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

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<tr><td>СОГЛАСОВАНО
Руководитель ОП

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«16» декабря 2021 г</td><td>УТВЕРЖДАЮ
Директор Департамента туризма и гостеприимства

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«16» декабря 2021 г.</td></tr>
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РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ
Лидерство и управление в индустрии сервиса
43.03.01 Сервис
(Сервис)
Форма подготовки: очная

Рабочая программа составлена в соответствии с требованиями Федерального государственного образовательного стандарта по направлению подготовки 43.03.01 Сервис, утвержденного приказом Минобрнауки России от от 8 июня 2017г №515
Рабочая программа обсуждена на заседании кафедры протокол от «16» декабря 2021 г. № 2/1
Директор Департамента туризма и гостеприимства
Составители: ассистент Орловская Ю.В.

Владивосток
2022

Оборотная сторона титульного листа РПД

1. Рабочая программа пересмотрена на заседании Департамента/кафедры/отделения (реализующего дисциплину) и утверждена на заседании Департамента/кафедры/отделения (выпускающего структурного подразделения), протокол от «____» _____ 202 г. № _____

2.Рабочая программа пересмотрена на заседании Департамента/кафедры/отделения (реализующего дисциплину) и утверждена на заседании Департамента/кафедры/отделения (выпускающего структурного подразделения), протокол от «____» _____ 202 г. № _____

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Аннотация дисциплины

Лидерство и управление в индустрии сервиса

Общая трудоемкость дисциплины составляет 3 зачётные единицы / 108 академических часов. Является дисциплиной частью дисциплин формируемых участниками образовательных отношений, изучается на 4 курсе и завершается зачетом. Учебным планом предусмотрено проведение лекционных занятий 36 часов, практических занятий 36 часов, а также выделены часы на самостоятельную работу студента - 36 часов.

Язык реализации: английский

Цель: направлена на ознакомление студентов с вопросами лидерства, менеджмента и качества, стоящими перед современной индустрией гостеприимства.

Задачи:

1. Анализировать процессы стратегического управления и лидерства (и в индустрии гостеприимства в частности);

2. Понимание проблем в современной гостиничной индустрии;

3. Оценка важности развития коммуникативных навыков;

4. Разработка корпоративной стратегии и реструктуризации;

5. Применение стратегии реализации через организационное проектирование и контроль.

Для успешного изучения дисциплины у обучающихся должны быть сформированы следующие предварительные компетенции: формирует цель и задачи деятельности подразделений сервисной деятельности предприятия, организовывает их выполнение (ПК-2.1), производит выбор организационных решений для формирования сервисной системы обслуживания (ПК-2.2), принимает организационные решения по развитию клиентурных отношений предприятия (ПК-2.3) полученные в результате изучения дисциплин «Гостиничный менеджмент», «Управление продажами и доходами на предприятиях сервиса» обучающийся должен быть готов к

изучению таких дисциплин, как «Организация планирования и развития гостиничного хозяйства», «Управление качеством сервисных услуг» формирующих компетенции формирует цель и задачи деятельности подразделений сервисной деятельности предприятия, организовывает их выполнение (ПК-2.1), производит выбор организационных решений для формирования сервисной системы обслуживания (ПК-2.2), принимает организационные решения по развитию клиентурных отношений предприятия (ПК-2.3).

Планируемые результаты обучения по дисциплине, соотнесенные с планируемыми результатами освоения образовательной программы, характеризуют формирование следующих компетенций, индикаторов достижения компетенций:

Код и наименование универсальной компетенции (результат освоения)	Код и наименование индикатора достижения компетенции	Наименование показателя оценивания (результата обучения по дисциплине)
ПК-2 2 Способен организовать работу исполнителей, принимать решения об организации сервисной деятельности	ПК-2.1 Формирует цель и задачи деятельности подразделений сервисной деятельности предприятия, организовывает их выполнение	*знает:* предостережения и советы для организаций, которые приступают к крупномасштабным организационным изменениям *умеет:* объяснить различные роли в процессе изменений, которые играют спонсоры изменений, агенты изменений и цели изменений
	ПК-2.2 Производит выбор организационных решений для формирования сервисной системы обслуживания	*знает:* взаимосвязь между креативностью и изменениями, определите характеристики творческих людей и творческих организаций, а также обсудите инновации и "чемпионов" с точки зрения креативности. *умеет:* определить характеристики внутренних и внешних факторов организационных изменений
	ПК-2.3 Принимает организационные решения по развитию клиентурных отношений предприятия	*знает:* характеристики и применение трех традиционных стилей управления и описывают факторы, которые ограничивают гибкость

		индивида в принятии различных стилей управления для различных ситуаций. *умеет:* описать традиционные функции управления (планирование, организация, координация, укомплектование персоналом, руководство и контроль) и объясните, почему существует разрыв между ними и фактическим поведением менеджеров

Для формирования вышеуказанных компетенций в рамках дисциплины «Лидерство и управление в индустрии сервиса» применяются следующие дистанционные образовательные технологии и методы / активного: деловая игра, работа в малых группах.

I. Цели и задачи освоения дисциплины:

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.

The place of discipline in the structure is a discipline part of the disciplines formed by the participants of educational relations.

Professional competencies of students, indicators of their achievements and learning outcomes in the discipline "Leadership and management in the service industry"

Type of tasks	Code and name of professional competence (result of mastering)	Code and name of the competence achievement indicator	The name of the evaluation indicator (the result of training in the discipline)
	PC- Able to organize the work of performers, make decisions about the organization of service activities	PC-2.1 Forms the purpose and objectives of the activities of the service departments of the enterprise, organizes their implementation	_knows:_ warnings and tips for organizations that are embarking on large-scale organizational changes _can:_ explain the various roles in the process of change played by change sponsors, change agents and change goals
		PC-2.2 Selects organizational solutions for the formation of a service maintenance system.	_knows:_ the relationship between creativity and change, identify the characteristics of creative people and creative organizations, and discuss innovations and "champions" in terms of creativity. _can:_ determine the characteristics of internal and external factors of organizational changes
		PC-2.3 Makes organizational decisions on the development of client relations of the enterprise	_knows_: the characteristics and application of the three traditional management styles and describe the factors that limit an individual's flexibility in adopting different management styles for different situations. _can:_ describe traditional management functions (planning, organization, coordination, staffing, management and control) and explain why there is a gap between them and the actual behavior of managers

II. Трудоёмкость дисциплины и виды учебных занятий по дисциплине

The total labor intensity of the discipline is 3 credits (108 academic hours)
Discipline structure:

Form of study – full-time

№	Name of the discipline section	Semester	Number of hours by type of training sessions and student's work						Forms of intermediate certification ***
			Lec	Lab	Prac	OK*	Self-study	Control**	
1	Topic 1 The origin of strategic management	7	2		3,5		36		test
	Topic 2 From Traditional to Contemporary Principles of Management		4		3,5				
2	Topic 3 Strategic management processes		3,5		3,5				
	Topic 4 The Emergence of International Hotels		3,5		3,5				
3	Topic 5 The quality movement in the hospitality industry		3,5		3,5				
	Topic 6 Tools Commonly Used in Continuous-improvement Processes		3,5		3,5				
4	Topic 7 Myths about communication		3,5		3,5				
	Topic 8 Speaking and presenting skills		3,5		3,5				
5	Topic 9 Organization Support for successful team		3,5		3,5				
	Topic 10 Roles individuals play in group		3,5		4,5				
	Total		36		36		36		

III. СТРУКТУРА И СОДЕРЖАНИЕ ТЕОРЕТИЧЕСКОЙ ЧАСТИ КУРСА

Part I. Introduction to the course

Topic 1. The origin of strategic management

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

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-6 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

Topic 3. Strategic management processes.

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 4. The Emergence of International Hotels.

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
Topic 5. The quality movement in the hospitality industry

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 6. Tools Commonly Used in Continuous-improvement Processes

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
Topic 7. Myths about communication

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 8. Speaking and presenting skills

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

Topic 9. Organization Support for successful team

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 10. Roles individuals play in group

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.

IV. СТРУКТУРА И СОДЕРЖАНИЕ ПРАКТИЧЕСКОЙ ЧАСТИ КУРСА

ПРАКТИЧЕСКИЕ ЗАНЯТИЯ
ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 1. The origin of strategic management
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

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 2. From Traditional to Contemporary Principles of Management
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

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 3. Globalization, Tourism, and the Lodging Sector

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.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 4. The Emergence of International Hotels.

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

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ The quality movement in the hospitality industry

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.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 6. Tools Commonly Used in Continuous-improvement Processes

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

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 7. Myths about communication
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

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 8. Speaking and presenting skills
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

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 9. Organization Support for successful team

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

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 10. Roles individuals play in group

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

V. КОНТРОЛЬ ДОСТИЖЕНИЯ ЦЕЛЕЙ КУРСА

№ п/п	Контролируемые разделы / темы дисциплины	Код и наименование индикатора достижения	Результаты обучения	Оценочные средства *	
				текущий контроль	Промежу-точная аттестация
1	Part I. Introduction to the course

Part II. Globalization, Tourism, and the Lodging Sector | ПК-4.1 | знает умеет | ПР-1 | ПР-2 |
		ПК-4.2	знает умеет	ПР-1	ПР-2
		ПК-4.3	знает умеет	ПР-1	ПР-2
		ПК-4.4	знает умеет	ПР-1	ПР-2
2	Part III. Continuous Improvement – Process and Tools
Part IV
Communication skills	ПК-5.1	ПК-5.1		
		ПК-5.2	ПК-5.1	ПР-1	
		ПК-5.3	ПК-5.1	ПР-1	
	Зачет			-	ПР-2

VI. УЧЕБНО-МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ САМОСТОЯТЕЛЬНОЙ РАБОТЫ ОБУЧАЮЩИХСЯ

Самостоятельная работа определяется как индивидуальная или коллективная учебная деятельность, осуществляемая без непосредственного руководства педагога, но по его заданиям и под его контролем. Самостоятельная работа – это познавательная учебная деятельность, когда последовательность мышления студента, его умственных и практических операций и действий зависит и определяется самим студентом.

Самостоятельная работа студентов способствует развитию самостоятельности, ответственности и организованности, творческого

подхода к решению проблем учебного и профессионального уровня, что в итоге приводит к развитию навыка самостоятельного планирования и реализации деятельности.

Целью самостоятельной работы студентов является овладение необходимыми компетенциями по своему направлению подготовки, опытом творческой и исследовательской деятельности.

Формы самостоятельной работы студентов:

- работа с основной и дополнительной литературой, Интернет ресурсами;

- самостоятельное ознакомление с лекционным материалом, представленным на электронных носителях, в библиотеке образовательного учреждения;

- подготовка реферативных обзоров источников периодической печати, опорных конспектов, заранее определенных преподавателем;

- поиск информации по теме, с последующим ее представлением в аудитории в форме доклада, презентаций;

- подготовка к выполнению аудиторных контрольных работ;

- выполнение домашних контрольных работ;

- выполнение тестовых заданий, решение задач;

- составление кроссвордов, схем;

- подготовка сообщений к выступлению на семинаре, конференции;

- заполнение рабочей тетради;

- написание эссе, курсовой работы;

- подготовка к деловым и ролевым играм;

- составление резюме;

- подготовка к зачетам и экзаменам;

- другие виды деятельности, организуемые и осуществляемые образовательным учреждением и органами студенческого самоуправления.

VII. СПИСОК ЛИТЕРАТУРЫ И ИНФОРМАЦИОННО-МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

Основная литература

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

Дополнительная литература

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/

VIII. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ

Успешное освоение дисциплины предполагает активную работу студентов на всех занятиях аудиторной формы: лекциях и практиках,

выполнение аттестационных мероприятий. В процессе изучения дисциплины студенту необходимо ориентироваться на проработку лекционного материала, подготовку к практическим занятиям, выполнение контрольных и творческих работ.

Освоение дисциплины « Leadership and management in the service industry» предполагает рейтинговую систему оценки знаний студентов и предусматривает со стороны преподавателя текущий контроль за посещением студентами лекций, подготовкой и выполнением всех практических заданий, выполнением всех видов самостоятельной работы.

Промежуточной аттестацией по дисциплине « Leadership and management in the service industry» является зачет.

Студент считается аттестованным по дисциплине при условии выполнения всех видов текущего контроля и самостоятельной работы, предусмотренных учебной программой.

Шкала оценивания сформированности образовательных результатов по дисциплине представлена в фонде оценочных средств (ФОС).

IX. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

Учебные занятия по дисциплине проводятся в помещениях, оснащенных соответствующим оборудованием и программным обеспечением.

Перечень материально-технического и программного обеспечения дисциплины приведен в таблице.

Материально-техническое и программное обеспечение дисциплины

Наименование специальных помещений и помещений для самостоятельной работы	Оснащенность специальных помещений и помещений для самостоятельной работы	Перечень лицензионного программного обеспечения. Реквизиты подтверждающего документа
Аудитория G434	Лекционная аудитория с мультимедийным оборудованием	Microsoft office 365, Microsoft teams, google chrome

X. ФОНДЫ ОЦЕНОЧНЫХ СРЕДСТВ

Фонды оценочных средств представлены в приложении.