart

b. plate

c. platter

d. family-style

6. Samantha went to a restaurant where the food is displayed on counters and tables, and she and the other guests

can help themselves to as much of the items as they wish to eat. Samantha is eating at a restaurant that is

practicing __________ service.

a. platter

b. cart

c. buffet

d. plate

7. These guests are already in or are about to enter the mature market. They are youth-oriented and generally physically active, prefer light and healthy food options, and choose sodas, coffee, and iced tea more so than other generations. These guests belong to the __________ market.

a. Baby Boomer

b. Generation X

c. Millennial

d. Generation Z

8. These guests were born between the late 1970s and the early twenty-first century. They tend to be adventurous

eaters who enjoy various cuisines and intense flavors. These guests belong to the __________ market.

a. Baby Boomer

b. Generation X

c. Millennial

d. Generation Z

9. Which of the following statements about guest complaints is true?

a. Guest complaints should be interpreted as meaningful feedback.

b. Not all guests who have a complaint voice it to a staff member.

c. The staff member handling a complaint should not apologize to the complaining guest.

d. a and b

10. Which of the following statements about guest feedback is true?

a. E-mail is seldom used to obtain guest feedback.

b. There are many ways for an operation to seek and obtain guest feedback.

c. Telephone surveys are no longer used to obtain guest feedback.

d. a and c

ANSWERS: 1-a-C1, 2-b-C1, 3-d-C2, 4-a-C2, 5-b-C2, 6-c-C2, 7-a-C3, 8-c-C3, 9-d-C3, 10-b-C3

Final Examinations

Final exams are different from midterm exams and other forms of assessment (i.e. projects, case studies etc.) mostly because they are comprehensive and that means that they draw upon your knowledge from the entire course. Also, students take the final exams during the examination period at the end of the semester and that means that they have to study for multiple exams at the same time (more or less). Finally as they carry a lot of weight towards your course grade, your performance in the final could make a difference between an A- and a C+ on your transcript! Thus, it is important to follow a studying guide, and earn a top grade from your final exams. Herein, you may find some trusted and tested methods.

Plan ahead

It is recommended to plan out your study sessions (for ALL your exams) to have a better understanding on how much work you're facing. Use the calendar on your phone to set alerts and reminders for yourself so you stick to your plan.

Start early

Start studying for finals a few weeks before the first exam and figure out how much time to set aside each day for each subject, setting realistic goals. Do not cram!

Study Strategically!

Try to prioritize the concepts of each course into three categories: red, orange and green. List under the red category the content that you believe it is definitely going to be in the final exam. This usually included topics addressed through quizzes, homework assignments, projects etc. as well as points raised by your tutor in the revision. Put under the orange category, topics that are probably in the final exam. For example topics explained thoroughly in weekly sessions that did not make it in the assignments, Topics that fueled lots of discussion in forum etc. The remaining material goes in the green category. Do not study in a serial way from the beginning to the end of your notes, but review the material in the red category, first. Then move on to studying what is listed in the orange category and, then the content in the green category. That way, if you run out of time, you know you at least have reviewed the basics extensively. Ask your teachers if they'll share copies of previous finals so you can see what might be covered or how questions will be phrased.

Give yourself more time to study for your toughest topics

Do not allot time equivalently for each topic. If a topic gave you trouble all semester, devote more time to that subject—even if it's your last final. Look over your previous form of assessment for that subject and take extra time now to review what you missed. By starting with the toughest stuff first, you have time to ask your lecturer questions or get help from peers or tutors.

Form a study group

There's nothing like peer pressure to keep you motivated to study. Plan skype sessions with friends to review the class material, compare notes, or work through tricky concepts. You'll benefit from the good study habits and notes of the other members in your study group. If you're trying to solve a tough problem, two heads are better than one.

Talk it out

Not only is it more fun to study with your friends than studying by yourself, you'll also learn more. By talking through the facts and formulas with a study partner, you're thinking about the material more deeply, which means you'll remember it better later.

Get creative with study aids

Now that you know what key concepts from each subject you need to prioritize, find the best way to review and internalize what you predict will be on the final exam. Make flash cards to help you memorize dates or come up with a short video that you can upload in your yahoo channel!

Quiz yourself

Students tend to remember the information they have been examined on better than the information they simply review. So ask your study group members or your friends to quiz you!

Make sleep a priority

While it may be tempting to pull an all-nighter and cram everything in at the last minute, it's a bad idea. You just add stress, and you won't retain the information for very long by studying that way. You may even forget some of it by the time the test begins.

Have a break!

Plan for breaks and do something that you enjoy during the breaks. This way you can improve your concentration when you return to studying:

Eat your greens

Eat healthy and drink plenty of water to keep your brainpower at its prime.

FINAL EXAM SAMPLE:

FINAL EXAMINATION

Course No. & Title: HMGT-110 Food and Beverage Management

Program of Study: BBA HOSPITALITY MANAGEMENT DL

School: Business

Semester: FALL 20XX

Date: 00/00/20XX

Time Allowed: 2 HOURS

Examinations Aids Allowed: CALCULATOR- DICTIONARY

Format: Closed Book - Comprehensive

Instructor / Invigilator: Nicholas Orphanides

Student Name: ____________________________

Instructions:

The Final Examination covers ALL sessions. It consists of 4 Parts. Answer each part according to the provided directions. ALL FINAL ANSWERS TO BE ON THE EXAM SCRIPT OR ANSWER SHEET PROVIDED.

PART A : TRUE (A) OR FALSE (B) QUESTIONS 15 X 2= 30

1. A menu that changes every day for a certain period of days before the cycle begins again is known as a 'set menu'.
2. The most frequently used service style in the majority of commercial foodservice establishments is **plate** service.
3. Food poisoning, also called food-borne illness, is illness caused by eating undercooked food.
4. *A Hazard* is - unacceptable contamination, microbial growth, and persistence of toxins or survival of microorganisms that are of a concern to food safety.
5. Frying is a type of dry-heat cooking.
6. An establishment using a California menu typically sells breakfast, lunch, and dinner items at any time of the day.
7. Staff schedules are crucial in determining the type of menu offering offered by a themed restaurant.
8. Food production is the phase of the food flow mainly concerned with the processing of raw, semi-prepared, or prepared food items
9. The primary task of production planning is to determine the quantity, quality and price of menu items to be prepared.
10. Most guests are price and time conscious during the breakfast meal period.
11. Salmonella symptoms begin within 5-7 days after consuming contaminated food
12. A group of guests with similar needs, wants, income and buying habits are known as a market.
13. A Control system will not cure or prevent problems but it should identify problems and trends
14. "Foods are portioned and arranged attractively on platters, then servers carry the platters directly to the table, present the food to guests, and serve portions onto the guests' plates." This is an example of French service.
15. Marinades are seasoned liquid, usually containing vegetable or olive oil and an acid as wine, vinegar or fruit juice. Herbs, spices, or vegetable are often added for flavouring.

PART B: MULTIPLE CHOICE QUESTIONS (20 x 2= 40 POINTS)

1. Which of the following statements about standard recipes is *true?*
   a. To accurately increase a recipe's yield, a cook should simply multiply each ingredient by the corresponding percent of increase.
   b. Recipes collected from trusted or authoritative sources do not need to be tested before they are added to the menu.
   c. Ingredients on a standard recipe card should be listed in the order they are used.
   d. Developing standard recipes is a management duty; managers should not ask for input from cooks and/or bartenders.

2. An adjustment factor should be used:
   a. to accurately increase or decrease the yield of a standard recipe.
   b. when developing any new standard recipe.
   c. whenever ingredient substitutions must be used in a standard recipe.
   d. to determine the cost of a given menu item.

3. "After the food is presented at the table by servers, the guests pass the food around and help themselves to portions." This style is more commonly known as________ service.
   a. Russian
   b. Greek
   c. English
   d. International

4. A menu item's __________ is determined by dividing the total cost of the item by the number of portions.
   a. contribution margin
   b. total ingredient cost
   c. portion cost
   d. standard food cost

5. Adding together all the costs of the drinks ingredients gives us the:
   a. Beverage cost percentage
   b. Standard beverage cost percentage
   c. Standard beverage cost
   d. Allowable beverage cost

6. The process of checking standard recipes, weighing incoming orders, and comparing actual results with budgeted results refers to the managerial task of:

   a. planning
   b. directing
   c. controlling
   d. delegating

7. The key to profitability in the Food and Beverage Industry is to:

   a. foster a stimulating and enjoyable work environment
   b. meet or exceed guest wants, needs and expectations
   c. develop appetizing and nutritious recipes
   d. encourage professional growth among employees

8. Family service is another name for _________ service.

   a. French
   b. English
   c. Russian
   d. American

9. What should you do when taking a guest's food order?

   a. suggest any specials of the day
   b. use the correct abbreviations on your orders
   c. answer any questions the guest has
   d. all of the above

10. Food is prepared for all of the following reasons except:

   a. Improve digestibility
   b. Destroy Harmful organisms
   c. Enhance or alter flavor and presentation
   d. All of the above are reasons for preparing food

11. The two main objectives of suggestive selling are:

   a. Increase the check average and the sales of the most profitable items
   b. Increase the check average and the average tips of waiters
   c. Increase the average check and to up-sell.
   d. None of the above

12. Why is Quality Important?

a. It is not important

b. The increasingly competitive and international marketplace demands it

c. Quality is overrated as an idea

d. Management demands quality

13. The ideal food cost that managers should expect when a menu item is prepared according to its standard recipe is called:

a. contribution margin

b. allowable food cost

c. standard food cost

d. food cost percent mark-up

14. All of the following are objectives of food and beverage cost control except:

a. Pricing
b. Prevention of waste
c. Food Quality
d. Analysis of income and expenditures

15. What information should be included in a standard recipe?

a. required quantity of each ingredient and preparation procedures

b. portion size, portioning equipment, and garnish

c. menu item rating scale

d. both a and b

16. ____________is NOT a moist heat food production method:
a. boiling
b. simmering
c. broiling
d. poaching

17. In menus, 'Supplemental Merchandising Copy' are

a. Subjects other than the menu items

b. Operation's address, Phone, days and hours of operations, reservations etc.

c. A and B

d. None of the Above

18. Unique characteristics of F&B planning are
    a. The fast turnover of some foods
    b. The wide variety, choice and grades of raw materials available
    c. The high perishability of some raw materials
    d. All of the above

19. Food and Beverage operations must strive to establish a:
    a. value for money quality
    b. value for money atmosphere
    c. value for money perception
    d. value for money experience

20. For the following ingredients, it is strongly recommended that you NOT USE ADJUSTMENT FACTORS, when adjusting recipe yields:
    a. Meats
    b. Poultry
    c. Spices
    d. Sea food

PART C: Please calculate the following. (2x5 =10 points)

1. **Calculate the Portion Number and Portion Size:**
    a. if a recipe yields 90 - 8 oz servings and the desired yield is 150 – 10 oz servings.
       a. 1500 -720 **b.** 1200 – 900 **c.** 1300 – 100 **d.** 1300 - 720
    b. the adjustment factor would be:
       a. 2.08 **b.** 1.33 **c.** 13 **d.** 1.80

2. **A restaurant purchases Pork shoulder weighting 4.6k.g at €1.95 per kg. A yield test produced 3.3 kg of cooked pork; the required portion size is 250 grams. Calculate:**
    a. Yield % :
    b. Usable Cost per kg :
    c. Cost per portion :

PART D: PLEASE ANSWER <u>ONLY TWO (2)</u> OF THE FOLLOWING <u>FOUR (4</u>) ESSAY QUESTIONS 2 x 10 POINTS = 20 POINTS). PLEASE BE CONCISE.

1. **HACCP:** Identify and describe the seven HACCP principals as they relate to a food and beverage establishment. Be concise and provide examples were applicable.

2. **Identify and describe:**

a. The <u>five</u> main BACTERIA found in contaminated food that make people sick;

b. Outline the sources of illness and their prevention methods.

3. You are thinking of creating an **upscale table service restaurant** in Nicosia but you still haven't decide what style of service to incorporate into your operation.

a. Briefly describe the main **advantages and disadvantages of the FOUR primary service styles** (French, Russian, English and Combination)

b. and **<u>justify</u>** what in your opinion would be the **best choice** for the specific establishment

4. Debate and contrast the four **basic approaches to quality** as they apply to a food and beverage establishment wishing to implement such an approach. Provide examples

-END OF EXAM-

HOSP110- Final Exam Answer Sheet

True or False

1.	
2.	
3.	
4.	
5.	
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15.	

Multiple Choice

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18.	
19.	
20.	

Student Name: ______________________ Date:__/__/ __

ΠΕΡΙΕΧΟΜΕΝΑ/CONTENT:

Institution	University of Nicosia		
Programme of Study	BBA Hospitality Management		
Course	HMGT- 200 Front Office Management		
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Mode of Delivery	Distance Learning ☒	Conventional ☐	
Type of Course	Required ☒	Elective ☐	
Number of Group Advising Meetings/Teleconferences/Lectures	Total: 9 hours (additional consultation time available upon request)	With Physical Presence N/A	On-line: 3 WebEx sessions, 3 hours each
Number of assignments	3		
Assessment	• Online Quizzes (20%) • Written Assignment (20%) • Final Examination (60%)		
Number of ECTS credits	10		

Preparation of Study Guide by:	Yianna Orphanidou
Review and approval of study Guide by:	UNic Internal Quality Assurance Committee.

i. Teaching Faculty

Yianna Orphanidou,

Full Time faculty member,

Email: orphanidou.y@unic.ac.cy

ii. Module / Course:

- Brief description of Module/Course and Aims:

The course aims to enable learners to analyze and evaluate the guest cycle with the aim of exceeding guests' expectations. In addition, learners will develop skills in management and implementation of guest services as well will develop the ability to evaluate the significance of the hotel revenue cycle in order to optimize revenues.

- Main Topic/Thematic Areas:
    1. Hotel Organisation/Front Office Department - 3 weeks
    2. Guest Cycle Procedures - 6 weeks
    3. Revenue Management - 3 weeks

- Expected Learning Outcomes :

After completion of the course, students will be able to:

1. Classify hotels in terms of their levels of service, ownership and affiliation.
2. Describe how hotels are organized and explain how functional areas within hotels are classified.
3. Summarize front office operations during the four stages of the guest cycle.
4. Discuss the sales dimension of the reservations process and identify the tools managers use to track and control reservations.
5. List the seven steps of the registration process and discuss creative registration options.
6. Identify typical service requests that guests make at the front desk.
7. Explain important issues in developing and managing a security program.
8. Describe the process of creating and maintaining front office accounts.
9. Identify functions and procedures related to the check-out and settlement process.
10. Discuss the housekeeping department's typical cleaning responsibilities.
11. Summarize the steps in the front office audit process.
12. Apply the ratios and formulas managers use to forecast room availability.
13. Explain the concept of revenue management and discuss how managers can maximize revenue by using forecast information in capacity management, discount allocation, and duration control.
14. Identify the steps in effective hiring and orientation.

- Teaching Material:

Authors	Title	Publisher	Year	ISBN
Kasavana Michael L.	Managing Front Office Operations	AHLEI	2017	ISBN 978-0-86612-550-
Williams, S. F.	Hotel Front Office Simulation, Workbook and Software package	Hotel Front Office Simulation, Workbook	2007	ISBN-13: 978-0131352315 ISBN-10: 0131352318

e-book resources

Click the link:

http://wps.prenhall.com/chet_hayes_foundations_2/186/47658/12200657.cw/-/t/index.html

- ECTS: 10 ECTS equivalent to 250 hours student workload

iii. Each Main Topic/Thematic Area:

Analytical description of each main topic/thematic area, in a way that provides the student with appropriate study guidance (as per study guide weekly analysis see pg. 11-31).

- Weekly activities
  Each week consists of:
  1. A Forum discussion thread that its related to LOs on the topic of the week
  2. An Online Quiz (multiple choice) - Self Evaluation
  3. Simulation Exercises (e.g. ABACUS)
  4. Review activities such as Discussions Questions

Every 3 weeks, a 3-hour WebEx session is conducted. It outlines and addresses the LOs in the last 3 weeks.

iv. Teaching Timetable

Every week, a systematic analysis for weekly content will be provided together with a timeline for achieving the relevant goals. Every week, the following should be included in the timeline: topics students' needs to study, activities they need to complete, when they are required to submit written work, if any teleconferences and/or group consultation meetings will take place. For the final exam, specific instructions will be provided in the last Webex session.

v. Teaching Methods

- Utilization of LMS – asynchronous
- WebEx sessions for tutorials – synchronous
- Student to lecturer interaction through dedicated forums
- Student to student interaction through dedicated student only chat rooms
- Student to content interaction supported through self-assessment test, such online tests and or quizzes, simulations or gamification activities, (e.g. SLATE 3D Hotel gamification), where applicable.

vi. Written Work – Exams - Assessment

Assignment Guidelines

For your online quizzes, directions will be provided online.

For the written assignment, you will be working with a peer. Teams will be announced in the forum. As soon as you read this post, please email your peer, introduce yourself and get your team organized.

Important Peer Guidance

·You are advised to stay in continuous contact with your peer. If you are late in developing a review or you are unwell, your peer needs to know.

·Read each week's task instructions thoroughly and discuss them with your peer towards developing a common understanding. Don't assume that your peer knows what you are doing.

·In your peer feedback, always refer to proper referencing. All pieces of work should be written in your own words. Also, in-text references should appear in the script as well as a reference list at the end of the report.

What is peer assessment?

·Peer assessment is when students make assessment decisions on other students' work

·Peer assessments are linked to reflective practice as it involves self-development and as such, is an important skill for career development and management.

What makes a good piece of work?

Please note, your assessments should be based on the University of Nicosia Marking Criteria/ Rubric. Please go through the UNIC marking criteria and familiarize yourself with the requirements.

Referencing and Essay Writing

Please use the Harvard Referencing System for all referencing requirement and a reference list at the end of the report. Please use recommended best practices to promote academic integrity. Please familiarize yourselves through dedicate free online course.

At the end of the module, you encouraged to fill in the anonymous “End of Module Evaluation Survey” and/or comments in the feedback forum. Students’ voice is very important for us.

Grading Guidelines:

Your grade in the written assignment will be depended on how well you demonstrate the following:

1. Knowledge of the topic and ability to practically apply it;

2. Analysis of issues and an awareness of different viewpoints;

3. Evaluation of competing explanations or theories applied to a problem;

4. Ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system;

5. Skill in the presentation of an answer with accuracy, clarity and coherence.

For your final exam, additional guidelines will be given in the last WebEx session.

With these objectives in mind, the following model marking scheme should apply:

Letter Grade	*Numerical Grade*	*Grade Points*
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0

D-	60-62	0.7
F	0-59	0.0

Assessment Guide	
On line quizzes (weekly)	20%
Written Assignment	20%
Final Examination	60%
TOTAL	100%

vii. Communication

Asynchronous communication is conducted through messages on LMS (Moodle), posts in the forum, individual emails in an asynchronous mode.

For synchronous communication, students are encouraged to contact the lecturer through Skype, or phone over IP at the posted office hours (available on the course outline, referring to Cyprus time zone).

SCHOOL OF BUSINESS

HOSPITALITY, TOURISM AND SPORTS MANAGEMENT DEPARTMENT

BBA HOSPITALITY MANAGEMENT

Study Guide

HMGT-200 FRONT OFFICE MANAGEMENT

Course Lead:

YIANNA ORPHANIDOU orphanidou.y@unic.ac.cy

Course Contributors:

TBA

Contents

Introductory Note

This Study Guide is a basic supplement for the distance learning course "Front Office Management", in BBA HOSPITALITY MANAGEMENT DL programme. The aim of this Guide is to direct students and assist them into making systematic use of the educational material upon which the teaching of the course is based.

This course addresses 12 sub-topics, spread over 12 study weeks. Each of these is composed of the following components: a summary and brief introductory note, objectives, expected learning outcomes, key words, bibliography and other online resources, learning activities, and self-assessment exercises, as well as an estimation of the time students need for their study. This is a compulsory course that corresponds to 10 ECTS.

The Guide must be used together with the Course Outline and with the educational material indicated for each lecture through the LMS (Moodle).

At the beginning of each study week, students are expected to familiarise themselves with the corresponding sections' objectives and learning outcomes. They should go through the teaching material (recorded lectures) and conduct the additional learning activities. Learning activities will have a designated start and end date and time, which will be communicated to students via email. Some activities will be synchronous (e.g. webinars, online chats), while others will be asynchronous (e.g. Q&A Fora). The former will support interaction (either chat or verbal/video) between students and tutor, as well as between students themselves (student-tutor, student-student interactions). Students are strongly encouraged to go through the learning material and conduct the learning activities within the suggested time frame. This is considered to be *essential*, since it will help in clarifying and assimilating the material of the course as well as developing critical thinking on each topic.

In addition to the essential components described above, each section contains relevant bibliography (relevant textbooks and designated chapters), as well as relevant online resources (websites and other files such as scientific articles) and online videos to watch. Students are strongly encouraged to go through these additional resources, as part of self-directed learning, which will facilitate deeper understanding and critical thinking on the topic of interest. The relevant online resources and videos could be updated and/or enriched during the semester.

All relevant resources and activities can be found on the e-Learning platform (Moodle) page of the specific course. It is essential that students follow the specific Study Guide in combination with the course's Moodle page throughout the duration of the course, in order to organise their learning time efficiently and take full advantage of the learning material offered.

The broad learning objective of the course is to cover all activities and management actions of Front Office.

Introductory session

At the beginning, students should view the welcome video provided by the Course Lead. This offers an introduction to the course and outlines the key learning objectives and outcomes that will be covered during HMGT-100 Front Office Management.

Course Weekly Schedule

Week 1	
Section	Lodging Industry
Week 2	
Section	Hotel Organisation
Section	Organisation Chart
Section	Job Descriptions - Specifications
Week 3	
Section	Front Office Operations
Week 4	
Section	Reservations
Section	Registrations
Section	Communication and Guest Cycle
Week 5	
Section	Security and Lodging Industry
Section	Loss and Found
Section	Risk Assessment
Week 6	
Section	Front Office Accounting
Section	Guest Folio
Section	City Ledger
Week 7	
Section	Check-Out and Account Settlements
Section	Balance of Accounts

Week 8	
Section	The Role of Housekeeping
Section	Reports / Room Status
Section	Maintenance Reports
Week 9	
Section	Front office Audit
Section	Night Audit Process

Week 10	
Section	Planning and Evaluating Operations
Week 11	
Section	Revenue Management
Week 12	
Section	Managing Human Resources

Week 1: The Lodging Industry

Objective

Classify hotels in terms of their levels of service, ownership and affiliation.

Learning Outcomes

After the completion of this topic students should be able to:

1. Identify how the travel and tourism industry can be categorized, and classify hotels in terms of their size and target markets.
2. Classify hotels in terms of their levels of service, and ownership and affiliation.
3. Describe characteristics of business, pleasure/leisure, group, and international travelers.
4. Identify factors that influence travelers' buying decisions.
5. Describe how hotels can become more ecologically responsible and the incentives they have to do so.

Key Words

Affiliation, services, classification, leisure, business.

Bibliography

Kasavana, M., Managing Front Office Operations, AHLEI, 2017 (chapter 1)

e-book resources

Click http://wps.prenhall.com/chet_hayes_foundations_2/186/47658/12200657.cw/-/t/index.html link to open resource.

Activities

Practice Material has been uploaded on the platform.

Mini-Case Study: "Meeting Linsky's Meeting Needs"

Ms. Emily Linsky is the owner of a chain of record stores called Hot Tracks. She is also president of the regional record storeowners' trade association and responsible for planning and organizing the group's annual meeting. Although Ms. Linsky reports that business has been strong throughout her seven-store chain, she believes that aligning with a major national company may be wise. After all, she reasons, she can have access to more inventory and better record industry information by being part of a larger company. Ms. Linsky has contacted a major record company executive and has begun discussions relative to merging her stores with the company's sixty-one units. She has invited the CEO, Mr. Gregory, to spend two days visiting her shops and reviewing her accounting records. She hopes to persuade Mr. Gregory that her stores would fit well with the corporation's current chain of outlets. Given the fact that business has been so successful for the seven Hot Tracks stores, Ms. Linsky is planning a threeday retreat for all her store managers. She perceives the retreat both as a reward for a job well done and as a format for planning next season's marketing campaigns. As president of the Regional Record Store Owners Association, Ms. Linsky is ready to begin planning the four-day regional meeting schedule. She is aware that there may be as many as 200 attendees and that the annual awards dinner could have as many as 500 guests and media. With all these events about to happen, Ms. Linsky contacts two area hotels and asks them to send her information on their facilities and services. A brief description of each lodging property follows:

- Straighter Hotel: a 280-room, independently owned and operated luxury hotel located in the center of the business district. The hotel is surrounded by tall office buildings and the city's most elegant shopping mall. The hotel offers five-star service and has a variety of meeting rooms, banquet facilities, a formal dining room, 24hour room service, nightly live entertainment, an indoor/outdoor swimming facility, and a spacious, fully equipped exercise gymnasium. The Straighter Hotel features concierge service and provides complimentary limousine service between the hotel and the airport.
- Lamplighter Inn: a member of Lamplighter Inns, a national chain of suite hotels. Each of the inn's 100 rooms has a bedroom, small kitchenette, and living room area. In addition, each unit features Lamplighter's famous wood-burning fireplace and an in-room vending system. The Lamplighter Inn is located about ten miles from downtown in a quiet suburban area near an assortment of boutiques, movie theaters, and restaurants. The inn is next door to a large convention center with a spacious cafeteria. Food service at the inn, however, is somewhat restricted to complimentary breakfast service, buffet lunch, and a limited dinner menu. The inn does not offer room service. Each evening, the inn invites all guests to a complimentary social hour featuring an assortment of beverages and snacks. Although the inn has only four meeting rooms, each can accommodate ten people. The inn also boasts a small circular outdoor pool and provides guests with a map of local jogging trails.

Discussion Questions 1. List the needs and expectations that Ms. Linsky and her groups may have in relation to hotel accommodations.

2. What additional information do you believe Ms. Linsky should secure from each of the hotels before determining where each group should be accommodated?

3. Identify the facilities and services that representatives from each hotel might stress when attempting to convince Ms. Linsky that their hotel can meet the needs of all three groups.

Chianne's Inn
and Ocean Suites

MEMO

Date: November 21, 2007
To: All Departments
From: Bob Crane, Chief Engineer
Re: Guest Room Renovations

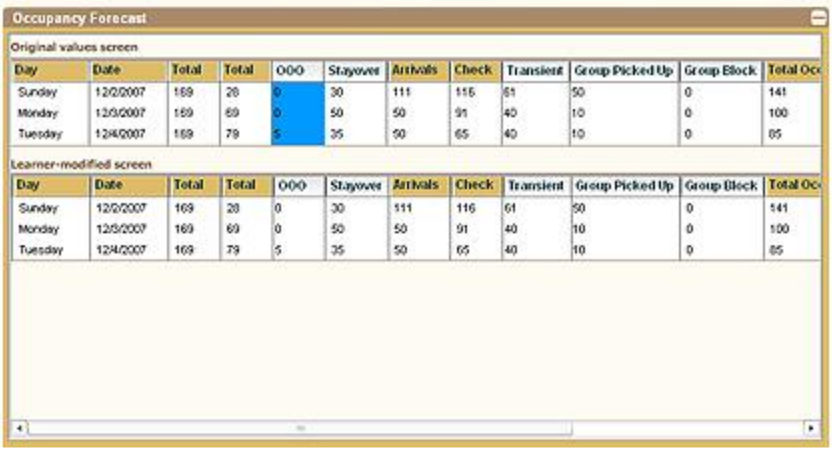
In our effort to maintain the top level of comfort and satisfaction our guests expect, we have scheduled to place 25 rooms out of inventory to complete needed renovations. We are scheduled to re-carpet the floors, paint the walls, upgrade the faucet handles and install curved shower rods. Please place the following rooms out of order from December 2^{nd}-4^{th}, 2007:

1001	BNK
1002	BNK
1003	BNK
1004	BNK
1015	BNK
1016	BNK
1017	BNK
1018	BNK
1019	BNK
1020	BNK
2001	BNK
2002	BNK
2003	BNK

2004	BNK
2015	BSK
2016	BSK
2017	BSK
2018	BSK
2019	BSK
2020	BSK
3001	BSK
3002	BSK
3003	BSK
3004	BSK
3015	BNDD

If you have any questions, please feel free to contact me at ext 245 or email bcrane@chiannesinnandoceansuites.com

Bob Crane



Occupancy Forecast

Original values screen

Day	Date	Total	Total	OOO	Stayover	Arrivals	Check	Transient	Group Picked Up	Group Block	Total Occ
Sunday	12/2/2007	169	28	0	30	111	116	61	50	0	141
Monday	12/3/2007	169	69	0	50	50	91	40	10	0	100
Tuesday	12/4/2007	169	79	5	35	50	65	40	10	0	85

Learner-modified screen

Day	Date	Total	Total	OOO	Stayover	Arrivals	Check	Transient	Group Picked Up	Group Block	Total Occ
Sunday	12/2/2007	169	28	0	30	111	116	61	50	0	141
Monday	12/3/2007	169	69	0	50	50	91	40	10	0	100
Tuesday	12/4/2007	169	79	5	35	50	65	40	10	0	85

Synopsis

The first topic explains the structure of the hotel industry by explaining the market and the current trends in the hospitality accommodation industry.

Expected workload 20 hrs.

Week 2: Hotel Organization

Objective

Describe how hotels are organized and explain how functional areas within hotels are classified.

Learning Outcomes

After the completion of this topic students should be able to:

1. Define what a mission is, and describe how goals, strategies, and tactics are used to accomplish a hotel's mission.
2. Describe how hotels are organized and explain how functional areas within hotels are classified.
3. Describe the functions performed by departments and positions within the rooms division.
4. Identify the functions performed by other divisions and departments within a full-service hotel.
5. Describe the organization of the front office, including traditional work shifts alternative scheduling practices, and the purpose of job descriptions and job specifications.

Key Words

Mission, functional areas, divisions, schedule, shifts, job description, job specification.

Bibliography

Kasavana, M., Managing Front Office Operations, AHLEI, 2017 (chapter 2)

e-book resources

Click http://wps.prenhall.com/chet_hayes_foundations_2/186/47658/12200657.cw/-/t/index.html link to open resource.

Activities

Practice Material has been uploaded on the platform.

Small Group Activity

Divide the class into small groups(webex sessions) . Assign a particular rooms division position to each group (for example, front desk agent, reservations agent, door attendant) and have each group write a rough draft of a job description for that position. Tell the groups they should draw on their work experiences and observations when preparing the list of duties and responsibilities. Allow 1 week preparation for this activity. Reassemble the class. Ask each group to share its results. How do the job descriptions written by the groups compare with the job descriptions in the chapter's appendix?

Simulation Ex.

While You Were Away

Chianne's Inn

and Ocean Suites

100 Happy Place Drive
Sweet Water, FL 10065
Telephone: 303-555-3515
Fax: 303-555-3516
info@chiannesinnandoceansuites.com

Phone Call	To	***Mary Kalee***	Date	*12/03/07*	Time	*1:30*	A.M P.M.
	From	*Elizabeth Taylor*	Of	*Director of Sales and Marketing, Clairton Hotel*			
	Tel:	*616-225-6500*					
	Fax	*616-225-6555*					
	MESSAGE: *Please call Elizabeth Taylor of Clairton Hotel. They overbooked their hotel by 20 rooms and would like to block 15 rooms for the night of Monday, December 10, 2007. They would like to direct bill room and tax at the agreed walk rate of $89.99 plus tax. They will supply the name of the guests on the day of arrival*			☒ Please Call ☐ Urgent ☐ Will Call Back ☐ No Reply			

Synopsis

This topic covers the hotel organisational structure and the functions of all departments.

Expected workload 20 hrs.

Week 3: Front Office Operations

Objective

Summarize front office operations during the four stages of the guest cycle.

Learning Outcomes

After the completion of this topic students should be able to:

1. Describe front office recordkeeping systems and front office documents.
2. Describe the front desk and its support devices, and describe the services and equipment of a hotel's telecommunications area.
3. Identify and describe property management systems used by the front office.
4. Describe the role of mobile services, mobile technologies, and mobile applications in front office operations.

Key Words

Guest cycle, PMS, mobile technologies.

Bibliography

Kasavana, M., Managing Front Office Operations, AHLEI, 2017 (chapter 3)

e-book resources

Click http://wps.prenhall.com/chet_hayes_foundations_2/186/47658/12200657.cw/-/t/index.html link to open resource.

Activities

Practice Material has been uploaded on the platform.

Simulation Ex.

To Whom It May Concern,

We need a room for Prof Karl Schellondor, University Bonn, and Institute of Animal Science. He will be in Sweet Water for the ISAFG Symposium. We need a room for him arriving 15 03 2007 until 18 03 2007. He is working with Hayes Farm Service and asked for the company's negotiated rate of $119.00 for a king bed non-smoking. He would also like a room facing the ocean if at all possible. Please direct bill all room and tax charges to Hayes Farm Service, account number 102. Following you will find Dr. Schellondor personal information:

Name:	Prof Karl Schellondor
Street:	15 Allestrassa
City:	Bonn
Country:	Germany
Tel.:	490228732240

Best Regards,

Ulrika Schroitor

Occupancy Forecast

Day	Date	Total Rooms	Total Available	OOO	Stayover	Arrivals	Check Outs	Transient	Group Picked Up	Group Block	Total Occ Room	Occ %	$ T R Rev
Saturday	12/1/2007	169	23	0	20	126	7	40	86	0	146	86.39	26,2
Sunday	12/2/2007	169	3	25	30	111	116	61	50	0	141	83.43	25,3
Monday	12/3/2007	169	44	25	50	50	91	40	10	0	100	59.17	14,9
Tuesday	12/4/2007	169	14	30	35	90	65	80	10	0	125	73.96	18,7
Wednesday	12/5/2007	169	6	5	30	128	95	78	50	0	158	93.49	31,5
Thursday	12/6/2007	169	19	5	30	115	128	65	50	0	145	85.80	26,0
Friday	12/7/2007	169	16	5	40	108	105	58	50	0	148	87.57	26,6
Saturday	12/8/2007	169	24	5	60	80	88	30	50	0	140	82.84	20,9
Sunday	12/9/2007	169	34	0	40	95	100	65	30	0	135	79.88	24,2
Monday	12/10/2007	169	29	0	3	137	132	52	85	0	140	82.84	20,9
Tuesday	12/11/2007	169	77	0	18	74	122	62	12	0	92	54.44	10,1
Wednesday	12/12/2007	169	100	0	23	46	69	46	0	0	69	40.83	7,5
Thursday	12/13/2007	169	119	0	10	40	59	40	0	0	50	29.59	8,9
Friday	12/14/2007	169	44	0	10	115	40	90	25	0	125	73.96	22,4
Totals		2366	552			1315	1217	807	508	0	1714	72.44	285,2

Synopsis

This topic covers the guest cycle with all the operation taking in place at each stage of the cycle.

Expected workload 20 hrs.

Week 4: Reservations

Objective

Discuss the sales dimension of the reservations process and identify the tools managers use to track and control reservations.

Learning Outcomes

After the completion of this topic students should be able to:

1. Discuss the sales dimension of the reservations process, outline the different types of reservations, and describe reservation inquiries and their distribution channels.
2. Describe the process of taking group reservations and discuss group reservation issues.
3. Identify the tools managers use to track and control reservations availability, and discuss reservation records.
4. Describe policies and procedures surrounding the confirmation, modification, and cancellation of different types of reservations.
5. Explain the function of typical reservation reports, and summarize other reservation considerations.

Key Words

Reservation channels, Legal Implications, group reservations, confirmation, modification, rate.

Bibliography

Kasavana, M., Managing Front Office Operations, AHLEI, 2017 (chapter 4).

e-book resources

Click http://wps.prenhall.com/chet_hayes_foundations_2/186/47658/12200657.cw/-/t/index.html link to open resource.

Activities

Practice Material has been uploaded on the platform.

To: Chianne's Inn- Reservations	From: Amy Peltier
CC:	Phone: 517-888-3425
Phone: 3035553515	Fax: 517-888-3426
Fax: 3035553516	Email: apeltier@mse.org
Remarks: Urgent ☐ Your Review ☐ Reply Please Comment ☐ ☐	

I am looking for a single suite with a whirlpool and no smoking for December 31, 2007 for two nights. I would like to hold the room using my American Express (3317301254156009). We would also need a room that is handicap accessible.

Please call if you have any questions.

Thanks,

Amy Peltier

Synopsis

This topic covers all methods of reservations and the tools utilised in order to be effective and efficient in this process.

Expected workload 20 hrs.

Week 4: Registration

Objective

List the seven steps of the registration process and discuss creative registration options.

Learning Outcomes

After the completion of this topic students should be able to:

1. List the seven steps of the registration process, explain the function of preregistration, and identify preregistration activities.
2. Describe the function of registration records and registration cards, and identify factors that affect room and rate assignments during the registration process.
3. Outline procedures for establishing the guest's method of payment at Registration.
4. Explain the importance of verifying the guest's identity, outline proper procedures for issuing guestroom keys or access codes to guests, and describe the front desk agent's role in addressing special requests from guests during registration.
5. Discuss creative registration options, describe techniques used to upsell guests during registration, and explain how to handle situations in which guests cannot be accommodated by the hotel.

Key Words

Upselling, over booking, rate assignment.

Bibliography

Kasavana, M., Managing Front Office Operations, AHLEI, 2017 (chapter 5)

e-book resources

Click http://wps.prenhall.com/chet_hayes_foundations_2/186/47658/12200657.cw/-/t/index.html link to open resource.

Activities

Practice Material has been uploaded on the platform.

Simulation Ex.

Reservation Request Form

Chianne's Inn and Ocean Suites
100 Happy Place Drive
Sweet Water, FL 10065
Telephone: 303-555-3515
Fax: 303-555-3516
info@chiannesinnandoceansuites.com

Address: 18065 Goody Road Roewin, IL 43212
Guest Name: Anthony Cooper
Phone: 6162523645
Date of Arrival: Sept 8, 2007
Nights: 3
Confirmation Number: ____________
Room Type: Single Smoking
Rate: RACK

I, Dina Chandler, am authorizing the use of the following credit card for the following charges incurred at the Chianne's Inn and Ocean Suites hotel:

Please check or circle one:

Room and Tax
Phones
Movies and Video Games
Restaurant

Card Type: Visa Card

Card Number: 4436220158483251

Name on Card: Dina S Chandler

Amount or Charge Limit: $3000.00

Signature: *Dina S Chandler* Date: 08/09/09

Please provide a front and back copy of the above listed credit card.

Please note Anthony will be arriving for the Barnes Farm Service seminar, so I understand they have a special rate? You may email at dchandler@pastranasfarm.com with the reservation number.

Thank you,
Dina

Synopsis
This topic covers creative registration options, describe techniques used to upsell guests during registration, and explain how to handle various situations.

Expected workload 20 hrs.

Week 4: Communication and Guest Services

Objective

Identify typical service requests that guests make at the front desk.

Learning Outcomes

After the completion of this topic students should be able to:

1. Describe front office procedures for communicating with guests.
2. Describe communications between the front office and other hotel areas.
3. Identify service requests that guests make at the front desk.
4. Describe general approaches to handling guest complaints.

Key Words

Internet, Interdepartmental communications, greeting, guest communication.

Bibliography

Kasavana, M., Managing Front Office Operations, AHLEI, 2017 (chapter 6).

e-book resources

Click http://wps.prenhall.com/chet_hayes_foundations_2/186/47658/12200657.cw/-/t/index.html link to open resource.

Activities

Practice Material has been uploaded on the platform.

Synopsis

This topic covers all type of communication as well how to handle guest request and communicate information with the other hotel departments.

Expected workload 20 hrs.

Week 5: Security and the Lodging Industry

Objective

Explain important issues in developing and managing a security program.

Learning Outcomes

After the completion of this topic students should be able to:

1. Describe the role that managers play in a property's security program.
2. Explain the importance of setting up a security program, including security staffing and having a liaison with local law enforcement.
3. Identify the elements of security training that are critical to an effective security program.
4. List and describe the legal concepts and societal concerns related to security issues.

Key Words

Security, care, staffing.

Bibliography

Kasavana, M., Managing Front Office Operations, AHLEI, 2017 (chapter 7).

e-book resources

Click http://wps.prenhall.com/chet_hayes_foundations_2/186/47658/12200657.cw/-/t/index.html link to open resource.

Activities

Practice Material has been uploaded on the platform.

Synopsis

This topic covers elements of the hotel's security and how this influence the image of hospitality industry.

Expected workload 20 hrs.

Week 6: Front Office Accounting

Objective

Summarize front office accounting fundamentals, including issues surrounding accounts, folios, vouchers, points of sale, and ledgers.

Learning Outcomes

After the completion of this topic students should be able to:

1. Describe the process of creating and maintaining front office accounts.
2. Explain typical procedures for processing and tracking common front office accounting transactions.
3. Describe internal control procedures for front office operations and explain typical settlement procedures.
4. Describe internal control procedures for front office operations and explain typical settlement procedures.

Key Words

Accounts, folios, vouchers, points of sale, and ledgers.

Bibliography

Kasavana, M, Managing Front Office Operations, AHLEI, 2017 (chapter 8)

e-book resources

Click http://wps.prenhall.com/chet_hayes_foundations_2/186/47658/12200657.cw/-/t/index.html link to open resource.

Activities

Practice Material has been uploaded on the platform.

Exercise:

Abhijit Podhar wasn't rude. But he was insistent. And he was correct.

"I was moved last night about 9:00 p.m." he said.

"I couldn't log on to the Internet in my first room. I don't know why. But the night Manager on Duty (MOD) checked my laptop connection in a nice suite down the hall. It worked fine, so they asked me to move to that room. I did. But I shouldn't have to pay extra for it."

Mr. Pohdar was correct. With a wireless Internet system, on adverse weather nights, some rooms in the hotel received a better Internet signal than others, so it was not unusual for the night MOD to upgrade guests to a nice suite that received better internet service.

In addition to ensuring the guest a better connection, the room upgrade was also a way of "apologizing" for the inconvenience of the guest being required to move his or her belongings to a new room.

Unless the room rate charged was manually adjusted, however, the PMS would, properly, assume that the rate to be charged was the one it had been pre-programmed to charge for the higher priced room.

In cases like Mr. Pohdar's, however, no increase in room rate should be charged to the guest. For some undetermined reason, it appears that the previous night's MOD forgot to adjust Mr. Pohdar's room rate back to that which he should have been charged for his original room type.

You should do so now.

The Suite charge increased Mr. Pohdar's bill by $50.00.

Synopsis

This topic covers the guest's accounts and the procedures the front office needs to follow.

Expected workload 20 hrs.

Week 7: Check-Out and Account Settlement

Objective

Describe the process of creating and maintaining front office accounts.

Learning Outcomes

After the completion of this topic students should be able to:

1. Identify functions and procedures related to the check-out and settlement process, including departure procedures involving methods of settlement and late check-outs.
2. Describe express check-out and self check-out procedures.
3. Explain how hotels handle unpaid account balances and summarize account collection procedures.
4. Describe how managers use guest history files, outline how the front office staff can support the hotel's marketing program through the check-out process, and summarize front office data privacy concerns.

Key Words

Guest history, self-check out, late check outs, account collection.

Bibliography

Kasavana, M., Managing Front Office Operations, AHLEI, 2017 (chapter 9)

e-book resources

Click http://wps.prenhall.com/chet_hayes_foundations_2/186/47658/12200657.cw/-/t/index.html link to open resource.

Activities

Practice Material has been uploaded on the platform.

Exercise :

Mrs. Smith is checking out.

She states that she had a wonderful stay. She is especially complimentary of Amanda, the Front Desk Agent who checked her in the previous evening.

"I didn't have an advanced reservation… and it was raining hard outside", said Mrs. Smith, "and, on top of that, I left my government I.D. in my car. And I had parked way out in the back section of the parking lot. But Amanda was so nice. She said she would go ahead and check me in at your rack rate, but that I could just show you my Government I.D. this morning and you would adjust my charge down to the State of Florida Per Diem rate!"

Normally, guests establish their room rates at the time of reservation or check in. Reading the Front Desk log, however, you see that Amanda did indeed discuss with Mrs. Smith the State of Florida Government Employee rate that was, in fact, $50.00 per night less than the rack rate that had been automatically posted on her folio during the night audit.

As Amanda had informed Mrs. Smith, however, receiving the government rate was dependent upon establishing proof of qualification for that rate.

Mrs. Smith has now done so by showing you her photo I.D. proving that she does, in fact, work for the Florida State Department of Education. Because she has now produced proof that she qualifies for the government rate, adjust $50.00 from her folio balance prior to checking her out. Note that the appropriate tax adjustment related to the room charge adjustment has been pre-programmed into the PMS.

Synopsis

This topic covers the process of creating a guest history file and utilise the info as part of the marketing program.

Expected workload 20 hrs.

Week 8: The Role of Housekeeping in Hospitality Operations

Objective

Describe the role of the housekeeping department in communicating room status.

Learning Outcomes

After the completion of this topic students should be able to:

1. Explain the relationship between the housekeeping and maintenance departments and identify typical cleaning responsibilities of the housekeeping department.
2. Explain how executive housekeepers use such tools as area inventory lists, frequency schedules, performance standards, and productivity standards to plan the work of the housekeeping department.
3. Discuss equipment and supply inventory issues, and distinguish between recycled and non-recycled inventories.
4. Summarize the issues involved in a dilemma many hotels face: whether to cut back or eliminate housekeeping supervisors.

Key Words

Room status, equipment, supply inventory, recycled and non-recycled inventories.

Bibliography

Kasavana, M., Managing Front Office Operations, AHLEI, 2017 (chapter 10)

e-book resources

Click http://wps.prenhall.com/chet_hayes_foundations_2/186/47658/12200657.cw/-/t/index.html link to open resource.

Activities

Practice Material has been uploaded on the platform.

Synopsis

This topic covers the role of the housekeeping as a support department in order the rooms to be available for sale.

Expected workload 20 hrs.

Week 9: The Front Office Audit

Objective

Summarize the steps in the front office audit process.

Learning Outcomes

After the completion of this topic students should be able to:

1. Identify the functions of the front office audit.
2. Identify the steps in the front office audit process.
3. Explain the function of a system update and describe centralized front office audits.

Key Words

Night audit, balance of accounts.

Bibliography

Kasavana, M., Managing Front Office Operations, AHLEI, 2017 (chapter 11)

e-book resources

Click http://wps.prenhall.com/chet_hayes_foundations_2/186/47658/12200657.cw/-/t/index.html link to open resource.

Activities

Practice Material has been uploaded on the platform.

Example :Ex.1

A Room Rate Dispute:

Ms. Terri Settles is checking out of the hotel at 9:00 a.m. on a Tuesday morning.

Her folio posting indicates she occupied a non-smoking King Parlor suite for one night, at a rate of $199.99. The rate is correct for the date and room type.

Ms. Settles complains that the rate shown on her folio is wrong and that, at check-in, she was originally quoted and initialed a registration card showing a rate of $129.99 per night.

When you investigate, you find that Ms. Settles is correct, but that she was moved to the Suite she occupied by the previous night's FOM. The move was initiated because the air-conditioner in her original room stopped functioning properly and the maintenance department did not have the part needed to fix it immediately. The PMS automatically adjusted the rate on her folio to reflect the new room type.

The FOM's upgrade was provided by the hotel as a way of making amends for the inconvenience of requiring the guest to move from her original room.

Synopsis

This topic covers the night audit process.

Expected workload 20 hrs.

Week 10: Planning and Evaluating Operations

Objective

Apply the ratios and formulas managers use to forecast room availability.

Learning Outcomes

After the completion of this topic students should be able to:

1. Describe the management process in terms of the functions front office managers perform to achieve organizational objectives.
2. Identify room rate categories and explain how managers establish room rates.
3. Discuss issues involved with forecasting room availability and apply the ratios and formulas managers use.
4. Explain how front office managers forecast rooms revenue and estimate expenses when budgeting for operations.
5. Describe how managers use various reports and ratios to evaluate front office Operations.
6. Explain what front office managers can do to plan for disasters.

Key Words

Managers reports, budget, forecast.

Bibliography

Kasavana, M., Managing Front Office Operations, AHLEI, 2017 (chapter 12)

e-book resources

Click http://wps.prenhall.com/chet_hayes_foundations_2/186/47658/12200657.cw/-/t/index.html link to open resource.

Activities

Practice Material has been uploaded on the platform.

Simulation Ex.

The Hereford Medical Insurance Company has just concluded a one-day insurance agent training session at your hotel. The food and beverage charges they incurred were $1,500 and their meeting room rental was $1,000. Their charges are all to be billed to Miller Pharmaceutical, the sponsor of the training session, and a long time client. Miller Pharmaceutical has previously established a direct bill account (#907) with your hotel.

Post all of the charges and update the City Ledger balance.

Synopsis

This topic covers how managers are utilising various reports and data in order to make decision on increase occupancy.

Expected workload 20 Hrs.

Week 11: Revenue Management

Objective

Explain the concept of revenue management and discuss how managers can maximize revenue by using forecast information in capacity management, discount allocation, and duration control.

Learning Outcomes

After the completion of this topic students should be able to:

1. Discuss common formulas managers use to measure and manage revenue.
2. Explain how revenue management decisions are affected by group room sales, transient room sales, other revenue opportunities, local and area-wide activities, special events, and fair market share forecasting.
3. Discuss the revenue manager's role and position, summarize typical revenue meetings, outline potential tactics to use in periods of high and low demand, discuss revenue management tactics, and explain how revenue management software helps hotel managers.

Key Words

Room sales, revenue, formulas.

Bibliography

Kasavana, M., Managing Front Office Operations, AHLEI,2017 (chapter 13)

e-book resources

Click http://wps.prenhall.com/chet_hayes_foundations_2/186/47658/12200657.cw/-/t/index.html link to open resource.

Activities

Practice Material has been uploaded on the platform.

Synopsis

This topic covers the concept of revenue management and how managers can maximize revenue by using forecast information in capacity management, discount allocation, and duration control.

Expected workload 20 hrs.

Week 12: Managing Human Resources

Objective

Identify the steps in effective hiring and orientation.

Learning Outcomes

After the completion of this topic students should be able to:

1. Describe the advantages and disadvantages of internal and external recruiting methods.
2. Summarize the selection process, including how managers use selection tools, evaluate applicants, and interview applicants.
3. Identify the steps in effective hiring and orientation.
4. Explain the four-step training method.
5. Identify techniques that front office managers can use to schedule and motivate staff members.

Key Words

Recruiting, Interview, orientation, training.

Bibliography

Kasavana, M., Managing Front Office Operations, AHLEI, 2017 (chapter 14)

e-book resources

Click http://wps.prenhall.com/chet_hayes_foundations_2/186/47658/12200657.cw/-/t/index.html link to open resource.

Activities

Practice Material has been uploaded on the platform.

Simulation Ex.

Assume that your hotel operates for a month and achieves an occupancy rate of 70%. Is that good? Your answer will actually be influenced by the occupancy percentage achieved by those hotels with which you directly compete.

If, for example, the set of hotels with which you compete (called your Competitive Set) achieved an occupancy rate of 50% during the same period you achieved a 70% occupancy, your occupancy rate performance was clearly better than your competitors. If, alternatively, your competitors achieved an average occupancy rate of 85% during that same period, clearly your property did not perform as well.

Hoteliers can measure their daily, weekly, monthly or annual occupancy performance relative to their competitive set via the use of an Occupancy Index. An Occupancy Index is computed as:

$$\frac{\text{Your Hotel's Occupancy Percent}}{\text{Your Competitive Set's Occupancy Percent}} \times (100) = \text{Your Occupancy Index}$$

Using the formula above, it is always true that an occupancy index of 100 means your hotel performed exactly the same as your competitive set.

Smith Travel Research (STR or STAR) is a company that, for a fee, provides hoteliers with up-to-date information about the index performance of their individual hotel and their competitive sets. The great majority of U.S. hotels utilize the services of STR.

Synopsis

This topic covers the interview and hiring techniques in identify the best job fit candidate.

Expected workload 20 hrs.

ASSESSMENT

Instructions to students for the online quizzes

Structure: Each progress test has 10 questions. All questions are multiple choices, thus you need to identify the correct or most correct answer for each.

Assessment: The total number of multiple choices is 10 (for each progress test). Each question carries 1 point. Total marks for each progress test is 10 points. The average result of the 12 progress tests contributes towards 20% of your total mark for this subject.

What to study:

Each week you will have one Quiz that will be based on the LOs of each topic.

Time available: 15 minutes (for each progress test)

Very important note: It is highly likely that you will find the progress tests challenging if you are not well prepared in advance. Thus, go through your lectures, take additional notes (i.e. of examples used and case studies shown) and revise carefully all these prior you attempt to take the tests.

SAMPLE OF ASSESSMENT

QUIZZ 1

1. Identifying smaller groups within a target market and developing products and services to satisfy these groups is called:

a. franchising.

b. market segmentation.

c. demand marketing.

d. supply marketing.

2. Which of the following may be a characteristic of an extended-stay hotel?

a. several kinds of food and beverage services

b. recreational and exercise facilities

c. conference and meeting rooms

d. limited housekeeping services

3. Which of the following features or services is likely to be found at an economy/limited service property?

a. banquet rooms

b. small meeting rooms

c. room service

d. uniformed services

4. The level of service quality in hotels is determined by:

a. independent rating services.

b. increasing service variability.

c. consistent service delivery.

d. the variety of amenities offered.

5. Hotels that maintain a relatively high ratio of staff members to guests are likely to provide ______________ service.

a. economy/limited

b. mid-range

c. world-class

d. quality

6. Which of the following types of hotels is least likely to offer uniformed guest services?

a. world-class service hotels

b. first-class service hotels

c. mid-range service hotels

d. economy/limited service hotels

7. The owner/manager of the Dew Drop Inn has a great deal of flexibility in responding to changes in local market conditions but cannot afford broad advertising exposure and pays relatively high prices for supplies. The Dew Drop Inn is probably a(n) _______________ property.

a. chain property

b. franchisee

c. corporate

d. independent

8. A group of investors is planning to develop a conference center on the outskirts of a major city. Financing opportunities depend on assuring the bank that the property will be operated by a professional staff. Which of the following would be the best option for the investors if none of them has a hospitality management background?

a. forming a hotel chain

b. contracting with a management company

c. joining a referral group

d. becoming an independent property

9. Which of the following types of hotels would likely appeal most to pleasure/leisure travelers?

a. airport hotels

b. resort hotels

c. residential hotels

d. convention hotels

10. Which of the following are primarily designed to create and sustain brand loyalty among guests?

a. quality service initiatives

b. frequent traveler programs

c. amenity innovations

d. internal marketing programs

ANSWERS: 1-b-C1, 2-d-C1, 3-b-C2, 4-c-C2, 5-c-C2, 6-d-C2, 7-d-C2, 8-b-C2, 9-b-C3, 10-b-C4

Final Examinations Guidelines

Final exams are different from midterm exams and other forms of assessment (i.e. projects, case studies etc.) mostly because they are comprehensive and that means that they draw upon your knowledge from the entire course. Also, students take the final exams during the examination period at the end of the semester and that means that they have to study for multiple exams at the same time (more or less). Finally as they carry a lot of weight towards your course grade, your performance in the final could make a difference between an A- and a C+ on your transcript! Thus, it is important to follow a studying guide, and earn a top grade from your final exams. Herein, you may find some trusted and tested methods.

Plan ahead

It is recommended to plan out your study sessions (for ALL your exams) to have a better understanding on how much work you're facing. Use the calendar on your phone to set alerts and reminders for yourself so you stick to your plan.

Start early

Start studying for finals a few weeks before the first exam, and figure out how much time to set aside each day for each subject, setting realistic goals. Do not cram!

Study Strategically!

Try to prioritize the concepts of each course into three categories: red, orange and green. List under the red category the content that you believe it is definitely going to be in the final exam. This usually included topics addressed through quizzes, homework assignments, projects etc. as well as points raised by your tutor in the revision. Put under the orange category, topics that are probably in the final exam. For example topics explained thoroughly in weekly sessions that did not make it in the assignments, Topics that fueled lots of discussion in forum etc. The remaining material goes in the green category. Do not study in a serial way from the beginning to the end of your notes, but review the material in the red category, first. Then move on to studying what is listed in the orange category and, then the content in the green category. That way, if you run out of time, you know you at least have reviewed the basics extensively. Ask your teachers if they'll share copies of previous finals so you can see what might be covered or how questions will be phrased.

Give yourself more time to study for your toughest topics

Do not allot time equivalently for each topic. If a topic gave you trouble all semester, devote more time to that subject—even if it's your last final. Look over your previous form of assessment for that subject and take extra time now to review what you missed. By starting with the toughest stuff first, you have time to ask your lecturer questions or get help from peers or tutors.

Form a study group

There's nothing like peer pressure to keep you motivated to study. Plan skype sessions with friends to review the class material, compare notes, or work through tricky concepts. You'll benefit from the good study habits and notes of the other members in your study group. If you're trying to solve a tough problem, two heads are better than one.

Talk it out

Not only is it more fun to study with your friends than studying by yourself, you'll also learn more. By talking through the facts and formulas with a study partner, you're thinking about the material more deeply, which means you'll remember it better later.

Get creative with study aids

Now that you know what key concepts from each subject you need to prioritize, find the best way to review and internalize what you predict will be on the final exam. Make flash cards to help you memorize dates or come up with a short video that you can upload in your yahoo channel!

Quiz yourself

Students tend to remember the information they have been examined on better than the information they simply review. So ask your study group members or your friends to quiz you!

Make sleep a priority

While it may be tempting to pull an all-nighter and cram everything in at the last minute, it's a bad idea. You just add stress, and you won't retain the information for very long by studying that way. You may even forget some of it by the time the test begins.

Have a break!

Plan for breaks and do something that you enjoy during the breaks. This way you can improve your concentration when you return to studying:

Eat your greens

Eat healthy and drink plenty of water to keep your brainpower at its prime.

A mock-up final exam paper will be provided to you in the LMS.

SAMPLE OF FINAL EXAM

Section A (Case Study) (60 marks)

Case Study—Things Go Bump in the Night

Two weeks before her niece's wedding, Esther Barnes negotiated a room rate with the Panda Bear Inn. She received a reservation confirmation number for a double room for two people for two nights. When Esther and her husband arrived at the Panda Bear Inn, much to their dismay, they were told that their room was not available because the Inn had overbooked and they would be put up in a different hotel only five miles away.
They had been traveling most of the day and were very tired. Mrs. Barnes felt a little better when she was told that the Panda Bear Inn would pay for the room at the Lion's Gate Inn. Driving another five miles didn't seem too much of an inconvenience. However, when the front desk manager told her that the Panda Bear Inn would not host the Barnes' for the two nights at Lion's Gate, she became a little irritated. The manager further explained that Panda Bear Inn had openings for the second night and the Barnes' would have to return to the Inn for the second night.
Since Esther wanted to retain the room rate she had negotiated, she agreed and the Barnes' left to stay at the Lion's Gate for their first night in town. After checking in at the Lions' Gate, they had to completely unpack and ready their clothes for the morning

breakfast at her sister's house. The next day, they had to leave the family function and return to the Lion's Gate, repack their belongings, check out, and drive to the Panda Bear Inn. Once there, they again checked in, unpacked, and rushed to get ready for the late afternoon ceremony and the evening reception.
The next morning Esther and her husband felt like they spent more of their time packing and unpacking than they did visiting and celebrating with their relatives. During their trip home, Esther told her husband that their experience reminded her of getting bumped off a flight by an airline—but, in this case, they were not compensated for their inconvenience. She also questioned the legality of overbooking. She quipped, "What good is a confirmation number, when there is no guarantee of a room?" Esther decided to write a letter to the corporate headquarters of the Panda Bear Inn hotel chain.

A) Do no–shows and late cancellations justify overbooking?
B) Do the operational advantages of overbooking outweigh the inconvenience to guests?
C) Were the Barnes' treated properly? How would deal this situation as a front office manager?

PART B(20 marks)

Fill up the missing figures and provide a comparison analysis for the 2 hotels

	Hotel Occupancy Percentage, ADR, Yield, and RevPAR Comparison								
Hotel	**No. Rooms Available**	**No. Rooms Sold**	**Rate**	**Rack Rate**	**Income**	**Occupancy Percentage**	**ADR**	**Yield**	**RevPAR**
Oasis	400	175	€95.00	120.00					
		100	€112.00	120.00					
	Totals								

Hotel	**No. Rooms Available**	**No. Rooms Sold**	**Rate**	**Rack Rate**	**Income**	**Occupancy Percentage**	**ADR**	**Yield**	**RevPAR**
Paradise	400	175	€90	115					
		100	€105	115					
	Totals								

ABACUS simulation sample exercises (20 marks)

Original Table

Day	Date	Total Rooms	Total Available	OOO	Stayover	Arrivals	Check Outs	Transient	Group Picked Up	Group Block	Total Occ Room	Occ %	$ Total Room Reven
Wednesday	12/12/2007	169	0	0	23	146	69	46	100	0	169	100.00	18,
Thursday	12/13/2007	169	19	0	10	140	159	40	100	0	150	88.76	26,
Friday	12/14/2007	169	44	0	10	115	140	90	25	0	125	73.96	22,

Correct Table

Day	Date	Total Rooms	Total Available	OOO	Stayover	Arrivals	Check Outs	Transient	Group Picked Up	Group Block	Total Occ Room	Occ %	$ Total Room Reven
Wednesday	12/12/2007	169	100	0	23	46	69	46	0	0	69	40.83	7,
Thursday	12/13/2007	169	119	0	10	40	59	40	0	0	50	29.59	8,
Friday	12/14/2007	169	44	0	10	115	40	90	25	0	125	73.96	22,

ΠΕΡΙΕΧΟΜΕΝΑ/CONTENT:

Institution	University of Nicosia		
Programme of Study	BBA Hospitality Management		
Course	HMGT- 210 Hospitality IT with Digital Marketing		
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Mode of Delivery	Distance Learning ☒	Conventional ☐	
Type of Course	Required ☒	Elective ☐	
Number of Group Advising Meetings/Teleconferences/Lectures	Total: 9 hours (additional consultation time available upon request)	With Physical Presence N/A	On-line: 3 WebEx sessions, 3 hours each
Number of assignments	3		
Assessment	• Online Quizzes (20%) • Written Assignment (20%) • Final Examination (60%)		
Number of ECTS credits	10		

Preparation of Study Guide by:	Dr Despo Ktoridou / George Panayiotou / Yianna Orphanidou
Review and approval of study Guide by:	UNic Internal Quality Assurance Committee.

i. Teaching Faculty
Dr Despo Ktoridou, Full Time faculty member, Email: ktoridou.d@unic.ac.cy Yianna Orphanidou Full Time faculty member, Email: orphanidou.y@unic.ac.cy George Panayiotou Full Time faculty member, Email: Panayiotou.g@unic.ac.cy

ii. Module / Course:

1. Brief description of Module/Course and Aims:

The aim of this course is for learners to comprehend the complexities associated with working with and keeping up with Hospitality Information technologies and Digital marketing, in the Hospitality Industry. The course examines digital marketing strategy, implementation and executional considerations and provides a detailed understanding of all digital channels and platforms. The learner should gain meaningful insight into workings of computer systems used in various hospitality industry sectors. In addition, learners will develop technology skills, implementation of guest services as well as to develop the ability to evaluate the significance of various software and hardware components.

2. Main Topic/Thematic Areas:
   a. Property Management System and Related Modules: 6 weeks
   b. Digital Marketing : 5 weeks
   c. Systems and Security : 1 weeks
3. Expected Learning Outcomes :

After completion of the course, students will be able to:

1. Describe the basic functions common to property management systems
2. Identify and differentiate between both front house and backhouse property management system modules.
3. Describe and interpret management reports that pertain to reservation systems.
4. Identify features and functions of the Rooms management and Guest accounting applications modules.
5. Identify features and functions of an energy management system, point of

sale system, call accounting system, electronic locking systems, guest operated devices and relevant interface systems

6. Identify and describe the features and functions of point of sale technology.
7. Explain the features and functions of the Food and beverage applications, and accounting applications
8. Explain the purpose of information management as it pertains to the industry, how systems are selected and what are the requirements of these.
9. Identify environmental, electronic, and operational threats to information systems and how to implement systems security.
10. Explain how and why to use digital marketing for multiple goals within a larger marketing and/or media strategy
11. Explain the major digital marketing channels - online advertising: Digital display, video, mobile, search engine, and social media
12. Learn to develop, evaluate, and execute a comprehensive digital marketing strategy and plan
13. Learn how to measure digital marketing efforts and calculate ROI
14. Explore the latest digital technologies within the Hospitality industry

4. Teaching Material:

Authors	Title	Publisher	Year	ISBN
Michael L. Kasavana ,	Managing Technology in the Hospitality Industry Seventh Edition	AHLEI – American Hotel and Lodging Educational Institute	2016	978-0-86612-490-4
Kasavana Michael L.	Managing Front Office Operations	AHLEI– American Hotel and Lodging Educational Institute	2017	978-0-86612-550-
E-Marketing, 7th Ed., International Edition CourseSmart eTextbook	Strauss, J., Frost, R.	Pearson	2014	1292000449

e-book resources

As per relevant link on platform for this course.

5. ECTS: 10 ECTS equivalent to 250 hours student workload

iii. Each Main Topic/Thematic Area:

Analytical description of each main topic/thematic area, in a way that provides the student with appropriate study guidance (as per study guide weekly analysis

Weekly activities

Each week consists of:

1. A Forum discussion thread that its related to LOs on the topic of the week
2. An Online Quiz (multiple choice) - Self Evaluation
3. Simulation Exercises (e.g. ABACUS)
4. Review activities such as Discussions Questions

Every 3 weeks, a 3-hour WebEx session is conducted. It outlines and addresses the LOs in the last 3 weeks.

iv. Teaching Timetable

Every week, a systematic analysis for weekly content will be provided together with a timeline for achieving the relevant goals. Every week, the following should be included in the timeline: topics students' needs to study, activities they need to complete, when they are required to submit written work, if any teleconferences and/or group consultation meetings will take place. For the final exam, specific instructions will be provided in the last Webex session.

v. Teaching Methods

- Utilization of LMS – asynchronous
- WebEx sessions for tutorials – synchronous
- Student to lecturer interaction through dedicated forums
- Student to student interaction through dedicated student only chat rooms
- Student to content interaction supported through self-assessment test, such online tests and or quizzes, simulations or gamification activities, (e.g. SLATE 3D Hotel gamification), where applicable.

vi. Written Work – Exams - Assessment

Assignment Guidelines

For your online quizzes, directions will be provided online.

For the written assignment, you will be working with a peer. Teams will be announced in the forum. As soon as you read this post, please email your peer, introduce yourself and get your team organized.

Important Peer Guidance

·You are advised to stay in continuous contact with your peer. If you are late in developing a review or you are unwell, your peer needs to know.

·Read each week's task instructions thoroughly and discuss them with your peer towards developing a common understanding. Don't assume that your peer knows what you are doing.

·In your peer feedback, always refer to proper referencing. All pieces of work should be written in your own words. Also, in-text references should appear in the script as well as a reference list at the end of the report.

What is peer assessment?

·Peer assessment is when students make assessment decisions on other students' work

·Peer assessments are linked to reflective practice as it involves self-development and as such, is an important skill for career development and management.

What makes a good piece of work?

Please note, your assessments should be based on the University of Nicosia Marking Criteria/ Rubric. Please go through the UNIC marking criteria and familiarize yourself with the requirements.

Referencing and Essay Writing

Please use the Harvard Referencing System for all referencing requirement and a reference list at the end of the report. Please use recommended best practices to promote academic integrity. Please familiarize yourselves through dedicate free online course.

At the end of the module, you encouraged to fill in the anonymous "End of Module Evaluation Survey" and/or comments in the feedback forum. Students' voice is very important for us.

Grading Guidelines:

Your grade in the written assignment will be depended on how well you demonstrate the following:

1. Knowledge of the topic and ability to practically apply it;

2. Analysis of issues and an awareness of different viewpoints;

3. Evaluation of competing explanations or theories applied to a problem;

4. Ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system;

5. Skill in the presentation of an answer with accuracy, clarity and coherence.

For your final exam, additional guidelines will be given in the last WebEx session.

With these objectives in mind, the following model marking scheme should apply:

Letter Grade	*Numerical Grade*	*Grade Points*
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	0-59	0.0

Assessment Guide	
On line quizzes (weekly)	20%
Written Assignment	20%
Final Examination	60%
TOTAL	100%

vii. Communication

Asynchronous communication is conducted through messages on LMS (Moodle), posts in the forum, individual emails in an asynchronous mode.

For synchronous communication, students are encouraged to contact the lecturer through Skype, or phone over IP at the posted office hours (available on the course outline, referring to Cyprus time zone).

UNIVERSITY of NICOSIA

SCHOOL OF BUSINESS

HOSPITALITY, TOURISM AND SPORTS MANAGEMENT DEPARTMENT

BBA HOSPITALITY MANAGEMENT

Study Guide

HMGT-210 HOSPITALITY IT WITH DIGITAL MARKETING

Course Lead:

DESPO KTORIDOU ktoridou.d@unic.ac.cy

Course Contributors:

Yianna Orphanidou orphanidou.y@unic.ac.cy

George Panayiotou panayiotou.g@unic.ac.cy

Contents

Introductory Note

This Study Guide is a basic supplement for the distance learning course “Hospitality IT with Digital Marketing ”, in BBA HOSPITALITY MANAGEMENT DL programme. The aim of this Guide is to direct students and assist them into making systematic use of the educational material upon which the teaching of the course is based.

This course addresses 12 sub-topics, spread over 12 study weeks. Each of these is composed of the following components: a summary and brief introductory note, objectives, expected learning outcomes, key words, bibliography and other online resources, learning activities, and self-assessment exercises, as well as an estimation of the time students need for their study. This is a compulsory course that corresponds to 10 ECTS.

The Guide must be used together with the Course Outline and with the educational material indicated for each lecture through the LMS (Moodle).

At the beginning of each study week, students are expected to familiarise themselves with the corresponding sections’ objectives and learning outcomes. They should go through the teaching material (recorded lectures) and conduct the additional learning activities. Learning activities will have a designated start and end date and time, which will be communicated to students via email. Some activities will be synchronous (e.g. webinars, online chats), while others will be asynchronous (e.g. Q&A Fora). The former will support interaction (either chat or verbal/video) between students and tutor, as well as between students themselves (student-tutor, student-student interactions). Students are strongly encouraged to go through the learning material and conduct the learning activities within the suggested time frame. This is considered to be *essential*, since it will help in clarifying and assimilating the material of the course as well as developing critical thinking on each topic.

In addition to the essential components described above, each section contains relevant bibliography (relevant textbooks and designated chapters), as well as relevant online resources (websites and other files such as scientific articles) and online videos to watch. Students are strongly encouraged to go through these additional resources, as part of self-directed learning, which will facilitate deeper understanding and critical thinking on the topic of interest. The relevant online resources and videos could be updated and/or enriched during the semester.

All relevant resources and activities can be found on the e-Learning platform (Moodle) page of the specific course. It is essential that students follow the specific Study Guide in combination with the course's Moodle page throughout the duration of the course, in order to organise their learning time efficiently and take full advantage of the learning material offered.

Introductory session

At the beginning, students should view the welcome video provided by the Course Lead. This offers an introduction to the course and outlines the key learning objectives and outcomes that will be covered during HMGT-210 Hospitality IT with Digital Marketing.

Course Weekly Schedule

Week 1	
Section	Hospitality Technology Systems
Week 2	
Section	Information Management
Week 3	
Section	Reservation Systems
Week 4	
Section	Rooms Management and Guest Accounting Applications
Week 5	
Section	Property Management System Interfaces and Points of Sale Technology
Week 6	
Section	Food and Beverage Management Applications
Week 7	
Section	System Selection and Security Maintenance

Week 8	
Section	Digital Marketing Past, Present and Future
Week 9	
Section	Strategic Digital Marketing and Performance Metrics
Week 10	
Section	The Digital Marketing Plan and Research
Week 11	
Section	Product/ Price and The Internet for Distribution
Week 12	
Section	E-Marketing Communication

Week 1: ***Hospitality Technology Systems***

Objective

The learner will be introduced to the topic of Hospitality Technology Systems.

Learning Outcomes

After the completion of this topic students should be able to:

1. Identify three general threats to information systems and the private data they hold and describe security precautions to take against these threats.
2. Describe basic operational precautions that help protect system integrity.
3. Identify and describe three fundamental security measures.
4. Outline the procedures that should be covered in contingency plans dealing with planned or unplanned system downtime.

Key Words

Sub-systems, competitive advantage, data processing, PMS functions.

Bibliography

Kasavana, M., Managing Technology in the Hospitality Industry, AHLEI, 2016
Kasavana, M., Managing Front Office Operations, AHLEI, 2017

Activities

Practice Material has been uploaded on the platform.

Hospitality Technology Systems
NAME: ____
DATE: ____________________
1. All of the following are ways of establishing competitive advantage EXCEPT:
a. product differentiation.
b. data processing.
c. market segmentation.
d. low-cost production.

2. All of the following modules are front office applications of a hotel property management system EXCEPT:
a. reservations module.

b. rooms management module.
c. financial reporting module.
d. guest accounting module.

3. An electronic payment processing interface to a PMS performs all the following functions EXCEPT:
a. at check-in, automatically dials out to verify the validity of the card.
b. at check-in, automatically authorizes appropriate funds for the guest's stay.
c. at check-out, records and summarizes guest comments regarding their stay.
d. at check-out, manages settlement of credit and debit accounts and collects the funds due.

4. A POS system can perform all of the following settlement functions EXCEPT:
a. split guest checks.
b. combine guest checks.
c. track guest checks for menu items that have been voided, corrected, or adjusted.
d. display to servers a current total of menu items in short supply.

5. Which of the following systems creates event contracts and generates banquet event orders?
a. a POS system
b. a BEO system
c. a sales and catering system
d. an IP system

6. Which of the following hotel software packages would be used to provide information on bookings, lost
business, and market segments?
a. reservation system
b. rooms management module
c. guest accounting module
d. sales and catering system

7. Which of the following accounting applications would be used to track payment dates for outstanding invoices
from vendors?
a. accounts payable module
b. front office guest accounting module
c. rooms management module
d. accounts receivable module

8. Which of the following back-office software modules would be used to generate a balance sheet?
a. accounts payable module
b. accounts receivable module
c. financial reporting module
d. fixed assets module

9. Which of the following is the computer that controls the flow of information along a network?
a. network management device
b. laptop computer
c. microcomputer
d. server

10. Which of the following is a software program that reads indexed websites and creates lists and links to sites
that match a user's inquiry?
a. a search engine
b. a URL
c. a file transfer protocol (ftp)
d. the Internet

The answers to this session's optional test are:
1-b-C1, 2- c-C2, 3-c-C3, 4-d-C4, 5-c-C5, 6-d-C5, 7-a-C6, 8-c-C6, 9-d-C7, 10-a-C7

Synopsis

The first topic explains the PMS functions, Sub-Systems as well as the productivity evaluation process.

Estimated Workload 20 Hrs.

Week 2: ***Information Management***

Objective

The learner will be introduced to the main purpose of management information systems.

Learning Outcomes

After the completion of this topic students should be able to:

1. Define the purpose of management information systems, and the typical responsibilities of managers and staff working in the information systems area of a hospitality operation.
2. Describe the data processing cycle and cite the advantages of electronic data processing.
3. Identify the types of data and discuss binary coding.
4. Identify major features of database management software and describe how they can be used by hospitality operations.
5. Distinguish multidimensional database structures from traditional database structures and explain their use in customer relationship management.

Key Words

Data warehouse, Hospitality functions, Types of data.

Bibliography

Kasavana, M., Managing Front Office Operations, AHLEI, 2017 (chapter 12)

Activities

Practice Material has been uploaded on the platform.

Information Management

NAME: ____

DATE: ______________________

1. Which of the following levels of decision-making supported by a management information system involves

future-oriented goals and objectives of an organization?

a. operational decisions

b. tactical decision-making

c. strategic planning

d. budget reporting

2. An information management system that applies specialized problem-solving capability to indicate the most

probable solution is called:

a. an expert system.

b. an intelligent spreadsheet.

c. a primed database.

d. a decision support system.

3. If you were a human resources director evaluating the résumé of an applicant who had worked as a property

systems manager, which of the following would you be most surprised to see in the description of the

applicant’s work in that capacity?

a. Participated in the evaluation, selection, and installation of computer system hardware.

b. Was trained in the operation of software applications used throughout the property.

c. Functioned as a software applications troubleshooter when necessary.

d. Reported to a department systems supervisor.

4. Which of the following relates to the processing time of a computer from data input to information output?

a. configuration

b. integration

c. streamlining

d. throughput

5. Which of the following is one of the primary advantages of electronic data processing over manual data

processing?

a. It involves less-skilled staff and therefore reduces payroll expenses.

b. It reduces the number of times that data must be handled.

c. It is more interesting for staff and therefore raises morale.

d. It does not involve guests in technical matters of daily operations.

6. Which of the following is a sequence of bits representing a single character?

a. bitstream

b. byte

c. bit map

d. byte code

7. All of the following are examples of alphanumeric data EXCEPT:

a. personnel records.

b. menu prices.

c. street addresses.

d. guest profiles.

6 Information Management

8. Which of the following software programs would help managers prepare mailing lists for marketing and

promotional activities?

a. word processing software

b. electronic spreadsheet software

c. database management software

d. electronic communications software

9. Which of the following database structures is formatted as rectangular tables of rows and columns, similar in

appearance to electronic spreadsheets?

a. hierarchical database structure

b. macro command structure

c. relational database structure

d. template structure

10. Decision support software that allows the user to quickly access data and analyze information that has been

summarized into multidimensional views and hierarchies is called:

a. Microsoft DBS.

b. Windows XP.

c. Oracle ITP.

d. OLAP.

The answers to this session's optional test are:

1-c-C1, 2-a-C1, 3-d-C2, 4-d-C3, 5-b-C3, 6-b-C4, 7-b-C4, 8-c-C5, 9-c-C5, 10-d-C6

Synopsis

This topic covers multidimensional database structures from traditional database structures and explains their use in customer relationship management.

Estimated Workload 20 Hrs.

Week 3: ***Reservation Systems***

Objective

The learner will be introduced to the topic of Reservation Systems.

Learning Outcomes

After the completion of this topic students should be able to:

1. Describe the role played by e-distribution systems and distinguish global distribution systems from Internet distribution systems.
2. Explain the use of distribution service providers and extranets in meeting the needs of hotels and the e-distribution channels they use.
3. Summarize the services provided by intersell agencies.
4. Distinguish affiliate from nonaffiliate central reservation systems.
5. Identify the basic functions and services performed by a central reservation system.
6. Explain the elements and procedures of a property-level reservation system.
7. Describe the revenue effects of using various distribution channels and explain the difference between the merchant model and the wholesaler model.

Key Words

Global Distribution Systems (GDSs), Internet Distribution Systems (IDSs), Affiliate Reservation Systems.

Bibliography

Kasavana, M., Managing Front Office Operations, AHLEI, 2017 (chapter 3)
Kasavana, M., Managing Technology in the Hospitality Industry, AHLEI, 2016

Activities

Practice Material has been uploaded on the platform.

Reservation Systems
NAME: ____
DATE: ____________________

1. The means by which hotels make their products and services available via electronic channels is referred to as:

a. e-reservations.
b. APS services.
c. e-distribution.
d. HyperRes.com.

2. Which of the following directly link reservation systems of hotel, airline, car rental, and travel agency
companies on a worldwide basis?
a. Internet distribution systems
b. travel.com
c. global distribution systems
d. application service providers

3. A website, or a partitioned and password-protected portion of a website, that is available to a restricted number
of authorized users is called a(n):
a. Internet.
b. extranet.
c. local area network.
d. distribution network.

4. “One call does it all” describes which of the following distribution options?
a. distribution service providers
b. intersell agencies
c. affiliate reservation systems
d. central reservation systems

5. A hotel selected by an affiliate reservation system to receive reservation requests after chain properties have
exhausted room availabilities in a geographic region is called:
a. an affiliate property.
b. a turnaway facility.
c. an intersell property.
d. an overrun property.

6. Which of the following refers to the central reservation system of a hotel chain?
a. global reservation network
b. intersell agency

c. affiliate reservation system
d. nonaffiliate reservation system

7. Which of the following statements about a central reservation system is FALSE?
a. A computerized central reservation system can be used to transfer accounting data from individual properties for processing at company headquarters.
b. A central reservation system communicates with participating hotels but not with the reservation systems
of airline, travel, and car rental agencies.
c. Central reservation systems are able to support frequent-traveler programs when processing reservations
for individual properties.
d. A central reservation system maintains statistical information on conversion and denial rates.

8. The first step in processing reservation requests is to:
a. initiate a reservation inquiry.
b. determine room and rate availability.
c. create a reservation record.
d. generate a confirmation.

9. Which of the following statements about a reservation module of a hotel property management system is
FALSE?
a. An effective reservation module enables the reservationist to completely process a caller's reservation
request during the telephone call.
b. Before determining the availability of the room type and rate desired by a caller, the reservationist must
enter the necessary data to complete a reservation record.
c. A reservation module automatically generates letters of confirmation on the day a reservation request is
processed.
d. Data collected by a reservation module can be accessed to print preregistration cards and facilitate faster
check-in procedures.

10. Which of the following is another name for the merchant model e-commerce strategy?
a. commodity model
b. commission model
c. markup model
d. wholesaler model

The answers to this session's optional test are:
1-c-C1, 2-c-C1, 3-b-C2, 4-b-C3, 5-d-C4, 6-b-C4, 7-b-C5, 8-a-C6, 9-b-C6, 10-c-C7

Synopsis
This topic covers the variety of e-distribution systems, elements and procedures of a property-level reservation system as well as its revenue effects.

Estimated Workload 20 Hrs.

Week 4: ***Rooms Management and Guest Accounting Application***

Objective

Discuss the primary functions of room's management modules and identify the room status terms, discrepancies and rate assignments.

Learning Outcomes

After the completion of this topic students should be able to:

1. Identify features and functions of the rooms management module of a hotel property management system.
2. Define room status terms and explain the importance of eliminating room status discrepancies in hotel operations
3. Explain how managers can use various reports commonly generated by the rooms management module of a hotel property management system.
4. Identify features and functions of the guest accounting module of a hotel property management system.
5. Describe the different types of folios that a guest accounting module may use to monitor transactions.
6. Explain how managers can use various reports commonly generated by the guest accounting module of a hotel property management system

Key Words

Room status, housekeeping functions, module reports, individual folios, employee folios.

Bibliography

Kasavana, M., Managing Front Office Operations, AHLEI, 2017 (chapter 4).
Kasavana, M., Managing Technology in the Hospitality Industry, AHLEI, 2016

Activities

Practice Material has been uploaded on the platform.

Synopsis

This topic covers different types of folios that a guest accounting module uses and identifies room status terms and its importance in eliminating the status discrepancies.

Estimated Workload 20 Hrs.

Week 5: *Property Management System Interfaces and Points of Sales Technology*

Objective

Explain which applications should be interfaced and how management can be sure that the interface is working properly. The learner will be introduced to the Point of Sale Technology and its primary functions

Learning Outcomes

After the completion of this topic students should be able to:

1. Identify ways in which managers can minimize the risks associated with interfacing various stand-alone systems with a hotel property management system.
2. Explain how a central reservation system interfaces with a hotel property management system.
3. Explain how a point-of-sale system interfaces with a hotel property management system.
4. Describe the features and functions of a telephone call accounting system and discuss the advantages of interfacing call accounting systems with hotel property management systems.
5. Distinguish between hard-wired and micro-fitted electronic locking systems and identify electronic locking system features and reports.
6. Identify the features and functions of an energy management system. with a hotel property management.
7. Identify and discuss examples of auxiliary guest services that can interface with a hotel property management.
8. Describe guest-operated devices that may interface with a hotel property management system.
9. Describe the features and functions of keyboards and monitors typically used by point-of-sale systems.
10. Distinguish touchscreen point-of-sale terminals from wireless terminals.
11. Describe the features and functions of various types of point-of-sale printers.
12. Describe the features and functions of point-of-sale account settlement devices such as magnetic strip and RFID readers, power platforms, smart cards, debit cards, cashless payment, and contactless payment.
13. Discuss data typically found on payment cards and within POS systems, and identify PCI DSS objectives and requirements.
14. Identify the major files typically maintained by point-of-sale software, describe how managers can use the various reports commonly generated by point-of-sale software, and discuss frequent diner applications and gift cards.
15. Describe the features and functions of an automated beverage control system.

Key words

Five C's, Central Reservation Systems, potential problems, POS limitations,Hard keys, soft keys, POS terminal, modifier keys.

Bibliography

Kasavana, M., Managing Front Office Operations, AHLEI, 2017 (chapter 7 and Chapter 8).
Kasavana, M., Managing Technology in the Hospitality Industry, AHLEI, 2016

Activities

Practice Material has been uploaded on the platform.

Synopsis

This topic covers the central reservation system interfaces and the point-of-sale system interfaces and the different types of e-keys and how they are processed through the POS terminal.

Estimated Workload 20 Hrs.

Week 6: ***Food and Beverage Management Applications***

Objective
Describe the main files in restaurant managements systems.

Learning Outcomes

After the completion of this topic students should be able to:

1. Identify the files typically maintained by recipe management software applications for food and beverage operations.
2. Describe how information from recipe management software applications helps managers control food and beverage operations.
3. Explain how food and beverage managers use various reports generated by sales analysis software applications.
4. Explain the features and functions of menu engineering software.
5. Discuss the different menu item pricing strategies used by food and beverage operations.
6. Describe the advantages of integrated food and beverage software in relation to precosting and postcosting functions.
7. Explain how managers use reports generated by automated beverage control systems.

Key Words
Ingredient file data, recipe file data, sales analysis, menu engineering.

Bibliography
Kasavana, M., Managing Front Office Operations, AHLEI, 2017 (chapter 9)
Kasavana, M., Managing Technology in the Hospitality Industry, AHLEI, 2016

Activities
Practice Material has been uploaded on the platform.

Synopsis
This topic covers the importance of ingredient, recipe and menu item files.

Estimated Workload 20 Hrs.

Week 7: *System Selection and Security Maintenance*

Objective

Analyse the system selection process. Identify different types of systems and their features.

Learning Outcomes

After the completion of this topic students should be able to:

1. Discuss the criteria used to evaluate hospitality technology.
2. Describe the basic functions common to property management systems.
3. Identify stand-alone technology systems that may interface with property management systems.
4. Describe the basic functions of a point-of-sale system.
5. Describe the basic functions of a sales and catering system.
6. Identify hospitality accounting modules typically provided by back-office software packages
7. Explain the elements and impact of e-commerce on hospitality organizations.
8. Identify three general threats to information systems and the private data they hold and describe security precautions to take against these threats.
9. Describe basic operational precautions that help protect system integrity.
10. Identify and describe three fundamental security measures.
11. Outline the procedures that should be covered in contingency plans dealing with planned or unplanned system downtime.

Key Words

Sending inquiries, Attending trade shows, Visiting system suppliers, System backup, Viruses, hacker attacks.

Bibliography

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Kasavana, M., Managing Technology in the Hospitality Industry, AHLEI, 2016
Kasavana, M., Managing Front Office Operations, AHLEI, 2017 (chapter 14)

Activities

Practice Material has been uploaded on the platform.

Synopsis

This topic covers basic functions of a point-of-sale system as well as stand-alone technology systems that may interface with property management systems .Basic operational precautions that help protect system integrity as well as the procedures that should be covered in contingency plans dealing with planned or unplanned system downtime are introduced

Estimated Workload 20 Hrs.

Week 8 : Digital Marketing - Past, Present and Future

Objective

Define the use of E-marketing in the processes of creating, communicating, and delivering value to customers, and for managing customer relationships in ways that benefit the organization and its stakeholders.

Learning Outcomes

After the completion of this topic, students should be able to:

1. Describe e-marketing technologies that go beyond the use of the Web.
2. Justify how e-marketing has shifted control from the company to the customer.
3. Explain the impact of e-marketing at the individual, community, and societal levels.
4. Explain with examples the ways in which online engagement is becoming analogous to offline experience marketing.
5. Differentiate between e-business, e-marketing, e-commerce, and mobile commerce.
6. Differentiate between owned, paid, and earned media.

Key Words

e-business, e-marketing , e-commerce

Bibliography

E-Marketing, 7th Ed., International Edition Course Smart e-Textbook, Strauss, J., Frost, R. Pearson, 2014 , ISBN 1292000449

Activities

Practice Material has been uploaded on the platform.

Discussion Questions

1. As a consumer, what difference does it make if e-business is “just business?” Explain your answer.

Model Answer

Major corporations such as Microsoft and Sony recognize this eventual online integration of e-business into everyday life. Thus the fierce competition to capture the entertainment system market as a gateway into the home market. Soon every device will become an interactive, customizable conduit for sales. This ubiquitous existence of technology will create a highly specialized market for consumers allowing them to find specialized products with greater ease. Very likely consumers' buying habits, likes-dislikes, and other data will be recorded thus leading to privacy issues. This practice is already done by major credit card companies like Master Card, Visa, and American Express. Some students may be surprised to know that they are already being tracked by their CPU ID's for any Pentium III processors or better. The just business part will seamlessly come as more and more users adopt the technology of the future. (Look at how telephones and tv changed marketing!)

2. Some economists suggest that the increase in e-commerce within the business to business B2B market will lead to greater competition and more goods and services becoming commodities meaning they compete solely on price. How do you think this competition is likely to affect buyers within the B2B market? How would it affect sellers?

Model Answer

Competition might increase because purchasing firms can easily and quickly check prices for competing selling firms simply by visiting their Web sites. In fact, the selling firm will send e-mail and provide customized Web pages to make it even easier for buyers. Sellers can similarly view competitors prices and thus may try to match them. In this environment, firms must differentiate their products on some basis other than price that is important to buyers: non-price competition. They can use the Web to help them by conducting market research to see what customers want, how they perceive various competitive products, and by using these data to modify product offerings. They further can use the Web to customize communication to buyers thus adding value.

3. What concerns about consumer privacy are raised by the increased use of wireless computing and handheld devices outside the home or workplace?

Model Answer

The rapid proliferation of wireless networks outside the home and work place has resulted in increased concern over privacy. In the digital context, privacy refers to two things: the "right to be left alone," and the right to keep one's personal information private (see chapter 5). With regard to wireless computing, one big concern is text message Spamming. As marketers gain access to cell phone numbers and even cell phone directories, many fear that unscrupulous marketers will overwhelm consumers with voice and text messages. Another concern is that people can intercept wireless transmissions, thus gaining access to personal information sent from PCs and other devices over wireless networks.

Security issues with hard-line Internet connections with “always-on” services like DSL and cable were concern enough already. Now with services that broadcast data throughout the air freely available to everyone, consumers have reason to be even more concerned. The same issues with privacy, credit cards numbers, personal information, etc. apply, except now people can listen in and even jump onto your network with a Pringle’s can for an antennae and a little know how. Encryption standards are still widely debated, but it is likely the added convenience will win out in the end. In a future with mobile commerce and automated account transfers over wireless networks, security will become paramount.

4. As a consumer, how will your life change when the semantic Web becomes a reality?

Model Answer

Consumers will define tasks for their personal digital agents, which will search for pieces of data and return them as movies to the television set, appointments to the PDA, contact information to the address book, and more.

Students may use this question to create many future scenarios. Included in these may be personal agents to synchronize personal calendars, personalized databases, and entertainment on demand. The Internet refrigerator could scan products the user removes, and either automatically find recipes online, or add them to the shopping list if not returned to the refrigerator. The possibilities are endless.

5. As a consumer who is in control, what would you like to see for the future Web 3.0?

Model Answer

Student answers will vary, but may focus on the increased convenience through the convergence of appliances and media, increased wireless networking and the semantic Web. It is important for marketers and consumers to realize that traditional media may still be used, but will be transmitted via satellite, cable, or wirelessly and then viewed on computers, cell phones, tablets and personal digital assistants.

Synopsis

E-marketing is the use of information technology in the processes of creating, communicating, and delivering value to customers, and for managing customer relationships in ways that benefit the organization and its stakeholders. More simply defined, e-marketing is the result of information technology applied to traditional marketing. Another way to view it is that e-marketing is the result of information technology applied to traditional marketing.

Estimated Workload 20 Hrs.

Week 9: Strategic E- Marketing and Performance Metrics

Objective

Strategy is the means to achieve a goal. It is concerned with how a company will achieve its objectives, not what its goals are. A thoughtfully constructed plan, method, or action will be employed to achieve the result.

Learning Outcomes

After the completion of this topic, students should be able to:

1. Identify the difference between the four levels of commitment to e-business
2. Define *e-marketing strategy* and explain how it is used.
3. Identify and define performance metrics
4. Explain the three ways of collecting Web analytics.

Key Words

CRM, Unique visitors, Page views, Impressions, Number of searches, Search engine ranking, Number of followers, registrations/ subscribers

Bibliography

E-Marketing, 7th Ed., International Edition Course Smart e-Textbook, Strauss, J., Frost, R. Pearson, 2014 , ISBN 1292000449

Activities

Practice Material has been uploaded on the platform.

Discussion Questions

1. In today's scenario, should an e-business operate in line with the marketing concept? Why?

Model Answer

E-business models of any organization describe the ways in which it creates value for its customers and partners. Hence an e-business is in line with the marketing concept which focuses on customer's need and wants while meeting organizational objectives. Today's consumers are on social media 24/7 and, hence, if any error occurs from the company's side, it will take a few seconds for negative word-of-mouth to spread like a rapid fire and adversely affect their goal achievement. Business customers and partners might include supply chain members with whom the company joins forces to create new brands. Organizations deliver stakeholder value by using digital products and processes. So it is imperative to deliver better products than competitors by knowing and catering to customers's and partners's interests.

2. Amazon story. Identify the business models Amazon used and at which level of e-business commitment each falls (Exhibit 2.3)

ModelAnswer

Amazon is quite adeptat leveraging its competencies into many differente-business models. First is its core business—online retailing (Activity and Business Process levels).Amazon sells merchandise andcontent purchased from manufacturers and resellersto consumer markets.Second are Amazon's e-commerce partnershipswith many retailers (Enterprise level).Amazon also uses another important e-businessmodel. It created the first affiliate program(Enterprise level).

3. Why is it important for an e-business model to create value in a way that is differentiated from the way competitors' models create value?

Model Answer

This is no different for business models online than offline. Differentiation is key to winning customers from competition. According to Afuah and Tucci (p. 36), critical e-business model components include creating customer value that is differentiated from competition, and sustainability—creating a competitive advantage over time. This means it will be difficult to imitate and that the environment will be attractive for maintaining the model over time.

4. Based on the opening vignette and your examination of the Amazon.com site (or your experience as a customer), what strategic objectives do you think are appropriate for this e-business? What performance metrics would you use to measure progress toward achieving these objectives—and why?

Model Answer

Amazon.com wants to ***grow*** by building customer wallet share, not share of market. This is why it has ***diversified*** into many new product categories and co-branded with firms such as Target. In addition, it uses technology to suggest new products to current customers and employ other techniques aimed at retaining and growing their business. Thus, ***CRM*** is another strategic objective.

Appropriate metrics for CRM include average order value, customer retention rates, and lifetime value of current customers. In addition, it will measure sales for new product introductions.

5. The Balanced Scorecard helps e-business examine results from four perspectives. Would you recommend that e-businesses also look at results form a societal perspective? Explain your response.

Model Answer

Answers will vary, but responses should focus on the social networking and social engagement metrics for businesses. Social networking has created a niche market of non-commerce sites that can, and do, generate a substantial amount of advertising revenue. Web 2.0 technologies have forced the hand of marketers to measure more than simple web hits. By including such social measure in a Balanced Scorecard, companies will have a much more thorough snapshot of it's current performance.

6. Should e-businesses strive to build community with noncustomers as well as customers? Why or why not?

Model Answer

Answers will vary, but responses should focus on the idea that building community with noncustomers is relatively inexpensive, if not free. Noncustomers can turn into customers and building community with everyone and anyone can lead to an unlimited pool of potential clients.

7.If you were to write a blog about your experiencesat the university you attend to help high school students understand what college was like, which metrics would you use to measure the blog's success, and why?

Model Answer

To determine awareness/exposure of high school students, I would check the number of unique visitors, page views, impressions, number of searches, search engine ranking, number of followers/registration/subscribers. To determine the health of my university's brand, I would measure share of voice, sentiment, and brand influence. To determine students' engagement, I would measure content viewership, tagging/bookmarks/likes, membership/follower, number of shares and content creation. To determine student action, I would measure click-through, contact form completion or registration, event attendance, or purchases. To determine the university's level of innovation, I would measure the number of new ideas generated and its ability to spot new trends.
Synopsis

Synopsis

This topic introduce Online transaction revenues such as product, information, advertising, and subscriptions sales; or commission/fee on a transaction or referral. In addition the concepts of Add value to products/services and increase prices (e.g., online FAQ and customer support).

Estimated Workload 20 Hrs.

Week 10: Digital Marketing Plan, Research and Ethics

Objective

It examines the company's internal strengths and weaknesses with respect to the environment and the competition, and looks at external opportunities and threats. Opportunities define the target market or identify new product opportunities, while threats are areas of exposure.

Learning Outcomes

After the completion of this topic students should be able to:

1. Differentiate between the descriptors used in segment analysis in a B2B vs a B2C market.
2. Explain the relationship between positioning and brand differentiation.
3. Differentiate between developed and emerging economies.
4. Identify the steps in a primary marketing research project.
5. Explore the ethical use of digital Marketing
6. Discuss the impact of legislation, regulations and codes of practice on digital Marketing

Key Words

Analytics, SWOT, MIS, B2B, B2C, ethics

Bibliography

E-Marketing, 7th Ed., International Edition Course Smart e-Textbook, Strauss, J., Frost, R. Pearson, 2014 , ISBN 1292000449

Activities

Practice Material has been uploaded on the platform.

Review Questions

1. What are the three main sources of data for solving marketing research problems?

Model Answer

The three sources of marketing knowledge are internal records, primary data, and secondary data. Internal records are best suited for monitoring sales, share, and marketing cost objectives. Primary data is best suited for aiding decision makers with market questions that are unique to the firm and for which marketers need complete control over time frames and research methods as well as privacy of data. Secondary data is best suited for questions about an industry or general market segments.

2. What is MIS? With an example, explain how companies use MIS for effective research findings.

Model Answer

A marketing information system (MIS) is the process by which marketers manage knowledge. It is a system of assessing information needs, gathering information, analyzing it, and disseminating it to marketing decision makers. For example, Web advertisers need audience statistics prior to deciding where to purchase an online display ad-space. They want to know how many people in their target market view various Web or social media sites to evaluate the value of Web ads versus TV and other media ads. One way to get this information is through secondary sources such as comScore or Nielsen/Net Ratings. Such companies rate Web sites and monitor traffic statistics by researching the internet usage habits of large panels of consumers. Web advertisers use the data to make effective and efficient Web media buys.

3. How did e-marketing change the MIS landscape?

Model Answer

Ways in which e-marketing has changed the MIS landscape are:

a) Firms store electronic marketing data in databases and data warehouses which enable marketers to obtain valuable, appropriate, and tailored information anytime.

b) Marketers can receive database information in Web pages and e-mail on a number of appliances in addition to desktop computers: pagers, fax machines, smartphones, and even basic cell phones.

c) Customers also have access to portions of the database. For example, when consumers visit Amazon.com, they can query the product database for book titles and also receive information about their account status and past book purchases.

d) Firms recognize that data and information are useless unless turned into knowledge to increase profits. Therefore, cutting-edge firms make each employee’s project reports, proposals, and data analyses available to other stakeholders in the MIS network.

4. What is competitive intelligence and what are some sources of online CI data?

Model Answer

Competitive intelligence involves analyzing the industries in which a firm operates as input to the firm's strategic positioning and to understand competitor vulnerabilities. Five example sources of competitive intelligence include competitor press releases; announcements of new products, alliances and co-brands; trade show activity; and advertising strategies.

7. **Why and how do e-marketers evaluate the quality of information on a Web site?**

Model Answer

You can be reasonably sure that the information on a Web site is accurate by following the procedure listed below:

- Discover the Web site's author.
- Try to determine if the site author is an authority on the Web site topic.
- Check to see when the site was last updated.
- Determine how comprehensive the site is.
- Try to validate the research data by finding similar information at other sources on the Internet or in hard copy at the library.

Check other aspects of the site content for accuracy.

8. **What are the steps that can be taken to evaluate the quality of secondary data collected online?**

Model Answer

The following steps can be taken to evaluate the quality of secondary data collected online:

a) Discover the Web site's author.

b) Try to determine whether the site author is an authority on the topic that the Web site deals with.

c) Check to see when the site was last updated.

d) Determine how comprehensive the site is.

e) Try to validate the research data by finding similar information from other sources on the internet or in hard copy at a library.

f) Check the site content for accuracy.

7. What are the advantages and disadvantages of online focus groups over conventional methods?

Model Answer

The advantages of online focus groups over traditional focus groups are:

a) The internet can bring together people who do not live in the same geographic area, such as a focus group with consumers from five different countries discussing online shopping experiences.

b) As participants type their answers at the same time, they are not influenced as much by what others say.

c) By using the Web, researchers can show participants animated ads, demonstrate software, or use other multimedia stimuli to prompt group discussion.

The disadvantages of online focus groups over traditional focus groups are:

a) Online focus groups can accommodate only 4 to 8 participants at a time while traditional groups generally host 10 to 12. The reason behind the small group size is the difficulty in managing simultaneous, overlapping conversations online.

b) Nonverbal communication gets lost online—in offline groups, facial expressions can be revealing in a way that typed smiley faces do not match.

c) Without seeing people in person, it is difficult to be sure they are who they say they are, to determine whether they are authentic or not.

9. **How would you monitor a brand image in the social media?**

Model Answer

Beal and Strauss (2008) offer these 12 channels for online reputation monitoring, which can be used for brand image:

1. Your own content channels—any blogs, comment sections on the company's site, or other Web sites owned by the company that allow users' posting.
2. Social media and blogs using Technorati.com alerts and RSS feeds.
3. Google's network of video, news, groups, and more.
4. Industry news via e-mail newsletters or competitive site monitoring.

5. Stakeholder conversations that occur at any other Web site not monitored in other ways.
6. Social communities in the company's industry, such as Tripadvisor.com for the travel industry.
7. Social bookmarking sites such as delicious.com, which allows users to tag Web sites for sharing with others.
8. Multimedia content such as video at YouTube and photos at Flickr.
9. Forums and message boards, both in Google Groups and Yahoo! Groups, and at any Web site in the company's industry that hosts them.
10. Customer reviews at sites such as Amazon. com book reviews, BizRate.com, or epinions.com—this is important for companies selling products online.
11. Brand profiles at social networks such as LinkedIn.com, Facebook.com, and ZoomInfo.com.
12. Web analytics will help companies monitor the traffic coming to their own sites, the keywords they used at Google to find them, and the sites they visited previously to landing at the company's site.

Synopsis

This topic introduce the three sources of marketing knowledge are internal records, primary data, and secondary data. Internal records are best suited for monitoring sales, share, and marketing cost objectives. Primary data is best suited for aiding decision makers with market questions that are unique to the firm and for which marketers need complete control over time frames and research methods as well as privacy of data. Secondary data is best suited for questions about an industry or general market segments.

Estimated Workload 20 Hrs.

Week 11: Product /Price and Internet Distribution

Objective

The learner will be introduced to the principles of digital marketing mix emphasising product/ price and distribution.

Learning Outcomes

After the completion of this topic students should be able to:

1. Define electronic distribution channels
2. List and describe the steps in the new-product development (NPD) process; describe how the NPD process meshes with the adoption and diffusion process for those products
3. Identify the costs and benefits of digital marketing channels
4. Explore the variety of digital marketing strategies and their integration with traditional marketing practice across the full marketing mix.

Key Words

Marketing Mix, distribution channels

Bibliography

E-Marketing, 7th Ed., International Edition Course Smart e-Textbook, Strauss, J., Frost, R. Pearson, 2014 , ISBN 1292000449

Activities

Review Questions

1. What is a distribution channel?

Model Answer

A distribution channel is a group of interdependent firms that work together to transfer product and information from the supplier to the consumer. It is composed of the following participants:

- **Producers, manufacturers, or originators of the product or service;**

- **Intermediaries—the firms that match buyers and sellers and mediate the transactions among them; and**
- **Buyers, customers, or users of the product or service.**

2. Define EDI. What are the three variables on which it is based?

Model Answer

EDI (electronic data interchange) is the computerized exchange of information between organizations, typically used to eliminate paperwork. A buyer logs onto the supplier's computer system and types in an order. The order is electronically conveyed to the supplier and the buyer receives an electronic bill. EDI is effective for establishing structural relationships between businesses. EDI is based on three key variables: the openness of the system, the transport method (internet or non-internet), and the type of technology used for implementation. Combining these variables in different ways results in the many types of EDI most commonly used today, such as Application Program Interfaces (API) and Extensible Mark-up Languages (XML).

3. What are the three major functions of a distribution channel?

Model Answer

The three major functions of a distribution channel are transactional, logistical, and facilitating.

4. Explain the three main intermediary models commonly used on the internet.

Three main intermediary models common on the internet are: brokerage models, agent models, and online retailing.

Model Answer

a) Brokerage Model—The broker creates a market in which buyers and sellers negotiate and complete transactions. They charge the seller and/or buyer a transaction fee, but they don't represent either party for providing exchange and negotiation services. The primary benefits to the buyer are convenience, speed of order execution, and transaction processing. Cost savings to the buyer come in the form of lower prices, decreased search time, and savings of energy and frustration in locating the appropriate seller. The primary benefit to the seller is the creation of a pool of interested buyers. Cost savings to the seller come in the form of lowered customer acquisition, costs, and transaction costs.

b) Agent Model—Unlike brokers, agents do represent either the buyer or the seller, depending on who pays their fee. In some cases, they are legally obligated to represent the interests of the party that hires them. In the brick-and-mortar world, real estate agents who are hired to list a property must represent the interests of the seller. Selling agents, manufacturer's agents, metamediaries, and virtual malls are all agents that represent the seller.

c) Online retailing—These merchants set up online storefronts and sell to businesses and consumers. An advantage of online retailing is that companies can sell a wider and deeper assortment of products in smaller quantities than in offline stores, because they are not bound by the space constraints in malls and free-standing buildings located in expensive areas. Instead, they can use warehouses on cheap land and ship from there. In order to purchase online, a consumer needs a bank account, credit card, and computer access, so this cuts out some consumers, especially in lesser developed countries.

Synopsis

This topic covers the digital marketing mix emphasising on product, price and internet distributions.

Estimated Workload 20 Hrs.

Week 12: Digital Marketing Communication

Objective

This unit will provide students with the theoretical knowledge and techniques to improve the quality of their digital marketing communications - from identifying the audience's needs - through problem identification- through media planning and strategy to the creation of the most effective marketing communication messages in the form of promotion campaign, digital and social advertising.

Learning Outcomes

After the completion of this topic students should be able to:

1. Identify the roles of advertising, sales promotion, public relations, personal selling, and direct digital marketing in the promotion mix; compare and contrast integrated marketing communications with a non-integrated approach to the promotional mix
2. Describe the digital marketing communication process
3. Discuss the importance of the different types of strategies that can be used in digital marketing campaigns
4. Analyse elements which make a successful film in a digital communications campaign
5. Produce an audit of the digital marketing communications strategy of a brand
6. Construct a website using the principles of digital marketing communications.
7. Create a digital communications campaign such as online, digital and social media methods

Key Words

CRM, CCM, CEM,

Bibliography

E-Marketing, 7th Ed., International Edition Course Smart e-Textbook, Strauss, J., Frost, R. Pearson, 2014 , ISBN 1292000449

Activities

Practice Material has been uploaded on the platform.

Discussion Questions

1. The Best Buy Story. Explain how Best Buy practiced the three relationship marketing pillars.

Model Answer

Customer relationship management (CRM) is the process of targeting, acquiring, transacting, servicing, retaining, and building long-term relationships with customers that add value to both the organization and to the customer. Best Buy practiced CRM by focusing intensively on building long-term customer relationships in creating the Best Buy community online. Here, customers could chat with Blue Shirts and Geek Squad Agents, and quickly resolve any technical questions.

Customer experience management (CEM) focuses more on the customer expectations and touchpoint satisfaction/dissatisfaction (customer value). Best Buy practiced CEM by exceeding customer expectations with excellent online service and technical support through its Best Buy Community. In addition, Best Buy utilized Twitter to quickly resolve technical questions, which helped ensure customer satisfaction at every brand touch point.

Customer collaboration management (CCM—also called CRM 2.0 and social CRM) is a strategy to engage customers in relationship-building conversation, often through social media. Best Buy succeeded in accomplishing this through its online Best Buy Community, where 600,000 customers a quarter post 20,000 messages and view over22 million pages of content. The relationship-building conversation continues through Twitter and BBY Feed.

2. The Best Buy Story. What additional CRM techniques do you think Best Buy could use to step it up even more and increase sales in the process?

Model Answer

Answers will vary, as this is an opinion-based question. However, Best Buy should consider expanding its use of Social Customer Relationship Management (CRM 2.0). Social CRM (CRM 2.0) retains all the tenets of CRM 1.0, but adds social media technology and customer collaborative conversations to the process. Social CRM would add more conversation among customers give Best Buy many additional media for building long-term customer relationships and sales. In addition, Social CRM would help Best Buy in monitoring and improving it reputation; learning more about customer needs, wants, and problems; improving target market selection and revenue potential; gathering data for market research on products and customer service; decreasing customer service costs; and identifying new revenue opportunities.

3. Explain the difference between wallet share and share of market.

Model Answer

Wallet share, often called share of customer or share of mind, differentiates individual customers based on need rather than differentiating products for target groups. Owning the customer's total experience—this refers to the wallet share. Share of market is the actual share of total market sales regardless of perceptions of price, quality, brand, etc. For example, luxury items typically don't have strong market share within a given category but possess stronger wallet share. The opposite can be true as well, where an item can have poor wallet share and high share of market; this usually involves generic or commodity items.

4. Describe the differences among the three pillars of relationship marketing.

Model Answer

The three pillars of relationship marketing are Customer Relationship Management (CRM), Customer Experience Management (CEM), Customer Collaboration Management (CCM). Each theory involves the idea of enhancing two-way communication. CRM is tasked with targeting and identifying data, information, customer insight, competitive knowledge and other information that is used to create more friendly customer environments. CEM is only slightly different from CRM in that CRM's focus is on internal processes to maximize customer value while CEM is more focused on the actual customer experience. Finally, CCM is a business strategy in which information and relationships are controlled fully by the client but monitored by the company. This is normally done through one or more of the social media outlets available to both the customer and the company.

5. If good relationship marketing means firing a company's least-profitable or most-costly customers, suggest how it might be accomplished without causing them to criticize the company to their friends.

Model Answer

It is usually not a good idea to fire customers, however, high cost customers can be discouraged through various means. Companies try to keep customers because retention through CRM is usually less costly than acquisition costs (promotion, advertising and discounts costs). Additionally, current customers are likely to have higher response rates to promotional efforts and sales teams can be more effective since they should know their individual customers well. CRM makes sense because they build loyal, experienced customers. They know who to call in the firm when they have questions. This means loyal customers should cost less to service. Firms may not be able to fire customers individually if they endeavor to use CRM effectively.

However, if a firm must fire customers they should do so with the utmost care since one disgruntled customer can be louder than many satisfied ones. By utilizing automated, Internet based tools firms can address commonly asked questions and problems posed by the most-costly customers proactively. In any case, good CRM still requires firms to do their best to satisfy customer needs. Firms can utilize the experience to create and make available a database of successful solutions online. The key is shifting costly customer interaction to cheaper online based solutions. This can be seen with companies such as Hewlett-Packard and Microsoft who have extensive online databases. By charging for interactive telephone customer support, both of these companies have effectively fired their most costly customers. To mitigate complaints from this system, HP offers free support through their warranty program which must be purchased ahead of time.

Differentiation by valuation is not profitable unless a firm can say that at least half of its profits come from 20% or fewer of its customers.

6. Explain how the customer benefits from SCM-CRM integration.

Model Answer

Customer relationship management (CRM) usually refers to “front-end” operations. This means that firms work to create satisfying experiences at all customer touch points: telephone calls to customer service reps, in-person visits to stores, e-mail contact, and so forth. This is quite challenging because different employees and computer systems collect various information, and somehow it must be integrated into appropriate customer records. Supply chain management (SCM) deals with the “back-end” of getting the order out to the customer once a product has been ordered. (e.g., inventory and payment). By integrating these two the entire supply chain can work together to single-mindedly focus on meeting consumer needs and make higher profits in the process. Ultimately customers should have the most up-to-date information on prices, availability, models, etc.

Synopsis

This topic introduce the fundamental concepts and approaches of digital marketing and the relationship marketing using different approaches on various digital platforms; innovate and develop integrated marketing campaign for both online and offline channels; and explain how integrated marketing plans and loyalty programs are designed and measured.

Estimated Workload 20 Hrs.

ASSESSMENT

Instructions to students for the online quizzes

Structure: Each progress test has 10 questions. All questions are multiple choices, thus you need to identify the correct or most correct answer for each.

Assessment: The total number of multiple choices is 10 (for each progress test). Each question carries 1 point. Total marks for each progress test is 10 points. The average result of the 12 progress tests contributes towards 20% of your total mark for this subject.

What to study:

Each week you will have one Quiz that will be based on the LOs of each topic.

Time available: 15 minutes (for each progress test)

Very important note: It is highly likely that you will find the progress tests challenging if you are not well prepared in advance. Thus, go through your lectures, take additional notes (i.e. of examples used and case studies shown) and revise carefully all these prior you attempt to take the tests.

SAMPLE OF ASSESSMENT

QUIZZ 1

1. Identifying smaller groups within a target market and developing products and services to satisfy these groups is called:

a. franchising.

b. market segmentation.

c. demand marketing.

d. supply marketing.

2. Which of the following may be a characteristic of an extended-stay hotel?

a. several kinds of food and beverage services

b. recreational and exercise facilities

c. conference and meeting rooms

d. limited housekeeping services

3. Which of the following features or services is likely to be found at an economy/limited service property?

a. banquet rooms

b. small meeting rooms

c. room service

d. uniformed services

4. The level of service quality in hotels is determined by:

a. independent rating services.

b. increasing service variability.

c. consistent service delivery.

d. the variety of amenities offered.

5. Hotels that maintain a relatively high ratio of staff members to guests are likely to provide _____________ service.

a. economy/limited

b. mid-range

c. world-class

d. quality

6. Which of the following types of hotels is least likely to offer uniformed guest services?

a. world-class service hotels

b. first-class service hotels

c. mid-range service hotels

d. economy/limited service hotels

7. The owner/manager of the Dew Drop Inn has a great deal of flexibility in responding to changes in local market conditions but cannot afford broad advertising exposure and pays relatively high prices for supplies. The Dew Drop Inn is probably a(n) ______________ property.

a. chain property

b. franchisee

c. corporate

d. independent

8. A group of investors is planning to develop a conference center on the outskirts of a major city. Financing opportunities depend on assuring the bank that the property will be operated by a professional staff. Which of the following would be the best option for the investors if none of them has a hospitality management background?

a. forming a hotel chain

b. contracting with a management company

c. joining a referral group

d. becoming an independent property

9. Which of the following types of hotels would likely appeal most to pleasure/leisure travelers?

a. airport hotels

b. resort hotels

c. residential hotels

d. convention hotels

10. Which of the following are primarily designed to create and sustain brand loyalty among guests?

a. quality service initiatives

b. frequent traveler programs

c. amenity innovations

d. internal marketing programs

ANSWERS: 1-b-C1, 2-d-C1, 3-b-C2, 4-c-C2, 5-c-C2, 6-d-C2, 7-d-C2, 8-b-C2, 9-b-C3, 10-b-C4

Final Examinations Guidelines

Final exams are different from midterm exams and other forms of assessment (i.e. projects, case studies etc.) mostly because they are comprehensive and that means that they draw upon your knowledge from the entire course. Also, students take the final exams during the examination period at the end of the semester and that means that they have to study for multiple exams at the same time (more or less). Finally as they carry a lot of weight towards your course grade, your performance in the final could make a difference between an A- and a C+ on your transcript! Thus, it is important to follow a studying guide, and earn a top grade from your final exams. Herein, you may find some trusted and tested methods.

Plan ahead

It is recommended to plan out your study sessions (for ALL your exams) to have a better understanding on how much work you're facing. Use the calendar on your phone to set alerts and reminders for yourself so you stick to your plan.

Start early

Start studying for finals a few weeks before the first exam, and figure out how much time to set aside each day for each subject, setting realistic goals. Do not cram!

Study Strategically!

Try to prioritize the concepts of each course into three categories: red, orange and green. List under the red category the content that you believe it is definitely going to be in the final exam. This usually included topics addressed through quizzes, homework assignments, projects etc. as well as points raised by your tutor in the revision. Put under the orange category, topics that are probably in the final exam. For example topics explained thoroughly in weekly sessions that did not make it in the assignments, Topics that fueled lots of discussion in forum etc. The remaining material goes in the green category. Do not study in a serial way from the beginning to the end of your notes, but review the material in the red category, first. Then move on to studying what is listed in the orange category and, then the content in the green category. That way, if you run out of time, you know you at least have reviewed the basics extensively. Ask your teachers if they'll share copies of previous finals so you can see what might be covered or how questions will be phrased.

Give yourself more time to study for your toughest topics

Do not allot time equivalently for each topic. If a topic gave you trouble all semester, devote more time to that subject—even if it's your last final. Look over your previous form of assessment for that subject and take extra time now to review what you missed. By starting with the toughest stuff first, you have time to ask your lecturer questions or get help from peers or tutors.

Form a study group

There's nothing like peer pressure to keep you motivated to study. Plan skype sessions with friends to review the class material, compare notes, or work through tricky concepts. You'll benefit from the good study habits and notes of the other members in your study group. If you're trying to solve a tough problem, two heads are better than one.

Talk it out

Not only is it more fun to study with your friends than studying by yourself, you'll also learn more. By talking through the facts and formulas with a study partner, you're thinking about the material more deeply, which means you'll remember it better later.

Get creative with study aids

Now that you know what key concepts from each subject you need to prioritize, find the best way to review and internalize what you predict will be on the final exam. Make flash cards to help you memorize dates or come up with a short video that you can upload in your yahoo channel!

Quiz yourself

Students tend to remember the information they have been examined on better than the information they simply review. So ask your study group members or your friends to quiz you!

Make sleep a priority

While it may be tempting to pull an all-nighter and cram everything in at the last minute, it's a bad idea. You just add stress, and you won't retain the information for very long by studying that way. You may even forget some of it by the time the test begins.

Have a break!

Plan for breaks and do something that you enjoy during the breaks. This way you can improve your concentration when you return to studying:

Eat your greens

Eat healthy and drink plenty of water to keep your brainpower at its prime.

A mock-up final exam paper will be provided to you in the LMS.

SAMPLE OF FINAL EXAM

UNIVERSITY of NICOSIA

Final Examination
FALL 20XX

Course No. & Title: HMGT 210 Hospitality IT with Digital Marketing

Program of Study: HOSPITALITY MANAGEMENT

School: Business

Date: January 20XX

Time Allowed: TWO (2) - Hours

Examination Aids Allowed: Calculator.

Format: Closed Book – Comprehensive

Lecturer: Dr. Despo Ktoridou

Name: ____ S.I.D No.: _____________

Instructions:

This test covers all class material covered. It consists of 2Parts. Part A is Multiple Choice, and part B: answer four (4) out of the six (6)essay questions. GOOD LUCK!

<u>Part A:</u> Multiple Choice Questions (30 x 2 = 60 pts). Circle the Correct Answer.

1. True or false? A front line employee has unlimited access to all functions in the PMS:
   a. True
   b. False

2. 'Data mining' is the new cloud technology software for storing large quantities of information on the web :

   a. True
   b. False

3. A function(s) performed by the MIS:
   a. Eliminates unnecessary documents
   b. Identifies trends/patterns
   c. Measures performance
   d. None of the above

4. The City Ledger is a subsidiary ledger listing_________________ of guests who have checked out.
   a. accounts receivable balances
   b. accounts payable balances
   c. accounts payable and receivable
   d. none of the above

5. A multidimensional database organized for one department or function is commonly known as?
   a. Data mining
   b. Data mart
   c. Data warehouse
   d. Data interface

6. E.D.P is an acronym for:
   a. Electronic Data Purchasing
   b. Electronic Date Purchasing
   c. Electronic Date Processing
   d. Electronic Data Processing

7. The Ingredient file in the Recipe management module forms a basis for :
   a. effective food cost control
   b. effective inventory control
   c. effective staffing control

d. effective purchasing control

8. The main feature in the Standard recipe file is that it contains data signaling when:
   a. total food cost exceeds desired levels
   b. ingredient cost changes automatically
   c. current food cost exceeds desired levels
   d. ingredient cost never changes

9. The main application found in the Food Service Management application is:
   a. Recipe Management application
   b. Menu Management application
   c. Sales Analysis application
   d. All of the above

10. The Menu Item file Produces ____________________reports for management
    a. Food Cost
    b. Portion size
    c. Sales Analysis
    d. Ingredient cost

11. __________________translates reservation transactions into as many formats, allowing sharing of data, and converting them into easy to use formats and files.
    a. Clever Translation
    b. Quick Switch
    c. Smart Translation
    d. Smart Switch

12. Some environmental threats to information systems may be:
    a. Power failure
    b. Floods
    c. Faulty Network connections
    d. All of the above

13. The Data Processing Cycle consists of:
    a. Input, Streamlining and Throughput
    b. Input, Output and Throughput
    c. Input, Throughput and Output
    d. Input, Process and Output

14. Purveyor master and check, invoice register file constitute which module?

a. Inventory
b. Accounts payable
c. Accounts receivable
d. Payroll

15. A purpose(s) of MIS is to:
    a. Support decision making
    b. Streamlines procedures
    c. Provide control over business resources
    d. Eliminate unnecessary documents

16. ‘a term for applications that allow users to catalogue and store information about their business for future use’
    a. Database management
    b. Management Information System
    c. Database
    d. Random Access Memory

17. The _____________ generates the account balances of active only, inactive only (vendors with no outstanding invoices and no transactions in the current month), or all vendors and displays the last purchase made.
    a. Purchasing module
    b. Ageing of accounts receivable report
    c. Vendor status report
    d. Inventory module

18. The_______________ monitors the calculation and printing of bank checks for payments of selected invoices.
    a. Payment file
    b. Payment and invoice register file
    c. Check Register File
    d. Invoice register file

19. An Invoice Register File keeps a list of all invoices currently:
    a. payable and receivable
    b. outstanding and receivable
    c. outstanding and payable
    d. none of the above

20. Manual front desk personnel such as rack clerk, are responsible for:
    a. Communication between departments
    b. Posting of all guest charges
    c. Maintaining room inventory and current status
    d. Ensures everyone follows operating procedures

21. one crucial action of the downtime quick response checklist is to:
    a. destroy prior downtime reports
    b. turn off all equipment immediately
    c. both A and B are correct
    d. none of the above

22. Some precautions a hospitality establishment may implement to minimize threats to the information system are?
    a. UPS
    b. Network connections
    c. Hackers
    d. Firewall

23. Aloha is Hawaiian for?
    a. It's party time!
    b. Coconut cocktails
    c. Hallo
    d. Volcano

24. One of the main advantages of aloha (POS) is that it utilizes touch screen technology for:
    a. no apparent advantage
    b. the fun of it (a mouse is quicker)
    c. quick actions
    d. uniformity

25. Refers to the value of the items in inventory.
    a. Aging of accounts receivables
    b. Aging of accounts payable
    c. Inventory Valuation
    d. The Euro value of information found the PMS

26. Refers to differences between a physical count of an item AND the balance maintained by the perpetual inventory system.
    a. Inventory Variance
    b. Inventory Status
    c. Inventory Module
    d. Both A and B

27. The PHYSICAL parameters of a property often determine appropriate types of
    a. Hardware configuration
    b. Software purchase
    c. Labor Needs
    d. None of the Above

28. "the time elapsing between data input and information output, a measure of data processing efficiency" is commonly known as
    a. Streamlining
    b. Throughput
    c. Efficiency
    d. All of the above

29. An employee working in the front office of any hospitality industry lodging establishment, is known as a:
    a. Hospitaller
    b. Idiot
    c. Goumba (Best Man)
    d. None of the above

30. In order to calculate gross and net employee pay, data present in the____ ____ file is needed
    a. Payroll register
    b. Employee status
    c. Check Register
    d. Both B and C

Part B: Essay Questions (40 pts)

ANSWER **4 FOUR out** of the **6 SIX** essay questions on the examination script (**4x10= 40pts**). Provide examples or clarifications where appropriate.

1: A: Identify **data security issues of hospitality operations using a PMS** and describe typical **information backup techniques** as well as **strategies for protecting information**.

B: In the unlikely event of a PMS failure, identify and describe the: **The Downtime Quick Response checklist,** in order of implementation.

2: You have been asked by a local tech magazine to write an article titled "**The Room of the Future**". Include in your article those **G.O.D technologies, interface systems and other 'new' technologies/systems** that make up the room of the future. Give examples where applicable.

3: Using the below information, prepare a **multiple rating system table**, in order to **evaluate** the proposals of each company. **Justify** your reasoning for choosing/not choosing the companies, and also discuss other issues that may arise. Please show all calculations clearly. (20 pts)

Company Name	Katerina Corp.	Papagalos Tech	PMS Tech	Pana-Corp.

Tender Price €	€117.755	€142.000	€109.333	€195.000
Technology Used (years)	4	3	1	latest
Years in Business	7	9	4	5
Number of Employees	13	12	9	6
Industry Reputation (out of 10)	8	8	7	10

(The technological and reputation criteria have high precedence (rank) for your company. Price is also of key importance.)

4.Define relationship marketing and contrast it with mass marketing.

Model Answer

As originally defined, **relationship marketing** is about establishing, maintaining, enhancing, and commercializing customer relationships through promise fulfillment

Mass marketing		**Relationship marketing**
Discrete transactions		Continuing transactions
Short-term emphasis		Long-term emphasis
One-way communication		Two-way communication /collaboration
Acquisition focus		Retention focus
Share of market		Wallet share
Product Differentiation		Customer Differentiation

5.Compare and contract CRM, CEM, and CCM.

Model Answer

The three pillars of relationship marketing are Customer Relationship Management (CRM), Customer Experience Management (CEM), Customer Collaboration Management (CCM). Each theory involves the idea of enhancing two-way communication. CRM is tasked with targeting and identifying data, information, customer insight, competitive knowledge and other information that is used to create more friendly customer environments. CEM is only slightly different from CRM in that CRM's focus is on internal processes to maximize customer value while CEM is more focused on the actual customer experience. Finally, CCM is a business strategy in which information and relationships are controlled fully by the client but monitored by the company. This is normally done through one or more of the social media outlets available to both the customer and the company.

6.Define Social CRM and tell how it relates to traditional CRM.

Model Answer

Social CRM (CRM 2.0) retains all the tenets of CRM 1.0, however, it adds social media technologyand customer collaborative conversations to the process. Social CRM means that companies must interact with customers on their terms, and not based solely on the company's data, strategy and desires. Social CRM extends CRM 1.0, but does not replace it. In CRM 1.0 customers would forward e-mails to friends or talk in business meetings about products. Social CRM added more conversation among customers due to social media and gave companies many additional media for building long-term customer relationships (and sales).

ΠΕΡΙΕΧΟΜΕΝΑ/CONTENT:

Institution	University of Nicosia		
Programme of Study	BBA Hospitality Management		
Course	HMGT- 220 Housekeeping Management		
Level	Undergraduate x	Postgraduate (Master)	
Language of Instruction	English		
Mode of Delivery	Distance Learning x	Conventional	
Type of Course	Required x	Elective	
Number of Group Advising Meetings/Teleconferences/Lectures	Total:	With Physical Presence N/A	On-line: 3 hours each WebEx session
Number of assignments	3		
Assessment	Assessed educational activities 20(%) Assignments/Essays/etc. 20 (%) Exams 60 (%)		
Number of ECTS credits	10		

Preparation of Study Guide by:	George Panayiotou
Review and approval of study	UNic internal Quality Assurance Committee.

i. Teaching Faculty
George Panayiotou Full time faculty member panayiotou.g@unic.ac.cy
ii. Module / Course:

- Brief description of Module/Course and Aims:

The aim of this course is to help to prepare students to meet the challenges associated with the housekeeping department growth and development. Provide an overview of the key issues of housekeeping and maintenance management. Help to understand the theoretical and practical knowledge that constitutes the work of housekeeping. Illustrate the complexities and demands of working in the industry through the scope of housekeeping. Provide the student with the competencies to function professionally within the housekeeping department.

- Expected Learning Outcomes:

After completion of the course students are expected to be able to:

1. **Describe the role of the housekeeping department in hotel operations**, and explain the importance of effective communication between housekeeping, the front office and the engineering and maintenance division.
2. **Identify typical cleaning responsibilities of the housekeeping department**, and explain how area inventory lists, frequency schedules, performance standards and productivity standards are used to plan and organize the housekeeping department.
3. **Apply techniques to develop and improve human resource skills in recruiting, selecting, hiring and orienting**. Techniques addressed include identifying sources of labor from non-traditional labor markets, implementing internal and external recruiting methods, minimizing employee turnover, enchasing interviewing skills, and orienting new employees to the housekeeping department.
4. **Apply techniques to develop and improve human resource skills in areas of training, scheduling, motivating, and disciplining**. Techniques addressed include implementing the four-step training method, developing a staffing guide, adopting alternative scheduling methods, motivating the housekeeping staff, and administering a formal disciplinary action program.
5. **Manage inventories of recycled and non-recycled items.** Techniques addressed include establishing par levels for different types of inventories, taking physical inventory, and implementing effective inventory control procedures.
6. **Control expenses in the housekeeping department** by using the operating budget as a control tool, tracking expenses on the basis of a budget cost-per-occupied-room, and implementing efficient purchasing practices.
7. **Identify the safety and security needs of hospitality operations** and how safety and security issues affect H/K personnel.

- Teaching Material:

8. **Identify the managerial skills necessary to efficiently operate an on-premises laundry operation (OPL).** Skills addressed included planning the physical layout of an on-premises laundry operation, developing procedures for laundering different fabrics, organizing the flow of linens through the laundering process, operating typical machines and equipment used in laundry operations, and staffing the OPL.

- Teaching Material:

Authors	**Title**	**Publisher**	**Year**	**ISBN**
Aleta A. Nitschke,The Rooms Chronicle and William D. Frye	*Managing Housekeeping Operations Revised Third Edition*	The Educational Institute of the American Hotel & Motel Association	2008 (latest editions)	978-0-86612-387-7
David M. Stipanuk	*Hospitality Facilities Management and Design*	The Educational Institute of the American Hotel & Motel Association	2015 *(4th Edition)*	978-0133767902
KAPPA, M., NITSCHKE, A. AND SCHAPPERT, P.,	*Housekeeping Management.* 2nd ed	The Educational Institute of the American Hotel & Motel Association	1997	0-86612-156-0
Thomas J. A. Jones	*Professional Management of Housekeeping Operations, 5th Edition*	John Wiley & Sons, Inc.	2009 (latest editions)	978-0-471-76244-7

iii. Each Main Topic/Thematic Area:

- **Brief description and aims respective to the main topic/thematic area**
  1. **Food and Beverage growth and development**–This thematic area will introduce the learner to the food and beverage service industry and help them make sense of the different components that make up the industry. Also, key concepts and terminology will be introduced to build a professional vocabulary, and mind-set. For more specific details please refer to relevant week – 2 WEEKS
  2. **Food and Beverage Structures and Concepts** – A more focused approach will be taken in this thematic area. More specifically, focus will be given to topics pertaining to the food and beverage 'how' and 'why' things are, as well as continuing to build on terminology and concepts that build a strong understanding of the workings of this industry sector. For more specific details please refer to relevant week. -4 WEEKS
  3. This thematic area will continue to build and expand the concepts of the first thematic area, to connect the past, present and future. Also, the profession and the learners place in this industry will be discussed. For more specific details please refer to relevant week. -2WEEKS
  4. **Food and Beverage Management and Control** – this thematic area will delve into the operational and managerial aspects of food and beverage service operations. Key managerial and control concepts will be identified and explained to provide the learner with specific know how on the operational and other relevant aspects. For more specific details please refer to weeks please refer to relevant week- 4 WEEKS
- **Expected learning outcomes:**
  As per section (ii) above for a general overview, and for detailed breakdown with specific Learning Outcomes please refer to each week separately.
- **Keywords Introductory notes**:
  As per specific keywords for each week.
- **Educational/Learning material:**
  For more specific details please refer to relevant week
- **Synopsis:**
  For more specific details please refer to relevant week
- **Recommendations for further study:**
  For more specific details please refer to relevant week
- **Weekly activities**

Each week consists of:

1. 1 Forum discussion that is related to LOs on the topic
2. A Multiple-Choice Quiz – Self Evaluation
3. Every 3 weeks one 3-hour WebEx session following the LOs
4. Review activities such as Discussions Questions

iv. Teaching Timetable

Analysis of each week's teaching providing a timeline and relevant aims. In the timeline, the following should be clarified per week: what the student needs to study, when they will be required to submit written work and the relevant deadlines. The timeline should also refer to any teleconferences/ group consultation meetings that will take place and the final exam.

(available on the platform)

v. Teaching methods

- Utilization of LMS – asynchronous
- WebEx tutorial – synchronous
- Student to lecturer interaction in dedicated forums
- Student to student interaction supported through dedicated student only chat
- A student to content interaction supported through self-assessment test, such online tests and or quizzes
- Simulation and gamification activities, e.g. SLATE 3D Hotel gamification (Where applicable)

vi. Written work – Exams - Assessment

Assignment Guidelines:

For the group work requirements, you have been allocated in a specific team with a peer.

Please find below your team and peer below:

Team A: Peter Green and Stevie Nicks

Team B: John McVie and Mick Fleetwood

Team C: Bob Weston and Sharon Stone

As soon as you read this email, please email your peer, introduce yourself and get your team organized.

Important Peer Guidance

·You are advised to stay in continuous contact with your peer. If you are late in developing a review or you are unwell, your peer needs to know.

·Read each week's task instructions thoroughly and discuss them with your peer towards developing a common understanding. Don't assume that your peer knows what you are doing.

·In your peer feedback, always refer to proper referencing. All pieces of work should be written in your own words. Also, in-text references should appear in the script as well as a reference list at the end of the report.

What is peer assessment?

·Peer assessment is when students make assessment decisions on other students' work

·Peer assessments are linked to reflective practice as it involves self-development and as such, is an important skill for career development and management.

What makes a good piece of work?

Please note, your assessments should be based on the University of Nicosia Marking Criteria/ Rubric. Please go through the UNIC marking criteria and familiarize yourself with the requirements.

Referencing and Essay Writing

Please use the Harvard Referencing System for all referencing requirements. All pieced of work (both formative and summative), require in-text references and a reference list at the end of the report. Also, analysis should be written in your own words (paraphrasing). Copying and pasting is not acceptable - it may lead to failure grade.

Finally, at the end of the module, you encouraged to fill in the anonymous end of Module Evaluation survey appearing after the eponymous feedback forum. Students' voice is indeed important for improvement.

Grading Guidelines:

1. Knowledge of the topic and ability to practically apply it;

2. Analysis of issues and an awareness of different viewpoints;

vii. Communication
Communication is conducted through messages on LMS post in the forum, individual emails in an asynchronous mode. For synchronous communication students are encouraged to contact me through Skype, or phone over IP during pre-specified office hours which will be available on the course outline.

UNIVERSITY of NICOSIA

SCHOOL OF BUSINESS

HOSPITALITY, TOURISM AND SPORTS MANAGEMENT DEPARTMENT

BBA HOSPITALITY MANAGEMENT

Study Guide

HMGT-220 HOUSEKEEPING MANAGEMENT

Course Lead:

GEORGE PANAYIOTOU

panayiotou.g@unic.ac.cy

Course Contributors:

TBA

Contents

Introductory Note

This Study Guide is a basic supplement for the distance learning course "Housekeeping Management", which is offered by the distance learning BBA HOSPITALITY MANAGEMENT programme. The aim of this Guide is to direct the students and help them into making systematic use of the educational material on which the teaching of the course is based.

The current course includes 12 sub-topics, separated in 12 study weeks. Each of these is composed of the following components: summary and brief introductory note, objectives, expected learning outcomes, key words, bibliography and other online resources, learning activities, and self-assessment exercises, and expected time that the student will be required to study. It is a compulsory course that corresponds to 10 ECTS.

The Guide must be used in common with the Course Outline and with the educational material indicated for each lecture through the interactive internet-based platform of the course (Moodle).

At the beginning of each study week, students are expected to familiarise themselves with the corresponding sections' objectives and learning outcomes, while they should go through the teaching material (recorded lectures) and conduct the additional learning activities. Learning activities will have a designated start and end date and time, which will be communicated to students via email. Some activities will be synchronous (e.g. webinars, online chats), while others will be asynchronous (e.g. Q&A Fora). The former will involve direct live interaction (either chat or verbal/video) between students and tutor, as well as between students themselves (student-tutor, student-student interactions), while in the latter the aforementioned interactions will not be live. Going through the teaching material and conducting the learning activities is *essential*, since it will help in clarifying and assimilating the material of the course as well as developing critical thinking on each topic.

In addition to the essential components described above, each section contains relevant bibliography (relevant textbooks and designated chapters), as well as relevant online resources (websites and other files such as scientific articles) and online videos to watch. Students are strongly encouraged to go through these additional resources, as part of self-directed learning, which will facilitate deeper understanding and critical thinking on the topic of interest. The relevant online resources and videos could be updated and/or enriched during the semester.

All relevant resources and activities can be found on the e-Learning Platform (Moodle) page of the specific course. It is essential that students follow the specific Study Guide in combination with the course's Moodle page throughout the duration of the course, in order to organise their learning time efficiently and take full advantage of the learning material offered.

The broad learning objective of the course is to prepare students to meet the challenges associated with the Food and Beverage Industry.

Introductory session

At the start of the course, students should view the welcome video provided by the Course Lead. This offers an introduction to the course and outlines the key learning objectives and outcomes that will be covered during **HMGT-220 Housekeeping Management.**

Course Weekly Schedule

Week 1	
Section	The Role of Housekeeping in Hospitality Operations
Week 2	
Section	Environmental and Energy Management
Week 3	
Section	Planning and Organizing the Housekeeping Department
Week 4	
Section	Housekeeping Human Resource Issues
Week 5	
Section	Managing Inventories
Week 6	
Section	Controlling Expenses
Week 7	
Section	Safety and Security
Week 8	
Section	Managing an On-Premises Laundry
Week 9	
Section	Guestroom Cleaning
Week 10	
Section	Public Area and Other Types of Cleaning

Week 11	
Section	Ceilings, Walls, Furniture, and Fixtures
Section	Beds, Linens, and Uniforms
Week 12	
Section	Carpets and Floors
Section	Tubs, Toilets, and Vanities

Week 1 – The Role of Housekeeping in Hospitality Operations

Objectives

The learner for this week will be introduced to the Role of Housekeeping in Hospitality Operations. The size and scope of the lodging industry will also be introduced. The learner will get familiar with the Rooms division as well as the departments of the Hotel.

Expected learning outcomes

1. Classify hotels according to the level of service provided.
2. Explain the responsibilities of management and the major divisions of a hotel.
3. Explain the relationship between housekeeping and the front office departments.
4. Explain the relationship between housekeeping and the maintenance departments.

Key words

Types of Hotels, Divisions and Departments, Work Order System

Teaching material

As per learning platform

Bibliography

1. Aleta A. Nitschke,The Rooms Chronicle and William D. Frye «Managing Housekeeping Operations Revised Third Edition» (The Educational Institute of the American Hotel & Motel Association), 2008
2. KAPPA, M., NITSCHKE, A. AND SCHAPPERT, P., «Housekeeping Management. 2nd ed», (The Educational Institute of the American Hotel & Motel Association), 1997
3. Thomas J. A. Jones «Professional Management of Housekeeping Operations, 5th Edition», (John Wiley & Sons, Inc.), 2009

Summary

The learner is to identify the key concepts for levels of service as they relate different hotel classifications. Also the relationship of housekeeping with other departments of the lodging establishment.

Additional resources

1. **Self-Evaluation Exercises**
   Each week will have a dedicated self-evaluation exercise

2. **Expected Study Time**
   Estimated number of hours of student work this week 20 HOURS

Week 2 – Environmental and Energy Management

Objectives

The learner for this week will be introduced to the topic of Environmental and Energy Management. The Triple Bottom Line will be analyzed according to the economic, social and environmental benefits. Green purchasing and training will be demonstrated.

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Explain why it is important for hospitality properties to adopt environmentally friendly policies, and list "green" strategies and organizations that can help hospitality properties be good stewards of the environment.
2. Describe the role that housekeeping plays in a "green" property.
3. List ways that hospitality properties can conserve water.
4. Explain the steps hospitality properties can take to become more energy efficient.

Key words

Green training, water conservation, preventing mold

Teaching material

As per learning platform

Bibliography

1. Aleta A. Nitschke,The Rooms Chronicle and William D. Frye «Managing Housekeeping Operations Revised Third Edition» (The Educational Institute of the American Hotel & Motel Association), 2008
2. KAPPA, M., NITSCHKE, A. AND SCHAPPERT, P., «Housekeeping Management. 2nd ed», (The Educational Institute of the American Hotel & Motel Association), 1997
3. Thomas J. A. Jones «Professional Management of Housekeeping Operations, 5th Edition», (John Wiley & Sons, Inc.), 2009

Summary

1. The learner is to understand the benefits and importance of green policies and environmentally friendly policies to lodging operations

2. Recognize the importance of energy management and the role the housekeeping department has.

Additional resources

1. **Self-Evaluation Exercises**
   Each week will have a dedicated self-evaluation exercise

2. **Expected Study Time**
   Estimated number of hours of student work this week 20 hrs

Week 3 – Planning and Organizing the Housekeeping Department

Objective/s

The learner for this week will be introduced to the Planning and Organizing the Housekeeping Department. The learner will get familiar with the job descriptions of the Housekeeping personnel. The typical cleaning responsibilities will be discussed and analyzed.

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Identify typical cleaning responsibilities of the housekeeping department.
2. Describe the tools the housekeeping department uses to plan its work.
3. Explain the executive housekeeper's role in organizing the housekeeping department.
4. Identify basic management functions of the executive housekeeper.

Key words

Cleaning responsibilities, room attendant, management process

Teaching material

As per learning platform

Bibliography

1. Aleta A. Nitschke,The Rooms Chronicle and William D. Frye «Managing Housekeeping Operations Revised Third Edition» (The Educational Institute of the American Hotel & Motel Association), 2008
2. KAPPA, M., NITSCHKE, A. AND SCHAPPERT, P., «Housekeeping Management. 2nd ed», (The Educational Institute of the American Hotel & Motel Association), 1997
3. Thomas J. A. Jones «Professional Management of Housekeeping Operations, 5th Edition», (John Wiley & Sons, Inc.), 2009

Summary

1. The learner is to recognize the importance of planning to the work of housekeeping
2. Understand the importance or reports and processes in the function of housekeeping

Additional resources

1. **Self-Evaluation Exercises**

   Each week will have a dedicated self-evaluation exercise

2. **Expected Study Time**

   Estimated number of hours of student work this week 20 hrs

Week 4 – Housekeeping Human Resource Issues

Objective/s

The learner for this week will be introduced to Housekeeping specific Human Resources Issues. The issue of high labor turnover and its effect on productivity will also be extensively discussed. The learner will get familiar with the interviewing process and tips for successful interview. The learner will follow-up with the training process and some of the Productivity Complications.

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Explain why hotel housekeeping departments depend on effective diversity management.
2. Describe several sources of potential employees including internal and external sources, creative recruiting tactics, online sources, and advertisements.
3. Explain how immigration reform affects the hospitality industry.
4. Describe the factors that should be taken into account when selecting employees.

Key words

Prepare to train (present, practice, follow-up), productivity complications.

Teaching material

As per learning platform

Bibliography

1. Aleta A. Nitschke,The Rooms Chronicle and William D. Frye «Managing Housekeeping Operations Revised Third Edition» (The Educational Institute of the American Hotel & Motel Association), 2008
2. KAPPA, M., NITSCHKE, A. AND SCHAPPERT, P., «Housekeeping Management. 2nd ed», (The Educational Institute of the American Hotel & Motel Association), 1997
3. Thomas J. A. Jones «Professional Management of Housekeeping Operations, 5th Edition», (John Wiley & Sons, Inc.), 2009

Summary / Introductory note

1. The learning is understand the issue of high labor turnover and its effect on productivity and overall payroll cost
2. Appreciate and understand the role of the human element
3. Understand the 'best fit' way of hiring and maintaining qualified staff.

Additional resources

1. **Self-Evaluation Exercises**

   Each week will have a dedicated self-evaluation exercise

2. **Expected Study Time**

   Estimated number of hours of student work this week 20 hrs

Week 5 - Managing Inventories

Objective/s

The learner for this week will be introduced to Managing Inventories as control process. The learner will get familiar with Physical Inventory of Linens as well as Laundry cycle. The description of the Linen pars will be given.

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Define par, par levels, and par number.
2. Identify the challenges to inventory control for linens in a housekeeping operation.
3. Describe how to establish par levels and inventory control for uniforms.
4. Describe how to establish par levels and inventory control for guest loan items.
5. Describe how to establish par levels and inventory control for machines and equipment.
6. Describe how to establish par levels and inventory control for cleaning supplies.
7. Describe how to establish par levels and inventory control for guest supplies.

Key words

Establishing linen pars

Teaching material

As per learning platform

Bibliography

1. Aleta A. Nitschke,The Rooms Chronicle and William D. Frye «Managing Housekeeping Operations Revised Third Edition» (The Educational Institute of the American Hotel & Motel Association), 2008
2. KAPPA, M., NITSCHKE, A. AND SCHAPPERT, P., «Housekeeping Management. 2nd ed», (The Educational Institute of the American Hotel & Motel Association), 1997
3. Thomas J. A. Jones «Professional Management of Housekeeping Operations, 5th Edition», (John Wiley & Sons, Inc.), 2009

Summary

1. The learner is to recognize the importance of inventory control and be able to comprehend the process

2. Understand the par system and how hotel use this for managing the overall linen cycle.

Additional resources

1. **Self-Evaluation Exercises**

Each week will have a dedicated self-evaluation exercise

2. **Expected Study Time**

Estimated number of hours of student work this week 20 hrs

Week 6 –Controlling Expenses

Objective/s

The learner for this week will be introduced to the topic of Controlling Expenses. The learner will analyze variances and understand the relationship of the income statement in line expenses. Budgets will also be discussed.

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Identify the executive housekeeper's responsibilities in relation to the budget planning process.
2. Explain how the executive housekeeper uses the operating budget as a control tool.
3. Describe hotel income statements and rooms' division income statements, and identify the line items on a rooms' division income statement that are affected by expenses incurred by the housekeeping department.
4. Explain how the executive housekeeper estimates department expenses during the budget planning process.
5. Identify four actions that an executive housekeeper can take to control expenses.
6. Describe purchasing responsibilities of the executive housekeeper, identify factors to consider when determining the size of an annual linen purchase, and discuss capital budgets.
7. Identify issues that an executive housekeeper should address when considering the use of outside contractors to perform cleaning services.

Key words

Analyzing variances, room division income statement

Teaching material

As per learning platform

Bibliography

1. Aleta A. Nitschke,The Rooms Chronicle and William D. Frye «Managing Housekeeping Operations Revised Third Edition» (The Educational Institute of the American Hotel & Motel Association), 2008
2. KAPPA, M., NITSCHKE, A. AND SCHAPPERT, P., «Housekeeping Management. 2nd ed», (The Educational Institute of the American Hotel & Motel Association), 1997

3. Thomas J. A. Jones «Professional Management of Housekeeping Operations, 5th Edition», (John Wiley & Sons, Inc.), 2009

Summary

1. The learner is to understand that the housekeeping department is a cost center and needs to minimizer expenses as a primary objective
2. Understand the budget planning process
3. Understand the various types of budgets that are used in the department and how to positively impact these.

Additional resources

1. **Self-Evaluation Exercises**

Each week will have a dedicated self-evaluation exercise

2. **Expected Study Time**

Estimated number of hours of student work this week 20 hrs

Week 7 – Safety and Security

Objective/s

The learner for this week will be introduced to the topics of Safety and Security. The importance of being familiar with chemicals and their purpose will be stressed. The methods for reducing employee and guest theft will be outlined.

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Identify safety procedures that relate to tasks commonly performed by the housekeeping staff.
2. Identify common cleaning chemicals used by housekeeping operations and what safety equipment should be worn when using those chemicals.
3. Explain how OSHA regulations apply to hotel operations.
4. Describe how housekeeping departments comply with OSHA's Hazard Communication Standard.
5. Identify housekeeping's security responsibilities in relation to theft, key control, lost and found procedures, and emergencies.

Key words

Common housekeeping chemicals, Hazard standards

Teaching material

As per learning platform

Bibliography

1. Aleta A. Nitschke,The Rooms Chronicle and William D. Frye «Managing Housekeeping Operations Revised Third Edition» (The Educational Institute of the American Hotel & Motel Association), 2008
2. KAPPA, M., NITSCHKE, A. AND SCHAPPERT, P., «Housekeeping Management. 2nd ed», (The Educational Institute of the American Hotel & Motel Association), 1997
3. Thomas J. A. Jones «Professional Management of Housekeeping Operations, 5th Edition», (John Wiley & Sons, Inc.), 2009

Summary

1. The learner is to understand the differences between safety and security
2. Appreciate the issues associated with chemical and their use and storage.
3. Understand the importance of following safety standards

4. Appreciate the importance of the department's security responsibilities.

Additional resources

1. **Self-Evaluation Exercises**

Each week will have a dedicated self-evaluation exercise

2. **Expected Study Time**

Estimated number of hours of student work this week 20 hrs

Week 8 – Managing an On-Premises Laundry

Objective/s

The learner for this week will be introduced to the topic of Managing an On-Premises Laundry. The sequence of the laundry process will be introduced as well as the features of the washing machine and its capacity. Implementation of the Valet Service will be discussed.

Expected learning outcomes

After the completion of this section, the students are expected to:

1. List factors to consider when planning an on-premises laundry operation for a hotel.
2. Outline the steps involved in processing linens as they flow through an on-premises laundry operation.
3. Identify the various types of machines and equipment that might be found in a hotel's on-premises laundry operation.
4. Summarize valet service (guest laundry) issues.
5. Describe effective staffing and scheduling practices for on-premises laundry operations.

Key words

Types of Detergents, washing machine, valet service

Teaching material

As per learning platform

Bibliography

1. Aleta A. Nitschke,The Rooms Chronicle and William D. Frye «Managing Housekeeping Operations Revised Third Edition» (The Educational Institute of the American Hotel & Motel Association), 2008
2. KAPPA, M., NITSCHKE, A. AND SCHAPPERT, P., «Housekeeping Management. 2nd ed», (The Educational Institute of the American Hotel & Motel Association), 1997
3. Thomas J. A. Jones «Professional Management of Housekeeping Operations, 5th Edition», (John Wiley & Sons, Inc.), 2009

Summary

1. The learner is to recognize the importance to the operation of an OPL
2. Comprehend the staffing and scheduling practices of the OPL and the department in general.

Additional resources

1. **Self-Evaluation Exercises**

Each week will have a dedicated self-evaluation exercise

2. **Expected Study Time**

Estimated number of hours of student work this week 20 hrs

Week 9 – Guestroom Cleaning

Objective/s

The learner for this week will be introduced to the topic of Guestroom Cleaning. Steps on how to make the Triple-Sheeted Bed will be stressed. Some tips on how to implement an allergy-friendly guest room will be discussed. The learner will get familiar with some common guest requests that might take place.

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Identify procedures room attendants typically follow when reporting to work and preparing to clean guestrooms.
2. Explain how guestroom cleaning assignments are made and how the order in which to clean assigned rooms is determined.
3. Describe the procedures typically followed by room attendants when cleaning guestrooms.
4. Explain the function of a guestroom inspection program.
5. Distinguish routine guestroom cleaning from deep cleaning functions.
6. Identify typical procedures room attendants follow when providing turndown service for guests.

Key words

Triple-sheeted bed, Allergy - friendly room, turndown procedures

Teaching material

As per learning platform

Bibliography

1. Aleta A. Nitschke,The Rooms Chronicle and William D. Frye «Managing Housekeeping Operations Revised Third Edition» (The Educational Institute of the American Hotel & Motel Association), 2008
2. KAPPA, M., NITSCHKE, A. AND SCHAPPERT, P., «Housekeeping Management. 2nd ed», (The Educational Institute of the American Hotel & Motel Association), 1997
3. Thomas J. A. Jones «Professional Management of Housekeeping Operations, 5th Edition», (John Wiley & Sons, Inc.), 2009

Summary

1. Comprehend the importance of 'Cleanliness' to the guest and how it fits into the daily housekeeping routine functions.
2. Understand and appreciate the guestroom cleaning sequence

Additional resources

1. **Self-Evaluation Exercises**

   Each week will have a dedicated self-evaluation exercise

2. **Expected Study Time**

   Estimated number of hours of student work this week 20 hrs

Week 10 – Public Area and Other Types of Cleaning

Objective/s

The learner for this week will be introduced to the topic of Public Area and Other Types of Cleaning. The daily and weekly duties will be outlined. The cleaning responsibilities as in regards to pool and exercise facilities as well as dining rooms and banquets will be indicated.

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Identify housekeeping's cleaning responsibilities in front-of-the-house areas of the hotel.
2. Identify housekeeping's responsibilities in relation to cleaning swimming pool areas and exercise rooms.
3. Describe typical cleaning responsibilities of the housekeeping department in relation to food and beverage areas and banquet and meeting rooms.
4. Describe housekeeping's responsibilities in relation to cleaning administrative offices, employee areas, and housekeeping department areas.

Key words

Lobby Duties, Housekeeping cleaning responsibilities

Teaching material

As per learning platform

Bibliography

1. Aleta A. Nitschke,The Rooms Chronicle and William D. Frye «Managing Housekeeping Operations Revised Third Edition» (The Educational Institute of the American Hotel & Motel Association), 2008
2. KAPPA, M., NITSCHKE, A. AND SCHAPPERT, P., «Housekeeping Management. 2nd ed», (The Educational Institute of the American Hotel & Motel Association), 1997
3. Thomas J. A. Jones «Professional Management of Housekeeping Operations, 5th Edition», (John Wiley & Sons, Inc.), 2009

Summary

1. The learner is to understand the role and responsibilities of housekeeping concerning public area and other FOH area cleaning responsibilities
2. Understand the issues associated with cleaning BOH areas and offices.

Additional resources

1. **Self-Evaluation Exercises**

Each week will have a dedicated self-evaluation exercise

2. **Expected Study Time**

Estimated number of hours of student work this week 20 hrs

Week 11 – S1. Ceilings, Walls, Furniture, and Fixtures

S2. Beds, Linens, and Uniforms

Objective/s

The learner for this week will be introduced to the types of ceilings, walls, furniture, and fixtures as well as different types of beds, linens and uniforms. The importance of being familiar with the main types and its features will be stressed. The general care considerations will be discussed.

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Identify flammability and acoustic considerations important to the initial selection of ceiling surfaces, wall coverings, and hotel furnishings.
2. Describe critical characteristics of common types of ceiling surfaces and wall coverings.
3. Identify the types of window coverings found in hotel operations and describe appropriate cleaning procedures.
4. Describe general care considerations for the types of furniture and fixtures commonly found in public areas, guestrooms, and staff areas in a hotel.
5. Identify major types of bed spring and mattress construction and describe selection and general care considerations.
6. Identify the types and sizes of linen used in hotel operations and describe general care considerations and linen recycling techniques.
7. Outline factors to consider when selecting uniforms for hotel staff.

Key words

Surfaces, Ceilings, Fabrics, Mattresses

Teaching material

As per learning platform

Bibliography

1. Aleta A. Nitschke,The Rooms Chronicle and William D. Frye «Managing Housekeeping Operations Revised Third Edition» (The Educational Institute of the American Hotel & Motel Association), 2008

2. KAPPA, M., NITSCHKE, A. AND SCHAPPERT, P., «Housekeeping Management. 2nd ed», (The Educational Institute of the American Hotel & Motel Association), 1997
3. Thomas J. A. Jones «Professional Management of Housekeeping Operations, 5th Edition», (John Wiley & Sons, Inc.), 2009

Summary

1. The learner is to understand the importance of fire prevention and how the housekeeping department should be proactive in the prevention of fires
2. Understand the P.A.S.S system
3. Recognize the different types and purposes of mattresses
4. Appreciate the different consideration to furniture and fixture care.

Additional resources

1. **Self-Evaluation Exercises**

Each week will have a dedicated self-evaluation exercise

2. **Expected Study Time**

Estimated number of hours of student work this week 40 hrs

Week 12– S1. Carpets and Floors

S2. Tubs, Toilets, and Vanities

Objective/s

The learner for this week will be introduced to the different kinds of carpets and floors as well as types of tubs, toilets and vanities. The ease of how to perform and maintain all the types is going to be introduced. Some main problems will be outlined and discussed.

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Describe the types of fittings and furnishings used in guestroom bathrooms.
2. Identify the elements necessary to make a bathroom handicap accessible.
3. Explain the proper cleaning and care procedures for guestroom bathrooms.
4. Identify safety concerns connected with cleaning and using guest bathrooms.

Key words

Carpet problems, vacuum cleaner, characteristics of resilient floors, bathroom safety concerns

Teaching material

As per learning platform

Bibliography

1. Aleta A. Nitschke,The Rooms Chronicle and William D. Frye «Managing Housekeeping Operations Revised Third Edition» (The Educational Institute of the American Hotel & Motel Association), 2008
2. KAPPA, M., NITSCHKE, A. AND SCHAPPERT, P., «Housekeeping Management. 2nd ed», (The Educational Institute of the American Hotel & Motel Association), 1997
3. Thomas J. A. Jones «Professional Management of Housekeeping Operations, 5th Edition», (John Wiley & Sons, Inc.), 2009

Summary

1. Comprehend the complexities of bathroom cleaning and the dangers associated with.
2. Comprehend the cleaning sequence.

Additional resources

1. **Self-Evaluation Exercises**

   Each week will have a dedicated self-evaluation exercise

2. **Expected Study Time**

   Estimated number of hours of student work this week 40 hrs.

ASSESSMENTS

Instructions to students for the progress tests

Structure: Each progress test has 10 questions. All questions are multiple choices, thus you need to identify the correct or most correct answer for each.

Assessment: The total number of multiple choices is 10 (for each progress test). Each question carries 1 point. Total marks for each progress test is 10 points. The average result of the 12 progress tests contributes towards 20% of your total mark for this subject.

What to study:

Each week you will have one Quiz that will be based on the Los of each topic.

Time available: 15 minutes (for each progress test)

Very important note! It is highly likely that you will find the progress tests challenging if you are not well prepared in advance. Thus, go through your lectures, take additional notes (i.e. of examples used and case studies shown) and revise carefully all these prior you attempt to take the tests.

SAMPLE OF ASSESSMENT

QUIZZ 1

The best measure of the work performed by a housekeeping staff.
a. location
b. service level
c. size
d. chain affiliation

2. During which hours of the day does the executive housekeeper have to schedule additional room attendants to provide turndown service for guests?
a. 7 A.M. to 9 A.M.
b. 11 A.M. to noon
c. 3 P.M. to 5 P.M.
d. 7 P.M. to 9 P.M.

3. The general manager of a hotel generally reports to:
a. the manager-on duty.
b. the resident manager.
c. the executive committee.

d. the owner.

4. Which of the following areas of a hotel is *not* a revenue center?
a. front office department
b. housekeeping department
c. food and beverage department
d. hotel-operated gift shop

5. Which of the following hotel departments is *not* a back-of-the-house area?
a. accounting department
b. food and beverage service department
c. housekeeping department
d. maintenance department

Final Examinations

Final exams are different from midterm exams and other forms of assessment (i.e. projects, case studies etc.) mostly because they are comprehensive and that means that they draw upon your knowledge from the entire course. Also, students take the final exams during the examination period at the end of the semester and that means that they have to study for multiple exams at the same time (more or less). Finally as they carry a lot of weight towards your course grade, your performance in the final could make a difference between an A- and a C+ on your transcript! Thus, it is important to follow a studying guide, and earn a top grade from your final exams. Herein, you may find some trusted and tested methods.

Plan ahead

It is recommended to plan out your study sessions (for ALL your exams) to have a better understanding on how much work you're facing. Use the calendar on your phone to set alerts and reminders for yourself so you stick to your plan.

Start early

Start studying for finals a few weeks before the first exam, and figure out how much time to set aside each day for each subject, setting realistic goals. Do not cram!

Study Strategically!

Try to prioritize the concepts of each course into three categories: red, orange and green. List under the red category the content that you believe it is definitely going to be in the final exam. This usually included topics addressed through quizzes, homework assignments, projects etc. as well as points raised by your tutor in the revision. Put under the orange category, topics that are probably in the final exam. For example topics explained thoroughly in weekly sessions that did not make it in the assignments, Topics that fueled lots of discussion in forum etc. The remaining material goes in the green category. Do not study in a serial way from the beginning to the end of your notes, but review the material in the red category, first. Then move on to studying what is listed in the orange category and, then the content in the green category. That way, if you run out of time, you know you at least have reviewed the basics extensively. Ask your teachers if they'll share copies of previous finals so you can see what might be covered or how questions will be phrased.

Give yourself more time to study for your toughest topics

Do not allot time equivalently for each topic. If a topic gave you trouble all semester, devote more time to that subject—even if it's your last final. Look over your previous form of assessment for that subject and take extra time now to review what you missed. By starting with the toughest stuff first, you have time to ask your lecturer questions or get help from peers or tutors.

Form a study group

There's nothing like peer pressure to keep you motivated to study. Plan skype sessions with friends to review the class material, compare notes, or work through tricky concepts. You'll benefit from the good study habits and notes of the other members in your study group. If you're trying to solve a tough problem, two heads are better than one.

Talk it out

Not only is it more fun to study with your friends than studying by yourself, you'll also learn more. By talking through the facts and formulas with a study partner, you're thinking about the material more deeply, which means you'll remember it better later.

Get creative with study aids

Now that you know what key concepts from each subject you need to prioritize, find the best way to review and internalize what you predict will be on the final exam. Make flash cards to help you memorize dates or come up with a short video that you can upload in your yahoo channel!

Quiz yourself

Students tend to remember the information they have been examined on better than the information they simply review. So ask your study group members or your friends to quiz you!

Make sleep a priority

While it may be tempting to pull an all-nighter and cram everything in at the last minute, it's a bad idea. You just add stress, and you won't retain the information for very long by studying that way. You may even forget some of it by the time the test begins.

Have a break!

Plan for breaks and do something that you enjoy during the breaks. This way you can improve your concentration when you return to studying:

Eat your greens

Eat healthy and drink plenty of water to keep your brainpower at its prime.

Final Exam Sample:

UNIVERSITY *of* NICOSIA

FINAL EXAMINATION

Course No. & Title: HMGT-220 Housekeeping Management DL

Program of Study: HOSPITALITY MANAGEMENT

School: Business

Semester: Spring 20XX

Date: 00-00-2018

Time Allowed: 2 HOURS

Examination Aid Permitted: Calculator

Format: Closed Book

Lecturer: TBA

Student Name: ____

Instructions:
The Final Exam covers all Chapters of the course. It consists of 3 Parts. ALL questions should be attempted in part A, and for part B.
Please attempt 3 (three) out of 4(four) for part C.
All answers should be written on the exam script in the allocated spaces.
Good Luck!!

PART A: MULTIPLE CHOICE QUESTIONS. PLEASE CIRCLE THE CORRECT ANSWER (20x2 = 40 POINTS)

1. The primary factor used to determine the par level for a guest supply item is the:

a. level of service offered by the hotel
b. usage rate of the guest supply item
c. size of the hotel
d. number of stay-over rooms per month

2. The cost per use of a linen item is determined by adding the purchase cost to the item's lifespan laundering costs and then dividing that figure by the item's:

a. par stock level.
b. annual consumption rate.
c. number of lifespan launderings.
d. safety stock level.

3. Standards that define the desired quantity of work to be performed by employees are called:

a. frequency schedules.
b. performance standards.
c. area inventory lists.
d. productivity standards.

4. Lines of authority and channels of communication are best represented by:

a. job lists.
b. job breakdowns.
c. organization charts
d. performance appraisals.

5. The executive housekeeper of a large hotel generally reports to the:

a. front office manager
b. chief engineer
c. owner
d. rooms division director

6. The number of employee scheduled to work as room attendants is determined primarily by a property's:

a. occupancy during the previous night.
b. number of guestrooms.
c. convention business.
d. meeting-room functions.

7. Which of the following fabrics is a good choice for uniforms because it is strong, quick drying, wrinkle-resistant, and does not soil easily?

a. cotton

b. wool
c. nylon
d. polyester

8. Guestrooms that room attendants generally clean first are:
   a. check-outs
   b. due outs
   c. stayovers
   d. none of the above

9. The Occupancy Report Indicates:
   a. rooms that are not occupied and also expected check outs for the next day
   b. rooms that are occupied and also expected check outs for the next day
   c. rooms that are occupied and also expect check in for the next day
   d. None of the above

10. Which of the following components of carpet construction holds the face fibers of a carpet in place?
   a. carpet pad
   b. carpet pile
   c. secondary backing
   d. primary backing

11. Par number is the
   a. maximum number of items on hand
   b. minimum number of items on hand
   c. standard number of items on hand
   d. non-recyclable number of items on hand

12. Which of the following is the most common face fiber in carpet construction?
   a. Polyester
   b. Nylon
   c. Wool
   d. Acrylic

13. When analysing variances for operating budgets; in expense items an unfavourable variance is when?

   a. actual exceeds budget
   b. budget exceeds actual
   c. Both A and B
   d. None of the above

14. The minimum quantity of non-recycled items is determined by:

a. adding lead-time quantity to the safety stock level.
b. adding the maximum quantity to the usage rate.
c. adding the safety stock level to the par level.
d. subtracting lead-time quantity from the safety stock level.

15. On Wednesday, the 400-room 'Mariyianna Mahala' Hotel is 80% full. If the productivity standard for room attendants is 30 minutes per guestroom, how many labour hours will be required to clean guestrooms on Thursday?
a. cannot be determined from the information given
b. 75 hours
c. 160 hours
d. 300 hours

16. Most employee turnover results from…
a. hiring the wrong workers
b. lack of succession planning
c. poor cross-training
d. hiring non-traditional workers

17. Which of the following is the correct sequence of the four step training method?
e. Prepare to train, practice, present the training, follow up
f. Prepare to train, follow up, present the training, practice
g. Prepare to train, present the training, practice, follow up
h. Practice, prepare to train, present the training, follow up

18. The most important factor to consider when establishing linen pars is:
a. Monthly linen losses
b. Emergency reserve stock
c. The hotel's laundry cycle
d. Linen usage rates

19. Which of the following is not the responsibility of the housekeeping department?
a. cleaning shower and locker areas
b. noting the general condition of exercise equipment
c. reporting suspected malfunctions of exercise equipment
d. maintaining the proper functioning of exercise equipment

20. When cleaning the bathroom, the room attendant cleans the _______ last.
a. toilet
b. walls and fixtures
c. vanity and sink
d. floor

PART B: COMPULSORY CALCULATIONS: Please Calculate and answer the Following <u>THREE</u> questions (3 x10 = 30PTS). PLEASE SHOW ALL CLACULATIONS

1. **You are the new executive housekeeper for '*Queen IZZY*, a 750 room four star hotel. Assume the following:**

   Shift Time: 9.5 Hours
   Performance standard: 30 minutes for Suit-20 for Standard
   Beginning of shift duties-25 minutes
   Morning break – 15 minutes
   Afternoon break – 20 minutes
   End of shift duties – 10 minutes

   <u>**CALCULATE and answer** the following:</u>

   a. Total Shift time in minutes
   b. Time available for guestroom cleaning
   c. Productivity standard per shift
   d. Number of housekeeping staff needed at full capacity per day.
   e. If **188** rooms are occupied how many housekeepers will be needed to clean these rooms?

2. **<u>Calculating Inventory Levels for Guest Supplies</u>: (Shower Gel 30 ml plastic Bottles)**
   - Number of Rooms: 400
   - Standard Purchase Package: 800
   - Number of days between orders: 30
   - Lead Time: 5 days

   <u>**CALCULATE and answer** the following:</u>

   a. Average usage per day at full occupancy
   b. Guest usage
   c. Minimum Number
   d. Maximum Quantity

3. You have been hired by the Hotel '*Princess Marianna'*, a **320 room** commercial hotel as a Housekeeping Consultant in order to **"Develop Staffing Guides for Room Attendants**" which are easy to understand and can be completed in **three easy steps**.

You are provided with the following information:

A. **Occupancy**: 84 % (yearly average)
B. **Productivity Standard**: 30 min.
C. **Shift time**: 9hrs
D. **Hourly wage rate**: € 5.55

<u>**Calculate and determine**</u>:

a: Total labor hours

b: number of employees that must be scheduled and

c: the estimated labor expenses.

PART C: PLEASE ANSWER <u>THREE</u> OUT OF THE FOLLOWING <u>FOUR</u> ESSAY QUESTIONS (3 X 10= 30 POINTS)

1. Identify and describe the basic steps and elements in **developing a training session** for the housekeeping department.

2. You have been selected by '**Guo Casino Enterprises'** to prepare a presentation for the board of directors on how to efficiently and cost effectively **plan and organize** the modern housekeeping department for their upcoming casino. Be concise and provide examples where applicable.

3. Your company, "AHC" (Androniki Housekeeping Consultants) has decided to publish an informative leaflet for housekeepers, about the <u>**six (6) common carpet problems**</u> including <u>how to</u> identify these problems and <u>what are</u> their possible solutions. Give examples.

4. Identify and describe **five causes of hotel fires**. Include information on how to prevent these fires and also describe the PASS system.

END

ΠΕΡΙΕΧΟΜΕΝΑ/CONTENT:

Institution	**University of Nicosia**		
Programme of Study	**BBA Hospitality Management**		
Course	HMGT-300 - HR & Supervision Management		
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	**English**		
Mode of Delivery	Distance Learning ☒	Conventional ☐	
Type of Course	Required ☒	Elective ☐	
Number of Group Advising Meetings/Teleconferences/Lectures	Total: 3 Sessions WebEx	With Physical Presence N/A	On-line: 3 hours each WebEx session
Number of assignments	2		
Assessment	• Group Assignment 20(%) • Individual Essay 20 (%) • Exam 60 (%)		
Number of ECTS credits	10		

Preparation of Study Guide by:	Dr. Leonidas Efthymiou
Review and approval of study Guide by:	UNic Internal Quality Assurance Committee.

i. Teaching Faculty
Prof. Nicos Kartakoullis Full Time faculty member, Kartakoullis.n@unic.ac.cy Dr. Leonidas Efthymiou Full Time faculty member, efthymiou.l@unic.ac.cy

ii. Module / Course:

- **Brief description of Module/Course and Aims:**
  The aim of the course is to explore fundamental supervisory responsibilities in hospitality, with an emphasis on managing Human Resources. More specifically, the course will compare and contrast the major theories of management and leadership styles in the context of hospitality. In doing so, it will analyze the cultural tendencies and demographics of international/ local labor pools and their impact on recruitment and selection. Another objective has to do with discussing the essential points of current theories and practices for motivating employees on the job. The course will also utilize employment laws relating to equal employment opportunities, fair employment practices, supervisory rights and obligations. The learner should also be able to identify the components of training, coaching and delegation for hospitality employees.

- **Main Topic/Thematic Areas**:
  1. A Framework for Supervision – Two (2) weeks
  2. Supervisory Responsibilities and Personell Management – Five (5) weeks
  3. Houman Resources Supervisory Tools – Three (3) weeks
  4. Improving your Effectiveness as Supervisor – Two (2) weeks

- **Expected Learning Outcomes:**

After completion of the course, students will be able to:

1. Identify fundamental supervisory responsibilities.
2. Explain the steps that supervisors can take to communicate effectively on the job.
3. Describe how supervisors work with the human resources department to recruit new employees.
4. Critically explain the function of training within an organization and the supervisor's role in identifying training needs.
5. Distinguish coaching from counselling and disciplining.
6. Identify the components of a progressive disciplinary program.

7. Utilize important laws and legal concerns that affect hospitality supervisors.
8. Describe issues supervisors should be aware of as they assume the role of team leader.
9. Explain how supervisors can increase employee participation in department activities.
10. Identify steps supervisors should follow during a meeting with employees in conflict.
11. Describe actions that supervisors can take to minimize employee resistance to change.
12. Explain why it is important for supervisors to take control of their personal as well as employee development, and describe how to execute a career development plan.

- **Teaching Material**:

Title	Author(s)	Publisher	Year	ISBN
Supervision in the Hospitality Industry	Jack D. Ninemeier and Raphael R. Kavanaugh.	American Hotel and Lodging Education Institute	2013	ISBN-13: 9780133255089
Supervision in the Hospitality Industry (8th Ed.)	John R. Walker, Jack E. Miller	Wiley	2016	1119191998, 9781119191995
Introduction to Management in the Hospitality Industry, 10th Edition	Barrows, Powers	John Wiley & Sons	2012	978-0-470-91179-2
Management Theory and Practice	Cole G.A. and Kelly Phil	Cengage Learning	2017	978-1-4737-5969-5
Course Study Guide	Efthymiou, Leonidas	UNic	2018	Available in the VLE

- **ECTS**: 10 ECTS equivalent to 250 hours student workload

iii. Each Main Topic/Thematic Area:

Analytical description of each main topic/thematic area, in a way that provides the student with appropriate study guidance (as per study guide weekly analysis in this document – pages 11 - 37).

- **Weekly activities**

Each week consists of:

1. Group Forum discussion that is related to LOs on the topic
2. A Multiple Choice Quiz – Self Evaluation
3. Every 3 weeks one 3 hours WebEx session following the LOs
4. Review activities such as Discussions Questions
5. Two of the weeks include Summative Assignment deadlines

Every 3 weeks, a 3-hour WebEx session is conducted. It outlines and addresses the LOs in the last 3 weeks.

iv. Teaching Timetable

The material appearing in the electronic platform (Moodle) aims at addressing a number of learning strategies, including peer interaction; student interaction with the material; and interaction between students and the faculty member. Therefore, students are expected to engage with weekly formative tasks, self-evaluation questions, group discussions, case studies as well as summative assessments. All material is structured and developed against specific Learning Outcomes, Learning Objectives (competencies) and targets. Among others, students are provided with the following material on a weekly basis: topic overviews (or Presentations with recorded narratives), formative activities with weekly deadlines (individual or as part of a team), Multiple Choice self-evaluation questions and synchronous teleconferences (WebEx). For the final exam, specific instructions will be provided in the last Webex session.

v. Teaching methods

- Utilization of LMS – asynchronous
- WebEx sessions for tutorials – synchronous
- Student to lecturer interaction through dedicated forums
- Student to student interaction through dedicated student only chat rooms
- Student to content interaction supported through self-assessment test, such online tests and or quizzes, simulations or gamification activities where applicable.

vi. Written work – Exams - Assessment

As part of the 'Supervision in the Hospitality Industry' course, students will have to complete a number of formative group tasks. This requirement applies to weeks 1, 2, 5, 9 and 10. Students will also have to compete a number of individual tasks in weeks 3, 4, 7, 8, and 12.
Although formative tasks do not count towards the students' final grade, formative tasks aim at helping them improve their skills prior to submitting their summative assignments as follows:

1. Group Summative Assignment: 20% - Deadline (Week 6) 28-Oct.-2018 (Sunday - 2300 hours GMT Time).

2. Individual Summative Essay: 20% - Deadline (Week 11) 02-Dec.02018 (Sunday - 2300 hours GMT Time).

3. Final Exam: 60% - Date to be confirmed.

For the group work requirements, students will be allocated in a specific team with a peer (In week 1). Their peer will remain the same throughout the duration of the course. Students are also provided with the following peer guidance as well referencing guidelines:

'Important Peer Guidance
·You are advised to stay in continuous contact with your peer. If you are late in developing a review or you are unwell, your peer needs to know.
·Read each week's task instructions thoroughly and discuss them with your peer towards developing a common understanding. Don't assume that your peer knows what you are doing.
·In your peer feedback, always refer to proper referencing. All pieces of work should be written in your own words. Also, in-text references should appear in the script as well as a reference list at the end of the report.

What is peer assessment?
·Peer assessment is when students make assessment decisions on other students' work
·Peer assessments are linked to reflective practice as it involves self-development and as such, is an important skill for career development and management.

What makes a good piece of work?
Please note, your assessments should be based on the University of Nicosia Marking Criteria/ Rubric. Please go through the UNIC marking criteria and familiarize yourself with the requirements.

Referencing and Essay Writing
Please use the Harvard Referencing System for all referencing requirements. All pieced of work (both formative and summative), require in-text references and a reference list at the end of the report. In addition, analysis should be written in your own words (paraphrasing). Copying and pasting is not acceptable - it may lead to failure grade.'

Finally, at the end of the module, students are encouraged to fill in the anonymous end of Module Evaluation survey. Students' voice is indeed important for improvement.

The following rubric is a sample of the quality and depth expected:

1. Knowledge of the topic and ability to practically apply it;

2. Analysis of issues and an awareness of different viewpoints;

3. Evaluation of competing explanations or theories applied to a problem;

4. Ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system;

5. Skill in the presentation of an answer with accuracy, clarity and coherence.

With these objectives in mind, the following model marking scheme should apply:

Letter Grade	Numerical Grade	Grade Points

A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	0-59	0.0

Assessment Guide	
Individual Essay	20
Group Assignment	20
Final Examination	60
TOTAL	**100%**

vii. Communication

Communication is conducted through messages on LMS post in the forum, individual emails in an asynchronous mode.

For synchronous communication, students are encouraged to contact me through Skype, or phone over IP during pre-specified office hours which will be available on the course outline.

SCHOOL OF BUSINESS

HOSPITALITY TOURISM AND SPORTS MANAGEMENT

DEPARTMENT

BBA HOSPITALITY MANAGEMENT

Study Guide

HMGT 430 - Supervision in the Hospitality Industry

Course Lead:

Prof.Nicos Kartakoullis – kartakoullis.n@unic.ac.cy

Dr. Leonidas Efthymiou - efthymiou.l@unic.ac.cy

Course Contributors:

TBA

Contents

Introductory note

This Study Guide is a basic supplement for the distance learning course "HMGT430 - Supervision in the Hospitality Industry" which is offered by the distance learning BBA Hospitality Management programme. The aim of this Guide is to direct the students and help them into making systematic use of the educational material on which the teaching of the course is based.

The current course includes 12 sub-topics, separated in 12 study weeks. Each of these is composed of the following components: summary and brief introductory note, objectives, expected learning outcomes, key words, bibliography and other online resources, learning activities, and self-assessment exercises, and expected time that the student will be required to study. It is a compulsory course that corresponds to 10 ECTS.

The Guide must be used in common with the Course Outline and with the educational material indicated for each lecture through the interactive internet-based platform of the course (Moodle).

At the beginning of each study week, students are expected to familiarise themselves with the corresponding sections' objectives and learning outcomes, while they should go through the teaching material (recorded lectures) and conduct the additional learning activities. Learning activities will have a designated start and end date and time, which will be communicated to students via email. Some activities will be synchronous (e.g. webinars, online chats), while others will be asynchronous (e.g. Q&A Fora). The former will involve direct live interaction (either chat or verbal/video) between students and tutor, as well as between students themselves (student-tutor, student-student interactions), while in the latter the aforementioned interactions will not be live. Going through the teaching material and conducting the learning activities is *essential*, since it will help in clarifying and assimilating the material of the course as well as developing critical thinking on each topic.

In addition to the essential components described above, each section contains relevant bibliography (relevant textbooks and designated chapters), as well as relevant online resources (websites and other files such as scientific articles) and online videos to watch. Students are strongly encouraged to go through these additional resources, as part of self-directed learning, which will facilitate deeper understanding and critical thinking on the topic of interest. The relevant online resources and videos could be updated and/or enriched during the semester.

All relevant resources and activities can be found on the e-Learning Platform (Moodle) page of the specific course. It is essential that students follow the specific Study Guide in combination with the course's Moodle page throughout the duration of the course, in order to organise their learning time efficiently and take full advantage of the learning material offered.

The broad learning objective of the course is to cover the skills, functions, processes and competencies that are essential for a supervisor in a contemporary hospitality workplace.

Introductory session

At the start of the course, students should view the welcome video provided by the Course Leader. This offers an introduction to the course and outlines the key learning objectives and outcomes that will be covered during HMGT430.

Course Weekly Schedule

Week 1	
Section	The Supervisor and the Management Process
Week 2	
Section	Effective Communication for Supervisors
Week 3	
Section	Recruitment and Selection Procedures
Week 4	
Section	Training and Orientation
Week 5	
Section	Evaluating, Coaching, and Delegating
Week 6	
Section	Disciplining
Week 7	
Section	Special Supervisory Concerns
Week 8	
Section	Team Building and Diversity
Week 9	
Section	Motivation and Leadership Approaches
Week 10	
Section	Managing Conflict
Week 11	
Section	Managing Change
Week 12	
Section	Professional Development

Week 1 – The Supervisor and the Management Process

Objective

Identify fundamental supervisory responsibilities.

Learning Outcomes

LO 1: Define management and describe different management levels and the numerous demands placed on supervisors.
LO 2: Identify basic management principles.
LO3: Explain the management functions of authority, delegation and responsibility.
LO 4: Describe the traditional components of management (planning, organizing, coordinating, staffing, directing, controlling, and evaluating).
LO 5: Distinguish among technical, human relations, and conceptual skills and their importance to supervisory success.
LO 6: Identify fundamental supervisory responsibilities.

Key Words: Conceptual skills, controlling, coordinating, directing, evaluating, formal authority, human relation skills, informal authority, management, organizing, planning.

Teaching Material

Ebook, audivisual presentations, animations, formative Tasks, self-evaluation exercises and other student activities are available in the electronic platform.

Bibliography

Supervision in the Hospitality Industry	Jack D. Ninemeier ,Raphael R. Kavanaugh.	American Hotel and Lodging Education Institute	2013	ISBN-13: 9780133255089

Formative Exercises - Individual Formative Task on Supervision

What are the seven basic resource categories? Write250 words explaining how you have used resources in your daily life at work, either as employee or supervisor. You may consider experiences from your current work or recollections by previous employment. You may also present the resources using a table or other graphic material.

- Although this a reflective practice, it's highly advisable to ground your analysis in relevant literature. Blend module references and workplace experiences.
- Reference all sources in line with the requirements of Harvard Referencing.
- Please note: although formative, written tasks are important as they are intended as means of providing feedback to help with your summative assessments. This is a good opportunity to receive instructor feedback in the form of commentary.

- **Deadline: end of Week 1 (Sunday - 2300 hours GMT Time).**

Peer-Evaluation Exercises

In the first week, learners will have to take action in response to the following Forum message: Dear learners, this 'Introduction Forum' is intended for two purposes. The first is to help you identify your peer. Students are not expected to find their own peer. Your peer will be assigned to you by your instructor during the module's first week. Your peer will be the same person for all peer-tasks until the end of the module. As soon as you identify your peer, you have to contact her/him introducing yourself. You will have to keep continuous communication with your peer throughout the module. Reciprocal peer tasks lead to mutual learning and improved communication, organization and time-keeping skills.

The second purpose is to help you join up with your peer (through the VLE's message system) and introduce yourselves as a team to your classmates (here in the forum). You may state your names; tell us where you live and why you are pursuing an MBA. Also, tell us if you have any knowledge of the subject area. If you are employed you may also want to share with us the type of work you do or position that you hold (you do need to mention the name of your employers). Most importantly, you have to explain how you plan to maintain an effective peer-to-peer communication throughout the module. Finally, feel free to respond to your classmates' introductions and welcome them in the course.

Deadline: end of Week 1 (Sunday - 2300 hours GMT Time).

Activities

The latest material and student activities are now available on the Moodle Platform. The material includes formative self-evaluation exercises; formative group work tasks; and summative assignments.

Synopsis

In this Unit, the students were introduced to basic concepts of the Supervision Management and they were exposed to their application in the hospitality industry. Real life examples from the current hospitality scene were used to illustrate theory.

Expected Study Time

Estimated number of hours of student work this week is 20 hrs.

Week 2 – Effective Communication for Supervisors

Objective

Explain the steps that supervisors can take to speak effectively on the job.

Learning Outcomes

Upon successful completion of this unit, students should be able to:

LO1: Identify three types of business communication and provide an overview of a basic model for each.
LO 2: Explain how communication myths, communication barriers, and personal biases can affect communication.
LO 3: Review basic speaking skills useful when communicating on the job and when making formal presentations.
LO 4: Discuss obstacles to listening, a four-stage listening model, and procedures for effective listening.
LO 5: Describe how nonverbal communication impacts the understanding of messages.
LO 7: Describe how technology is affecting communication procedures and explain how effective communication procedures improve relationships between employees and between departments and promote better negotiation.

Key Words: Active voice, downward communication, empathy, feedback, inverted pyramid, mirroring, non-verbal communication, open-ended questions, passive voice, upward communication.

Teaching Material

Ebook, audivisual presentations, animations, formative Tasks, self-evaluation exercises and other student activities are available in the electronic platform.

Bibliography

Supervision in the Hospitality Industry	Jack D. Ninemeier ,Raphael R. Kavanaugh.	American Hotel and Lodging Education Institute	2013	ISBN-13: 9780133255089

Peer Formative Exercises - Develop and Communicate a New Training Initiative to your Department

Each team is comprised by two, yourself and a peer. Work with your peer to develop and communicate a training initiative to your department. Write up a back-of-the-house official announcement, informing employees (as well asking for their input) on possible timing, venue and the reason for which the training is being held. In doing so, take into consideration the fundamental principles of effective business writing.

Guidelines:

- **Instructor feedback will be provided, enabling you to prepare for the summative essay which is due in week 7.**
- This is a team work. The 400-word analysis should be the product of peer engagement, mutual brainstorming and both members should share the responsibility for the task.
- Ground all answers in relevant literature. Reference all material in line with the requirements of Harvard Referencing System.
- Peer exercises provide you with an opportunity to close the gap between current and desired performance.
- **You should decide which member of the team will upload the final piece of work on the VLE (on time).**
- **You are advised to revise your contributions based on tutor's feedback and use it as part of the Group Summative Assignment.**
- When it comes to punctuality timekeeping, treat your peer as partner. Many students frequently form relationships with their peers, and these sometimes endure years after the study abroad experience.
- Be grammatically correct and proofread for spelling errors. It counts in the real world, so it counts here too.
- **Deadline: end of Week 2 (Sunday - 2300 hours GMT Time).**

Activities

The latest material and student activities are now available on the Moodle Platform. The material includes formative self-evaluation exercises; formative group work tasks; and summative assignments.

Synopsis

In this Unit, the students were introduced to basic concepts related to Communication.

Expected Study Time

Estimated number of hours of student work this week is 20 hrs.

Week 3 – Recruitment and Selection Procedures

Objective

Describe how supervisors work with the human resources department to recruit new employees.

Learning Outcomes

Upon successful completion of this unit, students should be able to:

LO 1: Describe how supervisors work with the human resources department to recruit new employees.
LO 2: Explain how supervisors can make vacant positions easier to fill.
LO 3: Identify the advantages and disadvantages of internal recruiting.
LO 4: Identify the advantages and disadvantages of external recruiting.
LO 5: Review the role of technology in employee recruitment.
LO 6: Describe what supervisors should do before, during, and after interviewing applicants.
LO 7: Explain how supervisors can contribute to human resources planning.

Key Words: bonding, call-back list, closed questions, compressed schedules, cross-training, exit interview, flex-time, human resources department, stay interview.

Teaching Material

Ebook, audivisual presentations, animations, formative Tasks, self-evaluation exercises and other student activities are available in the electronic platform.

Bibliography

Supervision in the Hospitality Industry	Jack D. Ninemeier ,Raphael R. Kavanaugh.	American Hotel and Lodging Education Institute	2013	ISBN-13: 9780133255089

Peer Formative Task - Develop a Job Description with your Peer

Each team is comprised by two, yourself and a peer. *If you're hiring for a new position, you'll need to develop a job description. To do so, spend time learning about the job function. Talk with those who will interact with and/or rely on the person who ultimately fills the open position.Consider what background and personal characteristics the candidate should have, how he or she would fit with your organization's culture, and what intangibletraits the person should have.*

Work with your peer to develop a job description for a position of your choice in a 5-star hotel.

Include the following information in your job description:

• Job title, business unit, organization

• Summary of the job tasks, responsibilities, and objectives
• Hiring manager, reporting manager
• Compensation, hours, location
• Background (education, experience) required
• Personal characteristics required

Guidelines:

- **Instructor feedback will be provided, enabling you to prepare for the summative essay which is due in week 7.**
- This is a team work. The 400-word analysis should be the product of peer engagement, mutual brainstorming and both members should share the responsibility for the task.
- Ground all answers in relevant literature. Reference all material in line with the requirements of Harvard Referencing System.
- Peer exercises provide you with an opportunity to close the gap between current and desired performance.
- **You should decide which member of the team will upload the final piece of work on the VLE (on time).**
- **You are advised to revise your contributions based on tutor's feedback and use it as part of the Group Summative Assignment.**
- When it comes to punctuality timekeeping, treat your peer as partner. Many students frequently form relationships with their peers, and these sometimes endure years after the study abroad experience.
- Be grammatically correct and proofread for spelling errors. It counts in the real world, so it counts here too.
- **Deadline: end of Week 3 (Sunday - 2300 hours GMT Time).**

Activities

The latest material and student activities are now available on the Moodle Platform. The material includes formative self-evaluation exercises; formative group work tasks; and summative assignments.

Self-Evaluation Exercise

Multiple Choice Quiz – Week 3

1. Training is more effective if it’s offered continuously.
   a) True
   b) False
2. Teaching your employees to do more than one job in your department is called cross-training.
   a) True
   b) False
3. In job sharing, two or more part-time employees assume the responsibilities of one full-time job.
   a) True
   b) False
4. During the Interview, the Interviewing supervisor should reveal his/ her real personality.
   a) True
   b) False
5. In most cases, the applicant should be the one to end the interview.
   a) True
   b) False
6. Human Resource Planning should happen as and when needed. Long range plans are wasteful.
   a) True
   b) False
7. Checking a candidate’s reference is generally a waste of time and should be voided.
   a) True
   b) False
8. Continuous employee development programs improve the skills of employees who:
   a) may deserve promotion
   b) are being considered for termination
9. A call-back list is a list of applicants who are:
   a) interested in positions in your department
   b) former employees who may be willing to help out on a temporary basis
10. An applicant’s unsatisfactory answer during a job interview may be due to his/ her:
   a) unwillingness to cooperate
   b) uncertainty about what you are asking

Synopsis

In this Unit, the students were introduced to recruitment and selection of hospitality employees. Real life examples from the current hospitality industry were used to illustrate theory.

Expected Study Time

Estimated number of hours of student work this week is 20 hrs.

Week 4 – Training and Orientation

Objective

Explain the function of training within an organization and the supervisor's role in training**.**

Learning Outcomes

Upon successful completion of this unit, students should be able to:

LO 1: Describe the ways in which learning styles and adult learning needs affect the training process as well as knowledge management.
LO 2: Explain the function of training within an organization, and explain the supervisor's role in training.
LO 3: Review activities that are required before training can begin.
LO 4: Identify the tasks performed in each step of the four-step training method.
LO 5: Discuss the need to evaluate the results and the costs/benefits of training.
LO 6: Explain the ways in which the orientation process affects new employees and the hospitality organization.

Key Words: employee handbook, four-step training method, group training, learning courses, job breakdown, job list, on-the-job training (OJT), training.

Teaching Material

Ebook, audivisual presentations, animations, formative Tasks, self-evaluation exercises and other student activities are available in the electronic platform.

Bibliography

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Self-evaluation Exercises

An important part of the general property orientation is a review of Equipment and Material needed to do the job.

c) True
d) False

Training benefits guests who visit a property.

a) True
b) False

Repeat business is one benefit of proper job training

a) True
b) False

It is best to conduct on-the-job training in a quite conference or meeting room which is free from interruptions.

a) True
b) False

A lecture format is generally the best method to use to teach adult trainees.

a) True
b) False

A job list details how to perform each task.

a) True
b) False

Performance standards must be observable in order for job breakdowns to be effective.

a) True
b) False

Adults usually learn best when case studies:

a) Highly theoretical
b) Very Realistic

When conducting a training session, one should generally ask questions which require:

a) A yes/ no response
b) More than a brief answer

A job Breakdown:

a) Lists tasks anemployee must perform
b) Details how to perform each task

Activities

The latest material and student activities are now available on the Moodle Platform. The material includes formative self-evaluation exercises; formative group work tasks; and summative assignments.

Synopsis

In this Unit, the students were introduced to basic concepts to the function of training within an organization and the supervisor's role in training.

Expected Study Time

Estimated number of hours of student work this week is 20 hrs

Week 5 – Evaluating, Coaching, and Delegating

Objective
To distinguish coaching from counselling and disciplining.

Learning Outcomes
Upon successful completion of this unit, students should be able to:

LO 1: List the benefits of performance evaluations and common obstacles that interfere with their effectiveness.
LO 2: Identify common errors to avoid when evaluating employee performance.
LO 3: Describe the different approaches to performance evaluations including comparative methods, absolute standards methods, and management by objectives methods.
LO 4: Identify the steps supervisors should take when conducting performance evaluations.
LO 5: Describe coaching principles and techniques.
LO6: Distinguish between informal and formal coaching.

Key Words: benchmark, counselling, formal/ informal coaching, management-by-objective (MBO), performance evaluation, personnel file, self-esteem.

Teaching Material
Ebook, audivisual presentations, animations, formative Tasks, self-evaluation exercises and other student activities are available in the electronic platform.

Bibliography

Supervision in the Hospitality Industry	Jack D. Ninemeier ,Raphael R. Kavanaugh.	American Hotel and Lodging Education Institute	2013	ISBN-13: 9780133255089

Group Formative Task - from Coaching to Delegation and the role of Evaluation
Coaching is one of the most powerful ways to help an employee learn and grow.When you coach in the workplace, the goal is not to specifically instruct your employees about what to do—it's to help them learn how to weigh their options and choose actions that lead to positive business results. But there comes a time when a shift in the coaching relationship needs to occur – where you let go of actively advising them, and they take the lead. It's what I call the delegation moment.

Delegating transforms you from a manager into a leader. That's because when you delegate, you develop your people—and you generate enormous value for your organization.When

you delegate, you transfer responsibility for carrying out an assignment to another person. You also transfer accountability for maintaining established standards. Delegating is a critical managerial skill, yet many managers neglect this responsibility.
To decide the proper moments for Coaching and Delegation, you should have in place a systematic process of evaluation and performance appraisal.

Task: Each team is comprised by two, yourself and a peer. Work with your peer to analysis the principles of coaching, delegation and evaluation in a hospitality workplace.

Guidelines:

- Instructor feedback will be provided**, enabling you to prepare for the summative essay which is due in week 7.**
- This is a team work. The 400-word analysis should be the product of peer engagement, mutual brainstorming and both members should share the responsibility for the task.
- Ground all answers in relevant literature. Reference all material in line with the requirements of Harvard Referencing System.
- Peer exercises provide you with an opportunity to close the gap between current and desired performance.
- **You should decide which member of the team will upload the final piece of work on the VLE (on time).**
- **You are advised to revise your contributions based on tutor's feedback and use it as part of the Group Summative Assignment.**
- When it comes to punctuality timekeeping, treat your peer as partner. Many students frequently form relationships with their peers, and these sometimes endure years after the study abroad experience.
- Be grammatically correct and proofread for spelling errors. It counts in the real world, so it counts here too.
- **Deadline: end of Week 5 (Sunday - 2300 hours GMT Time).**

Activities

The latest material and student activities are now available on the Moodle Platform. The material includes formative self-evaluation exercises; formative group work tasks; and summative assignments.

Synopsis

In this Unit, the students were introduced to coaching, counselling and disciplining procedures.

Expected Study Time

Estimated number of hours of student work this week is 20 hrs.

Week 6 – Disciplining

Objective

Identify the components of a progressive disciplinary program.

Learning Outcomes

Upon successful completion of this unit, students should be able to:

LO1: Identify common misconceptions about discipline.
LO 2: Explain the purpose of disciplinary action
LO 3: Identify the components in a progressive disciplinary program.
LO 4: Describe the steps supervisors should take when deciding whether to take disciplinary action.
LO 5: Describe the steps supervisors should take to manage the disciplinary process.

Key Words: discipline, positive reinforcement, progressive discipline programs, termination.

Teaching Material

Ebook, audivisual presentations, animations, formative Tasks, self-evaluation exercises and other student activities are available in the electronic platform.

Bibliography

Supervision in the Hospitality Industry	Jack D. Ninemeier ,Raphael R. Kavanaugh.	American Hotel and Lodging Education Institute	2013	ISBN-13: 9780133255089

Individual Formative Task on Disciplining

Develop a Step by Step Disciplinary Procedure-From Verbal Warning to Dismissal. The procedure may include 5 or 7 steps –this is entirely up to you to decide.

Specifics

- It's highly advisable to ground your analysis in relevant literature, theories and models.
- Reference all sources in line with the requirements of Harvard Referencing.
- Please note: written tasks are important as they are intended as means of providing feedback to help with your summative assessments. This is a good opportunity to receive instructor feedback in the form of commentary.
- You will receive tutor feedback within a week.

Deadline: end of Week 5 (Sunday - 2300 hours GMT Time).

Activities

The latest material and student activities are now available on the Moodle Platform. The material includes formative self-evaluation exercises; formative group work tasks; and summative assignments.

Synopsis

In this Unit, the students were introduced to the components of a progressive disciplinary program.

Expected Study Time

Estimated number of hours of student work this week is 20 hrs.

Week 7 – Special Supervisory Concerns

Objective

Introduce students to important laws and legal concerns that affect hospitality supervisors.

Learning Outcomes

Upon successful completion of this unit, students should be able to:

LO 1: Explain how employment laws administered by the Equal Employment Opportunity Commission affect hospitality operations.
LO 2: Describe how important employment-related laws affect hospitality supervisors.
LO 3: Summarize the supervisor's role in assuring that the hospitality workplace is free of sexual harassment.
LO 4: Describe the supervisor's safety and security role.
LO5: Describe the special challenges of supervising a multicultural work force.
LO 6: Discuss ethics in relation to supervisory responsibilities.
LO 7: Explain the supervisor's role in combating drug abuse by employees and guests.
LO 8: Identify the supervisor's special role in unionized hospitality properties; why employees join unions, appropriate actions during union organizing campaigns, and how a supervisor's work is impacted when a union represents the employees.

Key words: arbitration, discrimination, ethics, Heimlich maneuver, labor union, mediation, occupational safety and health standards (OSHA), rick management, sexual harassment, substance abuse.

Teaching Material

Ebook, audivisual presentations, animations, formative Tasks, self-evaluation exercises and other student activities are available in the electronic platform.

Bibliography

Supervision in the Hospitality Industry	Jack D. Ninemeier ,Raphael R. Kavanaugh.	American Hotel and Lodging Education Institute	2013	ISBN-13: 9780133255089

Group Summative Assignment (20% towards your final grade)

Please note that week 7 includes no formative tasks as it is retained for a summative assessment. As mentioned in page 4 in this study guide, this week is the deadline for '**Group Summative Assignment', counting 20% towards your final grade.**

Deadline: Week 7 (Sunday - 2300 hours GMT Time). The Assignment brief can be located in the electronic platform's Summative Assessment Folder.

Synopsis

In this Unit, the students were introduced to basic concepts related to EEOC issues that directly affect supervisors, Sexual harassment policy and complaint procedures, Ethical situations involving supervisors and how supervisors work with unions.

Expected Study Time

Estimated number of hours of student work this week is 20 hrs.

Week 8 – Team Building and Diversity

Objective

Introduce students to issues supervisors should be aware of as they assume the role of team leader.

Learning Outcomes

Upon successful completion of this unit, students should be able to:

LO 1: Define a work team and distinguish work teams from work groups.
LO 2: Describe types of work teams and identify essential building blocks for an effective work team.
LO 3: Explain the stages of team development.
LO 4: Describe issues supervisors should be aware of as they assume the role of team leader.
LO 5: Summarize special work team concerns, Communities of Practice, Strategic Networks and discuss the future of work teams.

Key Words: Clique, command group, grapevine, meetings minutes, rumor mill, task group.

Teaching Material

Ebook, audivisual presentations, animations, formative Tasks, self-evaluation exercises and other student activities are available in the electronic platform.

Bibliography

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Self-Assessment Exercise

Divisions, departments, and work sections are examples of formal work groups

a) True
b) False

Every hospitality organization establishes an unstructured and informal means of communication between work groups.

a) True
b) False

A rumor is information that passes through informal communication channels and is based on fact.

a) True
b) False

Supervisors should always take steps to confirm or deny rumors.

a) True
b) False

New employees should never consider their own individual influence in the department until at least six months on the job.

a) True
b) False

Groups become more successful as a unit as members feel free to undermine management’s abilities and talents.

a) True
b) False

As respect for individual differenced grows, each member of a group switches from individual to group concerns.

a) True
b) False

In some cases, the supervisor may wish to counsel negative members individually after a meeting and encourage them to adopt more positive roles.

a) True
b) False

It is not wise to test the reactions of probable participants to items on the agenda in advance, because it becomes too obvious that it is contrived.

a) True
b) False

During a meeting, if two members look at one another and roll their eyes, it’s best to ignore them because they are troublemakers.

a) True
b) False

Activities

The latest material and student activities are now available on the Moodle Platform. The material includes formative self-evaluation exercises; formative group work tasks; and summative assignments.

Synopsis

In this Unit, the students were introduced to issues supervisors should be aware of as they assume the role of team leader.

Expected Study Time

Estimated number of hours of student work this week is 20 hrs.

Week 9 – Motivation and Leadership Approaches

Objective

Explain to students how supervisors can lead towards increasing employee participation in department activities.

Learning Outcomes

Upon successful completion of this unit, students should be able to:

LO 1: Identify types and sources of power and describe how supervisors can enhance their personal and positional power.
LO 2: Explain why it is important for supervisors to get to know their employees and identify various motivational strategies.
LO 3: Identify problems that might be related to motivational challenges.
LO 4: Describe leadership styles and the factors affecting them.
LO 5: Explain how supervisors can increase employee participation in the workplace.

Key words: Autocratic, Bureaucratic, Democratic, Laissez-fair, Leadership styles, Transactional, Transformational.

Teaching Material

Ebook, audivisual presentations, animations, formative Tasks, self-evaluation exercises and other student activities are available in the electronic platform.

Bibliography

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Individual Formative Task on Leadership

Identify some individuals who you think have demonstrated exceptional leadership qualities: think about people you have worked with, read about, met in school, in a sporting situation, or perhaps someone you have seen on television.

Then, write a 300-summary, explaining:

- What leadership characteristics do they have?
- What makes them different from managers?
- What kind of supervisor leader would you like to become?

Ground your answers in relevant literature, especially theories discussed in our core text book. Also, you may find the following material helpful: Hitt et al. (1998) and Ireland and

Hitt (1999) set out key capabilities for effective strategic leadership. In your analysis, you should refer to at least one of the following capabilities.

- develop and communicate a vision
- build dynamic core competencies,
- emphasize and effectively use human capital,
- invest in the development of new technologies,
- engage in valuable strategies,
- build and maintain an effective organizational culture,
- develop and implement balanced controls, and
- engage in ethical practices.

Specifics

- It's highly advisable to ground your analysis in relevant literature, theories and models.
- Reference all sources in line with the requirements of Harvard Referencing.
- Please note: written tasks are important as they are intended as means of providing feedback to help with your summative assessments. This is a good opportunity to receive instructor feedback in the form of commentary.
- You will receive tutor feedback within a week.
- **Deadline: Week 9 (Sunday - 2300 hours GMT Time).**

Self-Assessment Exercises

An effective supervisor can motivate his/ her employees.

c) True
d) False

Leadership is the ability to attain objectives by working through and with people.

a) True
b) False

A recent survey of employees and employers indicated that most supervisors know what motivated employees

a) True
b) False

Employees should be allowed to address personal goals while on the job.

a) True
b) False

Cross-training is often an obstacles to an employee’s advancement.

a) True
b) False

The number of accidents in a workplace is one indicator of motivational level.

a) True
b) False

An autocratic management style is best suited to highly experienced employees.

a) True
b) False

A bureaucratic leadership style is best suited to highly experienced employees.

a) True
b) False

A supervisor needs to know what his/ her employees' needs are in order to choose the most appropriate leadership style.

a) True
b) False

Formation of department task groups is a formal technique for increasing employee participation.

a) True
b) False

Activities

The latest material and student activities are now available on the Moodle Platform. The material includes formative self-evaluation exercises; formative group work tasks; and summative assignments.

Synopsis

In this Unit, the students were introduced to basic issues on how supervisors can increase employee participation in department activities.

Expected Study Time

Week 10 – Managing Conflict

Objective

Identify steps supervisors should follow during a meeting with employees in conflict.

Learning Outcomes

Upon successful completion of this unit, students should be able to:

LO 1: Identify the benefits of conflict.
LO2: Review organizational sources of conflict.
LO 3: Outline different types of conflict.
LO 4: Explain typical outcomes of conflict.
LO 5: Describe basic strategies that can be used to manage conflict.
LO 6: List tips managers can follow to negotiate conflicts.

Key Words

Avoidance, competition, compromise, lose-lose, mutual problem solving, win-lose, win-win.

Teaching Material

Ebook, audivisual presentations, animations, formative Tasks, self-evaluation exercises and other student activities are available in the electronic platform.

Bibliography

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Individual Formative Tasks on Conflict Management

Managing conflict can be beneficial. On the other hand, avoiding conflict management may result to dire situations. Following this line of thought, address the following task:
Task
What are some of the benefits of conflict and what are some of the barriers of managing conflict. If possible, support your analysis with personal workplace experiences.

Specifics

- It's highly advisable to ground your analysis in relevant literature, theories and models.
- Reference all sources in line with the requirements of Harvard Referencing.

- Please note: written tasks are important as they are intended as means of providing feedback to help with your summative assessments. This is a good opportunity to receive instructor feedback in the form of commentary.
- You will receive tutor feedback within a week.
- **Deadline: Week 10 (Sunday - 2300 hours GMT Time).**

Activities

The latest material and student activities are now available on the Moodle Platform. The material includes formative self-evaluation exercises; formative group work tasks; and summative assignments.

Synopsis

In this Unit, the students were introduced to various steps supervisors should follow during a meeting with employees in conflict.

Expected Study Time

Estimated number of hours of student work this week is 20 hrs.

Week 11 – Managing Change

Objective

Describe in depth actions that supervisors can take to minimize employee resistance to change.

Learning Outcomes

Upon successful completion of this unit, students should be able to:

LO 1: Define change and distinguish external forces of change from internal forces of change.
LO 2: Explain how a model for change can guide supervisors in planning and implementing change.
LO 3: Describe actions that supervisors can take to minimize employee resistance to change.
LO 4: Describe steps supervisors can use when communicating change to employees.
LO 5: Explain why indicators of effective change are essential to the evaluation of the change process.

Key Words: Change agent, external triggers, internal triggers, resistance to change, stabilizing forces.

Teaching Material

Ebook, audivisual presentations, animations, formative Tasks, self-evaluation exercises and other student activities are available in the electronic platform.

Bibliography

Supervision in the Hospitality Industry	Jack D. Ninemeier ,Raphael R. Kavanaugh.	American Hotel and Lodging Education Institute	2013	ISBN-13: 9780133255089

Individual Formative Task on Managing Change

In 250 words, describe a change effort that you have been involved in; or experienced; or researched (and you can find substantial written material about).
In doing so, you are encouraged to describe the change situation, organization, and context for change. Was it internally or externally triggered? Did you lead the change? Were you a participant in the change?

- Although this a reflective practice, it's highly advisable to ground your analysis in relevant literature. Blend module references and workplace experiences.
- Reference all sources in line with the requirements of Harvard Referencing.
- Please note: although formative, written tasks are important as they are intended as means of providing feedback to help with your summative assessments. This is a good opportunity to receive instructor feedback in the form of commentary.
- **Deadline: Week 11(Sunday - 2300 hours GMT Time).**

Activities

The latest material and student activities are now available on the Moodle Platform. The material includes formative self-evaluation exercises; formative group work tasks; and summative assignments.

Synopsis

In this Unit, the students were introduced to basic issues related to actions that supervisors can take to minimize employee resistance to change.

Expected Study Time

Estimated number of hours of student work this week is 20 hrs.

Week 12 – Professional Development

Objective

Identify steps you can take toward your professional development, and explain wha effect future trends may have on

Learning Outcomes

Upon successful completion of this unit, students should be able to:

LO 1: Explain why it is important for managers to take control of their personal development.
LO 2: Outline ways to plan for personal career development.
LO 3: List the steps in creating a career development plan.
LO 4: Describe how to execute a career development plan.

Key Words

Career, systematic feedback, professional development.

Teaching Material

Ebook, audivisual presentations, animations, formative Tasks, self-evaluation exercises and other student activities are available in the electronic platform.

Bibliography

Supervision in the Hospitality Industry	Jack D. Ninemeier ,Raphael R. Kavanaugh.	American Hotel and Lodging Education Institute	2013	ISBN-13: 9780133255089

Individual Summative Assignment (20% towards your final grade)

Please note that week 12 includes no formative tasks as it is retained for a summative assessment. As mentioned in page 4 in this study guide, this week is the deadline for the **'Individual Summative Assignment', counting 20% towards your final grade.**

Deadline: Week 12 (Sunday - 2300 hours GMT Time). The Assignment brief can be located in the electronic platform's Summative Assessment Folder.

Activities

The latest material and student activities are now available on the Moodle Platform. The material includes formative self-evaluation exercises; formative group work tasks; and summative assignments.

Synopsis
In this Unit, the students were introduced to the importance of employee development and its impact on their long-term career as well as the department's overall performance.

Expected Study Time

Estimated number of hours of student work this week is 20 hrs.

Final Examinations Guidelines

Final exams are different from midterm exams and other forms of assessment (i.e. projects, case studies etc) mostly because they are comprehensive and that means that they draw upon your knowledge from the entire course. Also, students take the final exams during the examination period at the end of the semester and that means that they have to study for multiple exams at the same time (more or less). Finally as they carry a lot of weight towards your course grade, your performance in the final could make a difference between an A- and a C+ on your transcript! Thus, it is important to follow a studying guide, and earn a top grade from your final exams. Herein, you may find some trusted and tested methods.

Plan ahead

It is recommended to plan out your study sessions (for ALL your exams) to have a better understanding on how much work you're facing. Use the calendar on your phone to set alerts and reminders for yourself so you stick to your plan.

Start early

Start studying for finals a few weeks before the first exam, and figure out how much time to set aside each day for each subject, setting realistic goals. Do not cram!

Study Strategically!

Try to prioritize the concepts of each course into three categories: red, orange and green. List under the red category the content that you believe it is definitely going to be in the final exam. This usually included topics addressed through quizzes, homework assignments, projects etc. as well as points raised by your tutor in the revision. Put under the orange category, topics that are probably in the final exam. For example topics explained thoroughly in weekly sessions that did not make it in the assignments, Topics that fuelled lots of discussion in forum etc. The remaining material goes in the green category. Do not study in a serial way from the beginning to the end of your notes, but review the material in the red category, first. Then move on to studying what is listed in the orange category and, then the content in the green category. That way, if you run out of time, you know you at least have reviewed the basics extensively. Ask your teachers if they'll share copies of previous finals so you can see what might be covered or how questions will be phrased.

Give yourself more time to study for your toughest topics

Do not allot time equivalently for each topic. If a topic gave you trouble all semester, devote more time to that subject—even if it's your last final. Look over your previous form of assessment for that subject and take extra time now to review what you missed. By starting with the toughest stuff first, you have time to ask your lecturer questions or get help from peers or tutors .

Form a study group

There’s nothing like peer pressure to keep you motivated to study. Plan skype sessions with friends to review the class material, compare notes, or work through tricky concepts. You'll benefit from the good study habits and notes of the other members in your study group. If you’re trying to solve a tough problem, two heads are better than one.

Talk it out

Not only is it more fun to study with your friends than studying by yourself, you’ll also learn more. By talking through the facts and formulas with a study partner, you’re thinking about the material more deeply, which means you’ll remember it better later.

Get creative with study aids

Now that you know what key concepts from each subject you need to prioritize, find the best way to review and internalize what you predict will be on the final exam. Make flash cards to help you memorize dates or come up with a short video that you can upload in your yahoo channel!

Quiz yourself

Students tend to remember the information they have been examined on better than the information they simply review. So ask your study group members or your friends to quiz you!

Make sleep a priority

While it may be tempting to pull an all-nighter and cram everything in at the last minute, it’s a bad idea. You just add stress, and you won’t retain the information for very long by studying that way. You may even forget some of it by the time the test begins.

Have a break!

Plan for breaks and do something that you enjoy during the breaks. This way you can improve your concentration when you return to studying:

Eat your greens

Eat healthy and drink plenty of water to keep your brainpower at its prime.

ΠΕΡΙΕΧΟΜΕΝΑ/CONTENT:

Institution	**University of Nicosia**		
Programme of Study	**BBA Hospitality Management**		
Course	**HMGT-380 Research Methodology**		
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	**English**		
Mode of Delivery	Distance Learning ☒	Conventional ☐	
Type of Course	Required ☒	Elective ☐	
Number of Group Advising Meetings/Teleconferences/Lectures	Total: 9 Sessions WebEx Plus consultation upon request	With Physical Presence N/A	On-line: 3 hours each WebEx session
Number of assignments	3		
Assessment	Hospitality Seminars 30% Research report 40% Presentation 30%		
Number of ECTS credits	10		

Preparation of Study Guide by:	Dr Leonidas Efthymiou and Dr Evi Eftychiou
Review and approval of study Guide by:	UNic Internal Quality Assurance Committee.

i. Teaching Faculty

Dr Leonidas Efthymiou
Full Time Faculty Member
efthymiou.l@unic.ac.cy

Dr Evi Eftychiou
Full time faculty member
eftychiou.e@unic.ac.cy

ii. Module / Course:

Brief description of Module/Course and Aims:

The primary objective of this course is to develop a research orientation among the learners and to acquaint them with fundamentals of research methods. Specifically, the course aims at introducing them to the basic concepts used in research and to scientific social research methods and their approach. It includes discussions on sampling techniques, research designs and techniques of analysis.

- **Thematic Areas**:
    1. Introduction to the Research Process (1 Week)
    2. Reviewing the Literature (3 Weeks)
    3. From Research Design to Writing-up and Presenting (3 Weeks)
    4. Research Seminars and Ethics (5 Weeks)

Expected Learning Outcomes :

After completion of the course students are expected to be able to:

1. Develop understanding of the basic framework of research process.
2. Develop an understanding of various research designs and techniques.
3. Identify various sources of information for literature review and data collection.
4. develop an understanding of the ethical dimensions of conducting applied research.
5. Appreciate the components of scholarly writing and evaluate its quality.

- **Teaching Material**:

Authors	Title	Publisher	Year	ISBN
(ebook): Research Methods in Tourism, Hospitality and Events Management.	Brunt, P., Horner, S. and Semley, N.	SAGE	2017	ISBN 978147391914-3

(ebook): Writing your Thesis.	Oliver, P.	SAGE	2013	ISBN: 9781446267851
(ebook); Researching Tourism, Leisure and Hospitality for your Dissertation.	Mason, P.	GOODFELLOW	2014	ISBN: 9781908999-900

- **ECTS**: 10 ECTS equivalent to min 250hours student workload

iii. Each Main Topic/Thematic Area:

Analytical description of each main topic/thematic area
(see pg. 11-23)

- **Expected learning outcomes:**
  As per section (ii) above for a general overview, and for detailed breakdown with specific Learning Outcomes please refer to each week separately.
- **Keywords Introductory notes**:
  As per specific keywords for each week.
- **Educational/Learning material:**
  For more specific details please refer to relevant week
- **Synopsis:**
  For more specific details please refer to relevant week
- **Recommendations for further study:**
  For more specific details please refer to relevant week

- **Weekly activities**
  Each week consists of:
  1. One Forum discussion that its related to LOs on the topic
  2. Every three weeks one 3 hours WebEx session following the LOs

iv. Teaching Timetable

Analysis of each week's teaching providing a timeline and relevant aims. In the timeline, the following should be clarified per week: what the student needs to study, when they will be required to submit written work and the relevant deadlines. The timeline should also refer to any teleconferences/ group consultation meetings that will take place and the final exam.
(See the platform)

v. Teaching methods

- Utilization of LMS – asynchronous
- WebEx tutorial – synchronous
- Student to lecturer interaction in dedicated forums
- Student to student interaction supported through dedicated student only chat

vi. Writtenwork – Exams–Assessment

As part of the Research Methodology course, students will have to complete a number of weekly formative group tasks as well as a number of summative assignments.

Although formative tasks do not count towards the students' final grade, formative tasks aim at helping students receive feedback and accumulating knowledge prior to submitting a summative piece of work. Below, is some of the information sent to the students prior to submitting a formative work:

'Dear Student,

Prior to submitting a formative piece of work, please consider the following:

What makes a good piece of work?
Please note, your assessments should be based on the University of Nicosia Marking Criteria/ Rubric. Please go through the UNIC marking criteria and familiarize yourself with the requirements.

Referencing and Essay Writing
Please use the Harvard Referencing System (examples and how to on the platform) for all referencing requirements. All pieces of work (both formative and summative), require in-text references and a reference list at the end of the report. Also, analysis should be written in your own words (paraphrasing). Copying and pasting is not acceptable - it may lead to failure grade.

Finally, at the end of the module, you are encouraged to fill in the anonymous end of Module Evaluation survey appearing after the eponymous feedback forum. Students' voice is indeed important for improvement.'

If the formative task includes peer work, please consider the following:

'As soon as you read this email, please email your peer, introduce yourself and get your team organized.

Important Peer Guidance
·You are advised to stay in continuous contact with your peer. If you are late in developing a review or you are unwell, your peer needs to know.
·Read each week's task instructions thoroughly and discuss them with your peer towards developing a common understanding. Don't assume that your peer knows what you are doing.
·In your peer feedback, always refer to proper referencing. All pieces of work should be written in your own words. Also, in-text references should appear in the script as well as a reference list at the end of the report.

What is peer assessment?
·Peer assessment is when students make assessment decisions on other students' work
·Peer assessments are linked to reflective practice as it involves self-development and as such, is an important skill for career development and management.

What makes a good piece of work?
Please note, your assessments should be based on the University of Nicosia Marking Criteria/ Rubric. Please go through the UNIC marking criteria and familiarize yourself with the requirements.

Referencing and Essay Writing
Please use the Harvard Referencing System for all referencing requirements. All pieced of work (both formative and summative), require in-text references and a reference list at the end of the report. Also, analysis should be written in your own words (paraphrasing). Copying and pasting is not acceptable - it may lead to failure grade.

Finally, at the end of the module, you encouraged to fill in the anonymous end of Module Evaluation survey appearing after the eponymous feedback forum. Students' voice is indeed important for improvement.'

Grading Guidelines:

1. Knowledge of the topic and ability to practically apply it;

2. Analysis of issues and an awareness of different viewpoints;

3. Evaluation of competing explanations or theories applied to a problem;

4. Ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system;

5. Skill in the presentation of an answer with accuracy, clarity and coherence.

With these objectives in mind, the following model marking scheme should apply:

Letter Grade	*Numerical Grade*	*Grade Points*
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	0-59	0.0

Hospitality Seminars	30%

Research report	40%
Presentation	30%
TOTAL	**100**%

vii. Communication

Communication is conducted through messages on LMS post in the forum, individual emails in an asynchronous mode.

For synchronous communication students are encouraged to contact me through Skype, or phone over IP during pre-specified office hours which will be available on the course outline.

SCHOOL OF BUSINESS

HOSPITALITY TOURISM AND SPORTS MANAGEMENT DEPARTMENT

BBA Hospitality Management

Study Guide

HMGT-380- Research Methodology

Course Lead:

Dr Leonidas Efthymiou – efthymiou.l@unic.ac.cy

Course Contributors:

Dr Eftychiou Evi – eftychiou.e@unic.ac.c

Contents

Introductory note

This Study Guide is a basic supplement for the distance learning course "Research Methodology", which is offered by the distance learning BBA HOSPITALITY MANAGEMENT programme. The aim of this Guide is to direct the students and help them into making systematic use of the educational material on which the teaching of the course is based.

The Guide must be used in common with the Course Outline and with the educational material (course textbooks, extensive notes of the lecturer, Audio slide presentations, articles and book chapters indicated for each lecture, etc.) which has been uploaded to the interactive internet-based platform of the course (Moodle). The student must start his/her studying by the extended notes of the lecturer, which correspond with the audio slide presentation of each lecture, and then, taking advice from the present Guide, he/she must extend his/her knowledge making use of the rest of the educational material of each lecture.

All relevant resources and activities can be found on the e-Learning platform (Moodle) page of the specific course. It is essential that students follow the specific Study Guide in combination with the course's Moodle page throughout the duration of the course, in order to organise their learning time efficiently and take full advantage of the learning material offered.

The broad learning objective of the course is to cover provide to learners an in depth knowledge, skills and competences in research by developing their own piece of work.

Introductory session

At the beginning, students should view the welcome video provided by the Course Lead. This offers an introduction to the course and outlines the key learning objectives and outcomes that will be covered during HMGT- 380 Research Methodology.

Section 1 – Introduction and Overview - The nature of Hospitality research

Objectives

The aim of this section is to introduce the students into the objectives, the purposes, the requirements and the contents of the course. In particular, this section will introduce students to: the nature and conduct of Hospitality research, the scope of undergraduate research ,the types and characteristics of Hospitality research, the research process, the research proposal, the ways by which research is measured and publication ethics.

Expected learning outcomes

After the completion of this section, the students are expected to:

- Demonstrate an understanding of what Hospitality research is and what is expected at undergraduate level research.
- Describe the characteristics of research and what constitutes research-worthy projects.
- Describe the contents of a research proposal
- Describe all the steps of the research process
- Explain the process of scientific publication
- Explain the ways by which research is measured
- Discuss the types of ethics complains

Key words

Applied research, theoretical research, research process, scientific publications

Bibliography

[1] (ebook): Research Methods in Tourism, Hospitality and Events Management.Brunt, P., Horner, S. and Semley, N. SAGE 2017 ISBN 978147391914-3

[2] (ebook): Writing your Thesis.Oliver, P. SAGE 2013 ISBN: 9781446267851

[3] (ebook); Researching Tourism, Leisure and Hospitality for your Dissertation. Mason, P. GOODFELLOW 2014 ISBN: 9781908999-900

[4] Bordens, K.S & Abbott, B.B., Research Design Methods. Dubugue. McGraw-Hill Education.

[5] Salkind, N.J., (2006). Exploring Research. England. Pearson International Education.

[6] University of Nicosia Library and Information Center, http://www.library.unic.ac.cy/

Activities (Formative Task)

1. Identify and read one journal paper in Hospitality .
2. Summarize the paper in your own words (about half to 1 page maximum)
3. Explain the impact of the paper.

Summary

Research is defined as “the activity of a diligent and systematic inquiry or investigation in an area, with the objective of discovering or revising facts, theories, applications etc. The goal is to discover and disseminate new knowledge”. This section covers the characteristics of high-quality research and of research-worthy projects. It describes the contents of a research proposal and goes through all the steps of the research process. The process of scientific publication is elaborated along with the ways by which research is measured. Various issues on publication ethics are also addressed.

Section 2 – Literature searches and information gathering

Objectives

The aim of this section is to describe the process of literature search and information gathering. More specifically, it addressed key issues in identifying *quality* literature relevant to the research study and gathering articles for an effective literature review.

Expected learning outcomes

After the completion of this section, the students are expected to:

- Explain the importance of literature review in the research process and the need for literature search.
- Describe what the literature includes (i.e. journal articles, conference papers, books, dissertations, technical reports etc) and be able to identify the merits of each type of publication.
- Perform searches by querying quality literature databases available to them through the University library services, such asElsevier, Springer, etc.
- Perform searches using websites and other internet resources.
- Identify quality literature.
- Use keyword search as well as backward and forward search.
- Use the refWorks tool for managing their citations.

Key words

Literature search, effective literature review, literature categorization, literature databases, keyword search, backward and forward search.

Bibliography

[7] (ebook): Research Methods in Tourism, Hospitality and Events Management.Brunt, P., Horner, S. and Semley, N. SAGE 2017 ISBN 978147391914-3

[8] (ebook): Writing your Thesis.Oliver, P. SAGE 2013 ISBN: 9781446267851

[9] (ebook); Researching Tourism, Leisure and Hospitality for your Dissertation. Mason, P. GOODFELLOW 2014 ISBN: 9781908999-900

[10] Bordens, K.S & Abbott, B.B., Research Design Methods. Dubugue. McGraw-Hill Education.

[11] Salkind, N.J., (2006). Exploring Research. England. Pearson International Education.

[12] University of Nicosia Library and Information Center, http://www.library.unic.ac.cy/

Activities (Formative Task)

1. Connect to the University of Nicosia Library and perform keyword searches on a specific topic within your area of concentration.

2. Identify at least 4 quality publications that a relevant to your topic.

3. Create a database of your references using refWorks.

4. Create an example document and insert these citations in the document, experimenting with the various referencing styles (IEEE, Harvard, Chicago etc).

Summary

The identification of the relevant literature is an essential part of the research process. Equally important is the ability of the researcher to identify quality literature, a particularly challenging task to new researchers.

Section 3 – Reading and evaluating research papers

Objectives

The aim of this section is to introduce students to the fundamental task of reading and understanding research papers, for the purpose of performing literature surveys.

Expected learning outcomes
After the completion of this section, the students are expected to:

- Efficiently read and understand papers.
- Use efficient techniques to read papers for literature surveys.
- Describe the peer review process of evaluating papers.
- Identify the requirements for a paper to be "publishable".
- Explain the questions that must be answered when evaluating a research paper.

Key-words

Three-pass approach, peer-review process, paper refereeing.

Bibliography

[1] (ebook): Research Methods in Tourism, Hospitality and Events Management.Brunt, P., Horner, S. and Semley, N. SAGE 2017 ISBN 978147391914-3

[2] (ebook): Writing your Thesis.Oliver, P. SAGE 2013 ISBN: 9781446267851

[3] (ebook); Researching Tourism, Leisure and Hospitality for your Dissertation. Mason, P. GOODFELLOW 2014 ISBN: 9781908999-900

[4] Bordens, K.S & Abbott, B.B., Research Design Methods. Dubugue. McGraw-Hill Education.

[5] Salkind, N.J., (2006). Exploring Research. England. Pearson International Education.

[6] University of Nicosia Library and Information Center, http://www.library.unic.ac.cy/

Activities (Formative Task)

1. Read the paper "What is the state of hospitality and tourism research – 2018?" in thoroughly. Author(s):Bob McKercher, (School of Hotel and Tourism Management, The Hong Kong Polytechnic University, Hong Kong)

2. Write a report of maximum one page which will include the following:
   (a) Journal/Conference full title (include year of publication)
   (b) Research paper title
   (c) Author(s)
   (d) Paper summary
   (e) Motivation
   (f) Review of literature

(g) Problem
(h) Solution
(i) Results
(j) Implication

Summary

Researchers read papers in order to be up to date and relevant in their field, to perform literature surveys, and to review the work of other researchers. In the case of performing literature surveys, this requires the reading of tens of papers, sometimes in an unfamiliar field. Therefore, learning to efficiently read papers is critical.

Section 4 – Technical writing, referencing, bibliographies

Objectives

The aim of this section is to introduce student to the principles of technical writing, be it research papers, technical reports, literature review, graduate theses etc. Emphasis is given to research papers and literature reviews.

Expected learning outcomes

After the completion of this section, the students are expected to:

- Critically discuss the importance of writing as part of the research process
- Elaborate on the structure of research papers and what should be included in each section of a research paper
- Discuss on the basic principles of writing a literature review and the structure of the review.
- Explain the significance of a thematic organization of the literature (concept-centric) which will facilitate further analysis of the exisiting literature and lay the foundations for the advancement of knowledge.
- Use a concept matrix, possibly augmented with other units of analysis for the purpose of the literature review.
- Explain and discuss on the importance of language and writing style and apply the basic principles to their literature review assignment

Key words

Abstract, introduction, Related Work, Methodology, Experimental Results, thematic organization, concept-centric approach.

Bibliography

[1] Webster, J., and Watson, R. T., "Analyzing the past to prepare for the future: Writing a literature review.", MIS Quarterly, 26(2), 13-23, 2002.

[2] (ebook): Research Methods in Tourism, Hospitality and Events Management.Brunt, P., Horner, S. and Semley, N. SAGE 2017 ISBN 978147391914-3

[3] (ebook): Writing your Thesis.Oliver, P. SAGE 2013 ISBN: 9781446267851

[4] (ebook); Researching Tourism, Leisure and Hospitality for your Dissertation. Mason, P. GOODFELLOW 2014 ISBN: 9781908999-900

[5] Bordens, K.S & Abbott, B.B., Research Design Methods. Dubugue. McGraw-Hill Education.

[6] Salkind, N.J., (2006). Exploring Research. England. Pearson International Education.

[7] University of Nicosia Library and Information Center, http://www.library.unic.ac.cy/

[8] "*What is a Literature Review*", M. Harvey, Carnegie Mellon University, https://www.cs.cmu.edu/~missy/WritingaLiteratureReview.doc [last access: May 12, 2018].

Activities (Formative Task).

1. Download the two example abstracts and identify for each one, the answers to the questions:
    a. What is the problem they are solving
    b. Why this is an interesting problem
    c. What methodology you used to solve it
    d. Main results and conclusions
2. Term project: Write a literature survey on a topic of your interest. See attached assignment.

Summary

Writing is an essential part of the research process. Ideas need to be communicated to have an impact and be worthwhile. Writing also forces us to pin the details, to be clear and focused and to crystallize what we don't understand which will further help our research. This section covers the basic principles of technical writing.

Literature Review Assignment

You are asked to write a Literature Review on a specific topic within one area of Hospitality that you are interested in. Your review will be written in the form of a research paper according to the ICHRIE conference style format which can be found in:

https://www.chrie.org/i4a/pages/index.cfm?pageid=3335

The paper should be a minimum of 5 pages in the above format.

Instructions and advice:

1) Identify an area of specialization that you are interested in. Scan through all available sources to identify interesting, current research on a specific topic within the area.

2) After you have done some initial investigation, consult with a faculty member, who specializes in the area you are interested in (check the online list of faculty along with their areas of specialization).

3) With the help of the faculty member, you will clearly identify the topic and title of your review, as well as 3-4 relevant, recent journal or conference papers from where start.

4) Once you finalize the topic and theme of your review, submit a review proposal for approval.

5) Your review must include at least 8-10 papers published in refereed journals and conferences.

6) Your review should be organized thematically (see material on Writing Research Papers, section on Literature Review). You do not report on each paper you read one by one. Remember that your review is not a summary of studies, but a synthesis of information which requires comparing themes, methods and conclusions among the different works. (See example surveys in the Additional Bibliography section).

Section 5 – How to give a research talk

Objectives

The purpose of this section is to convey the structure and requirements of a research talk. It gives emphasis to both the content of the talk as well as the guidelines to presenting the content, both by use of the slides as well as orally. As part of the requirements of this course, students will need to present their literature review term project in a mini-conference which is organized as part of this course.

Expected learning outcomes

After the completion of this section, the students are expected to:

- Explain the basic principles of giving a good research talk.
- Identify what to include in the presentation slides.
- Use basic presentation principles in order to successfully deliver the content of their slides.

Bibliography

[1] Winston, P. H., "How to speak", http://people.csail.mit.edu/phw/index.html [last access: 12 May, 2017].

Activities

1. The students will be able to utilize what they learned in this section by giving their own oral presentation of the literature review assignment.

Summary

Writing good papers and giving good presentations is fundamental to research excellence. Giving talks helps researchers crystalize their ideas, communicate them to others, receive feedback, meet other researches and build relations, and promote their work and have an impact.

Section 6 – Creating aThesis Project

Objectives
The purpose of this section if to convey the structure and requirements of the Thesis Project, including the assessment criteria, writing the project proposal, the role of the advisors. Particular emphasis is given to the structure and content of the thesis. The Thesis Project is an Elective course and in this section, the students will become familiar with what it entails in order to make an informed decision of whether to opt for the course.

Expected learning outcomes
After the completion of this section, the students are expected to:
- Describe and explain the requirements and scope of the Thesis project.
- Apply the assessment criteria to the project requirements: project implementation, thesis writing and oral presentation/defense.
- Identify what each of the project requirements entails.
- Identify and elaborate on the role of the advisor and the responsibilities of both the student and the advisor.
- Critically describe the structure and content of the Thesis.

Key words
Thesis Project, Thesis defense.

Bibliography
[1] (ebook); Researching Tourism, Leisure and Hospitality for your Dissertation. Mason, P. GOODFELLOW 2014 ISBN: 9781908999-900

Activities
1. Briefly describe the requirements of a Thesis Project
2. Give the outline of a Thesis.
3. Describe the contents of each section of a Thesis.
4. What skills are required for a successful Thesis Project?

Summary
The Thesis Project is often the first introduction of a student (possibly researcher-to-be) to research. It enables the student to specialize and provide him/her with substantial expertise on a specific topic.

Section 7- Qualitative and Quantitative Methods and Tools

Objectives
The objective of this section is to introduce the students to basic statistical analysis and basic design of experiments for the purpose of testing research hypotheses, and evaluating experimental results.

Expected learning outcomes
After the completion of this section, the students are expected to:

- Select tools for qualitative analysis
- Identify and explain the main types of sample statistics, i.e. measures of central tendency (mean, median, mode) and their suitability depending on the type of data, as well as the measures of variation (range and standard deviation)
- Explain the important probability distributions: binomial, poisson, uniform, normal, exponential.

Key words
Measures of central tendency, measures of variation, probability distributions, confidence intervals, hypothesis testing, linear regression.

Bibliography
[1] Hossein Pishro-Nik, "Introduction to Probability, Statistics, and Random Processes", Kappa Research, LLC, 2014.

Activities

1. Given data :
   (a) Distinguish between discrete and continuous sample data
   (b) Use histograms and other visual aids to get an indication of a useful probability distribution for the data.
   (c) Construct a normal quantile-quantile plot for the data. Does the distribution appear to be normal?
   (d) Compute the sample mean, median, variance and standard deviation.
   (e) Compute a 95% confidence interval for the mean.
   (f) Test a specific value for the population mean.

Sections 8-11 – Research Seminars

Objectives
These 4 sessions (Sections 8-11) will include Hospitality seminars from faculty of the Department or/and other Universities as well as from research centers and the industry. Each seminar will focus on the area of specialization of the speaker and will clearly detail the approach used such as models, methodologies, algorithms, experimental set up and results etc. Each research talk will be based on a research paper, which the student will have to read in depth and describe in his or her own words. The objective is to expose students to current, state-of-the-art research in Hospitality as well as the application of research areas in the industry.

Expected learning outcomes
After the completion of this section, the students are expected to:
- Demonstrate familiarity with key research areas of Hospitality.
- Identify what a research project entails through these seminars: the literature reading, the writing, the implementation of the work, the analysis of the results, the presentation etc.
- Distinguish good presentation elements (written and oral) that they can utilize in their own work.

Key words
Depending on seminar

Bibliography
Paper of the speaker, plus any relevant literature.

Activities
For each seminar, there will be the following assignment:
1. Read the paper on which the talk is based and write a report (maximum 1 page) which will include the following:
   (a) Paper summary
   (b) Motivation
   (c) Review of literature
   (d) Problem
   (e) Solution (here you should describe the system in your own words)
   (f) Experimental Results and Analysis (here you should briefly describe the experiments performed)
   (g) Implication

Summary
Being exposed to current, state-of-the-art research is essential. The speakers will base their presentation on novel research work or the application of research work to the industry. Students will see the real-world application of the research process through the work of the speaker.

Section 12 – Review of legal, ethical, social and professional issues including data protection and standards

Objectives

In this section the student will be introduced to the major concepts of data protection and privacy from the point of view of research ethics.

Expected outcomes

After the completion of this section, the students are expected to:

- Apply the definitions of the major concepts that surround the discussion and application of data protection and privacy rules.
- Use the knowledge acquired in this section as a guide for the identification of the privacy and data protection aspects of their research.
- Identify the ethical aspects of the privacy and data protection issues within a research project.
- Identify the technical aspects of the privacy and data protection issues within a research project.

Key words

Data privacy, data protection, ethics.

Bibliography

- Researching Hospitality and Tourism , Bob Brotherton 2015 ,ISBN: 9781446287552, Sage / https://study.sagepub.com/brotherton2e

Activities

- Briefly describe the terms: data privacy, data protection, informed consent, personal data, privacy, private information.
- What are the technical questions that should be asked in order to detect data protection and privacy issues within a project?
- Study the following paper and provide a brief summary:
    - Eunha Myung (2017) Progress in Hospitality Ethics Research: A Review and Implications for Future Research, International Journal of Hospitality & Tourism Administration, 19:1, 26-51, DOI: 10.1080/15256480.2017.1305309

ΠΕΡΙΕΧΟΜΕΝΑ/CONTENT:

<table>
<tr><td>Institution</td><td colspan="3">University of Nicosia</td></tr>
<tr><td>Programme of Study</td><td colspan="3">BBA Hospitality Management</td></tr>
<tr><td>Course</td><td colspan="3">HMGT-450 Strategic Management</td></tr>
<tr><td>Level</td><td>Undergraduate ☒</td><td colspan="2">Postgraduate (Master) ☐</td></tr>
<tr><td>Language of Instruction</td><td colspan="3">English</td></tr>
<tr><td>Mode of Delivery</td><td>Distance Learning ☒</td><td colspan="2">Conventional ☐</td></tr>
<tr><td>Type of Course</td><td>Required ☒</td><td colspan="2">Elective ☐</td></tr>
<tr><td>Number of Group Advising Meetings/Teleconferences/Lectures</td><td>Total:
3 Sessions
WebEx</td><td>With Physical Presence
N/A</td><td>On-line:
3 hours each
WebEx session</td></tr>
<tr><td>Number of assignments</td><td colspan="3">3</td></tr>
<tr><td>Assessment</td><td colspan="3">• Assessed educational activities 20(%)
• Assignments/Essays/etc. 20 (%)
• Exams 60 (%)</td></tr>
<tr><td>Number of ECTS credits</td><td colspan="3">10</td></tr>
</table>

Preparation of Study Guide by:	Dr Leonidas Efthymiou
Review and approval of study Guide by:	UNic Internal Quality Assurance Committee.

i. Teaching Faculty

Dr Leonidas Efthymiou.
Full Time Faculty member
efthymiou.l@unic.ac.cy

ii. Module / Course:

- **Brief description of Module/Course and Aims:**

  The course aims at helping students understand the fundamental issues and techniques of strategy in a complex, globalised, automated and non-linear hospitality environment. The course adopts an applied approach to strategy through formulating, implementing, evaluating and controlling strategic planning in hospitality business activities. In doing so, the course utilises external environment audit tools as well as internal analytical techniques at a cross-functional levelin the light of contemporary interconnectivity interdependence.

- **Main Topic/Thematic Areas**:
  1. The Strategic Management Process– One(1) week
  2. Environmental Audit and Strategic Direction – Three (3) weeks
  3. Strategy Formulation and Implementation – Four (4) weeks
  4. Strategy Evaluation and Control – Four (4) weeks

- **Expected Learning Outcomes :**

  Upon completion of the course, students should be able to:
  1. Analyse the external environment and its impact on the organisation
  2. Assess the internal environment and strategic change issues facing an Organization
  3. Develop, apply and justify a strategic management process in a hospitality organisation.
  4. Apply theory, models, frameworks and decision-making tools to identify key issues and make recommendations based on your findings.
  5. Discuss the advantages and disadvantages of selecting and adopting various strategic options which characterize the competitive business environment.
  6. Explore the importance of Leadership, Knowledge, Intelligence (including analytics), Intellectual Capital, Communities of Practice and other contemporary tools in the strategizing of hospitality organisations.

- **Teaching Material**:

Authors	Title	Publisher	Year	ISBN
Dyer, J., Godfrey, P., Jensen, R. and Bryce, D.	*Strategic Management: Concepts and Cases*	Wiley	2016	978-0-470-93738-9
Evans,N.	*Strategic*			

	Management for Tourism, Hospitality and Events (2nd Ed.)	Routledge	2015	978-0415837248
Pearce, J. and Robinson, R.	*Strategic Management (14th Ed.)*	McGraw-Hill Education	2014	978-0077862510
Lecturer Audiovisual Presentations	Audio-visual presentations can be found in each week's course material in the electronic platform.			

- **ECTS**: 10 ECTS equivalent to 250 hours student workload

iii. Each Main Topic/Thematic Area:

Analytical description of each main topic/thematic area, in a way that provides the student with appropriate study guidance (as per study guide weekly analysis in this document – pages 11 - 40).

- **Weekly activities**

Each week consists of one or a combination of the following:

1. Group Forum discussion that is related to LOs on the topic
2. A Multiple Choice Quiz – Self Evaluation
3. Every 3 weeks one 3 hours WebEx session following the LOs
4. Review activities such as Discussions Questions
5. Two of the weeks include Summative Assignment deadlines

Every 3 weeks, a 3-hour WebEx session is conducted. It outlines and addresses the LOs in the last 3 weeks.

iv. Teaching Timetable

The material appearing in the electronic platform (Moodle) aims at addressing a number of learning strategies, including peer interaction; student interaction with the material; and interaction between students and the faculty member. Therefore, students are expected to engage with weekly formative tasks, self-evaluation questions, group discussions, case studies as well as summative assessments. All material is structured and developed against specific Learning Outcomes, Learning Objectives (competencies) and targets. Among others, students are provided with the following material on a weekly basis: topic overviews (or Presentations with recorded narratives), formative activities with weekly deadlines (individual or as part of a team), Multiple Choice self-evaluation questions and synchronous teleconferences (WebEx). For the final exam, specific instructions will be provided in the last Webex session.

v. Teaching methods

- Utilization of LMS – asynchronous
- WebEx sessions for tutorials – synchronous
- Student to lecturer interaction through dedicated forums
- Student to student interaction through dedicated student only chat rooms
- Student to content interaction supported through self-assessment test, such online tests and or quizzes, simulations or gamification activities where applicable.

vi. Writtenwork – Exams - Assessment

As part of the 'Strategic Management' course, students will have to complete a number of formative group tasks. This requirement applies to weeks 1, 2, 5, 7, 9 and 10. Students will also have to complete a number of self-essessment individual tasks in weeks 1, 3, 4, 8, and 12.
Although formative tasks do not count towards the students' final grade, formative tasks aim at helping them improve their skills prior to submitting their summative assignments as follows:

1. Group Summative Assignment: 20% - Deadline - Week 6 (Sunday - 2300 hours GMT Time).
2. Individual Summative Essay: 20% - Deadline - Week 11 (Sunday - 2300 hours GMT Time).
3. Final Exam: 60% - Date to be confirmed.

For the group work requirements, students will be allocated in a specific team with a peer (In week 1). Their peer will remain the same throughout the duration of the course. Students are also provided with the following peer guidance as well referencing guidelines:

The Importance of Peer Guidance
·You are advised to stay in continuous contact with your peer. If you are late in developing a review or you are unwell, your peer needs to know.
·Read each week's task instructions thoroughly and discuss them with your peer towards developing a common understanding. Don't assume that your peer knows what you are doing.
·In your peer feedback, always refer to proper referencing. All pieces of work should be written in your own words. Also, in-text references should appear in the script as well as a reference list at the end of the report.

What is peer assessment?
·Peer assessment is when students make assessment decisions on other students' work
·Peer assessments are linked to reflective practice as it involves self-development and as such, is an important skill for career development and management.

What makes a good piece of work?
Please note, your assessments should be based on the University of Nicosia Marking Criteria/ Rubric. Please go through the UNIC marking criteria and familiarize yourself with the requirements.

Referencing and Essay Writing

Please use the Harvard Referencing System for all referencing requirements. All pieced of work (both formative and summative), require in-text references and a reference list at the end of the report. Also, analysis should be written in your own words (paraphrasing). Copying and pasting is not acceptable - it may lead to failure grade.'

Finally, at the end of the module, students are encouraged to fill in the anonymous end of Module Evaluation survey. Students' voice is indeed important for improvement.

The following rubric is a sample of the quality and depth expected:

1. Knowledge of the topic and ability to practically apply it;

2. Analysis of issues and an awareness of different viewpoints;

3. Evaluation of competing explanations or theories applied to a problem;

4. Ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system;

5. Skill in the presentation of an answer with accuracy, clarity and coherence.

With these objectives in mind, the following model marking scheme should apply:

Letter Grade	*Numerical Grade*	*Grade Points*
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	0-59	0.0

Assessment Guide	
Individual Essay	20
Group Assignment	20
Final Examination	60
TOTAL	**100**%

vii. Communication

Communication is conducted through messages on LMS post in the forum, individual emails in an asynchronous mode.

For synchronous communication students are encouraged to contact me through Skype, or phone over IP during pre-specified office hours which will be available on the

course outline.

HOSPITALITY TOURISM AND SPORTS MANAGEMENT DEPARTMENT

BBA HOSPITALITY MANAGEMENT

Study Guide

HMGT-450 Strategic Management

Course Lead:

Leonidas Efthymiou - efthymiou.l@unic.ac.cy

Course Contributors:

TBA

Contents

Introductory note

This Study Guide is a basic supplement for the distance learning course "HMGT450 – Strategic Management", which is offered by the distance learning BBA Hospitality Management programme. The aim of this Guide is to direct the students and help them into making systematic use of the educational material on which the teaching of the course is based.

The current course includes twelve (12) 12 sub-topics, separated in twelve (12) study weeks. Each of these is composed of the following components: summary and brief introductory note, objectives, expected learning outcomes, key words, bibliography and other online resources, learning activities, and self-assessment exercises, and expected time that the student will be required to study. It is a compulsory course that corresponds to 10 ECTS.

The Guide must be used in common with the Course Outline and with the educational material indicated for each lecture through the interactive internet-based platform of the course (Moodle).

At the beginning of each study week, students are expected to familiarise themselves with the corresponding sections' objectives and learning outcomes, while they should go through the teaching material (recorded lectures) and conduct the additional learning activities. Learning activities will have a designated start and end date and time, which will be communicated to students via email. Some activities will be synchronous (e.g. webinars, online chats), while others will be asynchronous (e.g. Q&A Fora). The former will involve direct live interaction (either chat or verbal/video) between students and tutor, as well as between students themselves (student-tutor, student-student interactions), while in the latter the aforementioned interactions will not be live. Going through the teaching material and conducting the learning activities is *essential*, since it will help in clarifying and assimilating the material of the course as well as developing critical thinking on each topic.

In addition to the essential components described above, each section contains relevant bibliography (relevant textbooks and designated chapters), as well as relevant online resources (websites and other files such as scientific articles) and online videos to watch. Students are strongly encouraged to go through these additional resources, as part of self-directed learning, which will facilitate deeper understanding and critical thinking on the topic of interest. The relevant online resources and videos could be updated and/or enriched during the semester.

All relevant resources and activities can be found on the e-Learning Platform (Moodle) page of the specific course. It is essential that students follow the specific Study Guide in combination with the course's Moodle page throughout the duration of the course, in order to organise their learning time efficiently and take full advantage of the learning material offered.

The broad learning objective of the course is to cover the skills, functions, processes, tools and competencies that are essential for formulating, implementing and evaluating corporate strategies in hospitality settings - based on credible, timed, accurate and reliable audit information/ assumptions.

Introductory session

At the start of the course, students should view the welcome video provided by the Course Lead. This offers an introduction to the course and outlines the key learning objectives and outcomes that will be covered during HMGT450.

Course WeeklySchedule

Week 1	
Section	Introduction to Strategic Management
Week 2	
Section	Company Vision and Mission
Week 3	
Section	Audit: External Environment
Week 4	
Section	Audit: Internal Environment
Week 5	
Section	Long-Term Objectives
Week 6	
Section	Grand Strategies
Week 7	
Section	Short-Term Strategies and SMART Goals
Week 8	
Section	Global Strategy
Week 9	
Section	Governance, Corporate Social Responsibility and Ethics
Week 10	
Section	Strategic Control
Week 11	
Section	Knowledge Management and Organisatonal Learning
Week 12	
Section	Leadership and Cutlure

Week 1 – Introduction to Strategic Management

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Explain in depth what is meant by strategy and strategic management;
2. Identify the stakeholder groups of a corporation of your choice;
3. Discuss how strategies are formulated and implemented in order to achieve objectives and
4. Explain who is responsible for, and who benefits from, good business strategy.

Key words

Strategy, strategic management process, competitive advantage.

Teaching material

Ebook, audivisual presentations, animations, formative Tasks, self-evaluation exercises and other student activities are available in the electronic platform.

Bibliography

Authors	Title	Publisher	Year	ISBN
Dyer, J., Godfrey, P., Jensen, R. and Bryce, D.	*Strategic Management: Concepts and Cases Cnhapter 1*	Wiley	2016	978-0-470-93738-9

Additional resources

Lecturer Audiovisual Presentations	Audio-visual presentations can be found in each week's course material in the electronic platform.

Peer-Evaluation Exercises

In the first week, learners will have to take action in response to the following Forum message: Dear learners, this 'Introduction Forum' is intended for two purposes. The first is to help you identify your peer. Students are not expected to find their own peer. Your peer will be assigned to you by your instructor during the module's first week. Your peer will be the same person for all peer-tasks until the end of the module. As soon as you identify your peer, you have to contact her/him introducing yourself. You will have to keep continuous communication with your peer throughout the module. Reciprocal peer tasks lead to mutual learning and improved communication, organization and time-keeping skills.

The second purpose is to help you join up with your peer (through the VLE's message system) and introduce yourselves as a team to your classmates (here in the forum). You may state your names; tell us where you live and why you are pursuing an MBA. Also, tell us if you have any knowledge of the subject area. If you are employed you may also want to share with us the type of work you do or position that you hold (you do need to mention the name of your employers). Most importantly, you have to explain how you plan to maintain an effective peer-to-peer communication throughout the module. Finally, feel free to respond to your classmates' introductions and welcome them in the course.
Deadline: end of Week 1 (Sunday - 2300 hours GMT Time).

Self-Evaluation Exercise

Multiple Choice Questions - What Is Business Strategy

1. _____ can be best defined as when an organization generates higher profits compared to its rivals.
   A. Client advantage
   B. Competitive advantage
   C. Employer advantage
   D. Unique value

2. The industry and geographic area that a company competes in, is referred to asits _____.
   A. niche
   B. business
   C. segment
   D. market

3. Adia and Ali are two business partners who want to set up a company that sells imported sports gear and equipment. In order to make sure that the company makes and retains profit, they must choose an area that is close to where their products have the highest demand. This area should allow them consistently to make profit. In this scenario, Adia and Ali are looking for a _____.
   A. market
   B. strategy
   C. cost advantage
   D. mission

4. _____ can be best defined as the reason a firm wins with customers or the value proposition it offers to customers,such as a low cost advantage or differentiation advantage.
   A. Switching costs
   B. Unique value
   C. Complementary products
   D. SWOT analysis

5. Returns in excess of what an investor expects from other investments with a similar amount of risk are referred to as _____.
   A. unique value
   B. complimentary value
   C. above-average profits
   D. above-average losses

6. Which of the following is true of competitive advantage?
   A. It requires a company to consistently outperform its rivals in generating above-average profits.
   B. It should be avoided by not-for-profit organizations.
   C. It is usually achieved by firms that provide general as well as imitable products.
   D. It can be measured by using only tangible outcomes.

7. Katherine is the CEO of a car dealership company called Red Cars. When looking for new investors for the company, she usually says that RedCars wants to,"Be the best automotive retailer in the eyes of its customers, employees, and shareholders."Which of the following does this statement best reflect?
   A. Red Cars' mission
   B. Red Cars' strategy
   C. Red Cars' capabilities
   D. Red Cars' resources

8. The management of Earth Network Inc., a cell phone company, wants to conduct an overall study of the company. The top officials want to identify Earth Network's competencies, limitations that the company needs to improve on, areas of growth, as well as the areas that the company should completely avoid. The managers feel that this study will help them advance as an organization. This studyto be conducted by the management of Earth Network Inc. can be best categorized as an example of a
   A.trend analysis
   B. growth–share matrix

C. SWOT analysis
D.PEST analysis

9. Which of the following statements is true of strategic leaders?
    A. They are responsible only for formulating a business strategy.
    B. They are responsible for explaining strategy in a way that employees will understand.
    C. They are usually the owners of a company.
    D. They are involved in investing in stable firms with a long history of profitability.

10. Which of the following statements is true of a deliberate strategy?
    A. It is implemented as a result of careful analysis of markets, customers, competitors, and a firm's resources and capabilities.
    B. It develops when leaders recognize and act on unexpected opportunities that occur through serendipity.
    C. It involves decisions on how to effectively implement the business unit strategy within functional areas.
    D. It focuses on decisions about how to motivate employees to perform their work efficiently.

Expected Study Time

Estimated number of hours of student work this week is 20 hrs.

Week 2 – Company Mission and Vision

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Identify the components of company's mission statement.
2. Develop a company's mission statement.
3. Discuss examples of trends in mission and vision statements.
4. Describe the role of a company's Board of Directors.

Key words

Mission, Vision, Board of Directors.

Teaching material

Ebook, audivisual presentations, animations, formative Tasks, self-evaluation exercises and other student activities are available in the electronic platform.

Bibliography

Authors	Title	Publisher	Year	ISBN
Pearce, J. and Robinson, R.	*Strategic Management (14th Ed.) Chapter 2*	McGraw-Hill Education	2014	978-0077862510
Dyer, J., Godfrey, P., Jensen, R. and Bryce, D.	*Strategic Management: Concepts and Cases Chapter 1*	Wiley	2016	978-0-470-93738-9

Additional resources

Lecturer Audiovisual Presentations	Audio-visual presentations can be found in each week's course material in the electronic platform.

Peer-Evaluation Exercises

Prepare a one page mission statement for the company you work for (or for your school of business). In doing so, consider how it can provide the basis of competitive advantage and link it a vision statement. Reference all material in line with the requirements of Harvard Referencing System. Both your peer and tutor will comment on your work. Peer exercises provide you with an opportunity to close the gap between current and desired performance. Use your peer's reviews in your final essay analysis (acknowledge your peer's surname with Harvard Referencing). **Deadline: end of Week 2 (Sunday - 2300 hours GMT Time).**

Expected Study Time

Estimated number of hours of student work this week is 20 hrs.

Week 3 – Audit: External Environment

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Explain the importance of correctly identifying and choosing a firm's industries and markets.
2. Identify and measure the five major forces that shape average firm profitability within industries to evaluate the overall attractiveness of an industry.
3. Discuss in depth how understanding the five forces that shape industry competition is useful as a starting point for developing strategy.
4. Use a research tool to conduct external environment analysis.

Key words

PESTLE, Five Forces, Change.

Teaching material

Ebook, audivisual presentations, animations, formative Tasks, self-evaluation exercises and other student activities are available in the electronic platform.

Bibliography

Authors	Title	Publisher	Year	ISBN
Dyer, J., Godfrey, P., Jensen, R. and Bryce, D.	*Strategic Management: Concepts and Cases Chapter 2*	Wiley	2016	978-0-470-93738-9

Additional resources

Lecturer Audiovisual Presentations	Audio-visual presentations can be found in each week's course material in the electronic platform.

Self-Evaluation Exercises

Multiple Choice Questions - Analysis of the External Environment: Opportunities and Threats

1. Which of the following statements is true about customer needs?
   A. Companies that meet the need for communication by manufacturing mobile handsets or mobile ham radios are considered part of the same industry.
   B. Understanding them can be very helpful in defining the boundaries of an industry.
   C.They should be addressed only when many customers have similar needs that require attention.
   D.Two firms cannot be considered part of the same industry even if their products do the same job forcustomers.

2. Competition among firms within an industry best defines the term _____.
   A. substitute
   B. threat
   C. rivalry
   D. opportunity

3. The companies LaceThings Inc. and BellePrints Corp. sell the same product. They constantly try to outdo each other in terms of resources, price, and customer satisfaction. The companies try to outperform each other in order to gain customer loyalty and generate more sales. This scenario is an example of _____.
   A. integration
   B. partnership
   C. rivalry
   D. switching

4. A product that is fundamentally different yet serves the same function or purpose as another product best defines the term _____.
   A. threat
   B. substitute
   C. opportunity
   D. rivalry

5. _____ can be most accurately defined as conditions in the competitive environment that endanger the profitability of a firm.
   A. Integrations
   B. Weaknesses
   C. Threats
   D. Rivalries

6. SevenCloud Inc., a soft drink company, provided service to fair amount of customers for a whole year until a new company called Sparkle Inc. came up.Sparkle provided flavored wateras a new product in the beverage market. Customers were eager to try out this new product and purchased itbecause they believed that it a better substitute for aerated beverages. SevenCloud was afraid that if the trend continued, it would soon run the risk of going out of business. In this scenario, which of the following did SevenCloud Inc. experience?
   A.Opportunity
   B. Threat
   C. Weakness
   D. Merger

7. The ways of taking advantage of conditions in the environment to become more profitable most accurately defines the term _____.
   A. opportunities
   B. standardization
   C. strengths
   D. substitution

8. Pancake Platter Inc. opens a new breakfast deliin the small town of Lakeville. It makes a lot of profit during its first year because it is the only deli in the area. Customers choose to have breakfast at this deli because their only other options for availing this type of service would be to travel several miles to the next town. This scenario best illustrates _____.
   A. substitution
   B. rivalry
   C. opportunity
   D. integration

9. Which of the following statements is true about rivalry?
   A. It is an expensive method that treats other companies amicably.
   B. It helps increase losses for an organization to a large extent.
   C. It is a force that is best avoided in an industry to increase profits.
   D. It is an important driving force to increase profitability.

10. Which of the following statements is true of a fragmented industry?
   A. It is characterized by rivalry that is typically less intense.
   B. It usually has very few competitors and tends to be dominated by a few large firms.
   C. It is difficult to keep track of the pricing and competitive moves of multiple players.

D. It involves companies selling the same brand of products that are scattered in different locations.

Expected Study Time

Estimated number of hours of student work this week is 20 hrs.

Week 4 – Audit: Internal Environment

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Identify the steps in the value chain a firm uses to create competitive advantage.
2. Distinguish among the core concepts of strengths, weaknesses, resources, capabilities, and priorities.
3. Evaluate the strength and sustainability of internally generated competitive advantages using the VRIO model.

Key words

SWOT, Value Chain, Resource Based View (RBV) of the firm, Five Forces.

Teaching material

Ebook, audivisual presentations, animations, formative Tasks, self-evaluation exercises and other student activities are available in the electronic platform.

Bibliography

Authors	Title	Publisher	Year	ISBN
Dyer, J., Godfrey, P., Jensen, R. and Bryce, D.	*Strategic Management: Concepts and Cases* *Chapter 3*	Wiley	2016	978-0-470-93738-9

Additional resources

Lecturer Audiovisual Presentations	Audio-visual presentations can be found in each week's course material in the electronic platform.

Self-Evaluation Exercises

Multiple Choice - Internal Analysis: Strengths, Weaknesses, and Competitive Advantage

1. A visual description of the steps required to turn raw materials into finished products and/or services most accurately defines the term _____.
   A. virtuous circle

B. culture chain
C. value chain
D. product line

2. Which of the following statements is true of a value chain?
A. It is a process of analyzing the corporate social responsibilities of a company.
B. It is a process of enhancing value by eliminating quality checks in a company.
C. It is a method of analyzing the feedback a company receives from its clients.
D. It is a method of depicting and evaluating the activities performed by a company.

3. The employees at Voyage Ink Corp. were asked to draw a chart that explains the elements which go into making one of their products. They were asked to create a diagram showing the different types of materials that help create the whole product. Which of the following are the employees at Voyage Ink Corp. creating in this scenario?
A. A value chain
B. A product line
C. A virtuous circle
D. A growth–share matrix

4. Which of the following is a disadvantage of the value chain process?
A. It does not help analyze a company’s strength compared to its competitors.
B. It does not take into account firm infrastructure or human resource management.
C. It does not help managers to identify areas in which a firm has an absolute strength.
D. It does not span all of a firm’s economic activities.

5. All assets, capabilities, organizational processes, firm attributes, information, knowledge, and so on, controlled by a firm that enable the firm to conceive of and implement strategies that improve its efficiency and effectiveness most accurately defines the term _____.
A. priorities
B. capabilities
C. resources
D. functions

6. Erik, the CEO of Indigo Inc. wants to improve the efficiency and effectiveness of his company. In order to do this, he lists out the assets of Indigo and the knowledge that the company has acquired over the years. Erik also analyzes the company’s processes and its overall culture. The factor of production that Erik is studying can be best categorized as:

A. capabilities.
B. resources.
C. attributes.
D. priorities.

7. Neptune LLC is a company that manufactures electronic products. Its employees are given specific guidelines regarding the resources and capabilities that they should invest their company's money and time in. The employees are expected to follow these guidelines during Neptune's lean as well as peak seasons. Which of the following terms best reflects the guidelines that the employees of Neptune LLC are expected to follow?
   A. Capabilities
   B. Assets
   C. Priorities
   D. Attributes

8. A firm's values and rankings of what is most important most accurately defines the term _____.
   A. assets
   B. priorities
   C. resources
   D. capabilities

9. LittleHut Inc., an international food company, has a number of resources to its credit. Over the years, the company has acquired factories, machinery, in-depth knowledge, and a stable reputation. The elements mentioned in this scenario can be best categorized as LittleHut Inc.'s _____.
   A. equipment
   B. personnel
   C. assets
   D. capabilities

10. Which of the following is true of a tangible resource?
   A. It is an economically valuable asset such as brands and patents.
   B. It has a physical presence such as land, machinery, and cash.
   C. It includes employee and management skills and talents.
   D. It includes organizational assets like knowledge and reputation.

Expected Study Time

Estimated number of hours of student work this week is 20 hrs.

Week 5 – Long-Term Objectives

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Differentiate between economies of scale and scope and describe how both produce cost advantages.
2. Evaluate the appropriateness of long-term strategies on the basis of lower input costs and how they provide the basis of a cost advantage strategy.
3. Discuss in depth product differentiation.
4. Describe the four major categories or sources of product or service differentiation.
5. Explain how to find sources of product differentiation.

Key words

Cost leadership, differentiation, focus.

Teaching material

Ebook, audivisual presentations, animations, formative Tasks, self-evaluation exercises and other student activities are available in the electronic platform.

Bibliography

Authors	Title	Publisher	Year	ISBN
Dyer, J., Godfrey, P., Jensen, R. and Bryce, D.	*Strategic Management: Concepts and Cases Chapters 4 & 5*	Wiley	2016	978-0-470-93738-9

Additional resources

Lecturer Audiovisual Presentations	Audio-visual presentations can be found in each week's course material in the electronic platform.

Peer Evaluation Exercises

Select one long-term objectives for the company of your choice (ideally the company you work for). Make sure that the long-term objectives align with the company's mission statement you developed for the task in Week 2. You will also have to justify your decision for the selection of the particular long-term strategy. Reference all material in line with the requirements of Harvard Referencing System. Both your peer and tutor will comment on your work. Peer exercises provide you with an opportunity to close the gap between current and desired performance. Use your peer's reviews in your final essay analysis (acknowledge your peer's surname with Harvard Referencing). **Deadline: end of Week 5 (Sunday - 2300 hours GMT Time).**

Expected Study Time

Estimated number of hours of student work this week is 20 hrs.

Week 6 – Grand Strategies

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Explain in depth how a corporate strategy differs from a business unit level strategy.
2. Identify the six ways in which a company may create value through diversification, and the advantages of each source.
3. Appraise vertical integration, forward vertical integration, and backward integration.
4. Differentiate among strategic alliances, vertical integration, and arms-length supplier relationships.
5. Explain how the three types of strategic alliances are governed and the conditions under which each type is preferred.
6. Differentiate between a vertical alliance and a horizontal alliance.

Key words

Diversification, Outsourcing, Integration, Strategic Alliances

Teaching material

Ebook, audivisual presentations, animations, formative Tasks, self-evaluation exercises and other student activities are available in the electronic platform.

Bibliography

Authors	Title	Publisher	Year	ISBN
Dyer, J., Godfrey, P., Jensen, R. and Bryce, D.	*Strategic Management: Concepts and Cases, Chapters 6, 7 & 8*	Wiley	2016	978-0-470-93738-9

Additional resources

Lecturer Audiovisual Presentations	Audio-visual presentations can be found in each week's course material in the electronic platform.

Group Summative Assignment (20% towards your final grade)

Please note that week 6 includes no formative tasks as it is retained for a summative assessment. As mentioned in page 4 in this study guide, this week is the deadline for '**Group Summative Assignment', counting 20% towards your final grade. Deadline: Week 6 (Sunday - 2300 hours GMT Time).** The Assignment brief can be located in the electronic platform's Summative Assessment Folder.

Expected Study Time

Estimated number of hours of student work this week is 20 hrs.

Week 7 – Short-Term Strategies and SMART Goals

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Describe the importance of creating alignment between short-term and long-term strategies.
2. Evaluate a strategic change effort and explain the underlying reasons why the effort succeeded or failed.
3. Explain how creating effective line of sight measures can assist managers in the strategy implementation process.

Key words

Change, Goals, SMART, Strategic Alignment.

Teaching material

Ebook, audivisual presentations, animations, formative Tasks, self-evaluation exercises and other student activities are available in the electronic platform.

Bibliography

Authors	Title	Publisher	Year	ISBN
Dyer, J., Godfrey, P., Jensen, R. and Bryce, D.	*Strategic Management: Concepts and Cases Chapter 12*	Wiley	2016	978-0-470-93738-9

Additional resources

Lecturer Audiovisual Presentations	Audio-visual presentations can be found in each week's course material in the electronic platform.

Peer Evaluation Exercises

Deavelop 3 Short-term objectives for each of the Grand Strategies developed in Week 5. You are strongly enouraged to use the SMART tool as all strategis should be specific, measurable, realistic, action-oriented and time-bound. Make sure that the short-term strategies align with the long-term objectives you developed in Week 5. Both your peer and tutor will comment on your work. **Deadline: end of Week 7 (Sunday - 2300 hours GMT Time).**

Expected Study Time

Estimated number of hours of student work this week is 20 hrs.

Week 8 – Global Strategy

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Explain why firms choose to expand internationally.
2. Describe different kinds of distance and how they affect the likelihood of a successful international expansion. Explain how this affects the choice of where firms should go when they expand internationally.
3. Discuss where firms should go when they expand.
4. Explain the three primary types of international strategy. Be able to use the International Strategy Triangle to determine which international strategy is right for a specific firm.
5. Explain when a firm should use each of four major ways to enter a foreign market.

Key words

Globalisation, international expansion, MNCs, foreign markets, licencing, franchising.

Teaching material

Ebook, audivisual presentations, animations, formative Tasks, self-evaluation exercises and other student activities are available in the electronic platform.

Bibliography

Authors	Title	Publisher	Year	ISBN
Dyer, J., Godfrey, P., Jensen, R. and Bryce, D.	*Strategic Management: Concepts and Cases – Chapter 9*	Wiley	2016	978-0-470-93738-9

Additional resources

Lecturer Audiovisual Presentations	Audio-visual presentations can be found in each week's course material in the electronic platform.

Self-Evaluation Exercises

Multiple Choice Questions - International Strategy

1. Blue Corp., a car manufacturing company, reaches its five-year goal of becoming market leader in the domestic market. Upon reaching saturation in the local market, it decides to expand its market globally in order to increase its profits. Which of the following is likely to be the primary reason for Blue to enter the global market?
A. Lower-cost resources
B. Longer product life
C. Sales growth
D. Product differentiation

2. Leo Inc., a U.S.-based firm, decides to enter a foreign market through offshoring. Which of the following is likely to be the primary reason for Leo to enter the new market?
A. The new market is ideal to dump Leo's excess products that cannot be sold in the United States.
B. The new market has facilities for research and development that are not available in the United States.
C. Leo is likely to have reached saturation in terms of sales growth in the domestic market.
D. Labor and raw materials are available at a lower cost in the new market than in the United States.

3. Karl Jahaz Corp., an automobile company, has many business units across the globe. Although thecompanyhas reached saturation in the domestic market, it continues to generate substantial revenue by selling its old-model, light commercial vehicles in a few countries. In this case, which of the following is achieved by the globalization of the company?
A. Extension of product's life cycle
B. Deduction of production costs
C. Higher profits by lowering prices
D. Greater economies of scale

4. In which of the following circumstances can a firm best achieve economies of scale?
A. When the firm is able tospread the costs of investments in plant across many sales
B. When the firm creates better quality products due to higher quality equipment
C. When the firm is able to reap the benefit of investing in research through higher customer satisfaction
D. When the firm creates highly customized products for a niche audience in the market

5. Two marketing students, Fiona and Sayid, discuss the strategies of Star Seven Inc., a leading firm in the United States.Fiona believes that Star Seven entered a foreign market for the sake of efficiency, while Sayid argues that it entered for the purpose of expanding knowledge. Which of the following weakens Fiona's argument?
A. Star Seven aims to spread the costs of investments in plant and equipment across more sales in the new market.
B. Star Seven aims to serve multiple types of customers in the new market to gain new insights about its products.
C. Star Seven aims to sell products produced in excess at lower prices in the new market.
D. Star Seven aims to outsource some of its functions to reduce the labor and production costs.

6. Nina, a marketing student, studies how people from different countries accept ambiguity or follow rules and laws. When she focuses on this specific trait while studying the distance between a domestic and foreign market, she is likely to be focusing on the markets'_____.
A. administrative distance
B. geographic distance
C. legal distance
D. cultural distance

7. With respect to distance between a foreign and a domestic market, administrative distance is likely to be more when the new market:
A. uses the common law system used in the Anglo sphere.
B. has not been part of the colonizer/colony network.
C. uses the same currency as the domestic market.
D. does not belong to a different trade bloc.

8. The industries most affected by economic distance are those for which:
A. the demand for products is very elastic.
B. the supply for products is very stable.
C. the geographic distance is the highest.
D. the administrative distance is the lowest.

9. Dave is a research analyst at Geo Corp., a U.S.-based firm, specializing in organic farm produce. Since the management is considering entering a foreign market, Dave begins to study the risks associated with this move. After gathering sufficient data regarding the internal factors of the new market, he categorizes the risks based on the type. Which of the following is most likely to be considered a political risk?

A. Marketers of Geo standardizing products based on local market needs
B. Distribution costs being higher in the market than that in the United States
C. Laws prohibiting foreign ownership of local firms in the new market
D. Consumers preferring local goods to foreign products in the new market

10. Which of the following is most likely to be categorized as a market risk associated with entering a new market?
A. The local government introducing tariffs on foreign products
B. The local government requiring a certain percentage of managers to be locals
C. The currencies of countries fluctuating significantly when compared to the U.S. dollar
D. The distribution process being different from that in the United States

Expected Study Time

Estimated number of hours of student work this week is 20 hrs.

Week 9 – Governance, Corporate Social Responsibility and Ethics

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Identify the arguments in favor of, and against, the belief that the corporation should be run for the benefit of either shareholders or other stakeholders.
2. Define corporate governance and its major elements.
3. Explain the role of the board of directors in governing the corporation and their duties to shareholders and other stakeholders.
4. Discuss how the market for corporate control and executive compensation can also provide direction and governance for the corporation.
5. Identify major ethical challenges managers face at each stage of the value chain.

Key words

CSR, Governance, Ethics, Stakeholders.

Teaching material

Ebook, audivisual presentations, animations, formative Tasks, self-evaluation exercises and other student activities are available in the electronic platform.

Bibliography

Authors	Title	Publisher	Year	ISBN
Dyer, J., Godfrey, P., Jensen, R. and Bryce, D.	*Strategic Management: Concepts and Cases Chapter 13*	Wiley	2016	978-0-470-93738-9

Additional resources

Lecturer Audiovisual Presentations	Audio-visual presentations can be found in each week's course material in the electronic platform.

Peer Evaluation Exercises

Deavelop a Stakeholder Map, illustrating each stakeholder group and its demands for the company you currently work for – in line with previous weeks' tasks and the company of your choice. Reference all material in line with the requirements of Harvard Referencing System. Both your peer and tutor will comment on your work. Peer exercises provide you with an opportunity to close the gap between current and desired performance. Use your peer's reviews in your final essay analysis (acknowledge your peer's surname with Harvard Referencing). **Deadline: end of Week 9 (Sunday - 2300 hours GMT Time).**

Expected Study Time

Estimated number of hours of student work this week is 20 hrs.

Week 10 – Strategic Control

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Describe and illustrate four types of strategic control
2. Use the balanced scorecard to integrate strategic and operational control
3. Analyse the importance of measurement.

Key words

Metrics, evaluation, Balanced Scorecard, measurement, appraisal.

Teaching material

Ebook, audivisual presentations, animations, formative Tasks, self-evaluation exercises and other student activities are available in the electronic platform.

Bibliography

Authors	Title	Publisher	Year	ISBN
Pearce, J. and Robinson, R.	*Strategic Management (14th Ed.) Chapter 13*	McGraw-Hill Education	2014	978-0077862510

Additional resources

Lecturer Audiovisual Presentations	Audio-visual presentations can be found in each week's course material in the electronic platform.

Peer Evaluation Exercises

Write 200 words distnguishing between strategic control and operation control. Ground your analysis in relevant literature and use examples from your own workplace to support your work. Reference all material in line with the requirements of Harvard Referencing System. Both your peer and tutor will comment on your work. Peer exercises provide you with an opportunity to close the gap between current and desired performance. Use your peer's reviews in your final essay analysis (acknowledge your peer's surname with Harvard Referencing). **Deadline: end of Week 10 (Sunday - 2300 hours GMT Time).**

Expected Study Time

Estimated number of hours of student work this week is 20 hrs.

Week 11 – Knowledge Management and Organisational Learning

Expected learning outcomes

After the completion of this section, the students are expected to:

1. Describe what is meant by Knowledge as Strategic Capability
2. Identify the characteristics of Knowledge
3. Assess the importance of Knowledge Management and Learning

Key words

Knowledge Management, learning, knowledge transfer & retention, intellectual capital.

Teaching material

Ebook, audivisual presentations, animations, formative Tasks, self-evaluation exercises and other student activities are available in the electronic platform.

Bibliography

Authors	Title	Publisher	Year	ISBN
Dyer, J., Godfrey, P., Jensen, R. and Bryce, D.	*Strategic Management: Concepts and Cases*	Wiley	2016	978-0-470-93738-9

Additional resources

Lecturer Audiovisual Presentations	Audio-visual presentations can be found in each week's course material in the electronic platform.

Individual Summative Assignment (20% towards your final grade)

Please note that week 11 includes no formative tasks as it is retained for a summative assessment. As mentioned in page 4 in this study guide, this week is the deadline for the '**Individual Summative Assignment', counting 20% towards your final grade. Deadline:**

Week 11 (Sunday - 2300 hours GMT Time). The Assignment brief can be located in the electronic platform's Summative Assessment Folder.

Expected Study Time

Estimated number of hours of student work this week is 20 hrs.

Week 12 – Leadership and Cutlure

Expected learning outcomes

1. After the completion of this section, the students are expected to:
2. Consider what good organisational leadership involves
3. Explain Organisational Culture

Key words

Power, Transactional VS Teansformational Leadership.

Teaching material

Ebook, audivisual presentations, animations, formative Tasks, self-evaluation exercises and other student activities are available in the electronic platform.

Bibliography

Authors	Title	Publisher	Year	ISBN
Pearce, J. and Robinson, R.	*Strategic Management (14^{th} Ed.) Chapter 12*	McGraw-Hill Education	2014	978-0077862510

Additional resources

Lecturer Audiovisual Presentations	Audio-visual presentations can be found in each week's course material in the electronic platform.

Self-Evaluation Exercises

Please note that week 12 includes no formative tasks as it is retained for preparation for the final exam.

Expected Study Time

Estimated number of hours of student work this week is 20 hrs.

ΠΕΡΙΕΧΟΜΕΝΑ/CONTENT:

Institution	University of Nicosia		
Programme of Study	BBA Hospitality Management		
Course	HMGT-490 Thesis		
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Mode of Delivery	Distance Learning ☒	Conventional ☐	
Type of Course	Required ☐	Elective ☒	
Number of Group Advising Meetings/Teleconferences/Lectures	Total: 9 Sessions WebEx Plus consultation upon request	With Physical Presence N/A	On-line: 3 hours each WebEx session
Number of assignments	1		
Assessment	Dissertation 100%		
Number of ECTS credits	10		

Preparation of Study Guide by:	Dr Leonidas Efthymiou and Dr Evi Eftychiou
Review and approval of study Guide by:	UNic Internal Quality Assurance Committee.

i. Teaching Faculty

Dr Leonidas Efthymiou
Full Time Faculty Member
Dr Evi Eftychiou
Full time faculty member
efthymiou.l@unic.ac.cy
eftychiou.e@unic.ac.cy

ii. Module / Course:

Brief description of Module/Course and Aims:

The course aim is to aim of the module is to enhance students' ability to manage a complex project in a hospitality environment. To do so, the module aims to develop the learner's understanding and skills of research in hospitality management and/or a hospitality development context. Finally to build on the research methodology skills and practical aspects of planning, conducting and producing a dissertation appropriate to the level.

- **Thematic Areas**:

1. **Hospitality Industry Current Trends- 12 weeks**

Expected Learning Outcomes :

After completion of the course students are expected to be able to:

1. identify a specific management and/or development problem in the field of hospitality.
2. review relevant literature relating to an identified problem.
3. select a relevant methodology to support a research project.
4. defend and critically assess an appropriate research method to investigate a specific management and/or development problems in the field of hospitality.
5. apply of a range of research analysis tools, for qualitative and/ or quantitative findings.
6. conduct secondary and primary research.
7. develop and present a research dissertation.
8. adopt widely accepted ethical practices, including, consent, confidentiality, anonymity and ethical approval forms.

- **Teaching Material**:

Authors	Title	Publisher	Year	ISBN

(ebook): Research Methods in Tourism, Hospitality and Events Management.	Brunt, P., Horner, S. and Semley, N.	SAGE	2017	ISBN 978147391914-3
(ebook): Writing your Thesis.	Oliver, P.	SAGE	2013	ISBN: 9781446267851
(ebook); Researching Tourism, Leisure and Hospitality for your Dissertation.	Mason, P.	GOODFELLOW	2014	ISBN: 9781908999-900

- **ECTS**: 10 ECTS equivalent to min 250 hours student workload

iii. Each Main Topic/Thematic Area:

Analytical description of each main topic/thematic area
(see pg. 11-42)

- **Expected learning outcomes:**
  As per section (ii) above for a general overview, and for detailed breakdown with specific Learning Outcomes please refer to each week separately.
- **Keywords Introductory notes** :
  As per specific keywords for each week.
- **Educational/Learning material:**
  For more specific details please refer to relevant week
- **Synopsis:**
  For more specific details please refer to relevant week
- **Recommendations for further study:**
  For more specific details please refer to relevant week

- **Weekly activities**
  Each week consists of:
  1. 1 Forum discussion that its related to LOs on the topic
  2. Every 3 weeks one 3 hours WebEx session following the LOs

iv. Teaching Timetable

Analysis of each week's teaching providing a timeline and relevant aims. In the timeline, the following should be clarified per week: what the student needs to study, when they will be required to submit written work and the relevant deadlines. The timeline should also refer to any teleconferences/ group consultation meetings that will take place and the final exam.

(See the platform)

v. Teaching methods

- Utilization of LMS – asynchronous
- WebEx tutorial – synchronous
- Student to lecturer interaction in dedicated forums
- Student to student interaction supported through dedicated student only chat

vi. Written work – Exams – Assessment

- **Assessment Guidelines (Thesis Guidelines)**

Important Peer Guidance

·You are advised to stay in continuous contact with your peer. If you are late in developing a review or you are unwell, your peer needs to know.

·Read each week's task instructions thoroughly and discuss them with your peer towards developing a common understanding. Don't assume that your peer knows what you are doing.

·In your peer feedback, always refer to proper referencing. All pieces of work should be written in your own words. Also, in-text references should appear in the script as well as a reference list at the end of the report.

What is peer assessment?

·Peer assessment is when students make assessment decisions on other students' work

·Peer assessments are linked to reflective practice as it involves self-development and as such, is an important skill for career development and management.

What makes a good piece of work?

Please note, your assessments should be based on the University of Nicosia Marking Criteria/ Rubric. Please go through the UNIC marking criteria and familiarize yourself with the requirements.

Referencing and Essay Writing

Please use the Harvard Referencing System (examples and how to on the platform) for all referencing requirements. All pieces of work (both formative and summative), require in-text references and a reference list at the end of the report. Also, analysis should be written in your own words (paraphrasing). Copying and pasting is not acceptable - it may lead to failure grade.

Finally, at the end of the module, you are encouraged to fill in the anonymous end of Module Evaluation survey appearing after the eponymous feedback forum. Students' voice is indeed important for improvement.

As soon as you read this email, please email your peer, introduce yourself and get your team organized.

Important Peer Guidance

·You are advised to stay in continuous contact with your peer. If you are late in developing a review or you are unwell, your peer needs to know.

·Read each week's task instructions thoroughly and discuss them with your peer towards developing a common understanding. Don't assume that your peer knows what you are doing.

·In your peer feedback, always refer to proper referencing. All pieces of work should be written in your own words. Also, in-text references should appear in the script as well as a reference list at the end of the report.

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Finally, at the end of the module, you encouraged to fill in the anonymous end of Module Evaluation survey appearing after the eponymous feedback forum. Students' voice is indeed important for improvement.

Grading Guidelines:

1. Knowledge of the topic and ability to practically apply it;

2. Analysis of issues and an awareness of different viewpoints;

3. Evaluation of competing explanations or theories applied to a problem;

4. Ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system;

5. Skill in the presentation of an answer with accuracy, clarity and coherence.

With these objectives in mind, the following model marking scheme should apply:

Letter Grade	*Numerical Grade*	*Grade Points*
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0

B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	0-59	0.0

DISSERTATION	100
TOTAL	**100**%

vii. Communication

Communication is conducted through messages on LMS post in the forum, individual emails in an asynchronous mode.
For synchronous communication students are encouraged to contact me through Skype, or phone over IP during pre-specified office hours which will be available on the course outline.

UNIVERSITY *of* NICOSIA

SCHOOL OF BUSINESS

HOSPITALITY TOURISM AND SPORTS MANAGEMENT

DEPARTMENT

BBA Hospitality Management

Study Guide

HMGT – 490 – Thesis

Course Lead:

Dr Leonidas Efthymiou – efthymiou.l@unic.ac.cy

Course Contributors:

Dr Eftychiou Evi – eftychiou.e@unic.ac.cy

Contents

Introductory note

This Study Guide is a basic supplement for the distance learning course "Thesis", in BBA HOSPITALITY MANAGEMENT DL programme. The aim of this Guide is to direct students and assist them into making systematic use of the educational material upon which the teaching of the course is based.

This course addresses 12 sub-topics, spread over 12 study weeks. Each of these is composed of the following components: a summary and brief introductory note, objectives, expected learning outcomes, key words, bibliography and other online resources, learning activities, and self-assessment exercises, as well as an estimation of the time students need for their study. This is a Major Elective course that corresponds to 10 ECTS.

The Guide must be used together with the Course Outline and with the educational material indicated for each lecture through the LMS (Moodle).

At the beginning of each study week, students are expected to familiarise themselves with the corresponding sections' objectives and learning outcomes. They should go through the teaching material (recorded lectures) and conduct the additional learning activities. Learning activities will have a designated start and end date and time, which will be communicated to students via email. Some activities will be synchronous (e.g. webinars, online chats), while others will be asynchronous (e.g. Q&A Fora). The former will support interaction (either chat or verbal/video) between students and tutor, as well as between students themselves (student-tutor, student-student interactions). Students are strongly encouraged to go through the learning material and conduct the learning activities within the suggested time frame. This is considered to be *essential*, since it will help in clarifying and assimilating the material of the course as well as developing critical thinking on each topic.

In addition to the essential components described above, each section contains relevant bibliography (relevant textbooks and designated chapters), as well as relevant online resources (websites and other files such as scientific articles) and online videos to watch. Students are strongly encouraged to go through these additional resources, as part of self-directed learning, which will facilitate deeper understanding and critical thinking on the topic of interest. The relevant online resources and videos could be updated and/or enriched during the semester.

All relevant resources and activities can be found on the e-Learning platform (Moodle) page of the specific course. It is essential that students follow the specific Study Guide in combination with the course's Moodle page throughout the duration of the course, in order to organise their learning time efficiently and take full advantage of the learning material offered.

The broad learning objective of the course is to cover provide to learners an in depth knowledge, skills and competences in research by developing their own piece of work.

Introductory session

At the beginning, students should view the welcome video provided by the Course Lead. This offers an introduction to the course and outlines the key learning objectives and outcomes that will be covered during HMGT- 490 Thesis.

Week 1: Subject of interest and topic.

AIM

The aim of Week 1 is for the students to find a subject of interested related to Hospitality Management. This project may be from any Hospitality activity of interest. Then, the title of the project may be formed.

EXPECTED LEARNING OUTCOMES

- The students will learn to identify topics that need to be researched.
- Develop an understanding for the chosen topic.

CONCEPTS – KEYS

Services, management, personnel, teams, promotion.

REFERENCES

(ebook): Research Methods in Tourism, Hospitality and Events Management.Brunt, P., Horner, S. and Semley, N. SAGE 2017 ISBN 978147391914-3

(ebook): Writing your Thesis.Oliver, P. SAGE 2013 ISBN: 9781446267851

(ebook); Researching Tourism, Leisure and Hospitality for your Dissertation. Mason, P. GOODFELLOW 2014 ISBN: 9781908999-900

Bordens, K.S & Abbott, B.B., Research Design Methods. Dubugue. McGraw-Hill Education.

Salkind, N.J., (2006). Exploring Research. England. Pearson International Education.

ACTIVITES

Online search.

SYNOPSIS

During this week the students will perform online search and familiarize themselves with the subject area of Hospitality Management and identify gaps in knowledge that need more research. The students will come up with a topic of interest to them.

Weeks 2 and 3: Review of literature.

AIM

During weeks 2 and 3 the aim is for the students to perform an extensive literature review using online recourses, periodical, journal and personal contacts in the area of Hospitality Management so that they collect more information on the topic of interest.

EXPECTED LEARNING OUTCOMES

By the end of weeks 2 and 3 the student should:

- Find a gap in the literature related to the topic of interest.
- Read the work others may have done on this topic.
- Identify different approaches that others may have.
- Locate a gap that may need more work and decide on how to approach the subject.

CONCEPTS – KEYS

Online search, field of knowledge.

REFERENCES

(ebook): Research Methods in Tourism, Hospitality and Events Management.Brunt, P., Horner, S. and Semley, N. SAGE 2017 ISBN 978147391914-3
(ebook): Writing your Thesis.Oliver, P. SAGE 2013 ISBN: 9781446267851
(ebook); Researching Tourism, Leisure and Hospitality for your Dissertation. Mason, P. GOODFELLOW 2014 ISBN: 9781908999-900
Bordens, K.S & Abbott, B.B., Research Design Methods. Dubugue. McGraw-Hill Education.
Salkind, N.J., (2006). Exploring Research. England. Pearson International Education.

ACTIVITES

Online search on the subject area and review the work of others leading into the research question.

SYNOPSIS

During these weeks the students will continue to perform their literature review while reading extensively the work of others while finding relevant information on the topic of interest. This process will lead to the formulation of the research question.

Week 4: Proposal

AIM

The aim of this week is for the students to submit a proposal which will include the project 'Title,' 'Project Topic' and the process that will be used to approach the chosen topic. The students should make reference on how they intend to obtain the relevant information, why there would be a need to study this topic and what the expected value and impact may be, identify any problems that may arise during the process and how they plan to cope with them and the hypotheses on what the expected outcome may be (which will be proved or disproved during the project).
Approval obtained for the project.

EXPECTED LEARNING OUTCOMES

The student should gain the skills to prove that the proposed project will make a contribution to the area of research.

CONCEPTS – KEYS

Justification, hypotheses, process.

REFERENCES

(ebook): Research Methods in Tourism, Hospitality and Events Management.Brunt, P., Horner, S. and Semley, N. SAGE 2017 ISBN 978147391914-3
(ebook): Writing your Thesis.Oliver, P. SAGE 2013 ISBN: 9781446267851
(ebook); Researching Tourism, Leisure and Hospitality for your Dissertation. Mason, P. GOODFELLOW 2014 ISBN: 9781908999-900
Bordens, K.S & Abbott, B.B., Research Design Methods. Dubugue. McGraw-Hill Education.
Salkind, N.J., (2006). Exploring Research. England. Pearson International Education.

ACTIVITES

The students will produce and submit the proposal justifying the process that will be followed.

SYNOPSIS

During these weeks the students will be involved with formulating their research proposal and obtaining approval for the project.

Week 5: Introduction Chapter

AIM

The aim of week 5 is for the students to produce the 'Introduction' chapter of the project.

EXPECTED LEARNING OUTCOMES

- Utilize the review of literature to form an introduction into the topic of interest.
- Draw information from different sources.
- Identifying gaps in the literature of the topic of interest.

CONCEPTS – KEYS

Overview, synthesis of available information.

REFERENCES

(ebook): Research Methods in Tourism, Hospitality and Events Management.Brunt, P., Horner, S. and Semley, N. SAGE 2017 ISBN 978147391914-3
(ebook): Writing your Thesis. Oliver, P. SAGE 2013 ISBN: 9781446267851
(ebook); Researching Tourism, Leisure and Hospitality for your Dissertation. Mason, P. GOODFELLOW 2014 ISBN: 9781908999-900

Bordens, K.S & Abbott, B.B., Research Design Methods. Dubugue. McGraw-Hill Education.
Salkind, N.J., (2006). Exploring Research. England. Pearson International Education.

ACTIVITES

Search for information online, personal interviews, personal contacts. Submission of Introduction chapter.

SYNOPSIS

During this week the students will produce the Introduction chapter of the project involving a knowledge synthesis of the work of others as well as justifying the research question.

Week 6: Methods Chapter

AIM

The aim of week 6 is for the students to produce the 'Methods' section of the project. The students should explain throughout this chapter what tools will be used to approach topic of interest, how information will be collected, what type of analysis will be used and what are the possible expected outcomes.

EXPECTED LEARNING OUTCOMES

The students are expected to learn how data is gathered and what the appropriate approach for analysis will be.

CONCEPTS – KEYS

Research procedure, analysis of data.

REFERENCES

(ebook): Research Methods in Tourism, Hospitality and Events Management.Brunt, P., Horner, S. and Semley, N. SAGE 2017 ISBN 978147391914-3
(ebook): Writing your Thesis.Oliver, P. SAGE 2013 ISBN: 9781446267851
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Bordens, K.S & Abbott, B.B., Research Design Methods. Dubugue. McGraw-Hill Education.
Salkind, N.J., (2006). Exploring Research. England. Pearson International Education.

ACTIVITES

Submission of Methods chapter.

SYNOPSIS

During this week the students will produce the Methods chapter of the project detailing the whole research process that will be used.

Week 7: Results Chapter

AIM

The aim of week 7 is to produce the 'Results Chapter' of the project.

EXPECTED LEARNING OUTCOMES

The students will learn how to analyze the information and / or data obtained and what the appropriate analysis may be. Furthermore, the students are expected to learn how to present the results effectively.

CONCEPTS – KEYS

Data presentation, results

REFERENCES

(ebook): Research Methods in Tourism, Hospitality and Events Management.Brunt, P., Horner, S. and Semley, N. SAGE 2017 ISBN 978147391914-3
(ebook): Writing your Thesis.Oliver, P. SAGE 2013 ISBN: 9781446267851
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Bordens, K.S & Abbott, B.B., Research Design Methods. Dubugue. McGraw-Hill Education.
Salkind, N.J., (2006). Exploring Research. England. Pearson International Education.

ACTIVITES

Submission of Results chapter.

SYNOPSIS

During this week the students will produce the Results chapter of the project presenting the data collected.

Weeks 8 - 9: Discussion - Conclusion

AIM

The aim of weeks 8 and 9 is to produce the 'Discussion – Conclusion' Chapter.

EXPECTED LEARNING OUTCOMES

The students are expected to understand how to put into perspective with existing knowledge the results of the project, learn how to make effective arguments combining existing literature and the results of the project. The student will learn how to make final conclusions and recommendations.

CONCEPTS – KEYS

Arguments, justification, synthesis, reasoning, conclusion.

REFERENCES

(ebook): Research Methods in Tourism, Hospitality and Events Management.Brunt, P., Horner, S. and Semley, N. SAGE 2017 ISBN 978147391914-3
(ebook): Writing your Thesis.Oliver, P. SAGE 2013 ISBN: 9781446267851
(ebook); Researching Tourism, Leisure and Hospitality for your Dissertation. Mason, P. GOODFELLOW 2014 ISBN: 9781908999-900
Bordens, K.S & Abbott, B.B., Research Design Methods. Dubugue. McGraw-Hill Education.
Salkind, N.J., (2006). Exploring Research. England. Pearson International Education.

ACTIVITES

Submission of Discussion - Conclusion chapter.

SYNOPSIS

During this week the students will produce the Discussion – Conclusion chapter of the project drawing conclusions regarding the research question and putting the findings in perspective to others' people work, while making recommendations for future studies.

Week 10: Rough draft

AIM

The aim of week 10 is to produce a complete rough draft of the project to the supervisor for comments.

EXPECTED LEARNING OUTCOMES

The students are expected to understand how a complete report of the project is formed and gain an understanding on how to produce a coherent report.

CONCEPTS – KEYS

Thesis writing, cohesion, critical thinking.

REFERENCES

(ebook): Research Methods in Tourism, Hospitality and Events Management.Brunt, P., Horner, S. and Semley, N. SAGE 2017 ISBN 978147391914-3
(ebook): Writing your Thesis.Oliver, P. SAGE 2013 ISBN: 9781446267851
(ebook); Researching Tourism, Leisure and Hospitality for your Dissertation. Mason, P. GOODFELLOW 2014 ISBN: 9781908999-900
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Salkind, N.J., (2006). Exploring Research. England. Pearson International Education.

ACTIVITES

Submission of Rough Draft of project.

SYNOPSIS

During this week the students will produce a complete Rough Draft thus putting together all the chapters into one coherent report.

Week 11: Revisions

AIM

The aim of week 11 is for the students to revise the rough draft according to the comments of the supervisor.

EXPECTED LEARNING OUTCOMES

The students are expected to understand how to make changes and incorporate suggestions on how to produce a more effective paper.

CONCEPTS – KEYS

Complete, cohesion.

REFERENCES

(ebook): Research Methods in Tourism, Hospitality and Events Management.Brunt, P., Horner, S. and Semley, N. SAGE 2017 ISBN 978147391914-3
(ebook): Writing your Thesis.Oliver, P. SAGE 2013 ISBN: 9781446267851
(ebook); Researching Tourism, Leisure and Hospitality for your Dissertation. Mason, P. GOODFELLOW 2014 ISBN: 9781908999-900
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Salkind, N.J., (2006). Exploring Research. England. Pearson International Education.

ACTIVITES

Revision of paper according to supervisor's comments.

SYNOPSIS

During this week the students revise the draft into a final version by following the supervisor's suggestions.

Week 12: Final Draft

AIM

The aim of week 12 is for the students to submit the final draft towards the supervisor for grading.

EXPECTED LEARNING OUTCOMES

The students are expected to gain the skills that with make them confident in producing a report to the best of their ability.

CONCEPTS – KEYS

Proof reading, final amendments, submission.

REFERENCES

(ebook): Research Methods in Tourism, Hospitality and Events Management.Brunt, P., Horner, S. and Semley, N. SAGE 2017 ISBN 978147391914-3
(ebook): Writing your Thesis.Oliver, P. SAGE 2013 ISBN: 9781446267851
(ebook); Researching Tourism, Leisure and Hospitality for your Dissertation. Mason, P. GOODFELLOW 2014 ISBN: 9781908999-900
Bordens, K.S & Abbott, B.B., Research Design Methods. Dubugue. McGraw-Hill Education.
Salkind, N.J., (2006). Exploring Research. England. Pearson International Education.

ACTIVITES

Final proof reading and resubmission.

SYNOPSIS

During this week the students will put the final touches of the Project producing a complete and finished version for grading.

UNIVERSITY OF NICOSIA

SCHOOL OF BUSINESS

Hospitality, Tourism and Sports Management Department

Thesis Guidelines

1. Introduction

1.1 Definition

The Thesis a refereed piece of research which demonstrates a student's ability to apply the knowledge and skills gained throughout his/her studies to a specific area in a *methodical* and *analytical* manner.

1.2 Purpose and Nature

The Thesis, which must include primary and secondary research, should generally take the form of:

- A systematic comparison within of an area of knowledge/industry
- A critical analysis of a situation or a problem
- A proposal for an innovation
- An interpretation of already known facts (in a specified area)
- A piece of original research duly treated statistically

1.3 General Aspects

The Research Methodology and Thesis earns the student 20 ECTS. It is expected that the will take approximately 700hrs to be completed.

Students should register for the Thesis when they have completed core requirements.

2. The Proposal

2.1 Submitting the Proposal

At the beginning of the semester of their registration for the Thesis, and in any case, not later than the Friday of the fourth week, students must prepare a Proposal, along lines specified in Section 6.

Based on students' project's research/subject area, the Head of the Department (HoD) identifies a Supervisor for the Thesis. From the moment the student has been allocated a Supervisor, he/she should arrange to meet with him/her at regular intervals. During the semester, the students should submit parts of their work to their Thesis Supervisor for discussion and guidance.

2.2 The Structure of the Proposal

After registration, the student is required to submit to his/her Supervisor a Proposal that includes:

- The complete **Title** of the proposal Thesis, and if appropriate the Hypotheses on which it would be based.
- A clear description of the **Aims and Objectives** of the Thesis.
- An indication of previous research on the same area (**Literature Review**) where you will make references following the Harvard Style. Please note that you can enhance the literature review in the Thesis, but the main body of references that are going to be used must be present in the proposal.
- The **Research Methodology** or approach that you will follow in the Thesis.
- An evaluation of the expected **Research Findings**.
- **References**.

Upon Supervisor's approval of the Proposal:

- Submit details of the various Chapters with their sub-sections.
- Submit a Time-Schedule for the work progress.

3. Managing Your Thesis

3.1 Self-Management

As you enter the Thesis stage of your Hospitality Management BBA programme you will notice a change of learning experience. Until this point your programme of study will have been relatively structured and you will have worked collaboratively with fellow students.

The Thesis is intentionally an individual piece of work in which you have to exercise your own initiative and demonstrate both self-reliance and independent working. It will be your own responsibility to drive forward the progress of your work and to organise, plan and manage the various activities that will be involved.

We strongly recommend that you spend time at the outset of your Thesis, and specifically when preparing your proposal, considering your own time management, use of resources and support systems that you will require in order to successfully manage and complete the Thesis. It is your responsibility to set a realistic time schedule at the time of writing your proposal and then to monitor and maintain progress against your intended schedule. You must set your own deadlines and then adhere to agreed dates for the delivery of work to your Supervisor.

You will be assigned a Thesis Supervisor who is a member of faculty specialized in your chosen subject area. The role of the Supervisor is to support you from both an academic and personal perspective.

3.2 The Role of the Supervisor

The role of the Supervisor has three aspects:

- To provide you with support, advice and encouragement regarding the process of preparing and completing your Thesis.
- To give you advice and direction in terms of the academic content of your Thesis in relation to your subject discipline.
- To be responsible for maintaining the university’s academic standards.

3.3 Developing a Relationship with your Supervisor

You should make contact as quickly as possible with your Supervisor and agree with him or her how you wish to work together. Your Supervisor will indicate to you a preferred means of communication. It is important that at the start of the relationship clear expectations are set by both parties regarding contact times and ways of working.

Due to the varying work schedules of faculty, each Supervisor will have a slightly different preferred way of working particularly with regard to being contacted, giving feedback and reviewing drafts of work. Talk to your Supervisor at the start and reach a mutual working agreement. It is important that you are aware that it is your responsibility to keep in contact with your Supervisor. Table 1 provides you with a summary of the expected responsibilities for both the student and Supervisor through the Thesis process.

Table 1: Student and Supervisor Responsibilities

Student Responsibilities	**Supervisor Responsibilities**
At the start:	**At the start:**
○ Identify topic area ○ Identify research problem and question ○ Think about research methodology and methods ○ Read examples of a good Thesis ○ Read appropriate literature ○ Speak to relevant people with experience of your topic ○ Clarify your objectives ○ Prepare a proposal that meets the University accepted standard.	○ Gives constructive feedback on proposal submission(s) ○ Helps the student to identify and understand the appropriate literature ○ Provides guidance on reading ○ Ensures the student is clear about the focus of the work and clarifies objectives ○ Agrees research methods, structure and time schedule ○ Assists with Thesis design and research questions. ○ Asks questions and gives you advice on implementation of your proposal.

Table 1: Student and Supervisor Responsibilities (continued)

In the middle:	**In the middle:**
○ Refine the literature review and finalize the methodology ○ Develop outline and objectives for each chapter ○ Carry out the research plan accepting possible adjustments ○ Identify deviations from the plan/difficulties ○ Begin write up and review of chapters ○ Keep in touch with your Supervisor and take advice.	○ Questions and gives advice ○ Responds to questions relating to your work and gives written or verbal feedback ○ Comments on implementation of your research method and overall progress.
At the end:	**At the end:**
○ Recognise the importance of the research and drive the plan forward. ○ Collect data, analysis and interpret. ○ Formulate conclusions and specify areas for further research. ○ Sends drafts as the work nears completion ○ Submits final draft and be prepared to re-write/edit as necessary. ○ Keep in touch with your Supervisor and take advice.	○ Comments on drafts and provides written feedback. ○ Is supportive and willing to provide advice and encouragement ○ Is one of the three markers of the final submission.

3.4 Steps in Organising your Thesis

When you have discussed the items contained in section 2.2, above, with your Supervisor, you can start work as per your Time-Schedule.

Before, however, you submit the first Draft of your report; you are advised to submit one selected Chapter for the Supervisor's evaluation comments. Your Supervisor will indicate to you, among other things, his/her opinion as to the appropriateness of your presentation and style, of the depth to which you do your analysis and discussion of the various issues, as well as of the format of presentation.

Following you may proceed as per your Time-schedule to submit the full first draft and the subsequent versions of it, until you are ready to be finally evaluated for your work.

The general policy is that you will have to make a presentation of your work in front of a Committee (that can be arranged through a WebEx session). For this purpose you should allow at least 15 days between the submission of the final version of your Thesis and the presentation day.

Subsequent to the Committee's evaluation, it may prove necessary for you to resubmit your text as per the comments expressed during or after the Presentation.

Your final mark will reflect the quality of your work and the depth to which you have mastered the various points at issue.

4. Writing up the Thesis

4.1 An Explanation of Each Part of the Thesis

The Thesis should be presented in sequence as follows:

4.1.1 Preliminaries

The preliminaries pages are numbered in low case Latin numbers and include the following:

Title page: not numbered, but counted

Blank page: not numbered, but counted

Declaration of Acceptance: not numbered but counted

Acknowledgements: numbered iv

Abstract – about five hundred words: numbered v

Table of Contents: numbered in Latin numbers (i.e. vi)

List of Tables – if applicable- numbered in Latin numbers

List of Figures – if applicable- numbered in Latin numbers

List of Appendices – if applicable- numbered in capital letters

4.1.2 Main Body

The Main Body pages are numbered in Arabic numerals on the top right corner of the page. The proposed chapters are as follows:

Chapter 1- Introduction

Chapter 2- Literature Review

Chapter 3- Research Methodology

Chapter 4- Analysis/Research Findings

Chapter 5- Conclusions and Recommendations

4.1.3 End Part

The End Part consists of Appendices (if any) and References and numbered as before. More specifically:

The Appendix or Appendices are numbered in upper case (i.e. Appendix A, B etc) and their page numbers are as before. Further information for using appendices is provided below.

References are listed as indicated in Harvard style and their page numbers are as before.

4.2 Word Count

The expected word count for the Thesis is 10,000- 12,000 words plus an additional 500 words for an abstract. In addition you may include appendices and, where appropriate, attachments. Whilst the target length for the Thesis is the abovementioned, a Thesis will be accepted within the range of –10% to +20% words.

4.3 Thesis Layout

Your Thesis must begin with a title page, abstract and a table of contents page which must be numbered. You may include, although it is not obligatory, a dedication and/or acknowledgements page between the title page and the contents page.
University of Nicosia requires three copies of the Thesis *printed* and *bound* as follows:

- The Thesis must be typed on A4 sized paper.
- The text must have 1.5 line spacing and a 12 p. font.
- Margins must be 3 cm on the left side, 2.17cm on the right and 2 cm top and bottom margin.
- Alignment must be justified.
- Chapter and section headings emboldened.
- Must contain a contents page at the start.
- Your Thesis must have page numbers (bottom centre is recommended).
- The Thesis must be submitted to the Supervisor at least fifteen days prior to the presentation before the assessment committee.

4.4 Writing Style

You should aim to communicate the content of your Thesis clearly and concisely. You should refer to some of the recommended Thesis examples for guidance on writing style. Below we list some guidance points that you should consider before beginning to write.

- It is common practice to write a Thesis in the 3rd person rather than the 1st. You should write in the 3rd person unless your Supervisor advises you not to do so.
- Lay out a structure at the start. Prepare a draft Table of Contents and agree this with your Supervisor at an early stage.

- Make linkages (a paragraph will do) at the beginning and end of each chapter to ensure a logical flow throughout your work. Use headings and sub-headings (as necessary) and paragraphs to subdivide ideas into manageable chunks for your reader.
- The Thesis must be written in English. Whilst you may reference a literature source from another language you must discuss the reference in English. Use correct syntax and grammar and ensure that your work does not contain any spelling, typographical or grammatical errors. If you can, you should ask a friend or colleague to proof-read your work for such errors.
- Use diagrams, charts and tables where they can underpin or strengthen your argument. Always refer to them in the text if they are used and ensure you include all 'Figures' and 'Tables' listed in your Table of Contents.
- Include appendices at the end of your Thesis – but use them sparingly (they are not a device for circumventing the word limit!). They may include copies of questionnaires, documents or data that relate to more than one part of the Thesis.
- It may be helpful to write your Introduction last after you have finished the body of the text and therefore are aware of the content and direction of your work. However you should write if before your abstract which is a final summary of the totality of your work.
- Do not attempt to write your Thesis correctly the first time. It is better to get something down on paper and then revise it several times than to assume you can articulate your thoughts perfectly the first time.
- Always submit a draft. Your Supervisor will be experienced in Thesis development. He/she can give you an objective view of your efforts and suggest ways you can improve your work. Take careful notes of the feedback and ask for clarification if you are not sure of anything.
- Always check your work. Read it, reflect on it and re-read it. If it is possible, get someone else to read it. In terms of the presentation of your work, university's expectations are listed below.
- Clear use of English language, reasonably grammatically correct and with correct spelling (English or American). Please use a spell-checker.
- Use of an academic style of writing; for example:
  - support all statements with evidence or reference
  - do not use 'in my opinion'

  - use of humour is not expected
  - avoid use of English that includes slang or comments in the vernacular
- A title that is grammatically correct and without spelling mistakes.
- Very sparing, if any, use of footnotes.
- Correct use of prose, with minimal use of bullet points. Your work should tell a convincing story with clear logical development of your argument and clear linkage between sections.
- Referencing to be in Harvard style.
- Diagrams, tables and figures must all have a title and be numbered. They must be acknowledged if taken or adapted from a source. They must be relevant and easy to comprehend and with adequate explanation and clearly referenced within the text.
- Any images/inserts/illustrations used must be relevant and appropriate to academic standards.
- You must include a word count to include text and tables but excluding appendices and reference list.
- Do not put your student name or other detail as a footer or header to each page.

4.5 How to Reference the Literature in your Thesis

You must clearly identify and reference within your Thesis, any words you use that are not your own. Similarly if you make reference to work by another author (including models, measurement scales or diagrams) you must cite the original author and source. References are contained within the text of a Thesis to enable any reader who is interested to be able to find the complete details of the work you have drawn upon. University of Nicosia requires that you use the Harvard system of referencing, both within the body of your work and also within your reference list at the end of your work.

'Reference section' is the term used for the section of all the documents you have cited in your Thesis and is found at the end of the body of your work, but before your appendices. These are listed in alphabetical order. The reference section is useful to those marking your work to see the scope of your reading in the preparation of your Thesis. It is also useful for future readers to access your cited references.

4.5.1 Citing References within the Text

There are two main conventions that you may follow in terms of writing your text when citing authors. Below are examples:

The resource based view of strategy has been developed into a knowledge-based view of the firm (Grant , 2006).

Or

Grant (2006) led the way in extending the resource based view of the firm into a knowledge-based view of the firm.

In the first example the author is provided as the evidence to support the statement. In the second the author is being identified or named as developing the idea. Both approaches are acceptable within a piece of text.

In terms of citing references within your text, it is common practice to cite the author and year (e.g. Brown (2002) or where you are citing several authors (e.g. Smith, 2006; Brown, 2002). When referring to two authors you should use (Brown and Smith, 2002) and when referring to more than two authors it is common to use: (Richards et al, 2005).

4.5.2 Referencing (as it appears in the Reference Section)

(a) for books

surname, initials and year of publication, title, place of publication, publisher, e.g.Casson, M. (2006), *Alternatives to the Multinational Enterprise*, London: Macmillan.

(b) for chapter in edited book

surname, initials and year, "title", editor's surname, initials, title, place, publisher, pages, e.g. Bessley, M. and Wilson, P. (2005), "Public policy and small firms in Britain", in Levicki, C. (Ed.), *Small Business Theory and Policy*, London: Croom Helm, pp.111-26.

(c) for articles

surname, initials, year "title", journal, volume, number, pages, e.g. Yip G. (2004), Global Strategy, *Chief Executive Journal*, Vol. 110, January, pp. 26-30.

If there is more than one author list surnames followed by initials. All authors should be shown. Further details on referencing are provided separately in a PowerPoint presentation.

4.6 Academic Integrity

The work presented in your Thesis must ne original and authentic. Preventing plagiarism and phantom writing are of paramount importance. Plagiarism is the knowing presentation of another person’s thoughts, writings or ideas as one’s own. It includes the incorporation of another person’s work from published or unpublished sources without indicating through the use of quotation marks and source referencing that the material is derived from those sources. Phantom writing is the commission of thesis to a third party. The University employs software (Turnitin) and international best practices to maintain high standards with regards to academic integrity. Offenders are reported to the Disciplinary Committee of the University.

4.7 Appendices

Appendices normally contain secondary, or supporting material, whose inclusion in the main body of the report would either make the project difficult to read, or is not very important. For example, this may include a copy of the questionnaire used, research questions asked, supporting letters from organizations, cover letters etc. If there is more than one appendix they should all be numbered with capital letters, e.g., Appendix A, Appendix B, etc.

Students are advised to be prudent when including appendices in assessments. They are also advised that there are no specific marking criteria or mark allocation available for appendices. Hence, the assessment process focuses on the appropriate use of appendices.

To assist in the decision as to whether appendices should be included or not in an assessment, students should consider the following points:

- Appendices should add value or detail to the discussion and analysis that is undertaken in the main body of the Thesis. Hence, models, theory and discussion that demonstrate critical evaluation and analysis of issues related to the module being assessed should always be presented within the main body of the text. This discussion should make sense without referring to the appendices. In practice, using bullet points in the text (which does not constitute analysis) and putting the detailed analysis in the appendices is not acceptable practice.

- The appendices offer students the opportunity to give greater relevant and appropriate detail to support the main analysis and discussion.
- Appendices should always be referenced at the appropriate point within the discussion in the main body of the text.
- The inclusion of appendices should not be viewed as an opportunity to include anything that cannot fit in the word-count in the appendices. As already noted the main body of the text must make sense without referring to the appendices.
- As a guide, we would not normally expect appendices to exceed 1/4th of the length of the Thesis.

5. Submission and Assessment

The Thesis must be submitted to the student's Supervisor at least 15 days prior to the presentation, in three copies. A Committee is then formed consisting of the Thesis Advisor and two other faculty members of the School who will serve as assessors of both the Thesis and its presentation.

Students will then be invited to present their Thesis for 20 minutes to the Assessment Committee. The presentation will be followed by approximately 20 minutes of questions. The questions will be specifically related to the Thesis topic (literature review, research methods used, results analysis, conclusions).

The Committee will assess both the written and the oral presentation of the Thesis. Specifically, 80% of the total marks are allocated towards the project itself and 20% to the presentation given. The assessment sheets used by the Committee are shown in section 5.2.

After the presentation, the committee will announce the grade to the student. Depending on the grade, the student must submit one or two copies of the Thesis , within the next week, following specific binding guidelines which will be provided.

5.1 Grades

The Thesis grades follow those used for assignments during the Hospitality Management Bachelor Degree programme. Details of the grading system are shown below:

GRADING POLICY			
Letter Grade	**Meaning**	**Numerical Grade**	**Grade Points**
A A-	Excellent	93-100 90-92	4.0 3.7
B+ B B-	Very Good	87-89 83-86 80-82	3.3 3.0 2.7
C+ C C-	Good	77-79 73-76 70-72	2.3 2.0 1.7
D+ D D-	Poor but Acceptable	67-69 63-66 60-62	1.3 1.0 0.7
F	Failure	0-59	0.0

5.2 Assessment

Following are the forms used by the Committee in grading the Thesis.

Course: Thesis: written part (accounting for 80% of grade)

Marking Criteria	Grade	Comments
Write-up is based on Thesis guidelines Thesis title (clear, concise relevant) Dissertation structure (preliminaries, main body, end part) and style of presentation Use of references	/20	
Clarity of research aim, objectives and purpose of study Clarity of research problem / hypothesis (es) / statements	/10	

Content / outline of theory from books and journal articles Relevance to topic and research aim/objectives Coherent literature review section	/20	
Research methodology used Relevance of research method (s) adopted to collect data Primary vs. secondary data Quantitative and/or qualitative Sampling procedure used Includes limitations of study	/20	
Data analysis methods (s) and relevance with research aim and objectives Ability to link theory with practice	/20	
Quality and value of conclusions and recommendations Practical implication Future directions of research	/10	
Total	/100	
Additional Comments:		

UNIVERSITY of NICOSIA

Course: Final Year Thesis: presentation (accounting for 20% of grade)

Marking Criteria	**Grade**	**Comments**
Presentation skills and style Clarity of presentation	/30	
Presentation structure Knowledge of the subject	/30	
Ability to respond to questions clearly and effectively	/30	
Timekeeping Dressing code Level of professionalism in behaviour and manner	/10	
Total	/100	
Additional Comments:		

Signature:

Committee Members:

1) ……………………………………

2) ……………………………………

3) ……………………………………

80%	**20%**	**Total**
1) ………	**………**	**………**
2) ………	**………**	**………**
3) ………	**………**	**………**
Final Grade Awarded:		**……… %**

5.3 Copies

After the Thesis has been accepted, the student should submit a bound copy to the student Supervisor. If the student has received grade A or A- for the Thesis another bound copy must be sent to the library. This will be deposited in the library and becomes the property of University of Nicosia. If the student wants one or more copies, he/she should make the required number of copies before submitting the original to the library, so that the signature of the Committee members are collected once for each Thesis.

ΠΕΡΙΕΧΟΜΕΝΑ/CONTENT:

Institution	**University of Nicosia**		
Programme of Study	**BBA Hospitality Management**		
Course	**HMGT-491 Senior Year Projects**		
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	**English**		
Mode of Delivery	Distance Learning ☒	Conventional ☐	
Type of Course	Required ☒	Elective ☐	
Number of Group Advising Meetings/Teleconferences/Lectures	Total: 9 Sessions WebEx Plus consultation upon request	With Physical Presence N/A	On-line: 3 hours each WebEx session
Number of assignments	**2**		
Assessment	Project 1 40% Presentation 1 10% Project 2 40% Presentation 2 10%		
Number of ECTS credits	**10**		

Preparation of Study Guide by:	Dr. Leonidas Efthymiou, Mr. George Panayiotou, Mrs. Yianna Orphanidou
Review and approval of study Guide by:	UNic Internal Quality Assurance Committee.

i. Teaching Faculty

Dr Leonidas Efthymiou
Full Time Faculty Member
efthymiou.l@unic.ac.cy

George Panayiotou
Full Time Faculty Member
panayiotou.g@unic.ac.cy

Yianna Orphanidou
Full Time Faculty Member
orphanidou.y@unic.ac.cy

ii. Module / Course:

Brief description of Module/Course and Aims:

The primary objective of this course is to develop a practical/applied orientation among the learners and to acquaint them with fundamentals of research methods. Specifically, the course aims at introducing them to the basic concepts used in research and to scientific social research methods, as well as how to apply "what you have learned". It includes discussions on sampling techniques, research designs and techniques of analysis.

- **Thematic Areas**:
    1. Research Process-Theoretical- (2 Week)
    2. Focus Groups -Applied - (5 weeks)
    3. Service Quality Audit – Applied –(5 weeks)

Expected Learning Outcomes :

After completion of the course students are expected to be able to:

1. Demonstrate specific knowledge of the industry;
2. Synthesize the various aspects and dimensions of the skills developed throughout the programme;
3. Analyze, evaluate and discuss the contradictory evidence that separates theory from practice;
4. Develop understanding of the basic framework of research process.
5. Develop an understanding of various research designs and techniques.
6. Demonstrate the ability to present (oral) completed and cohesive original work.
7. Design methodology, and discussions guides for focus group activities/discussions
8. Demonstrate their ability to conduct focus group discussions/sessions
9. Critically evaluate the modern concepts and theories of quality management.

10. Identify the factors that contribute to the continuous quality improvement process.

11. Explore the concepts of Quality management and its application to the Hospitality and Tourism sector.

12. Appraise the various evaluation frameworks that exist.)

13. Demonstrate the relationships between quality management and human resource management.

- **Teaching Material**:

Authors	**Title**	**Publisher**	**Year**	**ISBN**
Martin, W. B	Quality Customer Service: Satisfy Customers--it's Everybody's Job	Prentice Hall	2009	9781426018336.
Brunt, P., Horner, S. and Semley, N.	(ebook): Research Methods in Tourism, Hospitality and Events Management.	SAG E	2017	978147391914-3
Mason, P.	(ebook); Researching Tourism, Leisure and Hospitality for your Dissertation.	GOODFEL LOW	2014	9781908999-900

- **ECTS**: 10 ECTS equivalent to min 250hours student workload

iii. Each Main Topic/Thematic Area:

Analytical description of each main topic/thematic area
(see pg. 11-23)

- **Expected learning outcomes:**
  As per section (ii) above for a general overview, and for detailed breakdown with specific Learning Outcomes please refer to each week separately.
- **Keywords Introductory notes**:
  As per specific keywords for each week.
- **Educational/Learning material:**
  For more specific details please refer to relevant week
- **Synopsis:**
  For more specific details please refer to relevant week

- **Recommendations for further study:**
  For more specific details please refer to relevant week

- **Weekly activities**
  Each week consists of:
  1. One Forum discussion that its related to LOs on the topic
  2. Every three weeks one 3 hours WebEx session following the LOs

iv. Teaching Timetable

Analysis of each week's teaching providing a timeline and relevant aims. In the timeline, the following should be clarified per week: what the student needs to study, when they will be required to submit written work and the relevant deadlines. The timeline should also refer to any teleconferences/ group consultation meetings that will take place and the final exam.
(See the platform)

v. Teaching methods

- Utilization of LMS – asynchronous
- WebEx tutorial – synchronous
- Student to lecturer interaction in dedicated forums
- Student to student interaction supported through dedicated student only chat

vi. Writtenwork – Exams–Assessment

As part of the Senior Year Projects course, students will have to complete a number of weekly formative group tasks as well as a number of summative assignments.

Although formative tasks do not count towards the students' final grade, formative tasks aim at helping students receive feedback and accumulating knowledge prior to submitting a summative piece of work. Below, is some of the information sent to the students prior to submitting a formative work:

'Dear Student,

Prior to submitting a formative piece of work, please consider the following:

What makes a good piece of work?
Please note, your assessments should be based on the University of Nicosia Marking Criteria/ Rubric. Please go through the UNIC marking criteria and familiarize yourself with the requirements.

Referencing and Essay Writing
Please use the Harvard Referencing System (examples and how to on the platform) for all referencing requirements. All pieces of work (both formative and summative), require in-text references and a reference list at the end of the report. Also, analysis should be written in your own words (paraphrasing). Copying and pasting is not acceptable - it may

lead to failure grade.

Finally, at the end of the module, you are encouraged to fill in the anonymous end of Module Evaluation survey appearing after the eponymous feedback forum. Students' voice is indeed important for improvement.'

If the formative task includes peer work, please consider the following:

'As soon as you read this email, please email your peer, introduce yourself and get your team organized.

Important Peer Guidance
·You are advised to stay in continuous contact with your peer. If you are late in developing a review or you are unwell, your peer needs to know.
·Read each week's task instructions thoroughly and discuss them with your peer towards developing a common understanding. Don't assume that your peer knows what you are doing.
·In your peer feedback, always refer to proper referencing. All pieces of work should be written in your own words. Also, in-text references should appear in the script as well as a reference list at the end of the report.

What is peer assessment?
·Peer assessment is when students make assessment decisions on other students' work
·Peer assessments are linked to reflective practice as it involves self-development and as such, is an important skill for career development and management.

What makes a good piece of work?
Please note, your assessments should be based on the University of Nicosia Marking Criteria/ Rubric. Please go through the UNIC marking criteria and familiarize yourself with the requirements.

Referencing and Essay Writing
Please use the Harvard Referencing System for all referencing requirements. All pieced of work (both formative and summative), require in-text references and a reference list at the end of the report. Also, analysis should be written in your own words (paraphrasing). Copying and pasting is not acceptable - it may lead to failure grade.

Finally, at the end of the module, you encouraged to fill in the anonymous end of Module Evaluation survey appearing after the eponymous feedback forum. Students' voice is indeed important for improvement.'

Grading Guidelines:

1. Knowledge of the topic and ability to practically apply it;

2. Analysis of issues and an awareness of different viewpoints;

3. Evaluation of competing explanations or theories applied to a problem;

4. Ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system;

5. Skill in the presentation of an answer with accuracy, clarity and coherence.

With these objectives in mind, the following model marking scheme should apply:

Letter Grade	*Numerical Grade*	*Grade Points*
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	0-59	0.0

Project 1	40%
Presentation 1	10%
Project 2	40%
Presentation 2	10%
TOTAL	**100%**

vii. Communication

Communication is conducted through messages on LMS post in the forum, individual emails in an asynchronous mode.

For synchronous communication, students are encouraged to contact me through Skype, or phone over IP during pre-specified office hours which will be available on the course outline.

SCHOOL OF BUSINESS

HOSPITALITY TOURISM AND SPORTS MANAGEMENT

DEPARTMENT

BBA Hospitality Management

Study Guide

HMGT-491- Senior Year Projects

Course Lead:

George Panayiotou- panayiotou.g@uic.ac.cy

Course Contributors:

Dr Leonidas Efthymiou – efthymiou.l@unic.ac.cy

Mrs. Yianna Orphanidou- orphanidou.y@unic.ac.cy

Table of Contents

Introductory note

This Study Guide is a basic supplement for the distance learning course "Senior Year Projects", which is offered by the distance learning BBA HOSPITALITY MANAGEMENT programme. The aim of this Guide is to direct the students and help them into making systematic use of the educational material on which the teaching of the course is based.

The Guide must be used in common with the Course Outline and with the educational material (course textbooks, extensive notes of the lecturer, Audio slide presentations, articles and book chapters indicated for each lecture, etc.) which has been uploaded to the interactive internet-based platform of the course (Moodle). The student must start his/her studying by the extended notes of the lecturer, which correspond with the audio slide presentation of each lecture, and then, taking advice from the present Guide, he/she must extend his/her knowledge making use of the rest of the educational material of each lecture.

All relevant resources and activities can be found on the e-Learning platform (Moodle) page of the specific course. It is essential that students follow the specific Study Guide in combination with the course's Moodle page throughout the duration of the course, in order to organise their learning time efficiently and take full advantage of the learning material offered.

The broad learning objective of the course is to cover provide to learners an in depth knowledge, skills and competences in research by developing their own piece of work.

Introductory session

At the beginning, students should view the welcome video provided by the Course Lead. This offers an introduction to the course and outlines the key learning objectives and outcomes that will be covered during HMGT-491- Senior Year Projects.

Week 1	
Section 1 Section 2	Introduction and Overview - The nature of Hospitality research Literature searches and information gathering
Week 2	
Section	Review of legal, ethical, social and professional issues including data protection and standards
Week 3	
Section 1 Section 2	Overview of Focus Group Study- Theoretical Components Overview of Focus Group Assignment
Week 4	
Section	Focus Group Study- Applied Components
Week 5	
Section	Focus Group Study- Applied Components
Week 6	
Section	Focus Group Study- Applied Components
Week 7	
Section	Focus Group Study- Applied Components
Week 8	
Section 1 Section 2	Overview of Service Quality Audit- Theoretical Components Overview of Service Quality Audit Assignment
Week 9	
Section	Service Quality Audit- Applied Components
Week 10	
Section	Service Quality Audit- Applied Components
Week 11	
Section	Service Quality Audit- Applied Components
Week 12	
Section	Service Quality Audit- Applied Components

Week 1-Section 1 – Introduction and Overview - The nature of Hospitality research

Objectives

The aim of this section is to introduce the students into the objectives, the purposes, the requirements and the contents of the course. In particular, this section will introduce students to: the nature and conduct of Hospitality research, the scope of undergraduate research ,the types and characteristics of Hospitality research, the research process, the research proposal, the ways by which research is measured and publication ethics.

Expected learning outcomes

After the completion of this section, the students are expected to:

- Demonstrate an understanding of what Hospitality research is and what is expected at graduate level research.
- Describe the characteristics of research and what constitutes research-worthy projects.
- Describe the contents of a research proposal
- Identify and describe all the steps of the research process
- Explain the process of scientific publication
- Explain the ways by which research is measured
- Discuss the types of ethics complains

Key words

Applied research, theoretical research, research process, scientific publications

Bibliography

[1] (ebook): Research Methods in Tourism, Hospitality and Events Management.Brunt, P., Horner, S. and Semley, N. SAGE 2017 ISBN 978147391914-3

[2] (ebook): Writing your Thesis. Oliver, P. SAGE 2013 ISBN: 9781446267851

[3] (ebook); Researching Tourism, Leisure and Hospitality for your Dissertation. Mason, P. GOODFELLOW 2014 ISBN: 9781908999-900

[4] Bordens, K.S & Abbott, B.B., Research Design Methods. Dubugue. McGraw-Hill Education.

[5] Salkind, N.J., (2006). Exploring Research. England. Pearson International Education.

[6] University of Nicosia Library and Information Center, http://www.library.unic.ac.cy/

Activities (Formative Task)

1. Identify and read one journal paper in Hospitality.
2. Summarize the paper in your own words (about half to 1 page maximum)
3. Explain the impact of the paper.

Summary

Research is defined as "the activity of a diligent and systematic inquiry or investigation in an area, with the objective of discovering or revising facts, theories, applications etc. The goal is to discover and disseminate new knowledge". This section covers the characteristics of high-quality research and of research-worthy projects. It describes the contents of a research proposal and goes through all the steps of the research process. The process of scientific publication is elaborated along with the ways by which research is measured. Various issues on publication ethics are also addressed.

Estimated Workload 20 Hrs.

Week 1-Section 2 – Literature Searches and Information Gathering

Objectives

The aim of this section is to describe the process of literature search and information gathering. More specifically, it addressed key issues in identifying *quality* literature relevant to the research study and gathering articles for an effective literature review.

Expected learning outcomes

After the completion of this section, the students are expected to:

- Identify the importance of literature review in the research process and the need for literature search.
- Describe what the literature includes (i.e. journal articles, conference papers, books, dissertations, technical reports etc) and be able to identify the merits of each type of publication.
- Perform searches by querying quality literature databases available to them through the University library services, such as Elsevier, Springer, etc.
- Perform searches using websites and other internet resources.
- Identify quality literature.
- Use keyword search as well as backward and forward search.
- Use the refWorks tool for managing their citations.

Key words

Literature search, effective literature review, literature categorization, literature databases, keyword search, backward and forward search.

Bibliography

[7] (ebook): Research Methods in Tourism, Hospitality and Events Management.Brunt, P., Horner, S. and Semley, N. SAGE 2017 ISBN 978147391914-3

[8] (ebook): Writing your Thesis. Oliver, P. SAGE 2013 ISBN: 9781446267851

[9] (ebook); Researching Tourism, Leisure and Hospitality for your Dissertation. Mason, P. GOODFELLOW 2014 ISBN: 9781908999-900

[10] Bordens, K.S & Abbott, B.B., Research Design Methods. Dubugue. McGraw-Hill Education.

[11] Salkind, N.J., (2006). Exploring Research. England. Pearson International Education.

[12] University of Nicosia Library and Information Center, http://www.library.unic.ac.cy/

Activities (Formative Task)

1. Connect to the University of Nicosia Library and perform keyword searches on a specific topic within your area of concentration.

2. Identify at least 4 quality publications that a relevant to your topic.

3. Create a database of your references using refWorks.

4. Create an example document and insert these citations in the document, experimenting with the various referencing styles (IEEE, Harvard, Chicago etc).

Summary

The identification of the relevant literature is an essential part of the research process. Equally important is the ability of the researcher to identify quality literature, a particularly challenging task to new researchers.

Estimated Workload 20 Hrs.

Week 2– Review of legal, ethical, social and professional issues including data protection and standards

Objectives
In this section the student will be introduced to the major concepts of data protection and privacy from the point of view of research ethics.

Expected outcomes
After the completion of this section, the students are expected to:

- Use the definitions of the major concepts that surround the discussion and application of data protection and privacy rules.
- Use the knowledge acquired in this section as a guide for the identification of the privacy and data protection aspects of their research.
- Identify the ethical aspects of the privacy and data protection issues within a research project.
- Identify the technical aspects of the privacy and data protection issues within a research project.

Key words
Data privacy, data protection, ethics.

Bibliography

- Researching Hospitality and Tourism , Bob Brotherton 2015 ,ISBN: 9781446287552, Sage / https://study.sagepub.com/brotherton2e

Activities

- Briefly describe the terms: data privacy, data protection, informed consent, personal data, privacy, private information.
- What are the technical questions that should be asked in order to detect data protection and privacy issues within a project?
- Study the following paper and provide a brief summary:
  - Eunha Myung (2017) Progress in Hospitality Ethics Research: A Review and Implications for Future Research, International Journal of Hospitality & Tourism Administration, 19:1, 26-51, DOI: 10.1080/15256480.2017.1305309

Summary

This topic introduces definitions and major concepts on ethics and privacy of data collection and protection.

Estimated Workload 20 Hrs.

Week 3 Section 1 – Overview of Focus Group- Theoretical

Objectives
In this section the student will be introduced to the major concepts of focus group research methods. Also, the components that make up a focus group study will be reviewed and the project /assignment will be introduced.

Expected learning outcomes
After the completion of this section, the students are expected to:

- Demonstrate familiarity with key research areas of focus groups within Hospitality.
- Understand what the research project entails
- Distinguish good presentation elements (written and oral) that they can utilize in their own work.

Key words
Focus Group, Methodology Brief, Discussion Guide, Results Brief.

Bibliography

- Researching Hospitality and Tourism , Bob Brotherton 2015 ,ISBN: 9781446287552, Sage / https://study.sagepub.com/brotherton2e
-

Activities
For each seminar, there will be the following assignment:

1. Read the paper on which the talk is based and write a report (maximum 1 page) which will include the following:
   (a) Paper summary
   (b) Motivation
   (c) Review of literature
   (d) Problem
   (e) Solution (here you should describe the system in your own words)
   (f) Experimental Results and Analysis (here you should briefly describe the experiments performed)
   (g) Implication

Summary
Being exposed to current, state-of-the-art research is essential. The speakers will base their presentation on novel research work or the application of research work to the industry. Students will see the real-world application of the research process through the work of the speaker.

Estimated Workload 20 Hrs.

Week 3 Section 2 – Overview of Focus Group Assignment

Objectives

In this section the student will be introduced to the major concepts of focus group research methods. Also, the components that make up a focus group study will be reviewed and the project /assignment will be introduced.

Expected learning outcomes

After the completion of this section, the students are expected to:

- Demonstrate familiarity with key research areas of focus groups within Hospitality.
- Identify what the research project entails
- Distinguish good presentation elements (written and oral) that they can utilize in their own work.

Key words

Focus Group, Methodology Brief, Discussion Guide, Results Brief.

Bibliography

- Researching Hospitality and Tourism , Bob Brotherton 2015 ,ISBN: 9781446287552, Sage / https://study.sagepub.com/brotherton2e
-

Activities

For each seminar, there will be the following assignment:

2. Read the paper on which the talk is based and write a report (maximum 1 page) which will include the following:
   (a) Paper summary
   (b) Motivation
   (c) Review of literature
   (d) Problem
   (e) Solution (here you should describe the system in your own words)
   (f) Experimental Results and Analysis (here you should briefly describe the experiments performed)
   (g) Implication

Summary

Being exposed to current, state-of-the-art research is essential. The speakers will base their presentation on novel research work or the application of research work to the industry. Students will see the real-world application of the research process through the work of the speaker.

Estimated Workload 20 Hrs.

Week 4 thru 7 –Focus Group Assignment

Objectives
In this section the student within their respective teams/groups will apply the assignment guidelines and implement the timeline in order to achieve the desired outcomes as stated in the assignment guidelines.

Expected learning outcomes
After the completion of this section, the students are expected to:

- Identify the 'in' and 'outs' of focus group research and why, how and when it is used
- Explain how to design and write a substantiated methodology brief, discussion guide, and analysis brief that has relevance to the topic at hand
- Identify the role of the moderator
- Conduct focus group sessions.
- Provide recommendations for the future.

Key words
Moderator, focus group sessions, recommendations

Bibliography
any relevant literature on the specific topic

Activities
<u>Detailed requirements and activities are clearly explained in the assignment guidelines with specific grading rubrics for both written work and oral presentation.</u>

- **Conduct focus groups from beginning to end as per the specifics of the assignment and the timelines set out by the group members.**

Summary
Students will begin to see the real-world application of the research process through their work and efforts

Estimated Workload 80 Hrs.

Week 8 Section 1 – Overview of Service Quality Audit- Theoretical

Objectives

- In this section the student will be introduced to Hospitality and Quality- 'An introduction- Coming clean about quality, why quality is important'
- Provide the student an opportunity to apply the theoretical concepts to a real life situation. The ability to translate service management and TQM concepts into practice will be invaluable in the future.
- The central importance of the customer, the complexity of hospitality operations will also be central to this section

Expected learning outcomes

After the completion of this section, the students are expected to:

- Demonstrate familiarity with key concepts in 'Quality' in the hospitality industry
- Explain the central importance of the customer

Key words

Service, Quality, Customer, Audit

Bibliography

- http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=383350&site=ehost-live

Activities

(Specific details will be provided in the assignment guidelines in the Moodle platform)

- Setting up a quality system, standards and procedures Training and briefing, assessment

Summary

Being exposed to current, state-of-the-art research is essential. The speakers will base their presentation on novel research work or the application of research work to the industry. Students will see the real-world application of the research process through the work of the speaker.

Estimated Workload 20 Hrs.

Week 8 thru 12 –Service Quality Audit- Applied

Objectives

- In these section, the students (in your respective groups) will be immersed into a Hospitality industry relevant business and conduct a service quality audit with the purpose of experiencing the service audit process in its totality.

Expected learning outcomes

After the completion of this section, the students are expected to:

- Identify and explain the role of the auditor within the respective business and the overall purpose of their visit
- Conduct a real word service quality audit.
- Identify GAPS and provide recommendations

Key words

Service, Quality, Customer, Audit

Bibliography

- http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=383350&site=ehost-live

Activities

Detailed requirements and activities are clearly explained in the assignment guidelines with specific grading rubrics for both written work and oral presentation.

- **Conduct a service quality audit from beginning to end as per the specifics of the assignment and the timelines set out by the group members.**

(Specific details will be provided in the assignment guidelines in the Moodle platform)

Summary

Students will begin to see the real-world application of the research process through their work and efforts.

Estimated Workload 80 Hrs.

Assessment Sample:

SUBJECT:	Senior Year Projects
COURSE NO. AND TITLE:	HMGT-491 -Senior Year Projects
PROGRAMME OF STUDY:	BBA Hospitality Management DL
SEMESTER:	SPRING 20XX
LECTURUER:	George Panayiotou
DATE:	**2018**
DEADLINE DATE:	**week 8**

Project 1: Focus Group Assignment- Session-Group Activity

The purpose of this assignment is to devise and conduct a focus group and to evaluate the finding of a study. Since this is a group assignment, it is advisable you conduct this assignment in a group, and begin immediately. (Please review group formation guidelines in the Moodle platform)

Using the provided material as a reference guide, you are asked to:

1. Design and create a '**Methodology Brief**' explaining the reasons for carrying out/ the necessity for this focus group. Include information that is relevant such as the reasons, purposes, research methods (qualitative/quantitative), information gathering techniques and tools as well as demographic information. (Please see samples provided)
2. Design and create a time specific '**Discussion Guide'** template that will guide you through and help you conduct a focus group session. Please review the attached samples for information/questions to be asked and elements that need to be included in the discussion guide. Please follow the suggested format.
3. Conclude your work with a '**Results Brief**' containing the structured and analysed information gathered from the focus group session. Please review the attached sample for information and elements that need to be included.
4. All work must be submitted electronically on the specified date and time.

ASSIGNMENT GUIDELINES

1) The paper must be **a minimum of 25** (excluding appendices) pages double space in normal type and font *(*Arial *or* Times New Roman *size 12)* with a minimum of 1" margins.
2) All papers must be securely attached and presented in an orderly fashion. **No late papers will be accepted**.
3) Any references or citations must be shown at a separate reference page at the end of your paper.
4) Plagiarism is a serious offence and will be marked with **ZERO**.

ASSESSMENT CRITERIA (Rubric)

50 % (40% written and 10% Oral presentation) of the total project mark will be allocated to this project (assignment). The assessment criteria for the paper will be as follows:

➢ Structure / writing style / grammar / spelling	5
➢ Content / related subject / completing the tasks/professionalism	25
➢ Evidence of research / references/supporting materials	10
➢ Presentation	10
TOTAL	**50**

1. Each group will be expected to provide a 30-35 minute professional oral report to the class. Points will be deducted if the length of the presentation is out of this range. All students in the group must participate in the presentation everyone must present something.
2. Since you will be working in groups, each group member will have the opportunity to evaluate the cooperativeness and equal participation of the other group members. The grade on the class project is factored based on peer evaluation scores. All group members do not necessarily receive the same grade on the group project.

NOTE: Proof read and spell-check your papers prior to turning them in. You must present professional work for evaluation.

UNIVERSITY of NICOSIA

HMGT-491 Senior Seminar Projects

SERVICE QUALITY MANAGEMENT ASSIGNMENT (Project 2)

Overall Objective

The overall objective of this project is to give the student an opportunity to apply the concepts learned, to a real life situation. The ability to translate service management and TQM concepts into practice will be invaluable in the future. Deadline week 12

General Guidelines

3. You are expected to study a service organization of your choice. We will refer to the organization you select as your "client."
4. When discussing your project with prospective clients, you should discuss with them the fact that you are looking to document how well they are delivering the service they provide to their customers and to offer suggestions on how to improve their service delivery system.
5. You should let your client know that you are conducting this study under the supervision of Yianna Orphanidou who will be available for any assistance which you may be unable to provide. They may call me at any time if they have questions regarding the study.
6. Since you will be collecting data that is confidential, you are to maintain full confidentiality regarding anything you learn about your client's business.
7. Remember, you will be providing this study as a service to your client. The relationship you develop with the client should be of mutual benefit.
8. Your group can select a relatively small organization to work with, or perhaps a smaller segment of a larger organization. Using the service management articles reviewed in class, and your review of the literature, you will be familiar with good

service management techniques so you have an adequate theoretical framework upon which you base your study.

9. Contact the general manager of the organization and discuss with him/her the project and how it will mutually benefit both of you. Tell them that they will receive a written copy of your final report and your recommendations for improvement if they so desire. You will maintain confidentiality with all information you acquire. What you need from them is random access to all their employees, customers and operation.
10. Throughout the respective weeks covering this topic, you will be learning the concepts of a good/quality service management system and what to look for when diagnosing the system. You will want to utilize these concepts in your report.
11. Your paper should be of sufficient professional quality that the client would want to implement the results to enhance their service delivery system.
12. The content of the paper will be discussed in more detail during the respective Webex. However, in terms of this fact-sheet, the paper should cover the following topics as a minimum. Also, throughout the paper, students should integrate related theories and information learned in this course.
    - **Description of the Facility** A short description of the organization to include descriptive data such as number of tables, rooms, beds etc; volume of business daily, weekly, monthly, number of employees, food cost percentage, RevPar, etc.as appropriate. This should be no more than 2 pages.
    - **Methodology** How and what data was collected complete description of methodology for data collection questionnaire, interview, review of records, observation, etc. Who collected the data, when was it collected and how often (who, what, when, where, why and how).
    - **Results, Analysis and Presentation of Data** A detailed description of the current delivery system based on data collected. Used charts, graphs, check sheets, cycle of service, etc. to summarize data for presentation. Means were determined for questionnaires as appropriate, and data presented in an understandable manner.
    - **Recommendations** A detailed recommendation of how the service delivery system can be improved. The recommendations should be of sufficient detail to allow the organization to implement them. Description on how the changes

would be implemented to include potential problems that may be encountered in the implementation process?

- The following are examples of attachments that may be included as attachments to the project.

    - Charts and graphs which visually represents the results of your data collection.
    - Copy of survey or questionnaire used to collect data from management, employees, customers etc. Data collected should be summarized on the questionnaire attached.
    - Any data collection tools or information which will support the information in your report.

13. The content will be evaluated according to the following criteria. All criteria will be equally weighted.

a. **Practical** Findings can be easily implemented and will likely result in service improvements.

b. **Defensible** Demonstrated analytical and conceptual ability. This includes how well you analyze the data you collected and how you support your recommendations in the form of references, testimonials etc.

c. **Organized** A logical and easily comprehensible flow of ideas that lead to readily recognizable and meaningful conclusions/recommendations.

d. **Integrated** Information learned in the course and from your review of literature has been integrated throughout the paper and applied to your methodology and recommendations.

e. **Innovative** Demonstration of creative, unique or innovative approaches to the study of the company and the recommendations reported in the paper.

14. The final grade for the report will be derived as indicated in the course syllabus. Please note that complaints from the client regarding unprofessional conduct by one or more members of the group could result in a very poor or failing grade for the group.

ASSIGNMENT GUIDELINES

5) The paper must be **a minimum of 15** (excluding appendices) pages double space in normal type and font *(*Arial *or* Times New Roman *size 12)* with a minimum of 1" margins.
6) All papers must be securely attached and presented in an orderly fashion. **No late papers will be accepted**.
7) Any references or citations must be shown at a separate reference page at the end of your paper.
8) Plagiarism is a serious offence and will be marked with **ZERO**.

ASSESSMENT CRITERIA (Rubric)

50 % (40% written and 10% Oral presentation) of the total project mark will be allocated to this project (assignment). The assessment criteria for the paper will be as follows:

➢ Structure / writing style / grammar / spelling	5
➢ Content / related subject / completing the tasks	25
➢ Evidence of research / references/supporting materials	10
➢ Presentation	10
TOTAL	**50**

1. Each group will be expected to provide a 30-35 minute professional oral report to the class. Points will be deducted if the length of the presentation is out of this range. All students in the group must participate in the presentation everyone must present something.
2. Since you will be working in groups, each group member will have the opportunity to evaluate the cooperativeness and equal participation of the other group members. The grade on the class project is factored based on peer evaluation scores. All group members do not necessarily receive the same grade on the group project.

NOTE: Proof read and spell-check your papers prior to turning them in. You must present professional work for evaluation.

UNIVERSITY of NICOSIA

HMGT-491- Senior Year Project-PEER EVALUATION

Name: ___________________________

The following is a list of statements to be answered for each of your group members, including yourself. Think carefully about assigning rating values for each of the statements.

1- Strongly Disagree 2- Disagree 3-Neutral 4- Agree 5- Strongly Agree

Statement	**Self:**	**Teammate:**	**Teammate:**	**Teammate:**
Was dependable in attending group e-meetings.				
Willingly accepted assigned tasks.				
Contributed positively to group project discussions.				
Completed work on time or made alternative arrangements.				
Helped others with their work when needed.				
Did work accurately and completely.				
Contributed a fair share to weekly papers/assignments/tasks				
Worked well with other group members.				
Overall was a valuable member of the team				
Quantity of work done was as allocated by the team				
Quality of work done was as required by the guidelines.				

Signature: ________________________________ Date:____________________

UNIVERSITY of NICOSIA

ΠΕΡΙΕΧΟΜΕΝΑ/CONTENT:

Institution	University of Nicosia		
Programme of Study	BBA Hospitality Management		
Course	MATH - 350 Statistics		
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Mode of Delivery	Distance Learning ☒	Conventional ☐	
Type of Course	Required ☒	Elective ☐	
Number of Group Advising Meetings/Teleconferences/Lectures	Total: 9 hours (additional consultation time available upon request)	With Physical Presence N/A	On-line: 3 WebEx sessions, 3 hours each
Number of assignments	3		
Assessment	• Online Quizzes (20%) • Written Assignment (20%) • Final Examination (60%)		
Number of ECTS credits	10		

Preparation of Study Guide by:	Dr Svetlana Sapuric
Review and approval of study Guide by:	UNic Internal Quality Assurance Committee.

i. Teaching Faculty

Dr Svetlana Sapuric

Full Time faculty member,

sapuric.s@unic.ac.cy

ii. Module / Course:

- Brief description of Module/Course and Aims:

This course aims to use examples, graphical and numerical data to discuss the concepts of randomness and probability with emphasis on variations. Teach procedures and calculations needed to analyze the results of experimental data .Cover in detail all aspects of the binomial and the normal random variables and distributions Train students to assess the nature of case studies/projects that involve data analysis, to formulate the null/ alternative hypothesis, to decide on the statistical procedure/assumptions. Use examples from the field of hospitality management for practice in applying statistics, assessing statistical significance and drawing conclusions.

- Main Topic/Thematic Areas:
    1. Sampling, - 4 weeks
    2. Hypothesis Testing on the Mean. – 3 weeks
    3. Correlation and Regression.- 3 weeks
    4. Goodness of Fit- 2 weeks

- Expected Learning Outcomes :

After completion of the course, students will be able to:

1. Explain the meaning of statistical measures and compute measures of central tendency and variation from data.
2. Define a hypothesis and differentiate the statistical concepts and statistical procedures to be used in descriptive and quantitative data
3. Solve basic theoretical and empirical probability problems
4. Demonstrate the basic concept of discrete and continuous random variables.

5. Compute Probabilities for the binomial distribution and for the normal distribution.
6. Compute confidence intervals.
7. Execute hypothesis testing on the value of the population mean.

Calculate least-squares regression lines

- Teaching Material:

e-book resources

Authors	Title	Publisher	Year	ISBN
Brase and Brase	Understandable Statistics	Cengage	2017	ISBN-13: 9781305954908

Recommended Textbooks:

Authors	Title	Publisher	Year	ISBN
Keller & Warrack	Statistics for Management and Economics	Cengage	2016	978-1337093453

- ECTS: 10 ECTS equivalent to 250 hours student workload

iii. Each Main Topic/Thematic Area:

Analytical description of each main topic/thematic area, in a way that provides the student with appropriate study guidance (as per study guide weekly analysis (see pg. 10-23).

- Weekly activities
  Each week consists of:
  1. A Forum discussion thread that its related to LOs on the topic of the week
  2. An Online Quiz (multiple choice) - Self Evaluation
  3. Review activities such as Discussions Questions

Every 3 weeks, a 3-hour WebEx session is conducted. It outlines and addresses the LOs in the last 3 weeks.

iv. Teaching Timetable

Every week, a systematic analysis for weekly content will be provided together with a timeline for achieving the relevant goals. Every week, the following should be included in the timeline: topics students' needs to study, activities they need to complete, when they are required to submit written work, if any teleconferences and/or group consultation meetings will take place. For the final exam, specific instructions will be provided in the last Webex session.

v. Teaching Methods

- Utilization of LMS – asynchronous
- WebEx sessions for tutorials – synchronous
- Student to lecturer interaction through dedicated forums
- Student to student interaction through dedicated student only chat rooms
- Student to content interaction supported through self-assessment test, such online tests and or quizzes, videos, case studies.

vi. Written Work – Exams - Assessment

Assignment Guidelines

For your online quizzes, directions will be provided online.

For the written assignment, you will be working with a peer. Teams will be announced in the forum. As soon as you read this post, please email your peer, introduce yourself and get your team organized.

Important Peer Guidance

·You are advised to stay in continuous contact with your peer. If you are late in developing a review or you are unwell, your peer needs to know.

·Read each week's task instructions thoroughly and discuss them with your peer towards developing a common understanding. Don't assume that your peer knows what you are doing.

·In your peer feedback, always refer to proper referencing. All pieces of work should be written in your own words. Also, in-text references should appear in the script as well as a reference list at the end of the report.

What is peer assessment?

·Peer assessment is when students make assessment decisions on other students' work

·Peer assessments are linked to reflective practice as it involves self-development and as such, is an important skill for career development and management.

What makes a good piece of work?

Please note, your assessments should be based on the University of Nicosia Marking Criteria/ Rubric. Please go through the UNIC marking criteria and familiarize yourself with the requirements.

Referencing and Essay Writing

Please use the Harvard Referencing System for all referencing requirement and a reference list at the end of the report. Please use recommended best practices to promote academic integrity. Please familiarize yourselves through dedicate free online course.

At the end of the module, you encouraged to fill in the anonymous “End of Module Evaluation Survey” and/or comments in the feedback forum. Students’ voice is very important for us.

Grading Guidelines:

Your grade in the written assignment will be depended on how well you demonstrate the following:

1. Knowledge of the topic and ability to practically apply it;

2. Analysis of issues and an awareness of different viewpoints;

3. Evaluation of competing explanations or theories applied to a problem;

4. Ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system;

5. Skill in the presentation of an answer with accuracy, clarity and coherence.

For your final exam, additional guidelines will be given in the last WebEx session.

With these objectives in mind, the following model marking scheme should apply:

Letter Grade	*Numerical Grade*	*Grade Points*
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3

D	63-66	1.0
D-	60-62	0.7
F	0-59	0.0

Assessment Guide	
On line quizzes (weekly)	20%
Written Assignment	20%
Final Examination	60%
TOTAL	100%

vii. Communication

Asynchronous communication is conducted through messages on LMS (Moodle), posts in the forum, individual emails in an asynchronous mode.

For synchronous communication, students are encouraged to contact the lecturer through Skype, or phone over IP at the posted office hours (available on the course outline, referring to Cyprus time zone).

SCHOOL OF BUSINESS

HOSPITALITY, TOURISM AND SPORTS MANAGEMENT DEPARTMENT

BBA HOSPITALITY MANAGEMENT

Study Guide

MATH-350 Statistics

Course Lead:

Dr Svetlana Sapuric

sapuric.s@unic.ac.cy

Course Contributors:

TBA

Table of Contents

Introductory Note

This Study Guide is a basic supplement for the distance learning course “MATH- 350 Statistics”, in BBA HOSPITALITY MANAGEMENT DL programme. The aim of this Guide is to direct students and assist them into making systematic use of the educational material upon which the teaching of the course is based.

This course addresses 12 sub-topics, spread over 12 study weeks. Each of these is composed of the following components: a summary and brief introductory note, objectives, expected learning outcomes, key words, bibliography and other online resources, learning activities, and self-assessment exercises, as well as an estimation of the time students need for their study. This is a compulsory course that corresponds to 10 ECTS.

The Guide must be used together with the Course Outline and with the educational material indicated for each lecture through the LMS (Moodle).

At the beginning of each study week, students are expected to familiarise themselves with the corresponding sections’ objectives and learning outcomes. They should go through the teaching material (recorded lectures) and conduct the additional learning activities. Learning activities will have a designated start and end date and time, which will be communicated to students via email. Some activities will be synchronous (e.g. webinars, online chats), while others will be asynchronous (e.g. Q&A Fora). The former will support interaction (either chat or verbal/video) between students and tutor, as well as between students themselves (student-tutor, student-student interactions). Students are strongly encouraged to go through the learning material and conduct the learning activities within the suggested time frame. This is considered to be *essential*, since it will help in clarifying and assimilating the material of the course as well as developing critical thinking on each topic.

In addition to the essential components described above, each section contains relevant bibliography (relevant textbooks and designated chapters), as well as relevant online resources websites and other files such as scientific articles) and online videos to watch. Students are strongly encouraged to go through these additional resources, as part of self-directed learning, which will facilitate deeper understanding and critical thinking on the topic of interest. The relevant online resources and videos could be updated and/or enriched during the semester.

All relevant resources and activities can be found on the e-Learning platform (Moodle) page of the specific course. It is essential that students follow the specific Study Guide in combination with the course's Moodle page throughout the duration of the course, in order to organise their learning time efficiently and take full advantage of the learning material offered.

The broad learning objective of the course is to cover statistics and its importance in the hospitality sector.

Introductory session

At the beginning, students should view the welcome video provided by the Course Lead. This offers an introduction to the course and outlines the key learning objectives and outcomes that will be covered during MATH-350 Statistics.

Course Weekly Schedule

Week 1	
Section	Data, Population and Samples
Week 2	
Section	Statistical Measures
Week 3	
Section	Probability Concepts
Week 4	
Section	Discrete Random Variables
Week 5	
Section	The Binomial Random Variable
Week 6	
Section	The Normal Random Variable
Week 7	
Section	Estimation and Confidence Intervals
Week 8	
Section	Introduction to Hypothesis Testing
Week 9	
Section	One-Sample t-test
Week 10	
Section	Correlation
Week 11	
Section	Regression
Week 12	Revision

Week 1: Data, Population and Samples

Objectives

The objective of this unit is to give the students the definition of samples and populations. Also to give a thorough definition of data and to introduce to the students the three types of data.

Aimed Outcomes

At the completion of this unit the students will be able to:
Identify the sources of data from a sample and a population.
Relate to a sampling procedure.
Show understanding of the types of data.

Key concepts

Data, Population, Sample, Categorical Data, Ordered data, Ratio/Scale data, Sampling Procedure, Descriptive Statistics.

Bibliography

Brase and Brase, Understandable Statistics, Cengage , 2017.

Activities

What are data?
Which are the two sources of data?

Review Questions / Exercises

1. You hypothesize that students in fraternities/sororities on your campus are more extroverted (on an introversion/extroversion scale) than other students. To answer your research question, you need to obtain a sample of "Greek" students and a sample of "independent" students. For each of these two populations of students, how would you obtain simple random samples using the four steps described in this chapter?
2. For the hypothesis in question 1, describe how you would obtain samples using stratified random sampling, with stratification based on the sex of the student. Assume that 60% of the Greeks are women.
3. For the hypothesis in question 1, describe how you would obtain samples using convenience sampling.
4. For the hypothesis in question 1, describe how you would obtain samples using quota sampling based on the sex of the student. Again, assume that 60% of the Greeks are women.
5. For the hypothesis in question 1, describe a poor method of sampling that you believe would result in systematic sampling error and thus bias the research findings. Explain why you believe the sample would be biased.

6. Go to an Internet site that has an online poll. (If you are not familiar with such a site, simply conduct a search using the keywords “online poll” or “online survey” and select one of the sites.) Participate in the survey, and view the current results. Describe the nature of the survey and the current results.
What method of sampling was used? What characteristics do you believe the members of the sample possess? Do you believe that these characteristics influence the poll results? Would the results be different if the general population of U.S. adults were polled?

Expected Time
Estimated number of hours of student work this week 20hrs

Week 2 - Statistical Measures

Objectives

The objective of this unit is to give the students the definition of a statistical measure. Also to introduce the types of statistical measures and to compute specific measures of central tendency and variation.

Aimed Outcomes

At the completion of this unit the students will be in a position to:

Compute specific measures of central tendency and variation.

Realize the importance of statistical measures in Descriptive Statistics.

Key Concepts

Measures of Central Tendency, Measure of Variation, Mean, Median, Weighted Mean, Range, Variance, Standard Deviation.

Bibliography

Brase and Brase, Understandable Statistics, Cengage,2017

Activities

Computation of Measures of Central Tendency

Computation of Measures of Variation.

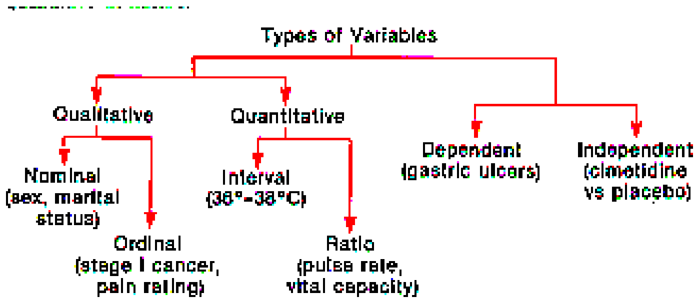
Types of Variables

Look at the left side of Figure 1.1 below. You can see that one way to look at variables is to divide them into four different categories (nominal, ordinal, interval and ratio). These refer to the levels of measure associated with the variables. In everyday usage the convention is to then use the level of measure to refer to the kind of variable. So you can then speak of nominal, ordinal, interval, etc. variables.

One isn't necessarily better than another category. But, it is true you typically have more information with some than with others, and you're more used to working with some than with others.

With interval and ratio variables for example, you can do averages and things like that. You know there are numbers. You can add them up, divide and things like that. Its a little trickier sometimes with nominal and ordinal variables. But in human experiments there's no way you can get around it. You often work with nominal or ordinal variables.

Figure 1.1: Types of Variables



Expected Time

Estimated number of hours of student work this week 20hrs

Week 3 - Probability Concepts

Objectives

The objective of this unit is to give the students a complete understanding of the probability concept. Also to be able to compute probabilities using the classical and the empirical method. Also to understand and use the law of the large numbers.

Aimed Outcomes

At the completion of this unit the students will be in a position to:

Compute the probability of simple and compound events.

Get acquainted with the axioms of probability.

Key concepts

Random experiment, Trial, Outcomes, Events, Classical Probability, Empirical Probability, the Law of the Large Numbers, Axioms of probability, The Addition Rule, The Multiplication Rule, Mutually Exclusive Events, Independent Events, The complement.

Bibliography

Brase and Brase, Understandable Statistics, Cengage,2017

Activities

Compute the probability of simple events.

Use the Addition Rule to compute the probability of Compound Events.

Use the multiplication rule to compute probabilities of independent events

(Empirical Probabilities). The relative frequency of an event is the fraction of times the event occurs divided by the total number of experiments. Suppose a coin is tossed 200 times. The outcome of 100 consecutive pairs of tosses is summarized in the contingency table 1.1, where Hj and Tj indicates the number of heads and tails on the jth toss, respectively. For instance, the "21" listed in the top right entry of the table means that 21 out of 100 pairs was "heads tails," and the empirical probability of "heads tails" is 21/100. What is the empirical probability of heads on the first toss of a pair, denoted P(H1)? What is the empirical probability of a heads in the second toss of a pair, denoted P(H2)? What is the empirical probability of the joint event H1 and T2, denoted P(H1, T2)? What is the empirical probability of T2 given H1, denoted P(T2|H1)? Verify that the empirical conditional probability is the ratio of the joint probability over the marginal: P(T2|H1) = P(T2H1)/P(H1). (Incidentally, this exercise suggests why unconditional probabilities are called marginal probabilities, namely because they can be calculated by summing values in a table along rows and columns and writing the results along the margins of the table.)

Expected Time

Estimated number of hours of student work this week 20hrs

Week 4 - Discrete Random Variables

Objective

The objective of this unit is to present to the students the procedure of building the probability distribution of discrete random variables. Also to compute probabilities of specific values of a discrete random variable.

Aimed Outcomes

At the completion of this unit the students will be in a position to:

Understand the procedure of creating the probability distribution of a discrete random variable.

Compute probabilities in problems that involve discrete random variables.

Compute the Expected Value of a Discrete Random Variable.

Key concepts

Discrete Random Variable, Discrete Probability Distribution, Expectation.

Bibliography

Brase and Brase, Understandable Statistics, Cengage,2017

Activities

Compute the probability of a specific value of a discrete random variable.

Present the distribution of a discrete random variable.

Compute the expected value of a discrete random variable.

1. Classify each random variable as either discrete or continuous.

a. The number of arrivals at an emergency room between midnight and 6:00a.m6:00a.m.
b. The weight of a box of cereal labeled “1818 ounces.”
c. The duration of the next outgoing telephone call from a business office.
d. The number of kernels of popcorn in a 11-pound container.
e. The number of applicants for a job.

2. Classify each random variable as either discrete or continuous.

a. The time between customers entering a checkout lane at a retail store.
b. The weight of refuse on a truck arriving at a landfill.
c. The number of passengers in a passenger vehicle on a highway at rush hour.
d. The number of clerical errors on a medical chart.
e. The number of accident-free days in one month at a factory.

3. Classify each random variable as either discrete or continuous.

a. The number of boys in a randomly selected three-child family.
b. The temperature of a cup of coffee served at a restaurant.
c. The number of no-shows for every 100100 reservations made with a commercial airline.
d. The number of vehicles owned by a randomly selected household.
e. The average amount spent on electricity each July by a randomly selected household in a certain state.

4. Classify each random variable as either discrete or continuous.

a. The number of patrons arriving at a restaurant between 5:00p.m5:00p.m. and 6:00p.m6:00p.m.
b. The number of new cases of influenza in a particular county in a coming month.
c. The air pressure of a tire on an automobile.
d. The amount of rain recorded at an airport one day.
e. The number of students who actually register for classes at a university next semester.

5. Identify the set of possible values for each random variable. (Make a reasonable estimate based on experience, where necessary.)
a. The number of heads in two tosses of a coin.
b. The average weight of newborn babies born in a particular county one month.
c. The amount of liquid in a 1212-ounce can of soft drink.
d. The number of games in the next World Series (best of up to seven games).
e. The number of coins that match when three coins are tossed at once.

6. Identify the set of possible values for each random variable. (Make a reasonable estimate based on experience, where necessary.)

a. The number of hearts in a five-card hand drawn from a deck of 5252 cards that contains 1313 hearts in all.
b. The number of pitches made by a starting pitcher in a major league baseball game.

c. The number of breakdowns of city buses in a large city in one week.
d. The distance a rental car rented on a daily rate is driven each day.
e. The amount of rainfall at an airport next month.

Sample Answer Key

1.
   a. discrete
   b. continuous
   c. continuous
   d. discrete
   e. discrete

5.
   a. {0.1.2}{0.1.2}
   b. an interval (a,b)(a,b) (answers vary)
   c. an interval (a,b)(a,b) (answers vary)
   d. {4,5,6,7}{4,5,6,7}
   e. {2,3}

Expected Time

Estimated number of hours of student work this week 20hrs

Week 5 - The Binomial Random Variable

Objective

The objective of this unit is to give to the students a complete approach of the binomial probability model.

Aimed Outcomes

At the completion of this unit the students will be in a position to:

Understand the procedure of creating the probability distribution of a binomial random variable.

Compute probabilities in problems that involve binomial random variables.

Compute the Expected Value of a Binomial Random Variable.

Key concepts

Binomial Random Variable, Binomial Probability Distribution, Binomial Expectation.

Bibliography

Brase and Brase, Understandable Statistics, Cengage , 2017.

Activities

Compute the probability of a specific value of a binomial random variable.

Present the distribution of a binomial random variable.

Compute the expected value of a binomial random variable.

The following four examples illustrate the definition. Note how in every case "success" is the outcome that is counted, not the outcome that we prefer or think is better in some sense.

1. A random sample of 125 students is selected from a large college in which the proportion of students who are females is 57%. Suppose X denotes the number of female students in the sample. In this situation there are n=125 identical and independent trials of a common procedure, selecting a student at random; there are exactly two possible outcomes for each trial, "success" (what we are counting, that the student be female) and "failure;" and finally the probability of success on any one trial is the same number p=0.57. X is a binomial random variable with parameters n=125n and p=0.57.
2. A multiple-choice test has 15 questions, each of which has five choices. An unprepared student taking the test answers each of the questions completely randomly by choosing an arbitrary answer from the five provided. Suppose X denotes the number of answers that the student gets right. X is a binomial random variable with parameters n=15 and p=1/5=0.20.

3. In a survey of 1,000 registered voters each voter is asked if he intends to vote for a candidate Titania Queen in the upcoming election. Suppose X denotes the number of voters in the survey who intend to vote for Titania Queen. X is a binomial random variable with n=1000 and p equal to the true proportion of voters (surveyed or not) who intend to vote for Titania Queen.
4. An experimental medication was given to 30patients with a certain medical condition. Suppose X denotes the number of patients who develop severe side effects. X is a binomial random variable with n=30 and pp equal to the true probability that a patient with the underlying condition will experience severe side effects if given that medication.

Expected Time

Estimated number of hours of student work this week 20hrs

Week 6 - The Normal Random Variable

Objective

The objective of this unit is to give to the students a complete approach of the normal probability model.

Aimed Outcomes

At the completion of this unit the students will be in a position to:

- Understand the procedure of creating the probability distribution of a normal random variable.
- Compute probabilities in problems that involve normal random variables.
- Understand the transformation to standard normality.

Key concepts

Continuous Random Variables, Normal Random Variable, Normal Curve, Normal Distribution, Standard Scores.

Bibliography

Brase and Brase, Understandable Statistics, Cengage,2017

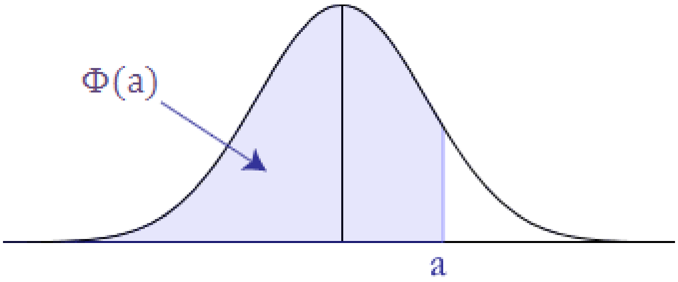
Activities

- Compute the probability in problems that involve a normal random variable.
- Use the standard scores formula.
- Use the z table.

The Standard Normal Distribution Table

The standard normal distribution table provides the probability that a normally distributed random variable Z, with mean equal to 0 and variance equal to 1, is less than or equal to z. It does this for positive values of z only (i.e., z-values on the right-hand side of the mean). What this means in practice is that if someone asks you to find the probability of a value being less than a specific, positive z-value, you can simply look that value up in the table. We call this area Φ. Thus, for this table, $P(Z < a) = \Phi(a)$, where a is positive.

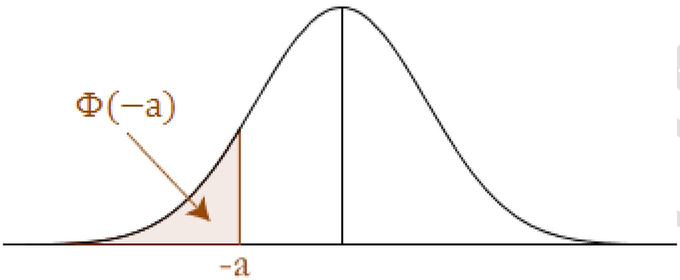
Diagrammatically, the probability of Z less than 'a' being Φ(a), as determined from the standard normal distribution table, is shown below:



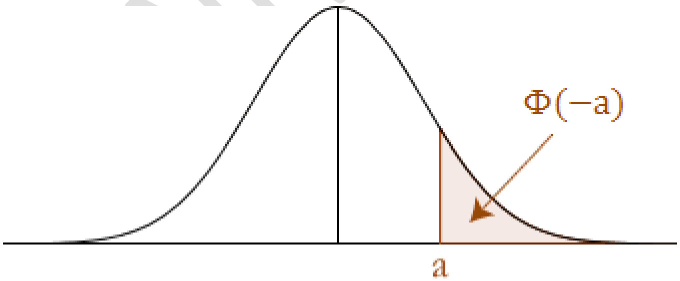
Probability less than a z-value

P(Z < –a)

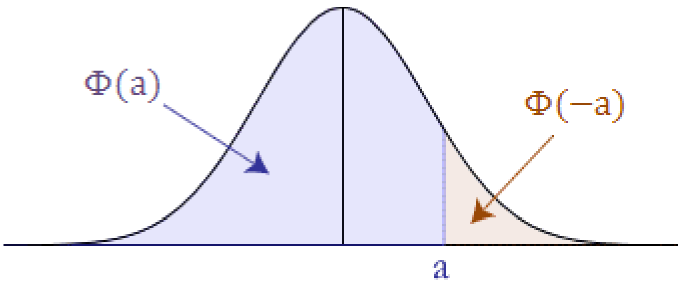
As explained above, the standard normal distribution table only provides the probability for values less than a positive z-value (i.e., z-values on the right-hand side of the mean). So how do we calculate the probability below a negative z-value (as illustrated below)?



We start by remembering that the standard normal distribution has a total area (probability) equal to 1 and it is also symmetrical about the mean. Thus, we can do the following to calculate negative z-values: we need to appreciate that the area under the curve covered by P(Z > a) is the same as the probability less than –a {P(Z < –a)} as illustrated below:



Making this connection is very important because from the standard normal distribution table, we can calculate the probability less than 'a', as 'a' is now a positive value. Imposing P(Z < a) on the above graph is illustated below:



From the above illustration, and from our knowledge that the area under the standard normal distribution is equal to 1, we can conclude that the two areas add up to 1. We can, therefore, make the following statements:

$$\Phi(a) + \Phi(-a) = 1$$

$$\therefore \Phi(-a) = 1 - \Phi(a)$$

Thus, we know that to find a value less than a negative z-value we use the following equation:

$$\Phi(-a) = 1 - \Phi(a), \qquad \text{e.g. } \Phi(-1.43) = 1 - \Phi(1.43)$$

Expected Time

Estimated number of hours of student work this week 20hrs

Week 7 - Estimation and Confidence Intervals

Objective

The objective of this unit is to give to the students a complete understanding of sampling distributions and the central limit theorem. Also to understand and compute confidence intervals.

Aimed Outcomes

At the completion of this unit the students will be in a position to:

Understand the procedure of the creation of a sampling distribution..

Compute confidence intervals for the population mean.

Key Concepts

Sampling, Population Parameters, Sample Statistics, Central Limit Theorem, confidence intrervals, the t-distribution.

Bibliography

Brase and Brase, Understandable Statistics, Cengage,2017

Activities

Compute the confidence interval of the population mean when the population standard deviation is known.

Compute the confidence interval of the population mean when the population standard deviation is unknown.

Conceptual Questions

1. Explain why the critical value for a given confidence level when the population variance is not known is always greater than the critical value for the same confidence level when the population variance is known.

2. Sugar consumption survey, sample size. A nutritionist is willing to assume that the standard deviation of the weekly sugar consumption in children is 100 grams. How large a sample is needed to calculate 95% confidence interval for μ so that its margin of error is no greater than 10 grams?

Expected Time

Estimated number of hours of student work this week 20hrs

Week 8 - Introduction to Hypothesis Testing

Objective

The objective of this unit is to give to the students a complete understanding of the hypothesis testing procedure.

Aimed Outcomes

At the completion of this unit the students will be in a position to:

Understand the hypothesis testing procedure for the population mean.
Compute the Sample Test Statistics.
Find the p-value.

Key Concepts

Null Hypothesis, Alternative Hypothesis, Left-tailed test, Right-tailed test, Two-tailed test, level of significance, Test Statistics, p-value, Conclusion of a test.

Bibliography

Brase and Brase, Understandable Statistics, Cengage,2017

Activities

State the null and the alternative hypotheses.
Compute the Sample Test Statistic.
Find the p-value.
Conclude the test.

Weight Loss for Diet vs Exercise

Diet Only:
sample mean = 5.9 kg
sample standard deviation = 4.1 kg
sample size = n = 42
standard error = SEM1 = 4.1/ √42 = 0.633
Exercise Only:
sample mean = 4.1 kg
sample standard deviation = 3.7 kg
sample size = n = 47
standard error = SEM2 = 3.7/ √47 = 0.540
Did dieters lose more fat than the exercisers?
measure of variability = [(0.633)2 + (0.540)2] = 0.83

Step 1. Determine the null and alternative hypotheses. Null hypothesis: No difference in average fat lost in population for two methods. Population mean difference is zero. Alternative hypothesis: There is a difference in average fat lost in population for two methods. Population mean difference is not zero.

Step 2. Collect and summarize data into a test statistic. The sample mean difference = 5.9 – 4.1 = 1.8 kg and the standard error of the difference is 0.83. So the test statistic: z = 1.8 – 0 = 2.17 0.83

Step 3. Determine the p-value. Recall the alternative hypothesis was two-sided. p-value = 2 × [proportion of bell-shaped curve above 2.17] Table 8.1 => proportion is about 2 × 0.015 = 0.03.

Step 4. Make a decision. The p-value of 0.03 is less than or equal to 0.05, so … • If really no difference between dieting and exercise as fat loss methods, would see such an extreme result only 3% of the time, or 3 times out of 100. • Prefer to believe truth does not lie with null hypothesis. We conclude that there is a statistically significant difference between average fat loss for the two methods.

Expected Time

Estimated number of hours of student work this week 20hrs

Week 9 - One-Sample t-test

Objective

The objective of this unit is to give to the students a complete understanding of the hypothesis testing procedure when the population standard deviation is unknown.

Aimed Outcomes

At the completion of this unit the students will be in a position to:

Understand the hypothesis testing procedure for the population mean.

Compute the t-Test Statistics.

Find the p-value of a t-test.

Key Concepts

Null Hypothesis, Alternative Hypothesis, Left-tailed test, Right-tailed test, Two-tailed test, level of significance, the t-Test Statistics, p-value, Conclusion of a test.

Bibliography

Brase and Brase, Understandable Statistics, Cengage,2017

Activities

State the null and the alternative hypotheses.

Compute the Sample Test Statistic.

Find the p-value.

Conclude the test.

Example 1 Mortgage Process

Time Problem

A faster loan processing time produces higher productivity and greater customer satisfaction. A financial services institution wants to establish a baseline for their process by estimating their mean processing time. They also want to determine if their mean time differs from a competitor's claim of 6 hours.

Data collection

A financial analyst randomly selects 6 loan applications from the past 2 weeks and manually calculates the time between loan initiation and when the customer receives the institution's decision.

Tools

• 1-Sample t

• Normality test

• Time series plot

Variable Description

Date of customer notification

Hours until customer receives notification

Expected Time

Estimated number of hours of student work this week 20hrs

Week 10, 11 and 12- Correlation and Regression + Revision

Objective

The objective of this unit is to give to the students a complete understanding of the simple regression model.

Aimed Outcomes

At the completion of this unit the students will be in a position to:

Understand the definition of the Pearson Correlation coefficient

Read scatter plots.

To use the simple linear regression equation in practical problems.

Key Concepts

Linear Correlation, Linear Regression, Estimated Regression Equation, Predicted Values, Response Variable, Explanatory Variable.

Bibliography

Brase and Brase, Understandable Statistics, Cengage,2017

Activities

Use the estimated regression equation to predict the value of a response variable.

Quiz Correlation and Regression -- ANSWERS

_______1. Temperature and air pollution are known to be correlated. We collect data from two laboratories, in Boston and Montreal. Boston makes their measurements of temperature in Fahrenheit, and Montreal in degrees centigrade. Boston measures pollution in particles per cubic yard of air; Montreal uses cubic meters. Both report a correlation of exactly 0.58 between temperature and pollution. Which of the following is true:

A. Boston really has the higher correlation, because Fahrenheit temperatures are higher than Centigrade.

B. Montreal really has the higher correlation, because cubic meters are bigger than cubic yards.

C. Both cities have the same correlation, because correlation is independent of the units of measurement.

D. We do not know which city has the really higher correlation.

Answer: C. The strength of a correlation does not change if units change by a linear transformation such as:

Fahrenheit = 32 + (5/9) * Centigrade

_______2. Which of the following is NOT a possible value of the correlation coefficient?

A. negative 0.9
B. zero
C. positive 0.15
D. positive 1.5
E. negative .05
Answer: D. Correlations are always between -1 (perfect negative) and +1 (perfect positive)
_______3. We measure heights and weights of 100 twenty-year old male college students. Which will have the higher correlation:
A. corr(height, weight) will be much greater than corr(weight, height)
B. corr(weight, height) will be much greater than corr(height, weight)
C. Both will have the same correlation.
D. Both will be about the same, but corr(weight, height) will be a little higher.
E. Both will be about the same, but corr(height, weight) will be a little higher.
Answer: C. Correlation is independent of the order in which the variables enter.
______4. Two lists of numbers, X and Y, have a correlation of 0.3; X and Z have a correlation of - 0.7
We know that:
A. the stronger correlation is the correlation of X and Y, since it is positive.
B. the stronger correlation is the correlation of X and Z.
C. the two correlations are equally strong, since 1.0 - 0.7 = 0.3
D. We cannot tell which is stronger without more information.
Answer: B. The stronger correlation is determined by the absolute value, since it measures the scatter of points
about a line. Whether the line has a positive or negative slope, the less the scatter, the greater the absolute value
of the correlation.
_______5. Suppose men always married women who were 10 percent shorter than they were. The correlation coefficient of the heights of married couples would be:
A. 0.10 if the correlation were computed with corr(male.height, female.height)
B. -0.10 if the correlation were computed with corr(female.height, male.height)
C. 0.10 no matter which way the correlation were computed.
D. 1.0 since the height of the man is always predictable from the height of the woman.
Answer: D. All points in a graph of the correlation would line on the straight line Hf = 0.9 * Hm where Hf = female height and Hm = male height.

Expected Time

Estimated number of hours of student work this week 40hrs

Final Examinations Guidelines

Final exams are different from midterm exams and other forms of assessment (i.e. projects, case studies etc.) mostly because they are comprehensive and that means that they draw upon your knowledge from the entire course. Also, students take the final exams during the examination period at the end of the semester and that means that they have to study for multiple exams at the same time (more or less). Finally as they carry a lot of weight towards your course grade, your performance in the final could make a difference between an A- and a C+ on your transcript! Thus, it is important to follow a studying guide, and earn a top grade from your final exams. Herein, you may find some trusted and tested methods.

Plan ahead

It is recommended to plan out your study sessions (for ALL your exams) to have a better understanding on how much work you're facing. Use the calendar on your phone to set alerts and reminders for yourself so you stick to your plan.

Start early

Start studying for finals a few weeks before the first exam, and figure out how much time to set aside each day for each subject, setting realistic goals. Do not cram!

Study Strategically!

Try to prioritize the concepts of each course into three categories: red, orange and green. List under the red category the content that you believe it is definitely going to be in the final exam. This usually included topics addressed through quizzes, homework assignments, projects etc. as well as points raised by your tutor in the revision. Put under the orange category, topics that are probably in the final exam. For example topics explained thoroughly in weekly sessions that did not make it in the assignments, Topics that fueled lots of discussion in forum etc. The remaining material goes in the green category. Do not study in a serial way from the beginning to the end of your notes, but review the material in the red category, first. Then move on to studying what is listed in the orange category and, then the content in the green category. That way, if you run out of time, you know you at least have reviewed the basics extensively. Ask your teachers if they'll share copies of previous finals so you can see what might be covered or how questions will be phrased.

Give yourself more time to study for your toughest topics

Do not allot time equivalently for each topic. If a topic gave you trouble all semester, devote more time to that subject—even if it's your last final. Look over your previous form of assessment for that subject and take extra time now to review what you missed. By starting with the toughest stuff first, you have time to ask your lecturer questions or get help from peers or tutors.

Form a study group

There's nothing like peer pressure to keep you motivated to study. Plan skype sessions with friends to review the class material, compare notes, or work through tricky concepts. You'll benefit from the good study habits and notes of the other members in your study group. If you're trying to solve a tough problem, two heads are better than one.

Talk it out

Not only is it more fun to study with your friends than studying by yourself, you'll also learn more. By talking through the facts and formulas with a study partner, you're thinking about the material more deeply, which means you'll remember it better later.

Get creative with study aids

Now that you know what key concepts from each subject you need to prioritize, find the best way to review and internalize what you predict will be on the final exam. Make flash cards to help you memorize dates or come up with a short video that you can upload in your yahoo channel!

Quiz yourself

Students tend to remember the information they have been examined on better than the information they simply review. So ask your study group members or your friends to quiz you!

Make sleep a priority

While it may be tempting to pull an all-nighter and cram everything in at the last minute, it's a bad idea. You just add stress, and you won't retain the information for very long by studying that way. You may even forget some of it by the time the test begins.

Have a break!

Plan for breaks and do something that you enjoy during the breaks. This way you can improve your concentration when you return to studying:

Eat your greens

Eat healthy and drink plenty of water to keep your brainpower at its prime.

A mock-up final exam paper will be provided to you in the LMS.

ΠΕΡΙΕΧΟΜΕΝΑ/CONTENT:

Institution	University of Nicosia		
Programme of Study	BBA Hospitality Management		
Course	MGT-150 Introduction to Management		
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Mode of Delivery	Distance Learning ☒	Conventional ☐	
Type of Course	Required ☒	Elective ☐	
Number of Group Advising Meetings/Teleconferences/Lectures	Total: 9 hours (additional consultation time available upon request)	With Physical Presence N/A	On-line: 3 WebEx sessions, 3 hours each
Number of assignments	12		
Assessment	• Online Quizzes (20%) • Written Assignment (20%) • Final Examination (60%)		
Number of ECTS credits	10		

Preparation of Study Guide by:	Dr Marlen Demetriou
Review and approval of study Guide by:	UNic Internal Quality Assurance Committee.

i. Teaching Faculty

Dr Marlen Demetriou.
Full Time faculty member
demetriou.m@unic.ac.cy

ii. Module / Course:

- **Brief description of Module/Course and Aims:**

  The course aim is to provide an overview of the basic concepts of Management, as well to introduce students the effective management theories by incorporating the perspectives of real-life managers, through examples, cases, and hands-on exercises. Finally to help students understand how the concepts they're learning actually work in today's dynamic business world

- **Main Topic/Thematic Areas**:

1. Principles of Management - 4 weeks
2. Skills and Function of a manager/ leader - 2 weeks
3. CSR and Management -4 weeks
4. Monitoring and controlling -2 weeks

Expected Learning Outcomes :

After completion of the course students are expected to be able to:

1. Describe what is meant by management and managerial effectiveness
2. Explain why managers are important to Organizations
3. Understand some of the key processes in Managerial decision making
4. Identify the roles skills and functions of a manager
5. Identify managerial activities that contribute to managerial effectiveness
6. Identify the role of manager in building a Socially Responsible corporate environment
7. Identify the threats and opportunities of a manager's dynamic environment
8. Identify the demands, constrains and challenges in a managerial life
9. Explain time pressures and the need for time management.
10. Explain the need for monitoring and controlling all activities planned and implemented

- **Teaching Material**:

Authors	Title	Publisher	Year	ISBN
Stephen Robbins, Mary Coulter	*MANAGEMENT Global Edition*	Prentice Hall	2016	ISBN13: 9781292090207 ISBN10: 1292090200

Richard Templar	The Rules of Management	Pearson Education Limited	2015	ISBN 10:1292088001 ISBN13 9781292088006
Paul Hoang	Business Management Revision and Study Guide	Hodder Education	2016	ISBN 10: 1471868427 ISBN13 9781471868429

- **ECTS**: 10 ECTS equivalent to 250 hours student workload

iii. Each Main Topic/Thematic Area:

Analytical description of each main topic/thematic area
(see pg. 13-25)

- **Expected learning outcomes:**
  As per section (ii) above for a general overview, and for detailed breakdown with specific Learning Outcomes please refer to each week separately.
- **Keywords Introductory notes** :
  As per specific keywords for each week.
- **Educational/Learning material:**
  For more specific details please refer to relevant week
- **Synopsis:**
  For more specific details please refer to relevant week
- **Recommendations for further study:**

For more specific details please refer to relevant week

- **Weekly activities**
  Each week consists of:
  1. A Forum discussion that its related to LOs on the topic
  2. A multiple-choice quiz – Self Evaluation
  3. Review activities such as Discussions Questions

Every 3 weeks, a 3-hour WebEx session is conducted. It outlines and addresses the LOs in the last 3 weeks.

iv. Teaching Timetable

Analysis of each week's teaching providing a timeline and relevant aims. In the timeline, the following should be clarified per week: what the student needs to study, when they will be required to submit written work and the relevant deadlines. The timeline should also refer to any teleconferences/ group consultation meetings that will take place and the final exam.
(See the platform)

v. Teaching methods

- Utilization of LMS – asynchronous
- WebEx tutorial – synchronous

- Student to lecturer interaction in dedicated forums
- Student to student interaction supported through dedicated student only chat
- Student to content interaction supported through self-assessment test, such online tests and or quizzes

vi. **Written work – Exams – Assessment**

- **Assessment Guidelines**

Important Peer Guidance

·You are advised to stay in continuous contact with your peer. If you are late in developing a review or you are unwell, your peer needs to know.

·Read each week's task instructions thoroughly and discuss them with your peer towards developing a common understanding. Don't assume that your peer knows what you are doing.

·In your peer feedback, always refer to proper referencing. All pieces of work should be written in your own words. Also, in-text references should appear in the script as well as a reference list at the end of the report.

What is peer assessment?

·Peer assessment is when students make assessment decisions on other students' work

·Peer assessments are linked to reflective practice as it involves self-development and as such, is an important skill for career development and management.

What makes a good piece of work?

Please note, your assessments should be based on the University of Nicosia Marking Criteria/ Rubric. Please go through the UNIC marking criteria and familiarize yourself with the requirements.

Referencing and Essay Writing

Please use the Harvard Referencing System (examples and how to on the platform) for all referencing requirements. All pieces of work (both formative and summative), require in-text references and a reference list at the end of the report. Also, analysis should be written in your own words (paraphrasing). Copying and pasting is not acceptable - it may lead to failure grade.

Finally, at the end of the module, you are encouraged to fill in the anonymous end of Module Evaluation survey appearing after the eponymous feedback forum. Students' voice is indeed important for improvement.

As soon as you read this email, please email your peer, introduce yourself and get your team organized.

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Grading Guidelines:

1. Knowledge of the topic and ability to practically apply it;

2. Analysis of issues and an awareness of different viewpoints;

3. Evaluation of competing explanations or theories applied to a problem;

4. Ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system;

5. Skill in the presentation of an answer with accuracy, clarity and coherence.

With these objectives in mind, the following model marking scheme should apply:

Letter Grade	*Numerical Grade*	*Grade Points*
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3

D	63-66	1.0
D-	60-62	0.7
F	0-59	0.0

Online Quizzes	20%
Written Assignment	20%
Final Examination	60%
TOTAL	**100**%

vii. Communication

Communication is conducted through messages on LMS post in the forum, individual emails in an asynchronous mode.

For synchronous communication students are encouraged to contact me through Skype, or phone over IP during pre-specified office hours which will be available on the course outline.

UNIVERSITY of NICOSIA

SCHOOL OF BUSINESS

HOSPITALITY TOURISM AND SPORTS MANAGEMENT

DEPARTMENT

BBA Hospitality Management

Study Guide

MGT - 150 – Introduction to Management

Course Leader:

Marlen Demetriou – demetriou.m@unic.ac.cy

Course Contributors:

TBA

Contents

Introductory note

This Study Guide is a basic supplement for the distance learning course "MGT - 150 Introduction to Management", which is offered by the distance learning BBA Hospitality Management programme. The aim of this Guide is to direct the students and help them into making systematic use of the educational material on which the teaching of the course is based.

The current course includes 12 sub-topics, spread over 12 study weeks. Each of these is composed of the following components: summary and brief introductory note, objectives, expected learning outcomes, key words, bibliography and other online resources, learning activities, and self-assessment exercises, and expected time that the student will be required to study. It is a compulsory course that corresponds to 10 ECTS.

The Guide must be used in common with the Course Outline and with the educational material indicated for each lecture through the interactive internet-based platform of the course (Moodle).

At the beginning of each study week, students are expected to familiarise themselves with the corresponding sections' objectives and learning outcomes, while they should go through the teaching material (recorded lectures) and conduct the additional learning activities. Learning activities will have a designated start and end date and time, which will be communicated to students via email. Some activities will be synchronous (e.g. webinars, online chats), while others will be asynchronous (e.g. Q&A Fora). The former will involve direct live interaction (either chat or verbal/video) between students and tutor, as well as between students themselves (student-tutor, student-student interactions), while in the latter the aforementioned interactions will not be live. Going through the teaching material and conducting the learning activities is *essential*, since it will help in clarifying and assimilating the material of the course as well as developing critical thinking on each topic.

In addition to the essential components described above, each section contains relevant bibliography (relevant textbooks and designated chapters), as well as relevant online resources (websites and other files such as scientific articles) and online videos to watch. Students are strongly encouraged to go through these additional resources, as part of self-directed learning, which will facilitate deeper understanding and critical thinking on the topic of interest. The relevant online resources and videos could be updated and/or enriched during the semester.

All relevant resources and activities can be found on the e-Learning Platform (Moodle) page of the specific course. It is essential that students follow the specific Study Guide in combination with the course's Moodle page throughout the duration of the course, in order to organise their learning time efficiently and take full advantage of the learning material offered.

The broad learning objective of the course is to cover management principles as well the skills and knowledge and competences (autonomy and responsibility) of the manager/leader in the field of hospitality industry and services sector.

Introductory session

At the start of the course, students should view the welcome video provided by the Course Lead. This offers an introduction to the course and outlines the key learning objectives and outcomes that will be covered during MGT - 150.

Course Weekly Schedule

Week 1	
Section	Managers in the Work Place
Week 2	
Section	Making Decisions
Week 3	
Section	Managing the Environment and Organization's Culture
Week 4	
Section	Managing Social Responsibility and Ethics
Week 5	
Section	Managing Change and Innovation
Week 6	
Section	Planning Work Activities
Week 7	
Section	Managing Strategy
Week 8	
Section	Designing Organizational Structure-Basic Designs
Week 9	
Section	Managing Human Resource
Week 10	
Section	Understanding and Managing Individual Behaviour
Week 11	
Section	Motivating Employees
Week 12	
Section	Monitoring and Controlling

Week 1: Managers in the Workplace

Objectives

1. Explain why managers are important to organizations.
2. Tell who managers are and where they work.
3. Describe the functions, roles, and skills of managers.
4. Describe the factors that are reshaping and redefining the manager's job.
5. Explain the value of studying management.

Learning outcome

With the completion of this chapter, students will be able to:

1. Explain the role of the managers in an organization
   - Coordinating and overseeing
   - Efficiency and Effectiveness

2.Analyse the four main functions of Management
   - Planning
   - Organizing
   - Leading
   - Controlling

3.Analyse the roles the managers must have in order to effectively manage an organization
   - Interpersonal
   - Informational
   - Decisional

4.Analyse the skills the managers must have in order to effectively manage an organization
   - Technical
   - Human
   - Conceptual
   - Other skills

5.Analyse all factors a manager must be concerned
   - Customer Service
   - Social Media
   - Innovation and
   - Sustainability

6.Analyse the Universality of Management and the reality of Work.
   - all types and sizes of organizations,
   - at all organizational levels, and
   - in all organizational work areas throughout the world

7.Analyse the Reality of Work
   - After graduation, students will either manage or be managed.

Key words

Management, managers, managerial functions, manager's roles/skills.

Bibliography

Stephen Robbins and Mary Coulter (2016), Management, 13th Edition, Prentice Hall **[Chapter 1, pp 34-67]**

Learning Activities

Questions for each week

Week 1: Managers in the Workplace

1.A great manager can inspire employees professionally and personally.
Answer: TRUE
2. Managers play an important role in dealing with various challenges being faced by organizations today.
Answer: TRUE
3. A manager must coordinate and oversee the work of other people so that organizational goals can be accomplished.
Answer: TRUE

1.As part of the orientation for her internship, Rebecca was informed that ________ are the people who direct the activities of others in an organization.
A) directors
B) managers
C) subordinates
D) line workers
Answer: B

2. Alice is responsible for getting work done through others. Alice is a ________.
A) consultant
B) middle manager
C) supervisor
D) top manager
Answer: C

3. ________ are responsible for making organization-wide decisions and establishing the plans and goals that affect the entire organization.
A) Middle managers
B) Top managers
C) Production managers
D) Research managers
Answer: B

4. If your team quickly painted the wall but discovered afterward it was the wrong wall, your team would be ________.
A) efficient but ineffective
B) efficient and effective
C) effective but inefficient
D) neither effective nor efficient

Answer: A

5. Wasting resources is an example of ________.
A) inefficacy
B) ineffableness
C) inefficiency
D) ineffectiveness
Answer: C

1) Describe and provide examples of first-line, middle, and top managers.

Answer:

a. First-line managers are the lowest level of management and manage the work of nonmanagerial individuals who are directly involved with the production or creation of the organization's products. First-line managers are often called supervisors or even shift managers, district managers, department managers, or office managers.

b. Middle managers are found between the lowest and top levels of the organization. These managers manage the work of first-line managers and may have titles such as department head, project leader, store manager, or division manager.

c. Top managers are responsible for making organization-wide decisions and establishing the plans and goals that affect the entire organization. These individuals typically have titles such as executive vice president, president, managing director, chief operating officer, or chief executive officer.

2) Explain briefly how the definition of a manager has changed over time.

Answer:

Managers used to be defined as the organizational members who told others what to do and how to do it. In the past, it was easy to differentiate managers from nonmanagerial employees. Nonmanagers were organizational members who worked directly on a job or task and had no one reporting to them. Managers were those who supervised other employees. Today, the changing nature of organizations and work has blurred the distinction between managers and nonmanagerial employees. Many traditional nonmanagerial jobs now include managerial activities. Most employees are multi-skilled and are being cross trained. Within a single shift, an employee can be a team leader, equipment operator, maintenance technician, quality inspector, or improvement planner.

1. Briefly explain the common characteristics of Organizations.
2. Briefly explain the difference between effectiveness and Efficiency.
3. Briefly explain the conceptual skills a manager must have.
4. Analyse the reasons one must study management.

Teaching methods

Lectures, Presentations, Assignments, Audio-visual material.

Expected Time

Estimated number of hours of student work this week 20hrs.

Week 2: Making Decisions

Objectives

1. Describe the eight steps in the decision-making process.
2. Explain the four ways managers make decisions.
3. Classify decisions and decision-making conditions.
4. Describe different decision-making styles and discuss how biases affect decision-making.
5. Know how to recognize when you're using decision-making errors and biases and what to do about it.
6. Identify effective decision-making techniques.

Learning outcome

With the completion of this topic, students will be able to:

1.Understand and explain each step of the Decision-Making Process

- Step 1: *Identify a problem*
- Step 2: *Identify decision criteria*
- Step 3: *Allocate weights to the criteria*
- Step 4: *Developing alternatives*
- Step 5: *Analyse alternatives*
- Step 6: *Select an alternative*
- Step 7: *Implement the alternative*
- Step 8: *Evaluate decision effectiveness*

2.Explain the decisions the manages may take in

- Planning,
- Organizing,
- Leading and
- Controlling their strategies

3.Explain the concept of Rationality in the Decision-Making Process

- consistent and value-maximizing within specified constraints
- assumptions of rationality

4.Explain the concept of Bounded Rationality in the Decision-Making Process

- Rational but limited
- Satisfice

5.Explain the Role of Intuition in the Decision-Making Process

- Experience
- Feelings
- Accumulated Judgement

6.Analyse the different types of Decisions

- Structured Problems and programmed decisions
- Unstructured problems and unprogrammed decisions

7. Analyse the different styles of Decisions

- Linear Thinking Style
- Nonlinear Thinking Style.

Key words
Decision-Making Process, Decision Making Styles, Rationality, Intuition, Risk

Bibliography

Stephen Robbins and Mary Coulter (2016), Management, 13th Edition, Prentice Hall [Chapter 2, pp. 72-98]

Learning activities

Questions for each week

Week 2: Making Decisions

1.In the decision-making process, after allocating weights to the decision criteria, the decision maker lists viable alternatives that could resolve the problem.
Answer: TRUE

2.Once the alternatives to solving a problem have been identified, the next step in the decision-making process is selecting one of these alternatives.
Answer: FALSE

3. Implementing an alternative refers to the process of choosing the best alternative.
Answer: FALSE

1.Which of the following statements is true concerning problem identification?
A) Problems are generally obvious.
B) A symptom and a problem are one and the same.
C) Generally, what is a problem for one manager is a problem for all other managers.
D) Effectively identifying problems is not easy.
Answer: D

2. After identifying a problem, the next step in the decision-making process is ________.
A) identifying decision criteria
B) allocating weights to decision criteria
C) analyzing alternatives
D) developing alternatives
Answer: A

3. Belinda wants to introduce a new model to the product line. Three models are being developed. Belinda can choose only one. She has decided to focus on target market size, production costs, and net profits. These are Belinda's ________.
A) alternatives
B) criterion weights
C) decision criteria
D) problems
Answer: C

4. After identifying the decision criteria that are important or relevant to resolving a problem, the next step in the decision-making process is ________.
A) allocating weights to the criteria
B) analyzing the alternatives to solving the problem
C) reducing the number of criteria through the process of elimination
D) implementing the alternative
Answer: A

5. In the decision-making process, while ________, the decision maker puts the decision into action by conveying it to those affected by it and getting their commitment to it.
A) selecting an alternative
B) evaluating a decision's effectiveness
C) implementing an alternative
D) analyzing alternatives
Answer: C

1.List and discuss the eight steps in the decision-making process.
Answer:
1. Identify a problem - The decision-making process begins with the existence of a problem or a discrepancy between an existing and a desired state of affairs. However, a discrepancy without pressure to take action becomes a problem that can be postponed.
2. Identify decision criteria - Once the manager has identified a problem that needs attention, the decision criteria important to resolving the problem must be identified. That is, managers must determine what is relevant in making a decision.
3. Allocate weights to the criteria - The decision maker must weigh the items in order to give them the correct priority in the decision. A simple approach of doing this is to give the most important criterion a weight of 10 and then assign weights to the rest against that standard.
4. Develop alternatives - The fourth step requires the decision maker to list the viable alternatives that could resolve the problem. No attempt is made in this step to evaluate the alternative, only to list them.
5. Analyze alternatives - Once the alternatives have been identified, the decision maker must critically analyze each one. From this comparison, the strengths and weaknesses of each alternative become evident.
6. Select an alternative - The sixth step involves choosing the best alternative from among those considered.
7. Implement the alternative - Implementation involves conveying the decision to those affected by it and getting their commitment to it. If the people who must carry out a decision participate in the process, they are more likely to enthusiastically support the outcome than if they are just told what to do.
8. Evaluate decision effectiveness - The last step in the decision-making process involves appraising the outcome of the decision to see if the problem has been resolved. If the desired result has not been achieved, the manager may consider returning to a previous step or may even consider starting the whole decision process over.

2. Briefly, discuss the assumptions of rationality and the validity of those assumptions.
Answer: A decision maker who is perfectly rational is fully objective and logical. The problem faced is clear and unambiguous. The decision maker has a clear and specific goal. He is aware of all possible alternatives and consequences. Making decisions consistently

leads to selecting the alternative that maximizes the likelihood of achieving that goal.
These assumptions apply to any decision – personal or managerial. For managerial decision making, an additional assumption is that decisions are made in the best interests of the organization. However, most of these assumptions of rationality are not very realistic.

1. Briefly explain the eight steps of the Decision Making Process.
2. Briefly explain the role of Intuition in the Decision Making Process.
3. Briefly explain how managers can manage Risks.
4. Briefly explain the Difference between Linear and Non-Linear Thinking.

Teaching methods

Lectures, Presentations, Assignments, Audio-visual material.

Expected Time

Estimated number of hours of student work this week 20hrs.

Week 3: Managing the Environment and the Organization’s Culture

Objectives

1. Contrast the actions of managers according to the omnipotent and symbolic views.
2. Describe the constraints and challenges facing managers in today’s external environment.
3. Develop your skill at scanning the environment so you can anticipate and interpret changes taking place.
4. Discuss the characteristics and importance of organizational culture.
5. Know how to read and assess an organization’s culture.
6. Describe current issues in organizational culture.

Learning outcome

With the completion of this topic, students will be able to:

1.Explain the two perspectives concerning the role that managers play in an organizations success or failure.

- The omnipotent View
- The Symbolic view

2.Analyse all factors of the External Environment

- Economic,
- Demographic, and
- Political/Legal Environment
- Sociocultural
- Technological
- Global

2.Explain the benefits of managing Good Stakeholder Relationships

- Who is a stakeholder
- Role of managers in building good stakeholder relationships

3.Analyse the concept of an Organizational Culture

- Constraints and Benefits
- Dimensions of Organizational Culture

4.Examine the different issues in Organizational Culture

- Innovative culture
- Spirituality in the workplace
- Customer Responsive Culture

Key words

External Environment Internal Environment, Organizational Culture.

Bibliography

Stephen Robbins and Mary Coulter (2016), Management, 13th Edition, Prentice Hall [Chapter 3, pp. 102-126]

Learning activities

Questions for each week

Week 3: Managing the Environment and the Organization's Culture

1.The view of managers as omnipotent is consistent with the stereotypical picture of the take-charge business executive who can overcome any obstacle in carrying out the organization's objectives.
Answer: TRUE

2. The symbolic view of management impact is useful in explaining the high turnover among sports coaches, who can be considered the "managers" of their teams.
Answer: FALSE

1. The ________ component of an organization's external environment is concerned with trends in population characteristics such as age, race, gender, education level, geographic location, income, and family composition.
A) economic
B) political
C) demographic
D) sociocultural
Answer: C

2. If mortgage interest rates increase, this would be an example of changing ________ in a firm's external environment.
A) economic conditions
B) political conditions
C) sociocultural conditions
D) demographic conditions
Answer: A

3. The ________ component of an organization's external environment is concerned with trends in population characteristics such as age, race, gender, education level, geographic location, income, and family composition.
A) economic
B) political
C) demographic
D) sociocultural
Answer: C

4.Which of the following, if true, represents a demographic change that will affect decisions future managers make?
A) The unemployment rate is likely to continue to fall.
B) The percentage of Hispanics in the candidate pool will increase.
C) More job candidates are likely to have tattoos and body piercings.
D) More jobs will be performed by robots.
Answer: B

5. Which of the following describes a dynamic environment?
A) Sales vary with the seasons.

B) Production methods have changed gradually over the last 25 years.
C) Competitors move into and out of the industry frequently.
D) Product demand increases every year on a steady upward trend.
Answer: C

1.In a short essay, differentiate between the symbolic view and the omnipotent view of management. Include specific examples of each view to support your answer.
Answer:
a. In the omnipotent view, differences in an organization's performance are assumed to be due to decisions and actions of its managers. Good managers anticipate change, exploit opportunities, correct poor performance, and lead their organizations. When things go well and profits are up, managers take the credit and are rewarded – even if they had little to do with achieving the positive outcomes. When profits are down, top managers are often fired in the belief that "new blood" will bring improved results. Coaches are often released following a poor season as they are considered the "managers" of their teams.
b. The symbolic view holds that a manager's ability to affect performance outcomes is influenced and constrained by external factors. According to this view, it's unreasonable to expect managers to significantly affect an organization's performance. Instead, performance is influenced by factors over which managers have little control such as the economy, customers, governmental policies, competitors' actions, industry conditions, and decisions made by previous managers. This view is labeled "symbolic" because it's based on the belief that managers symbolize control and influence by developing plans, making decisions, and engaging in other managerial activities to make sense out of random, confusing, and ambiguous situations. However, the actual part that managers play in organizational success or failure is limited.
In the 1990s Cisco Systems was the picture of success. Growing rapidly, it was widely praised by analysts for its "brilliant strategy, masterful management of acquisitions and superb customer focus." As Cisco's performance declined during the early part of the 21st century, analysts said that its strategy was flawed, its acquisition approach was haphazard, and its customer service was poor. The symbolic view would suggest that declining performance was due to the external circumstances beyond the control of the managers.

2. Define environmental uncertainty. Briefly discuss the dimensions of environmental uncertainty.
Answer: Environmental uncertainty refers to the degree of change and complexity in an organization's environment.
The first dimension of uncertainty is the degree of change. If the components in an organization's environment changes frequently and unpredictably, it is a dynamic environment. If change is minimal or predictable, it's a stable one. A stable environment might be one with no new competitors, few technological breakthroughs by current competitors, little activity by pressure groups to influence the organization, and so forth.
The other dimension of uncertainty describes the degree of environmental complexity, which looks at the number of components in an organization's environment and the extent of the knowledge that the organization has about those components. An organization with fewer competitors, customers, suppliers, government agencies, and so forth faces a less complex and uncertain environment. Organizations deal with environmental complexity in various ways. Complexity is also measured in terms of the knowledge an organization needs about its environment.

1. Briefly explain how the Demographic factors affect a corporation's Environment

2. Briefly explain who are an organization's stakeholders
3. Explain the Benefits of Good stakeholder Relationships
4. Briefly explain the concept of Organizational Culture.

Teaching methods
Lectures, Presentations, Assignments, Audio-visual material.

Expected Time
Estimated number of hours of student work this week 20hrs.

Week 4: Managing Social Responsibility and Ethics

Objectives

1. Discuss what it means to be socially responsible and what factors influence that decision.
2. Explain green management and how organizations can go green.
3. Discuss the factors that lead to ethical and unethical behavior
    - Develop your skill at creating trust in work groups.
4. Describe management's role in encouraging ethical behavior
    - Know how to make good decisions about ethical dilemmas.
5. Discuss current social responsibility and ethics issues.

Learning outcome

With the completion of this topic, students will be able to:

1.Analyse the concept of Social Responsibility

- Social Obligation
- Social Responsiveness
- Social Responsibility

2.Critically analyse the arguments on Social Responsibility

- For
- Against

3.Explain the value of Green Management and Sustainability

- How organizations go Green
- Green Approaches
- Green Management Actions

4.Analyze the factors that determine Ethical and Unethical Behavior in management

- Ethical Dilemma
- Stages of Moral Development
- Individual Characteristics

5.Analyze the challenges managers face in being socially Responsible

- Managing Ethical lapses and Social Irresponsibility
- Ethical Leadership
- Protection of Whistle Blowers
- Social Entrepreneurship
- Corporate Philanthropy
- Employee Volunteering

Key words

Business Ethics, Social responsiveness, Social Responsibility, Green Management, Sustainability.

Bibliography

Stephen Robbins and Mary Coulter (2016), Management, 13th Edition, Prentice Hall
[Chapter 6, pp. 182-210]

Learning activities

Questions for each week

Week 4: Managing Social Responsibility and Ethics

1.According to the classical view of social responsibility, management's only social responsibility is to maximize profits.
Answer: TRUE

2. According to the socioeconomic view, managers' social responsibilities go beyond making profits to include protecting and improving society's welfare.
Answer: TRUE

3. When a firm engages in social actions because of its obligation to meet certain economic and legal responsibilities, it is said to be socially responsive.
Answer: FALSE

1.________ is defined as a business firm's intention, beyond its legal and economic obligations, to do the right things and act in ways that are good for society.
A) Social obligation
B) Social responsibility
C) Social screening
D) Values-based management
Answer: B

2. Which of the following examples reflects a socially responsible action by an organization?
A) Ford Motor Company became the first automaker to endorse a federal ban on sending text messages while driving.
B) Apple has eliminated lead-lined glass monitors from its product line and pioneered reduced-sized packaging that leverages recyclable materials.
C) Chick-fil-A has stopped selling products containing meat from poultry raised with antibiotics.
D) UPS has a company-wide policy that urges employees to volunteer during natural disasters and other crises.
Answer: B

3.Which of the following arguments on social responsibility states that businesses should address social problems before they become serious and costly to correct?
A) superiority of prevention over cures
B) possession of resources
C) balance of responsibility and power
D) better environment
Answer: A

4.Under what approach do organizations exhibit little environmental sensitivity, and simply obey laws, rules and regulations?
A) stakeholder approach

B) market approach
C) legal approach
D) activist approach
Answer: C

5. ________ defined as the basic convictions about right and wrong decisions and behavior.
A) Beliefs are
B) Principles are
C) Ethics is
D) Values are
Answer: D

1.List and discuss three arguments in favor of business social responsibility and five arguments against it.
Answer:
Arguments in favor of business social responsibility include:
a. Public expectations - Public opinion now supports businesses pursuing economic and social goals.
b. Long-run profits - Socially responsible companies tend to have more secure long-run profits.
c. Ethical obligation - Businesses should be socially responsible because responsible actions are the right thing to do.
d. Public image - Businesses can create a favorable public image by pursuing social goals.
e. Better environment - Business involvement can help solve difficult social problems.
f. Discouragement of further governmental regulation - By becoming socially responsible, businesses can expect less government regulation.
g. Balance of responsibility and power - Businesses have a lot of power and an equally large amount of responsibility is needed to balance against that power.
h. Stockholder interests - Social responsibility will improve a business's stock price in the long run.
i. Possession of resources - Businesses have the resources to support public and charitable projects that need assistance.
j. Superiority of prevention over cures - Businesses should address social problems before they become serious and costly to correct.
Arguments against business social responsibility include:
a. Violation of profit maximization - Business is being socially responsible only when it pursues its economic interests.
b. Dilution of purpose - Pursuing social goals dilutes business's primary purpose of achieving economic productivity.
c. Costs - Many social responsibility actions do not cover their costs and someone must pay those costs.
d. Too much power - Businesses have a lot of power already and if they pursue social goals they will have even more power.
e. Lack of skills - Business leaders lack the necessary skills to address social issues.
f. Lack of accountability - There are no direct lines of accountability for social actions

2. Compare and contrast the ideas of social obligation, social responsiveness, and social responsibility.

Answer: Social obligation occurs when a firm engages in social actions because of its obligation to meet its economic and legal responsibilities. The organization does only what it is obligated to do and nothing more. This idea reflects the classical view of social responsibility that says that management's only social responsibility is to maximize profits. In contrast to social obligation, however, both social responsiveness and social responsibility reflect the socioeconomic view. According to this view a manager's social responsibilities go beyond making profits to include protecting and improving society's welfare. This view is based on the belief that corporations are not independent entities responsible only to stockholders, but have an obligation to the larger society. Social responsiveness occurs when a company engages in social actions in response to some popular social need. Managers are guided by social norms and values and make practical, market-oriented decisions about their actions. A socially responsible organization views things differently. It goes beyond what it is obligated to do or chooses to do because of some popular social need and does what it can to help improve society because it is the right thing to do. Social responsibility is defined as a business's intention, beyond its legal and economic obligations, to do the right things and act in ways that are good for society. A socially responsible organization does what is right because it feels it has an ethical responsibility to do so.

1. Briefly explain the concept of Social Responsibility
2. Briefly explain the arguments for and against Social Responsibility
3. Explain how companies can go Green
4. Explain how difficult it is for a manager to take a decision when facing Ethical dilemmas.

Teaching methods

Lectures, Presentations, Assignments, Audio-visual material.

Expected Time

Estimated number of hours of student work this week 20hrs.

Week 5: Managing Change and Innovation

Objectives

1. Compare and contrast views on the change process.
2. Classify types of organizational change.
3. Explain how to manage resistance to change.
4. Discuss contemporary issues in managing change.
5. Describe techniques for stimulating innovation.

Learning outcome

With the completion of this topic, students will be able to:

1. Analyse the internal forces for change
    - New Organizational Strategy
    - Change of Composition of workforce
    - New Equipment
    - Change employee attitudes
2. Analyse the external forces for change
    - Changing consumer needs and wants
    - New Government laws
    - Changing technology
    - Economic changes
3. Analyse the three-step change process
    - Unfreezing
    - Changing
    - Refreezing
4. Analyse the types of Change
    - Structure
    - Technology
    - People
5. Analyse the techniques for reducing resistance to change
    - Education
    - Participation
    - Facilitation
    - Negotiation
    - Manipulation
    - Coercion
6. Explain the factors which can stimulate innovation
    - Creativity vs Innovation
    - Stimulating and Nurturing Innovation
    - Innovation and Design Thinking

Key words
Consumer Behaviour, Culture, Personal factors, Social Factors, Psychological Factors, Buying Decision process.

Bibliography
Stephen Robbins and Mary Coulter (2016), Management, 13th Edition, Prentice Hall [Chapter 7, pp. 212-238]

Learning activities

Questions for each week

Week 5: Managing Change and Innovation

1.Organizational change can be any alteration of people, structure, or technology.
Answer: TRUE

2.Managers exclusively play the role of change agents.
Answer: FALSE

3.Changing structure includes any change in structural variables such as reporting relationships, coordination mechanisms, employee empowerment, or job redesign.
Answer: TRUE

1.Labor strikes are an example of which of the following internal change factors?
A) workforce composition
B) equipment
C) employee attitudes
D) organizational strategy
Answer: C

2.The unfreezing step of the change process can be thought of as ________.
A) changing to a new state
B) sustaining a change over time
C) changing the organizational structure
D) preparing for the needed change
Answer: D

3.Organizational change is any alteration of ________.
A) people, structure, or technology
B) structure, management, or goals
C) technology, goals, or management
D) rules, procedures, or management
Answer: A

4.The installation of the new equipment at Fred Fryer's Donuts, Inc., is an example of ________.
A) people change
B) management change
C) technological change

D) structural change
Answer: C

5. A company that decides to decentralize its sales procedures is managing ________ changes.
A) technological
B) people
C) financial
D) structural
Answer: D

1Identify some of the external and internal forces of change.
Answer:
Some of the external forces of change are:
a. Changing consumer needs and wants
b. New governmental laws
c. Changing technology
d. Economic changes
Some of the internal forces of change are:
a. New organizational strategy
b. Change in composition of workforce
c. New equipment
d. Changing employee attitudes

2.
Why do people resist change?
Answer: An individual is likely to resist change for the following reasons: uncertainty, habit, concern over personal loss, and the belief that the change is not in the organization's best interest.
Change replaces the known with uncertainty. For example, when quality control methods based on sophisticated statistical models are introduced into manufacturing plants, many quality control inspectors have to learn the new methods. Some inspectors may fear that they will be unable to do so and may, therefore, develop a negative attitude toward the change or behave poorly if required to use them.
Another cause of resistance is that people do things out of habit. Every day, when going to work, people probably go the same way, whether walking, driving, or using mass transit. Usually, they find a single approach and use it regularly. People do not want to have to consider the full range of options for the hundreds of decisions they make every day. To cope with this complexity, they rely on habits or programmed responses. But when confronted with change, their tendency to respond in their accustomed ways becomes a source of resistance.
The third cause of resistance is the fear of losing something already possessed. Change threatens the investment people have already made in the status quo. The more that people have invested in the current system, the more they resist change. They fear the loss of status, money, authority, friendships, personal convenience, or other economic benefits that they value. This is why older workers tend to resist change more than younger workers. Older employees have generally invested more in the current system and thus have more to lose by changing.
A final cause of resistance is a person's belief that the change is incompatible with the goals

and interests of the organization. For instance, an employee who believes that a proposed new job procedure will reduce product quality or productivity can be expected to resist the change. If the employee expresses his or her resistance positively, this actually can be beneficial to the organization.

1.Analyze the Internal and External Forces for change
2.Identify and explain the reasons that people resist change
3.Analyze the techniques for reducing resistance to change
4.Explain what is the "employee stress and what are the factors which create stress
5.Define "Creativity" and Innovation.

Teaching methods
Lectures, Presentations, Assignments, Audio-visual material.

Expected Time
Estimated number of hours of student work this week 20hrs.

Week 6: Planning Work Activities

Objectives

1. Define the nature and purposes of planning.
2. Classify the types of goals organizations might have and the plans they use.
3. Compare and contrast approaches to goal-setting and planning.
4. Discuss contemporary issues in planning.

Learning outcome

With the completion of this topic, students will be able to:

1.Explain the meaning of Planning

- Defining Goals
- Strategies for achieving the goals
- Plans for achieving the goals

2.Analyse the reasons that managers Plan

- Provides Direction
- Reduces Uncertainty
- Minimizes waste and redundancy
- Establishes the goals or standards used in controlling

3.Explain the difference between Goals and Plans

- Types of Goals
- Types of Plans
- Setting Goals and developing plans

4. Analyze the steps in goal setting
5. Explain the relationship between planning and organizational level
   - Strategic planning vs Operational Planning

6. Analyze the contingency factors in Planning
   - Organizational level
   - Degree of Environmental Uncertainly
   - Length of Future Commitment

Key words

Planning, Goals, Plans,

Bibliography

Stephen Robbins and Mary Coulter (2016), Management, 13th Edition, Prentice Hall [Chapter 8, pp. 246-265]

Learning activities

Questions for each week

Week 6: Planning Work Activities

1.Planning is concerned with how objectives are to be accomplished, not what is to be accomplished.
Answer: FALSE

2. Planning provides direction to managers and non-managers alike.
Answer: TRUE

3. Most businesses have only the single goal of making profits.
Answer: FALSE

1.The effect of planning on managers is that it forces them to ________.
A) grow resistant to change
B) anticipate and respond to change
C) eliminate uncertainty
D) work at cross purposes
Answer: B

2. Which of the following is one of the reasons why managers should plan?
A) When work activities are coordinated around plans, inefficiencies become obvious.
B) Uncertainty can be eliminated and the organization can be insulated from change with planning.
C) Planning eliminates the need to set goals.
D) Planning eliminates the need to measure work effort.
Answer: A

3. Which aspect of planning refers to documents that outline how results are to be achieved?
A) goals
B) plans
C) objectives
D) performance
Answer: B

4. Goals are different from plans because ________.
A) goals identify specific steps that the organization needs to achieve, and plans identify the overall mission of the organization
B) goals describe financial objectives, and plans describe objectives related to social responsibility
C) goals are important only for small companies, and plans are important only for large companies
D) goals are desired outcomes, and plans describe how those outcomes will be accomplished
Answer: D

5.Which of the following statements is true regarding an organization's goals?
A) All organizations share the single goal of making profits.
B) A single goal is more efficient than multiple goals for defining an organization's success.
C) Using a single goal such as profit may result in unethical behaviors by employees.

D) Long-term success is ensured if managers emphasize only one goal for an organization.
Answer: C

1.In a short essay, define planning and discuss the characteristics of formal planning as it is used in various organizations.

Answer:

Planning involves defining the organization's goals, establishing an overall strategy for achieving those goals, and developing a comprehensive set of plans to integrate and coordinate organizational work. It is concerned with both ends and means. In formal planning, specific goals covering a period of years are defined. These goals are written and known to organizational members.

2. Discuss the impact of planning on organizational performance.

Answer:

Numerous studies have looked at the relationship between planning and performance. Although most showed generally positive relationships, we can't say that organizations that formally plan always outperform those that don't plan.
Generally speaking, formal planning is associated with positive financial results – higher profits, higher return on assets, and so forth. Also, it seems that doing a good job planning and implementing those plans play a bigger part in high performance than does how much planning is done. Next, in those studies where formal planning didn't lead to higher performance, the external environment often was the culprit. When external forces – say, governmental regulations or powerful labor unions – constrain managers' options, it reduces the impact planning has on an organization's performance. Finally, the planning-performance relationship seems to be influenced by the planning time frame. It seems that at least four years of formal planning is required before it begins to affect performance.

1. Briefly explain the relationship between Planning and Performance
2. Explain how planning fits into an organization's goal
3. Analyse the five steps in setting Goals in an Organization
4. Briefly explain how the environmental scanning helps in a better analysis of the external analysis for a better planning process.

Teaching methods

Lectures, Presentations, Assignments, Audio-visual material.

Expected Time

Estimated number of hours of student work this week 20hrs.

Week 7: Managing Strategy

Objectives

1. Define strategic management and explain why it's important.
2. Explain what managers do during the six steps of the strategic management process.
3. Describe the three types of corporate strategies.
4. Describe competitive advantage and the competitive strategies organizations use to get it.
5. Discuss current strategic management issues.

Learning outcome

With the completion of this topic, students will be able to:

1.Explain what Strategic Management is

- Strategies
- Business Model

2. Explain the importance of Strategic Management

- Make a Difference in how an organization performs
- Face the dynamic environment
- Help the complex and diverse organizations to achieve their goals

3. Analyze all the steps of the Strategic Planning process

- Identify Mission, Goals and strategies
- SWOT Analysis
- Formulate Strategies
- Implement Strategies
- Evaluate results

4.Explain the importance of a carefully designed SWOT Analysis

- Identify the Strengths, weaknesses, Opportunities and threats of the Organization
- Formulate appropriate Strategies based on SWOT Analysis

5.Analyze the three types of Corporate Strategy

- Growth
- Stability
- Renewal

6. Explain the BCG Approach and its use in the strategic Planning process

- Stars
- Cash Cows
- Question Marks
- Dogs

7. Analyze the Five Forces Model as a tool to Competitive Strategy

- Threat of New Entrant
- Threat of Substitutes
- Bargaining Power of buyers
- Bargaining Power of supplies

Key words

Strategic Management, Mission, Goals, Swot Analysis, Corporate Strategies, BCG, Growth Strategies.

Bibliography

Stephen Robbins and Mary Coulter (2016), Management, 13th Edition, Prentice Hall [Chapter 9, pp. 266-290]

Learning activities

Questions for each week

Week 7: Managing Strategy

1.The first step in the strategic management process is analyzing the external environment.
Answer: FALSE

2Evaluating an organization's intangible assets is part of conducting an internal analysis in the strategic management process.
Answer: TRUE

3. Activities that an organization does well or resources that it has available are called capabilities.
Answer: FALSE

1.Every fast food hamburger restaurant chain wants you to believe their product is the best because it is stored or prepared uniquely. Each of these is pursuing a ________.
A) low cost leadership strategy
B) differentiation strategy
C) focus strategy
D) quality strategy
Answer: B

2.The top managers of the corporation are meeting to discuss how they will compete in their chosen markets and how they will attract and satisfy customers. These managers are discussing ________.
A) the business model
B) strategy
C) their competitive advantage
D) core competencies
Answer: B

3. Defining the organizational mission forces managers to identify ________.
A) what the labor supply is like in the locations where the organization operates
B) what the organization is in business to do
C) what the competitor is doing
D) what pending legislation will affect the organization
Answer: B

4. Managers perform an external analysis so that they know about ________.
A) the firm's basic beliefs and ethical priorities
B) what the competition is doing
C) what customers want
D) their organization's core competencies
Answer: B

5________ are positive trends in the external environment.
A) Strengths
B) Threats
C) Weaknesses
D) Opportunities
Answer: D

1.In a short essay, explain strategic management and why it is important.
Answer: Strategic management is what managers do to develop the organization's strategies. It is an important task involving all the basic management functions – planning, organizing, leading, and controlling.
There are three reasons as to why strategic management is important.
The most significant one is that it can make a difference in how well an organization performs. Generally, there is a positive relationship between strategic planning and performance. Generally, organizations that use strategic management have higher levels of performance.
Another reason it is important has to do with the fact that managers in organizations of all types and sizes face continually changing situations. They cope with this uncertainty by using the strategic management process to examine relevant factors and decide what actions to take.
Finally, strategic management is important because organizations are complex and diverse. Each part needs to work together toward achieving the organization's goals; strategic management helps do this.
Today, strategic management has become so important that both business organizations and not-for-profit organizations use it.

2.List and discuss the different types of corporate strategies.
Answer:
The three main types of corporate strategies are growth, stability, and renewal.

a. Growth - A growth strategy is when an organization expands the number of markets served or products offered, either through its current businesses or through new businesses. Because of its growth strategy, an organization may increase revenues, number of employees, or market share. Organizations grow by using concentration, vertical integration, horizontal integration, or diversification.

b. Stability - A stability strategy is a corporate strategy in which an organization continues to do what it is currently doing. Examples of this strategy include continuing to serve the same clients by offering the same product or service, maintaining market share, and sustaining the organization's current business operations. The organization does not grow, but does not fall behind, either.

c. Renewal - When an organization is in trouble, something needs to be done. Managers need to
develop strategies, called renewal strategies, that address declining performance. The two main types of renewal strategies are retrenchment and turnaround strategies.

1. Briefly explain what is a Company's "Mission Statement" - Give Examples
2. Analyse the Second and the Third Step of the Strategic Management Process
3. Explain the BCG Approach and its use in the Strategic Management Process
4. Compare and contrast the Horizontal to the Vertical Integration.

Teaching methods
Lectures, Presentations, Assignments, Audiovisual material.

Expected Time

Estimated number of hours of student work this week 20hrs.

Week 8: Designing Organizational Structure-Basic Designs

Objectives

1. Describe the six key elements in organizational design.
2. Contrast mechanistic and organic structures.
3. Discuss the contingency factors that favor either the mechanistic model or the organic model of organizational design.
4. Describe traditional organizational designs.

Learning outcome

With the completion of this topic, students will be able to:

1.Analyze the key elements in organizational design

- Work Specialization
- Departmentalization
- Chain of Command
- Span of Control
- Centralization and Decentralization
- Formalization

2.Explain the difference between Mechanic and Organic Structures

- advantages and disadvantages of Mechanic Structure
- advantages and disadvantages of Organic Structure

3.Explain when the contingency factors favour the mechanistic model and when the organic model

- Strategy and structure
- Size and structure
- Technology and structure

4.Analyse the characteristics of the Traditional Organizational Designs

- a simple structure,
- functional structure and
- divisional structure.

Key words

Organizational structure, organizational chart and design, specialization, departmentalization, chain of command. Span of control.

Bibliography

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Learning activities

Questions for each week

Week 8: Designing Organizational Structure-Basic Designs

1.Organizational structure is the formal chain of command of jobs within an organization.
Answer: FALSE

2. Work specialization is also known as division of labor.
Answer: TRUE

3.Managers today continue to see work specialization as important because it helps employees be more efficient.
Answer: TRUE

1.________ is the formal arrangement of jobs within an organization.
A) Departmentalization
B) Organizational design
C) Organizational structure
D) Work specialization
Answer: C

2) Organizational design is a process that involves decisions about ________.
A) work specialization and cost-leadership
B) chain of command and span of control
C) centralization and differentiation
D) departmentalization and diversification
Answer: B

3.Which of the following statements accurately defines work specialization?
A) It is the basis of grouping jobs together.
B) Individual employees specialize in doing part of an activity rather than the entire activity.
C) It is the line of authority extending from upper organizational levels to the lower levels.
D) It clarifies who reports to whom.
Answer: B

4.The process of grouping jobs together is known as ________.
A) departmentalization
B) centralization
C) formalization
D) organizational design
Answer: A

5. The line of authority that extends from upper organizational levels to lower levels, clarifying who reports to whom, is known as the ________.
A) employee power distance
B) unity of command
C) span of control
D) chain of command
Answer: D

1.In a short essay, explain authority and responsibility
Answer:
Authority was a major concept discussed by the early management writers; they viewed it as

the glue that held an organization together. Authority refers to the rights inherent in a managerial position to tell people what to do and to expect them to do it. Managers in the chain of command had authority to do their job of coordinating and overseeing the work of others. Authority could be delegated downward to lower-level managers, giving them certain rights while also prescribing certain limits within which to operate. These writers emphasized that authority was related to one's position within an organization and had nothing to do with the personal characteristics of an individual manager.

Chester Barnard, an early management writer, proposed the acceptance theory of authority. According to this theory, authority comes from the willingness of subordinates to accept it. If an employee did not accept a manager's order, there was no authority.

As organizations get larger and more complex, line managers find that they do not have the time, expertise, or resources to get their jobs done effectively. In response, they create staff authority functions to support, assist, advise, and generally reduce some of their informational burdens.

Responsibility - When managers use their authority to assign work to employees, those employees take on an obligation to perform those assigned duties. This obligation or expectation to perform is known as responsibility. Assigning work authority without responsibility and accountability can create opportunities for abuse. Likewise, no one should be held responsible or accountable for work tasks over which he or she has no authority to complete those tasks.

Unity of command - The unity of command principle which is one of Fayol's 14 management principles states that a person should report to only one manager. Without unity of command, conflicting demands from multiple bosses may create problems.

2. Discuss the differences between line and staff authority.

Answer:

The early management writers also distinguished between two forms of authority: line authority

and staff authority. Line authority entitles a manager to direct the work of an employee. It is the employer-employee authority relationship that extends from the top of the organization to the lowest echelon, according to the chain of command. As a link in the chain of command, a manager with line authority has the right to direct the work of employees and to make certain decisions without consulting anyone. In the chain of command, every manager is also subject to the authority or direction of his or her superior.

1. Discuss the traditional and contemporary views of each of the six elements of Organizational design
2. Analyse the characteristics of an organic organization-Give examples
3. Explain the reason that organization may want to increase its span of control
4. Explain the difference between line authority and staff authority.

Teaching method

Lectures, Presentations, Assignments, Audiovisual material.

Expected Time

Estimated number of hours of student work this week 20hrs.

Week 9: Managing Human Resource

Objectives

1. Explain the importance of the human resource management and the external influences that might affect the process.
2. Discuss the tasks associated with identifying and selecting competent employees.
3. Explain the different types of Orientation and training.
4. Describe strategies for retaining competent, high-performing employees.
5. Discuss contemporary issues in managing human resources.

Learning outcome

With the completion of this topic, students will be able to:

1.Explain why the HRM is important

- Can be a source of competitive advantage for an organization and how it can affect its performance
- It is an important part of Organizational Strategies
- Their decisions have a significant impact on the organizational performance

2.Explain what a job analysis, description and specification is along with the value of a realistic job preview

- Human Resource Planning
- Recruitment and Decruitment
- Selection

3.Analyze the technics in providing employees with needed skills and knowledge

- Orientation in the performance of an employee
- General and specific training

4.Analyze the value of the different performance appraisal methods in retaining competent employees

- Employee performance management
- Compensation and Benefits

5.Discuss how the contemporary issues can be treated by the HR department

- Managing Downsizing
- Managing Sexual Harassment
- Managing Work-Life Balance
- Controlling HR costs

Key words

Human Resource Management, recruitment, orientation, training, managing downsizing, sexual harassment.

Bibliography

Stephen Robbins and Mary Coulter (2016), Management, 13th Edition, Prentice Hall [Chapter 12, pp.368-398]

Learning activities

Questions for each week

Week 9: Managing Human Resource

1.High-performance work practices involve a commitment by management to improve the knowledge, skills, and abilities of the organization's employees, increasing employee motivation, and enhancing the retention of quality employees.
Answer: TRUE

2.An organization that wants to have high-performance work practices should discourage self-managed teams and decentralized decision making.
Answer: FALSE

3. A labor union is an organization that represents workers and seeks to protect their interests.
Answer: TRUE

1.The first three activities of the human resource management process involve ________.
A) providing employees with flexible job assignments
B) identifying and selecting competent employees
C) providing employees with up-to-date knowledge and skills
D) retaining competent and high-performing employees
Answer: B

2.The final three activities of the human resource management process ensure ________.
A) that the organization retains competent and high-performing employees
B) that the organization selects and trains competent employees
C) the best compensation packages for the new hires
D) that employees are continuously provided with up-to-date knowledge and skills
Answer: A

3.During an economic recession, ________.
A) human resources managers find it more difficult to replace employees
B) more qualified candidates are available to fill fewer open positions
C) candidates face less competition for open positions
D) candidates expect better benefits and pensions
Answer: B

4.________ are groups of nominated or elected employees who must be consulted when management makes decisions involving personnel.
A) Labor unions
B) Advisory boards
C) Work councils
D) Board representatives
Answer: C

5. The first phase of the human resource management process involves ________.

A) human resource planning, compensation, and benefits
B) human resource planning, selection, and performance management
C) human resource planning, recruitment and decruitment, and selection
D) human resource planning, recruitment and decruitment, and orientation
Answer: C

1.Define decruitment and list the various decruitment options.

Answer:

Decruitment is the process by which an organization reduces its workforce. The various decruitment options available to an organization are:

a. Firing - This refers to permanent involuntary termination of employees.

b. Layoffs - These refer to temporary involuntary termination of employees. Layoffs may last only for a few days or extend up to years.

c. Attrition - This is achieved when an organization does not fill the openings created by voluntary resignations or normal retirements of its employees.

d. Transfers - This happens when employees are moved either laterally or downward. This usually does not reduce costs but, it can reduce intra-organizational supply-demand imbalances.

e. Reduced workweeks - This is achieved by having employees work fewer hours per week, share jobs, or perform their jobs on a part-time basis.

f. Early retirements - Here, the organization provides incentives to older and more senior employees for retiring before their normal retirement date.

g. Job sharing - This is achieved by having employees share one full-time position.

2. What is orientation? Discuss the two types of orientation.

Answer:

The process of introducing a person to his new job is known as orientation.
There are two types of orientation: work unit orientation and organization orientation.
Work unit orientation familiarizes the employee with the goals of the work unit, clarifies how his or her job contributes to the unit's goals, and includes an introduction to his or her new coworkers. Organization orientation informs the new employee about the company's goals, history, philosophy, procedures, and rules.

1. Explain why the HRM is considered an important part of organizational strategies
2. Explain the importance of a Realistic Job Preview in reducing employee turnover
3. Explain why Orientation can lower the likelihood of poor work performance
4. Analyse the different strategies which can help in retaining competent employees.

Teaching methods

Lectures, Presentations, Assignments, Audio-visual material.

Expected Time

Estimated number of hours of student work this week 20hrs.

Week 10: Understanding and Managing Individual Behaviour

Objectives

1. Identify the focus and goals of Individual Behaviour with Organizations.
2. Explain the role that attitudes play in job performance.
    - Describe different personality theories.
    - Discuss learning theories and their relevance in shaping behaviour.
    - Discuss contemporary issues in organizational behaviour.

- **Learning outcome**
- With the completion of this topic, students will be able to:
- 1.Analyze the major areas organizational behaviour focuses on.
- Visible Aspects
- Hidden Aspects
- 2.Analyze the goals of OB
- Explain
- Predict
- Influence behaviour

3.Explain the three components that an attitude is made up
- Cognitive component
- Effective Component
- Behavioural Component

4.Explain how job satisfaction affects employees
- productivity,
- turnover and
- customer satisfaction

5.Explain the concept of job involvement and Organizational Commitment

6.Analyze the concept of Personality and its five basic dimensions
- Extraversion
- Agreeableness
- Consciousness
- Emotional Stability
- Openess to Experience

7.Analyze the concept of Emotional Intelligence and its five Dimensions
- Self-Awareness
- Self-management
- Self-motivation
- Empathy
- Social Skills

8.Explain the perception process and the factors to shape or distort perception
- In the perceiver

- In the target
- In the situation

9.Explain the Learning theories

- Operant Conditioning
- Social Learning

Key words
Organizational Behavior, attitudes, personality, perception, learning process.

Bibliography

Stephen Robbins and Mary Coulter (2016), Management, 13th Edition, Prentice Hall [Chapter 15, pp.460-487]

Learning activities

Questions for each week

Week 10: Understanding and Managing Individual Behaviour

1.Organizational behavior is concerned only with group interactions.
Answer: FALSE

2. The goals of organizational behavior can be stated as: If you can explain it, you can predict it. If you can predict it, you can influence it.
Answer: TRUE

3. Organizational citizenship behavior is discretionary behavior that is not part of an employee's formal job requirements.
Answer: TRUE

1) Individual behavior in organizations includes ________.
A) strategies, norms, and roles
B) attitudes, learning, and motivation
C) structure, culture, and team building
D) policies and procedures
Answer: B

2) The study of group behavior includes the study of ________.
A) perception, motivation, and learning
B) attitudes and personality
C) norms, roles, and leadership
D) organization structure and culture
Answer: C

3) ________ is a performance measure of both the efficiency and effectiveness of employees.
A) Employee productivity
B) Organizational citizenship behavior
C) Job satisfaction
D) Employee morale
Answer: A

4. The ________ component of attitude is based on emotions.
A) cognitive
B) behavioral
C) affective
D) spiritual
Answer: C

5.Which of the following is true for satisfied employees with high organizational commitment?
A) lower rates of turnover and absenteeism
B) higher rates of voluntary turnover
C) higher rates of cognitive dissonance
D) lower levels of job involvement
Answer: A

1.What is organizational behavior? How can the study of organizational behavior help managers?
Answer: Organizational behavior is a field of study that is concerned specifically with the actions of people at work. It focuses primarily on two areas, individual behavior and group behavior. Individual behavior includes topics such as attitudes, personality, perception, learning, and motivation. Group behavior includes norms, roles, team building, leadership, and conflict. The goals of organizational behavior are to explain, predict, and influence behavior. Finally, OB also looks at organizational aspects including structure, culture, and human resource policies and practices. Managers need to be able to explain why employees engage in some behaviors rather than others, predict how employees will respond to various actions the manager might take, and influence how employees behave.

2. Define attitudes. List and discuss the three components of attitudes and include an example of a statement that describes each component to support your answer.
Answer:
Attitudes are evaluative statements – either favorable or unfavorable – concerning objects, people, or events. They reflect how an individual feels about something. When a person says, "I like my job," he or she is expressing an attitude about work. The three components that make up attitudes are cognition, affect, and behavior. The cognitive component of an attitude is made up of the beliefs, opinions, knowledge, or information held by a person. The belief that "discrimination is wrong" illustrates cognition. The affective component of an attitude is the emotional or feeling part of an attitude. This component would be reflected by the statement, "I don't like Jon because he discriminates against minorities." Finally, affect can lead to behavioral outcomes. The behavioral component of an attitude refers to an intention to behave in a certain way toward someone or something. For instance, "I might choose to avoid Jon because of my feelings about him" is an example of the behavioral component of an attitude.

1. Explain how goals in OB predict and influence behaviour.
2. Explain how job satisfaction can help in minimizing workplace misbehaviour.
3. Analyze the personality traits of the MBTI Model.

4. Analyze the three factors of the Attribution Theory.

Teaching methods
Lectures, Presentations, Assignments, Audio-visual material.

Expected Time
Estimated number of hours of student work this week 20hrs.

Week 11: Motivating Employees

Objectives
1. Define Motivation.
2. Compare and contrast different theories of Motivation.
3. Discuss current issues in Motivation.

Learning outcome

With the completion of this topic, students will be able to:
1.Analyze the Motivation Process and the three key elements
- Energy
- Direction
- Persistence

2.Explain the Early Theories of Motivation
- Maslow's Hierarchy of Needs Theory
- McGregor's Theory X and Theory Y
- Herzberg's Two Factor Theory
- Three-Needs Theory

3.Compare and contrast the above mentioned theories
4.Analyze the current explanations of employee motivation
- Motivating in Challenging Economic Circumstances
- Managing Cross-Cultural Motivational Challenges
- Motivating Unique Groups of Workers
- Designing Appropriate Rewards Programs

5.Compare and contrast contemporary theories of Motivatio

Key words
Motivation , Early Theories of Motivation, Contemporary Theories of Motivation.

Bibliography
Stephen Robbins and Mary Coulter (2016), Management, 13th Edition, Prentice Hall [Chapter 16, pp. 492-516]

Learning activities
Questions for each week
Week 11: Motivating Employees
1.Some people are motivated and some are not.
Answer: FALSE

2. The definition of motivation has three key elements: energy, direction, and persistence.
Answer: TRUE

3. In the study of motivation, quality is irrelevant to the energy element.

Answer: FALSE

1. The ________ element in the definition of motivation is a measure of intensity, drive, and vigor.
A) persistence
B) effort
C) energy
D) direction
Answer: C

2.According to Maslow's hierarchy of needs theory, a person's needs for self-respect, autonomy, achievement, status, recognition, and attention constitute his ________ needs.
A) safety
B) self-actualization
C) social
D) esteem
Answer: D

3. Joe watches his youngest employees like a mother hen to make sure they stay on task and off their cell phones. Joe is behaving like a ________ manager.
A) Theory X
B) Theory Y
C) Theory Z
D) Two-factor
Answer: A

4. According to Herzberg's two-factor theory, which of the following is a hygiene factor?
A) recognition
B) advancement
C) working conditions
D) responsibility
Answer: C

5. The three-needs theory of motivation states that there are three ________ needs that are major motives in work.
A) psychological
B) acquired
C) safety
D) innate
Answer: B

1.Define motivation and discuss the three elements of motivation.
Answer:
Motivation refers to the process by which a person's efforts are energized, directed, and sustained toward attaining a goal. This definition has three key elements: energy, direction, and persistence. The energy element is a measure of intensity, drive, and vigor. A motivated person puts forth effort and works hard. However, the quality of the effort must be considered as well as its intensity. High levels of effort don't necessarily lead to favorable job performance unless the effort is channeled in a direction that benefits the organization. Effort that's directed toward, and consistent with, organizational goals is the kind of effort we want

from employees. Finally, motivation includes a persistence dimension. We want employees to persist in putting forth effort to achieve those goals.

2. Write a short essay on Maslow's hierarchy of needs by first describing the needs and then discussing how these needs are interrelated according to the theory. How can managers use this theory to motivate employees?

Answer:

Maslow proposed that within every person is a hierarchy of five needs:

1. Physiological needs: A person's needs for food, drink, shelter, sex, and other physical requirements.
2. Safety needs: A person's needs for security and protection from physical and emotional harm, as well as assurance that physical needs will continue to be met.
3. Social needs: A person's needs for affection, belongingness, acceptance, and friendship.
4. Esteem needs: A person's needs for internal esteem factors such as self-respect, autonomy, and achievement and external esteem factors such as status, recognition, and attention.
5. Self-actualization needs: A person's needs for growth, achieving one's potential, and self-fulfillment; the drive to become what one is capable of becoming.

Maslow argued that each level in the needs hierarchy must be substantially satisfied before the next need becomes dominant. An individual moves up the needs hierarchy from one level to the next. In addition, Maslow separated the five needs into higher and lower levels. Physiological and safety needs were considered lower-order needs; social, esteem, and self-actualization needs were considered higher-order needs. Lower-order needs are predominantly satisfied externally while higher-order needs are satisfied internally. Managers using Maslow's hierarchy to motivate employees do things to satisfy employees' needs. But the theory also says that once a need is substantially satisfied, an individual is no longer motivated to satisfy that need. Therefore, to motivate someone, you need to understand what need level that person is on in the hierarchy and focus on satisfying needs at or above that level.

1. Explain the three key elements of Motivation.
2. Describe each of the early Theories of Motivation.
3. How Goal-setting and reinforcement explain employee Motivation?
4. Briefly explain the Equity Theory and what happens if there are iniquities at work.

Teaching methods

Lectures, Presentations, Assignments, Audio-visual material.

Expected Time

Estimated number of hours of student work this week 20hrs.

Week 12: Monitoring and Controlling

Objectives

1. Explain the Nature and Importance of Control.
2. Describe the three steps in the control process.
3. Explain how organizational and employee performance are measured.
4. Describe tools to measure Organizational performance.
5. Discuss contemporary issues in Control.

Learning outcome

With the completion of this topic, students will be able to:

1.Explain the importance of Control

2.Define the controlling and analyze its link to Planning

3.Analyze the steps in the control process

- Step 1-Measuring Actual Performance
- Step 2-Comparing Actual Performance against the Standard
- Step 3-Taking Managerial Action

4.Analyze the Controlling measures of Organizational and Employee performance

- What is Organizational Performance
- Measures of Organizational Performance
- Controlling for Employee Performance

5.Analyze the tools for measuring Organizational Performance of a Management Information Systems

- Feedforward/Concurrent/Feedback Controls
- Financial Controls
- Information Controls
- Balanced Scorecards
- Benchmarking of Best Practices

6.Analyze the contemporary issues in Control

- Adjusting controls for Cross-Cultural Difference
- Workplace Concerns
- Workplace Violence
- Controlling Customer Interaction
- Corporate Governance

Key words

Control, control process, Management Information Systems.

Bibliography

Stephen Robbins and Mary Coulter (2016), Management, 13th Edition, Prentice Hall [Chapter 18, pp.554-578]

Learning activities

Questions for each week

Week 12: Monitoring and Controlling

1.Most employees do their jobs well and never require disciplinary action.
Answer: TRUE

2. Organizational effectiveness is a measure of how appropriate organizational goals are and how well those goals are being met.
Answer: TRUE

3. Activity ratios measure an organization's ability to meet its current debt obligations.
Answer: FALSE

1. ________ refers to the process of monitoring, comparing, and correcting work performance.
A) Controlling
B) Checking
C) Measuring
D) Verifying
Answer: A

2. ________ is the final step in the management process, which provides a critical link back to ________.
A) Organizing; planning
B) Planning; controlling
C) Controlling; planning
D) Leading; organizing
Answer: C

3.Which of the following management responsibilities determines if organizational goals are being achieved?
A) designing the organization's structure
B) motivating employees
C) formulating business strategy
D) measuring firm performance
Answer: D

4.The control process assumes that ________.
A) feedback is the only way to improve performance
B) managers will be aware of the actions and activities of their employees
C) performance standards are already in place
D) employee monitoring costs are part and parcel of doing business
Answer: C
Diff: 2
AACSB: Reflective thinking
Learning Obj.: LO 18.2: Describe the three steps in the control process

Classification: Concept

5. The first step in the control process is ________.
A) setting the desired standards
B) measuring actual performance
C) comparing performance against expectations
D) enforcing managerial control
Answer: B

1.What are the major reasons why the control function is important to managers?
Answer:
Control is important because it's the only way managers know whether organizational goals are being met and if not, the reasons why. The value of the control function can be seen in three specific areas: planning, empowering employees, and protecting the workplace. As the final step in the management process, controlling provides the critical link back to planning. If managers didn't control, they'd have no way of knowing whether their goals and plans were being achieved and what future actions to take. The second reason controlling is important is because of employee empowerment. Many managers are reluctant to empower their employees because they fear employees will do something wrong for which they would be held responsible. Many managers are tempted to do things themselves and avoid empowering. But an effective control system can provide information and feedback on employee performance, thus reducing potential problems. The final reason that managers control is to protect the organization and its assets. Today's environment brings heightened threats from natural disasters, financial scandals, workplace violence, supply chain disruptions, security breaches, and even possible terrorist attacks. Managers must have plans in place to protect the organization's employees, facilities, data, and infrastructure. Having comprehensive controls and backup plans will help assure minimal work disruptions.

2. In a short essay, list and briefly explain the steps, processes, and best practices managers typically utilize in the control process. Provide examples where appropriate.
Answer:
a. Measuring – the first step in the control process is measuring. Most jobs and activities can be expressed in tangible and measurable terms. Managers frequently use a variety of sources of information to measure actual performance, such as personal observation, statistical reports, oral reports, and written reports. For most managers, using a combination of approaches increases both the number of input sources and the probability of getting reliable information.
b. Comparing – the second step involves determining the degree of variation between actual performance and the prespecified standard. Some variation is to be expected. However, it is important for managers to determine the acceptable range of variation.
c. Taking managerial action – managers can choose among three possible courses of action: do nothing, correct the actual performance, or revise the standards. Examples of corrective actions might include changing strategy, structure, compensation plans, training programs, redesigning jobs, or firing employees. Revising standards is an appropriate response if the variance was the result of unrealistic expectations. However, revising standards downwards can be troublesome when an employee or work unit fall short of reaching a goal. If they don't meet the standard, their natural response is to attack the standard. If the manager believes the standard is fair, they should explain their position, reaffirm their desire for the

employee or work unit to meet the standard, and then take necessary corrective action to turn that expectation into reality.

1. Explain why control is considered as an essential managerial function in all types of organizations.
2. State the information sources for measuring performance.
3. Analyze the four main workplace discipline problems.
4. Explain why control is important to customer interactions.

Teaching methods
Lectures, Presentations, Assignments, Audio-visual material.

Expected Time
Estimated number of hours of student work this week 20hrs.

SAMPLE ANSWERS TO SELF-EVALUATION EXERCISES

ASSESSMENTS SAMPLE

QUIZ

Q1 .A written test that estimates job applicants' honesty by directly asking them what they think or feel about theft or about punishment of unethical behaviors
ANSWER
Overt integrity tests

Q2.Accomplishing tasks that help fulfill organizational objectives
ANSWER
Effectiveness

Q3.The degree of concern people have about an ethical issue
ANSWER
Ethical intensity

Q4.Responsible for setting objectives consistent with top management's goals and for planning and implementing subunit strategies for achieving these objectives
ANSWER
Middle Managers

Q5.The informational role managers play when they scan their environment for information
ANSWER
Monitor role

Final Examinations Guidelines

Final exams are different from midterm exams and other forms of assessment (i.e. projects, case studies etc.) mostly because they are comprehensive and that means that they draw upon your knowledge from the entire course. Also, students take the final exams during the examination period at the end of the semester and that means that they have to study for multiple exams at the same time (more or less). Finally as they carry a lot of weight towards your course grade, your performance in the final could make a difference between an A- and a C+ on your transcript! Thus, it is important to follow a studying guide, and earn a top grade from your final exams. Herein, you may find some trusted and tested methods.

Plan ahead

It is recommended to plan out your study sessions (for ALL your exams) to have a better understanding on how much work you're facing. Use the calendar on your phone to set alerts and reminders for yourself so you stick to your plan.

Start early

Start studying for finals a few weeks before the first exam, and figure out how much time to set aside each day for each subject, setting realistic goals. Do not cram!

Study Strategically!

Try to prioritize the concepts of each course into three categories: red, orange and green. List under the red category the content that you believe it is definitely going to be in the final exam. This usually included topics addressed through quizzes, homework assignments, projects etc. as well as points raised by your tutor in the revision. Put under the orange category, topics that are probably in the final exam. For example topics explained thoroughly in weekly sessions that did not make it in the assignments, Topics that fueled lots of discussion in forum etc. The remaining material goes in the green category. Do not study in a serial way from the beginning to the end of your notes, but review the material in the red category, first. Then move on to studying what is listed in the orange category and, then the content in the green category. That way, if you run out of time, you know you at least have reviewed the basics extensively. Ask your teachers if they'll share copies of previous finals so you can see what might be covered or how questions will be phrased.

Give yourself more time to study for your toughest topics

Do not allot time equivalently for each topic. If a topic gave you trouble all semester, devote more time to that subject—even if it's your last final. Look over your previous form of assessment for that subject and take extra time now to review what you missed. By starting with the toughest stuff first, you have time to ask your lecturer questions or get help from peers or tutors.

Form a study group

There's nothing like peer pressure to keep you motivated to study. Plan skype sessions with friends to review the class material, compare notes, or work through tricky concepts. You'll benefit from the good study habits and notes of the other members in your study group. If you're trying to solve a tough problem, two heads are better than one.

Talk it out

Not only is it more fun to study with your friends than studying by yourself, you'll also learn more. By talking through the facts and formulas with a study partner, you're thinking about the material more deeply, which means you'll remember it better later.

Get creative with study aids

Now that you know what key concepts from each subject you need to prioritize, find the best way to review and internalize what you predict will be on the final exam. Make flash cards to help you memorize dates or come up with a short video that you can upload in your yahoo channel!

Quiz yourself

Students tend to remember the information they have been examined on better than the information they simply review. So ask your study group members or your friends to quiz you!

Make sleep a priority

While it may be tempting to pull an all-nighter and cram everything in at the last minute, it's a bad idea. You just add stress, and you won't retain the information for very long by studying that way. You may even forget some of it by the time the test begins.

Have a break!

Plan for breaks and do something that you enjoy during the breaks. This way you can improve your concentration when you return to studying:

Eat your greens

Eat healthy and drink plenty of water to keep your brainpower at its prime.

A mock-up final exam paper will be provided to you in the LMS.

Final Exam in Management -Sample

Part 1: Answer 20 out of the 21 Questions (20X2=40)

1.Which of the following statements is true concerning problem identification?
A) Problems are generally obvious.
B) A symptom and a problem are one and the same.
C) Generally, what is a problem for one manager is a problem for all other managers.
D) Effectively identifying problems is not easy.

2. After identifying a problem, the next step in the decision-making process is ________.
A) identifying decision criteria
B) allocating weights to decision criteria
C) analyzing alternatives
D) developing alternatives

3. Belinda wants to introduce a new model to the product line. Three models are being developed. Belinda can choose only one. She has decided to focus on target market size, production costs, and net profits. These are Belinda's ________.
A) alternatives
B) criterion weights
C) decision criteria
D) problems

4. Under what approach do organizations exhibit little environmental sensitivity, and simply obey laws, rules and regulations?
A) stakeholder approach

B) market approach
C) legal approach
D) activist approach

6. ________ defined as the basic convictions about right and wrong decisions and behavior.
A) Beliefs are
B) Principles are
C) Ethics is
D) Values are

7.The installation of the new equipment at Fred Fryer's Donuts, Inc., is an example of ________.
A) people change
B) management change
C) technological change
D) structural change

8. A company that decides to decentralize its sales procedures is managing ________ changes.
A) technological
B) people
C) financial
D) structural

9.The effect of planning on managers is that it forces them to ________.
A) grow resistant to change
B) anticipate and respond to change
C) eliminate uncertainty
D) work at cross purposes

10. Which of the following is one of the reasons why managers should plan?
A) When work activities are coordinated around plans, inefficiencies become obvious.
B) Uncertainty can be eliminated and the organization can be insulated from change with planning.
C) Planning eliminates the need to set goals.
D) Planning eliminates the need to measure work effort.

11.The top managers of the corporation are meeting to discuss how they will compete in their chosen markets and how they will attract and satisfy customers. These managers are discussing ________.
A) the business model
B) strategy
C) their competitive advantage
D) core competencies

12. Defining the organizational mission forces managers to identify ________.

A) what the labor supply is like in the locations where the organization operates
B) what the organization is in business to do
C) what the competitor is doing
D) what pending legislation will affect the organization

13 Organizational design is a process that involves decisions about ________.
A) work specialization and cost-leadership
B) chain of command and span of control
C) centralization and differentiation
D) departmentalization and diversification

14. Which of the following statements accurately defines work specialization?
A) It is the basis of grouping jobs together.
B) Individual employees specialize in doing part of an activity rather than the entire activity.
C) It is the line of authority extending from upper organizational levels to the lower levels.
D) It clarifies who reports to whom.

15.________ are groups of nominated or elected employees who must be consulted when management makes decisions involving personnel.
A) Labor unions
B) Advisory boards
C) Work councils
D) Board representatives

16. The first phase of the human resource management process involves ________.
A) human resource planning, compensation, and benefits
B) human resource planning, selection, and performance management
C) human resource planning, recruitment and decruitment, and selection
D) human resource planning, recruitment and decruitment, and orientation

17The study of group behavior includes the study of ________.
A) perception, motivation, and learning
B) attitudes and personality
C) norms, roles, and leadership
D) organization structure and culture

18 ________ is a performance measure of both the efficiency and effectiveness of employees.
A) Employee productivity
B) Organizational citizenship behavior
C) Job satisfaction
D) Employee morale

19.According to Maslow's hierarchy of needs theory, a person's needs for self-respect, autonomy, achievement, status, recognition, and attention constitute his ________ needs.
A) safety

B) self-actualization
C) social
D) esteem

20.________ is the final step in the management process, which provides a critical link back to ________.
A) Organizing; planning
B) Planning; controlling
C) Controlling; planning
D) Leading; organizing

21.The first step in the control process is ________.
A) setting the desired standards
B) measuring actual performance
C) comparing performance against expectations
D) enforcing managerial control

Part B

Answer 20 out of the 21 Questions (20X1=20 points)

True/False	No.of Question	Question
	1	Most employees do their jobs well and never require disciplinary action.
	2	Organizational effectiveness is a measure of how appropriate organizational goals are and how well those goals are being met.
	3	Some people are motivated and some are not.
	4	The definition of motivation has three key elements: energy, direction, and persistence.
	5	Organizational behavior is concerned only with group interactions.
	6	The goals of organizational behavior can be stated as: If you can explain it, you can predict it. If you can predict it, you can influence it.
	7	High-performance work practices involve a commitment by management to improve the knowledge, skills, and abilities of the organization's employees, increasing employee motivation, and enhancing the retention of quality employees.

	8	An organization that wants to have high-performance work practices should discourage self-managed teams and decentralized decision making.
	9	Work specialization is also known as division of labor.
	10	Managers today continue to see work specialization as important because it helps employees be more efficient.
	11	Evaluating an organization's intangible assets is part of conducting an internal analysis in the strategic management process.
	12	Activities that an organization does well or resources that it has available are called capabilities.
	13	Planning provides direction to managers and non-managers alike.
	14	Most businesses have only the single goal of making profits.
	15	Organizational change can be any alteration of people, structure, or technology.
	16	Managers exclusively play the role of change agents.
	17	According to the socioeconomic view, managers' social responsibilities go beyond making profits to include protecting and improving society's welfare.
	18	Once the alternatives to solving a problem have been identified, the next step in the decision-making process is selecting one of these alternatives.
	19	Implementing an alternative refers to the process of choosing the best alternative.
	20	Managers play an important role in dealing with various challenges being faced by organizations today.
	21	A manager must coordinate and oversee the work of other people so that organizational goals can be accomplished.

Part C

Short Essays: Answer 8 out of the 10 questions (8X5=40)

Q1. Explain briefly how the definition of a manager has changed over time.

Q2. List and discuss the eight steps in the decision-making process

Q3. Define environmental uncertainty. Briefly discuss the dimensions of environmental uncertainty.

Q4. Compare and contrast the ideas of social obligation, social responsiveness, and social responsibility.

Q5. Explain why people resist change

Q6. Discuss the impact of planning on organizational performance

Q7. List and discuss the different types of corporate strategies

Q8. Discuss the differences between line and staff authority.

Q9. Explain the importance of Orientation to the newly hired employees

Q10. What is organizational behavior? How can the study of organizational behavior help managers?

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ΠΕΡΙΕΧΟΜΕΝΑ/CONTENT:

Institution	University of Nicosia		
Programme of Study	BBA Hospitality Management		
Course	MKTG - 250 Marketing Management		
Level	Undergraduate ☒	Postgraduate (Master) ☐	
Language of Instruction	English		
Mode of Delivery	Distance Learning ☒	Conventional ☐	
Type of Course	Required ☒	Elective ☐	
Number of Group Advising Meetings/Teleconferences/Lectures	Total: 9 hours (additional consultation time available upon request)	With Physical Presence N/A	On-line: 3 WebEx sessions, 3 hours each
Number of assignments	3		
Assessment	• Online Quizzes (20%) • Written Assignment (20%) • Final Examination (60%)		
Number of ECTS credits	10		

Preparation of Study Guide by:	Dr Marlen Demetriou
Review and approval of study Guide by:	UNic Internal Quality Assurance Committee.

i. Teaching Faculty
Dr Marlen Demetriou Full Time faculty member, Demetriou.m@unic.ac.cy
ii. Module / Course:

- Brief description of Module/Course and Aims:

This course sims in providing the learners with a comprehensive understanding of the Marketing Concept, Philosophy, Practice and Processes. Major emphasis is placed on the elements of the Marketing mix. It introduces to the learners the effective theories of Marketing by incorporating the perspectives of real-life Marketing managers, through examples, cases, and hands-on exercises.

Enhance critical knowledge on the Marketing issues.

- Main Topic/Thematic Areas:

1. Marketing Concept, Philosophy, Practice and Processes – 3 weeks.
2. Elements of the Marketing mix - 4 weeks.
3. Perspectives of real-life Marketing managers, through examples, cases, and hands-on exercises - 3 weeks.
4. Critical knowledge on the Marketing issues - 2 weeks.

- Expected Learning Outcomes :

After completion of the course, students will be able to:

1. To analyze the fascinating world of Modern Marketing

   (Students will have the opportunity to understand that marketing is part of their everyday life and that most of the time in most of the social activities of the individual the concept of Marketing indirectly or indirectly applied.)

2. To carry out that Marketing is about creating Value and building profitable customer relationships.

   (Students will be explained the relationship between quality and value as well as the relationship between customer expectations and value in building long lasting relationships with customers.)

3. To describe sustainable marketing and the trends and forces that is changing the Marketing Environment.

   (Students will be asked to identify the environmental and social problems in today's world and the role of sustainable Marketing can play in minimizing those problems.)

4. To explain the Marketing's role in the strategic Planning and the elements of a customer –driven marketing strategy and mix.

   (Students will learn the steps of the strategic planning process and the need to develop a marketing mix based on the needs and wants of the potential customers.)

5. To explore ways of understanding Consumer markets and behaviour.

   (Students are expected to know the factors affecting consumer behaviour and to identify the role/s a consumer assumes in the decision-making process.. They must also understand the motives that drive consumers to determine choice criteria.)

6. To analyze how the Marketing Information Systems and Marketing Research support marketing decision making

   (Students are expected to assess the factors that affect the use of MIS and Marketing Research as well as to identify the advantages and disadvantage or each element of the system and of each research approach.)

7. To analyze in-depth all the four elements of the Marketing Mix

   (Students will be explained the nature of the Product, Price Place and Promotion element of the Marketing Mix. They will also learn in detail all decisions that need to be taken in designing each element of the marketing mix.)

8. To understand the concept of Sustainable Marketing.
9. (Students will be explained the value of Corporate Social Responsibility and Ethics as a Marketing tool in enhancing the corporate image.)

- Teaching Material:

e-book resources

Authors	**Title**	**Publisher**	**Year**	**ISBN**
Philip Kotler, Gary Armstrong	Marketing Management 16th Global Edition	Pearson Education	2016	ISBN13: 9781292092 ISBN10: 1292092599

Authors	**Title**	**Publisher**	**Year**	**ISBN**
Jeff Tanner and Mary Anne Raymond	Principles of Marketing v3.0	FlatWorld Knowledge	2016	eISBN: 978-4533-7449-8

- ECTS: 10 ECTS equivalent to 250 hours student workload

iii. Each Main Topic/Thematic Area:

Analytical description of each main topic/thematic area, in a way that provides the student with appropriate study guidance (as per study guide weekly analysis see pg.11-30).

- Weekly activities
  Each week consists of:
  1. A Forum discussion thread that its related to LOs on the topic of the week
  2. An Online Quiz (multiple choice) - Self Evaluation
  3. Review activities such as Discussions Questions

Every 3 weeks, a 3-hour WebEx session is conducted. It outlines and addresses the LOs in the last 3 weeks.

iv. Teaching Timetable

Every week, a systematic analysis for weekly content will be provided together with a timeline for achieving the relevant goals. Every week, the following should be included in the timeline: topics students' needs to study, activities they need to complete, when they are required to submit written work, if any teleconferences and/or group consultation meetings will take place. For the final exam, specific instructions will be provided in the last Webex session.

v. Teaching Methods

- Utilization of LMS – asynchronous
- WebEx sessions for tutorials – synchronous
- Student to lecturer interaction through dedicated forums
- Student to student interaction through dedicated student only chat rooms
- Student to content interaction supported through self-assessment test, such online tests and or quizzes, videos, case studies.

vi. Written Work – Exams - Assessment

Assignment Guidelines

For your online quizzes, directions will be provided online.

For the written assignment, you will be working with a peer. Teams will be announced in the forum. As soon as you read this post, please email your peer, introduce yourself and get your team organized.

Important Peer Guidance

·You are advised to stay in continuous contact with your peer. If you are late in developing a review or you are unwell, your peer needs to know.

·Read each week's task instructions thoroughly and discuss them with your peer towards developing a common understanding. Don't assume that your peer knows what you are doing.

·In your peer feedback, always refer to proper referencing. All pieces of work should be written in your own words. Also, in-text references should appear in the script as well as a reference list at the end of the report.

What is peer assessment?

·Peer assessment is when students make assessment decisions on other students' work

·Peer assessments are linked to reflective practice as it involves self-development and as such, is an important skill for career development and management.

What makes a good piece of work?

Please note, your assessments should be based on the University of Nicosia Marking Criteria/ Rubric. Please go through the UNIC marking criteria and familiarize yourself with the requirements.

Referencing and Essay Writing

Please use the Harvard Referencing System for all referencing requirement and a reference list at the end of the report. Please use recommended best practices to promote academic integrity. Please familiarize yourselves through dedicate free online course.

At the end of the module, you encouraged to fill in the anonymous "End of Module Evaluation Survey" and/or comments in the feedback forum. Students' voice is very important for us.

Grading Guidelines:

Your grade in the written assignment will be depended on how well you demonstrate the following:

1. Knowledge of the topic and ability to practically apply it;

2. Analysis of issues and an awareness of different viewpoints;

3. Evaluation of competing explanations or theories applied to a problem;

4. Ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system;

5. Skill in the presentation of an answer with accuracy, clarity and coherence.

For your final exam, additional guidelines will be given in the last WebEx session.

With these objectives in mind, the following model marking scheme should apply:

Letter Grade	*Numerical Grade*	*Grade Points*

A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	0-59	0.0

Assessment Guide	
On line quizzes (weekly)	20%
Written Assignment	20%
Final Examination	60%
TOTAL	100%

vii. Communication

Asynchronous communication is conducted through messages on LMS (Moodle), posts in the forum, individual emails in an asynchronous mode.

For synchronous communication, students are encouraged to contact the lecturer through Skype, or phone over IP at the posted office hours (available on the course outline, referring to Cyprus time zone).

SCHOOL OF BUSINESS

HOSPITALITY, TOURISM AND SPORTS MANAGEMENT DEPARTMNET

BBA HOSPITALITY MANAGEMENT

Study Guide

MKGT-250 Marketing Management

Course Lead:

Dr Marlen Demetriou

Demetriou.m@unic.ac.cy

Course Contributors:

TBA

Contents

Introductory Note

This Study Guide is a basic supplement for the distance learning course "Marketing Management ", in BBA HOSPITALITY MANAGEMENT DL programme. The aim of this Guide is to direct students and assist them into making systematic use of the educational material upon which the teaching of the course is based.

This course addresses 12 sub-topics, spread over 12 study weeks. Each of these is composed of the following components: a summary and brief introductory note, objectives, expected learning outcomes, key words, bibliography and other online resources, learning activities, and self-assessment exercises, as well as an estimation of the time students need for their study. This is a compulsory course that corresponds to 10 ECTS.

The Guide must be used together with the Course Outline and with the educational material indicated for each lecture through the LMS (Moodle).

At the beginning of each study week, students are expected to familiarise themselves with the corresponding sections' objectives and learning outcomes. They should go through the teaching material (recorded lectures) and conduct the additional learning activities. Learning activities will have a designated start and end date and time, which will be communicated to students via email. Some activities will be synchronous (e.g. webinars, online chats), while others will be asynchronous (e.g. Q&A Fora). The former will support interaction (either chat or verbal/video) between students and tutor, as well as between students themselves (student-tutor, student-student interactions). Students are strongly encouraged to go through the learning material and conduct the learning activities within the suggested time frame. This is considered to be *essential*, since it will help in clarifying and assimilating the material of the course as well as developing critical thinking on each topic.

In addition to the essential components described above, each section contains relevant bibliography (relevant textbooks and designated chapters), as well as relevant online resources (websites and other files such as scientific articles) and online videos to watch. Students are strongly encouraged to go through these additional resources, as part of self-directed learning, which will facilitate deeper understanding and critical thinking on the topic of interest. The relevant online resources and videos could be updated and/or enriched during the semester.

All relevant resources and activities can be found on the e-Learning platform (Moodle) page of the specific course. It is essential that students follow the specific Study Guide in combination with the course's Moodle page throughout the duration of the course, in order to organise their learning time efficiently and take full advantage of the learning material offered.

The broad learning objective of the course is to cover the Marketing Concept, Philosophy, Practice and Processes. As well emphasis is placed on the elements of the Marketing mix applied in the Hospitality Industry.

Introductory session

At the beginning, students should view the welcome video provided by the Course Lead. This offers an introduction to the course and outlines the key learning objectives and outcomes that will be covered during MKTG-250 Marketing Management.

Course Weekly Schedule

Week 1	
Section	Marketing: Creating and Capturing Customer Value
Week 2	
Section	Company and Marketing Strategy
Week 3	
Section	Analyzing the Marketing Environment
Week 4	
Section	Managing Marketing Information
Week 5	
Section	Consumer Market
Section	Consumer Buying Behavior
Week 6	
Section	Products and Services
Section	Brands
Section	Building Customer Value
Week 7	
Section	New Product Development

Week 8	
Section	Pricing Understanding
Section	Capturing Customer Value
Week 9	
Section	Pricing Strategies
Section	Additional Considerations

Week 10	
Section	Marketing Channels
Section	Delivering Customer Value
Week 11	
Section	Engaging Customers
Section	Communicating Customer Value
Week 12	
Section	Sustainable Marketing
Section	Social Responsibility and Ethics

Week 1: Marketing: Creating and Capturing Customer Value

Chapter Objectives

1. Define marketing and outline the steps in the marketing process.
2. Explain the importance of understanding the marketplace and customers and identify the five core marketplace concepts.
3. Identify the key elements of a customer-driven marketing strategy and discuss the marketing management orientations that guide marketing strategy.
4. Discuss customer relationship management and identify strategies for creating value *for* customers and capturing value *from* customers in return.
5. Describe the major trends and forces that are changing the marketing landscape in this age of relationships.

Learning outcome

With the completion of this chapter, students will be able to:

1. Explain the core concepts of Marketing
    - Needs,wants and demands
    - Products and Services
    - Value and Satisfaction
    - Exchange, transactions and relationships
    - Market
2. Analyze the steps in the Marketing Process
    - Understand the marketplace and customer needs and wants.
    - Design a customer-driven marketing strategy.
    - Construct a marketing program that delivers superior value.
    - Build profitable relationships and create customer delight.
    - Capture value from customers to create profits and customer quality.
3. Identify and explain the strategies for creating value for customers
4. Identify the need in building long lasting Customer relationships
5. Identify the nature of the Dynamic Marketing Environment in the age of Relationships.
6. Analyse the Marketing Management Philosophies/Orientations
    - The Production Concept
    - The Product Concept
    - The Selling Concept
    - The Marketing Concept
    - The Societal Marketing Concept

Key words

Marketing, Customer needs, wants, demand, Customer Value, Marketing Management Orientations, Customer Relationships.

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Bibliography

Philip Kotler, Gary Armstrong *(2016)*, Marketing Management *16th Global Edition.* Pearson Education [Chapter 1, pp 26-54]

Learning Activities

Questions for each week in Marketing

Week 1: Marketing: Creating and Capturing Customer Value

1. Marketing is managing profitable customer relationships.
Answer: TRUE

2.The difference between human needs and wants is that needs are not created by marketers.
Answer: TRUE

3. When backed by buying power, needs become wants.
Answer: FALSE

1.Marketing is defined as a social and managerial process by which individuals and organizations obtain what they need and want through ________.
A) research and development
B) innovation and creativity
C) manufacturing efficiencies
D) value creation and exchange
E) sales and revenue creation
Answer: D

2. According to the five-step model of the marketing process, which of the following is the final step in creating value for customers?
A) designing a customer-driven marketing strategy
B) Identifying the marketplace and customer needs
C) constructing an integrated marketing program that delivers superior value
D) building profitable relationships and creating customer delight
E) capturing value from customers to create profit and customer equity
Answer: D

3. According to the five-step model of the marketing process, a company should ________ before designing a customer-driven marketing strategy.
A) determine how to deliver superior value to customers
B) build profitable relationships with customers
C) use customer relationship management to create full partnerships with key customers
D) Identify the marketplace and customer needs and wants
E) construct an integrated marketing program
Answer: D

4. ________ are human needs that are shaped by culture and individual personality.
A) Necessities
B) Wants
C) Demands
D) Values
E) Exchanges
Answer: B

5. When backed by buying power, wants become ________.
A) social needs
B) demands
C) physical needs
D) self-esteem needs
E) exchanges
Answer: B

1.Briefly compare and contrast the concepts of needs, wants, and demands and provide examples to illustrate your answer. How do these three concepts relate to marketing practices?
Answer:
Human needs are states of felt deprivation. Needs are a basic part of the human makeup; they are not created by marketers. Humans have a basic physical need for food, clothing, warmth, and safety; a basic social need for belonging and affection; and a basic individual need for knowledge and self-expression. Wants are needs shaped by culture, society, and individual personality. For example, an American needs food but wants a Big Mac and a soft drink. Wants become demands when they are backed by consumers' buying power. For example, an American with ten dollars needs food, wants a Big Mac and soft drink, and demands lunch at McDonald's. Marketers conduct extensive research to Identify customers' wants and demands. They then attempt to fulfill customers' wants and demands through their market offerings.

2.Explain how and why marketers go beyond selling a product or service to create brand experiences.
Answer:
Sellers are most effective when they focus more on the benefits and experiences produced by their products and services than on the specific products and services themselves. Smart marketers focus on creating a brand experience, incorporating several products and services for their customers. By doing so, marketers hope to increase customer satisfaction. Satisfied customers buy again and tell others about their good experiences.

1. Briefly explain the Difference between Customer Need and Want.
2. Briefly explain the Concept of Marketing Myopia
3. Briefly explain the importance of Identifying the marketplace
4. Briefly explain the concepts of Market Segmentation and Target Marketing

5. When implementing customer relationship management, why might a business desire fewer customers over more customers?

Teaching methods
Lectures, Presentations, Assignments, Audiovisual material

Expected Time
Estimated number of hours of student work this week 20hrs

Week 2: Company and Marketing Strategy

Objectives

1. Explain companywide strategic planning and its four steps.
2. Discuss how to design business portfolios and develop growth strategies.
3. Explain marketing's role under strategic planning and how marketing works with its partners to create and deliver customer value.
4. Describe the elements of a customer-driven marketing strategy and mix, and the forces that influence it.
5. List the marketing management functions, including the elements of a marketing plan, and discuss the importance of measuring and managing return on marketing investment.

Learning outcome

With the completion of this topic, students will be able to:

1. Identify and explain the four steps of the Strategic Planning Process
    - Defining a Market Oriented Mission
    - Setting Company Objectives and goals
    - Design the Business Portfolio
    - Analyse the Business Portfolio
    - Develop strategies for growth /or Downsizing

2.Analyse the concept of Business Portfolio and explain the Boston Consulting group Approach

- Stars, Cash Cows, Question Marks, Dogs

3. Identify and explain the Growth Strategies

- Market Penetration, Product Development, Market Development, Diversification

4.Explain the concept of Value Chain in partnering with other members of a Marketing System

5.Analyze the elements of the Marketing Mix

- Product, Price, Place, Promotion

6.Analyze the customer-driven Marketing Strategy

- Market Segmentation
- Market Targeting
- Market Differentiation and Positioning

7.Analyze the four Marketing Management Functions

- Analysis
- Planning
- Implementation and
- Control

8.Explain the importance of measuring the Return on Marketing Investment.

Key words

Strategic planning, Business Portfolio, Growth Strategies, Market Targeting Process, Marketing Mix, ROI.

Bibliography

Philip Kotler, Gary Armstrong (2016), Marketing Management 16th Global Edition. Pearson Education [Chapter 2, pp. 62-84]

Learning Activities

Questions for each week in Marketing

Week 2: Company and Marketing Strategy

1.A mission statement is a document embodying an organization's short-term goals.
Answer: FALSE

2.The major activity in strategic planning is business portfolio analysis, whereby management evaluates the products and businesses that make up the company.
Answer: TRUE

3. The major activity in strategic planning is product innovation.
Answer: FALSE

1. ________ is the process of developing and maintaining a crucial fit between the organization's goals and capabilities and its changing marketing opportunities.
A) Benchmarking
B) SWOT analysis
C) Market segmentation
D) Strategic planning
E) Diversification
Answer: D

2) Which of the following is true with regard to strategic planning?
A) At the corporate level, the company starts the strategic planning process by determining what portfolio of businesses and products is best for the company.
B) A strategic plan deals with a company's short-term goals.
C) The focus of strategic planning is to define a game plan for long-run survival and growth.
D) The strategic plan is a statement of an organization's purpose.
E) Strategic planning involves identifying segments of consumers with identical preferences.
Answer: C

3) Which of the following is the first step in strategic planning?

A) setting short-term goals
B) developing the business portfolio
C) defining the organizational mission
D) formulating the key marketing strategies
E) identifying the organization's weaknesses and the threats it faces
Answer: C

4) Which of the following is NOT a step in the strategic planning process?
A) defining the company mission
B) setting company objectives and goals
C) designing the business portfolio
D) planning marketing and other functional strategies
E) evaluating members of the company's value chain
Answer: E

5) A ________ documents an organization's purpose—what it wants to accomplish in the larger environment.
A) vision statement
B) mission statement
C) business portfolio
D) value proposition
E) product strategy
Answer: B

1.Define strategic planning. Discuss the steps involved.

Answer:

The process of developing and maintaining a strategic fit between the organization's goals and capabilities and its marketing opportunities is called strategic planning. At the corporate level, the company starts the strategic planning process by defining its overall purpose and mission. This mission is then turned into detailed supporting objectives that guide the entire company. Next, headquarters decides what portfolio of businesses and products is best for the company and how much support to give each one. In turn, each business and product develops detailed marketing and other departmental plans that support the company-wide plan. Thus, marketing planning occurs at the business-unit, product, and market levels. It supports company strategic planning with more detailed plans for specific marketing opportunities.

2. What is a marketing strategy? How do marketing strategies help firms?

Answer:

Marketing strategy refers to the marketing logic by which the company hopes to create this customer value and achieve these profitable relationships. A company decides which customers it will serve (segmentation and targeting) and how (differentiation and positioning). It identifies the total market and then divides it into smaller segments, selects the most promising segments, and focuses on serving and satisfying the customers in these segments. Guided by marketing strategy, a company designs an integrated marketing mix made up of factors under its control—product, price, place, and promotion (the four Ps). To find the best marketing strategy and mix, the company engages in marketing analysis, planning, implementation, and control. Through these activities, the company watches and adapts to the actors and forces in the marketing environment.

1. Briefly explain the four steps of the Strategic Planning Process
2. Briefly explain the Boston Consulting Group Approach
3. Design the Product/Market Expansion Grid and explain its elements
4. Analyze the value of Market Segmentation and Target Marketing in the Strategic Planning process

Teaching methods
Lectures, Presentations, Assignments, Audiovisual material.

Expected Time
Estimated number of hours of student work this week 20hrs.

Week 3: Analysing the Marketing Environment

Objectives

1. Describe the environmental forces that affect the company's ability to serve its customers.
2. Explain how changes in the demographic and economic environments affect marketing decisions.
3. Identify the major trends in the firm's natural and technological environments.
4. Identify the key changes in the political and cultural environments.
5. Discuss how companies can react to the marketing environment.

Learning outcome

With the completion of this topic, students will be able to:

1.Analyse all Micro Environmental Forces

- Company, competitors, suppliers, Marketing intermediaries, customers, Public

2.Analyse all Macro Environmental Forces

- Demographic, economic, natural, technological, political, Cultural

3.Explain the value of analysing a company's Micro Environment for Strategic Marketing decisions

4.Explain the value of analysing a company's Macro Environment for Strategic Marketing decisions

5.Analyse the value of proactivity towards the Marketing Environment.

Key words

Microenvironment, Macroenvironment, Uncontrollable, Proactive, Re-active

Bibliography

Philip Kotler, Gary Armstrong (2016), Marketing Management 16th Global Edition. Pearson Education [Chapter 3, pp. 93-116]

Learning activities

Questions for each week in Marketing

Week 3: Analysing the Marketing Environment

1.The microenvironment consists of larger societal forces that affect a company, such as demographic, economic, political, and cultural forces.
Answer: FALSE

2 The macroenvironment consists of the factors close to the company that affect its ability to serve its customers, such as suppliers, customer markets, competitors, and publics.
Answer: FALSE

3. Marketing success requires building relationships with other company departments, suppliers, marketing intermediaries, competitors, various publics, and customers, which combine to make up the company's value delivery network.
Answer: TRUE

1.Which of the following is a component of a firm's microenvironment?
A) customer demographics
B) economic recessions
C) population shifts
D) marketing intermediaries
E) technological changes
Answer: D

2, Sam has been directed to study the demographic, economic, political, and cultural forces that affect an organization. In this instance, Sam has been directed to study the ________ of the organization.
A) macroenvironment
B) microenvironment
C) internal environment
D) marketing mix
E) marketing intermediaries
Answer: A

3.The interrelated departments within a company that influence marketing decisions form the ________ environment.
A) cultural
B) economic
C) internal
D) political
E) technological
Answer: C

4. ________ provide the resources needed by a company to produce its goods and services.
A) Retailers
B) Marketing services agencies
C) Resellers
D) Suppliers
E) Financial intermediaries
Answer: D

5. A company's marketing decisions may be questioned by consumer organizations, environmental groups, minority groups, and others. These organizations and groups are also known as ________.
A) media publics
B) marketing intermediaries
C) customers

D) citizen-action publics
E) internal publics
Answer: D

1. What are marketing intermediaries and what are the various types?

Answer:

Marketing intermediaries help the company promote, sell, and distribute its products to final buyers. They include resellers, physical distribution firms, marketing services agencies, and financial intermediaries.
Resellers are distribution channel firms that help the company find customers or make sales to them. These include wholesalers and retailers who buy and resell merchandise.
Physical distribution firms help the company to stock and move goods from their points of origin to their destinations. Marketing services agencies are the marketing research firms, advertising agencies, media firms, and marketing consulting firms that help the company target and promote its products to the right markets.
Financial intermediaries include banks, credit companies, insurance companies, and other businesses that help finance transactions or insure against the risks associated with the buying and selling of goods.

2. What are the major trends in today's natural environment? How do these trends affect companies?

Answer:

The natural environment shows three major trends: shortages of certain raw materials, higher pollution levels, and more government intervention in natural resource management. Environmental concerns create marketing opportunities for alert companies. As concern about global warming and other environmental issues continues to grow, more and more consumers are demanding environmentally responsible products. Companies who pay heed to these demands will benefit, as environmentally responsible actions are linked with good business.

1. Analyse the Internal Environment of a company
2. Explain the Intermediaries may affect a company. Give examples
3. Explain how the Economic Environment may affect a company
4. Explain the key changes in the Political and Cultural Environment

Teaching methods

Lectures, Presentations, Assignments, Audiovisual material.

Expected Time

Estimated number of hours of student work this week 20hrs.

Week 4: Managing Marketing Information

Objectives

1. Explain the importance of information in gaining insights about the marketplace and customers.
2. Define the marketing information system and discuss its parts.
3. Outline the steps in the marketing research process.
4. Explain how companies analyze and use marketing information.
5. Discuss the special issues some marketing researchers face, including public policy and ethics issues.

Learning outcome

With the completion of this topic, students will be able to:

1.Explain the value of customer insights gained from the information collected

2.Analyse the Marketing Information System

- Internal Data
- Marketing Intelligence
- Marketing Research

3. Explain the value of Internal Data in collecting Information for strategic decisions

4. Explain the value of a well-designed and properly Implemented Marketing Intelligence method

5. Analyze each of the steps in the Marketing Research Process

- Define the problem and Research Objectives
- Develop the Research Plan (primary vs secondary data)
- Implement the research Plan
- Analyzing and Using Marketing Information

6. Explain the value of an MIS System in the Strategic Planning Process.

Key words

MIS, Internal Data, Marketing Intelligence, Marketing Research.

Bibliography

Philip Kotler, Gary Armstrong (2016), Marketing Management 16th Global Edition. Pearson Education [Chapter 4, pp. 129-152]

Learning activities

Questions for each week in Marketing

Week 4: Managing Marketing Information

1.Internal information is almost always sufficient for making marketing decisions.
Answer: FALSE

2.Competitive marketing intelligence is the systematic collection and analysis of publicly available information about consumers, competitors, and developments in the marketplace.
Answer: TRUE

3.The goal of competitive marketing intelligence is to evaluate and prevent high employee turnover.
Answer: FALSE

1.A(n) ________ consists of people and procedures dedicated to assessing information needs, developing the needed information, and helping decision makers use the information to generate and validate actionable customer and market insights.
A) enterprise planning system
B) enterprise information system
C) marketing information system
D) corporate performance management
E) geographic information system
Answer: C

2. An MIS is used to ________.
A) generate product interest
B) develop marketing plans
C) identify demographic trends
D) assess information needs
E) test hypotheses about cause-and-effect relationships
Answer: D

3.An MIS user should most likely be able to ________.
A) implement new technology
B) increase order requests
C) develop customer insights
D) analyze employee turnover
E) establish short-term objectives
Answer: C

4. Which of the following is a disadvantage of using information from internal databases?
A) Obtaining information from internal databases is both time-consuming as well as expensive.
B) It is not possible to verify information obtained from internal databases.
C) Using information from internal databases leads to biased research findings.
D) Internal information may be incomplete or in the wrong form for making marketing decisions.
E) Internal databases do not support highly sophisticated technologies that make it difficult to store large volumes of data.
Answer: D

5. Which of the following statements is true regarding competitive marketing

intelligence?
A) The advantage of using competitive marketing intelligence is negligible.
B) The goal of competitive marketing intelligence is to improve recruiting efforts.
C) Competitive marketing intelligence relies upon costly internal databases.
D) Competitive marketing intelligence relies upon publicly available information.
E) Companies using competitive marketing intelligence routinely ignore consumers' online chatter.
Answer: D

1.What is the function of a marketing information system (MIS)?
Answer: A marketing information system (MIS) consists of people and procedures dedicated to assessing information needs, developing the needed information, and helping decision makers use the information to generate and validate actionable customer and market insights.
The MIS begins and ends with information users—marketing managers, internal and external partners, and others who need marketing information. First, it interacts with these information users to assess information needs. Next, it interacts with the marketing environment to develop needed information through internal company databases, marketing intelligence activities, and marketing research. Finally, the MIS helps users to analyze and use the information to develop customer insights, make marketing decisions, and manage customer relationships.

2. What are the steps of the marketing research process? How do companies conduct research?
Answer:
The marketing research process involves four steps: defining the problem and research objectives, developing the plan, implementing the research plan, and interpreting and reporting the findings.
Some large companies have their own research departments that work with marketing managers on marketing research projects. In addition, these companies—like their smaller counterparts—frequently hire outside research specialists to consult with management on specific marketing problems and to conduct marketing research studies. Sometimes firms simply purchase data collected by outside firms to aid in their decision making.

1. Briefly explain the concept of customer insights.
2. Briefly explain the Marketing Information System.
3. Briefly explain how internal data can help in developing Marketing Information.
4. Briefly explain the steps in the Market Research Process.

Teaching methods
Lectures, Presentations, Assignments, Audiovisual material.

Expected Time
Estimated number of hours of student work this week 20hrs.

Week 5: Consumer market and Consumer Buying Behavior

Objectives

1. Define the consumer market and construct a simple model of consumer buyer behavior.
2. Name the four major factors that influence consumer buyer behavior.
3. List and define the major types of buying decision behavior and stages in the buyer decision process.
4. Describe the adoption and diffusion process for new products.

Learning outcome

With the completion of this topic, students will be able to:

1.Define the Consumer market

2. Analyze a Model of Consumer Buying Behavior
   - Stimuli-response model
   - Marketing Stimuli
   - Other stimuli

3.Analyze the four major factors affecting Consumer Buying Behaviour
   - Cultural
   - Social
   - Personal
   - Psychological

4. Analyze the major types of Buying Behavior
   - Complex Buying Behaviour
   - Dissonance-Reducing Buying Behaviour
   - Habitual Buying Behaviour
   - Variety-Seeking Buying Behaviour

5. Analyze the stages of the Buying decision Process for existing and new products.
   - Need recognition
   - Information search
   - Evaluation of alternatives
   - Purchase decision
   - Post purchase behavior

Key words

Consumer Behaviour, Culture, Personal factors, Social Factors, Psychological Factors, Buying Decision Process.

Bibliography

Philip Kotler, Gary Armstrong (2016), Marketing Management 16th Global Edition. Pearson Education [Chapter 5, pp.165-187]

Learning activities

Questions for each week in Marketing

Week 5: Consumer market and Consumer Buying Behavior

1.Subcultures consist only of religious groups.
Answer: FALSE

2. Social class is based on shared value systems and common life experiences and situations.
Answer: FALSE

3.According to Maslow's hierarchy of needs theory, when the most important need is satisfied, it will cease to be a motivator, and the person will then try to satisfy the next most important need.
Answer: TRUE

1) Individuals and households that buy or acquire goods and services for personal consumption make up the ________.
A) consumer market
B) market offering
C) market mix
D) subculture
E) social class
Answer: A

2) Marketing stimuli include which of the following?
A) economic stimuli
B) price stimuli
C) technological stimuli
D) social stimuli
E) cultural stimuli
Answer: B

3) Which of the following is one of the other stimuli present in a buyer's environment apart from a marketing stimuli?
A) product stimuli
B) cultural stimuli
C) price stimuli
D) place stimuli
E) promotion stimuli
Answer: B

4.What is the most important consumer buying organization in society?
A) family
B) social class
C) membership group
D) subculture
E) reference group

Answer: A

5.A ________ consists of the activities an individual is expected to perform according to the people around him/her.
A) motive
B) role
C) lifestyle
D) life cycle
E) perception
Answer: B

1. Explain how selective distortion is somewhat controllable by a marketer.
Answer:
Selective distortion describes the tendency of people to interpret information in a way that will support what they already believe. People also will forget much of what they learn. They tend to retain information that supports their attitudes and beliefs. Marketers can attempt to Identify consumers' mindsets and how these will affect perceptions of advertisements.

2. Cultural factors exert a broad and deep influence on consumer behavior. The marketer needs to Identify the role played by the buyer's culture, subculture, and social class. Distinguish between culture, subculture, and social class.
Answer:
Culture is the most basic cause of a person's wants and behavior. Each culture contains smaller subcultures, or groups of people with shared value systems based on common life experiences and situations. Subcultures include nationalities, religions, racial groups, and geographic regions. Many subcultures make up important markets. Social classes are society's relatively permanent and ordered divisions whose members share similar values, interests, and behaviors. Unlike nationality or ethnic subculture, social class is determined by a combination of many variables, such as occupation, income, education, and wealth.

1. Briefly explain "Culture" as an important factor affecting Consumer Behaviour.
2. Briefly analyse two different Social Factors which affect Consumer Behaviour.
3. Briefly explain how the Life Style of a potential Customer may affect his /her Consumer Behaviour.
4. Briefly explain how the Maslow's Theory on the Hierarchy of Needs affect Consumer Behaviour.

Teaching methods
Lectures, Presentations, Assignments, Audiovisual material.

Expected Time
Estimated number of hours of student work this week 20hrs.

Week 6: Products, Services and Brands: Building Customer Value

Objectives

1. Define *product* and the major classifications of products and services.
2. Describe the decisions companies make regarding their individual products and services, product lines, and product mixes.
3. Identify the four characteristics that affect the marketing of a service and the additional marketing considerations that services require.
4. Discuss branding strategy—the decisions companies make in building and managing their brands.

Learning outcome

With the completion of this topic, students will be able to:

1.Explain the levels of a Product/Service

- Core Product
- Actual Product
- Augmented Product

2. Identify the difference between Consumer and Industrial Product

3.Explain the consumer product classification

- Convenience Product
- Shopping Product
- Specialty Product
- Unsought Product

4.Analyze all product and service Decisions

- Product and Service Attributes
- Product Quality
- Product features, style and design
- Brand Decisions
- Packaging
- Labeling
- Product support Services
- Product line and Product Mix Decisions

5.Analyze the four characteristics of Services when designing and Marketing Programs

- Service Intangibility,
- Service Inseparability,
- Service Variability

* Service perishability

Key words
Product/ Service, Consumer Products, Industrial Products, Brand Decisions

Bibliography
Philip Kotler, Gary Armstrong (2016), Marketing Management 16th Global Edition. Pearson Education [Chapter 8, pp.255-283]

Learning activities

Questions for each week in Marketing

Week 6: Products, Services and Brands: Building Customer Value

1.A service refers to an activity, benefit, or satisfaction offered for sale that is essentially intangible and does not result in the ownership of anything.
Answer: TRUE

2.Unsought products are products that the customer usually buys frequently, immediately, and with a minimum of comparison and buying effort.
Answer: FALSE

3. Convenience products are less frequently purchased consumer products and services that customers compare carefully on suitability, quality, price, and style.
Answer: FALSE

1. ________ are a form of product that consists of activities, benefits, or satisfactions offered for sale that are essentially intangible and do not result in the ownership of anything.
A) Liabilities
B) Services
C) Brands
D) Consumer products
E) Specialty products
Answer: B

2. Which of the following exemplifies a service?
A) candy
B) laptop
C) retail
D) car
E) laundry detergent
Answer: C

3. Marketing mix planning begins with ________.
A) building an offering that brings value to target customers

B) finding a suitable promotion strategy for the product
C) setting a reasonable price for the product
D) selecting the right channel for distribution of the product
E) calculating the total costs involved in manufacturing the product
Answer: A

4.Which of the following is true with regard to services?
A) Services refer to purely tangible products.
B) Services are a form of product that consists of activities, benefits, or satisfactions offered for sale.
C) Services can be stored for later use.
D) Services can be easily separated from their providers.
E) Services are tangible product offerings whose quality can be easily measured.
Answer: B

5. Which of the following is an example of a pure tangible good?
A) a laptop with a comprehensive warranty for three years
B) an online shoe retailer that provides free home delivery
C) an agency that offers free legal advice
D) a credit card
E) a bag of potato chips
Answer: E

1.Products and services fall into two broad classes based on the types of consumers that use them. Name these two broad classes and describe how they are different from each other.
Answer: The two broad classes are consumer products and industrial products. Consumer products and services—those bought by final consumers—are usually classified according to consumer shopping habits. Consumer products include convenience products, shopping products, specialty products, and unsought products. Industrial products, on the other hand, are those that are purchased for further processing or for use in conducting a business. These products include the three broad categories of materials and parts, capital items, and supplies and services.

2. Name and describe the principal decisions companies make regarding their individual products and services.
Answer: Individual product decisions involve: 1) product attributes, 2) branding, 3) packaging, 4) labeling, and 5) product support services.
Product attribute decisions involve product quality, features, and style and design.
Branding decisions include selecting a brand name and developing a brand strategy.
Package decisions

1. Briefly explain the major classifications of Products
2. Briefly explain the elements of each level of the Product
3. Analyze the four characteristics that affect the marketing of a Service
4. Analyze the major branding decisions a marketer must take in enhancing the products brand name

Teaching methods

Lectures, Presentations, Assignments, Audiovisual material.

Expected Time

Estimated number of hours of student work this week 20hrs.

Week 7: New Product Development

Objectives

1. Explain how companies find and develop new-product ideas.
2. List and define the steps in the new-product development process and the major considerations in managing this process.
3. Describe the stages of the product life cycle and how marketing strategies change during the product life cycle.
4. Discuss two additional product issues: socially responsible product decisions and international product and services marketing.

Learning outcome

With the completion of this topic, students will be able to:

1. Identify the need for all companies to develop new-products

2.Identify the different sources of ideas

- Internal
- External

3.Analyze the steps of the New Product Development Process

- Idea Generation
- Idea screening
- Concept Development and Testing
- Marketing Strategy Development
- Business Analysis
- Test Marketing
- Commercialization

4.Analyze the Product Life Cycle

- Product Development stage
- Introduction
- Growth
- Maturity
- Decline

5.Explain the characteristics of each stage of the Product Life Cycle

6.Explain why companies need to invest on Socially Responsible product Decisions.

Key words

New Product Development Process, Product Life Cycle, Socially Responsible Product Decisions

Bibliography

Philip Kotler, Gary Armstrong (2016), Marketing Management 16th Global Edition. Pearson Education [Chapter 9, pp.293-314]

Learning activities

Questions for each week in Marketing

Week 7: New Product Development

1.New product development begins with a systematic search for new product ideas through idea generation.
Answer: TRUE

2. A product idea is an idea for a possible product that a company can offer the market.
Answer: TRUE

3. Sales of products decline because of technological advances, shifts in consumer tastes, and increased competition.
Answer: TRUE

1.Which of the following is a common reason for new product failure?
A) incorrect estimation of the market size
B) low product development costs
C) ineffective social marketing campaigns
D) low selling prices of products
E) patent ownership exclusively held by the company
Answer: A

2. A particular firm added three new products earlier this year to increase variety for customers. Two of the products failed to reach the minimal sales quota. Which of the following is LEAST likely to have been the cause of their failure?
A) The products were priced too high.
B) The products were advertised incorrectly.
C) Competitors fought back harder than expected.
D) Product research was too extensive.
E) The product development costs were high.
Answer: D

3.New product development starts with ________.
A) concept development
B) idea screening
C) idea generation
D) concept testing
E) test marketing
Answer: C

4. In the new product development process, the first idea-reducing stage is ________.
A) business analysis
B) idea generation
C) concept development
D) crowdsourcing
E) idea screening

Answer: E

5.Executives at an automobile manufacturing company conducted a brainstorming session for selected employees. This session resulted in a large number of ideas for developing new cars after extensive R&D. The executives then planned to filter out the best ideas during the ________ stage.
A) business analysis
B) idea generation
C) concept testing
D) idea screening
E) concept development
Answer: D

1. Explain concept testing.
Answer: Concept testing calls for testing new product concepts with groups of target consumers. The concepts may be presented to consumers physically or symbolically. A more concrete and physical presentation, however, will increase the reliability of the concept test. After being exposed to the concept, consumers are asked questions about it; their answers reveal to the marketer whether the concept needs to be altered in any way.

2. Each product will have a life cycle, although its exact shape and length is not known in advance. Briefly explain each phase of the product life cycle.
Answer:
-Product development begins when the company finds and develops a new product idea. Sales are zero and the company's investment costs mount.
-Introduction is a period of slow sales growth as the product is introduced in the market. Profits are nonexistent in this stage because of the heavy expenses of product introduction.
-Growth is a period of rapid market acceptance and increasing profits. Maturity is a period of slowdown in sales growth because the product has achieved acceptance by most potential buyers. Profits level off or decline because of increased marketing outlays to defend the product against competition.
-Decline is the period when sales fall off and profits drop. A company may seek to reinvigorate a product in decline or maintain it hoping competition will diminish or harvest it or drop it.

1. Analyse two different possible sources of ideas for new Product Development.
2. Analyse the Idea Screening process.
3. Draw on a Diagram the sales and profits curves of a Normal Product Life Cycle.
4. Analyse the Characteristics of the third stage of the Product Life Cycle.

Teaching methods
Lectures, Presentations, Assignments, Audiovisual material.

Expected Time
Estimated number of hours of student work this week 20hrs.

Week 8: Pricing: Understanding and Capturing Customer Value

Objectives

1. Answer the question "what price is?" and discuss the importance of pricing in today's fast changing environment.
2. Identify the three major pricing strategies and discuss the importance of customer-value perceptions, company costs, and competitor strategies when setting prices.
3. Identify and define the other important external and internal factors affecting a firm's pricing decisions.

Learning outcome

With the completion of this topic, students will be able to:

1.Conceptualize the importance of pricing in today's dynamic environment

2.Analyse the three major pricing strategies

- Customer Value-Based Pricing
- Cost Based Pricing
- Competition Based Pricing

3.Explain the importance of understanding customer-value perceptions along with company costs and competitive parity when setting prices

4.Explain how the Price Elasticity of Demand affects Pricing Decisions

- Price Elastic Demand
- Price Inelastic Demand

5.Analyse all other internal factors which affect Pricing Decisions

- Overall Marketing Strategy, Objectives, and Mix
- Organizational Consideration

6.Analyze all other External factors which affect Pricing Decisions

- Economy
- Pricing in Different Types of Markets
- Social Concerns

Key words

Price, Value, Pricing Decisions, company costs, customer –value perceptions, competitors' pricing strategy, economy, market structure

Bibliography

Philip Kotler, Gary Armstrong (2016), Marketing Management 16th Global Edition. Pearson Education [Chapter 10, pp. 322-339]

Learning activities

Questions for each week in Marketing

Week 8: Pricing: Understanding and Capturing Customer Value

1. In customer value-based pricing, price is considered along with all other marketing mix variables before the marketing program is set.
Answer: TRUE

2.Cost-based pricing is often product driven.
Answer: TRUE

3.A downward-sloping experience curve is indicative of a company's rapidly increasing production costs.
Answer: FALSE

1) ________ refers to the amount of money charged for a product or service.
A) Value
B) Cost
C) Price
D) Wage
E) Salary
Answer: C

2.________ is the only element in the marketing mix that produces revenue.
A) Price
B) Product
C) Place
D) Fixed costs
E) Variable costs
Answer: A

3. Which of the following is true with regard to price?
A) Historically, price has had the least perceptible impact on buyer choice.
B) Price is the least flexible element in the marketing mix.
C) Unlike product features and channel commitments, prices cannot be changed quickly.
D) Price is the sum of all the values that customers give up to gain the benefits of having a product.
E) Prices only have an indirect impact on a firm's bottom line.
Answer: D

4.The perceived value of different product offers can be reasonably assessed by ________.
A) conducting a SWOT analysis
B) preparing demand curves
C) conducting surveys and experiments
D) collecting data about competitors' offers
E) setting a benchmark for product quality
Answer: C

5. Which of the following is true with regard to value-added pricing?
A) Companies that practice value-added pricing typically match the competition by cutting prices.
B) Companies practicing value-added pricing differentiate their offers by attaching value-added features to offerings that, in turn, justify higher prices.
C) The intrinsic value of products sold by companies practicing value-added pricing is far less than their actual selling price.
D) Companies practicing value-added pricing primarily rely on cost differentiation.
E) Value-added pricing is the most suitable pricing strategy in pure monopolies.
Answer: B

1. Briefly describe the process of value-based pricing.
Answer:
The company first assesses customer needs and value perceptions. It then sets its target price based on customer perceptions of value. The targeted value and price drive decisions about what costs can be incurred and the resulting product design. As a result, pricing begins with analyzing consumer needs and value perceptions, and the price is set to match perceived value.

2.Distinguish between value-based pricing and cost-based pricing.
Answer:
Customer value-based pricing uses buyers' perceptions of value as the key to pricing. Value-based pricing means that the marketer cannot design a product and marketing program and then set the price. Price is considered along with all other marketing mix variables before the marketing program is set.
Although costs are an important consideration in setting prices, cost-based pricing is often product driven. The company designs what it considers to be a good product, adds up the costs of making the product, and sets a price that covers costs plus a target profit. Marketing must then convince buyers that the product's value at that price justifies its purchase.

1. Briefly explain the concept of Price and the concept of Value.
2. Analyse the value-based pricing strategy - Give examples.
3. Analyse the concept of Price Elasticity of Demand- Give examples of Elastic and Inelastic Demand.
4. Explain how the Economy can affect Pricing Decisions- Give Examples.

Teaching method
Lectures, Presentations, Assignments, Audiovisual material.

Expected Time
Estimated number of hours of student work this week 20hrs

Week 9: Pricing Strategies: Additional Considerations

Objectives

1. Describe the major strategies for pricing imitative and new products.
2. Explain how companies find a set of prices that maximize the profits from the total product mix.
3. Discuss how companies adjust their prices to take into account different types of customers and situations.
4. Discuss the key issues related to initiating and responding to price changes.
5. Overview the social and legal issues that affect pricing decisions.

Learning outcome

With the completion of this topic, students will be able to:

1. Analyze the pricing strategies of new products
    - Market-Skimming Pricing
    - Market Penetration Pricing

2.Analyze the pricing decisions of companies for a total product mix
- Product Line Pricing
- Optional Product Pricing
- Captive Product Pricing
- By-Product Pricing
- Product Bundle Pricing

3.Analyze the different pricing adjustment Strategies
- Discount and Allowance Pricing Policy
- Segmented pricing
- Psychological pricing
- Promotional pricing
- Geographical
- Dynamic and Internet
- International Pricing

4.Identify and explain the reasons for changing prices
- Price Cuts
- Price Increases

6. Analyze the customer and competitors' reactions on price changes
7. Identify the Social and Legal issues which affect pricing decisions
    - Unfair Price Discrimination
    - Retail Price maintenance
    - Deceptive Pricing
    - Price Confusion

Key words

New product pricing Strategies, Product-Mix Pricing Strategies, Price Adjustments, Price Changes

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Philip Kotler, Gary Armstrong *(2016) Marketing Management 16th Global Edition.* Pearson Education [Chapter 11, pp.347-367]

Learning activities

Questions for each week in Marketing

Week 9: Pricing Strategies: Additional Considerations

1.Pricing strategies tend to change and evolve as the average product passes through its life cycle.
Answer: TRUE

2.For market skimming to be successful, the costs of producing a smaller volume cannot be so high that they cancel the advantage of charging more.
Answer: TRUE

3. Online flash sales are used to create buying urgency and make buyers feel lucky to have gotten in on the deal.
Answer: TRUE

1.Companies that set a low price for a new product in order to attract a large number of buyers and a large market share are using the ________ strategy.
A) market-skimming pricing
B) market-penetration pricing
C) cost-plus pricing
D) inclusive pricing
E) exclusive pricing
Answer: B

2. Companies facing the challenge of setting prices for the first time can choose between two broad strategies: market-penetration pricing and ________ pricing.
A) comparative
B) competitive
C) market-skimming
D) market-segmentation
E) cost-plus
Answer: C

3. A market-skimming pricing strategy should NOT be used for a new product when ________.

A) the product's quality and image support its higher price
B) enough buyers want the products at that price
C) competitors are unable to enter the market
D) competitors can undercut prices easily
E) producing a smaller number of goods is feasible
Answer: D

4.Under ________, the market consists of many buyers and sellers who trade over a range of prices rather than a single market price.
A) pure competition
B) monopolistic competition
C) oligopolistic competition
D) a pure monopoly
E) the dominant firm model
Answer: B

5. Trade-in allowances are most commonly used in the ________ industry.
A) real estate
B) automobile
C) dairy products
D) financial services
E) health care
Answer: B

1.Differentiate between market-skimming and market-penetration pricing strategies. Explain the conditions within which they are effective.

Answer:

Market-skimming is used to skim revenues layer by layer from the market by entering the market with high initial prices. The product's quality and image must support its higher price, and enough buyers must want the product at that price. The costs of producing a smaller volume cannot be so high that they cancel the advantage of charging more. Competitors should not be able to enter the market easily and undercut the high price. Market penetration is used to penetrate the market quickly and deeply to attract a large number of buyers quickly and win a large market share by setting a low price initially when it enters the market. The market must be highly price sensitive so that a low price produces more market growth. Production and distribution costs must fall as sales volume increases. Also, the low price must help keep out competition and be maintained over time.

2. When are competitors most likely to react to price changes? How can a firm anticipate the likely reactions of its competitors?
Answer: Competitors are most likely to react when the number of firms involved is small, when the product is uniform, and when the buyers are well informed. If the firm faces one large competitor, and if the competitor tends to react in a set way to price changes, that reaction can be easily anticipated. But if the competitor treats each price change as a fresh challenge and reacts according to its self-interest, the company will have to figure out just what makes up the competitor's self-interest at the time.

1. Briefly explain the price skimming policy-Give examples
2. Briefly explain the pricing decisions for a mix of products-Give examples
3. Analyze the key issues taken into consideration before initiating a price change
4. Briefly explain the main legal issues a marketer needs to take into consideration when changing prices

Teaching methods

Lectures, Presentations, Assignments, Audiovisual material

Expected Time

Estimated number of hours of student work this week 20hrs

Week 10: Marketing Channels: Delivering Customer Value

Objectives

1. Explain why companies use marketing channels and discuss the functions these channels perform.
2. Discuss how channel members interact and how they organize to perform the work of the channel.
3. Identify the major channel alternatives open to a company.
4. Explain how companies select, motivate, and evaluate channel members.
5. Discuss the nature and importance of marketing logistics and integrated supply chain management.

Learning outcome

With the completion of this topic, students will be able to:

1.Analyze the functions of the Channels of Distribution

- Information
- Promotion
- Contact
- Matching
- Negotiation

2.Explain how channel members perform their work

- Physical Distribution
- Financing
- Risk taking

3.Analyze all channel alternatives

- Direct
- Indirect

4.Explain how the problems and conflicts among channel members can be minimized

- Conventional Marketing System
- Vertical Marketing System

5.Analyze the different Channel Management Decisions

- Selecting
- Managing and Motivating
- Evaluating channel members

6.Analyze the Marketing Logistics Functions

- Warehousing
- Inventory Management
- Transportation
- Logistics Information Management

7.Explain the importance of a properly designed Logistics System

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Key words
Channels of Distribution, Marketing Logistics, Integrated Supply Chain Management.

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Philip Kotler, Gary Armstrong (2016), Marketing Management 16th Global Edition. Pearson Education [Chapter 12, pp. 375-387]

Learning activities

Questions for each week in Marketing

Week 10: Marketing Channels: Delivering Customer Value

1.A company's channel decisions directly affect the prices of its products.
Answer: TRUE

2. The role of marketing intermediaries is to transform the assortments of products made by retailers into the assortments wanted by producers.
Answer: FALSE

3. In a vertical marketing system, two or more companies at one level join together to take advantage of a new marketing opportunity.
Answer: FALSE

1.A ________ is a set of interdependent organizations that help make a product or service available for use or consumption by the consumer or business user.
A) product line
B) product delivery network
C) marketing channel
D) consumer base
E) resource bank
Answer: C

2.Which of the following is most likely true of marketing channel decisions?
A) They often involve long-term commitments to other firms.
B) They have minimal influence on the prices of products offered to customers.
C) They increase the amount of time a company spends connecting with customers.
D) They increase the amount of effort a company puts in to distribute goods.
E) They are easily altered, replaced, or discarded.
Answer: A

3.Which of the following companies uses a direct marketing channel?
A) Fishhooks, a factory that manufactures fishing equipment that it ships to hobby stores worldwide
B) Germfight, a factory that manufactures dental products that it distributes only to select department stores
C) Apple Blossoms, a company that sells its cosmetics exclusively through Ray's Retail Store

D) Holly Wreaths, a store that sells Christmas ornaments to customers via its online click-to-order catalogs
E) Showdown, a clothing store that stocks merchandise from different international brands
Answer: D

4. The greater the number of channel levels in a marketing channel, the ________.
A) less distance between producer and end-consumer
B) greater the channel complexity
C) less time it takes for products to reach end-consumers
D) greater the control producers have over the distribution of their products
E) greater the control producers have over the demand of their products
Answer: B

5. Conflict that occurs among firms at the same level of the marketing channel is known as ________ conflict.
A) multitiered
B) horizontal
C) vertical
D) prolonged
E) financial
Answer: B

1.Why is the term value delivery network a more relevant expression to use than the term supply chain or demand chain ?
Answer:
The term supply chain may be too limited, because it takes a make-and-sell view of the business. It suggests that raw materials, productive inputs, and factory capacity should serve as the starting point for market planning. The term demand chain is better because it suggests a sense-and-respond view of the market. Under this view, planning starts by identifying the needs of target customers, to which the company responds by organizing a chain of resources and activities with the goal of creating customer value. However, even a demand chain view of a business may be too limited because it takes a step-by-step, linear view of purchase-production-consumption activities. Most large companies today are engaged in building and managing a complex, continuously evolving value delivery network. A value delivery network is made up of the company, suppliers, distributors, and, ultimately, customers who partner with each other to improve the performance of the entire system.

2. Compare a conventional distribution channel with a vertical marketing system (VMS).
Answer: A conventional distribution channel consists of one or more independent producers, wholesalers, and retailers. Each is a separate business seeking to maximize its own profits, even at the expense of the system as a whole. No channel member has much control over the other members, and no formal means exists for assigning roles and resolving channel conflict. On the other hand, a vertical marketing system is a

unified system made up of producers, wholesalers, and retailers. While members of a conventional distribution channel seek to maximize their own profits, members of a vertical marketing system all cooperate because either one member owns the others, one has contracts with the others, or one wields more power than the others.

1. Briefly explain how channel members add value.
2. Briefly explain the importance of Marketing Channels of Distribution.
3. Compare the Conventional Distribution Channel with the Vertical Marketing System.
4. Analyse the main Distribution Decisions.
5. Analyse the functions of a Marketing Logistics System.

Teaching methods

Lectures, Presentations, Assignments, Audiovisual material.

Expected Time

Estimated number of hours of student work this week 20hrs.

Week 11: Engaging Customers and Communicating Customer Value

Objectives

1. Define the five promotion mix tools for communicating customer value.
2. Discuss the changing communications landscape and the need for integrated marketing communications.
3. Outline the communication process and the steps in developing effective marketing communications.
4. Explain the methods for setting the promotion budget and factors that affect the design of the promotion mix.

Learning outcome

With the completion of this topic, students will be able to:

1. Define the five 'promotion mix' tools for communicating customer value

- Advertising
- Sales Promotion
- Personal Selling
- Public Relations
- Direct marketing

2.Explain the need for Integrated Marketing Communications

3.Analyze the Communication process with all its nine elements

- Sender, encoding, message, media, decoding, receiver, response and feedback

4.Analyze the steps in Developing an Effective Communication System

- Identifying the Target Audience
- Determining the Communication Objectives
- Designing a message
- Choosing Media
- Collecting Feedback.

5.Explain the four common methods used to set the total budget for advertising

- Affordable method
- Percentage of sales Method
- Competitive Parity Method
- Objective and Task Method

Key words
Evaluation, model, report, significance, success, sustainability.

Bibliography

Philip Kotler, Gary Armstrong (2016), Marketing Management 16th Global Edition. Pearson Education [Chapter 14, pp. 445-465]

Learning activities

Questions for each week in Marketing

Week 11: Engaging Customers and Communicating Customer Value

1.Direct marketing includes catalogs, direct-response TV, kiosks, the Internet, and mobile marketing.
Answer: TRUE

2. As mass markets have fragmented, marketers have shifted away from mass marketing.
Answer: TRUE

3.Decoding is the process by which a sender puts his or her thoughts into a symbolic form.
Answer: FALSE

1.Which of the following is one of the five major promotion tools?
A) market penetration
B) strategic positioning
C) product line filling
D) market diversification
E) direct marketing
Answer: E

2. Any paid form of nonpersonal presentation and promotion of ideas, goods, or services by an identified sponsor is called ________.
A) sales promotion
B) advertising
C) direct marketing
D) personal selling
E) public relations
Answer: B

3. ________ includes sales presentations, trade shows, and incentive programs.
A) Direct marketing
B) Sales promotion
C) Personal selling
D) Public relations

E) Advertising
Answer: C

4.________ refers to the process of putting thought into symbolic form.
A) Sending
B) Encoding
C) Decoding
D) Receiving
E) Feedback
Answer: B

5. Which of the following terms best represents the communication channel that a company uses to move its advertising messages from sender to receiver?
A) decoder
B) media
C) encoder
D) communicator
E) feedback loop
Answer: B

1.A company's marketing communications mix—also called its promotion mix—blends five different components. List and define these components.
Answer:
Advertising is any paid-for or nonpersonal presentation and promotion of ideas, goods, or services by an identified sponsor. Sales promotion includes short-term incentives to encourage the purchase or sale of a product or service. Public relations includes building good relations with the company's various publics by obtaining favorable publicity, building up a good corporate image, and handling or heading off unfavorable rumors, stories, or events. Personal selling includes a personal presentation by the firm's sales force for the purpose of making sales and building customer relationships. Direct marketing includes direct connections with carefully targeted individual consumers to obtain an immediate response and cultivate lasting customer relationships.

2.Why are profound changes in marketing communications creating both exciting and scary times for marketing communicators?
Answer:
In the past, marketers relied heavily on mass marketing. Today, however, mass markets have fragmented, consumers are better informed, and sweeping changes in technology have changed how companies and consumers communicate with each other. These three factors have led to a new marketing communications model that is specialized to reach smaller customer segments with messages that are more personalized. Mass marketing can no longer be solely relied upon to deliver a marketer's message. Although these changes may frighten marketing communicators, these changes afford tremendous opportunities to reach new customers and strengthen relationships with existing customers.

1. Briefly explain the concept of Public Relations-Give examples.

2. Briefly explain the concept of Sales Promotion-Give examples.
3. Briefly explain the concepts of "Encoding and "Decoding" in the Communication process.
4. Briefly explain the second step in developing an Effective Marketing Communication.

Teaching methods

Lectures, Presentations, Assignments, Audiovisual material

Expected Time

Estimated number of hours of student work this week 20hrs

Week 12. Sustainable Marketing: Social Responsibility and Ethics

Objectives

1. Define sustainable marketing and discuss its importance.
2. Identify the major social criticisms of marketing.
3. Define consumerism and environmentalism and explain how they affect marketing strategies.
4. Describe the principles of sustainable marketing.
5. Explain the role of ethics in marketing.

Learning outcome

With the completion of this topic, students will be able to:

1.Define *sustainable marketing* and discuss its importance

2.Identify the major social criticisms of marketing

- High prices
- High cost of Distribution
- Shoddy, Harmful, or Unsafe Products
- Planned Obsolescence
- Deceptive Practices
- High pressure Selling
- Poor Service to Disadvantaged Consumers

3. Analyze the concepts of Consumerism and environmentalism

4.Analyse the five Sustainable Marketing Principles

- Consumer-Oriented Marketing
- Customer-Value Marketing
- Sense-of-Mission Marketing
- Innovative Marketing
- Societal Marketing

5.Explain the need for the Marketing department to plan all its strategies based on ethical principles

Key words

Sustainable Marketing, Consumerism, Environmentalism, ethics.

Bibliography

Philip Kotler, Gary Armstrong (2016), Marketing Management 16th Global Edition. Pearson Education [Chapter 20, pp. 627-650]

Learning activities

Questions for each week in Marketing

Week 12. Sustainable Marketing: Social Responsibility and Ethics

1.The management strategy of environmental sustainability focuses on developing ways to sustain the environment while also producing profits.
Answer: TRUE

2. Critics of marketing view consumer interest in material things as a natural state of mind rather than as a matter of false wants created by marketing.
Answer: FALSE

3. Perceived obsolescence involves continually changing consumer concepts of acceptable styles to encourage more and earlier buying.
Answer: TRUE

1) The marketing concept is a philosophy of ________.
A) sales and profit maximization
B) customer value and mutual gain
C) serving short term interests over long term gains
D) serving the company's interests over the consumers'
E) promotion value and company gain
Answer: B

2) ________ calls for meeting the present needs of consumers and businesses while also preserving or enhancing the ability of future generations to meet their needs.
A) Sustainable marketing
B) Ambush marketing
C) Consumerism
D) Environmentalism
E) Strategic planning
Answer: A

3) The ________ concept is specifically focused on future company needs.
A) societal marketing
B) strategic planning
C) direct marketing
D) telemarketing
E) consumer business
Answer: B

4. Critics have accused some producers of practicing ________ by using materials and components that will break, wear, rust, or rot sooner than they should.
A) high-pressure selling
B) short-term planning
C) planned obsolescence
D) nonfunctional warranty

E) deceptive promotion
Answer: C

5. Critics claim that firms are harmed, and competition is reduced when companies expand by ________.
A) developing their own new products
B) diversifying into new industries
C) acquiring competitors
D) developing new markets
E) initiating joint ventures
Answer: C

1.Discuss the ways in which critics accuse marketing of harming the consumer.
Answer:
Marketers are charged with causing prices to be higher than they need to be. They are sometimes accused of deceptive practices that lead consumers to believe they will get more value than they actually do. Sometimes salespeople pressure consumers to purchase products they neither want nor can afford. Others are accused of selling shoddy or unsafe products. Others are blamed for developing products that become obsolete before they actually need replacement. Last, marketers are accused of delivering poor service to disadvantaged consumers or not making products available to them.

2. Discuss the first two levels of the environmental sustainability portfolio that pay off in the short term.
Answer: Student answers will vary to include new-clean technology and sustainability vision. At the most basic level, a company can practice pollution prevention. This involves more than pollution control or cleaning up waste after it has been created. Pollution prevention means eliminating or minimizing waste before it is created. Companies emphasizing prevention have responded with internal "green marketing" programs—designing and developing ecologically safer products, recyclable and biodegradable packaging, better pollution controls, and more energy-efficient operations. At the next level, companies can practice product stewardship—minimizing not just pollution from production and product design but all environmental impacts throughout the full product life cycle, all the while reducing costs. Many companies are adopting design for environment (DFE) and cradle-to-cradle practices. This involves thinking ahead to design products that are easier to recover, reuse, recycle, or safely return to nature after usage, becoming part of the ecological cycle.

1. Explain how the sustainable marketing concept differs from the marketing concept and the societal marketing concept
2. What are the five sustainable marketing principles and how should a company be guided by them in their activities?
3. What is planned obsolescence? How do marketers respond to this criticism?

4. Environmentalism has really become a major movement in recent years. Why do you think it has taken so long for businesses and consumers to really pay attention?

Teaching methods

Lectures, Presentations, Assignments, Audiovisual material.

Expected Time

Estimated number of hours of student work this week 20hrs.

Final Examinations Guidelines

Final exams are different from midterm exams and other forms of assessment (i.e. projects, case studies etc.) mostly because they are comprehensive and that means that they draw upon your knowledge from the entire course. Also, students take the final exams during the examination period at the end of the semester and that means that they have to study for multiple exams at the same time (more or less). Finally as they carry a lot of weight towards your course grade, your performance in the final could make a difference between an A- and a C+ on your transcript! Thus, it is important to follow a studying guide, and earn a top grade from your final exams. Herein, you may find some trusted and tested methods.

Plan ahead

It is recommended to plan out your study sessions (for ALL your exams) to have a better understanding on how much work you're facing. Use the calendar on your phone to set alerts and reminders for yourself so you stick to your plan.

Start early

Start studying for finals a few weeks before the first exam, and figure out how much time to set aside each day for each subject, setting realistic goals. Do not cram!

Study Strategically!

Try to prioritize the concepts of each course into three categories: red, orange and green. List under the red category the content that you believe it is definitely going to be in the final exam. This usually included topics addressed through quizzes, homework assignments, projects etc. as well as points raised by your tutor in the revision. Put under the orange category, topics that are probably in the final exam. For example topics explained thoroughly in weekly sessions that did not make it in the assignments, Topics that fueled lots of discussion in forum etc. The remaining material goes in the green category. Do not study in a serial way from the beginning to the end of your notes, but review the material in the red category, first. Then move on to studying what is listed in the orange category and, then the content in the green category. That way, if you run out of time, you know you at least have reviewed the basics extensively. Ask your teachers if they'll share copies of previous finals so you can see what might be covered or how questions will be phrased.

Give yourself more time to study for your toughest topics

Do not allot time equivalently for each topic. If a topic gave you trouble all semester, devote more time to that subject—even if it's your last final. Look over your previous form of assessment for that subject and take extra time now to review what you missed. By starting with the toughest stuff first, you have time to ask your lecturer questions or get help from peers or tutors.

Form a study group

There's nothing like peer pressure to keep you motivated to study. Plan skype sessions with friends to review the class material, compare notes, or work through tricky concepts. You'll benefit from the good study habits and notes of the other members in your study group. If you're trying to solve a tough problem, two heads are better than one.

Talk it out

Not only is it more fun to study with your friends than studying by yourself, you'll also learn more. By talking through the facts and formulas with a study partner, you're thinking about the material more deeply, which means you'll remember it better later.

Get creative with study aids

Now that you know what key concepts from each subject you need to prioritize, find the best way to review and internalize what you predict will be on the final exam. Make flash cards to help you memorize dates or come up with a short video that you can upload in your yahoo channel!

Quiz yourself

Students tend to remember the information they have been examined on better than the information they simply review. So ask your study group members or your friends to quiz you!

Make sleep a priority

While it may be tempting to pull an all-nighter and cram everything in at the last minute, it's a bad idea. You just add stress, and you won't retain the information for very long by studying that way. You may even forget some of it by the time the test begins.

Have a break!

Plan for breaks and do something that you enjoy during the breaks. This way you can improve your concentration when you return to studying:

Eat your greens

Eat healthy and drink plenty of water to keep your brainpower at its prime.

A mock-up final exam paper will be provided to you in the LMS.

FINAL EXAM- SAMPLE

Part 1

Answer 20 out of the 21 True False Questions 20X1=20 points

True/False	Question No.	Question
	1	Pricing strategies tend to change and evolve as the average product passes through its life cycle.
	2	In customer value-based pricing, price is considered along with all other marketing mix variables before the marketing program is set.
	3	New product development begins with a systematic search for new product ideas through idea generation.
	4	A product idea is an idea for a possible product that a

		company can offer the market.
	5	A service refers to an activity, benefit, or satisfaction offered for sale that is essentially intangible and does not result in the ownership of anything.
	6	Convenience products are less frequently purchased consumer products and services that customers compare carefully on suitability, quality, price, and style.
	7	Subcultures consist only of religious groups.
	8	According to Maslow's hierarchy of needs theory, when the most important need is satisfied, it will cease to be a motivator, and the person will then try to satisfy the next most important need.
	9	Internal information is almost always sufficient for making marketing decisions.
	10	Competitive marketing intelligence is the systematic collection and analysis of publicly available information about consumers, competitors, and developments in the marketplace.
	11	The microenvironment consists of larger societal forces that affect a company, such as demographic, economic, political, and cultural forces.
	12	The macroenvironment consists of the factors close to the company that affect its ability to serve its customers, such as suppliers, customer markets, competitors, and publics.
	13	A mission statement is a document embodying an organization's short-term goals.
	14	The major activity in strategic planning is product innovation
	15	Marketing is managing profitable customer relationships.
	16	When backed by buying power, needs become wants
	17	The major activity in strategic planning is business portfolio analysis, whereby management evaluates the products and businesses that make up the company.
	18	The difference between human needs and wants is that needs are not created by marketers.
	19	Marketing success requires building relationships with other company departments, suppliers, marketing intermediaries, competitors, various publics, and customers, which combine to make up the company's value delivery network.
	20	The goal of competitive marketing intelligence is to evaluate and prevent high employee turnover.
	21	Social class is based on shared value systems and common

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		life experiences and situations

Part B

Answer 20 out of the 21 Questions 20X2=40 points

1) Individuals and households that buy or acquire goods and services for personal consumption make up the ________.
A) consumer market
B) market offering
C) market mix
D) subculture
E) social class

2) Marketing stimuli include which of the following?
A) economic stimuli
B) price stimuli
C) technological stimuli
D) social stimuli
E) cultural stimuli

3) Which of the following is one of the other stimuli present in a buyer's environment apart from a marketing stimuli?
A) product stimuli
B) cultural stimuli
C) price stimuli
D) place stimuli
E) promotion stimuli

4 Which of the following exemplifies a service?
A) candy
B) laptop
C) retail
D) car
E) laundry detergent

5. Marketing mix planning begins with ________.
A) building an offering that brings value to target customers
B) finding a suitable promotion strategy for the product
C) setting a reasonable price for the product
D) selecting the right channel for distribution of the product
E) calculating the total costs involved in manufacturing the product

6.Which of the following is true with regard to services?
A) Services refer to purely tangible products.
B) Services are a form of product that consists of activities, benefits, or satisfactions offered for sale.

C) Services can be stored for later use.
D) Services can be easily separated from their providers.
E) Services are tangible product offerings whose quality can be easily measured.

7. Which of the following is an example of a pure tangible good?
A) a laptop with a comprehensive warranty for three years
B) an online shoe retailer that provides free home delivery
C) an agency that offers free legal advice
D) a credit card
E) a bag of potato chips

8. Which of the following is a common reason for new product failure?
A) incorrect estimation of the market size
B) low product development costs
C) ineffective social marketing campaigns
D) low selling prices of products
E) patent ownership exclusively held by the company

9. A particular firm added three new products earlier this year to increase variety for customers. Two of the products failed to reach the minimal sales quota. Which of the following is LEAST likely to have been the cause of their failure?
A) The products were priced too high.
B) The products were advertised incorrectly.
C) Competitors fought back harder than expected.
D) Product research was too extensive.
E) The product development costs were high.

10.New product development starts with ________.
A) concept development
B) idea screening
C) idea generation
D) concept testing
E) test marketing

11.In the new product development process, the first idea-reducing stage is ________.
A) business analysis
B) idea generation
C) concept development
D) crowdsourcing
E) idea screening

12.Executives at an automobile manufacturing company conducted a brainstorming session for selected employees. This session resulted in a large number of ideas for developing new cars after extensive R&D. The executives then planned to filter out the best ideas during the ________ stage.
A) business analysis
B) idea generation

C) concept testing
D) idea screening
E) concept development

13. ________ refers to the amount of money charged for a product or service.
A) Value
B) Cost
C) Price
D) Wage
E) Salary

14.________ is the only element in the marketing mix that produces revenue.
A) Price
B) Product
C) Place
D) Fixed costs
E) Variable costs

15. Companies facing the challenge of setting prices for the first time can choose between two broad strategies: market-penetration pricing and ________ pricing.
A) comparative
B) competitive
C) market-skimming
D) market-segmentation
E) cost-plus

16. A market-skimming pricing strategy should NOT be used for a new product when ________.
A) the product's quality and image support its higher price
B) enough buyers want the products at that price
C) competitors are unable to enter the market
D) competitors can undercut prices easily
E) producing a smaller number of goods is feasible

17.Under ________, the market consists of many buyers and sellers who trade over a range of prices rather than a single market price.
A) pure competition
B) monopolistic competition
C) oligopolistic competition
D) a pure monopoly
E) the dominant firm model

18.A ________ is a set of interdependent organizations that help make a product or service available for use or consumption by the consumer or business user.
A) product line
B) product delivery network
C) marketing channel
D) consumer base
E) resource bank

19.Which of the following is most likely true of marketing channel decisions?
A) They often involve long-term commitments to other firms.
B) They have minimal influence on the prices of products offered to customers.
C) They increase the amount of time a company spends connecting with customers.
D) They increase the amount of effort a company puts in to distribute goods.
E) They are easily altered, replaced, or discarded.

20.Which of the following is one of the five major promotion tools?
A) market penetration
B) strategic positioning
C) product line filling
D) market diversification
E) direct marketing

21. Any paid form of nonpersonal presentation and promotion of ideas, goods, or services by an identified sponsor is called ________.
A) sales promotion
B) advertising
C) direct marketing
D) personal selling
E) public relations

Part C

Short Answers: Answer 8 out of the 10 short questions 8X5=40 points

Q1: A company's marketing communications mix—also called its promotion mix—blends five different components. List and define these components

Q2: Discuss the first two levels of the environmental sustainability portfolio that pay off in the short term.

Q3: Differentiate between market-skimming and market-penetration pricing strategies. Explain the conditions within which they are effective.

Q4: Distinguish between value-based pricing and cost-based pricing.

Q5: Each product will have a life cycle, although its exact shape and length is not known in advance. Briefly explain each phase of the product life cycle.

Q6: Name and describe the principal decisions companies make regarding their individual products and services.

Q7: Distinguish between culture, subculture, and social class.

Q8: What are the steps of the marketing research process? How do companies conduct research?

Q9: What are the major trends in today's natural environment? How do these trends affect companies?

Q10: What is a marketing strategy? How do marketing strategies help firms?

END