

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Public Service and Community Solution: Department/School	Community Resources and Development
Prefix:	TD	
	M	
Number:	401	
Title:	Tourism Management	Units: 3

Course description: **Basic principles of administration and their application in successful administrative situations. Analyzes administrative function, structure, and policies.**

Is this a cross-listed course? No If yes, please identify course(s):

Is this a shared course? No If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? (Choose one)

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials

Requested designation: Literacy and Critical Inquiry–L **Mandatory Review:** No

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- [Literacy and Critical Inquiry core courses \(L\)](#)
 - [Mathematics core courses \(MA\)](#)
 - [Computer/statistics/quantitative applications core courses \(CS\)](#)
 - [Humanities, Arts and Design core courses \(HU\)](#)
 - [Social-Behavioral Sciences core courses \(SB\)](#)
 - [Natural Sciences core courses \(SQ/SG\)](#)
 - [Cultural Diversity in the United States courses \(C\)](#)
 - [Global Awareness courses \(G\)](#)
 - [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Claire McWilliams E-mail claire.mcwilliams@asu.edu Phone 602-496-1301

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Kathleen Andereck Date: 9/15/17

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA		
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p> <p style="text-align: right;">Syllabus, pg 4</p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p> <p style="text-align: right;">On Management Manual, Syllabus, pg 5</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p> <p style="text-align: right;">On Management Manual , plus description in syllabus pg. 5</p>
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p>C-3</p>		

ASU - [L] CRITERIA

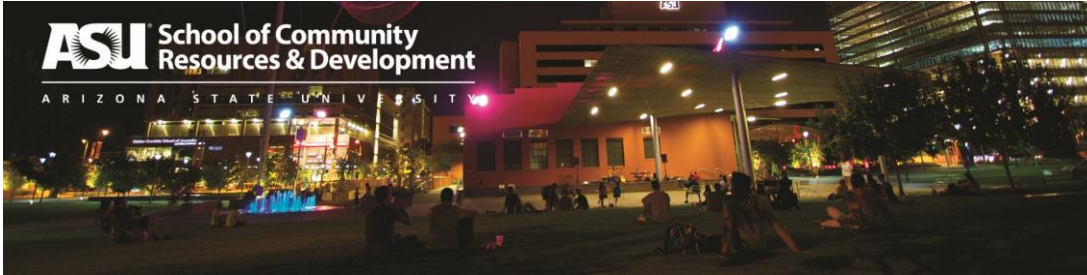
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	<p>Syllabus- Section Writing Prompts (pg 5 description), followed by On Managment Manual</p>
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
TDM	401	Tourism Management	seeking L

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C-1	540 of the 900 possible points are graded on writing ability. This includes both sections of the ON MANAGEMENT MANUAL plus the Section writing prompt assignments which are drafts of the actual sections to be written in the Manual.	<p>Pg 4 in the syllabus lists the point values for the assignments as well as the assignment descriptions.</p> <p>On Management Manual Section 1 Project 200 On Management Manual Section 2 Project 200 3 Tests (3 x 50 points each) 150 Section Writing Prompt Assignments (various point values) 140 Attendance and Quality Participation 100 Design a Schedule Project + Presentation to 'Staff' 60 3 Guest Speaker Professional Letters 30 Service Leadership Training Session Team Presentation 20</p> <p style="text-align: right;">900</p> <p>The front cover of the On Management Manual indicates that 1/2 of the grading reflects writing and style. Each section describes the elements of critical inquiry required.</p> <p>Grading Criteria: ¼ Fulfilled All Required Management Topics and Questions ¼ Demonstrated Depth of Understanding ¼ Utilized University-Level Writing Mechanics & Vocabulary ¼ Implemented Proper APA Citing and Sourcing</p>
C-2	Gathering and interpreting evidence is part of both the draft and actual writing of the On Management Manual.	<p>In the syllabus on page 5 the description of the On Management manual alerts students of their need to use critical thinking skills.</p> <p>On Management Manual Section 1 Project: You will, section by section, create a manual for yourself as you begin/move forward in your career as a manager. This will involve regular and extensive writing. It will challenge you to write at a university/professional level, including gathering, interpreting, and evaluating evidence to be used in a summary report that represents only the most useful and applicable information for</p>

		<p>your field. This will require you to think critically about each management-related topic, apply critical thinking skills, and include more than just your personal opinion.</p> <p>In the description of each activity in the On Management Assignment evidence is provided relative to the use choosing and use of relevant citations for supportive articles.</p>
C-3	Each section of the On Management Manual counts as a substantive writing assignment.	The sections are broken down on page 5 of the syllabus and described in greater detail in the actual On Management instructions and in the Course Work Plan.
C-4	Timely feedback given	<p>The matrix with weekly assignments shows that the Section Writing Assignment prompts (drafts) and the actual writing of the manual sections are spaced accordingly so that students can receive feedback in an adequate manner.</p> <p>Section Writing Prompts: You will regularly submit parts of your On Management manual in their first stages so that I can check for basic content and writing progress. There are 14 of these at various point values depending on the length of the section. This will include one larger section on your analysis of a current management strategy (the book you will select).</p> <p>The rightmost column in the course work plan shows when all of the drafts are due prior to the submitting the completed part one on Sept 28th and part 2 on November 21.</p>



TDM 401—Tourism Management

Course Information

TDM 401
Tourism Management—**With Literacy Designation (pending)**
Fall 2017 (Aug 17-Dec 9, 2017)
3 Credit Hours
Course Meeting Place and Time: T/Th from 3-4:15pm Downtown in UCENT 279

Instructor Information

Dr. Claire McWilliams
School of Community Resources & Development
College of Public Service and Community Solutions
Arizona State University
Office: 544
411 North Central Avenue, Ste. 544, Phoenix, AZ 85004
Email Address: claire.mcwilliams@asu.edu; clairemcwill@gmail.com
Phone: (480) 234-5749 (before 9pm)

Office Hours

Thursdays 12:30-2:30pm or by appointment.

Communicating with the Instructor

This course uses a “three before me” policy in regards to student to faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer before asking me to reply to your individual questions:

1. Course syllabus
2. Announcements in Blackboard
3. The discussion board

This policy will help you in potentially identifying answers before I can get back to you and it also helps to avoid answering similar questions or concerns multiple times.

If you cannot find an answer to your question, please first post your question to the discussion board. Here your question can be answered to the benefit of all students by either your fellow students who know the answer to your question or the instructor. You are encouraged to answer questions from other students in the discussion forum when you know the answer to a question in order to help provide timely assistance.

If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, you are welcomed to contact me via email or phone. My preference is that you will try to email me first. I generally respond to email and phone messages from 8am to 5pm on weekdays, within 24 hours. If you would like to email me, make sure the subject line reads TDM 401 and Dates We Meet (Tue/Thu or M/W, for example) and Your Last Name. Use a salutation, statement of your question or concern, and your suggestion for a solution (if applicable). Use proper spelling, grammar, and professional language. I will respond to emails that follow this format, generally within 24 hours or less.

If you have a question about the technology being used in the course, please contact the UTO Help Desk for assistance (contact information is listed below).

Technical Support Contact Information

For technical assistance 24 hours a day, 7 days a week, please contact the University Technology Office Help Desk:

Phone: 480-965-6500

Email: helpdesk@asu.edu

Web: <http://help.asu.edu/>

For information on systems outages see the ASU systems status calendar, please visit <http://syshealth.asu.edu/> and <http://systemstatus.asu.edu/status/calendar.asp>

Course Catalog Description

Basic principles of administration and their application in successful administrative situations. Analyzes administrative function, structure, and policies applicable to managing in the tourism industry.

Course Overview

This class will provide an introduction to the travel and tourism industry in terms of its history, its present state, future projections, trends, and the challenges the industry faces. We will explore career paths in travel and tourism. We will examine the interdependency of travel and tourism on other four sectors of the hospitality industry (lodging, food and beverage, recreation, events), and on economic conditions locally, nationally, and internationally.

Course Prerequisites

CRD 201 or PRM 210 or TDM 210 with C or better; CRD 301 or PRM 301 or TDM 301 or TDM 301 with C or better; PRM 303 or TDM 372 with C or better.

Course Textbook and Materials

1) Rue, L., Byars, L., & Ibrahim, N. (2012). *Management: Skills & Applications (14th ed.)*. NY: McGraw-Hill. *Don't forget you can save substantially by renting!*

2) Purchase, download, or check out from library a book about specific management approach/theory for Part 4 of your manual (see Sign Up Genius List of options in the online course).

Learning Objectives

Course Objectives

In this course students will...

- Understand managerial roles and responsibilities in tourism-related businesses
- Explore historical and modern approaches to management
- Evaluate with approaches are most effective in the tourism industry
- Obtain a working vocabulary and understand of the 'language and jargon' of management
- Understand the issues and challenges of managing in a competitive, fast-changing, and international industry
- Become familiar with the functions of strategic planning and organizing
- Explore effective management of operational (non-human) resources
- Explore effective management of human resources
- Understand the impact of management leadership on group dynamics, motivation, trust, change, culture, communication, quality, and service
- Interact with and gain wisdom from management professionals
- Reflect upon and create a personal management philosophy

Literacy Designation

Insert information on what it means that the course has a Literacy designation and the emphasis on writing. Ask Wendy.

Email and Internet

You must have an active ASU e-mail account and access to the Internet. *All instructor correspondence will be sent to your ASU e-mail account.* Please plan on checking your ASU email account regularly for course related messages.

Course Requirements

Email and Internet

You must have an active ASU e-mail account and access to the Internet. *All instructor correspondence will be sent to your ASU e-mail account.* Please plan on checking your ASU email account regularly for course related messages.

This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The *myASU/Blackboard* Course Site can be accessed at <http://my.asu.edu>

Computer Requirements

This course requires that you have access to a computer that can access the internet. You will need to have access to, and be able to use, the following software packages:

- A web browser (Internet Explorer or Mozilla Firefox)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Microsoft Word

You are responsible for having a reliable computer and internet connection throughout the course.

You will need access to a PRINTER.

Campus Network or Blackboard Outage

When access to Blackboard is not available for an extended period of time (greater than one entire evening - 6pm till 11pm) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by 11:59pm).

Preparation/Attendance/Participation

Successful leaders in the hospitality and tourism industry take to heart the importance of being present and actively participating in the teams they serve on (in this case, the team is our class!). The expectation for this course is that you

will regularly attend and interact within the class discussion, and that you will be pre-prepared to participate per instructions including text reading or other supplemental materials. Attendance will be taken for each session using a nameplate you will be provided. You will pick up your nameplate, sign in on the reverse, display it for the duration of class and leave it behind at the end. Points will be deducted for each missed class, but you will **get two free absences** for anything you need (examples: funerals, jury duty, engine failure, or illness). If you are late to class or leave early, you will get marked absent and points will be deducted. If you have a reason for leaving earlier, you should let the instructor know before the class. AFTER (and only after) you have used your TWO FREEBIES, if you are sick, you will need a doctor's note indicating the dates of your illness to avoid losing participation points. **Work-related absences are not a legitimate excuse for missing class.** I appreciate when students communicate with me when they are unable to attend class in advance, it shows that they are invested and care about the course. Students are excused from class to attend university sanctioned events or activities, as well as for religious observances or practices, in accord with university policy. **Assignments are still due on or before the date noted in the syllabus.**

Lucky you there is no final exam in this course. That means you will have this course completed ONE WEEK EARLY. That said, requests to tests early will NOT BE GRANTED! You signed up for this course, and you are responsible to plan your travel AROUND the dates provided.

Studying and Preparation Time

The course requires you to spend time preparing and completing assignments. A three-credit course normally requires 135 hours of student work. Therefore expect to spend approximately 9 hours a week preparing for and actively participating in this course.

Late or Missed Assignments/Contesting Grades

There is NO MAKE UP for past due assignments! All assignments MUST be completed via the deadlines provided and the submission area DISAPPEARS after the deadline. LATE assignments will not be accepted. Technical issues while trying to submit at 11:59pm will not be accepted. Give yourself an ample cushion of time to submit so that you will not be 'that student' who emails the instructor citing technical issues at 11:59pm! If you email me asking me to make a past-due assignment available again, you will get this response: *"Per the syllabus and in fairness to students, late work is not accepted. Please take advantage of bonus points already available in the course."*

Emergencies should be communicated ASAP with documentation supporting the emergency, and we will problem solve together in a reasonable manner. If you have emergency/extenuating circumstances that are beyond your control, if you have need for religious observance accommodations, or if you are going to participate in a school-sanctioned event, please contact me to make arrangements IN ADVANCE. You have 48 hours after grade posting to address missing points or contest your grade. End of semester requests for the ability to turn in late work and/or obtain extra credit toward an improved grade will be denied.

Submitting Assignments

All assignments, unless otherwise announced by the instructor, MUST be submitted via Blackboard. Each assignment will have a designated place to submit the assignment. See the course work plan.

Summary of Deliverables

<u>On Management Manual Section 1 Project</u>	200
<u>On Management Manual Section 2 Project</u>	200
3 Tests (3 x 50 points each)	150
Section Writing Prompt Assignments (various point values)	140
Attendance and Quality Participation	100
Design a Schedule Project + Presentation to 'Staff'	60
3 Guest Speaker Professional Letters	30
<u>Service Leadership Training Session Team Presentation</u>	20
	900

Commented [CM1]: C-1: 50% of the grade is dependent upon writing projects. 540 out of 900 points are based on writing.

Overview of Major Course Deliverables

On Management Manual Section 1 Project: You will, section by section, create a manual for yourself as you begin/move forward in your career as a manager. This will involve regular and extensive writing. It will challenge you to write at a university/professional level, including gathering, interpreting, and evaluating evidence to be used in a summary report that represents only the most useful and applicable information for your field. This will require you to think critically about each management-related topic, apply critical thinking skills, and include more than just your personal opinion. This project will include:

Part 1: Personal Assessment of My Management Potential; Part 2: On Managerial Roles; Part 3: On the History of Management (Past); Part 4: On Management Techniques/Approaches in Practice (Present); Part 5: On Management Trends and Challenges To Come (Future); Part 6: On Planning, Organizing & Decision Making; Part 7: On Management Control

On Management Manual Section 2 Project: You will continue to, section by section, create a manual for yourself as you begin/move forward in your career as a manager. This project will include:

Part 2: Personal Assessment of My Management Potential; Part 2: On Managerial Roles; Part 3: On the History of Management (Past); Part 4: On Management Techniques/Approaches in Practice (Present); Part 5: On Management Trends and Challenges To Come (Future); Part 6: On Planning, Organizing & Decision Making; Part 7: On Management Control

Part 8: On Staffing; Part 9: On Training; Part 10: On Motivating, Leading, & Directing; Part 11: On Managerial Communication; Part 12: On Service Leadership; Part 13: Final Thoughts + My Personal Management Credo

You will receive regular feedback on your progress (content) upon each of your 14 writing prompt assignments and will participate in an instructor, self, and peer critique process at the end of each of the two sections prior to the due date to assist you in your ability to reach the 4 criteria below:

Grading Criteria for Both *On Management* Sections:

- ¼ Fulfilled All Required Management Topics and Questions
- ¼ Demonstrated Depth of Understanding
- ¼ Utilized University-Level Writing Mechanics & Vocabulary
- ¼ Implemented Proper APA Citing and Sourcing

3 Tests: There will be **THREE** scheduled in-class tests related to course topics. There is no cumulative final. Only students who attend the class on time are eligible to take the test. **There is NO MAKE UP for a missed test! No early tests** will be given prior to test dates. **Study guide will be provided for tests.**

Section Writing Prompts: You will regularly submit parts of your *On Management* manual in their first stages so that I can check for basic content and writing progress. There are 14 of these at various point values depending on the length of the section. This will include one larger section on your analysis of a current management strategy (the book you will select).

Attendance/Participation:

Students are to sign in on a nameplate each day upon arrival and participate fully throughout the session to earn participation points. As stated earlier, you will get 2 freebies.

Design a Schedule Project + Presentation to 'Staff':

You will be tasked with creating a viable schedule for a 1-week period for a small hotel front desk, balancing the needs of the property and the diverse needs of staff, create an Excel spreadsheet, and present your new schedule to 'staff.'

Commented [CM2]: C-2 The writing assignments involve gathering, interpreting, and evaluating evidence, reflect critical inquiry, and extend beyond reflection.
C-3 There are two or more substantial writing tasks in this course.

Commented [CM3]: C-4 Speaking and writing assignments are arranged so students can receive timely feedback on their progress at early stages. See work plan for regular 'Check Your Progress' mini sessions set up to allow for early intervention in earlier stages of the writing process.

Service Leadership Group Training ‘Slam’:

You will choose an important tenant/skill/aspect of customer service randomly and design a 3-minute INTERACTIVE, encouraging/skill-related training for fellow employees (one that might be used at an ops meeting or morning lineup). You will pitch it to a small ‘mock staff’ and each group will vote to select the strongest training to be participate in a ‘slam’ of the best-of-the-best from each group. Ridiculously fabulous prize for the winner (and bragging rights).

Guest Speaker(s) Thank You Letters:

There will be 1-3 guest speakers visiting our class this semester. Greet each speaker with a [firm, warm, dry] handshake and customized greeting upon your arrival. Develop and ask thoughtful questions in advance, and ask them pro-actively. Take notes. Type a thank you letter, in business format, to the guest speaker, that demonstrates that you were listening and participating, that you acquired new/helpful knowledge, and how you will apply what he or she shared with you. No generic letters, it should contain data from the presentation, and be worded in a way befitting a hospitality professional. Don’t forget to sign in it blue or black ink between the ‘Sincerely’ and ‘Your Name’ and submit it to the instructor before class on the next class session.

See the sample thank you letter/template in myASU under Content/Project, Speaker & Field Training Templates.

Course Grading

Grades and Grading Scale

Assignment of letter grades is based on a percentage of points earned. The letter grade will correspond with the following percentages achieved. All course requirements must be completed before a grade is assigned.

A+	98 – 100%	B+	87 – 89	C+	77 – 79	E	below 60%
A	93 – 97	B	83 – 86	C	70 – 76		
A-	90 – 92	B-	80 – 82	D	60 – 69		

Student Policies

Review the more detailed policy document posted on the course BlackBoard site.

Classroom Atmosphere

I expect that you will come to class to actively participate in the learning, and to be considerate of fellow learners and the instructor. This means you are on time. This means you stay until our session is over. This means you turn off your cell phone and place it in your backpack, purse so that it does not distract you. This means that laptops are only for note-taking purposes (with a specific ‘look up, listen, look down, type, look up, listen, look down, type...’). Zombie gazing into your computer for long periods of time is indicative of non-approved use of technology (surfing, going on social media, watching the playoffs, Netflix binging, etc.). You will be asked to LEAVE if you exhibit this ‘tuned out’ behavior and will lose points of the day.

Mandatory Reporter Status

Instructors at ASU are, by law, mandatory reporters. This means that I am legally required to report abuse when observed, suspected, or reported to me.

Drop and Add Dates

If you feel it is necessary to withdraw from the course, please see <http://students.asu.edu/drop-add> for full details on the types of withdrawals that are available and their procedures. Additional information is also on the document posted on the course BlackBoard site.

Subject to Change Notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Syllabus Disclaimer

The instructor views the course syllabus as an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes face-to-face, via email or in the course site Announcements. Please remember to check your ASU email and the course site Announcements often.

Academic Integrity/Behavior

I expect you to do your own work, credit your sources (in-text and with a works cited), and avoid any form of cheating on any project, assignment, or test. This includes, but is not limited to using the ideas and material of others without giving due credit, and/or aiding another person to cheat either actively or passively (e.g., allowing someone to look at your exam/quizzes; writing someone's paper for them). If you are found to be in violation of the school's academic integrity policy, you will be reported and the repercussions can be severe. ASU expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. For more information on academic integrity, including the policy and appeal procedures, please visit <http://provost.asu.edu/academicintegrity> and the *Student Conduct* page (<https://eoss.asu.edu/dos/srr/codeofconduct>).

Disability Accommodation

Students requesting special accommodation for a disability must be registered with the Disability Resource Center (DRC) and submit appropriate documentation from the DRC <https://eoss.asu.edu/drc>.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://www.asu.edu/titleIX/>.

Weekly Course Schedule

See the *Weekly Work Plan and Course Guide Menu Option in BlackBoard*.

Course Work Plan: TDM 401 (Fall 2017 T/Th 3-4:15pm, UCENT 279, Course #72315) Updated 6/1/17

This plan is subject to change per the needs of the course. You will be notified of changes via announcements.

Date	Topics Covered In Class Today	Do This Before Our Next Session	Deliverable Due Dates
<p>WEEK 1 Thu Aug 17</p>	<p>Introductions, Course Overview & Policies</p> <p>Preview 'On Management' Semester Cumulative Project</p> <p>Select Management Book Set Course Goals—Turn In Next Session</p>	<p>Download <i>On Management</i> Manual template, save it to On Management By InsertYourName Term Year and add your name, term, and year to page 1.</p> <p>Complete ASSIGNMENT 1: Part 1 Management-Related Quote, Section A (Goals for Course) and Part 1 Section B (Summary of Current Goals & Mgt. Trajectory) in your manual. Copy and paste ONLY these completed sections into the comments section of the assignment and submit in BlackBoard by 11:59pm on the night before our next class.</p> <p>Read Chapters 1 and 2 Review Unit 1 Vocab</p>	<p>Assignment 1: 8/21/17 11:59pm</p>
<p>WEEK 2 Tue Aug 22</p>	<p>Discuss Course Goals & Career Goals With Class & Instructor</p> <p>Unit 1: Intro to Management</p> <p>Defining Managers & Management Differences Between Managers & ... The Major Roles of Managers</p> <p>Check Your Progress Writing Mini Session: APA Citations and Works Cited</p>	<p>Look over list of management theory/practice/approach book choices, select one based on your interest in it, your desire to utilize its concepts in your budding career, and [seeming] applicability to your future. Make a selection using SignUp Genius before next session. Reserve your book at library, borrow it, or purchase and online or paperback version. Begin reading once received as you will use this book for a later section of your manual.</p> <p>Read Chapter 5 Read <i>Managing Oneself</i> By Peter Drucker (Supplemental Reading)</p> <p>Bring your textbook and/or a device (Smartphone/laptop) for light research in a team setting for our next session</p> <p>Complete ASSIGNMENT 2: Skip to Part 2 of your <i>On Management</i> Manual. This includes a quote on the roles managers play and create a narrative based on our lesson, textbook/Claire's Notes, and one outside, cited source about the various categories and titles of roles played by managers. Add the source to your Works Cited at the end of the document. Copy and paste only Part 2 into the comments section of the assignment in BlackBoard. You do NOT need to include the citations in your submission. This is due by 11:59pm the night before our next session.</p>	<p>Management Book Selected in SignUp Genius by 11:59pm on 8/24/17</p> <p>Assignment 2: 8/23/17 11:59pm</p>
<p>Thu Aug 24</p>	<p>Bring textbook and laptop or Smartphone today for light research!</p> <p>The History & Origins of Management</p> <p>Distribute Study Guide for Test #1</p>	<p>Optional Video: Watch Ted Dinsmore: How to Find Work You Love https://www.ted.com/talks/scott_dinsmore_how_to_find_work_you_love?language=en</p> <p>Read Chapter 6</p> <p>Complete ASSIGNMENT 3 by 11:59pm the night before our next session: Skip to and complete Part 3 Section C in your <i>On Management</i> Manual (The History of Management [Past]), copying and pasting the quote and narrative only in BlackBoard. You do NOT need to upload your sources but you DO want to continually add them to the end of your manual.</p> <p>Start preparing for Test 1 if you haven't already. Using the study guide is the BEST way to be prepared.</p>	<p>Assignment 3: 8/28/17 11:59pm</p>
<p>WEEK 3 Tue Aug 29</p>	<p>Contemporary Approaches to Management Macro-view of Modern Management Management in Hospitality & Tourism Ethical, Social & Legal Responsibilities of Managers</p> <p>Check Your Progress Writing Mini Session: How to Elevate Your Vocabulary and Sentence Structure</p>	<p>Take the TTI Survey (see course announcement for web link to take survey). You need to bring a copy of the TTI report in electronic or print form for use with our guest speaker at our next session.</p> <p>Complete ASSIGNMENT 4: Skip to Part 5 of your <i>On Management</i> manual. This includes your research related to changes that are currently happening and that will likely to happen that will change how you manage in the future. You will need a related quote, address the questions asked in a single narrative, including 3 high-quality outside sources. You will copy and paste the narrative only from your manual into the comments section of this assignment. You do NOT need to include sources in your submission, but you should be adding them into the Works Cited Section of your manual.</p>	<p>Assignment 4: 8/30/17 11:59pm</p>

Thu Aug31	<p>Activity: Predicting the Future of Management (bring an electronic or print copy of your Assignment 4)</p> <p>Laws Governing Business Practices Reminder/Expectations: Management Strategy Book Assignment Managing Amidst Competition & Change in an International Industry Contemporary Management Issues</p> <p>Review for Test #1</p>	<p>You should be reading your management book and looking ahead to what is required for Part 4 of your <i>On Management</i> manual, as this book will be the content for it. Work on this section in preparation for its upcoming due date.</p>	
WEEK 4 Tue Sep 5	<p>TEST #1</p>	<p>Read Chapters 4 and 7</p> <p>Complete ASSIGNMENT 5 by 11:59pm the night before our next session: Complete Part 1 Section C in your <i>On Management</i> Manual (analyze TTI Report and then take one other free assessment + report on results—see list of free assessments for ideas). Add natural and adapted styles graphic and results from your second assessment to your Appendix. Copy and paste only Section C (without Works Cited) into the comments section <u>and</u> also upload your entire TTI report in this assignment in BlackBoard.</p> <p>You should be reading your management book and working on Part 4 of your <i>On Management</i> manual, as this book will be the content for it. Work on this section in preparation for its upcoming due date.</p>	<p>TEST: 9/5/17</p> <p>Assignment 5: 9/6/17 11:59pm</p>
Thu Sep 7	<p>Management Guru Speakers #1: Todd Fox/TTI Success Insights Bring your report in electronic or print form today!</p>	<p>Type, print, and sign your thank you letter for our guest speaker and bring it to our next session. Customize the template that has been provided for you. Be sure the salutation has a : not a , and that you refer to him as Dear Todd: or Dear Mr. Fox: (NOT Dear Todd Fox).</p> <p>Start preparing for Test 1 if you haven't already. Using the study guide is the BEST way to be prepared.</p>	
WEEK 5 Tue Sep 12	<p>Submit Thank You Letter—Todd Fox</p> <p>Unit 2: Strategic Planning, Organizing & Decision Making "Open Air Shuttles Case Study" Planning Strategizing SWOT, Growth-Share Matrix, Porter's 5 Forces</p>	<p>Read Chapter 8 Review Unit 5 Vocab</p> <p>You should be reading your management book and working on Part 4 of your <i>On Management</i> manual, as this book will be the content for it. Work on this section in preparation for its upcoming due date.</p> <p>Complete ASSIGNMENT 6—this is Part 6 of your <i>On Management</i> manual on Planning, Organizing, and Decision-making. Follow the instructions for each sub-section in Part 6, including adding in-text citations adding outside sources to your Works Cited as you go. Copy and paste the Part 6 narrative from your manual into the comments of this assignment. You DO NOT need to include your sources in this narrative, but you should be adding them in to your manual as you go.</p>	<p>Thank You Letter: 9/12/17 Start of Class</p> <p>Assignment 6: 9/13/17 11:59pm</p>
Thu Sep 14	<p>Organizing Decision Making Risk Management Common Errors in Strategic Planning</p> <p>Check Your Progress Writing Mini Session: Common Grammar Errors in Academic Writing</p>	<p>Read Chapter 17, 19, & 20</p> <p>You should be rounding the finish line on Part 4 of your <i>On Management</i> manual and your analysis of a management strategy/approach/philosophy. Work on this section in preparation for its upcoming due date.</p>	

WEEK 6	Unit 3: Managing & Controlling Resources Control/Control Tools Operations Management Time Management	<p>You should be reading your management book and putting the finishing touches on Part 4 of your <i>On Management</i> manual, as this book will be the content for it.</p> <p>Complete ASSIGNMENT 7—Part 7 of your <i>On Management</i> manual on Management Control. Follow the instructions for adding your quote and covering each of the mini sections. You will copy and paste the quote and narratives from your manual into the comments section of this assignment and submit it in BlackBoard. You DO NOT need to include works cited, but be sure to add them to your manual as you go! This is due at 11:59pm the night before our next class session.</p> <p>Read Chapter 9 and 11 Review Unit 3 Vocab</p> <p>Study terms for Profit & Loss Boot Camp and complete the matching activity for bonus points. Bring a laptop or tablet with you for P&L Boot Camp next session.</p>	Assignment 7: 9/20/17 11:59pm
Thu Sep 21	Management Guru Speakers #2: PROFIT & LOSS BOOTCAMP! Mike Harrison/Vice President, Sage Hospitality Be ready to show your knowledge of P&L terms AND bring a laptop or tablet with you today.	<p>You should be making progress on Part 4 of your <i>On Management</i> manual, as this book will be the content for it.</p> <p>Read Chapter 12 Review Unit 4 Vocab Type, print, and sign your thank you letter for our guest speaker and bring it to our next session. Customize the template that has been provided for you. Be sure the salutation has a : not a , and that you refer to him as Dear Mike: or Dear Mr. Harrison (NOT Dear Mike Harrison).</p>	
WEEK 7	Submit Thank You Letter—Mike Harrison Unit 4: Managing Human Capital Organizational Structures + Charts Staffing Challenges in Hospitality/Tourism Mock Hiring: Sunny Daze Day Camp Brainstorm Staffing: Finding, Hiring and Retaining Talent	<p>Complete ASSIGNMENT 8—Complete Part 4 of your <i>On Management</i> manual. By this point you should have followed the instructions in the template for how to analyze your management strategy book. For this assignment, you will upload your ENTIRE <i>On Management</i> manual complete up until this point. Be sure to include your sources for this section in your Works Cited. It will undergo its first academic integrity check and sources will be checked. This is due at 11:59pm the night before our next class session.</p>	Thank You Letter: 9/26/17 Start of Class Assignment 8: 9/27/17 11:59pm
Thu Sep 28	On Management Manual Section 1 Peer Critique/Instructor Guided Work Session (1 st half of your manual) including: Topic Coverage, Depth of Understanding, University-Level Writing & Mechanics, and Proper APA Citing and Sourcing. BRING SECTION 1 & YOUR WORKS CITED & APPENDIX SECTIONS OF YOUR MANUAL IN PRINT FORMAT & A RED PEN TO CLASS FOR TODAY'S ACTIVITY (you do not need Section 2 pages—because why print blank pages?)	<p>PROJECT 1: Submit your entire <i>On Management</i> manual, with Section 1 entirely complete including Works Cited, after making all corrections from our Peer Critique/Instructor Guided Work Session by 11:59pm on the night before our next session. An academic integrity check will be generated and checked by the instructor. It's okay that your 2nd half will be blank.</p>	PROJECT 1: 10/02/17 11:59pm

WEEK 8	Staffing, Continued Training & Developing Talent	Complete ASSIGNMENT 9 —Time to begin Section 2 of your manual! Complete Part 8 of your <i>On Management</i> manual. Follow the instructions in the template for how to fulfill the requirements for subsections on various staffing-related topics . For this assignment, you will copy and paste the quote and narratives from your manual into the comments section of this assignment and submit it in BlackBoard. You DO NOT need to include works cited, but be sure to add them to your manual as you go! This is due at 11:59pm the night before our next class session.	Assignment 9: 10/04/17 11:59pm
Tue Oct 3	Distribute Study Guide for Test #2 "Design a Schedule" Project-Overview		
Thu Oct 5	Distribute Study Guide for Test #2	Read Chapter 15 Complete ASSIGNMENT 10 —Complete Part 9 of your <i>On Management</i> manual. Follow the instructions in the template for how to fulfill the requirements for subsections on various training-related topics . For this assignment, you will copy and paste the quote and narratives from your manual into the comments section of this assignment and submit it in BlackBoard. You DO NOT need to include the works you cited, but be sure to add them to your manual as you go! This is due at 11:59pm the night before our next class session. Start preparing for Test 2 if you haven't already. Using the study guide is the BEST way to be prepared.	Assignment 10: 10/11/17 11:59pm
WEEK 9	FALL BREAK—NO CLASS		
Tue Oct 10			
Thu Oct 12	Managing Conflict & Stress in the Workplace Review for Test #2		
WEEK 10	TEST #2	Read "What Makes a Leader" (Goleman) Supplemental Reading Read Chapter 10 & 13 Review Unit 5 Vocab Complete ASSIGNMENT 11 —Complete Part 10 of your <i>On Management</i> manual. Follow the instructions in the template for how to fulfill the requirements for subsections on various motivation, leading, and directing topics . For this assignment, you will copy and paste the quote and narratives from your manual into the comments section of this assignment and submit it in BlackBoard. You DO NOT need to include the works you cited, but be sure to add them to your manual as you go! This is due at 11:59pm the night before an upcoming class session (see due date).	TEST: 10/17/17 Upcoming... Assignment 11: You have until 10/30/17 at 11:59pm (because this assignment has a few more subsections in it!)
Tue Oct 17			
Thu Oct 19	Unit 5: Leading & Directing Psychology of Individual & Group Behavior Employee Feedback Motivation, Rewards, & Review	Read Chapter 18 Read 'Managing Diversity' Article Complete PROJECT 2 --Design a Schedule Project. Submit the Excel spreadsheet of the FINAL schedule (not the planning sheet) including the employees weekly schedule, hours, and total hours for the entire department (not including your manager hours) visible in the column (not #-- that means you need to widen your column a bit). This needs to be uploaded in BlackBoard by 11:59pm the night before our next session. You also need to bring 7 copies of your schedule (preferred) OR a laptop to use a 'display' of schedule for your 'mock staff meeting' where you will present your schedule to mock employees.	Project 2: 10/23/17 11:59pm
WEEK 11	Presentations—Design a Schedule Project	Read Chapter 14	In Class Presentation--Schedule: 10/24/17
Tue Oct 24	Bring 7 copies of your schedule (preferred) OR your laptop to 'display' the schedule as you hold a mock staff meeting to present your schedule.		

Thu Oct 26	Employee Correction, Discipline & Termination	Read Chapter 16 Read 'Leading Change: Why Transformation Efforts Fail' (Kotter) Supplemental Reading	
WEEK 12 Tue Oct 31	Leadership Skills Managing Culture & Change Review Upcoming Deliverables	Read Chapter 3 Complete ASSIGNMENT 12 —Complete Part 11 of your <i>On Management</i> manual. Follow the instructions in the template for how to fulfill the requirements for subsections on various managerial communication-related topics . For this assignment, you will copy and paste the quote and narratives from your manual into the comments section of this assignment and submit it in BlackBoard. You DO NOT need to include the works you cited, but be sure to add them to your manual as you go! This is due at 11:59pm the night before our next class session.	Assignment 11: 10/30/17 11:59pm Assignment 12: 11/01/17 11:59pm
Thu Nov 2	Management Communication + Management Communication Repair Activity Bring Your Laptop to Class!	Read 'Managing for Quality' Supplemental Reading Read 'Service Leadership' Supplemental Reading	
WEEK 13 Tue Nov 7	Service Leadership Slam Topic Selection, Group Brainstorm and Preparation Session		In Class Presentation— Service Leadership: 11/7/17
Thu Nov 9	Service Leadership Mini Trainings/Slam Group Project 3 Implementation Small Group Presentations, Finalists Nominated, Final Round Distribute Study Guide for Test #3	Read Claire's Notes & Vocab on Service Leadership Complete ASSIGNMENT 13 —Complete Part 12 of your <i>On Management</i> manual. Follow the instructions in the template for how to fulfill the requirements for subsections on various service leadership-related topics . For this assignment, you will copy and paste the quote and narratives from your manual into the comments section of this assignment and submit it in BlackBoard. You DO NOT need to include the works you cited, but be sure to add them to your manual as you go! This is due at 11:59pm the night before our next class session.	Assignment 13: 11/13/17 11:59pm
WEEK 14 Tue Nov 14	Lesson/Discussion: Service Leadership	Complete ASSIGNMENT 14 —Complete Part 12 of your <i>On Management</i> manual. Follow the instructions in the template for how to fulfill the requirements for subsections on various service leadership-related topics . For this assignment, you will copy and paste the quote and narratives from your manual into the comments section of this assignment and submit it in BlackBoard. You DO NOT need to include the works you cited, but be sure to add them to your manual as you go! This is due at 11:59pm the night before our next class session.	Assignment 14: 11/15/17 11:59pm
Thu Nov 16	Management Guru Speakers #3: Jared Buckley, The Millennial Skills Coach: "Managing a Modern Workforce"	Prepare for upcoming Test #3 Type, print, and sign your thank you letter for our guest speaker and bring it to our next session. Customize the template that has been provided for you. Be sure the salutation has a : not a , and that you refer to him as Dear Jared: or Dear Mr. Buckley: (NOT Dear Jared Buckley).	
WEEK 15 Tue Nov 21	Submit Thank You Letter— Jared Buckley On Management Manual Section 2 Peer Critique/Instructor Guided Work Session (1 st half of your manual) including: Topic Coverage, Depth of Understanding, University- Level Writing & Mechanics, and Proper APA Citing and Sourcing.	PROJECT 4: Submit your entire <i>On Management</i> manual, with Section 1 & 2 entirely complete including Works Cited, after making all corrections from our Peer Critique/Instructor Guided Work Session. Do this by 11:59pm on the night before our next session. If any points were deducted from Project1/Section 1 when it was graded, fix them now. Please check to ensure your page numbers in the Table of Contents, Appendix matches to your document, and extra appendix lines are removed. An academic integrity check will be generated and checked by the instructor. This is due the Monday night the holiday!	Thank You Letter: 11/21/17 Start of Class PROJECT 2: 11/27/17 11:59pm

	<p>BRING SECTION 2 & YOUR WORKS CITED & APPENDIX SECTIONS OF YOUR MANUAL IN PRINT FORMAT & A RED PEN TO CLASS FOR TODAY'S ACTIVITY (you do not need Section 1 pages—because that's long finished!)</p>		
Thu Nov 23	No Class—University Holiday		
WEEK 16 Tue Nov 28	<p>Presentation of Management Credo Section & Completed Manual</p> <p>Bring a printed/bound or electronic copy of your manual to class!</p> <p>Reflect on Course Goals/Achievement</p> <p>Final Thoughts—The Desiderata</p> <p>Review for Test #3</p>		
Thu Nov 30	TEST #3		TEST: 11/30/17
FINALS WEEK	No Final Exam!		

On Management

A Personal Manual of Management

Methods, Tactics, and Perspectives

to Serve the Career of

InsertYourName

TDM 401

McWilliams

Term/Year

Late Updated: Month Date, Year

Instructions: This template includes instructions and examples on how to complete each section. Be sure to DELETE these instructions and examples so that only the subheadings and YOUR words are left. When you finish each section, add the page number for the section to your Table of Contents. Add APA citations (in-text and add to your Works Cited) as you go. This will NOT be double-spaced. You will add appendix page numbers at the end of the project prior to submitting. DELETE THIS AT END OF SEMESTER BEFORE FINAL SUBMISSION.

Grading Criteria:

- ¼ Fulfilled All Required Management Topics and Questions
- ¼ Demonstrated Depth of Understanding

- ¼ Utilized University-Level Writing Mechanics & Vocabulary
- ¼ Implemented Proper APA Citing and Sourcing

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Part 5: On Management Trends and Challenges To Come (Future) Page#

Part 6: On Planning, Organizing & Decision Making Page#

Part 7: On Management Control Page#

SECTION 2

Part 8: On Staffing Page#

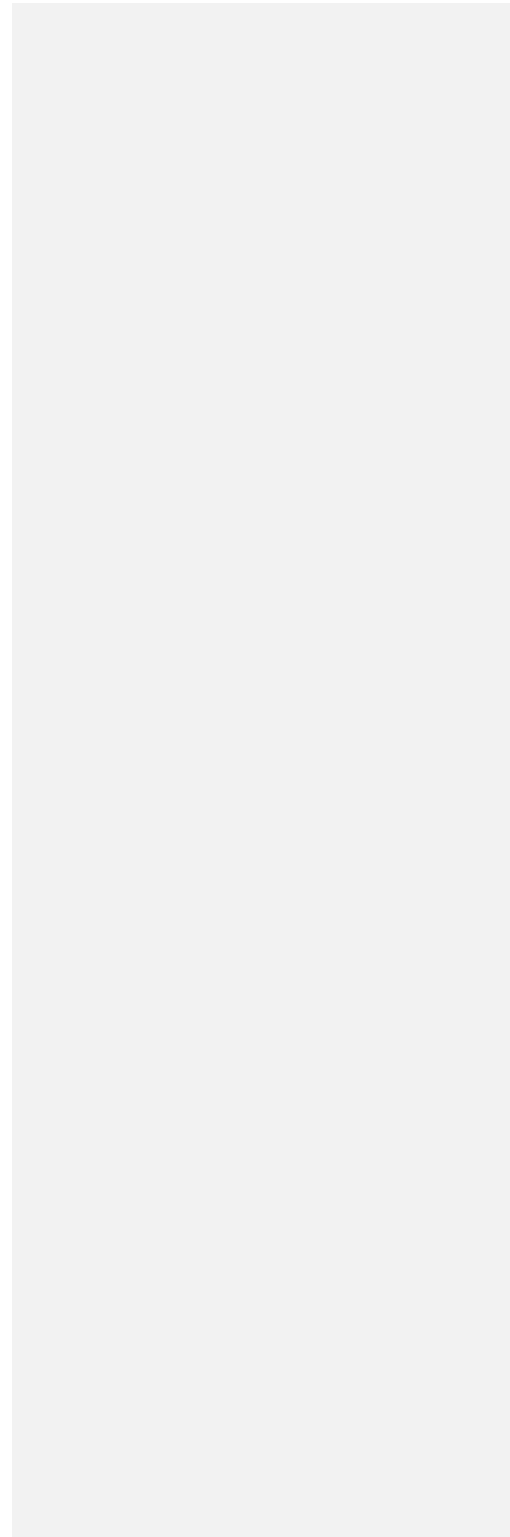
Part 9: On Training Page#

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Appendix

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SECTION 1

Part 1: Personal Assessment of My Management Potential

Insert management-related quote here. Be sure to 'erase' formatting if you copy and paste (see icon on toolbar!) and ensure it is 12-point Times New Roman and centered. Include name of person who said it and his or her relevance to management. Make it entirely in italics. See sample below. Delete all of this including this particular quote.

*In every business, in every industry, management does matter.
—Michael Eisner, Former CEO of the Walt Disney Company*

A. Three TDM 401 Course Goals:

By the end of this course I will...

- 1...Insert goal (Examples: ...Achieve an A...Participate at least once per session, Learn more about.....Become more comfortable with...)
- 2...Insert goal
- 3...Insert goal

B. Summary of Current Career Goals and Management Trajectory:

This can be in narrative or bullet list form (as complete thoughts) in a minimum of **100 words**. You need to cover what your current career goals are for internship, immediately after graduation, and long term. Discuss what forms/scope of management you will likely have in the future (manage self only, manage accounts/client relationships, manage a small/medium/large staff, etc.). You may use the I/Me/We tense in this section. **You do NOT need an outside source**. For example: My career goals include being a manager for an international tour operating company such as EF Tours. I took educational trips in high school and was fascinated with the role of the international tour guide and operator. I interviewed an international tour guide in TDM 225 and that solidified my desire to be part of this type of organization. This is the perfect marriage of my wanderlust and desire to be financially independent. I plan to complete my internship with a tour company, work as a certified tour operator for the first 3-5 years of my career, then work my way into the management, sales, and planning side of the business. Initially I will manage the travelers within my tour groups and relationships with vendors but foresee that I will someday manage the tour guides themselves. **DELETE ALL OF THIS.**

C. Summary of TTI Success Insights DISC Results + Other Survey:

Insert a single narrative, minimum of **150 words** related to your TTI Success Insights results. You may use the I/Me/We tense in this section. **Include an in-text citation for TTI** (TTI Survey, 201_) and note the TTI citation is already in your Works Cited (you're welcome!). See <https://owl.english.purdue.edu/owl/resource/560/01/> for tips APA citations. *High-quality sources include academic and trade journals, articles from well-established state, national, or international news outlets, business-related publications (Wall Street Journal, Harvard Business Review). Sparing use of corporate consulting/coaching (private company) websites can be used. Wikipedia is not an acceptable source (however feel free to chase down quality source documents that are often used to create the page), nor are novice blogs.*

What descriptive words were accurate in describing you? What felt accurate and inaccurate? How can you apply these results to your career plans in terms of level of drive/dominance (D), manner of influencing others (I), preferred pacing/steadiness (S), and compliance to policy/norms/rules (C). Copy and paste your Style Insights Graphs, including adapted and natural styles bar charts into your Appendix and refer to it in your narrative (see Appendix 1).

Insert in a single narrative, minimum of 4 sentences/50 words, the results of a MINIMUM of one other personality, management, or other form of personal assessment that you took. See list of free personal assessments provided. Identify the assessment you selected, why you selected it, what your results were, and how you can apply results to your career goals. Include an in-text citation for this outside assessment like this example (Keirsey Temperament Sorter, 201_), add the citation to your Works Cited, and include (See Appendix 1). DELETE THIS.

Part 2: On Managerial Roles

Insert a quote about some role(s) managers play. Be sure to 'erase' formatting if you copy and paste (see icon on toolbar!) and ensure it is 12-point Times New Roman and centered. Include name of person who said it and his or her relevance to management. Make it entirely in italics. See sample below. Delete all of this including this particular quote.

Your real boss is the one who walks around under your hat.
–Napoleon Hill, *One of the Original American 'Self-Help' Authors*

In this section, use a combination of your textbook, Claire's Notes (see sample in Works Cited for how to cite them, repeat as needed for each different set of Claire's Notes), Vocab, and high-quality sources (in-text cited and placed alphabetically into Works Cited) to flesh out your understanding of the definition(s) of, levels, roles, categories and duties of a manager, and the many roles that managers play within an organization.

In a single narrative of a minimum of 200 words, answer these without restating them. What is/are the definition(s) of a manager? levels of management commonly exist in hospitality/tourism/parks/recreation operations? What are the categories of roles that managers play (hint: Table of Contents, 1 & 9, Figure 1.4)? You may NOT use the I/Me/We tense in this **You need to cite the textbook and/or Claire's Notes, and one other quality outside source, at minimum. Note: You are always welcomed and encouraged to add a graphic (with correct sourcing captioning) OR artifacts/items of interest you find during your that enhance the section in your Appendix. DELETE THIS.**

Highlight this and replace it with a photo, chart, or graphic of your choosing. Then, provide a citation in the caption text box below. You can drag this wherever you want in the document, just be sure the caption is below it. You need to format it to 'wrap text tight' so that it tucks neatly into your writing. **DELETE THIS.**

questions
What

Chapter
section.
high-

and
research

Fig 1. Use the generator link here to create an APA citation for the graphic or chart you choose. **DELETE THIS.**
<http://www.citationmachine.net/apa/cite-a-website>

Part 3: The History of Management (Past)

Insert management-related quote here preferably about its development over time or a quote by one of the individuals we learned about. Be sure to 'erase' formatting if you copy and paste (see icon on toolbar!) and ensure it is 12-point Times New Roman and centered. Include name of person who said it and his or her relevance to management. Make it entirely in italics. See sample below. Delete all of this including this particular Machiavelli quote.

The promise given was a necessity of the past;

the word broken is a necessity of the present.

—Niccolo Machiavelli, Historian, Philosopher, Author/The Prince

Use Claire's Notes, Chapter 2, Vocab and additional high quality resource(s) to create a single narrative of a minimum of 200 words answering the following questions. Why is it important to understand the development of management theory from antiquity until today? What role have human hierarchies (i.e. caste systems, slavery, feudalism) played in how people and resources have been managed in the past compared to today? What are some of the key milestones, people/researchers, studies, or methods that have contributed to innovations and changes to management over time? You DO need to cite at least one outside source addition to citing the textbook and/or Claire's Notes, Vocab. Note: You are always welcomed and encouraged to add a graphic (with correct sourcing and captioning) OR artifacts/items of interest you find during your research that enhance the section in your Appendix. You may NOT use the I/Me/We tense in this section. DELETE THIS.

Part 4: On Management Techniques/Approaches/Philosophies in Practice (Present)

Insert the best quote from your book here. Be sure to 'erase' formatting if you copy and paste (see icon on toolbar!) and ensure it is 12-point Times New Roman and centered. Include name of person who said it and his or her relevance to management. Make it entirely in italics. See sample below. DELETE THIS.

This is an amazing noteworthy quote from the book I just read.

–Name, Author/Name of Book

Select a book about a management approach, technique, or philosophy that is interesting and that you may want to apply to your budding management style (see list in SignUpGenius). After reading the book, complete the sections below, and using the book itself and 4 other high-quality sources to complete this section. **Do not forget in-text citations and to place sources in your Works Cited in alphabetical order. You will need a minimum of three high quality sources, including the book itself, as well as having permission to include customer reviews from Amazon or some other source. Note: You are always welcomed and encouraged to add a graphic (with correct sourcing and captioning) OR artifacts/items of interest you find during your research that enhance the section in your Appendix.** You may NOT use the I/Me/We tense in this section. DELETE THIS.

NameofBook Introduction

State why it is important to study various approaches, techniques, and philosophies related to management. In the introduction state the name of the book you selected, when it was published, and background information about the author and why he or she wrote the book. This should be one paragraph of a minimum of 75 words. You may NOT use the I/Me/We tense in this section. DELETE THIS.

NameofBook Synopsis & 'Big Ideas'

In this section, discuss the main tenants, theories, models, and/or strategies in the book. In a nutshell, how would the author complete this phrase, "When it comes to _____, managers should _____." What makes this approach unique or different from other strategies? How does the author/authors suggest using these strategies? What are the biggest and/or best ideas? Would these strategies work well specifically in the hospitality and tourism industry? Why or why not?

What a sentence might look like in APA:

In US News and World Report, it was reported that top tier meeting planners can earn nearly 80,000 dollars per year (Castro, 2015) or Castro (2015) reports that top tier meeting planners can earn nearly 80,000 dollars per year. This should be a minimum of 2 paragraphs and 200 words. You may NOT use the I/Me/We tense in this section. DELETE THIS.

Praise/Criticisms of NameofBook

In what ways is this theory/approach/technique/philosophy lacking or possess weaknesses? What does parts of managing or leading does it FAIL to address, if anything? What do others/critics of the book/strategy have to say about it? Is there anything cheesy/silly/erroneous/presumptuous about it? Is this book based on scientific, peer-reviewed research or is just anecdotal? Don't just include your own critique... look up critical/literary reviews and crowd-sourced reviews in Amazon. This should be a minimum of 1 paragraph and 100 words. You may use the I/Me/We tense in this section. DELETE THIS.

Application of NameofBook to My Management Future & Conclusion

In this section, neatly close your paper with a discussion of why you chose to study this approach, theory, philosophy, and how you could use this theory in your future management and/or leadership capacities in the hospitality/tourism/sports/recreation/parks industry, given your specific career aspirations. Does this management strategy apply well to your industry, or not? What are your 'final thoughts' on this book? What would you like other students who are studying management to know about it? What is your final rating (possible 5 pineapples for the best book ever...you can use half pineapples if you like!)? This should be a minimum of 1 paragraph and 150 words. You may use the I/Me/We tense in this section. DELETE THIS.

Part 5: On Management Trends and Challenges To Come (Future)

Insert management-related quote here that pertains to the future, innovation, or changing times/methods. Be sure to 'erase' formatting if you copy and paste (see icon on toolbar!) and ensure it is 12-point Times New Roman and centered. Include name of person who said it and his or her relevance to management. Make it entirely in italics. See sample below. Delete all of this including this particular quote.

Learning and innovation go hand in hand.

The arrogance of success is to think that what you did yesterday

will be sufficient for tomorrow.

—William Pollard, Physicist, Priest, Professor, Author (1911-1989)

In this section, go on a hunt for the economic, social/cultural, political, global, local, and environmental dynamics that are currently in flux and what will continue to change in management in this 'Age of Acceleration.' These should be a mixture of all-encompassing *and* industry-specific changes. Identify the trend/change and predict the ways it will change how managers manage. This section should be a single narrative with a minimum of 200 words and integrate Chapters 5 and 6, Claire's Notes, Vocab, and at least 3 high-quality sources that are in-text cited and placed in your Works Cited in alphabetical order. *Reminder: high-quality sources include academic and trade journals, articles from well-established state, national, or international news outlets, business-related publications (Wall Street Journal, Harvard Business Review). Sparing use of corporate consulting/coaching (private company) websites can be used. Wikipedia is not an acceptable source (however feel free to chase down quality source documents that are often used to create the page), nor are novice blogs.*

This will be your 'time capsule' to look back on and see if your predictions came true! You MAY use the I/me tense in this section. Be prepared to share your findings with the class. *Note: You are always welcomed and encouraged to add a graphic (with correct sourcing and captioning) OR artifacts/items of interest you find during your research that enhance the section in your Appendix. DELETE THIS.*

Part 6: On Planning, Organizing & Decision Making

Insert planning, organizing or decision making-related quote here. Be sure to 'erase' formatting if you copy and paste (see icon on toolbar!) and ensure it is 12-point Times New Roman and centered. Include name of person who said it and his or her relevance to management. Make it entirely in italics. See sample below. Delete all of this including this particular Disney quote.

When your values are clear to you, making decisions becomes easier.

–Roy Disney, Younger Brother of Walt; Co-founder of Walt Disney Productions

Use Chapters 4, 7, 8, Claire's Notes, Vocab, and 4 high-quality outside resource(s) (in-text cited and placed in your Works Cited in alphabetical order) to answer the following questions in a single narrative consisting of 3 paragraphs of **150 words minimum each**. Note: You are always welcomed and encouraged to add a graphic (with correct sourcing and captioning) OR artifacts/items of interest you find during your research that enhance the section in your Appendix. DELETE THIS.

Managerial Planning:

What is the purpose of managerial planning? What are the types of plans managers use? What is an objective? In what ways must they be SMART? What are the levels of strategy? Why would a manager choose to engage such strategies as SWOT Analysis, Porter's Five Forces, BCG Growth-Share Matrix, others? **You DO need to cite at least one outside source. You DO need to cite the textbook and/or Claire's Notes.** You may NOT use the I/Me/We tense in this section. DELETE THIS.

Organizing:

What is the purpose of organizing in management? How do concepts such as the parity principle, delegation, unity of command, span of management, central vs. decentralization, and empowerment impact organizing in management? **You only need to cite the textbook and/or Claire's Notes.** You may NOT use the I/Me/We tense in this section. DELETE THIS.

Decision Making:

Why is being 'decisive' key to success as a manager? What are conditions that affect decision making? What is the different between programmed and non-programmed decisions? Intuitive vs. rational? Maximizing vs. satisficing? What are the barriers to effective decision making? What are some of the 'not-so-great' methods for making decisions (from Claire's Notes)? Pros and cons of individual vs. group decision making? Provide 2 tips for brainstorming and making group decisions effectively. **You DO need to cite at least one outside source. You DO need to cite the textbook and/or Claire's Notes.** You may NOT use the I/Me/We tense in this section. DELETE THIS.

Part 7: On Management Control

Insert control, budget, or profit and loss-related quote here. Be sure to 'erase' formatting if you copy and paste (see icon on toolbar!) and ensure it is 12-point Times New Roman and centered. Include name of person who said it and his or her relevance to management. Make it entirely in italics. See sample below. Delete all of this including this particular quote.

*A good financial plan is a road map
that shows us exactly how the choices we make today will affect our future.
—Alexa Van Tobel, Owner/LearnVest Financial Advisement Company*

Use Chapters 17, 19, and 20, Claire's Notes, Guest Speaker, Vocab and high-quality outside resource(s) (in-text cited and placed in your Works Cited in alphabetical order) to answer the following questions in a single narrative with each of five sections including one paragraph of a minimum of 100 words each. *Note: You are always welcomed and encouraged to add a graphic (with correct sourcing and captioning) OR artifacts/items of interest you find during your research that enhance the section in your Appendix. DELETE THIS.*

Overview of Control:

What is management control and why is it important? How is 'Minding the Gap' part of management control? What are the 'parts' of control? What happens when too much control is applied? What are the types of control (preliminary, concurrent, postaction)? You may NOT use the I/Me/We tense in this section. *You DO need to cite the textbook and/or Claire's Notes. DELETE THIS.*

The Importance of Budgets:

What is the purpose of a budget, including zero-based budgeting? What should a manager entering your field know about how to use and manage budgets? *You DO need to cite at least one outside source. You DO need to cite the textbook and/or Claire's Notes. You may NOT use the I/Me/We tense in this section. DELETE THIS.*

Profit & Loss Processes

Discuss the purpose of a profit and loss statement, how the P&L 'season' (process) is handled within a management staff, and what 'flex' and 'flow' are. Include tips for success in managing profit and loss statements. *You DO need to cite at least one outside source. You DO need to cite the Claire's Notes and/or P&L Boot Camp Notes/Vocab. You may NOT use the I/Me/We tense in this section. DELETE THIS.*

Industry Metrics & Ratios

Discuss the commonly used types of financial ratios used in all industries and those specific to your career area of interest. Explain the most important ones. How will the use of these metrics help managers with control? *You DO need to cite at*

least one outside source. You DO need to cite the textbook and/or Claire's Notes. You may NOT use the I/Me/We tense in this section. DELETE THIS.

Other Forms of Control

Aside from financial controls, what other types are there? Which ones will you most often use in your career area of interest? You DO need to cite the textbook and/or Claire's Notes. You may use the I/Me/We tense in this section. DELETE THIS.

SECTION 2

Part 8: On Staffing

Insert human resources-related quote here. Be sure to 'erase' formatting if you copy and paste (see icon on toolbar!) and ensure it is 12-point Times New Roman and centered. Include name of person who said it and his or her relevance to management. Make it entirely in italics. See sample below. Delete all of this including this particular quote.

Hire character. Train skill.
–Peter Schutz, Former CEO/Porsche

Use Chapter 9, 11, 12, and 18, Claire's Notes, Vocab and high-quality outside resource(s) (in-text cited and placed in your Works Cited in alphabetical order) to answer the following questions within the following sections in a single narrative of **50 words minimum per section**. *Note: You are always welcomed and encouraged to add a graphic (with correct sourcing and captioning) OR artifacts/items of interest you find during your research that enhance the section in your Appendix.* DELETE THIS.

Organizational Structure:

Part of planning, organizing, and controlling functions discussed earlier includes placing human assets into an organizational structure that best suits the company. Explain the various forms of organizational structures and which one is most common to organizations in your career area of interest. What factors change organizational structure? You may use the I/Me/We tense in this section. **You DO need to cite at least one outside source. You DO need to cite the textbook and/or Claire's Notes.** DELETE THIS.

What is the purpose of an organizational chart? How might it help new entrants to the company in their first weeks of employment? **You DO need to cite the textbook and/or Claire's Notes.** You may NOT use the I/Me/We tense in this section. DELETE THIS.

Departmentalization & Committees:

What are the various methods of departmentalization? Select one type and explain it, including advantages and disadvantages. Which work best in organizations in your career area of interest? How can committees be used most effectively, including the board of directors? **You DO need to cite the textbook and/or Claire's Notes.** You may NOT use the I/Me/We tense in this section. DELETE THIS.

Why Every Manager is a 'Human Resource' Manager:

Explain why every manager is part of human resources, or rather, part of harnessing and optimizing human capital. Use a mixture of your own views and an outside source (in-text cited and added to Work Cited) to explain. **You DO need to cite at least one outside source.** You may use the I/Me/We tense in this section. DELETE THIS.

Planning for Staff:

Explain the differences between job analysis, job description, job specification, and skills inventory. You DO need to cite at least one outside source. You DO need to cite the textbook and/or Claire's Notes. You may use the I/Me/We tense in this section. DELETE THIS.

Recruitment:

What are the pro's and con's of hiring internally vs. externally? Where can quality applicants be found for organizations in your career area of interest? You DO need to cite the textbook and/or Claire's Notes, you MAY want to enhance your depth of understanding with an additional outside source, but it is not required. You may use the I/Me/We tense in this section. DELETE THIS.

Legal Aspects of Staffing:

What are the laws most every manager must be aware of when staffing? Which of these laws would likely be a common issue in organizations in your career area of interest? What should managers do to ensure they do not violate these laws? You DO need to cite at least one outside source and/or cite the textbook and/or Claire's Notes. You may use the I/Me/We tense in this section. DELETE THIS.

Interviewing:

What types of interviews are commonly used? Why? What are 5 interview questions (including behavioral ones) that would help you find line-level staff to work in an organization within your career area of interest? What biases must be carefully avoided when interviewing? You may use the I/Me/We tense in this section. You DO need to cite the textbook and/or Claire's Notes. DELETE THIS.

Part 9: On Training

Insert training-related quote here. Be sure to ‘erase’ formatting if you copy and paste (see icon on toolbar!) and ensure it is 12-point Times New Roman and centered. Include name of person who said it and his or her relevance to management. Make it entirely in italics. See sample below. Delete all of this including this particular Ford quote.

*The only thing worse than training your employees and having them leave
is not training them and having them stay.
—Henry Ford, Founder/Ford Motor Company*

Use Chapter 12, Claire’s Notes, Vocab, and high-quality outside resource(s) (in-text cited and placed in your Works Cited in alphabetical order) to answer the following questions within each subheading in a single narrative of **75 words per section minimum**. *Note: You are always welcomed and encouraged to add a graphic (with correct sourcing and captioning) OR artifacts/items of interest you find during your research that enhance the section in your Appendix.* DELETE THIS.

Orientation:

What is employee orientation? What topics need to be covered? What are common problems related to orientation? How could these be overcome? You may NOT use the I/Me/We tense in this section. **You DO need to cite at least one outside source. You DO need to cite the textbook and/or Claire’s Notes.** DELETE THIS.

Training:

Before jumping right in to new employee training, what should be done first? What are common methods of training? Which work best in your industry for line level, supervisory, and managerial levels, respectively? What are some more creative ways to train? **You DO need to cite at least one outside source. You DO need to cite the textbook and/or Claire’s Notes.** You may use the I/Me/We tense in this section. DELETE THIS.

Ongoing & Refreshment Training—“The Life Long Learner”:

Once the employee has been trained and are ‘off to the races’ is training over? Explain the types of ongoing and refreshment training employees will need. Why is ongoing training and education, in essence becoming a life-long learner’ necessary in a modern workplace? **You DO need to cite at least one outside source. You DO need to cite the textbook and/or Claire’s Notes.** You may use the I/Me/We tense in this section.

Part 10: On Motivating, Leading & Directing

Insert leadership-related quote here. Be sure to 'erase' formatting if you copy and paste (see icon on toolbar!) and ensure it is 12-point Times New Roman and centered. Include name of person who said it and his or her relevance to management. Make it entirely in italics. See sample below. Delete all of this including this particular Drucker quote.

Management is doing things right. Leadership is doing the right things.

—Peter Drucker, Author/Management Strategist

Use Chapter 13, 14, 15, 16, Claire's Notes, Vocab, and high-quality outside resource(s) (in-text cited and placed in your Works Cited in alphabetical order to answer the following questions under each subheading in a single narrative of 75 words minimum per section. Note: You are always welcomed and encouraged to add a graphic (with correct sourcing and captioning) OR artifacts/items of interest you find during your research that enhance the section in your Appendix. DELETE THIS.

Motivating Staff:

(Chapter 13) Explain Maslow's Hierarchy of Needs and Herzberg's 2-Factor Theories of Motivation and how they inter-relate. Discuss expectancy, reinforcement, and equity approaches to motivation. Which of these do you think are the most effective/useful to you as a [future] manager? Which are least? You DO need to cite the textbook and/or Claire's Notes. You may use the I/Me/We tense in this section. DELETE THIS.

Leadership & Power:

(Chapter 14) What are the types of power that a manager can wield? Which are more and less effective? What is the difference between power, authority, and leadership? What is the Pygmalion concept? What is Trait Theory of Leadership? What is the difference between transactional and transformational leadership? How do emotional intelligence and servant leadership apply to transformational leadership? You may want to use and cite an outside source if required to ensure depth of understanding but it is not required. You DO need to cite the textbook and/or Claire's Notes. You may NOT use the I/Me/We tense in this section. DELETE THIS.

Managing Conflict:

(Chapter 15) What are the types of conflict (3 big categories from class discussion and intergroup examples)? What are myths and truths related to workplace conflict? What are the 'stages' of conflict? What are some common psychological reactions to frustration and anxiety? What are the most important tactics a manager can engage when trying to solve workplace conflicts? Explain at least four that you plan to integrate. You DO need to cite at least one outside source. You DO need to cite the textbook and/or Claire's Notes. You may use the I/Me/We tense in this section. DELETE THIS.

Managing Workplace Stress:

(Chapter 15) What is stress? What are the common forms of it in the workplace? What is technostress? What is burnout? What is workplace violence? How can a manager help employees to manage their stress (including YOUR OWN)?

Include in your discussion EAPs and wellness programs. **You DO need to cite at least one outside source. You DO need to cite the textbook and/or Claire's Notes.** You may use the I/Me/We tense in this section. DELETE THIS.

Cultivating Culture:

(Chapter 16) What components make up the 'culture' of a group of people/organization? How is culture identified in the workplace? What are some of the generic 'archetypes' of cultures outlined in the textbook? What organizational subcultures may exist? What is a learning organization? Include an example of one and why you selected it (cite properly). Choose a company from your industry of interest and find a high quality outside resource that showcases why it is unique and/or effective (cite it properly). How will YOU cultivate culture as a manager? **You DO need to cite at least one outside source. You DO need to cite the textbook and/or Claire's Notes.** You may use the I/Me/We tense in this section. DELETE THIS.

Managing Change:

(Chapter 16 and John P Kotter 'Leading Change: Why Transformation Efforts Fail'—already in your Works Cited—you're welcome!) What types of change do organizations experience? Why are employees resistant to change? How can you overcome that resistance? How do you LEAD change (especially the most important first step according to Kotter)? How will YOU manage change and cultivate culture as a manager? **You DO need to cite at least one outside source (Kotter). You DO need to cite the textbook and/or Claire's Notes.** You may use the I/Me/We tense in this section. DELETE THIS.

Employee Disciplinary Action & Termination:

(Claire's Notes) What are the most important concepts a [new] manager needs to know about handling disciplinary action and termination? How should it differ from 'parent to child' (my house-my rules, because I said so) discipline? What are the steps to handling a disciplinary interview? What are some methods for handling disciplinary action and termination efficiently and graciously? **You DO need to cite at least one outside source. You DO need to cite the textbook and/or Claire's Notes.** You may use the I/Me/We tense in this section. DELETE THIS.

Part 11: On Managerial Communication

Insert communication-related quote here. Be sure to ‘erase’ formatting if you copy and paste (see icon on toolbar!) and ensure it is 12-point Times New Roman and centered. Include name of person who said it and his or her relevance to management. Make it entirely in italics. See sample below. Delete all of this including this particular quote.

We have two ears and one mouth so that we can listen twice as much as we speak.

–Epictetus, Greek Philosopher

Use Chapter 3, Claire’s Notes, Vocab, and 3 high-quality outside resources (in-text cited and placed in your Works Cited in alphabetical order) to answer the following questions in a single narrative of **75 words minimum per section**. *Note: You are always welcomed and encouraged to add a graphic (with correct sourcing and captioning) OR artifacts/items of interest you find during your research that enhance the section in your Appendix.* DELETE THIS.

Communication—The Ultimate Life & Management Skill:

Why is communication arguably the most important life skill and management skill? Use your own perspectives and back yourself up with outside (cited) source(s). You may use the I/Me/We tense in this section. **You DO need to cite at least one outside source. You DO need to cite the textbook and/or Claire’s Notes.** DELETE THIS.

Professional vs. Private Communication...Two Worlds Collide:

How should our professional communication differ from our personal communications? In what ways have the worlds of professional and private communications collided/blurred/overlapped? Use your own perspectives, back yourself up with an outside (cited) source, and provide an example of a ‘disaster’ that occurred when failure to discern the difference occurred (i.e. viral Facebook post where employee dogged on boss/company forgetting that the boss in question was friend of Facebook—resulted in firing via post!). Use at least one high-quality outside source here (in-text and add to Works Cited in alphabetical order). You may use the I/Me/We tense in this section. **You DO need to cite at least one outside source. You DO need to cite the textbook and/or Claire’s Notes.** DELETE THIS.

Perception is Everything:

Explain what perception is and how it impacts communication. What are the obstacles to accurate perception? **You may cite the textbook and/or Claire’s Notes for this section.** You may NOT use the I/Me/We tense in this section. DELETE THIS.

Becoming a Master Communicator--Internal:

What are common mistakes made when communicating **internally** within an organization with subordinates, colleagues, and superiors (including formal and informal, face to face, presentation, email/memorandums, texts, intranet, social media). How can managers learn to overcome obstacles of perception and become a more effective communicator within their organizations? Choose 3 of these types of communications to focus on errors and solutions. **You DO need to cite at**

least one outside source. You DO need to cite the textbook and/or Claire's Notes. You may NOT use the I/Me/We tense in this section. DELETE THIS.

Becoming a Master Communicator--Internal:

What are common mistakes made when communicating **externally** with customers, vendors, and the public (including formal and informal, face-to-face customer interactions, networking, email, letter, calls). How can managers learn to overcome obstacles of perception and become a more effective communicator when engaging in these types of interfaces? Choose 3 of these types of communications to focus on errors and solutions. You DO need to cite at least one outside source. You DO need to cite the textbook and/or Claire's Notes. You may NOT use the I/Me/We tense in this section. DELETE THIS.

Part 12: On Service Leadership

Insert service-related quote here. Be sure to 'erase' formatting if you copy and paste (see icon on toolbar!) and ensure it is 12-point Times New Roman and centered. Include name of person who said it and his or her relevance to management. Make it entirely in italics. See sample below. Delete all of this including this particular quote.

You can buy a person's time; you can buy their physical presence at a given place; you can even buy a measured number of their skilled muscular motions per hour. But you cannot buy enthusiasm . . . You can not buy loyalty . . . You can not buy the devotion of hearts, minds, or souls. You must earn these.

—Clarence Francis, Former Chairperson of Board/General Foods Corp.

Use Claire's Notes, Vocab, and high-quality outside resource(s) (in-text cited and placed in your Works Cited in alphabetical order) to answer the following questions in a single narrative of **75 words minimum per section**. *Note: You are always welcomed and encouraged to add a graphic (with correct sourcing and captioning) OR artifacts/items of interest you find during your research that enhance the section in your Appendix.* DELETE THIS.

The Importance of Service in the InsertNameofYour Industry:

Why is service so important in your industry of choice? Use the unique factors of your industry (examples: intangibility, perishability, heterogeneity...) to explain. What does quality service 'do' for the company? What does it prevent? You may use the I/Me/We tense in this section. **You DO need to cite at least one outside source. You DO need to cite the textbook and/or Claire's Notes.** DELETE THIS.

Why Embracing the True Spirit of Hospitality Matters:

Why is it important that you embrace the 'true spirit of hospitality' when it comes to providing service? Where are you at personally, in this part of your educational/career journey? You may use the I/Me/We tense in this section. **You DO need to cite at least one outside source. You DO need to cite the textbook and/or Claire's Notes.** DELETE THIS.

But Customers Are Mean—and Not Always Right:

Why is customer behavior getting worse? Back yourself up with a high-quality source(s) (in-text cite and add to Works Cited, remember you need a page or paragraph number in the in-text citation when using a stat/number). Explain the difference between customer aggression and customer incivility. Which is more common? More damaging to service workers? What is depersonalization? What are examples of it in how workers view customers, customers view workers, and managers view employees? Why does the adage 'The customer is always right' persist? What's the problem with this claim (if you agree there is one)? You may use the I/Me/We tense in this section. **You DO need to cite at least one outside source. You DO need to cite the textbook and/or Claire's Notes.** DELETE THIS.

Steps for Solving Customer Complaints:

Explain the steps for solving a customer complaint, including those prescribed in Claire's Notes and also those add on your own and from alternate sources. What are the most forgotten steps? You may use the I/Me/We tense in this section. You DO need to cite the textbook and/or Claire's Notes. DELETE THIS.

On Emotional Labor:

What do managers need to know about the theory of emotional labor (Arlie Hochschild)? What are hospitality/tourism employees paid to emote? What is the difference between surface and deep acting? Which is 'better' for customer and employee? How can you teach employees to do this (if it can be taught?)? You may use the I/Me/We tense in this section. You DO need to cite at least one outside source. You DO need to cite the textbook and/or Claire's Notes. DELETE THIS.

Overcoming Turnover Culture in High-Contact Service Positions:

Our industry has a horrible reputation for turnover, especially in frontline positions. Find facts and stats from outside high-quality source(s) to back this up (in-text citations and add to Works Cited in alpha order), and discuss ways to combat this, prevent turnover, and retain staff. You may use the I/Me/We tense in this section. You DO need to cite at least one outside source. You may cite the textbook and/or Claire's Notes, but it is not required. DELETE THIS.

How I Will Be a Service Leader:

Discuss how you will become a service leader in your career. How will you teach and train your staff members to be, as Danny Meyer would say it, a true hospitalitarian (Google it if you need to...then cite it)? How will you empower them to provide excellent customer service without sacrificing their sense of self and self-respect? You may use the I/Me/We tense in this section. You DO need to cite at least one outside source. You DO need to cite the textbook and/or Claire's Notes. DELETE THIS.

Part 13: Final Thoughts + My Personal Management Credo

Final Thoughts:

As the semester closes, please take time to examine your goals for the course. Did you fulfill them? What did you learn about the vast topic of management that you did not know before? Which will be most valuable immediately and in the long term? You may use the I/Me/We tense in this section (obviously!). This should be a minimum of 100 words.

DELETE THIS. You DO NOT need any citing or sourcing in this section. Note: You are always welcomed and encouraged to add a graphic (with correct sourcing and captioning) OR artifacts/items of interest you find during your research that enhance the section in your Appendix. DELETE THIS.

My Management Credo:

Credo: A statement of beliefs/doctrine that guides one's actions.

An excellent management credo will contain:

1. Elements of your personality (colors, design, signature symbols, eye catching layout, etc.)
2. Be esthetically pleasing and 'attract attention' hanging in your office/workspace
3. Elements learned in class that 'resonated' with you. (Example: Minding the Gap, Daring Greatly, etc.)
4. Use of the "I" tense (since it is personal) vs. the 'you' tense (which sounds like giving advice...not what we are aiming for here)

What is the minimum length? I would like you to focus on **QUALITY vs. QUANTITY**. A few simple phrases won't cut it. Multiple verbose pages you'll never read again won't cut it. A one-paged, thoughtful, unique, synthesized credo that will help you remember what you aspire to as a manager will cut it. You may either complete it here or turn it into a more colorful PDF/jpeg in the Appendix. DELETE THIS.

Final Pre-submission Checklist:

Before you turn in your final manual, please go through this checklist. *Using the 'control F' (Find) command REALLY helps here!*

MECHANICS/WRITING

- Followed the template provided.
- Deleted all of the instructions and samples.
- Avoided using I/me/we/you tense unless given permission to do so in the section.
- No contractions appear in the paper (couldn't, wouldn't, shouldn't).
- Personal opinion left out of sections unless specifically asked for.
- There are no tensing errors (example: a company is an 'it' not a 'they').
- There are no its used as it's or it's used as its.
- There are no lonely sentences 'hanging out by themselves' (minimum of two sentences to make a paragraph).
- Student found and eliminated typos or incorrect words that computer spell/grammar check will not catch.
- All Appendix items are correctly notated and included in the Appendix.
- The numbers at the start of each section correspond with the Table of Contents.

SOURCING & CITATIONS

- Used APA style in-text citations and gave credit to all sources throughout the document (McWilliams, 2017). There are no un-cited areas in this document.
- In-text citations using a stat or number have a paragraph or page number (United States Bureau of Labor and Statistics, 2017, para. 4).
- All used sources used in the document appear in the Works Cited.
- Works Cited is in APA style, alphabetical order with hanging indents.
- All work is synthesized into student's own words. No 'copy and pastes' or 'token word swaps' exist in this document.
- Quotations have been used sparingly (only when so eloquent or so specific the student can not say it any better). In-text citations for direct quotes include a page or paragraph number (Claire's Notes/Disciplinary Action, 2017, para. 4) in this document.
- Academic integrity report #1 has been run and checked, and issues have been resolved before second submission.

CONTENT COVERAGE:

- Student covered ALL required topics meeting minimum requirements for wording.

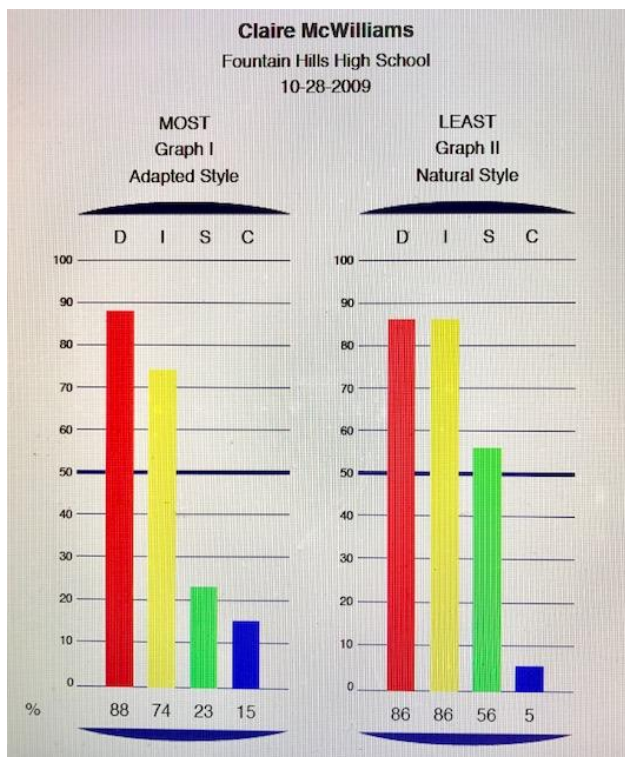
DEPTH OF UNDERSTANDING:

- Student demonstrated depth of understanding related to the topics, presenting more than regurgitation of topical information but instead blending sources and 'digging below' the surface to create a unique rationale/perspective/understanding of the topic at hand.

DELETE THIS ENTIRE CHECKLIST WHEN COMPLETE!

Appendix

Appendix Item 1: TTI Style Insights Graphs (Adapted and Natural Style) & Other Assessment





KEIRSEY™ TEMPERAMENT SORTER® - II personality Instrument

Custom Keirsey Temperament Report for: **Claire McWill**

Your Keirsey Temperament Sorter Results indicates that your personality type is that of the

IDEALIST™

Idealists (NF), as a temperament, are passionately concerned with personal growth and development. Idealists strive to discover who they are and how they can become their best possible self -- always this quest for self-knowledge and self-improvement drives their imagination. And they want to help others make the journey. Idealists are naturally drawn to working with people, and whether in education or counseling, in social services or personnel work, in journalism or the ministry, they are gifted at helping others find their way in life, often inspiring them to grow as individuals and to fulfill their potentials.

Idealists are sure that friendly cooperation is the best way for people to achieve their goals. Conflict and confrontation upset them because they seem to put up angry barriers between people. Idealists dream of creating harmonious, even caring personal relations, and they have a unique talent for helping people get along with each other and work together for the good of all. Such interpersonal harmony might be a romantic ideal, but then Idealists are incurable romantics who prefer to focus on what might be, rather than what is. The real, practical world is only a starting place for Idealists; they believe that life is filled with possibilities waiting to be realized, rich with meanings calling out to be understood. This idea of a mystical or spiritual dimension to life, the "not visible" or the "not yet" that can only be known through intuition or by a leap of faith, is far more important to Idealists than the world of material things.

Highly ethical in their actions, Idealists hold themselves to a strict standard of personal integrity. They must be true to themselves and to others, and they can be quite hard on themselves when they are dishonest, or when they are false or insincere. More often, however, Idealists are the very soul of kindness.

Particularly in their personal relationships, Idealists are without question filled with love and good will. They believe in giving of themselves to help others; they cherish a few warm, sensitive friendships; they strive for a special rapport with their children; and in marriage they wish to find a "soulmate," someone with whom they can bond emotionally and spiritually, sharing their deepest feelings and their complex inner worlds.

Idealists are relatively rare, making up no more than 15 to 20 percent of the population. But their ability to inspire people with their enthusiasm and their idealism has given them influence far beyond their numbers.

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Works Cited

Works shall be cited in APA format, alphabetical order, double-spaced with a hanging indent. DELETE THIS and make sure you have deleted all 'unused Appendix areas' at the start of your document.

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