

**SYLLABUS**  
**HRIM 490W**  
**Strategic Hospitality Management (3 credits)**  
**Spring 2013**

**Course Instructor:** Ruth Ann Jackson  
**Office Location:** 225 Mateer Building  
**Office Hours:** Wednesdays 2:00– 4:00  
or by Appointment

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**COURSE OBJECTIVES**

1. Define and give examples of key concepts in the corporate strategy literature.
2. Define and understand the roles of managers at all levels of an organization in the strategic management process
3. Identify opportunities and threats in the various sectors of hospitality through extensive research of current publications.
4. Evaluate strengths and weaknesses in the functional areas of business (management, marketing, finance, etc.) for hospitality companies.
5. Compose persuasive written and verbal communications related to current hospitality strategic issues.
6. Demonstrate an awareness of strategic leadership skills necessary to be successful in a changing world economy.
7. Develop hospitality business strategy by using strategic tools and frameworks, and applying critical thinking skills to complex hospitality business problems.

**PRE-REQUISITES:**

HRIM 365, 435, and 442 Student is allowed to take 490W and either HRIM 435 or HRIM 442 concurrently as long as it can be demonstrated that student will graduate in Spring 2011.

**METHODS FOR ACHIEVING OBJECTIVES**

1. Readings from the general business and hospitality literature.
2. Critical written and verbal discussions of assigned readings and case studies.
3. Individual and/or team presentations and/or written analyses of several major hospitality firms' strategic planning issues.
4. Evaluation of persuasive written and oral presentations.

## **REQUIRED TEXT/RESOURCES**

1. *HOSPITALITY STRATEGIC MANAGEMENT: Concepts and cases* (2<sup>nd</sup> edition) by Cathy A. Enz. Please make sure you bring your textbook to class!
2. Access to the most recent copy of business periodicals (i.e. *Business Week*, *Wall Street Journal*, *Time*, *US News and World Report*) and current hospitality publications (*Hotel-Motel Management*, *Restaurant Business*, *Nation's Restaurant News*, etc.) Most available through the University Library's Website at:  
[http://www.libraries.psu.edu/psul/business/bus\\_databases\\_azlist.html](http://www.libraries.psu.edu/psul/business/bus_databases_azlist.html)
3. Subscriptions to the following daily e-mails publications (these are free):
  - a. [www.smartbrief.com/ahla/](http://www.smartbrief.com/ahla/)
  - b. [www.smartbrief.com/nra/](http://www.smartbrief.com/nra/)

## **WRITING**

The "W" suffix to this class means that this is a writing intensive class. Expect that you will be required to write papers that meet professional standards. See Purdue's "Owl" Website. Also prior to turning in any written assignments I strongly suggest that you review your paper at the writing lab in Boucke or with a peer. If your assignment has more than three grammatical or spelling errors, I will assign you an "F" and return it to you to correct with a deadline.

## **CLASS ATTENDANCE**

Class attendance is required for lectures. Each student will be allowed THREE absences. TEN POINTS will be deducted from the final grade for each absence beyond the three allowed. It is NOT necessary to contact the instructor prior to the absence.

**The instructor reserves the right to have UNANNOUNCED QUIZZES/IN CLASS ASSIGNMENTS throughout the semester and there will be no make-up quizzes for those students absent from class on the day that they are given. To accommodate absences, the lowest score will be dropped. These points will be part of the participation grade.**

If students are absent or late to class, it shall be their responsibility to make themselves aware of any and all class announcements, assignment instructions, date and/or classroom changes, course material covered in class, etc.

## **MANDATORY ATTENDANCE DATES**

There will be **NO** absences permitted on group presentation and guest speaker dates. Your instructor will provide advance notice when a class is required. If you miss a required class, TEN POINTS will be deducted from the final grade.

## **OUT-OF-CLASS MEETINGS**

Individual and/or team meetings may be scheduled with the course instructor for the purpose of discussing progress and to provide guidance and support needed by the individual and/or teams.

**GRADING****ALLOCATION TO TOTAL GRADE:**

Exam 1	100 points
Exam 2	100 points
Exam 3	100 points
Written Assignments #1-7 (50pts each)	350 points
Written Assignment # 8 Case Study	150 point
Oral presentation	100 points
Daily Class Participation/Quizzes	<u>100 points</u>
TOTAL	1000 points

## HRIM 490 Grade Scale

A	1000	940	4.0
A-	939	900	3.7
B+	899	870	3.3
B	869	830	3.0
B-	829	800	2.7
C+	799	770	2.3
C	769	700	2.0
D	699	600	1.0
F	599	0	0.0

**GENERAL GRADING RUBRIC FOR WRITTEN ASSIGNMENTS**

Each assignment will be graded based on the assessment of two factors, writing and content.

The following rubric is meant to give you a general guideline of the grading scale used in the class. Please make sure to ask for editorial assistance if you are not sure of your writing skills.

**If your assignment has more than three grammatical or spelling errors, I will assign you an “F” and return it to you to correct with a deadline. Please note that written assignments will be submitted in for “Turnitin” software analysis. Duplication or plagiarism will be subject to the rules listed on the final page of the syllabus.**

	Grading Rubric
Grade	Criteria
A	<ul style="list-style-type: none"> <li>Outstanding explanation, superior supporting information</li> <li>Insightful, thoughtful, creative and original analysis and thoughts</li> <li>Goes well beyond minimum required for assignment</li> </ul>
A-/B+	<ul style="list-style-type: none"> <li>Excellent reasoning, solid support from examples, figures and text</li> <li>Substantial, interesting and original analysis and thoughts</li> <li>Goes beyond minimum required for assignment</li> </ul>
B/B-	<ul style="list-style-type: none"> <li>Average job, does what the assignment asked</li> <li>Decent reasoning or explanations and supporting material</li> <li>References are accurate and documented correctly</li> </ul>

C+/C	<ul style="list-style-type: none"> <li>• Generally correct but some inaccuracies and misunderstandings</li> <li>• Coverage is accurate but cursory. References are out of context</li> <li>• Does not meet the minimum required for a complete answer</li> </ul>
D/F	<ul style="list-style-type: none"> <li>• Unclear explanation; vague; inadequate understanding; major flaws in reasoning or explanations; lacks supporting information</li> <li>• Doesn't effectively address the assignment</li> <li>• Multiple spelling and grammatical errors</li> <li>• Reads like a first draft</li> </ul>
No Credit	Missing or Plagiarized

### COURSE SCHEDULE

WEEK 1 Jan 7, 9	<ul style="list-style-type: none"> <li>• Course Introduction/Syllabus/Schedule/Expectations</li> <li>• Chapter 1 Intro to Strategic Management, read pages 1-33</li> <li>• Writing Assignment #1 page 34-35 Questions 1-5. Due Jan 14.</li> </ul>
WEEK 2 Jan 14, 16	<ul style="list-style-type: none"> <li>• Chapter 2 - The Environment and External Stakeholders, read pages 36-76</li> <li>• Writing Assignment #1 page 34-35 Questions 1-5. Due Jan 14.</li> <li>• Writing Assignment #2 pages 78 -79 Questions 1-3. Due Jan 23.</li> </ul>
WEEK 3 (1/21-23) ON-LINE	<ul style="list-style-type: none"> <li>• Writing Assignment #2 pages 78 -79 Questions 1-3. Due Jan 23.</li> <li>• Chapter 3 Strategic Direction. Read pages 80-112.</li> </ul>
WEEK 4 Jan 28, 30	<ul style="list-style-type: none"> <li>• Chapter 4 Organizational Resources and Competitive Advantage. Read pages 114-160</li> <li>• Writing Assignment #3, page 162 questions 1-11 AND Page 163 question 2. Due Feb 4.</li> </ul>
WEEK 5 Feb 4, 6	<ul style="list-style-type: none"> <li>• Written Assignment #3, page 162 questions 1-11. Page 163 question 2. Due Feb 4.</li> <li>• February 6 guest speaker in 117 Mateer</li> <li>• <b>EXAM I – CHAPTERS 1-4. TAKE HOME : HAND IN TO ME IN CLASS ON FEB 11</b></li> </ul>
WEEK 6 Feb 11, 13	<ul style="list-style-type: none"> <li>• <b>TAKE HOME EXAM 1 DUE IN CLASS FEB 11</b></li> <li>• Chapter 5 – Strategy Formulation. Read pages 164-201</li> <li>• Written Assignment #4 page 203 question 2. Due Feb 13. <b>Changed to Feb 15</b></li> </ul>
WEEK 7 Feb 18, 20	<ul style="list-style-type: none"> <li>• Chapter 6 – Corporate-level Strategy and Restructuring. Read pages 205 to 247</li> <li>• Oral presentation Assignment page 250-251 question #3. Due February 25 or 27</li> </ul>
WEEK 8 Feb 25, 27	<ul style="list-style-type: none"> <li>• Oral presentations Assignment page 250-251 question 3. Due February 25 or 27</li> </ul>

WEEK 9 (3/11-13)  <b>ON-LINE</b>	<ul style="list-style-type: none"> <li>• Chapter 7- Strategy Implementation. Read pages 252-296</li> <li>• Writing Assignment #5 pages 297-298 Questions 1-11. Due March 13.</li> </ul>
WEEK 10  Mar 18, 20	<ul style="list-style-type: none"> <li>• Exam II Review</li> <li>• <b>EXAM II – CHAPTERS 5-7. MARCH 20</b></li> </ul>
WEEK 11  Mar 25, 27	<ul style="list-style-type: none"> <li>• Chapter 8 – Strategy Implementation. Read pages 299-351</li> <li>• Writing Assignment # 6 page 355 Question 3. Due April 1</li> </ul>
WEEK 12  April 1 ,3	<ul style="list-style-type: none"> <li>• Writing Assignment # 6 page 355 Question 3. Due April 1</li> <li>• Chapter 9 –Strategies for Entrepreneurship. Read pages 356-393</li> <li>• Writing Assignment #7 Skellar and Spats Strategy Suggestions. Due April 10</li> </ul>
WEEK 13  <b>ON-LINE</b>	<ul style="list-style-type: none"> <li>• Writing Assignment #7 . Skellar and Spats Strategy Suggestions Due April 10</li> </ul>
WEEK 14  April 15, 17	<ul style="list-style-type: none"> <li>• Chapter 10 – Global Strategic Management Read pages 399-427.</li> <li>• Web Portfolio</li> </ul>
WEEK 15  April 22, 24	<ul style="list-style-type: none"> <li>• Writing Assignment # 8 Web Portfolio due April 24</li> </ul> <p style="text-align: center;"><b><i>EXAM III – Chapters 8-10. Finals Week</i></b></p>

### **COLLEGE STATEMENT ON ACADEMIC INTEGRITY**

#### Academic Integrity (Senate Policy 49-20)

Definitions and expectations: Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights, and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the work completed by others. To protect the rights and maintain the trust of honest students and support appropriate behavior, faculty and administrators should regularly communicate high standards of integrity and reinforce them by taking reasonable steps to anticipate and deter acts of dishonesty in all assignments. At the beginning of each course, it is the responsibility of the instructor to provide students with a statement clarifying the application of University and College integrity policies to that course.

Academic and disciplinary sanctions (ACUE Policy G-9) The University procedures provide for two types of sanctions: academic and disciplinary. Academic sanctions range from a warning to removal from the academic program, and include deductions of points or alterations in grades. Academic sanctions are determined and assigned by the instructor or by the instructor together with the College Academic Integrity Committee. Disciplinary sanctions may be recommended by the instructor, the College Committee, or the Associate Dean, and are assigned by the Office of Judicial Affairs. The SF grade is a disciplinary sanction that is only assigned with the concurrence of the instructor, the College Academic Integrity Committee, and Judicial Affairs.

To implement the University policy on academic dishonesty, the College of Health and Human Development will encourage the following procedures to minimize dishonest behavior by students. These procedures include practices for faculty that will foster honest scholarship and defines dishonest actions and provides a standard protocol to be used by all instructors in handling cases of suspected academic dishonesty.

### Faculty Conduct

Although students should be aware of the fact that they are expected to be honest, faculty are responsible for stating their expectations for academic honesty as part of the grading policy for every course. All course syllabi will be required to contain a statement on this topic. In addition, the instructor will be responsible for clearly stating to students expectations for such issues as group work, take-home assignments and exams (if used), for supporting information or assistance devices if allowed in examinations. It is the responsibility of the instructor to provide sufficient proctoring for examinations.

### Student Conduct

All course work by students will be done on an individual basis unless an instructor clearly states that an alternative is acceptable. Any reference material used in the preparation of an assignment, whether quoted or paraphrased, must be explicitly cited. In an examination setting, unless the instructor gives explicit prior instructions to the contrary, regardless of whether the examination is in-class or take-home, violations of academic integrity shall consist of any attempt to receive assistance from any person or papers or electronic devices, or any attempt to give assistance. Other violations include, but are not limited to, any attempt to gain an unfair advantage in regard to an examination such as tampering with a graded exam or claiming another's work to be one's own.

### **DISABILITY ACCESS STATEMENT**

The Pennsylvania State University encourages qualified persons with disabilities to participate in this programs and activities and is committed to the policy that all people shall have equal access to programs, facilities, and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access please tell the instructor as soon as possible.