

HMD 307: Hospitality Leadership, Management & Ethics

SPRING 2016 – Session 1003

Course Description

This course will develop student skills necessary to lead and manage hospitality organizations in an ethically, environmentally, economically, and socially sustainable way. It will include analysis of organizational work environments, critical situations, problem-solving and decision implementation.

The content of the course will be facilitated through readings, discussion, self-assessments, structured exercises, video, movie and TV clips, and case studies.

Learning Outcomes

Upon completion of this course, one should reasonably expect to be able to:

- Create and nurture a productive and engaged work environment
- Value continuous leadership development
- See oneself as capable leaders
- Manage all forms of capital in an ethical and sustainable way

Objectives:

- Apply ethical reasoning and take appropriate action
- Apply leadership theory and models
- Assess one's personal leadership style
- Communicate, negotiate and resolve organizational conflicts
- Develop leadership throughout an organization
- Diagnose organizational situations by separating symptoms from root causes
- Manage change and crises
- Understand and design an organization's structure and jobs
- Understand and influence an organization's culture
- Use power and influence to manage, monitor, and measure implementation of decisions
- Use quantitative and qualitative problem-solving and decision-making techniques effectively

Required Text

You are required to purchase this textbook for this course:

Textbook:

Title CUSTOM: University of Nevada Las Vegas HMD 307 Hospitality, Management, Leadership and Ethics Custom Electronic Edition
Author Peter G. Northouse; Robert N. Lussier
ISBN 9781506342184
Publisher SAGE Publications, Incorporated
Binding None (Electronic)
Price \$85.00

Grading

Quizzes	150
Exam 1	150
Exam 2	150
Final Exam	150
Participation	100
Case Studies	300 (written 150/presentation 150)
Total	1000 points

Final course grades (A through F) will be assigned as follows for the following points earned:

<u>Percentage</u>	<u>Grade</u>
93 – 100	A
90 – 92.9	A-
87 – 89.9	B+
83 – 86.9	B
80 – 82.9	B-
77 – 79.9	C+
70 – 76.9	C
60 – 69.9	D
Below 60	F

SCHEDULE OF CLASS ACTIVITIES

(Subject to change)

<u>Date</u>	<u>Session Topic</u>	<u>Assignments</u>
WEEK 1 January 18 - 20	Martin Luther King Day (NO CLASS) Syllabus & Objectives Review	Complete Syllabus Agreement
WEEK 2 January 25 - 27	Chapter 8 –Leadership Ethics (Quiz 1)	Quiz 1 – complete by 11:59pm January 24

	Chapter 8 Case Studies 13.1	
WEEK 3 Feb 1 - 3	Case Study Papers/Presentation Review Chapter 1 – Introduction (Quiz 2)	Quiz 2 – complete by 11:59pm January 31
WEEK 4 Feb 8 - 10	Chapter 2 – Trait Approach (Quiz 3) Chapter 2 Case Studies 2.1 and 2.3	Quiz 3 – complete by 11:59pm February 7
WEEK 5 Feb 15 - 17	Washington’s Birthday (NO CLASS) Group Activity	
WEEK 6 Feb 22 - 24	Chapter 3 – Skills Approach (Quiz 4) Exam 1 (Covers Chapters 8, 1, 2, 3)	Quiz 4 – complete by 11:59pm February 21
WEEK 7 Feb 29 - March 2	Chapter 4 – Leader-Member Exchange Theory (Quiz 5) Chapter 4 Case Study 7.1 and 7.3	Quiz 5 – complete by 11:59pm February 28
WEEK 8 March 7 - March 9	Chapter 6 – Authentic Leadership (Quiz 6) Chapter 6 Case 9.3	Quiz 6 – complete by 11:59pm March 6
WEEK 9 March 14 - 16	Chapter 7 – Servant Leadership (Quiz 7) Chapter 7 Case 7.2 (Option)	Quiz 7 – complete by 11:59pm March 13
WEEK 10 March 21 - 23	SPRING BREAK	
WEEK 11 March 28 - 30	Exam 2 (Covers Chapters 4, 6, 7) Chapter 10 – Management and It’s History (Quiz 8)	Quiz 8 – complete by 11:59pm March 27
WEEK 13 April 4 - 6	Chapter 11 – Creative Problem Solving and Decision Making (Quiz 9)	Quiz 9 – complete by 11:59pm April 3 Ethical Analysis Papers are due April 4
WEEK 14 April 11 - 13	Chapter 12 – Organizing and Delegating (Quiz 10)	Quiz 10 – complete by 11:59pm April 10 Ethical Analysis Presentations are due April 17
WEEK 15		

April 18 - 20	Case Study Presentations Case Study Presentations	
WEEK 16 April 25 - 27	Case Study Presentations Case Study Presentations	
WEEK 17 May 2 - 4	Final Exam (Covers Chapters 4, 6, 7, 8)	

Course Assessments

Quizzes

Students must complete 12 online quizzes each week of the semester beginning week 2. Quizzes become available online on Mondays and close each Sunday at 11:59pm as noted in the schedule of class activities. Quizzes consist of 25 questions and have a time limit of 30 minutes. Quiz results are available immediately after the quiz is completed.

Each quiz attempt will have different questions but will cover the same content. Quiz questions are selected randomly from a database of 100 or more items within the WebCampus software platform. Correct answers for quiz questions are not available online; however, quiz questions and results may be reviewed with the instructor at any time.

Quiz content is focused primarily on the chapter reading for the upcoming week. To study for each quiz, read the chapter for the coming week. For example, the Quiz 1 (covering chapter 13) must be completed prior to Monday, August 31. This process makes you “content ready” for the Week 2 lecture; the lectures that week will build on concepts that you have read, studied and on which your knowledge has been assessed.

Exams: Two exams are scheduled that will cover your comprehension of the assigned readings for that section of the course. Students must have a firm grasp of course concepts and be able to apply them to situations.

Final Exam: The final exam will be held according to the university schedule and consist of a comprehensive use of the course content. The exam will provide an opportunity to make application of the course content to a particular situation or case study. The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at:

<http://www.unlv.edu/registrar/calendars>.

Participation: You will be graded on a attending class “on time”, being engaged in classroom discussions, and on the **number of correct responses** to iclicker questions. At the beginning of most class periods, there will be iclicker questions that test your knowledge of the required reading. Students must read chapter material and complete the assigned quiz prior to class.

iCLICKER REQUIRED - In this course we will be using a student response system, or “clicker” system. A “clicker” is an individual handheld device – about the size of a TV remote – that allows each student to respond to

questions that the instructor asks during class. A receiver at the front of the room collects everyone's clicker responses, which the instructor can then instantly display as graphs to guide the day's lecture. Students' clicker responses are recorded by the receiver and uploaded to the students' Blackboard Learn grade book WEEKLY.

Students are responsible for ensuring their iClickers are turned on and are transmitting responses (confirmed by a green light) each time the student is polled. To ensure you receive clicker points during class, do not look at the question on the projection screen, but look at your clicker when sending responses to questions in class. You must see the green light on your clicker to ensure that you receive all the clicker points that you deserve.

Students are responsible for replacing all three batteries of the clicker with fresh batteries at the beginning of the semester. Students whose clicker has dead batteries will not receive clicker points.

If you give your clicker to someone else to earn clicker points when you are not in class or if you use a clicker for someone else to earn clicker points for them when they are not in class, you have committed academic misconduct. You will be caught, you will have to sign a form recommending sanctions including a failing grade in the course, a transcript notation indicating your dishonesty, and potential suspension from the university.

Clicker audits are performed regularly during the semester to protect the work of the majority of students. Unfortunately, a number of students each semester are caught committing "clicker fraud" and suffer severe consequences. Please don't be one of them.

Class participation is scored using clickers. REGISTER YOUR CLICKER THROUGH WEBCAMPUS > TOOLS > **i>clicker Remote Registration**. If you do not register your clicker, YOU WILL NOT RECEIVE CLICKER POINTS. Your clicker ID may contain the number zero, but will not contain the letter O. If you lose your clicker, or need to replace it for any reason, it is your responsibility to obtain a new clicker immediately and email the instructor with the new clicker ID number. You will not receive clicker points for any class for which you do not have a properly registered clicker. Clicker points are uploaded into the Blackboard Learn grade books immediately after each class; it is the responsibility of the student to verify that points have been received for classes attended.

Ethical Analysis Reports and Presentations:

Ethical Analysis Reports Due: 4/4/2016

Ethical Analysis Presentations (PPT) Due: 4/17/2016

Groups: Ethical analysis reports and presentations will be completed in groups of 6-8 students. Groups will be formed in week 1.

Purpose: Ethical Analyses are designed to promote dialog among students by offering opportunities to discuss real-life situations and leadership, management, and ethical challenges. This assignment is designed to stimulate students' critical thinking, provide models of how to think professionally, and enable students to use theoretical concepts to illuminate a position.

Skills: Critical thinking and writing are skills essential to effective communication, problem solving, and analysis of leadership, management, and ethics. Your work will be evaluated for critical thinking skills that will enable you, if you apply them, to create tighter, better reasoned, and more compelling analyses and arguments. This rubric represents a brief overview of the main points to bear in mind as you prepare your analysis:

Critical Thinking Skills: The demonstration of critical thinking skills:

- Identifies and applies clear and appropriate ethical theory to support position on ethical questions
- Examines perspectives and positions on ethical questions, drawing support from academic research
- Analyze key assumptions and separate facts from fiction
- Make clear judgments and justify them with internal and external evidence

Knowledge: A key goal of these case studies is to activate knowledge. Activated knowledge occurs when we act on ideas we deeply and rightly understand. It is knowledge that begets further knowledge.

To act in accordance with activated knowledge we must possess the intellectual virtues or dispositions. We don't presume to know what we do not. We are careful in the conclusions we come to, and we hold them tentatively when necessary.

The stronger the intellectual virtues in the mind, the more prominent the role of activated knowledge.

Task

Written Reports – Reports are to be no more than 2000 - 3000 word (not including references). APA 6th edition formatting style is required. Font – Times New Roman 12-point, 1-inch margins – top bottom left and right, double-spaced and pages numbered. 5 academic research sources should be referenced to back up your perspectives, position, and arguments. Your references should be ideally sourced from the UNLV database of academic journals. You should avoid magazines, newspapers, internet, and TV, sources because these sources are subject to false and misleading assertions. Your paper should be outlined in 5 sections:

- I. Abstract
- II. Theoretical Foundations
- III. Perspectives/Positions
- IV. Assumptions/Support
- V. Implications

The first page will be a title page formatted based on APA 6th edition standards to include the names of group members, course section and due date. All members of the group will be awarded the same grade for the paper unless the leader suggests otherwise. The leader does have coercive and reward power.

Ethical Analysis Rubric

	Insufficiently Developed 60%	Adequately Developed 80%	Substantially Developed 100%
Theory 25% Identifies and appropriately use ethical theory to support position on the ethical question.	Does not identify or apply a clear ethical theory. Does not accurately link the theory to the ethical question.	Identifies an ethical theory, and applies it to the basic ethical question. Identifies only the basics of the theory.	Identifies and correctly applies clear and appropriate theory that addresses subsidiary, embedded, or implicit aspects of the ethical question. Identifies not only the basics theory, but digs

			deeper to display in-depth knowledge of theory.
Perspective 15% Identifies and argues the GROUP'S perspective and position as it relates to the analysis of the question.	Fails to clarify the established or presented position relative to the group perspective and position.	Identifies and presents a position on the question and uses limited information.	Identifies and argues the group position passionately, drawing support from academic research.
Perspective 15% Identifies and presents the COUNTER-ARGUMENTS related to group's perspectives and positions.	Deals only with a single perspective and fails to discuss other possible perspectives, especially those salient to the question.	Addresses some other salient perspectives and presents some information related to those perspectives.	Addresses other salient perspectives and positions and provides well-reasoned counter-arguments.
Assumptions 20% Identifies and assesses the key assumptions.	Does not surface the assumptions and ethical issues that underlie the question, or does so superficially. Merely repeats information provided, taking it as truth, or denies evidence without adequate justification. Confuses associations and correlations with cause and effect. Does not distinguish between fact, opinion, and value judgments.	Identifies, but does not question the validity of the assumptions. Provides evidence and some sources of evidence.	Identifies and questions the validity of the assumptions and addresses the ethical dimensions that underlie the issue. Examines the evidence and source of evidence; questions its accuracy, precision, relevance, completeness. Observes cause and effect and addresses existing or potential consequences. Clearly distinguishes between fact, opinion, & acknowledges value judgments.
Implications 15% Identifies and assesses implications.	Fails to identify implications, related to the question.	Identifies and discusses some implications.	Identifies and discusses implications considering context, assumptions, data, and evidence.

			Objectively reflects upon the their own assertions.
APA Format 10%	Between 6 and 10 instances of style errors	5 or fewer instances of style errors	Model document of APA 6th edition: Correct punctuation, citation, tables, figures, format of each reference, capitalization, use of italics, abbreviations, headings, quotations, numbers/stats, etc.

Ethical Analysis Presentation – Each presentation should consume half of a class meeting. You should prepare a 20-minute presentation, leaving a few minutes for questions and discussion. The following is a guide for developing your group presentation:

In this section we are looking for your having applied the relevant content to the question. We are testing your understanding and your ability to construct an argument. This is a vital skill because it means that you have to select from all the information available what you consider to be the most relevant facts/arguments and present these in a concise way. Importantly we are looking for you to show the range of views expressed in attempting to look at the question but for you to attempt to show where you feel such views are strong or weak and for you to come to a view yourselves. We also expect you to involve yourselves in independent research.

This is a group presentation and you have to work as a group. It is easy for the reviewers/audience to show the extent to which you have operated in the way specified by the assessment criteria given above for group skills. If you have worked as a group, there will be a consistent use of the presentation tools and there will be smooth interchanges between presenters. In the questions afterwards, all members will be able to field question should they be called upon.

If there is a group member who is not their pulling their weight it is up to the rest of the group should try to help and encourage that member to be fully engaged. If there is a conflict, the instructor will speak with the particular individuals, but it is best for the group leader to work internal conflicts.

All members of the group present at the presentation will be awarded the same mark for the presentation unless the leader suggests otherwise. The leader does have coercive and reward power.

Notes for Presenters

Please fully brief yourself with the assessment criteria for your group presentation. This is how you will be graded and so you need to prepare yourself accordingly.

Course Documents

Course documents can be found in WebCampus and this page will be updated through out the course with material related to topics and chapter objectives (discussion questions, PowerPoint slides, video links, etc.).

Along with the course textbook, students will use the material listed on this page to prepare for class discussions and participation. Please check this page weekly for updates.

Having problems with WebCampus?

For assistance with any WebCampus issues, please call the Student Computing Support Center at (702) 895-0761 or visit <https://d2.parature.com/ics/support/default.asp?deptID=4314> for support 24 hours a day, 365 days a year. I wish I could help you, but for technical problems, I am useless! ☹ If, however, you cannot find information on the WebCampus course site, please e-mail me or call me for assistance. Everything you need for this course is found on the main page of the WebCampus course site. Look for the appropriate folder to find what you need: syllabus, readings, assignment information.

LATE SUBMISSION POLICY

Due to the nature of this class late assignments / late work will be assessed a 25% grade reduction if ONE DAY LATE and a 50% grade reduction if TWO DAYS LATE. There will be NO exceptions beyond DAY TWO. Please do not ask.

Academic Advising

Academic advising is available through our Office for Student Advising (OSA), which is located in BEH 543. You should make an appointment to meet with an advisor each semester to discuss your degree requirements, your progress and future course selections to ensure that you remain on track for graduation.

OSA Hours:

7:30 a.m. – 5:00 p.m., Monday-Friday

Contact Information:

Location:	BEH 543
Phone:	702-895-3616
FAX:	702-895-3127
Email:	hoadvise@unlv.edu (quick questions only)
Note:	For questions relating to our gaming program, the email is gamadviz@unlv.edu

Making an Appointment: The OSA experiences a high volume of traffic once the class schedule is published prior to registration for each semester (April and November). This means that the wait for an appointment is longer. Be pro-active and make an appointment early in the current semester to beat the rush. Your advisor can help you prepare for the next registration cycle so you are ready to register when it is your turn to do so.

Appointment Etiquette: Please arrive at least 5 minutes prior to your appointment time. It is important to be on time for your appointment as a late arrival may require you to reschedule your appointment for a future date. If it is necessary to cancel your appointment and it is foreseeable, we ask that you do so by calling our office at least 48 hours in advance to make it possible for us to offer your appointment time slot to another student needing our assistance. If you are a “No Call/No Show” for your appointment, it may mean that you will not be accommodated for a future appointment request during

high traffic times.

Bob Boughner Career Services Center

Need help with your resume? Would you like to jump-start your job search process? The dedicated staff at the Bob Boughner Career Services Center is here to guide you with any career-related issues. Stop by the Center located on the first floor of Beam Hall (BEH 126) to receive hospitality-specific career counseling and information on upcoming recruitment events.

UNLV POLICIES AND RESOURCES

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright – The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you.

If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, **January 29, 2016**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Incomplete Grades - The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling 702-895-3177 or visiting the tutoring web site at: <http://academicsuccess.unlv.edu/tutoring/>.

UNLV Writing Center – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>

Library Resources – Students may consult with a librarian on research needs. For this class, the subject librarian is Lateka Grays (<http://guides.library.unlv.edu/hospitality>). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Rebelmail and Hotel College Listserv

By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Subscribe to the Hotel College Student email listserv for information on internships, jobs, scholarships, club activities and important college information. <http://groups.yahoo.com/group/unlvhotelcollege>

Final Examinations – The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.