МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное образовательное учреждение высшего образования
«Дальневосточный федеральный университет»
(ДВФУ)
ШКОЛА ЭКОНОМИКИ И МЕНЕДЖМЕНТА

СОГЛАСОВАНО   УТВЕРЖДАЮ

Руководитель ОП   Врио заведующий(ая) кафедрой
                                                     сервиса и туризма
                                                     (название кафедры)

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« 18 » декабря 2019г.   « 18 » декабря 2019г.

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ
Strategic Management and Leadership in the Hospitality Industry (Стратегический менеджмент и
лидерство в индустрии гостеприимства)
Направление подготовки 43.03.03 Гостиничное дело
Форма подготовки очная

курс 4 семестр 7
лекции 36 час.
практические занятия 36 час.
лабораторные работы - час.
в том числе с использованием МАО лек. - /пр. - /лаб. - час.
всего часов аудиторной нагрузки 72 час.
в том числе с использованием МАО - час.
самостоятельная работа 36 час.
в том числе на подготовку к экзамену - час.
контрольные работы (количество) не предусмотрены
курсовая работа / курсовой проект не предусмотрены
зачет 7 семестр
экзамен не предусмотрен

Рабочая программа составлена в соответствии с требованиями Федерального государственного образовательного стандарта по направлению подготовки 43.03.03 Гостиничное дело, утвержденного приказом Министерства образования и науки РФ
от 8 июня 2017 г. № 515

Рабочая программа обсуждена на заседании кафедры сервиса и туризма
протокол № 4 от « 18 » декабря 2019г.

Врио заведующий(ая) кафедрой: канд. техн. наук., доцент Овчаренко Н.П.
Составители: ассистент Орловская Ю.В.

Владивосток
2020

Оборотная сторона титульного листа РПУД

I. Рабочая программа пересмотрена на заседании кафедры:

Протокол от «_____» _____ 20___ г. № _____

Заведующий кафедрой _____ _____
                                              (подпись)   (И.О. Фамилия)

II. Рабочая программа пересмотрена на заседании кафедры:

Протокол от «_____» _____ 20___ г. № _____

Заведующий кафедрой _____ _____
                                              (подпись)   (И.О. Фамилия)

III. Рабочая программа пересмотрена на заседании кафедры:

Протокол от «_____» _____ 20___ г. № _____

Заведующий кафедрой _____ _____
                                              (подпись)   (И.О. Фамилия)

IV. Рабочая программа пересмотрена на заседании кафедры:

Протокол от «_____» _____ 20___ г. № _____

Заведующий кафедрой _____ _____
                                              (подпись)   (И.О. Фамилия)

1. Goals and objectives of the discipline:

The purpose of the discipline: is to familiarize students with the issues of leadership, management and quality facing the modern hospitality industry.

Tasks:

• Analyze strategic management and leadership processes (and in the hospitality industry in particular);

• Understanding problems in the modern hotel industry;

• Assess the importance of developing communication skills;

• Development of corporate strategy and restructuring;

• Application of implementation strategy through organizational design and control.

Professional competences of graduates and indicators of their achievement:

The task of professional activity	Objects or knowledge area	Code and name of professional competence	Code and name of the achievement indicator of professional competence	Basis (PS, analysis of other requirements for graduates)
Type of professional activity tasks: _____				
		PK-4	PK-4.1 PK-4.2 PK-4.3	
		PK-7	PK-7.1 PK-7.2 PK-7.3	

I. THE STRUCTURE AND CONTENT OF THE THEORETICAL PART OF THE COURSE

Part I. Introduction to the course (8 hr.)

Topic 1. The origin of strategic management (4 hr.)

The increasing importance of strategic management may be a result of several trends. Increasing competition in most industries has made it difficult for

some companies to compete. Modern and cheaper transportation and communication have led to increasing global trade and awareness. Technological development has led to accelerated changes in the global economy. Regardless of the reasons, the past two decades have seen a surge in interest in strategic management. Many perspectives on strategic management and the strategic management process have emerged. This book's approach is based predominantly on three of these perspectives: (1) the traditional perspective, (2) the resource - based view of the firm, and (3) the stakeholder approach

Topic 2. From Traditional to Contemporary Principles of Management (4 hr.)

Traditional management principles date back to the work of Henri Fayol (1841- 1925), a French mining engineer who became the head of a major mining group.Writing about his own successful practices, Fayol suggested broad, general guidelines for the effective management of any kind of business. His ideas had their greatest impact 25 years after his death. This is partly explained by the fact that his work was not generally available until its second translation into English in 1949. His work in identifying basic management principles provided the foundation for many approaches to management since the 1950s.

Fayol's management principles have been interpreted, rephrased, and added to over time. Some principles that reflect Fayol's early work are described in

Fayol often stressed that managers should be flexible when applying management principles. Principles are general guidelines, not rigid blueprints, for success. Knowing when *not* to apply a principle, or how to adjust its application to fit specific circumstances, is just as important as understanding the principle itself.

Many of Fayol's management principles make the most sense in companies with tall organizational structures where power and decision-making authority is centralized at top management levels.

Many of today's hospitality companies are decentralizing- releasing power and decision-making authority to the lowest possible level within their organizations. Lines of authority and communication are changing from a top-

down direction to bottom-up and lateral directions. The impact of computerized information management systems has dramatically increased the span of control exercised by top managers. Many companies are redefining the division of labor by cross-training employees and developing cross-functional managers

Part II. Globalization, Tourism, and the Lodging Sector (7 hr.)

Topic 1. Strategic management processes. (3,5 hr.)

In this topic, we have looked at a number of changing environmental forces shaping the rise of transnational hotel companies in an increasingly globalized economy. Among the more significant changes affecting the worldwide lodging industry are such factors as the extraordinary political shifts of the latter twentieth and early twenty-first centuries; the dismantling of trade barriers by numerous governments to encourage foreign investments and to facilitate international business; the continuous growth of world travel and tourism over the past four decades; increased visitor flows within and beyond national borders; and the restructuring of the lodging industry with respect to scope, ownership, management, affiliation, and consumption behavior.

Topic 2. The Emergence of International Hotels. (3,5 hr.)

In this topic, we have examined international lodging from a historical as well as a developmental context. We have seen how the lodging industry has successfully adapted itself to suit the times—from the Roman Empire's roadside inns to today's international hotel chains located in virtually every country. Most of the lodging industry's changes were necessitated by changes in transportation systems, which facilitated mass travel and hence the demand for different forms of lodging.

The lodging climate after World War II was marked by the foreign expansion of American hotels such as Hilton International and Pan Am's InterContinental. With the advent of the jet plane in the late 1950s, rapid development of American chains in Europe and Latin America paralleled the growing demands of mass travel, often in partnership with or as subsidiaries of air

carriers. Today, hotels continue their ties with all sectors of the transportation and travel network—especially with the airline industry, providing rooms for affiliated carriers' passengers and flight crews while gaining access to the airlines' computer reservations systems.

Part III. Continuous Improvement – Process and Tools (7 hr.)

Topic 1. The quality movement in the hospitality industry (3,5 hr.)

From the beginning of the quality movement, hoteliers and restaurateurs have experimented with a variety of tools and techniques to improve the guest experience and increase profitability. Many of the tools were developed in the manufacturing sector and subsequently adapted to the hospitality industry.

Karou Ishikawa and Genichi Taguchi are two of the fathers of the quality movement. Their early work included identifying defects in the production process and implementing a quality control phase with the goal of preventing defects by applying problem-solving and process-assessment techniques. Ishikawa promoted the idea that quality control groups should be empowered to work independently on solving job-related problems and to recommend to management solutions that relate to root causes of problems. In turn, Taguchi developed a formula to calculate the costs associated with poor quality. Taguchi's intent was to demonstrate that poor quality had a cost associated with it that, when factored into the costs of production, could actually result in cost overruns. Examples of these "hidden" costs include, for example, lost productivity, lost time, customer dissatisfaction, employee discontent, unnecessary use of resources, and reduced employee morale.

Topic 2. Tools Commonly Used in Continuous-improvement Processes (3,5 hr.)

There are many tools individuals or teams can use to help them improve a company's products, services, or work processes. Some tools can help you generate ideas; some can help you make a selection from amount a number of items; some can help you gather data; and some can help data. Among

the most commonly used tools are the following:

• Brainstorming

• Priority determination charts

• Selection matrixes

• Weighted selection matrixes

• Flow charts

• Cause-and-effect diagrams

• Fact-finding planning sheets

• Bar charts, pie charts, and line graphs

Although most of these tools can be used by individuals as well, in the following sections, we will discuss them as they are used in team settings.

Part IV Communication skills (7 hr.)

Topic 1. Myths about communication (3,5 hr.)

1.   We *communicate only when we want to communicate.* This is not true. We communicate all day, every day, often without realizing it. For example, suppose you are listening to a report in a staff meeting. You, are tired because you were up late last night. Without realizing it, y o u awn several times, even though you are interested in the report. The other people in the meeting do not know you are tired, so they conclude that your yawning is a signal that you are bored. Inadvertently, you sent an incorrect message to the others in the meeting.

2.   *Words mean the same to both the speaker and the listener.* Words hold different meanings for different people, based on their various experiences, perceptions, and biases. For example, when you tell an employee that her work is above average, you may mean that she is doing extremely well and you believe that she has great potential. However, your employee may have always perceived herself as a hard worker and a high achiever, and to her "average" means "merely acceptable," so your "above average"

3.   We *communicate chiefly words.* In reality, most communication is non- verbal. We may say one thing but reveal another through our facial expressions, tone of voice, gestures, eye contact, or how we sit or walk. For

example, another manager may tell you that her new assignment is going well, but as she does so she looks tired and worried, nervously. As you observe her, you believe what her facial expression and mannerisms are telling you more than her words. This is because it is harder to lie with our faces and bodies than with our words.

Topic 2. Speaking and presenting skills (3,5 hr.)

Most of the communicating managers do is face to face. Whether you are having a conversation or making a presentation to a group, much of the oral communication you engage in consists of three parts (formally, in the case of presentations; informally, in the case of conversations) some sort of introduction, the main body of your message, and a conclusion regard to presentations, some presentation experts put it this way: tell them what you are going to tell them, tell them, then tell them what you told them.

In this section, we will review tools and techniques that can help you become a better communicator when speaking to individuals, small groups, or large audiences.

Part V High performance team (7 hr.)

Topic 1. Organization Support for successful team (3,5 hr.)

The fundamental premise of team-oriented organizations is that the performance level of teams exceeds that of individuals.3 High-performance teams are examples of the workplace: the productivity of a team can be greater than the sum of the productivity of its members working alone. Especially in decision making situations, teams consistently the average individual.

However, successful teams do not develop in a vacuum. High-performance teams only in organizations that are willing to provide the resources teams need to achieve their goals. Exhibit 1 is an example of a survey managers can fill out to help them determine whether organizational conditions are right for forming's.

Topic 2. Roles individuals play in group (3,5 hr.)

Training programs within team-oriented organizations often address the

roles that individuals play in groups. Team leaders and members are trained to recognize behaviors associated with both positive and negative roles. This training enables a team to advance its development as a group, have better discussions at meetings, and resolve conflicts.

Also identified are three dominant characteristics and some typical comments of individuals in each of these roles. As team members become aware of these roles, they can more easily recognize, appreciate, and encourage the positive roles played by other members on the team.8

An awareness of positive roles helps a team to assess the talents of its individual members. It also alerts individuals to specific roles that they can comfortably adopt within the team.

Just as individuals play positive roles, they also play negative ones. When individuals play negative roles, their behavior decreases the team's productivity and may even prevent the team from reaching its goals. As team members become aware of negative roles, they are better able to recognize and discourage these behaviors.

II. THE STRUCTURE AND CONTENT OF THE PRACTICAL PART OF THE COURSE AND INDEPENDENT WORK

Practice 1. The origin of strategic management (3,5 hr.)
Class Activities

Consider inviting a guest speaker to this class session. An appropriate speaker might be the general manager of a local hotel or restaurant to discuss:
- How his or her organization copes with the rapid pace of change
- Internal and external forces of change affecting the organization
- How the organization fosters creativity
- What the organization does to foster continuous improvement
- How the organization handles ideas for improvements coming from managers and employees

Practice 2. From Traditional to Contemporary Principles of Management (3,5 hr.)

Class Activities

Consider inviting a guest speaker to this class session. An appropriate speaker would be a manager from a hotel or restaurant to discuss:

• A typical day at work

• How he or she fulfills interpersonal, informational, and decisional roles

• The conceptual, human relations, and technical skills he or she needs to perform as a manager

• His or her management style

• How he or she puts the customer/guest first

Practice 3. Globalization, Tourism, and the Lodging Sector (3,5 hr.)

Class Activities

A travel agent who handles international travel arrangements to discuss:

•Recent trends

•Differences between business and pleasure travel arrangements

•Problems caused by international differences—time, language, customs, etc.

Or a representative of an international hotel chain to discuss:

•Countries in which the chain is present

•What types of operations and procedures work well in which countries

•What types of operations and procedures cause problems

•Occupancy levels

Individual/Group Activities

Distribute Handout 1 to Group 1. Instruct the group to research domestic and world events that have significantly affected the travel and tourism industry over the past three years (Part 1). Have the group research contemporary issues affecting travel and add them to Part 2 of the handout.

Distribute Handout 2 to Group 2. Instruct the group to research current travel issues affecting the lodging industry (Part 1). Have the group choose one issue to describe in terms of its short- and long-term impacts on the industry (Part 2). Have the groups report their results at the next session.

Practice 4. The Emergence of International Hotels. (3,5 hr.)
Class Activities

A representative of a hotel-affiliated international airline to discuss:

• Advantages and disadvantages of hotel-airline alliances

• Boom and bust patterns of airlines and hotels

• The importance of having professional hotel managers to run hotels and professional airline executives to run airlines A representative of an international hotel chain to discuss:

• Hotel mergers and acquisitions

• The effects on the hospitality industry of Asian predominance in world economic power

• Partnerships versus purchase

Practice 5. The quality movement in the hospitality industry (3,5 hr.)
Class Activities

Consider inviting a guest speaker to this class session. An appropriate speaker would be a manager from a hotel or restaurant that has implemented a quality-improvement program to discuss:

• The company's core set of values

• Staff training programs

• The company's mechanisms for encouraging and processing employee suggestions for improving quality

• How management helps employees give their best and produce work they can be proud of

• How employees deal with internal customers

• How the company determines which product or service features it customers value

• The company's service recovery system

• The company's methods for improving product/service processes and systems.

Practice 6. Tools Commonly Used in Continuous-improvement Processes (3,5 hr.)

Class Activities

Consider inviting a guest speaker to this class session. An appropriate speaker might be the general manager, revenue manager, director of sales, or the front office manager from a local hotel to discuss:

• How the property strives to meet or exceed guest expectations

• How guest satisfaction is measured and monitored

• The continuous-improvement processes used at the property

• Significant service problems that have been overcome by continuous-improvement methods

• How the property uses brainstorming, flow charts, line graphs, pie charts, and other tools to improve its product and service offerings

Practice 7. Myths about communication (3,5 hr.)

Class Activities

Consider inviting a guest speaker to this class session. An appropriate speaker would be a restaurant manager or hotel general manager to discuss:

• How good communication is fostered in his or her organization

• How he or she handles upward, downward, and lateral communication

• How he or she gives positive and negative feedback to employees

• The biggest barriers to communication in his or her organization

• His or her strategies for handling counseling or coaching sessions with employees

• How he or she plans and makes formal presentations

Practice 8. Speaking and presenting skills (3,5 hr.)

Class Activities

Consider inviting a guest speaker to this class session. An appropriate speaker would be a general manager from a hotel or restaurant to discuss:

• How he or she forms strategic alliances within the hotel or restaurant

• How he or she uses the power tactics of consultation, reasoning, inspirational appeal, ingratiating appeal, peer pressure, bargaining, pulling rank, upward appeal

• His or her dominant communication style: emotive, directive, reflective, or supportive

• How he or she delegates

Practice 9. Organization Support for successful team (3,5 hr.)

Class Activities

Consider inviting a guest speaker to this class session. An appropriate speaker might be the general manager of a team-oriented hotel to discuss:

• The types of teams that can be found at the hotel

• How hotel managers support the team concept

• How employees embrace the team concept

• Training provided to the hotel's teams and team leaders

• Award and recognition systems for hotel teams

• How teams are formed at the hotel

• Types of work and responsibilities performed by the hotel's teams

• The future of the team concept at the hotel

Practice 10. Roles individuals play in group (4,5 hr.)

Class Activities

Consider inviting a guest speaker to this class session. An appropriate speaker

would be a female hospitality manager to discuss:

- How diversity issues have challenged/changed her organization
- How she has coped with managing a diverse work force
- Experiences with diversity training programs
- Her experiences with sexual harassment in the workplace (if any)
- Her experiences with sexual discrimination in the workplace (if any)
- Her perceptions about whether women in the hospitality industry are achieving equity in pay and promotions with their male counterparts
- Strategies for handling conflicts between work and family responsibilities
- Benefit packages businesses could provide to make meeting family obligations easier
- Women mentors and role models who have helped her with her career

A hospitality manager who is a member of a minority group to discuss:

- How diversity issues have challenged/changed his or her organization
- Strategies for managing a diverse work force
- Experiences with diversity training programs
- Experiences with discrimination in the workplace (if any)
- Whether minorities in the hospitality industry are achieving equity in pay and promotions
- Mentors and role models that have helped his or her career
- Challenges in communicating with workers from different backgrounds

An older worker who has reached retirement age but who continues to work to discuss:

- His or her reasons for continuing to work
- How diversity issues have challenged/changed his or her organization
- Experiences with diversity training programs
- Experiences with age discrimination (if any)
- Policies his or her organization has enacted to accommodate the special needs of older workers
- Working with younger workers and/or being managed by a younger

manager

• Other challenges unique to older workers

A hospitality worker with a disability to discuss:

• How diversity issues have challenged/changed his or her organization

• Experiences with diversity training programs

• Experiences with discrimination (if any)

• The "reasonable accommodations" (if any) his or her organization has made to accommodate workers with disabilities—not only including any remodeling changes that were necessary, but also including job restructuring, the modification of work schedules and equipment, the modification of training materials, and so on

• How his or her disability has affected his or her interactions with others

• How nondisabled co-workers can best interact with workers with disabilities

• Other challenges unique to workers with disabilities

III.   TRAINING AND METHODOLOGICAL SUPPORT INDEPENDENT WORK OF STUDENTS

Schedule of the discipline independent work

№ п/п	Date / deadline	Type of independent work	Approximate time for standards implementation	Type of control
1.	Exercise 1 (november)	Study of the theoretical part of the topic, search for information about globalization, tourism and the hotel sector, preparation for the protection of tasks, preparation of files, preparation for discussion of the reports	12	Check the availability of lectures, files, assignments and their protection, passing the test, active participation in the discussion of issues on the topics of classes and assignments, reports
2.	Exercises 2, 3, 4, 5 December	Study of the theoretical part of the topic, preparation for testing, preparation for discussion of the group reports, preparation for assignments	12	Check the availability of lectures, files, assignments and their protection, passing the test, active participation in the discussion of issues on the topics of classes and assignments, reports
3.	Exercises 6, 7	Study of the theoretical part of the topic, preparation for testing, preparation for discussion of the group	12	Check the availability of lectures, files, assignments and their protection, passing the test, active participation

		reports, preparation for assignments		in the discussion of issues on the topics of classes and assignments, reports
Total			36	

Recommendations for students independent work

Of particular importance for the development of theoretical material and for the acquisition and formation of skills is independent work of students.

Independent work of students in the discipline "Strategic Management and Leadership in the Hospitality Industry " provides for the study of the recommended basic and additional literature, writing essays, solving crossword puzzles, preparation for the implementation and protection of laboratory work and intermediate certification – exam.

For self-examination of mastering the theoretical material, preparation for the implementation and protection of laboratory work and passing the exam, students are offered questions for self-control.

Recommendations for working with literature

When working independently with the recommended literature, students should follow a certain sequence:

•when choosing a literary source of theoretical material, it is best to proceed from the basic concepts of the course topic to know exactly what to look for in a particular publication;

• for a deeper understanding and assimilation of the material should read not only the definitions and concepts available in the text, but also specific examples;

•order to get a broader and systemic understanding on the topic you want to view a few of the literature (perhaps an alternative);

•it is not necessary to outline the entire text on the topic under consideration, as this approach does not make it possible to understand the material; it is necessary to highlight and outline only the main provisions, definitions and concepts that allow to build a logic of the answer to the studied questions.

<div align="center">**Questions for self-control**</div>

Questions for self-control are designed for self-examination of the student mastering the theoretical material, preparation for the implementation and protection of laboratory work and the exam. For ease of use questions for self-control are divided into sections and topics of the theoretical part of the course.

Part I. Introduction to the course

Topic 1. The origin of strategic management

1. Explain each of the component activities in the defi nition of the strategic management process. Which of these activities do you think is most important to the success of an organization? Why?

2. Summarize the traditional, resource - based, and stakeholder perspectives of strategic management.

3. What are some of the considerations motivating companies to go global?

4. What is the difference between the strategic planning process and strategic thinking?

5. Which of these is essential to effective strategic management?

6. What are the important characteristics associated with strategic thinking? How can an organization encourage this sort of thinking?

7. Who are the key players in the restaurant industry? Lodging industry? How did you arrive at your lists?

Topic 2. From Traditional to Contemporary Principles of Management

1. How did Henri Fayol contribute to management theory?

2. What are the six traditional management functions and how do managers fulfill those functions?

3. What did John P. Kotter's study of general managers reveal?

4. What are the interpersonal, informational, and decisional roles of management?

5.   How do technical, human relations, and conceptual skills help managers do their jobs?

6.   What are the characteristics of the autocratic manager? the bureaucratic manager? the democratic manager?

7.   What factors affect a manager's choice of management styles?

8.   What is one of the greatest shortcomings of traditional management theories?

9.   What four leadership theories are most dominant today?

Part II. Globalization, Tourism, and the Lodging Sector

Topic 1. Strategic management processes.

1.   What do we mean by *strategy?* How is a business model different from a strategy?

2.   What do you think are the sources of sustained superior profitability?

3.   What are the strengths of formal strategic planning? What are its weaknesses?

4.   Discuss the accuracy of this statement: Formal strategic planning systems are irrelevant for firms competing in high-technology industries where the pace of change is so rapid that plans are routinely made obsolete by unforeseen events.

5.   Pick the current or a past president of the United States and evaluate his performance against the leadership characteristics discussed in the text. On the

basis of this comparison, do you think that the president was/is a good strategic leader? Why?

Topic 2. The Emergence of International Hotels.

1.   What were some of the innovations introduced by American hoteliers in the early twentieth century?

2.   What situations and events influenced international hotel expansion efforts after World War II?

3.   When and why did foreign hotel operations begin establishing themselves in the United States?

4. What factors influenced hotel expansion in the Middle East? in the Asia-Pacific region?

5. What is meant by the separation of ownership from management? What have been its effects with regard to the international hotel industry?

6. What major international hotel chains began in the United States?

7. What are some significant characteristics of European hotel chains? Indian hotel chains? Asia-Pacific hotel chains?

8. What are the chief advantages and disadvantages of airline-hotel alliance?

9. What are some of the major airline-hotel linkages?

10. What effect did the mergers and acquisitions begun in the 1980s have on the lodging industry?

Part III. Continuous Improvement – Process and Tools

Topic 1. The quality movement in the hospitality industry

1. What are Deming's 14 points?

2. In Deming's view, what role does inspection play in improving quality?

3. Why should companies refrain from automatically awarding business to the supplier with the lowest bid?

4. What are some common barriers that prevent employees from taking pride in their work?

5. How does Juran define quality?

6. What is Juran's process to achieve quality planning and control and improve quality?

7. What is ISO, and how may it contribute to a business's quality-management efforts?

Topic 2. Tools Commonly Used in Continuous-improvement Processes

1. What are the differences among continuous improvement, incremental improvement, and breakthrough improvement?

2.   What are some techniques teams can use to target an opportunity for improvement?

3.   What are some of the ways teams can analyze an area targeted for improvement?

4.   Why should a team conduct a trial test of its solution to a problem?

5.   What are some basic steps for conducting a brainstorming sessions?

6.   What is the difference between a selection matrix and a weighted selection matrix?

7.   Why is a flow chart useful to a team studying a work process?

8.   What is a cause-end-effect diagram?

9.   What are some data-gathering tools?

10.   What are some tools for displaying data?

Part IV Communication skills

Topic 1. Myths about communication

1.   What are some myths about communication?

2.   What are some barriers to effective interpersonal communication?

3.   What is body language, and how can managers use it more effectively?

4.   How can managers get better at communicating upward, downward, and laterally?

5.   What are some of the strategies managers can use to give effective presentations?

6.   What are six characteristics of effective feedback?

7.   What are some techniques managers can use to improve their listening skills?

8.   How do informational listening, evaluative listening, and empathetic listening differ from one another?

9.   How can managers improve their business writing?

Topic 2. Speaking and presenting skills

1.   What are the characteristics of a centralized organization? a

decentralized organization?

2. What is "learned helplessness"?

3. What sorts of problems can occur when managers have more responsibility than they do authority? when their authority exceeds their responsibility?

4. What three types of power are given to a manager by his or her organization?

5. How does expert power differ from referent power?

6. How can managers increase their position power? Their personal power?

7. What are eight common strategies managers use to influence the behavior of others?

8. What are the differences among the emotive, directive, reflective, and supportive communication styles of managers?

9. What are the general steps involved in successfully delegating work to others?

Part V High performance team

Topic 1. Organization Support for successful team

1. Successful teams need what types of resources from their parent organizations?

2. What are three important characteristics of successful teams?

3. What are the characteristics of a team in the forming stage? the storming stage? the norming stage? the performing stage? the transforming stage?

4. What are some of the positive roles individuals may play within a group? What are some of the negative roles?

5. What are some of the keys to planning a successful meeting?

6. What are some of the strategies team leaders can employ to conduct a successful meeting?

7. How does a consensus decision differ from a unanimous decision?

8. How can work teams be evaluated?

Topic 2. Roles individuals play in group

1.   What is meant by "managing" diversity?

2.   What are some of the benefits of diversity for organizations?

3.   What are some of the challenges businesses face due to the increasing number of women in the workplace?

4.   How can managers do a better job of communicating with employees who do not speaking English or do not speaking it well?

5.   Businesses that want to recruit older workers face what kind of challenges?

6.   How does the Americans with Disabilities Act define "disability"

7.   How can an organization foster diversity in the workplace?

8.   What are some diversity training strategies and techniques?

IV. MONITORING THE ACHIEVEMENT OF THE COURSE OBJECTIVES

№ п/п	Controlled sections / topics of the discipline	Code and name of the achievement indicator		Assessment tools	
				current control	interim certification
	Part I. Introduction to the course Part II. Globalization, Tourism, and the Lodging Sector	PK-4.1	Know	Work-book (Lesson 1,2); Class Activities Speakers; Individual/Group Activities	Optional test (Lesson 1,2)
		PK-4.2	Can	Work-book (Lesson 3,4); Class Activities Suggested Individual/Group Activities	Optional test (Lesson 3,4)
		PK-4.3		Work-book (Lesson 5,6); Class Activities Suggested Individual/Group Activities	Optional test (Lesson 5,6)
	Part III. Continuous Improvement – Process and Tools Part IV	PK-7.1	Know	Work-book (Lesson 7,8); Class Activities Suggested Individual/Group	Optional test (Lesson 7,8)

Communication skills				
	PK-7.2	Can	Work-book (Lesson 9,10); Class Activities Suggested Individual/Group	Optional test (Lesson 9,10)
	PK-7.3		Work-book (Lesson 11,12); Class Activities Suggested Individual/Group	Optional test (Lesson 11,12)

V.   A LIST OF TEXTBOOKS AND METHODOLOGICAL SUPPORT OF THE DISCIPLINE

Basic literature

(electronic and printed publications)

1.   Иванова С.В., Болдогоев Д., Борчанинова Э. Развитие потенциала сотрудников: Профессиональные компетенции, лидерство, коммуникации: [Электронный ресурс] / С.В. Иванова, Д. Болдогоев, Э.Борчанинова - М.: Альпина Пабл., 2016. Режим доступа: http://znanium.com/catalog/product/917619

2.   Кови С., Лидерство, основанное на принципах [Электронный ресурс] / С. Кови - М.: Альпина Пабл., 2016. Режим доступа: http://znanium.com/catalog/product/914153

3.   Кови С.Семь навыков эффективных менеджеров: Самоорганизация, лидерство, раскрытие потенциала [Электронный ресурс] / С. Кови - М.:Альпина Пабл., 2016. - 88 с.: ISBN 978-5-9614-4773-6 - Режим доступа: http://znanium.com/catalog/product/923774

4.   Лайкер Д.К. Лидерство на всех уровнях бережливого производства: Практическое руководство [Электронный ресурс] / Д.К. Лайкер - М.:Альпина Паблишер, 2018 Режим доступа: http://znanium.com/catalog/product/1002577

5. Лапыгин Ю.Н. Стратегический менеджмент: [Электронный ресурс]/ Ю.Н. Лапыгин. - М.: НИЦ ИНФРА-М, 2014. Режим доступа: http://znanium.com/catalog/product/398643

6. Шалунова М. Лидерство [Электронный ресурс] / М. Шалунова - М.: Альпина Пабл., 2016. Режим доступа: http://znanium.com/catalog/product/610310

Additional literature

(electronic and printed publications)

1. Cathy A. Enz Hospitality Strategic Management CONCEPTS *and* CASES [Published by John Wiley & Sons, Inc., Hoboken, New Jersey.,2014] Режим доступа: https://www.ahlei.org/resources/instructor-resources/

2. Charles W. L. Hill Essentials of Strategic Management [Cengage Learning products are represented in Canada by Nelson Education, Ltd., 2014] Режим доступа: https://www.ahlei.org/resources/instructor-resources/

3. Chuck Kim Gee. International Hotels Development and Management [American Hotel & Lodging Educational Institute, 2012] Режим доступа: https://www.ahlei.org/resources/instructor-resources/

4. David K. Hayes, Jack D. Ninemeier, Allisha A. Miller. Hotel Operations Management [Pearson Higher Ed USA, 2016] Режим доступа: https://www.ahlei.org/resources/instructor-resources/

5. Debra F. Cannon. Training and Development for the Hospitality Industry [American Hotel & Lodging Educational Institute, 2003] Режим доступа: https://www.ahlei.org/resources/instructor-resources/

6. Gareth R. Jones and Charles W. L. Hill Strategic Management: Strategic Management Theory : An Integrated Approach by Gareth R. Jones and Charles W. L. Hill [Cengage Learning products are represented in Canada by Nelson Education, Ltd., 2012] Режим доступа: https://www.ahlei.org/resources/instructor-resources/

7. James R. Abbey, Ph.D. Convention Sales and Services, Ninth Edition [American Hotel & Lodging Educational Institute, 2016] Режим доступа: https://www.ahlei.org/resources/instructor-resources/

8. James R. Abbey, Ph.D. Hospitality Sales and Marketing, Sixth Edition [American Hotel & Lodging Educational Institute, 2016] Режим доступа: https://www.ahlei.org/resources/instructor-resources/

9. Kevin L. Keller Strategic Brand Management. [Library of Congress Cataloging-in-Publication Data., 2013] https://tranbaothanh.files.wordpress.com/2016/09/strategic-brand-management-4th-edition.pdf

10. Michael N. Chibili. Modern Hotel Operation Management [Noordhoff Uitgevers bv Groningen/Houten, The Netherlands, 2016] Режим доступа: https://www.ahlei.org/resources/instructor-resources/

11. Michael L. Kasavana, Ph.D. Managing Front Office Operations, Tenth Edition [American Hotel & Lodging Educational Institute, 2017] Режим доступа: https://www.ahlei.org/resources/instructor-resources/

12. Karen Lieberman, Bruce Nissen. Ethics in the Hospitality and Tourism Industry [American Hotel & Lodging Educational Institute, 2005] Режим доступа: https://www.ahlei.org/resources/instructor-resources/

13. Philip Kotler. Marketing for Hospitality and Tourism, Global Edition [Pearson Higher Ed USA, 2016] Режим доступа: https://www.ahlei.org/resources/instructor-resources/

14. Robert H.Woods Leadership and management in the hospitality industry [American Hotel & Lodging Educational Institute, 2016] Режим доступа: https://www.ahlei.org/resources/instructor-resources/

15. Robert H. Woods, Misty M. Johanson, Mochael P. Sciarini. Managing hospitality human resources [American Hotel & Lodging Educational Institute, 2012] Режим доступа: https://www.ahlei.org/resources/instructor-resources/

16. Rocco M. Angelo, Andrew Vladimir. Hospitality Today: An Introduction [American Hotel & Lodging Educational Institute, 2011] Режим доступа: https://www.ahlei.org/resources/instructor-resources/

17.   Ronald A. Nykiel. Marketing in the hospitality industry. [American Hotel & Lodging Educational Institute, 2015] Режим доступа: https://www.ahlei.org/resources/instructor-resources/

VI. GUIDELINES FOR THE DISCIPLINE DEVELOPMENT

Implementation of the discipline "Strategic Management and Leadership in the Hospitality Industry" provides the following types of educational work: lectures, laboratory work, independent work of students, ongoing monitoring and interim certification.

The development of the course of discipline "Strategic Management and Leadership in the Hospitality Industry " involves a rating system for assessing the knowledge of students and provides for the teacher's current control over the attendance of students lectures, preparation and implementation of all laboratory work with the obligatory provision of a report on the work, the implementation of all types of independent work.

Intermediate certification in the discipline "Strategic Management and Leadership in the Hospitality Industry" is an exam, which is held in the form of testing.

- study master the theoretical material (20 points);
- successfully complete in-class and assignments (50 points);
- timely and successfully perform all types of independent work (30 points).

The student is considered to be certified in the discipline "Strategic Management and Leadership in the Hospitality Industry" subject to all types of ongoing monitoring and independent work provided by the curriculum.

Evaluation criteria for the discipline "commodity consumer goods" for certification in the exam are as follows: 86-100 points – "excellent", 76-85 points – "good", 61-75 points – "satisfactory", 60 or less points – "unsatisfactory".

Recommendations for planning and time management,

assigned to the study of the discipline

The best option of planning and organization of student time required for the study of the discipline is a uniform distribution of workload, i.e. systematic familiarization with the theoretical material in the lectures and consolidate the knowledge gained in the preparation and implementation of laboratory work and assignments provided for independent work of students.

Preparation for laboratory work should be carried out in advance to be able to consult with the teacher on emerging issues. In case of missing classes, you must provide a written development of the missed laboratory work.

Independent work should be carried out according to the schedule and requirements proposed by the teacher.

The algorithm of the discipline

The study of the course should be conducted systematically and accompanied by a detailed summary. The abstract is recommended to include all types of educational work: lectures, self-study of the recommended basic and additional literature, reports on laboratory work, the solution of situational problems and crosswords, answers to questions for self-control and other tasks provided for independent work of students.

The main intermediate indicator of the student's success in the process of studying the discipline is his readiness to perform laboratory work.

When preparing for laboratory work, first of all, it is necessary to get acquainted with the lesson plan, study the relevant literature, regulatory and technical documentation. For each question of laboratory work, the student must identify and learn the key concepts and concepts. In case of difficulties, the student should and can seek the advice of a leading teacher.

The criterion of readiness for laboratory work is the ability of the student to answer all control questions recommended by the teacher.

The knowledge gained by students in the process of studying the discipline should be fixed not by repetition, but by the use of the material. This purpose in the

study of the discipline " Strategic Management and Leadership in the Hospitality Industry" are active forms and methods of training, such as the method of situational analysis, which allows the student to master the professional competence and show them in conditions that mimic professional activity.

Of particular importance for the development of theoretical material and for the acquisition and formation of skills is independent work of students. Independent work of students in this discipline involves the study of the recommended basic and additional literature, preparation for the implementation and protection of laboratory work and intermediate certification – exam.

For self-examination of mastering the theoretical material, preparation for the implementation and protection of laboratory work and passing the exam, students are offered questions for self-control.

Recommendations for working with literature

When working independently with the recommended literature, students should follow a certain sequence:

• when choosing a literary source of theoretical material, it is best to proceed from the basic concepts of the course topic to know exactly what to look for in a particular publication;

• for a deeper understanding and assimilation of the material should read not only the definitions and concepts available in the text, but also specific examples;

• order to get a broader and systemic understanding on the topic you want to view a few of the literature (perhaps an alternative);

• it is not necessary to outline the entire text on the topic under consideration, as this approach does not make it possible to understand the material; it is necessary to highlight and outline only the main provisions, definitions and concepts that allow to build a logic of the answer to the studied questions.

Recommendations for the test preparation

Preparation for the pass and its effectiveness also requires students the ability to optimally organize their time. Ideally, if the student is familiar with the basic provisions, definitions and concepts of the course in the classroom study of the discipline, then the preparation for the exam will systematize the studied material and learn it deeper.

Preparation for the exam is better to start with the distribution of the proposed control questions by sections and topics of the course. Then it is necessary to find out the presence of theoretical sources (lecture notes, textbooks, manuals).

In the study of the material should highlight the main provisions, definitions and concepts, you can outline them. Selection of reference the provisions will give the chance to organize representation for the discipline and, consequently, more productively to prepare for the pass.

VII. THE DISCIPLINE LOGISTICS

For the implementation of the educational process in the discipline "Strategic Management and Leadership in the Hospitality Industry" are necessary:

Starting the study of the discipline " Strategic Management and Leadership in the Hospitality Industry", the student must:

Familiarize yourself with the program, study the list of recommended literature; the program of the course will need to be returned constantly, as the assimilation of each topic separately, in order to understand whether all the issues are sufficiently studied;

In preparation for classes in the discipline " Strategic Management and Leadership in the Hospitality Industry ", should be guided by the norms of time to perform tasks. For example, in preparation for the lesson to study the abstract of one lecture, textbooks, as a rule, is given from 2 hours to 3 hours, and to study the primary sources of text with a summary of 1.5–2 hours, with the preparation of only a plan for about 2 hour.

VIII.   THE ASSESSMENT FUND

The assessment scale of the competence formation level

Competence code and formulation	Stages of competence formation		Criteria	Indicators
PK-4 Able to carry out mentoring, delegation, coaching and other modern forms of development of management and key employees of the departments of the hotel complex	knows (threshold level)	External forces of change: technology, market, competitors, work force Internal forces of change: reinvention, reengineering, continuous improvement	Change sponsors: envision the needed change, create a vision statement, inspire others with the vision Change agents: responsible for the day-to-day effort that makes the planned change happen Change targets: must change their skills, knowledge, or behaviors because of the planned change	- Creativity leads to innovation, innovation leads to change, change helps foster creativity—the creativity-innovation-change cycle - Creative people: Observe things around them Are concerned with the meanings and implications of problems, not just the problems Are often nonconformists Often have a good sense of humor - Creative organizations: Develop new products and services before others do Are better at shifting gears quickly Observe things around them Innovate more rapidly than other organizations Allow their employees a great deal of autonomy Encourage open communication at all levels Transcend organizational boundaries and silos Hire people with diverse backgrounds Avoid groupthink Evaluate ideas on their own merits Encourage research Allow employees to take risks Employ techniques to help people be more creative - Innovation: Commercialization of a creative idea Finding practical applications for creative ideas - Change "champion": Someone who will take charge of an idea and bring it to fruition Assumes responsibility for moving an idea toward implementation Must have a deep and emotional commitment to the idea Must be extremely knowledgeable about the issue/product/service in question

				Must be willing to stick with an idea long enough to see it through
	able (advanced level)	Interpersonal: figurehead, leader, liaison Informational: monitor, disseminator, spokesperson Decisional roles: entrepreneur, disturbance handler, resource allocator, negotiator	Planning, organizing, coordinating, staffing, directing, controlling Gap due to: management functions cut across most management activities; managers spend most of their time in brief, fragmented conversations; days unplanned; managers perform functions through unique forms of agenda-setting and network building	Organizational changes New emphasis on guests/customers Responsibility to act/lead in an uncertain business environment Leadership theories: personality-based, situational, transactional, transformational − Leaders as storytellers
	owns (high level)	Rationale for quality management: Quality service is service that meets or exceeds guest expectations Quality service distinguishes one business from another	Quality as product features Quality as freedom from defects Quality planning and control Quality improvement Ten-step quality-improvement process: Build awareness of the need and opportunity for improvement Set goals for improvement Organize to reach the goals Provide training throughout the organization Carry out projects to solve problems	1. Create constancy of purpose 2. Adopt the new philosophy 3. Cease dependence on inspection to achieve quality 4. End the practice of awarding business on the basis of price tag 5. Improve constantly and forever the system of production and service 6. Institute job training 7. Institute leadership 8. Drive out fear 9. Break down barriers between departments 10. Eliminate slogans 11. Eliminate work standards (quotas) 12. Remove barriers that rob employees of pride of workmanship 13. Institute a vigorous program of education and self-improvement 14. Put everybody in the company to work to accomplish the transformation
PK-7	knows (threshold level)	Target an opportunity for improvement Analyze the area targeted for improvement	Brainstorming, multi-voting, priority determination charts, selection matrixes, weighted selection matrixes,	Continuous improvement's purpose: to change the way work is performed so that better products and services can be delivered faster and at less

		Develop and implement improvements Evaluate improvements	flow charts, cause-and-effect diagrams, fact-finding planning sheets, check sheets, bar charts, pie charts, line graphs	cost to customers Incremental improvement: activities designed to enhance or streamline current work processes within a company, department, or work area, resulting in limited but steady gains in quality, speed, and/or savings Breakthrough improvement: a redesign of current work processes within a company, department, or work area that results in unprecedented gains in quality, speed, and/or savings Quality movement in the hospitality industry: Karou Ishikawa, Genichi Taguchi Price Gibson, quality circles Two barriers: simultaneous nature of production and consumption; intangible product Starwood's Six Sigma continuous-improvement program
	able (advanced level)	Explain why the authority of managers should be commensurate with their level of responsibility.	Describe the types and sources of organizational and personal power, the typical responses to each type of power, and methods to enhance power and build alliances.	Define power and empowerment, and describe how these concepts tend to play out in centralized and decentralized organizations. Power: the ability to influence the behavior of others Empowerment: the redistribution of power within an organization to enable people to perform their jobs more effectively Centralized: most decision-making authority at the top Decentralized: decision-making authority at the lowest organizational levels
	owns (high level)	Outline the communication process Sender: initiates a thought/feeling, encodes it into words, transmits it Receiver: decodes the message, assigns thoughts/feelings to a response, encodes a response, sends a message back	Identify barriers to effective communication. Misinterpretation, evaluation of sender, projection, stereotyping, arrogance and superiority, defensiveness, inarticulateness, hidden agendas, status, environment, emotions, differences in back grounds, poor timing, personality conflicts	Provide a definition of effective business communication, and identify seven myths about communication. We only communicate when we want to communicate Words mean the same to both the speaker and the listener We communicate chiefly with words Nonverbal communication is silent communication Communication is a one-way street The message we communicate

				is the message that the listener receives There is no such thing as too much information

Assessment tools to check the formation of competencies (20 min)

Competence code and formulation	Task
PK-4 Able to carry out mentoring, delegation, coaching and other modern forms of development of management and key employees of the departments of the hotel complex	**Analyzing Managerial Power** Students: Completing this handout will help you become more familiar with the various forms of managerial power sources, power tactics, and communication styles. As you complete the handout, think of the type of manager you would like to be someday. Be prepared to share what you have learned with the rest of the class. 1. List the name of a manager with a memorable communication style whom you work for now or have worked for in the past: _____. 2. What kinds of organizational power did he or she use (check all that apply)? ____ Position ____ Reward ____ Coercive ____ Expert ____ Referent 3. What kinds of power tactics did he or she use (check all that apply)? ____ Consultation ____ Reasoning ____ Inspirational appeal ____ Ingratiating appeal ____ Peer pressure ____ Bargaining ____ Pulling rank ____ Upward appeal 4. What kind of communication style did he or she use (check all that apply)? ____ Emotive ____ Directive ____ Reflective ____ Supportive 5. How did you react to the various power tactics and communication styles that the manager used when communicating with you? 6. Was this manager an effective communicator? Why or why not? 7. How could this manager improve his or her communication style?
PK-7 It is able to plan, organize, coordinate and control the activities of the hotel complex services, interact with other services, determine the mission and development goal	**Mini-Case Study in Diversity** Roger is a dedicated employee of XYZ Hotel who recently moved to the city from his family's farm. He is trying to fit in to city life but still shows his country roots occasionally. Yesterday, as he was leaving work, he overhead the following comments made by a co-worker: "You know, Roger is a country bumpkin if I ever saw one. What a hick! This city will eat him alive. He should go back to the farm where he belongs." Roger was hurt by this criticism—the co-worker had never tried to get to know Roger or offered to help him adjust to his new surroundings. 1. How can differences such as socio-economic status, personality, or education-level help an individual offer a unique perspective? 2. What other non-traditional differences (other than race, gender, age, ethnicity, or physical ability) should be considered in diversity awareness discussions? 3. How can preconceived notions about others based on differences get in the way of employee productivity? How can it affect guest relations? 4. Although some differences may not be important to you, they may be extremely important to others, and vice versa. What can you do to: • better communicate your own sensitivities?

	• better understand the sensitivities of others? 5. How should Roger make his feelings about being the target of ridicule known in a way that will educate, rather than condemn, his co-worker?

Test and examination materials

Assessment tools for interim certification

Test task

1. Technological, market, and work force changes are all examples of _____ forces of change.

a. external

b. undeterminable

c. internal

d. dysfunctional

2. The complete redesign of an organizational process is called:

a. reinvention.

b. re-authentication.

c. reconfiguration.

d. reengineering.

3. The most important task of a change sponsor is to:

a. make sure the day-to-day activities designed to move the organization toward the desired change are

actually accomplished.

b. persuade people to support the change.

c. establish baseline measures for all the organization's key performance indicators.

d. evaluate the critical paths change agents create.

4. Ideally, change agents should come from:

a. upper management levels only.

b. the supervisory ranks.

c. groups within the organization that are plugged in to the informal communication network.

d. a variety of organizational levels.

5. The articulation of what an organization will look like after a change is complete is called a:

a. mission statement.

b. code of conduct.

c. vision statement.

d. change contract.

6. Which of the following statements related to force field analysis is *false?*

a. Force field analysis was developed in the late 1940s.

b. Force field analysis assumes that any situation is the product of the dynamic forces that create that situation.

c. There are four types of forces acting upon any situation.

d. a and c.

7. If you want to successfully implement a large-scale organizational change, you should start with which of the following types of people?

a. conservatives

b. inhibitors

c. lobbyists

d. none of the above

8. Which of the following is the most productive approach to conflict management?

a. accommodation

b. collaboration

c. compromise

d. competition

9. Which of the following are signs that an organization is on the path to long-term success with its planned change?

a. Conflict is less frequent and consensus is more common.

b. Alternatives that seemed equally plausible give way to obvious choices.

c. People begin to create a mythology by telling stories about the early days of the change effort.

d. All of the above.

10. Which of the following statements about change is *false?*

a. It is difficult to change.

b. Effective change is time-consuming.

c. In the early part of a change process, style is just as important as substance.

d. None of the above.

11. Which of the following has had the greatest impact on redefining the responsibilities of managers in the hospitality industry?

a. new financial and accounting theories

b. the pioneering work of managers in other industries, such as Lee Iacocca, Michael Eisner, and Peter Lynch

c. electronic information management systems

d. the Recession of 1980–1981

12. Which of the following statements is *true* about the planning function of management?

a. Planning involves assessing the actual performance of employees against company standards.

b. Budgeting is *not* a planning function.

c. Planning involves establishing goals and objectives to pursue during a future period.

d. Only top-level managers plan.

13. According to studies by John P. Kotter, author of the classic article, "What Effective General Managers Really Do," effective general managers:

a. plan their days down to the minute.

b. rarely give orders.

c. carefully adhere to their organization's formal chain of command.

d. follow Fayol's principles of management.

14. The spouse of one of your employees dies. You attend the funeral. Which management role are you performing?

a. figurehead

b. spokesperson

c. disturbance handler

d. monitor

15. You are the food and beverage manager of a large hotel. One of the department's freezers breaks down and the repair company cannot come out until tomorrow. You pull a food server from the lunch shift, borrow a server from the lounge, and help them transfer the food from the nonworking freezer into the department's other freezer. You have performed the management role of:

a. disturbance handler.

b. entrepreneur.

c. negotiator.

d. figurehead.

16. Managers can benefit from thinking about their jobs in terms of interpersonal, informational, and decisional roles because it:

a. prevents them from overlooking important aspects of their jobs, such as the liaison role, that are not covered by the traditional management functions.

b. it enables them to make faster and better decisions when faced with crisis or other unexpected or unusual situations in the workplace.

c. helps them realize that they must perform their interpersonal and informational roles well in order to be fully effective in their decisional roles.

d. a and c.

17. Which of the following statements about traditional management skills is *true?*

a. Hospitality managers do not need technical skills.

b. Hospitality employees need human relations skills.

c. Hospitality supervisors do not need conceptual skills.

d. All of the above.

18. A manager who makes decisions by enforcing rules and regulations that are already in place, who resists change and acts as caretaker of the status quo is a _____ manager.

a. autocratic

b. democratic

c. bureaucratic

d. theocratic

19. Employees who suppress their initiative and simply follow the rules are probably working for

a. a democratic manager.

b. a bureaucratic manager.

c. an autocratic manager.

d. b or c.

20. The type of leadership that is based on an exchange of services between the manager and his or her employees is called _____ leadership.

a. personality-based

b. situational

c. transactional

d. transformational

21. Which of the following practices seems to agree most with Deming's notion of "adopting a new philosophy" of doing business?

a. A general manager orders the sales department to increase revenues from group business by consistently underbidding the competition.

b. Representatives from the sales department, the front desk, and the reservations area meet to develop service strategies for building repeat business over the next twelve months.

c. A food and beverage director plans to increase customer count by expanding the number of items on the dinner menu.

d. None of the above.

22. Which of the following statements would Deming most likely agree with?

a. As quality improvements increase, levels of productivity rise throughout an organization.

b. As productivity levels rise from quality improvements, payroll expenses should decrease because fewer employees are needed.

c. If employees are to play an effective role in a continuous improvement process, no employee should lose a job because of productivity gains.

d. a and c.

23. Which of the following situations reflects the kind of fear that Deming believes must be driven out of the workplace?

a. Fred, the lead employee on the dish line, knows the dish machine isn't working properly but doesn't tell his supervisor because he doesn't want to blamed for the problem.

b. Angie, a convention services manager, throws away several complaint letters from attendees of a convention recently held at the hotel because she thinks the general manager might block her promotion if he reads them.

c. At a business plan and budget meeting with the hotel owner, the general manager minimizes the capital expenses needed for renovations of the property because he suspects that if he doesn't, the owner will deny him his bonus.

d. All of the above.

24. According to Deming, quality improvement slogans, banners, and posters:

a. motivate people to work faster and produce more.

b. correctly suggest that performance would improve if employees just tried harder.

c. disillusion and frustrate employees when they promote goals without specifying how the goals are to be achieved.

d. should be part of a quality improvement program.

25. Which of the following statements about "process" would Juran most likely agree with?

a. A process is a set of activities that, taken together, produce a result that is of value to a customer.

b. A process is defined in relation to the work of a single department.

c. A process that creates a product may include several departments and areas within an organization.

d. a and c.

26. For Juran, quality planning and control:

a. are company-wide efforts to achieve specific, measurable objectives.

b. focus on customer satisfaction.

c. are once-a-year activities that coincide with operations budgeting.

d. a and b.

27. In most organizations, the most costly defects in products and services:

a. cross the boundaries of several departments.

b. persist despite the efforts of individual department managers.

c. are not adequately addressed because a mechanism does not exist to help managers deal with interdepartmental issues and problems.

d. all of the above.

28. Which of the following is *not* part of the criteria recommended by Juran for organizations selecting their first quality improvement project?

a. Choose a project that minimizes the time that managers will spend away from their day-to-day activities.

b. Focus on a chronic issue or problem.

c. Make sure that the issue or problem is significant.

d. Select a project that has a high probability for successful resolution.

29. The "Plan-Do-Check-Act" Cycle was created by:

a. Walter Shewhart.

b. W. Edwards Deming.

c. Joseph Juran.

d. R. A. Fisher.

30. ISO 9000 certification:

a. allows a company to do business in Europe.

b. signifies that a company has met minimum quality-management requirements.

c. allows a company to avoid the monetary penalties non-certified companies must pay to the World Bank.

d. signifies that a company is following detailed quality methods and procedures drawn up by the International Standards Society.

31. Which of the following statements best distinguishes incremental improvements from breakthrough improvements?

a. Breakthrough improvements result from changes within a single department; incremental improvements involve changes affecting two or more departments.

b. Incremental improvements result in unprecedented gains in quality, speed, and/or savings; breakthrough improvements enhance or streamline current work processes within a company.

c. Breakthrough improvements involve more change and produce higher levels of quality, speed, and savings than incremental improvements.

d. Incremental improvements involve more change and produce higher levels of quality, speed, and savings than breakthrough improvements.

32. To save money and increase the efficiency of the housekeeping department, a continuous-improvement team at the ABC Hotel decided to offer guests the water-saving and energy-saving option of reusing their bed sheets and towels during their second night's stay. Because a large number of guests choose this "environmentfriendly" option, the hotel is able to significantly increase the productivity of room attendants, dramatically decrease the volume of linens and towels processed by the on-premises

laundry, and substantially decrease energy and water costs. This example illustrates the concept of:

a. selection criteria.

b. incremental improvement.

c. priority determination.

d. breakthrough improvement.

33. The best starting point for identifying existing service problems or current work processes that fail to meet or exceed guest expectations is:

a. the company's business plan.

b. staff feedback.

c. guest feedback.

d. brainstorming.

34. Which of the following are factors used to assess and rank a list of choices?

a. problem statements

b. check sheets

c. root causes

d. selection criteria

35. One of the reasons a continuous-improvement team establishes baseline measurements when analyzing a problem is to:

a. verify the team's improvement ideas.

b. justify the resources the team needs to solve the problem.

c. gauge the effectiveness of the solutions the team implements later on in the continuous-improvement process.

d. provide a paper trail of team activity for management.

36. The results of _____ indicate whether a solution to a problem should be implemented throughout the area targeted for improvement.

a. a cause-and-effect analysis

b. brainstorming

c. a trial test

d. a priority-determination exercise

37. Which of the following is a selection tool used to quickly reduce a list of items to two or three choices?

a. multi-voting

b. brainstorming

c. check sheet

d. pie chart

38. Which of the following tools is a step-by-step pictorial representation of activities and decision points in a work process?

a. flow chart

b. line graph

c. pie chart

d. bar chart

39. Which of the following tools is useful for recording how frequently something occurs?

a. fact-finding planning sheet

b. check sheet

c. multi-voting

d. none of the above

40. Which of the following tools for displaying data show how *all of something* can be broken down into percentages of the whole?

a. bar chart

b. pie chart

c. line graph

d. none of the above

41. If a company's organizational structure is flat, then the company:

a. is highly centralized.

b. will have problems responding appropriately in a fast-changing business environment.

c. is highly decentralized.

d. none of the above.

42. Excessively centralized organizations are generally characterized by:

a. multiple levels of management.

b. employees who enjoy a great deal of decision-making authority.

c. managers who must manage large numbers of people (broad span of control).

d. a and c.

43. "Authority commensurate with responsibility" means that a manager:

a. need consult with only one level of management above him or her in order to make a decision.

b. must consult with several levels of management above him or her in order to make a decision.

c. has adequate authority to accomplish the goals he or she is responsible for.

d. has unlimited authority to accomplish the goals he or she is responsible for.

44. Which of the following types of power does *not* stem from an organizational source?

a. coercive power

b. referent power

c. position power

d. reward power

45. How can a mentor help a new manager?

a. The mentor can help a new manager get noticed within the organization.

b. The mentor can help the new manager avoid unnecessary conflicts.

c. The mentor can help the new manager make decisions.

d. All of the above.

46. If you tell one of your employees to do something "because I'm your boss and I'm telling you to do it," you are using which of the following power tactics?

a. pulling rank

b. inspirational appeal

c. peer pressure

d. bargaining

47. A manager who is both highly dominant and highly sociable is likely to employ a _____ communication style.

a. reflective

b. emotive

c. supportive

d. directive

48. Why should a manager delegate?

a. Managers who delegate develop the abilities of their employees.

b. In most cases, employees can do the work faster and better than the manager.

c. Delegation frees managers to perform more pressing projects or responsibilities.

d. a and c.

49. Which of the following statements about delegation is *true?*

a. Managers, not employees, build most of the barriers to delegation.

b. When a manager delegates a project, he or she should set an easy deadline so that there's no way the employee can miss it.

c. Managers who delegate will probably "burn out" faster than those who don't.

d. a and c.

50. Organizations have found that it is more effective to empower:

a. employees and managers at the same time.

b. employees before empowering managers.

c. managers before asking managers to empower their employees.

d. only those managers and employees who have learned to think "outside their organizational boxes."

51. Which of the following statements about communication is *false*?

a. It is harder to lie with our faces and bodies than with our words.

b. Most communication is verbal.

c. Words hold different meanings for different people.

d. We often communicate without realizing it.

52. When two people communicate, the receiver of the message must first:

a. decode the sender's message.

b. assign thoughts and feelings to his or her response.

c. encode his or her response.

d. send a message back to the sender.

53. If you plan to talk with your boss, you should:

a. be sure your message is important.

b. be brief.

c. be sure your timing is right.

d. all of the above.

54. "Since many messages are ambiguous or incomplete, it's easy to jump to inaccurate conclusions about what is being said." This best characterizes which of the following barriers to interpersonal communication?

a. poor timing

b. status

c. misinterpretation

d. differences in backgrounds

55. Most interpersonal communication among businesspeople takes place within which of the following types of space?

a. public

b. social

c. personal

d. intimate

56. When you develop visual aids to go along with your presentation, you should:

a. keep them short and simple.

b. give them titles.

c. use a lot of color.

d. a and b.

57. You see a food server provide extraordinary service to a difficult customer. If you want to reinforce this positive behavior, when is the best time to praise her?

a. As soon as possible.

b. At tomorrow's shift meeting.

c. During next week's staff meeting.

d. During an award ceremony planned for next month.

58. The goal of _____ listening is to understand and remember what is important in a message.

a. evaluative

b. informational

c. empathetic

d. interpersonal

59. Why should you use the inverted pyramid rule when you write for business purposes?

a. Most businesspeople have little time for reading.

b. Business letters and memos look tidy when the inverted pyramid format is used.

c. Because you place the most important information first if you follow the rule.

d. a and c.

60. When e-mailing to more than one person, you should:

a. use the "To" field.

b. create a new e-mail for each person.

c. use the "Bcc" (blind copy) field.

d. none of the above.

61. If you set a goal for employees that they think is unattainable:

a. you must make sure your boss knows that you know the goal is unattainable.

b. the employees will work as hard as they can to get as close as possible to attaining the goal.

c. you must also set an unattainable goal for yourself, so that your employees can see that you are not asking them to do something you are not willing to do.

d. the employees will not work very hard to achieve it.

62. Which of the following goals is measurable?

a. Rearrange the storeroom satisfactorily as soon as possible.

b. Increase food sales per guest.

c. By the end of June, decrease the time it takes to check in a guest by 50 percent.

d. Become the best hotel in the state.

63. One way a manager can get an employee to accept a goal is to:

a. provide the resources the employee needs to accomplish the goal.

b. have a track record of rewarding employees who complete their goals.

c. make sure the goal is appropriate for the employee.

d. all of the above.

64. Which of the following statements about managers setting goals for themselves is *false?*

a. SWOT analysis can help managers set their own goals.

b. The process for setting a goal for yourself is essentially the same as the process for setting a goal for someone else.

c. Setting goals for yourself is easy to do.

d. Managers should set time limits for accomplishing their goals.

65. "A directive process used by a manager to train and orient an employee to the realities of the workplace and to help the employee remove barriers to optimum work performance" is called:

a. coaching.

b. goal setting.

c. conflict management.

d. LERC analysis.

66. A study conducted at Cornell University of turnover among hospitality employees found that most employees leave their jobs because they:

a. cannot work with their manager or their co-workers.

b. want higher pay and/or more benefits.

c. did not like their jobs.

d. have bad attitudes and do not want to do their jobs.

67. A hotel's front desk agents depend on housekeeping staff to give them accurate and timely reports on the status of guestrooms. The potential for organizational conflict in this situation is called:

a. task interdependence.

b. jurisdictional ambiguity.

c. competition for resources.

d. status struggles.

68. Why is it helpful for a manager to know his or her favorite conflict-management style?

a. It can help the manager evaluate the participants in a conflict.

b. It can help the manager anticipate how he/she will behave in a conflict.

c. Other managers will know how to deal with him/her during a conflict.

d. It isn't helpful for a manager to know his or her favorite conflict-management style.

69. A guest complains loudly that his orange juice was not, as the menu claimed, fresh-squeezed, but was in fact a concentrate product with an inferior taste. You know that the orange juice was fresh-squeezed that morning, but agree to deduct the price of the orange juice from his bill anyway. Which conflict-management strategy did you pursue?

a. collaboration

b. competitiveness

c. accommodation

d. a and c

70. A good way for a mediator to help parties in conflict arrive at a resolution is to:

a. suggest hypothetical solutions.

b. introduce new information.

c. force all parties to meet face to face.

d. a and b.

71. Today's business environment has led many hospitality organizations to:

a. create hierarchical management systems.

b. divide tasks into repetitive, fragmented, simple functions.

c. make decisions and solve problems with teams.

d. concentrate power and responsibility within their top management levels.

72. Teams with members from several different departments or work areas within an organization are called _____teams.

a. task-force

b. cross-functional

c. multidimensional

d. nonfunctional-specific

73. Most successful team-oriented organizations start forming teams at the _____ level.

a. employees

b. supervisory

c. department-head

d. top-management

74. Which of the following is the document that states norms and rules for interacting on a team?

a. team mission statement

b. action plan

c. team agenda

d. code of conduct

75. Which of the following statements about team leaders is *true?*

a. The primary role of a team leader is to get the team to achieve his or her goals.

b. The department manager is the best choice as the leader of a team formed in his or her department.

c. The team leader should write the team's code of conduct and mission statement.

d. None of the above.

76. The second stage of team development is:

a. transforming

b. performing

c. norming

d. storming

77. "Keeps the group's discussion moving along; stimulates new ideas that are pertinent to the topic; prods members to decide on a specific course of action"—these are the dominant characteristics of the:

a. energizer.

b. reviewer.

c. contributor.

d. elaborator.

78. Which of the following statements about a meeting agenda is *false?*

a. An agenda lists the location and date for the meeting.

b. Within one to three days after the meeting, copies of the agenda should be distributed to all who attended.

c. An agenda should list the meeting's objectives and include a time limit for accomplishing each of them.

d. Most agendas include a "review" section.

79. Which of the following is a technique teams can use to reach decisions by consensus?

a. Create a competitive environment.

b. Create an environment in which conflict is discouraged.

c. Create a cooperative environment.

d. Create an environment in which team members are polarized.

80. Management evaluates a high-performance team on the basis of:

a. whether the team has made working at the hotel easier and more enjoyable for employees and managers.

b. the attitudes of team members.

c. significant results produced by the team's activities, such as increasing revenues or reducing expenses.

d. the team leader's effectiveness in leading the team.

81. "Managing diversity" requires managers to:

a. do whatever it takes to make people less diverse.

b. make whatever changes are necessary to their organization's systems, structures, and management practices to eliminate barriers that keep workers from reaching their full potential.

c. fit round people into the organization's square holes.

d. control or contain it, because diversity undermines an organization's competitiveness by decreasing the synergy among "likes."

82. The goal of diversity management is to achieve:

a. an organization where no worker ever gets angry with a co-worker.

b. a high-performance organization.

c. an organization that places social responsibilities above profits.

d. a "touchy-feely" organization.

83. According to a study of gender issues in hospitality management, female managers reported that:

a. sexual harassment is rare in the hospitality industry.

b. the "old boy network" is no longer a factor when it comes to promotions and compensation.

c. discrimination on the basis of sex occurs frequently in the hospitality industry.

d. the large number of female role models in the industry was a distinct advantage.

84. Which of the following statements about employees who do not speak English or do not speak it well is *false?*

a. A blank expression on a non-English-speaker's face always means that he or she can't understand what you are saying.

b. It may take non-English-speakers a long time to formulate a question.

c. Oftentimes it is easier for non-English-speaking employees to understand English than it is to speak it.

d. It is better to let non-English-speakers finish what they are saying rather than interrupt them with questions, even if you find what they are saying confusing.

85. Which of the following is a commonly held negative perception young workers have about older workers?

a. Older workers lack ambition and motivation.

b. Older workers have higher accident rates.

c. Older workers cost more to employ.

d. All of the above.

86. According to the Americans with Disabilities Act, an individual is considered to have a disability if he or she:

a. has a physical or mental impairment that substantially limits one or more major life activities.

b. has a record or history of having a physical or mental impairment that substantially limits one or more major life activities.

c. is perceived by others as being impaired.

d. all of the above.

87. Which of the following statements is considered a "reasonable accommodation" by the Equal Employment Opportunity Commission?

a. widening aisles and raising or lowering work stations to make them wheelchair-accessible

b. modifying work schedules to allow for medical appointments

c. restructuring jobs to eliminate nonessential elements difficult for disabled people to perform

d. all of the above

88. Which of the following statements about fostering diversity within an organization is *false?*

a. Ideally, the push for diversity management and training should begin with top management.

b. When an organization begins to take diversity issues seriously, most if not all staff members should go through a diversity training program.

c. Generic rather than organization-specific diversity training programs are usually the best.

d. If an organization wants to make its work force more diverse, it should hold its managers accountable for achieving specific diversity-hiring goals.

89. What are some of the methods an organization should use to discover its diversity problems?

a. Have top managers meet and decide what the organization's diversity problems are.

b. Send out employee surveys, interview employees and managers, form focus groups of employees and managers, and review employment statistics for demographic information.

c. Have consultants in the diversity field tell the organization what its diversity problems are.

d. There is no need for an organization to determine its diversity problems—it can do an effective job of diversity training without going through that process.

90. Ideally, diversity training programs should:

a. deal with the present, not dwell on the past.

b. focus on changing the attitudes of white males.

c. focus exclusively on raising everyone's awareness of diversity issues.

d. advocate a set of "politically correct" views that everyone must believe in.

91. When you create a list of your strengths, you should include:

a. work experiences only.

b. everything except strictly "fun" experiences like hobbies, sports activities, and so on.

c. everything but your work experiences.

d. everything—work experiences, school accomplishments, volunteer work, hobbies, church work, extracurricular activities, how you handled a difficult situation, and so on.

92. What is a good way to discover your strengths?

a. Make a list of all your accomplishments.

b. Ask a friend to follow you around for a day and observe you in action, noting those times when you do something well.

c. Write down the compliments you've received from supervisors.

d. None of the above.

93. What should you keep in mind as you look at the annual reports and financial statements of organizations you are researching?

a. A company's balance sheet shows what the company owns and what it owes at a particular point in time.

b. The income statement shows profit or loss levels for the company.

c. The financial numbers for a series of years gives a more accurate picture of a company's financial health than do the numbers for a single year.

d. All of the above.

94. The goal of information interviewing is to:

a. get a general sense of what a career is like.

b. find a mentor.

c. land a job.

d. none of the above.

95. Which of the following statements about cover letters is *true?*

a. You should not limit your audience by addressing the letter to a particular person by name.

b. You should make sure you answer this question for the reader: "Why should I see you?"

c. You should not request an interview.

d. You should copy phrases and formats from other cover letters.

96. Seeking specific employment opportunities is called:

a. job fishing.

b. employment networking.

c. portfolio building.

d. information networking.

97. Which of the following should *not* be included on your résumé?

a. Your address and phone number.

b. Your actual or planned graduation date.

c. Your height and weight.

d. b and c.

98. What should you do if you are asked an illegal interview question?

a. Answer the question.

b. Refuse to answer the question on the grounds that you do not want to do anything illegal.

c. Simply point out that the question is illegal and refuse to answer.

d. What you should do depends on the situation.

99. Stacy Jones has received four job offers. Stacy decides to use the multiple rating system to help her decide which job to take. Her critical issues are fit, compensation, advancement, site, and training, and she weights these issues as follows:

Fit 35%

Compensation 25%

Advancement 20%

Site 15%

Training 5%

The following table shows the ratings Stacy gave to each company on each of her critical issues, on a scale of 1

to 100—the higher the rating, the better Stacy felt the company handled that particular issue:

Company A Company B Company C Company D

Fit 60 50 85 70

Compensation 50 40 70 45

Advancement 85 60 50 30

Site 40 60 90 80

Training 100 40 30 80

If Stacy chooses the job with the highest multiple rating, which company will Stacy work for?

a. Company A

b. Company B

c. Company C

d. Company D

100. The responsibility for planning the rest of your career after you land your first job lies primarily with:

a. you.

b. your boss.

c. your company.

d. the government.

Criteria for students grading on the test
in the disciplines «Strategic Management and Leadership in the Hospitality Industry»

Points (rating estimation)	Assessment test (standard)	Requirements to formed competences
86-100	«excellent»	Assessment "excellent" is exposed to the student, if he deeply and firmly learned the program material, exhaustively, consistently, clearly and logically presents it, is able to closely link the theory with practice, freely copes with tasks, questions and other types of application of knowledge, and does not complicate with the answer when modifying tasks, uses the material of monographic literature in the answer, correctly justifies the decision, has versatile skills and techniques of performing practical tasks.
85-76	«good»	Assessment "good" is exposed to the student, if he knows the material, competently and essentially sets it, without allowing significant inaccuracies in the answer to the question, correctly applies the theoretical provisions in solving practical issues and problems, has the necessary skills and techniques of their implementation.
75-61	«satisfactory»	Assessment "satisfactorily" is exposed to the student if he has knowledge only of the basic material, but did not learn its details, admits inaccuracies, insufficiently correct formulations, violations of logical sequence in the statement of program material, has difficulties at answers to additional questions.
60-0	«unsatisfactory»	Evaluation of "unsatisfactory" exhibited student who knows the significant parts of the program material, allows substantial errors, uncertain, with great difficulty performs practical work. As a rule, the "unsatisfactory" grade is given to students who cannot continue their education without additional training in the relevant discipline.

Discipline case study
«Strategic Management and Leadership in the Hospitality Industry »

Individual/Group Activities

Activity 1: Management Functions—Hans Willimann

Divide the class into small groups. Ask students in each group to turn to page 68 of the text and review the chapter appendix, "One Day in the Life of Hans Willimann." Ask half of the groups to classify each of Willimann's activities according to the broad management functions of planning, organizing, coordinating, staffing, directing, and controlling. Point out that some activities may fall under more than one management function. Ask the other half of the groups to categorize each of Willimann's activities according to whether it called for conceptual, human relations, or technical skills.

Some students may find this task frustrating. Suggest that part of what they should learn from this assignment is that it is very difficult to neatly pigeonhole the activities managers engage in, which is why the traditional management functions and skills have been reexamined in recent years.

Activity 2: Management Functions—Food and Beverage Manager

Divide the class into small groups and give each group a copy of Handout 1, which lists the job tasks of a food and beverage manager. Ask the groups to classify each job task according to the broad management functions of planning, organizing, coordinating, staffing, directing, and controlling. Point out that some job tasks may fall under more than one management function.

Allow 20 minutes for this activity. Afterward, have a spokesperson for each group identify the management function(s) his or her group assigned to each job task. Have each group report in turn.

During the class discussion, stress how management functions overlap. For example, point out that while a particular task may seem to fall naturally into the staffing function, a great deal of planning, organizing, and coordinating may

also be necessary to carry out the task effectively.

Activity 3: Conceptual, Human Relations, and Technical Skills

Divide the class into three groups and distribute copies of Handout 2, which lists the job tasks of a maître d' (dining room manager), a captain (dining room

supervisor), and a dining room server. Assign a different job list to each group, and ask students to:

• Classify each task listed as calling for either a conceptual, human relations, or technical skill

• Calculate the percentage of job tasks for the position that require conceptual, human relations, or technical skills

Allow 20 minutes for this activity. Afterward, have each group read its list of job tasks and explain its classification of each task. Then, record the conceptual, human relations, and technical percentages for maître d', captain, and dining room server using three bar charts. The bar charts should indicate that the maître d' has the greatest percentage of tasks that call for conceptual skills, the dining room server has the greatest percentage of tasks that call for technical skills. Ideally, all three charts should show a somewhat equal proportion of tasks that require human relations skills.

Activity 4: Management Styles

Divide the class into small groups. Ask the students within each group to discuss the management styles (autocratic, bureaucratic, democratic, or other) of bosses they have had. Then, lead the entire class in a discussion. Ask volunteers to recall a boss they have had and tell the class about his or her management style, supporting their conclusions with examples of the boss's actions or behaviors. If they have worked for several bosses with differing management styles, which style did they find most effective? least effective?

Activity 5: Management Roles

Divide the class into small groups. Ask students in each group to come up with examples, from their experiences at work or in college, of managers, professors, or others who have performed one of the ten traditional management roles listed in the right column of Exhibit 4 on page 51 of the text. Included in the discussion should be evaluations of how successfully—or unsuccessfully—they performed these roles. Each group should then report what it learned to the class, either as a group or via a group spokesperson. Discuss with students the common

findings of the groups regarding each role, and ask students for examples of when they have played these roles in their own lives. You may also have students complete an online leadership questionnaire that will help them discover their personal approaches to management, at

Activity 6: Management in Action

Divide the class into three groups. Ask for a volunteer to lead each group, and privately assign each group leader a specific managerial style—autocratic, bureaucratic, or democratic. (If you wish, you may divide the class into four groups and have the leader of the fourth group demonstrate a laissez-faire [also known as "country club"] management style.)

Assign all groups the task of making greeting cards for various occasions. (Provide whatever supplies you think are appropriate—paper, scissors, glue, crayons or markers, etc.) Do not make the directions very specific, but say that each group leader will explain the task further. Once the leaders/managers are with their groups, the autocratic manager should immediately take charge and assign tasks, regardless of group-member skills, and make all other decisions for the group throughout the exercise; the bureaucratic manager should inform group members that they will be making greeting cards, but give no direction as to how this will be done, then divide the group into two committees that are to report card-making recommendations to him or her before the group actually starts to make cards; and the democratic manager should inform his or her group members that they will not only be making greeting cards, but they will also be making all of the decisions required in the card-making process. (If you have a fourth group led by the laissez-faire manager, this manager should immediately announce to group members that he or she has to leave for a moment, but that the group should get started making cards anyway. This manager should then exit the classroom and remain gone for the remainder of the activity, leaving this group's members to work out the card-making process for themselves.)

After about 20–30 minutes, have all groups show the class the cards they made. Ask students to discuss whether it was enjoyable to work within their

groups, how much they respected their "managers," whether they felt the manager contributed positively or negatively to the outcome, and if they would have rather worked in another.

Assessment criteria:

–   100-86 - points if the answer shows a strong knowledge of the main processes of the subject area, different depth and completeness of the disclosure of the topic; possession of the terminological apparatus; the ability to explain the essence of phenomena, processes, events, to draw conclusions and generalizations, to give reasoned answers, give examples; fluency monological speech, logic and sequence of response; the ability to give examples of modern problems of the study area.

–   85-76 - points-the answer that reveals a strong knowledge of the main processes of the studied subject area, is characterized by the depth and completeness of the disclosure of the topic; possession of the terminological apparatus; the ability to explain the essence of phenomena, processes, events, draw conclusions and generalizations, give reasoned answers, give examples; fluency of monological speech, logic and sequence of the answer. However, one or two inaccuracies in the answer are allowed.

–   75-61 – points - the answer testifying basically to knowledge of processes of the studied subject area differing in insufficient depth and completeness of disclosure of a subject is estimated; knowledge of the basic questions of the theory; poorly formed skills of the analysis of the phenomena, processes, insufficient ability to give the reasoned answers and to give examples; insufficiently free possession of monologic speech, logic and sequence of the answer. There are several mistakes in the content of the answer; inability to give an example of the situation, to communicate with other aspects of the study area.

–   60-50 points-the answer that reveals ignorance of the processes of the studied subject area, characterized by a shallow disclosure of the topic; ignorance of the basic questions of theory, unformed skills of analysis of phenomena, processes; inability to give reasoned answers, poor command of monological

speech, lack of logic and consistency. Serious errors in the content of the answer are allowed; ignorance of modern problems of the studied area.

Guidelines that define procedures for results assessment of learning

Current certification of students. Current certification of students in the discipline "Strategic Management and Leadership in the Hospitality Industry" is carried out in accordance with local regulations FEFU and is mandatory.

Current certification in the discipline "Strategic Management and Leadership in the Hospitality Industry" is carried out in the form of control measures (interview, practical work, solution of situational problems) to assess the actual results of students' learning and is carried out by a leading teacher.

The objects of evaluation are:

☐ academic discipline (activity in the classroom, the timeliness of various types of tasks, attendance of all types of classes in the certified discipline);

☐ the degree of assimilation of theoretical knowledge (interview);

☐ the level of mastering practical skills on all types of academic work (implementation of practical work, the decision of situational tasks);

☐ the results of independent work

Intermediate certification of students. Interim certification of students in the discipline "Strategic Management and Leadership in the Hospitality Industry" is carried out in accordance with local regulations FEFU and is mandatory.

On discipline "Strategic Management and Leadership in the Hospitality Industry" provides an exam in the form of testing.

Brief description of the procedure for using the evaluation tool. As a result of attending lectures, laboratory classes, seminars and round tables, the student consistently masters the materials of the discipline and studies the answers to the questions to the offset presented in the structural element of the FOS IV.1. During the interim certification, the student prepares an individual creative credit task (individual creative credit task is placed in the structural element of the FOS

IV.2). The criteria for student assessment in the competition are presented in the structural element of FOS IV.3. Criteria for evaluation of the current certification-control test (laboratory work 1, laboratory work, group creative task) are presented in the structural element of the FOS.

Criteria for grading a student in the standings

in the disciplines «Strategic Management and Leadership in the Hospitality Industry»

Points (rating estimation)	Assessment test (standard)	Requirements to formed competences
86-100	«excellent»	Assessment "excellent" is exposed to the student, if he deeply and firmly learned the program material, exhaustively, consistently, clearly and logically presents it, is able to closely link the theory with practice, freely copes with tasks, questions and other types of application of knowledge, and does not complicate with the answer when modifying tasks, uses the material of monographic literature in the answer, correctly justifies the decision, has versatile skills and techniques of performing practical tasks.
85-76	«good»	Assessment "good" is exposed to the student, if he knows the material, competently and essentially sets it, without allowing significant inaccuracies in the answer to the question, correctly applies the theoretical provisions in solving practical issues and problems, has the necessary skills and techniques of their implementation.
75-61	«satisfactory»	Assessment "satisfactorily" is exposed to the student if he has knowledge only of the basic material, but did not learn its details, admits inaccuracies, insufficiently correct formulations, violations of logical sequence in the statement of program material, has difficulties at answers to additional questions.
60-0	«unsatisfactory»	the answer that reveals ignorance of the processes of the studied subject area, characterized by a shallow disclosure of the topic; ignorance of the basic questions of theory, unformed skills of analysis of phenomena, processes; inability to give reasoned answers, poor command of monological speech, lack of logic and consistency. Serious errors in the content of the answer are allowed; ignorance of modern problems of the studied area.