

Central Texas College
HAMG 2373
Final Project- Hospitality Administration and
Management

Semester Hours Credit: 3

INSTRUCTOR: _____

OFFICE HOURS: _____

I. INTRODUCTION

- A. Students will participate in a comprehensive project from conception to conclusion. The student will be required to plan and develop a project consisting of research, design, and layout. A formal written report and a demonstration and presentation of the process and results are required.

- B. HAMG 2373, Final Project- Hospitality Administration and Management, is an alternative required course, as a replacement for HAMG 2388- Internship and is required for an Associate in Applied Science Degree in Restaurant and Culinary Management, Baking and Pastry Specialization, Food and Beverage Management Specialization, Hotel Management Specialization, and Culinary Arts. This course is also optional for Certificates of Completion in Culinary Arts, Property Management Advanced, and Rooms Division.

- C. Prerequisites: Consent of the Instructor.

II. LEARNING OUTCOMES

Upon successful completion of this course, HAMG 2373 Final Project- Hospitality Administration and Management, the student will:

- A. Identify the central position the chef supervisor occupies in assisting the management team to reach goals and achieve quality throughout the operations.

- B. Recognize the role that chef supervisors play with regard to management, customers, and team members.

- C. Discuss and describe laws related to fair labor standards, immigration, Americans with Disabilities Act.

- D. Understand elements associated with the hiring decision-making process.

- E. Summarize the principles of compensation structure.

- F. Describe methods of communicating induction and orientation programs and outline how they can benefit the foodservice organization and the new team member.
- G. Describe the components of good objectives and write a performance objective that contains each of these components.
- H. Understand and describe the elements of training reinforcement.
- I. Describe the benefits and the impact of performance appraisals on the development of the kitchen team.
- J. State the advantages and disadvantages of counseling and know when to intervene or refer team members for outside help.
- K. Discuss the development, strengths, and weaknesses of different concepts of management.
- L. List the major theories and philosophies of motivation.
- M. Define the elements of establishing goals and objectives for team building.
- N. State the elements that make up sexual harassment and describe the legal responsibilities of the chef in this area.
- O. Explain directing, coaching, supporting, and delegating as they pertain to situational leadership.
- P. Identify methods of giving directions to kitchen team members so as to ensure satisfactory and timely completion of tasks.
- Q. Identify issues associated with unproductive time use.
- R. Evaluate the links between decision making, empowerment and quality management.

III. INSTRUCTIONAL MATERIALS

- A. The instructional materials identified for this course are viewable through www.ctcd.edu/books
- B. Additional references may be required that are available in the Central Texas college Library.

IV. COURSE REQUIREMENTS

- A. Attendance: Refer to the CTC Catalog for a detailed policy.
- B. Business Plan: Each student will be prepared to discuss and submit their Business Plan on the date it is due. Each submission will be typed and approximately 1-2 page(s) in length.

- C. Reading Assignment: Each student will be expected to read each chapter before submission of assignments, vocabulary and quizzes.

V. Examinations

- A. There will be two examinations:
Exam 1 (Mid-Term)
Exam 2 (Final)
- B. A student must be present for all examinations. No makeup examinations will be given. Students who know in advance they will be absent from an examination due to valid reasons must arrange to take an early examination. Unexpected absences due to illness or extenuating circumstances will require the student to see the instructor about individual makeup work in lieu of the missed examination.
- C. Students without excused absences will be given a zero for the examination missed.
- D. Examination Schedule: The instructor will publish specific examination dates and will give in-class review concerning the nature and type of test question to be given.

VI. Semester Grade Computation

Vocabulary	180 points
Quizzes (9)	220 points
Business Plan	400 points
Mid Term Exam	100 points
Final Exam	<u>100 points</u>
Total Possible Points	1000 points

A (1000- 900) B (899 – 800) C (799 – 700) D (699- 600) F Below 599

VII. Notes and Additional Instructions

- A. Course Withdrawal: It is the student's responsibility to officially withdraw from a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday, the 12th week of classes during the 16-week fall and spring semesters. The deadline for

sessions of other lengths is:

10-week session	Friday of the 8 th week
8-week session	Friday of the 6 th week
5-week session	Friday of the 4 th week

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin. A student who officially withdraws will be awarded the grade of “W,” provided the student’s attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of “F” or “FN” for nonattendance.

- B. Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar.
- C. Incomplete Grade: The College catalog states, “An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete requirements for a course.”
Prior approval from the instructor is required before the grade of “I” is recorded. A student who merely fails for the final examination will receive a zero for the final and an “F” for the course.
- D. Cellular Phones and Electronic Devices: Cellular phones and electronic devices will be turned off while the student is in the classroom or laboratory.
- E. Americans with Disabilities Act (ADA): The Disability Support Services Program provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the main campus. This service is available to all students, regardless of location. Explore the website at <http://www.ctcd.edu/gc/sss/index.htm> for further information. Reasonable accommodations, in accordance with federal and state laws, will be given through the DSS office.
- F. Instructor Discretion: The instructor reserves the right of final decision in course requirements.
- G. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and

including expulsion.

H. **Honesty and Integrity:** All students are required and expected to maintain the highest standards of scholastic honesty in the preparation of all course work and during examinations. The following will be considered examples of scholastic dishonesty:

1. *Plagiarism:* The taking of passages from writing of others without giving proper credit to the sources.
2. *Collusion:* Using another's work as one's own; or working together with another person in the preparation of work, unless joint preparation is specifically approved in advance by the instructor.
3. *Cheating:* Giving or receiving information on examinations.

Students guilty of scholastic dishonesty will be administratively dropped from the course with a grade of "F" and will be subject to disciplinary action.

VIII. COURSE OUTLINE

A. Lesson One: Chapters 1 & 2: Supervision; and Legal Aspects

1. **Learning Outcomes:** Upon successful completion of this lesson, the Student will:
 - a. Identify and discuss the attributes, skills, duties, and functions of the chef supervisor.
 - b. Outline the key elements and ingredients of a desirable kitchen work environment.
 - c. Indicate trends and new dimensions associated with the development of the chef supervisor.
 - d. Discuss and describe laws relative to the relationship between employers and unions
 - e. Discuss and describe laws related to fair labor standards.
 - f. Discuss and describe the Americans with Disabilities Act.
 - g. Discuss and describe laws related to immigration.
 - h. Identify resources, focus, business values and mission to start your business plan.

B. Lesson Two: Chapters 3 & 4: Recruiting and Selecting Team Members; and Compensation, Benefits, and Scheduling

1. **Learning Outcomes:** Upon successful completion of this lesson, the Student will:
 - a. Lost the methods of completion of job analysis
 - b. Describe the steps in conducting a job analysis.
 - c. Write a job description and job specification.
 - d. Understand the steps in screening potential new team members.

- e. State appropriate and inappropriate questioning techniques.
- f. Discuss the relationship of compensation and motivation.
- g. Identify the benefits common in restaurant operations.
- h. State the steps in scheduling employees.
- i. Study your industry, identify opportunities, threats, and market segments for your business plan.

C. Lesson Three: Chapters 5 & 6: Orientation; Training and Quality

1. **Learning Outcomes:** Upon successful completion of this lesson, the Student will:

- a. Differentiate between induction and orientation training programs.
- b. Describe topics for inclusion in kitchen orientation training programs.
- c. Explain the value of follow-up and evaluation of induction and orientation training.
- d. Describe the contribution of training to the organization's long-term health and well-being.
- e. Define the types of training models and their strengths and weakness and describe situations appropriate for each method.
- f. Identify factors that inhibit learning.
- g. Identify the hierarchical elements that reflect how team members learn and the associated behaviors.
- h. Identify and outline steps in preparing training plans and sessions.
- i. State the purpose and application of a lesson plan.
- j. Identify your customers and your competition for your business plan.

D. Lesson Four: Chapters 7, 8 & 9: Training Objectives and Planning; Training Methods; and Instructional Delivery

1. **Learning Outcomes:** Upon successful completion of this lesson, the Student will:

- a. List the major techniques of training used for instructing within the kitchen.
- b. Understand and describe the elements of training reinforcement.
- c. Identify characteristics of those team members with potential for development.
- d. Specify designs for evaluating training.
- e. Describe the factors that contribute to an effective training presentation.
- f. Describe methods used to achieve an effective presentation comfort level.
- g. Understand the appropriate communication style used for effective training.
- h. Define the dynamics of group behaviors and the activities associated with kitchen team training.

- i. Create a situation analysis and a business model for your business plan.

E. Lesson Five: Chapters 10 & 11: Performance Appraisal; and Work Environment

1. **Learning Outcomes:** Upon successful completion of this lesson, the Student will:

- a. State the elements upon which chef supervisors evaluate team member performance within the kitchen.
- b. Outline the procedures for evaluating weak team-member performance.
- c. Identify the issues that contribute to team member frustration.
- d. Define the connections between motivation and job satisfaction.
- e. Identify the benefits of employee assistance programs and their impact on team member wellness.
- f. Develop an understanding of an income statement, balance sheet, cash-flow statement and financial ratios as well as develop a budget and forecast for your business plan.

F. Lesson Six: Chapters 12 & 13: Management; and Motivation

1. **Learning Outcomes:** Upon successful completion of this lesson, the Student will:

- a. Define the customer within the wider context of the foodservice industry.
- b. Discuss contingency, systems, and chaos management theories.
- c. Discuss quality in relation to the foodservice industry.
- d. Discuss the nature and importance of change and why people resist change.
- e. Define motivation within the context of the chef supervisor's job.
- f. List the major theories and philosophies of motivation.
- g. Describe factors that are the ingredients of morale with the kitchen.
- h. Explain why feedback is an important element of morals.
- i. Describe the elements and effects of negative stimulus.
- j. Prepare a plan to help anticipate future changes and understand what strategies can help your business cope with changes.

G. Lesson Seven: Chapters 14, 15 & 16: Team Building; Respect; and Discipline

1. **Learning Outcomes:** Upon successful completion of this lesson, the Student will:

- a. Know and understand the principles of building a kitchen team.
- b. Identify the crucial elements of developing a kitchen team commitment.
- c. Describe the key aspects of facilitating kitchen teamwork.

- d. List the major criteria associated with effective kitchen teams.
- e. List the steps essential to improving kitchen teamwork.
- f. Identify and describe the elements that contribute to the creation of an organizational “vision”.
- g. List the steps that contribute to encouraging team members to give feedback.
- h. Define the elements of diversity and capitalize on diversity as an advantage.
- i. State and describe the primary laws regarding equal opportunity in the workplace.
- j. Outline the steps in the progressive approach to discipline.
- k. Distinguish between positive and negative approaches to discipline.
- l. Define the strategies and rationale for conducting exit interviews.
- m. Develop a working plan for your business to include overall business organization, the culture you want to foster and how to follow through with your vision.

H. Lesson Eight: Chapters 17 & 18: Leadership; and Communication

1. **Learning Outcomes:** Upon successful completion of this lesson, the Student will:
 - a. Distinguish between supervisor, management, and leadership.
 - b. Describe desirable leadership behavior and supportive behavior.
 - c. Outline actions that contribute to leadership self-confidence.
 - d. Apply steps that are particular to culinary leadership.
 - e. Describe the elements of effective communication.
 - f. Describe aspects of nonverbal communication.
 - g. Outline the steps for leading and managing kitchen team meetings.
 - h. Communicate effectively in written form.
 - i. Identify the positive and negative aspects of communication via the grapevine.
 - j. Review your overall business plan with a focus on cohesiveness and if your plan would actually work.

I. Lesson Nine: Chapters 19 & 20: Time Management; Problem Solving and Decision Making

1. **Learning Outcomes:** Upon successful completion of this lesson, the Student will:
 - a. Identify issues associated with unproductive time used.
 - b. Recognize the pitfalls of procrastination.
 - c. List the steps that cause time leaks.
 - d. Distinguish between being busy and productive.
 - e. Outline the elements in the decision-making process.
 - f. State reasons why problems recur within the kitchen.
 - g. Describe elements of open and closed problems.

h. Put your completed business plan together in the proper order, work out any last minute issues and submit within SafeAssign.

IX. Feedback:

1. *Instructor:* As your instructor I will organize and present the course material in a manner designed to facilitate the learning process. I will evaluate your progress periodically via writing assignments and exams and provide feedback on your performance via exam scores, exam critiques, and critique of your writing assignments, etc. I am also available before and after each class period and during office hours to discuss your performance and answer questions.
2. *Student:* **As the student you are ultimately responsible for your success in this course.** It is your responsibility to attend class regularly, prepare for class by reading assigned text material, participate in class discussions, ask questions when required to improve your understanding, prepare for and complete exams, and complete all other assignments.