HOSPITALITY SERVICES DELIVERY
THS3HSD

Subject Learning Guide

Semester 2
2014
Bundoora Campus

Subject Coordinator: Paul Strickland
Instance Coordinator: Richard Farr

ENQUIRIES
Paul Strickland
Lecturer
La Trobe University
Victoria 3083

T 03 9479 5029
E p.strickland@latrobe.edu.au
# Table of Contents

**SUBJECT DETAILS**  
3

**GENERAL DETAILS**  
3  
**ENROLMENT REQUIREMENTS**  
3  
**STAFF CONTACTS**  
3  
**SUBJECT DESCRIPTION**  
3  
**SUBJECT INTENDED LEARNING OUTCOMES (SILOS)**  
3  
**FACULTY GRADUATE CAPABILITIES**  
3  
**LEARNING ACTIVITY SUMMARY**  
4  
**ASSESSMENT AND FEEDBACK SUMMARY**  
4  
**LEARNING RESOURCES**  
4  
**There is no compulsory text book however on LMS, there is a wide variety of authors and book chapters to assist in theory. It is expected that students will research a variety of hospitality, tourism, marketing and business texts, journals and theoretical concepts.**  
4  
**STUDENT FEEDBACK ON SUBJECT SURVEY**  
5  
**ACADEMIC INTEGRITY**  
6

**SCHEDULE OF LEARNING ACTIVITIES**  
6

**Session Plan**  
6  
**Learning Activity Details**  
7

**ASSESSMENT AND FEEDBACK DETAILS**  
9

**ENVIRONMENTAL ANALYSIS**  
12

**MARKING CRITERIA**  
15

**COMMENTS:**  
15

**Detailed Grading Criteria**  
17  
**Assessment Task 3 and 4**  
17  
**Assessment and Feedback - Faculty/School/Discipline-specific Information**  
17  
**Academic Language and Learning Unit (ALLU)**  
17  
**Learning Management System (LMS)**  
17  
**Library**  
18  
**Student Support Services**  
18

**Learning Summary**  
18

**Policies, Procedures and Guidelines**  
19

**Academic Integrity**  
20  
**Special Consideration**  
20  
**Extensions, Late Submissions and Penalties**  
20
Subject Details

GENERAL DETAILS

Subject Code: THS3HSD Subject Title: Hospitality Services Delivery
Teaching Period: Second Semester Location(s): Bundoora Campus
Credit Points: 15 Mode:
- Lectures
- Tutorial/Computer simulation
Level: Third Year

ENROLMENT REQUIREMENTS

Prerequisites: MKT1MDP
Co-requisites: No
Incompatibles: THS31HSM
Assumed Skills & Knowledge: None
Special Study Requirements: This subject requires the learning of the HOTS computer simulation.

STAFF CONTACTS

Subject Coordinator: Mr Paul Strickland
Email: p.strickland@latrobe.edu.au Tel: 9479 5029
Location: 119 Donald Whitehead Building (DW)
Instance Coordinator: See above
Email: Tel:
Location:

SUBJECT DESCRIPTION

By the use of a computer-based simulation titled HOTS, this capstone hospitality subject explores the real-time working of a hotel. Based in teams, the HOTS software allows all business decisions of a hotel over a five year period. Students need to apply all gained knowledge in service operations and marketing principles including SWOT analysis, cash flow statements and other appropriate methods of interpreting data. The HOTS program simulates real decision making and prepares students for working in teams and in the industry.

SUBJECT INTENDED LEARNING OUTCOMES (SILOS)

Upon successful completion of this subject, you should be able to:

1. Make business decisions in a team environment.
2. Develop a marketing strategy including a S.W.O.T. and E.T.O.P analysis.
3. Demonstrate leadership and decision making skills.
4. Interpret financial data and make decisions based on this information.
5. Ability to respond to business market forces and hotel competition.

FACULTY GRADUATE CAPABILITIES

The following Faculty Graduate Capabilities (FGCs) are evaluated in this subject:
<table>
<thead>
<tr>
<th>FGC</th>
<th>FGC Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Team Work</td>
<td>Capstone</td>
</tr>
<tr>
<td>b Oral communication</td>
<td>Capstone</td>
</tr>
<tr>
<td>c Writing skills</td>
<td>Capstone</td>
</tr>
</tbody>
</table>

**LEARNING ACTIVITY SUMMARY**

<table>
<thead>
<tr>
<th>Learning Activity:</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>Weeks 1-6</td>
</tr>
<tr>
<td>Tutorials/Computer simulation</td>
<td>Weeks 2-10</td>
</tr>
</tbody>
</table>


**ASSESSMENT AND FEEDBACK SUMMARY**

<table>
<thead>
<tr>
<th>Assessment Tasks:</th>
<th>Due Date</th>
<th>%</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer simulation (team/group activity)</td>
<td>Will be assigned in the first tutorial</td>
<td>10%</td>
<td>Groups will be formed with 4 or more students and a group leader will be assigned,</td>
</tr>
<tr>
<td>Group presentation</td>
<td>Weeks 10-11</td>
<td>10%</td>
<td>All group members must be present.</td>
</tr>
<tr>
<td>Group report</td>
<td>Due at group presentation.</td>
<td>20%</td>
<td>Individual contribution to the group report will be 500-800 words.</td>
</tr>
<tr>
<td>Individual report</td>
<td>20th October 2014</td>
<td>60%</td>
<td>2000 words</td>
</tr>
</tbody>
</table>

**LEARNING RESOURCES**

There is no compulsory text book however on LMS, there is a wide variety of authors and book chapters to assist in theory. It is expected that students will research a variety of hospitality, tourism, marketing and business texts, journals and theoretical concepts.

**Recommended Readings:** (All held in the Borchardt Library)


Journals:

The following Journals are available from the La Trobe Library System and will contain material that will assist you in this subject:

- The Cornell Hotel and Restaurant Administration Quarterly
- Asia-Pacific Journal of Tourism Research
- Australian Journal of Hospitality Management
- Journal of Tourism & Hospitality Research
- International Journal of Contemporary Hospitality Management
- International Journal of Service Industry Management
- Journal of Hospitality and Tourism Management
- International Journal of Hospitality Management
- Journal of Leisure Research
- Leisure Management

On-line Links

HOTS Computer Simulation Homepage http://simulations.etosc.com/

Hotel Online http://www.hotel-online.com/Neo/

STUDENT FEEDBACK ON SUBJECT SURVEY

The Student Feedback on Subjects (SFS) Survey is part of the quality assurance process that occurs across the university. In this survey you are invited to tell us about your learning experiences in this subject. Your views will be taken seriously and will assist us to enhance this subject for the next group of students. The surveys are anonymous and will be distributed prior to the end of the teaching period.
ACADEMIC INTEGRITY

Academic integrity means being honest in academic work and taking responsibility for learning the conventions of scholarship. La Trobe University views this seriously as evidenced by the following extract:

*Academic honesty is a fundamental principle in teaching, learning, research and scholarship. The University requires its academic staff and students to observe the highest ethical standards in all aspects of academic work and it demonstrates its commitment to these values by awarding due credit for honestly conducted scholarly work, and by penalising academic misconduct and all forms of cheating.*

*Academic Integrity Procedures (2010, p. 1 of 6)*

Academic misconduct includes poor referencing, plagiarism, copying and cheating. You should familiarise yourself with your responsibilities in relation to Academic Integrity and if you have any questions, direct them to your Course Coordinator. Information can be found on the website at: [http://www.latrobe.edu.au/learning/integrity.html](http://www.latrobe.edu.au/learning/integrity.html).

Schedule of Learning Activities

Session Plan

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>29th July 2014</td>
<td>Introduction to Hospitality Service Delivery Strategies and subject overview. Management in the services sector.</td>
<td>LMS Readings</td>
<td>Paul Strickland</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Operations management</td>
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<td></td>
<td>• Services Management</td>
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<td></td>
<td></td>
<td>• Strategic Management</td>
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<tr>
<td></td>
<td></td>
<td><strong>The Business Plan.</strong></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Contents of the business plan.</td>
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<tr>
<td></td>
<td></td>
<td>• Operational and capital planning.</td>
<td></td>
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</tr>
<tr>
<td>Week 2</td>
<td>5th August 2014</td>
<td>Strategic Market Planning.</td>
<td>LMS Readings</td>
<td>Paul Strickland</td>
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<tr>
<td></td>
<td></td>
<td>• Market planning process</td>
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<td></td>
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<td>• Corporate objectives</td>
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<td></td>
<td></td>
<td>• Analysing trends</td>
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<td></td>
<td></td>
<td>• Strategy Formulation</td>
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<td></td>
<td></td>
<td><strong>Analysing the Environment.</strong></td>
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<td></td>
<td></td>
<td>• The macro environment</td>
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<td></td>
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<td>• Industry analysis</td>
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<td></td>
<td>• Competitor analysis</td>
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<td></td>
<td></td>
<td>• Market analysis</td>
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<td></td>
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<td>Forecasting</td>
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<td></td>
<td></td>
<td>• Income and expenditure</td>
<td></td>
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<td></td>
<td></td>
<td>• Cash flow and servicing debt</td>
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<td></td>
<td></td>
<td>• Tracking indicators</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Service Strategy</strong></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• The concept of strategic service</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Demand and supply</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Competitive service strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
<td>Lecturer</td>
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</tbody>
</table>
| Week 4 | 19<sup>th</sup> August 2014 | Target Markets and Positioning:  
- Target market selection  
- Competitive Positioning  
- Positioning maps  
The Pricing of Services,  
- Pricing decisions  
- Pricing strategy  
- Service-mix pricing  
- Tactical pricing | LMS Readings | Paul Strickland |
| Week 5 | 26<sup>th</sup> August 2014 | Operations Strategy,  
- Corporate strategy  
- Capabilities of the organisation  
- Identifying strategic capabilities  
- New service/product development  
- The effects of the product life cycle  
- Inventory  
Service Delivery,  
- The servicescape  
- Service blueprinting  
- Productivity | LMS Readings | Paul Strickland |
| Week 6 | 2<sup>nd</sup> September 2014 | Managing Capacity and Demand,  
- Managing capacity  
- Patterns of demand  
- Managing demand  
People Management and Leadership,  
- Leadership  
- Organisational politics  
- The right people  
- Management team roles  
- Organisational Culture  
- Service Employees  
- Training | LMS Readings | Paul Strickland |

Learning Activity Details

Times and rooms are subject to change. To view the full time and location details for learning activities in this subject, please ensure you seek further information available at [http://www.latrobe.edu.au/timetable/](http://www.latrobe.edu.au/timetable/).

You should also regularly check [at least once per week] the subject’s LMS site (where applicable) for updated information.

<table>
<thead>
<tr>
<th>Tutorial</th>
<th>Date</th>
<th>Topic</th>
<th>Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Week starting 28&lt;sup&gt;th&lt;/sup&gt; July 2014</td>
<td>No tutorials</td>
<td>NA</td>
</tr>
</tbody>
</table>
| Week 2 | Week starting 4<sup>th</sup> August 2014 | Meet your team  
Practice simulation | Paul Strickland |
<p>| Week 3 | Week starting 11&lt;sup&gt;th&lt;/sup&gt; August 2014 | Practice simulation | Paul Strickland |</p>
<table>
<thead>
<tr>
<th>Tutorial</th>
<th>Date</th>
<th>Topic</th>
<th>Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4</td>
<td>Week starting 18&lt;sup&gt;th&lt;/sup&gt; August 2014</td>
<td>Year 1 of HOTS simulation</td>
<td>Paul Strickland</td>
</tr>
<tr>
<td>Week 5</td>
<td>Week starting 25&lt;sup&gt;th&lt;/sup&gt; August 2014</td>
<td>Year 2 of Hots simulation</td>
<td>Paul Strickland</td>
</tr>
<tr>
<td>Week 6</td>
<td>Week starting 1&lt;sup&gt;st&lt;/sup&gt; September 2014</td>
<td>Year 3 of Hots simulation</td>
<td>Paul Strickland</td>
</tr>
<tr>
<td>Week 7</td>
<td>Week starting 8&lt;sup&gt;th&lt;/sup&gt; September 2014</td>
<td>Year 4 of Hots simulation</td>
<td>Paul Strickland</td>
</tr>
<tr>
<td>Week 8</td>
<td>Week starting 15&lt;sup&gt;th&lt;/sup&gt; September 2014</td>
<td>Year 5 of Hots simulation</td>
<td>Paul Strickland</td>
</tr>
<tr>
<td>Week 9</td>
<td>Week starting 22&lt;sup&gt;nd&lt;/sup&gt; September 2014</td>
<td>Working on group presentation and group report</td>
<td>Paul Strickland</td>
</tr>
<tr>
<td></td>
<td><strong>MID SEMESTER BREAK</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Week starting 6&lt;sup&gt;th&lt;/sup&gt; October 2014</td>
<td>Group presentations and group reports due</td>
<td>Paul Strickland</td>
</tr>
<tr>
<td>Week 11</td>
<td>Week starting 13&lt;sup&gt;th&lt;/sup&gt; October 2014</td>
<td>Group presentations and group reports due</td>
<td>Paul Strickland</td>
</tr>
<tr>
<td>Week 12</td>
<td>Week starting 20&lt;sup&gt;th&lt;/sup&gt; October 2014</td>
<td>Group presentations and group reports due if required</td>
<td>Paul Strickland</td>
</tr>
</tbody>
</table>
Assessment and Feedback Details

**Assessment Task 1**

<table>
<thead>
<tr>
<th>Computer Simulation (Group activity)</th>
<th>Weeks 2-8</th>
<th>10%</th>
<th>Make business decisions in a team environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ability to respond to business market forces and hotel competition.</td>
</tr>
</tbody>
</table>

**Submission Details**

Students are required to attend all simulation tutorials for the two hour period. Students are expected to be involved in business making decisions and simulation input. This simulation environment encourages discussion, team work and managerial decisions that impact the monthly operations of a simulated hotel.

**Grading Criteria and Feedback**

The grading criteria for this assessment task are subject to attendance through role call and subjectivity of the tutor’s opinion. Part of the 10% will be allocated by the tutor by witnessing actual team input in oral, written and computer based assistance. Individual results may vary within the same team.

**Description of Task**

During the HOTS simulation, participants will be working in teams. It is up to each team to determine the role(s) of individuals within the group. Students will be allocated into a team during the first tutorial/computer laboratory.

These teams will compete in a ‘virtual hotel market’ using the HOTS simulation program. The teams enter decisions directly into a PC, and feedback is given in the following session. The trading results are published in various formats including Standard Chart of Accounts, graphs and weekly/monthly indicators and may be printed during the computer laboratories.

The software will provide students with an opportunity to develop knowledge of Business Strategy, Marketing and Sales, Finance, Operations and Human Resource Management by the development of a business plan for a hotel and implementing it through a series of decisions over a simulated period of up to five years. In addition to gaining business skills, participants will also gain an insight into the challenges and of group decision-making and group dynamics in a simulated management team.

In order to compete successfully in the simulation, it is essential that teams meet prior to computer simulation sessions, in order to determine their strategies and for the next trading period. The meetings may be face-to-face or via electronic channels such as e-mail or LMS. It is up to the team to determine, when they will meet and their mode of communication, as well as how they will make their decisions. As the software has a “real-time” clock, if the group does not input new trading data by the end of the input period, the previous data inputs will prevail. That means that, participants will be hampered by the cost structures and hotel revenues that were entered in the previous period if no updated decisions are entered.

Some teams may choose to allocate members specific portfolios such as Director of Rooms Division, Director of Marketing, Director of Food and Beverage, Chief Financial Controller or General Manager, or the teams may choose a more collective approach to decision-making. What is important is to realise that the costs and revenues of each “portfolio” cannot be taken in isolation. Each cost will impact on cash flow and the opportunity to invest in other areas.

One of the key challenges is trying to anticipate what your competitors are doing in the virtual market, and position your hotel appropriately to respond to the changing market conditions. It is important utilise business tools such as planning budgets, revenue estimates, SWOT analysis, marketing and promotional plans and positioning charts etc. External factors such as interest rates, the state of the labour market, commodity costs, will impact on your borrowings, costs and your ability to service your debts.

The objective of this exercise is to provide participants the opportunity to manipulate business inputs, in a simulation, without the risks associated with operating a business in the real world and reflect on the appropriateness of their strategic decisions.
Group Presentation | Week 10-11 in allocated timeslot | 10% | Develop a marketing strategy including a S.W.O.T. and E.T.O.P analysis.

Submission Details

All team members are required to contribute to a 15 minute PowerPoint presentation regarding their overall hotel position in the HOTS simulation at the end of a 5 year trading period. All presentation will be conducted at an allocated date and time and presented in their tutorial room.

Grading Criteria and Feedback

**Group Oral Presentation – Worth 10% - Criteria Assessment Sheet**

Team Members: __________________________________________________________

Team Name: ___________________________________________________________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Comments</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logical structure – introduction, body, conclusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intended strategies explained?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Realised results explained?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis of results explained?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application of theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear and well formatted presentation slides</td>
<td></td>
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<tr>
<td>Appropriate graphs and illustrations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pitch, vocal skills, volume of presenter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choice of presentation clothes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall time management of presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall comments:

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Description of Task
End of Simulation Evaluation of Performance Evaluation Presentation
After the computer simulation is completed each group will make a formal, 15-minute Microsoft PowerPoint presentation and give a copy of the presentation to your tutor. This presentation is to be a case study analysis of your firm's actions and results. The presentation is to include an examination of your intended strategic plans as well as your realised results, and especially deviations from intended plans. Since organisational performance is one of the primary measures of business success, your presentation should include an analysis of the industry (competing firms, trading environment, etc.) and the hotel’s results (financial, marketing, etc.). Lastly, as with any case study analysis, a set of key recommendations for future action is to be included.
The 15-minute Microsoft PowerPoint presentation should focus on your team’s mental models, your major learning points (magic moments of crisis or success), relevant financial data, and key recommendations for the incoming management team that is to replace you. Groups should be prepared to answer questions. It is up to the team as to how many presenters there are as all will receive the same result.

<table>
<thead>
<tr>
<th>Assessment Task 3</th>
<th>Due Date</th>
<th>%</th>
<th>SILOS Assessed</th>
</tr>
</thead>
</table>
| Group Report      | Week 10-11 in allocated timeslot | 20 | Develop a marketing strategy including a S.W.O.T. and E.T.O.P analysis.  
Interpret financial data and make decisions based on this information. |

Submission Details
Students must submit the group report at the same time as their allocated group presentation in weeks 10-13. All students must assign the statement of authorship. Students are to contribute individually 500-800 words towards this report and each contribution to be collaborated in report format.
Students will receive written feedback within two weeks of submission which can be collected in either the tutorials or at an arranged time.

### Group Report – Worth 20% - Criteria Assessment Sheet

**Student Names:**
________________________________________________________

**Tutorial Group:**
________________________________________________________

<table>
<thead>
<tr>
<th><strong>ENVIRONMENTAL ANALYSIS</strong></th>
<th>MARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of Industry Environment</td>
<td></td>
</tr>
<tr>
<td>SWOT/Capability Statements</td>
<td></td>
</tr>
<tr>
<td>Strategic Statements</td>
<td></td>
</tr>
<tr>
<td>Intended Strategy</td>
<td></td>
</tr>
<tr>
<td>Realised Strategy</td>
<td></td>
</tr>
</tbody>
</table>

**MARK**
0 = unsatisfactory  
1 = satisfactory  
2 = above satisfactory

**MARKETING**
- Positioning strategy
- Pricing tactics
- Appropriate advertising expenditure
- Appropriate promotional campaigns
- Evidence of future promotions.

**OPERATIONAL MANAGEMENT**
- Interpretation of operating results
- Appropriate staffing levels
- Appropriate staff training budget
- Refurbishment program
- Maintenance program

**FINANCIAL and OPERATING RESULTS**
- Evidence of cost control systems
- Interpretation of financial results
- Graphs and other ‘management’ tools
- Discussion of financial and operating results
- Discussion of the importance of cash flow

**CONCLUSIONS, RECOMMENDATIONS & JUSTIFICATIONS**
- Are the justification processes clear and backed up with suitable references to ‘expert’ opinion
- Clear argument summarising main points
- Referencing
- Hotel financially sustainable long term?
- Advice of future hotel direction

**TOTAL MARK OUT of 50**

**TOTAL RESULT OUT of 20 %**

**COMMENTS:**
_____________________________________________________________________________________________________
_____________________________________________________________________________________________________
_____________________________________________________________________________________________________

**Description of Task**
This group report is based on the group presentation. It is important that the recommended strategies, actions and recommendations are supported by relevant research and are appropriately referenced in Harvard style. Graphs are not included in the word count.

**CONTENTS OF THE ASSIGNMENT:**

The assignment should include an assessment of the final overall condition of your company in both the short run and the long run.

The specific items that you should also cover include at a minimum **(students are strongly encouraged to add advanced analysis beyond this list);**

1. An assessment of industry environment (Recap of inherited hotel position).
2. Intended strategy (what was your team trying to achieve).
3. Realised strategy (summary report of what the strategy became).
4. Any deviation in strategy (difference between realised and intended).
5. Strengths and weaknesses of your firm - full SWOT analysis (at the end of simulation).
6. Financial condition (present and future); include at least the following 5-year data in graph format;
   - Graph A. Total Revenue & Net Income Overall
   - Graph B. Rooms Department Total Revenue & Net Income
   - Graph C. F&B Department Total Revenue & Net Income
   - Graph D. Other Department Total Revenue & Net Income
   - Graph E. Overall ROE & ROS
   - Graph F. Occupancy Rate & ADR
   - Graph G. ADR & REVPAR
   - Graph H. Occupancy Rate & Refurbishment Spending

**CRITICAL NOTE:** Just presenting graphs is not enough. There is a need to discuss what the graphs reveal and the implication(s) for your firm.

7. Marketing, sales and pricing activities and their effectiveness (Did they work? Why or why not?)
8. Physical property condition - include renovations made and current status of the property. What rationale was used with your refurbishment decisions?
9. Cost control - including but not limited to: budgets, advertising, wages, fees, etc. What methods did you or could you use to control costs?
10. Strategic recommendations for the new, incoming management team that are thoughtful, specific, detailed and clearly supported by information previously presented in the analysis. What do you recommend the new management should do?
11. An overall conclusion.
Students must submit the individual report by the 20th October 2014 by 3pm in the designated drop box in DW level 2. Students must sign the statement of authorship. Students are to contribute individually 2000 words towards this report.
<table>
<thead>
<tr>
<th>MARKING CRITERIA</th>
<th>MARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of Teams Situation at Start/End</td>
<td>10%</td>
</tr>
<tr>
<td>Critique of Strategies Employed</td>
<td>15%</td>
</tr>
<tr>
<td>Discussion of Theory</td>
<td>20%</td>
</tr>
<tr>
<td>Report format, layout, grammar</td>
<td>10%</td>
</tr>
<tr>
<td>Referencing</td>
<td>5%</td>
</tr>
<tr>
<td>Total Mark out of 60% is</td>
<td>%</td>
</tr>
</tbody>
</table>

COMMENTS:
**Description of Task**

The individual assignment is a critique of the strategies and tactics implemented by your management team. The report should demonstrate your understanding of your team’s situation at the commencement of the simulation and at the end of the simulation. This report is your opportunity to either agree with, or dissent from the tactics and strategies employed by your management group.

**It is your opportunity to explain what you might have done differently.**

Some areas that may be covered could include:

- What did your firm identify as strategic decisions? In hind-sight were these strategies the most appropriate?
- What is competitive advantage as a concept? What was it for your firm?
- A five forces analysis of your market. How well did your firms capabilities allow it to compete in your industry environment?
- What were the impacts of the team’s decisions on human beings (employees, customers, the community and the owners?)
- Comment on the effectiveness and implementation of
  - The Operational plan
  - The Marketing plan
  - The Business objectives including intended and realised strategies
- Reflect on outcome data and perform a technical analysis of the trading results.
- How did your team make decisions? Comment on alternated decision making methods. How was your team organised? What organisational structures might you recommend?
- What recommendations can you supply for improvement?

It is important that your opinion is supported by a trading data, and you can demonstrate an application of some relevant ‘management tools’ such as environmental analyses, capacity statements, SWOT analysis, ratio analysis in your report.

**Most importantly your decisions should be supported by reference to appropriate theory sources.**

Due 20th October 2014 by 3pm at the assignment Drop Box, DW level 2.
Detailed Grading Criteria

Assessment Task 3 and 4

<table>
<thead>
<tr>
<th>Overall application of PowerPoint presentation</th>
<th>Fail 49-0</th>
<th>D 50-59%</th>
<th>C 60-69%</th>
<th>B 70-79%</th>
<th>A 80-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No submission or an answer that had no relevance to or did not answer the questions.</td>
<td>Broadly completed but some parts are superficially treated, misunderstood or nearly overlooked.</td>
<td>Sound conceptual development, problems encountered have been satisfactorily solved, resulting in well-presented work</td>
<td>Material presented is strongly linked to task; comprehension of task is high.</td>
<td>Sophisticated concepts communicated through advanced use of technique Exceeds or refines the basic task requirements.</td>
<td></td>
</tr>
</tbody>
</table>

| Interpretation of overall financial statements and hotel positioning | Theories and concepts are lacking and not applicable to the questions. | Generally very limited application; some misunderstanding or quite superficial treatment. | Relevant concepts, etc. applied in a generally appropriate and thoughtful way. No major misunderstanding; logical connections between ideas; no serious omissions. | Critical or evaluative thinking about how concepts/theories are applied; little inaccuracy or misunderstanding. | Creative or reflective processing of theories/concepts; understanding of how and why they are used; critical and evaluative thinking. |

| Academic structure and appropriate layout of assessment tasks | Structure and organisation of the case study is poor; needed to focus upon the questions. | Well enough structured to make sense; could be better organised and more tightly focused upon the questions. Instances of irrelevance or confusion. | Sequence and structure are logical and easy to follow. | Ideas are sequenced in a logically satisfying way; connections between different themes or sections are well made. | Structure and sequence are used effectively to help integrate ideas or support logical argument. Soundly structured throughout. |

| Language use | Not able to be understood; confused or unclear expression. Spelling, punctuation & grammar unsatisfactory. | Some confused or unclear expression. Spelling, punctuation & grammar generally satisfactory but likely to need attention. | Language is generally sound and clear throughout. | Language use demonstrates precision and expressiveness as well as clarity. | Confident and precise use of language; mastery of style and tone. |

Assessment and Feedback - Faculty/School/Discipline-specific information

This subject is a capstone subject that embraces many other subjects from the tourism and hospitality course therefore students are encouraged to reflect on a wide range of sources. Feedback will be two weeks after submission.

Academic Language and Learning Unit (ALLU)

The Academic Language and Learning Unit (ALLU) works closely with teaching staff in the Faculties and on the Melbourne campus and the regional campuses to ensure that all La Trobe students – including those from non-English-speaking backgrounds – develop high-level academic speaking, writing, reading, and numeracy skills required for successful learning in their courses. For further information, please see the website at: [http://www.latrobe.edu.au/learning/](http://www.latrobe.edu.au/learning/)

Learning Management System (LMS)

The Learning Management System (LMS) is an Internet based system which allows you access to learning materials and to interact with other students and teaching staff in activities related to your studies from any location with Internet access. Most subjects have a LMS site into which you are automatically added as part of your enrolment into the subject.

The LMS can be accessed at: [https://www.latrobe.edu.au/lms/login/](https://www.latrobe.edu.au/lms/login/) by using your Username and Password provided to you on your Statement of Account. If you are having trouble accessing the LMS or want to find out more about LMS, please see the website at: [http://www.latrobe.edu.au/studentlmsinfo/moodle/index.html](http://www.latrobe.edu.au/studentlmsinfo/moodle/index.html)
Library

The Library has many valuable physical and online learning resources that can help you with your study. On campus students should get to know the physical Library environment by going on a Library Tour. All students should get familiar with the Library website where online resources include:

- LibSkills [http://latrobe.libguides.com/libskills] – to teach you library research and information literacy skills;
- LibChat [http://www.lib.latrobe.edu.au/] - a library discussion forum allowing you to chat with a Librarian;
- Academic Referencing Modules [http://latrobe.libguides.com/referencingmodules] – to assist you to understand specific referencing styles;

Student Support Services

If you have special needs due to disability or other factors the Equality and Diversity Centre can provide advice and support. This Centre can be contacted by telephone on (03) 9479 2900 (Melbourne); (03) 5444 7410 (Bendigo); (02) 6024 9628 (Albury-Wodonga); National Relay Service Deaf and Hearing Impaired: T: 133677 (within Australia only). Email: Equality@latrobe.edu.au or refer to the website at: http://www.latrobe.edu.au/equality/.

Learning Summary

This section is intended to show you how the various learning activities and assessments meet the stated Subject Intended Learning Outcomes (SILOs) and, where applicable, how they relate to your development and achievement of the Faculty Graduate Capabilities (FGCs) and any professional standards.

SUBJECT INTENDED LEARNING OUTCOMES (SILOs)

Upon successful completion of this subject, you should be able to:

1. Make business decisions in a team environment.
2. Develop a marketing strategy including a S.W.O.T. and E.T.O.P analysis.
3. Demonstrate leadership and decision making skills.
4. Interpret financial data and make decisions based on this information.
5. Ability to respond to business market forces and hotel competition.

FACULTY GRADUATE CAPABILITIES (FGCs)

The following Faculty Graduate Capabilities (FGCs) are evaluated in this subject:

<table>
<thead>
<tr>
<th>FGC</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Team Work</td>
<td>Capstone</td>
</tr>
<tr>
<td>b Oral communication</td>
<td>Capstone</td>
</tr>
<tr>
<td>c Writing skills</td>
<td>Capstone</td>
</tr>
</tbody>
</table>

ACTIVITY AND ASSESSMENT CONTRIBUTION TO SILOs and FGCs
### ACTIVITY AND ASSESSMENT CONTRIBUTION TO SILOs and FGCs

#### Learning Activities

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>SILO(s)</th>
<th>FGC(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Students will be assigned team mates and topics.</td>
<td>Make business decisions in a team environment.</td>
<td>Team work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Oral communication.</td>
</tr>
<tr>
<td>Two</td>
<td>Reviewing report writing</td>
<td>Develop a marketing strategy including a S.W.O.T. and E.T.O.P analysis.</td>
<td>Written skills.</td>
</tr>
<tr>
<td>Three - Seven</td>
<td>HOTS computer simulation</td>
<td>Demonstrate leadership and decision making skills.</td>
<td>Team work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ability to respond to business market forces and hotel competition.</td>
<td>Oral communication</td>
</tr>
<tr>
<td>Ten - Twelve</td>
<td>PowerPoint presentation and reports</td>
<td>Interpret financial data and make decisions based on this information.</td>
<td>Oral communication.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Team work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Writing skills.</td>
</tr>
</tbody>
</table>

#### Assessment Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Task</th>
<th>SILO(s)</th>
<th>FGC(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 3-8</td>
<td>Computer simulation participation</td>
<td>Make business decisions in a team environment.</td>
<td>Team work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Oral communication.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ability to respond to business market forces and hotel competition.</td>
<td></td>
</tr>
<tr>
<td>Weeks 10-11</td>
<td>Group Presentation and Report</td>
<td>Develop a marketing strategy including a S.W.O.T. and E.T.O.P analysis.</td>
<td>Writing skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Interpreting data.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interpret financial data and make decisions based on this information.</td>
<td>Oral communication.</td>
</tr>
<tr>
<td>20th October 2014</td>
<td>Individual Report</td>
<td>Interpret financial data and make decisions based on this information.</td>
<td>Writing skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Interpreting data.</td>
</tr>
</tbody>
</table>

### Policies, Procedures and Guidelines

The University has a comprehensive policy framework to which both staff and students must adhere. You should familiarise yourself with those policies, procedures and guidelines likely to affect you especially the following:
- Academic Integrity.
- Academic Progress.
- Assessment and Feedback.
- Extension to Submission Dates.
- Late Submission of Assessment Tasks.
- Occupational, Health and Safety [OHS].
- Privacy.
- Special Consideration.
- Student Charter.
- Use of Electronic Mail.

The relevant policies, procedures and guidelines can be found on the website at: [http://www.latrobe.edu.au/policy/](http://www.latrobe.edu.au/policy/)

**Academic Integrity**

Academic integrity means being honest in academic work and taking responsibility for learning the conventions of scholarship. La Trobe University views this seriously as evidenced by the following extract:

> Academic honesty is a fundamental principle in teaching, learning, research and scholarship. The University requires its academic staff and students to observe the highest ethical standards in all aspects of academic work and it demonstrates its commitment to these values by awarding due credit for honestly conducted scholarly work, and by penalising academic misconduct and all forms of cheating.

*Academic Integrity Procedures (2010, p. 1 of 6)*

Academic misconduct includes poor referencing, plagiarism, copying and cheating. You should familiarise yourself with your responsibilities in relation to Academic Integrity and if you have any questions, direct them to your Course Coordinator. Information can be found on the website at: [http://www.latrobe.edu.au/learning/integrity.html](http://www.latrobe.edu.au/learning/integrity.html)

**Special Consideration**

Special Consideration is the term used to describe a process that applies an equity measure to ensure that where any temporary adverse circumstances beyond the control of a student, that impact negatively on that student’s ability to demonstrate their learning achievement for an assessment task, is taken into account.

Eligibility to apply for Special Consideration does not automatically imply eligibility to receive it. Certain criteria must be satisfied in order to receive Special Consideration.


**Extensions, Late Submissions and Penalties**

There are policies and procedures to guarantee fair, consistent and transparent treatment of late submission of assessment tasks provide equity around extensions to submission dates and penalties associated with not submitting assessment by the due date and time.