

**CENTRAL TEXAS COLLEGE  
RSTO 1313  
HOSPITALITY SUPERVISION**

**Semester Hours Credit: 3**

**INSTRUCTOR: \_\_\_\_\_  
OFFICE HOURS: \_\_\_\_\_**

**I. INTRODUCTION**

- A. Fundamentals of recruiting, selection, and training of food service and hospitality personnel. Topics include job descriptions, schedules, work improvement, motivation, applicable personnel laws and regulations. Emphasis on leadership development.
- B. RSTO 1313, Hospitality Supervision, is a required course for an Associate in Applied Science Degree in Hotel Management, Food and Beverage Management, Culinary Arts, Baking and Pastry Specialization, and Restaurant and Culinary Management. This course is also required for Certificates of completion in Culinary Arts, Property Management Advanced, Institutional Food Service Operations, Rooms Division, and Food and Beverage Management.
- C. This course is occupationally related and serves as preparation for careers in Restaurant Management, Culinary Arts, Baking and Pastry, and Hotel Management.
- D. Prerequisites: None

**II. LEARNING OUTCOMES**

Upon successful completion of this course, Hospitality Supervision, the student will be able to:

- A. Describe the functions of management. **(F1, F6, F11)**
- B. Compare and contrast the major theories of people management as they relate to hospitality employees. **(F1, F11)**
- C. List three to five best practices for new supervisors. **(F1, F2, F11)**
- D. Describe the characteristics of leadership. **(F1, F6, F11)**

- E. Apply leadership skills to become an employee mentor. **(F1, F7, F8, F11)**
- F. Explain the planning process. **(F1, F6, F11)**
- G. Demonstrate how effective organization contributes to a department's maximum success. **(F1, F6, F11)**
- H. List the types of strong communication, assessing the value of each type. **(F1, F2, F11)**
- I. Describe the importance of listening as a supervisor. **(F1, F6, F11)**
- J. Discuss techniques to improve meeting productivity. **(F1, F6, F11)**
- K. List ways to increase personal cultural awareness. **(F1, F2, F11)**
- L. Define equal opportunity in the workplace. **(F1, F2, F6)**
- M. List the steps to establishing a diversity and inclusion program. **(F1, F2, F11)**
- N. Identify the various recruitment methods. **(F1, F2, F6)**
- O. Describe safeguards against negligent hiring. **(F1, F6, F11)**
- P. Describe the five key factors of a successful performance standard system. **(F1, F6, F11)**
- Q. Analyze the purposes and benefits of performance reviews. **(F1, F2, F6, F7, F8, F12)**
- R. Describe common employee expectations of their leaders. **(F1, F6, F11)**
- S. Explain why individual strategies of motivation are essential. **(F1, F6, F11)**
- T. Explain the difference between groups and teams. **(F1, F6, F11)**
- U. Describe the steps in installing a TQM process. **(F1, F6, F11)**
- V. Discuss the importance of training in the hospitality industry. **(F1, F6, F11)**
- W. Describe the steps for developing a job-training program. **(F1, F6, F11)**
- X. Explain the key principles of conflict management. **(F1, F6, F11)**
- Y. Explain the appropriate ways to administer discipline in the workplace. **(F1, F6, F11)**

- Z. Describe supervisor accountability in delegation. **(F1, F6, F11)**

### **III. INSTRUCTIONAL MATERIALS**

- A. The instructional materials identified for this course are viewable through [www.ctcd.edu/books](http://www.ctcd.edu/books)
- B. Additional references may be required that are available in the Central Texas College library.

### **IV. COURSE REQUIREMENTS**

- A. Reading Assignments: Read text assignments prior to class and be prepared to discuss the text material, answer instructor questions orally with well-organized thoughts and ideas. **(FA1, FA5, CC3)**
- B. Class Attendance: Refer to CTC Catalog for detailed policy. You are expected to attend each class period, be on time and stay the full class period or be counted absent. You are responsible for all course material missed due to absence. The instructor does not provide class notes for classes missed. **(FC1, FC4)**
- C. Class Performance: 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.

### **V. EXAMINATIONS**

- A. Schedule Examinations: **(CC1, FC2)**

There will be two examinations.

Exam 1: Mid-Term

Exam 2: Final Exam

- B. A student must be present for all examinations. 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 other extenuating circumstances will require the student to see the instructor as soon as possible.
- C. Students without excused absences will be given zero for missed examination.
- 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 COMPUTATIONS

Quizzes (6@20)	120 points
Mid-Term	100 points
Writing Assignment	630 points
Final Exam	<u>150 points</u>
<b>Total Possible Points</b>	<b>1000 points</b>

A (1000 - 895)   B (894-795)   C (794-695)   D (694- 595)   F (Below 594)

## VII. NOTES AND ADDITIONAL INSTRUCTIONS

- A. Course Withdrawal: It is the student's responsibility to officially withdraw from a class if circumstances that 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 12<sup>th</sup> 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 8th week
8-week session	Friday of the 6th week
5-week session	Friday of the 4th 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 the requirements for a course." Prior approval from the instructor is required before the grade of "I" is recorded. A student who merely fails to show 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): Disability Support Services 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 central campus. This service is available to all students, regardless of location. Review the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.
- F. Instructor Discretion: The instructor reserves the right of final decision in course requirements.
- G. Civility: **(FC3)** 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: **(FC5)** 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. Unit One: Supervision. Chapters 1 -2: The Supervisor as Manager; The Supervisor as Leader

- 1. Unit Objectives: Upon successful completion of this unit, the student will be able to:

- a. Explain the supervisor's role in decision making, problem solving, and delegation of duties.
- b. Identify the obligations and responsibilities of a supervisor or executive chef.
- c. Describe the functions of management.
- d. Compare and contrast the major theories of people management as they relate to hospitality employees.
- e. List examples of technical, human, and conceptual skills used by hospitality supervisors.
- f. List three to five best practices for new supervisors.
- g. Describe the characteristics of leadership.
- h. Explain the foundations of leadership development.
- i. Compare and contrast the different leadership styles.
- j. Name the necessary steps in creating your own leadership style.
- k. Identify the ethical considerations of a true leader.
- l. Apply leadership skills to become an employee mentor.

2. Learning Activities:

- a. Classroom lecture/discussion/demonstration/exercise (**FA2, FB1, FC1, CA1, CB4, CC1, CC3**)
- b. Student homework study (**FA1**)
- c. Homework and other assignments designed by the instructor (**FB1, FC4, CB4, CC1, CD1**)

3. Unit Outline: Follow the sequence of the unit objectives.

**B. Unit Two:** Chapters 3 and 4. Planning, Organizing and Goal Setting; Communicating Effectively

1. Unit Objectives: Upon successful completion of this unit, the student will be able to:

- a. Explain the planning process.
- b. Differentiate the various types of plans and planning.
- c. Describe how to plan for change, identifying the various employee responses.
- d. Discuss how hospitality supervisors can best plan their time on the job.
- e. Demonstrate how effective organization contributes to a department's' maximum success.
- f. List the types of strong communication, assessing the value of each type.
- g. Explain why communication is important to the success of a hospitality supervisor.
- h. Describe the importance of listening as a supervisor.
- i. Examine the ways in which effective communication leads to effective management.

- j. Identify the best ways to improve your business writing skills.
- k. Discuss techniques to improve meeting productivity.

2. Learning Activities:

- a. Classroom lecture/discussion/demonstration/exercise (**FA2, FB1, FC1, CA1, CB4, CC1, CC3**)
- b. Student homework study (**FA1**)
- c. Homework and other assignments designed by the instructor (**FB1, FC4, CB4, CC1, CD1**)

3. Unit Outline: Follow the sequence of the unit objectives.

C. **Unit Three:** Chapters 5-7 Equal Opportunity Laws and Diversity; Recruitment, Selection and Orientation; Performance Effectiveness

1. Unit Objectives: Upon successful completion of this unit, the student will be able to:

- a. Define Equal Opportunity in the workplace.
- b. Discuss legal issues related to managerial decisions about employment.
- c. Choose the most EEO-compliant practices when evaluating job applicants.
- d. Identify discriminatory employment practices as a hospitality supervisor.
- e. Describe the importance of understanding and promoting diversity in the hospitality workplace.
- f. Employ cross-cultural interaction skills.
- g. List ways to increase personal cultural awareness.
- h. Describe the process of management through effective communication skills.
- i. Explain how hospitality supervisors can promote cultural diversity in the workplace.
- j. List the steps to establishing a diversity and inclusion program.
- k. Compare and contrast ways to positively managing diversity issues in the workplace.
- l. Describe the characteristics of entry-level jobs in the hospitality industry.
- m. Recall the factors that must be considered when hiring new employees.
- n. Identify the various recruitment methods.
- o. List the best ways to find qualified employees, assessing the pros and cons of each method.
- p. Describe safeguards against negligent hiring.
- q. Explain the two primary purposes of employee orientation.
- r. List the basic operating principles of a performance improvement plan.
- s. Explain why some performance standard systems succeed and others fail.
- t. Analyze the purposes and benefits of performance reviews.

- u. Describe the five key factors of a successful performance standard system.
- v. Compare the value of a daily employee evaluation to a formal, periodic employee review.
- w. Recall the factors that a supervisor must consider when performing employee evaluations.
- x. Name the appropriate actions that a supervisor must take after an employee's appraisal review. Discuss the potential legal issues surrounding employee evaluations.

2. Learning Activities:

- a. Classroom lecture/discussion/demonstration/exercise (**FA2, FB1, FC1, CA1, CB4, CC1, CC3**)
- b. Student homework study (**FA1**)
- c. Homework and other assignments designed by the instructor (**FB1, FC4, CB4, CC1, CD1**)

3. Unit Outline: Follow the sequence of the unit objectives.

**D. Unit Four: Chapters 8-9: Motivation; Supervising Teams, Team Building, and Coaching**

1. Unit Objectives: Upon successful completion of this unit, the student will be able to:

- a. Describe common employee expectations of their leaders.
- b. Explain the hospitality supervisor's role in motivating his or her employees.
- c. Classify the different theories of motivation, analyzing the advantages and disadvantages of each theory.
- d. Explain the challenges that hospitality supervisors may face in motivating employees.
- e. Identify ways to build a positive work climate.
- f. Explain why individual strategies of motivation are essential.
- g. Describe the most effective ways of creating an attractive job environment.
- h. Discuss why the leader is the key to a positive work environment.
- i. Explain the difference between groups and teams.
- j. Discuss the ways in which a supervisor builds a cohesive team.
- k. Explain how supervisors can build successful teams.
- l. Describe the steps in installing a TQM process.
- m. List effective ways for supervisors to empower employees.
- n. Identify major team challenges that supervisors face.
- o. Name the recommendations outlined in the eight-step coaching model.

2. Learning Activities:

- a. Classroom lecture/discussion/demonstration/exercise (**FA2, FB1, FC1, CA1, CB4, CC1, CC3**)
  - b. Student homework study (**FA1**)
  - c. Homework and other assignments designed by the instructor(**FB1, FC4, CB4, CC1, CD1**)
3. Unit Outline: Follow the sequence of the unit objectives.
- E. Unit Five** Chapters 10-11 Employee Training and Development; Conflict Management, Resolution, and Prevention
1. Unit Objectives: Upon successful completion of this unit, the student will be able to:
- a. Discuss the importance of training in the hospitality industry.
  - b. Explain the value of supervisors training all new employees.
  - c. List the principles of the adult learning theory.
  - d. Describe the steps for developing a job-training program.
  - e. Identify scenarios in which retraining is necessary.
  - f. Explain how to improve employee retention rates.
  - g. Define conflict.
  - h. Explain the key principles of conflict management.
  - i. Recall effective methods of conflict resolution.
  - j. Define workplace violence, listing the warning signs and appropriate preventative measures.
  - k. Identify key principles of conflict prevention.
2. Learning Activities:
- a. Classroom lecture/discussion/demonstration/exercise (**FA2, FB1, FC1, CA1, CB4, CC1, CC3**)
  - b. Student homework study (**FA1**)
  - c. Homework and other assignments designed by the instructor(**FB1, FC4, CB4, CC1, CD1**)
3. Unit Outline: Follow the sequence of the unit objectives.
- F. Unit Six**: Chapters 12-14: Discipline; Decision Making and Control; Delegating.
1. Unit Objectives: Upon successful completion of this unit, the student will be able to:
- a. Define the four essential elements of successful discipline.
  - b. Compare and contrast the different approaches to discipline.
  - c. Explain the appropriate ways to administer discipline in the workplace.

- d. Discuss reasons for termination and best practices for termination interviews.
- e. Explain the purpose of employee assistance programs.
- f. List direct and indirect costs of workplace accidents.
- g. Describe the various forms of harassment in the workplace.
- h. Evaluate the role of supervisors in establishing and maintaining discipline.
- i. Describe common approaches to decision-making.
- j. List the six steps for making good decisions.
- k. Analyze the pros and cons of participative problem solving.
- l. Identify ways to build strong decision making skills.
- m. Discuss the ways that supervisors control the work being done by employees.
- n. Explain why delegation is necessary for a supervisor.
- o. Describe supervisor accountability in delegation.
- p. List the benefits of delegation.
- q. Discuss common reasons why both supervisors and employees might resist delegations.
- r. Discuss the importance of each step in successful delegation.

2. Learning Activities:

- a. Classroom lecture/discussion/demonstration/exercise (**FA2, FB1, FC1, CA1, CB4, CC1, CC3**)
- b. Student homework study (**FA1**)
- c. Homework and other assignments designed by the instructor(**FB1, FC4, CB4, CC1, CD1**)

3. Unit Outline: Follow the sequence of the unit objectives.