



上海商学院
SHANGHAI BUSINESS SCHOOL



上海洛桑酒店管理学院
COLLEGE OF SHANGHAI LAUSANNE HOSPITALITY MANAGEMENT

课程大纲

毕业实习

课程代码: : 663520051

2024-02

课程代码:	663520051
课程名称:	毕业实习
授课教师:	武岳
职务职称:	助理教授
邮箱:	yuewu417@163.com
开课院系	上海洛桑酒店管理学院
学分:	6
学时:	24 周
课程性质:	实践教学 (必修课)
学年学期:	春季学期 2023-2024
专业班级:	班级 221, 酒店管理 (中外合作办学); 班级 221, 电子商务 (中外合作办学)
前置课程:	专业实习, 专业代码: 663520041
主要教材:	《2023-2024 学年学生顶岗学习指南上海洛桑酒店管理学院》
参考资料:	/
答疑时间地点:	每周一至周五中午 12 点到 13 点, 漕宝路校区行政楼 312 室

指导思想:

课程的内容和设计必须符合中国的教育法律法规, 应采用前瞻性的教学方法, 融入现代化理念、全球视角及对未来趋势的洞察。通过整合当代概念、方法和技术, 课程旨在为学生提供在动态发展的世界中茁壮成长所需的技能和知识。培养学生的创新精神和创新能力是本门课程的核心目标。借助于沉浸式和互动式的教学模式, 鼓励学生进行批判性思考, 锻炼他们解决问题的能力, 激发探索新思想的热情, 并培养他们形成独到见解的能力。

学术诚信:

每位学生都必须诚实地追求学术目标, 并对自己的所有提交工作负责。这意味着在每项作业和与同伴、教授或研究参与者的每次互动中, 都必须表现出诚实、透明和道德的行为, 以支持我们的学术卓越社区。任何学术不端行为, 如作弊和剽窃, 都是不诚实的, 将导致论文或作业成绩不及格, 可能还会导致其他纪律处分。

课程描述:

毕业实习课程致力于为学生提供更深入高阶的实践机会, 尤其关注他们在酒店后台部门和泛服务行业岗位中的实际操作能力。在这门课程中, 学生将积极参与真实的岗位工作和任务, 与企业在酒店和泛服务领域展开紧密的合作, 通过实际操作巩固并拓展他们在课堂上学到的知识和技能。企业导师将为学生提供个性化的指导和反馈, 促使他们在实际工作中不断成长和提升, 特别关注酒店和泛服务行业相关的实际应用。

这门实习课程不仅仅强调应用知识，更注重学生在酒店后台和泛服务行业岗位中的应变能力和实际问题解决能力，组织与协调能力和数字能力等。通过与企业的深度互动，学生将全面了解酒店后台部门和泛服务领域的实际运作，培养独立工作的自信心。学院课程老师将在整个过程中担任引导者的角色，通过个性化指导，帮助学生发现和发展自己在酒店和泛服务行业中的潜力。这样的实践体验将使学生更好地适应未来在酒店和泛服务行业中的职业挑战，为他们的职业发展奠定坚实的基础。

内容包括以下主题:

1. 实习简历修改；
2. 实习面试模拟；
3. 实习宣讲会召开；
4. 实习双选会召开；
5. 签订校企协议；
6. 实习动员会召开；
7. 学生信息收集；
8. 关怀学生了解实习实况；
9. 实习指导与协助；
10. 实习故事宣传与实习表现记录；
11. 指导和协助学生解决在实习中遇到的各种问题；
12. 实习作业评估；
13. 实习评优。

课程学习目标:

通过本课程的学习，学生能获得（知识 Knowledge、能力 Competency、思维模式 Mindset-KCM）：

KCM	描述
KCM1	熟悉酒店管理流程和操作规范，掌握前台、客房和餐饮服务技能。这不仅培养了他们的操作技能，还提升了解决问题的能力，并培养了批判性思维和创新性思维，为未来的职业发展打下了坚实基础。
KCM2	深入理解酒店市场营销策略和客户服务理念，学习如何提升酒店的品牌形象和客户满意度。通过实践，学生将培养市场分析和策略制定能力，了解客户需求，并设计符合市场趋势的营销方案。同时，他们还将学习建立和维护良好客户关系，提升客户满意度和忠诚度，为未来职业发展做准备。
KCM3	培养学生解决实际问题的能力，包括处理客户投诉、应对突发事件等应急处理能力。通过这样的实践，学生将不仅提升了操作技能，还培养了批判性思维和创新性思维，使他们能够从多个角度思考问题，并提出创新的解决方案，为未来职业发展奠定了坚实基础。
KCM4	提升学生的团队合作和沟通能力，培养他们与同事协作、与客户交流的技能，同时激发他们在团队中积极发挥作用的意识。通过这一过程，学生将不仅加强了解决实际问题的能力，还培养了批判性思维和创新性思维，从而为他们未来的职业

	发展打下了坚实基础。
KCM5	培养学生批判性思维和创新性思维，使他们能够从不同角度思考问题，并提出创新的解决方案。通过这样的学习，学生不仅将提升解决问题的能力，还将培养灵活应对挑战的能力，促进学生批判性思维和创新性思维的发展，为他们未来的职业发展提供有力支持。
KCM6	培养学生职业道德和责任意识，强调诚信、专业和负责的工作态度。通过课程学习和实践，学生将不仅加强了解决实际问题的能力，还将培养批判性思维和创新性思维，使他们成为具有社会责任感的酒店从业人员，为社会做出积极贡献。

课程对专业毕业要求的贡献:

实习课程为学生提供了解决问题和领导能力的宝贵锻炼机会。通过面对各种挑战和困难，他们不仅能够迅速分析问题，找到解决方案，还有机会担任领导角色，协调团队合作，推动任务完成。同时，实习让学生置身于服务行业的实践环境中，促进了泛服务业素质的培养。他们不仅能够提升酒店管理技能，还能拓展跨领域的服务素养，包括客户关系管理、服务质量提升等方面。在实践中，学生不断适应新环境，培养了终身学习的态度。通过不断的实践和反思，他们逐渐形成了持续学习的习惯，为未来职业生涯中的个人成长和行业发展保持了持续竞争力。

课程对专业毕业目标的支撑:

毕业生画像	全球学习目标(LGs)	全球学习目标 (GLOs)	相关 KCM
解决问题	我们的毕业生在服务 和酒店业中提出了以 数据驱动、富有创新 性且切实可行的解决 方案	1.1 信息收集能力	KCM2
		1.2 分析方法和策略	KCM5
		1.3 陈述技巧和表达力	KCM4
		1.4 写作能力	KCM4
领导能力	我们的毕业生在不同的 受众群体和组织环 境中，都是积极有效 的沟通者、合作者 和管理者	2.1 跨群体沟通	KCM4
		2.2 团队合作能力	KCM4
		2.3 组织与人才管理能力	KCM4
		2.4 正确决策判断力	KCM5
泛服务业素质	我们毕业生在不同情 境下，都会利用人文 关怀提供精细化服务	3.1 理解泛服务业文化	KCM6
		3.2 处事灵活性	KCM3
		3.3 彬彬有礼	KCM6
		3.4 同理心与积极倾听能力	KCM6
终身学习	我们的毕业生培养了 终身学习的承诺	4.1 保持好奇心	KCM5
		4.2 批判性思维和创新性思维	KCM5
		4.3 数字化思维和技术素养	KCM1

		4.4 国际化视野	KCM5
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角色扮演法：通过模拟真实场景，让学生扮演特定角色，参与虚拟情境中的角色互动和问题解决。这种方法有助于学生将理论知识应用到实践中，培养解决问题、团队合作和沟通能力等职业技能。

案例分析法：通过讨论和分析真实或虚拟的案例，帮助学生理解理论知识在实际工作中的应用，并培养解决问题的能力 and 思维方式。

讲授法：实习前与酒店相关专业课相挂钩，有效地向学生介绍基础的理论知识、操作技能和实践经验，帮助他们建立起对所学内容的基本理解和认识。

课程内容 & 教学计划

实习前期 2023 年 9 月- 2022 年 12 月	对 KCM 的 支撑关系	<input type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input type="checkbox"/> KCM4 <input checked="" type="checkbox"/> KCM5 <input checked="" type="checkbox"/> KCM6
	课程内容	<p>教学内容：</p> <ol style="list-style-type: none"> 1. 实习简历修改； 2. 实习面试模拟； 3. 实习宣讲会召开； 4. 实习双选会召开； 5. 签订校企协议； 6. 实习动员会召开； 7. 学生信息收集。 <p>【重点 ◆】</p> <p>◆ 确保实习双选会顺利召开，学生找到适合自己的岗位。同时召开实习动员会，强调实习守则和实习生工作基本规范。</p> <p>【难点 ★】</p> <p>★ 确保学生实习简历和实习面试的质量；以及确认校企协议签订无误。</p> <p>课堂练习：</p> <p>实习简历修改 实习模拟演练</p>
	教学方法	讲授法
	课程思政	<p>要素：树立正确的职业态度</p> <p>内容：实习动员会召开有助于学生树立正确的职业态度，明确实习的目标和任务，同时也是培养学生团队协作精神和对企业社会责任的认识。引导他们正确处理职场问题，锻炼解</p>

		决实际问题的能力。
实习初期 2022 年 7 月-8 月	对 KCM 的 支撑关系	<input checked="" type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input type="checkbox"/> KCM5 <input checked="" type="checkbox"/> KCM6
	课程内容	<p>教学内容：</p> <ol style="list-style-type: none"> 1. 实习单位报道确认； 2. 实习入职培训； 3. 实习岗前培训。 <p>【重点 ◆】</p> <p>入职实习公司，从事专业相关岗位的实习工作，开展岗位培训。</p> <p>【难点 ★】</p> <p>尽快进入实习状态，了解实习的具体工作。</p> <p>课堂练习：</p> <p>建立学生线上沟通平台，强调入职期间的重要环节。</p>
	教学方法	讲授法
	课程思政	<p>要素：适应新环境的能力</p> <p>内容：培养通过线上沟通培养学生适应不同组织结构和文化氛围的能力，涵盖了思政的人文关怀和社会适应力的培养。</p>
实习中期 2022 年 9 月-10 月	对 KCM 的 支撑关系	<input checked="" type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input checked="" type="checkbox"/> KCM5 <input checked="" type="checkbox"/> KCM6
	课程内容	<p>教学内容：</p> <ol style="list-style-type: none"> 1. 与学生进行沟通跟进学生实习的情况； 2. 指导和协助学生解决在实习中遇到的各种问题； 3. 检查学生和企业共同完成中期鉴定； 4. 实习故事宣传与实习表现记录。 <p>【重点 ◆】</p> <p>参与实习单位的情况，跟进实习同学实习表现。</p> <p>【难点 ★】</p> <p>完成酒店安排的实习工作任务。</p> <p>课堂练习：</p> <p>指导和协助学生解决在实习中遇到的各种问题</p>
	教学方法	案例分析法
	课程思政	<p>要素：心理健康教育</p> <p>内容：通过案例分析和情景分析，来帮助学生解决实习中</p>

		的困惑，关注学生心理健康问题，引导学生正确对待压力、管理情绪，培养积极向上的心态，形成健康的心理品质。
实习后期 2022 年 11 月-2022 12 月	对 KCM 的支撑关系	<input type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input checked="" type="checkbox"/> KCM5 <input checked="" type="checkbox"/> KCM6
	课程内容	教学内容： <ol style="list-style-type: none"> 1.与学生进行沟通跟进学生实习的情况； 2.指导和协助学生解决在实习中遇到的各种问题； 3.督促学生完成实习作业。 【重点 ◆】 学生目前是实习问题出现的高发期，也是实习生身体出现问题的高发期。 【难点 ★】 实习生想要放弃或者情绪消极。 课堂练习：指导和协助学生解决在实习中遇到的各种问题。督促学生完成实习作业。
	教学方法	案例分析法
	课程思政	要素： 独立解决问题的能力 内容： 通过案例分析和情景分析，培养学生独立思考和解决问题的能力，使其具备在实际工作中灵活应对各种挑战的能力。
实习结束	对 KCM 的支撑关系	<input type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input checked="" type="checkbox"/> KCM5 <input checked="" type="checkbox"/> KCM6
	课程内容	教学内容： <ol style="list-style-type: none"> 1.完成终期实习鉴定表和实习评估表 2.完成实习报告和实习日志作业收集 3.完成实习问卷调查 4.优秀实习生评定准备工作 【重点 ◆】 实习作业质量和实习证明收集。 【难点 ★】 实习评估质量把关。 课堂练习： 指导学生填写评估表和问卷。
	教学方法	讲授法
	课程思政	要素： 实践洞见和自我认知 内容： 学生通过完成终期实习鉴定表和实习评估表，不仅需对自己的表现进行全面评估，还能够更深入地认识到自己

		在实践中的优势和不足，培养实际问题解决能力和自我认知。
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测评方式与成绩:

KCM	GLO	测评方式							总占 比
		平时成绩		期末成绩					
		企业中 期评定	自我 中期 鉴定	企业总 评定	自我 总评 定	实习 日志	实习 报告	实习照片 与小视频	
KCM 1	GLO4. 3	5%		5%					10%
KCM 2	GL O1.1				5%				5%
KCM 3	GL O3.1			5%					5%
KCM 4	GLO1. 3				5%				5%
	GLO1. 4			5%					5%
	GLO2. 1		5%				10%		15%
	GLO2. 2				5%				5%
	GLO2. 3		5%						5%
KCM 5	GLO1. 2			5%					5%
	GLO2. 4							5%	5%
	GLO4. 1	5%							5%
	GLO4. 2	5%							5%
	GLO4. 4	5%							5%
KCM 6	GLO3. 1				5%				5%
	GLO3.	5%							5%

		测评方式							总占比
KCM	3 GLO								
	GLO3. 4	5%							5%
总占比		30%	20%	50%					100%

测评方式1: 实习企业评估

测评目标: 企业对实习生实习表现的评定目的包括评估实习生能力、改进培养方案、提高企业效率、选拔人才储备以及维护企业形象。

安排: 实习期的十月中旬进行企业中期评定，实习结束完成企业总评定。

测评方式2：实习生自我鉴定评估

测评目标： 学生实习期间写实习自我鉴定的目的是为了对自己在实习中的表现进行客观评价和反思，发现自身存在的问题并寻找改进的方向，同时提高对实习任务和目标的认识。

测评方式3：实习日志

测评目标: 学生写实习日志的目的在于记录和反思实习经历，促进个人成长，与指导老师交流并备忘总结实习经验。

字数要求: 至少 1200 字

截止日期: 2024 年 7 月 1 日

评分标准：

序号	项目	评定内容	分值	得分
1	实习日志完成	实习日志完成的完整性，查重率低于 20%，高于 50%此项为 0 分。	10	
2	实习日志质量	日志内容的清晰性	20	
3	实习日志内容	日志内容的丰富性、真实性	50	
4	实习日志的思考性	日志内容中对平时实习工作中遇到的问题思考性及解决办法	20	
实习日志总成绩				

测评方式4: 实习报告

测评目标:

学生实习期间写实习报告的目的在于总结实习经验、展示实习成果和提出建议。通过实习报告，学生可以向指导老师、导师和企业展示自己的能力和表现，同时评价实习效果，并提出改进建议，为未来的实习计划提供参考和改进意见。

考试类型： 开卷/闭卷


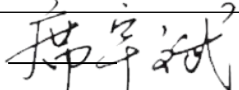
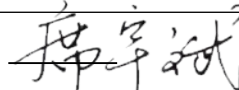
评分标准：

序号	项目	评定内容	分值	得分
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1	实习报告完成	实习报告完成的准时性，查重率低于 20%，高于 50% 此项为 0 分。	10	
2	实习报告质量	文章结构的清晰性	20	
3	实习报告内容	报告内容的丰富性、真实性	50	
4	实习报告思考	对问题解决的思考性及可行性	20	
实习报告总成绩				

其他:无

签名：

授课教师	审核人	批准人
 (签名) 日期:	 (签名) 日期:	 (签名) 日期:



上海商学院
SHANGHAI BUSINESS SCHOOL



上海洛桑酒店管理学院
COLLEGE OF SHANGHAI LAUSANNE HOSPITALITY MANAGEMENT

COURSE OUTLINE

Food & Beverage Purchasing & Cost Control

Course Code: 623510340

2024-02

Course Code:	623510340
Course Name:	Food & Beverage Purchasing & Cost Control
Instructor Name:	Yue WU; Pengcheng SHAO
Title :	N/A
Email :	re.shaw@qq.com
Department :	SLH
Credit Points:	1
Classroom Hours :	15
Course Classification:	Specialized Course (Compulsory)
Semester:	Spring semester 2023-2024
Target Audiences :	Class 231&232, Hospitality Management (Chinese-foreign cooperative education); Class 231&232, E-Commerce (Chinese-foreign cooperative education)
Prerequisite:	Introduction to F&B Management
Main Textbook :	Traster, D. (2013) Foundations of Cost Control. Pearson Education, Inc.
References:	<p>SANDERS, E. (2015), Food, Labor, and Beverage Cost Control: A Concise Guide, Waveland Press Inc., USA, ISBN 1-47862-799-9</p> <p>SHIM, J. K., SIEGEL, J. G. & SHIM, A. I. (2011), Budgeting: Third Edition: A Comprehensive Guide, Wiley, USA, ISBN 1-11809-627-4</p> <p>DOPSON, L. R. & HAYES, D. K. (2015), Food and Beverage Cost Control, 6th edition, Wiley, USA, ISBN 1-11898-849-3</p> <p>FEINSTEIN, A. (2017), Purchasing—Selection and Procurement for the Hospitality Industry, 9th edition, John Wiley, New York, USA, ISBN 1119398231</p> <p>BUCHANAN, D. (2012), Food Cost Control for Success: a practical resource for Professional Chefs, Chef's resources, USA, ISBN 1521398895</p>
Drop-in Hours and Location :	Friday, 312 Teaching Affairs Centre

Principles :

The content and design of the subject must align with China's educational laws and regulations. The subject should adopt a strategic mindset that is oriented towards modernization, global perspectives, and future trends. By integrating contemporary concepts, methodologies, and technologies, the subject aims to equip students with the necessary skills and knowledge to thrive in a dynamically evolving world. A paramount focus of the subject lies in nurturing students' innovative spirit and fostering their creative abilities. Through immersive and interactive learning experiences, students will be encouraged to think critically, solve problems, explore new ideas, and develop their own unique perspectives.

Academic Integrity:

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. This means acting and working honestly, transparently, and ethically in every assignment and every interaction with a peer, professor, or research participant to support our community of academic excellence. Any academic misconducts, like cheating and plagiarism, are dishonest and will result in a failing grade on the paper or assignment and possibly other disciplinary actions.

Course Description:

In recent years, with the rapid development of society and economy, the catering industry has achieved unprecedented development. However, with the increasingly fierce competition in the market, the time of high profits for catering enterprises has gradually become the past. In order to keep the business running efficiently and orderly, the managers of catering enterprises will not only focus on strategic management and business decision-making, but also strengthen the effective control of costs. Therefore, procurement and cost control have become a core part of the operation and management of catering enterprises.

The content covers the following topics:

- Introduction to Cost Control
- Basic Math
- Unit and Recipe Conversions
- Yields
- Recipe Costing
- Calculating Sales Price and Food Cost
- Beverage Control
- Control through the Purchasing Process
- Receiving, Storage, and Issuing Control
- Labor Management and Control
- Revenue Prediction

Course Learning Objectives:

On successful completion of this course, students should acquire (Knowledge, Competency, Mindset-KCM):

KCM	Description
KCM1	Describe factors that affect productivity, and examine the labor control process
KCM2	Define the function of management in the processes of an F&B control system
KCM3	Elaborate the importance of standard portion sizes, standard recipes, standard portion costs and production volume control
KCM4	Identify the key elements of an effective F&B internal control system and illustrate theft prevention procedures

KCM5	Evaluate contracts with purveyors and elaborate strategies to minimize costs
KCM6	Calculate actual and standard food cost and beverage cost for an operation manually and using a spreadsheet
KCM7	Analyse (standard and actual) the costs for food and beverage
KCM8	Apply principles and procedures important in monitoring the purchasing function, receiving processes, storage and issuing controls, as well as inventory systems
KCM9	Demonstrate capabilities related to cost controlling, purchasing and inventory
KCM10	Discuss the importance of cost controls in the successful operation of a food and beverage business
KCM11	Make decisions which maximize profitability through control of costs

Contribution to graduate attributes:

This subject develops an understanding of essential graduate attributes in an integrated way, focusing on real-world application and personal growth. Problem-solving skills are sharpened as students tackle challenging scenarios in purchasing and cost management, while leadership abilities are honed through collaborative projects that mimic real business environments. The course also instills a deep understanding of hospitality by emphasizing the balance between cost efficiency and customer satisfaction, and it fosters a culture of lifelong learning by engaging students with current industry practices and the necessity for ongoing professional development. Through this comprehensive approach, students are equipped with a robust skill set that prepares them for diverse roles within the hospitality industry.

Program Competency& Learning Objectives:

SLH Graduate Attributes	Global Learning Goals (LGs)	Global learning objectives (GLOs)	Related KCM
PROBLEM SOLVING	Our graduates propose data driven, innovative, and pragmatic solutions in service and hospitality business contexts.	1.1 Gather and evaluate appropriate information	KCM1
		1.2 Analyze approaches and strategies	KCM2, KCM4, KCM5, KCM6, KCM7, KCM9
		1.3 Presentation skills and expressivity	KCM3, KCM6
		1.4 Writing ability	KCM3, KCM5, KCM6
LEADERSHIP	Our graduates are proactive and effective communicators, collaborators and managers across diverse audiences and	2.1 Communicate across audiences	KCM5
		2.2 Contribute to and lead teams	KCM8
		2.3 Organize and Talent management	KCM1

	organizations.	2.4 Make appropriate decisions	KCM2, KCM11
HOSPITALITY	Our graduates leverage human value to deliver refined services in diverse situations.	3.1 Understand hospitality culture	KCM4, KCM8
		3.2 Act with adaptability and agility	N/A
		3.3 Treat people with courtesy	N/A
		3.4 Empathy and active listening skills	N/A
LIFELONG LEARNING	Our graduates cultivate a commitment for lifelong learning.	4.1 Be curious	N/A
		4.2 Critical and innovative thinking	KCM8, KCM10
		4.3 Digital thinking and technological literacy	KCM6
		4.4 International Vision	KCM10, KCM11

Teaching & Learning Strategy:

Food & Beverage Purchasing & Cost Control is presented through lectures, class discussion, in-class exercises, team project, tutorials and self-managed learning materials in print and electronic formats.

Lectures will outline the key concepts, theories and issues of each topic. Utilize lectures to provide foundational knowledge and context for the subject matter, summarizing key points with slides and incorporating real-world examples to make the content relatable. Facilitate class discussions on case studies or hypothetical scenarios to encourage students to apply their knowledge and foster critical thinking through debates and the Socratic method.

Design in-class exercises that simulate real-life purchasing decisions and cost analysis, allowing students to practice with spreadsheets and receive immediate feedback. Assign team projects where students can collaborate on a comprehensive purchasing and cost control plan, promoting communication and practical application of concepts.

Tutorials provide an opportunity to acquire additional help, clarify complex concepts, and provide personalized guidance. Students also should manage self-paced learning, including interactive quizzes, videos, and in-depth reading materials to help them cover the course objective.

Course Content & Teaching Schedules:

Content and Progression by weeks

2024.2.28 (&2.29) Week 1 2 credit	Supporting to KCM	<input type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input type="checkbox"/> KCM5 <input type="checkbox"/> KCM6 <input type="checkbox"/> KCM7 <input type="checkbox"/> KCM8 <input type="checkbox"/> KCM9 <input checked="" type="checkbox"/> KCM10 <input type="checkbox"/> KCM11
	Topics	Lecture Topic : <u>Ch 1. Introduction to Cost Control</u> 【Key point♦】

hours		<ul style="list-style-type: none"> ◆ The Purpose of Math ◆ Revenue, Expenses, and Profit ◆ Types of Loss <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Control through the Flow of Food <p><u>Ch 2. Basic Math</u></p> <p>【Key point◆】</p> <ul style="list-style-type: none"> ◆ Rounding ◆ Fractions ◆ Percentages <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ English Expression in basic calculation <p><u>Ch 3. Unit and Recipe Conversions</u></p> <p>【Key point◆】</p> <ul style="list-style-type: none"> ◆ Converting Units of Measure ◆ Adjusting Recipe Yields <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Adjusting Recipe Yields <p>Tutorial Topic : <u>exercises practice</u></p>
	Teaching Methods	Dynamic and interactive lecture, in-class exercises and class discussion
	Value	<p>Elements : Integrity, Sense of responsibility, Awareness of rules</p> <p>Contents : By presenting actual incidents where theft has occurred in a hospitality context, students can see firsthand the impact it has on the business, including financial losses, damage to reputation, and trust among staff members. This approach can help students understand the importance of upholding ethical standards in the workplace.</p>
2024.3.06 (&3.07) Week 2 2 credit hours	Supporting to KCM	<input type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input type="checkbox"/> KCM4 <input type="checkbox"/> KCM5 <input checked="" type="checkbox"/> KCM6 <input checked="" type="checkbox"/> KCM7 <input type="checkbox"/> KCM8 <input type="checkbox"/> KCM9 <input type="checkbox"/> KCM10 <input type="checkbox"/> KCM11
	Topics	<p>Lecture Topic : <u>Ch 4. Yields</u></p> <p>【Key point◆】</p> <ul style="list-style-type: none"> ◆ Yield and Yield Percentage ◆ As Purchased versus Edible Portion Costs ◆ Butcher's Yield Test ◆ Cooking and Trim Loss <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Butcher's Yield Test <p><u>Ch 5. Recipe Costing</u></p> <p>【Key point◆】</p> <ul style="list-style-type: none"> ◆ Costing a Recipe ◆ Standard Recipes ◆ Portion and Quality Control

		【Difficult point★】 ★ Costing a Recipe Tutorial Topic : <u>exercises practice</u>
	Teaching Methods	Dynamic and interactive lecture, in-class exercises and class discussion
	Value	Elements : Frugality Contents : Integrating ideological and political elements into cost can help students deeply understand that every action incurs costs. This can enable them to cherish resources such as time, money, and opportunities, and avoid waste. Additionally, cost consideration in ideological and political education can make students aware that reasonable expenditure of various costs is a necessary condition for the survival and development of enterprises and individuals. They should not only consider immediate benefits but make wise economic decisions based on their own situation and market conditions.
2024.3.13 (&3.14) Week 3 2 credit hours	Supporting to KCM	<input type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input type="checkbox"/> KCM4 <input type="checkbox"/> KCM5 <input type="checkbox"/> KCM6 <input type="checkbox"/> KCM7 <input type="checkbox"/> KCM8 <input type="checkbox"/> KCM9 <input type="checkbox"/> KCM10 <input checked="" type="checkbox"/> KCM11
	Topics	Lecture Topic : <u>Ch 6. Calculating Sales Price and Food Cost</u> 【Key point◆】 ◆ Menu Pricing Methods ◆ Factors That Impact Final Menu Pricing ◆ Controlling Total Food Cost and Total Sales 【Difficult point★】 ★ Menu Pricing Methods ★ Controlling Total Food Cost and Total Sales Tutorial Topic : <u>exercises practice</u>
	Teaching Methods	Dynamic and interactive lecture, in-class exercises and class discussion
	Value	Elements : Honesty Contents : Integrating ideological and political elements into honesty can cultivate students' professional qualities of understanding the world, benefiting the people, providing honest service, and pursuing moral and legal studies.
2024.3.20 (&3.21) Week 4 2 credit hours	Supporting to KCM	<input type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input type="checkbox"/> KCM4 <input type="checkbox"/> KCM5 <input checked="" type="checkbox"/> KCM6 <input checked="" type="checkbox"/> KCM7 <input type="checkbox"/> KCM8 <input type="checkbox"/> KCM9 <input type="checkbox"/> KCM10 <input type="checkbox"/> KCM11
	Topics	Lecture Topic : <u>Ch 7. Beverage Control</u> 【Key point◆】 ◆ Similarities between Food and Beverage Control Methods ◆ Beverage Cost Percentage ◆ Beverage Portion Control ◆ Alcohol Laws and Ethics ◆ Common Forms of Theft at Bars

		【Difficult point★】 ★ Costing Beverage Recipes ★ Determining Sales Prices ★ Beverage Cost Percentage Tutorial Topic : <u>exercises practice</u>
	Teaching Methods	Dynamic and interactive lecture, in-class exercises and class discussion
	Value	Elements : Frugality Contents : Integrating ideological and political elements into cost can help students deeply understand that every action incurs costs. This can enable them to cherish resources such as time, money, and opportunities, and avoid waste. Additionally, cost consideration in ideological and political education can make students aware that reasonable expenditure of various costs is a necessary condition for the survival and development of enterprises and individuals. They should not only consider immediate benefits but make wise economic decisions based on their own situation and market conditions.
2024.3.27 (&3.28) Week 5 2 credit hours	Supporting to KCM	<input type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input type="checkbox"/> KCM4 <input checked="" type="checkbox"/> KCM5 <input type="checkbox"/> KCM6 <input type="checkbox"/> KCM7 <input checked="" type="checkbox"/> KCM8 <input checked="" type="checkbox"/> KCM9 <input type="checkbox"/> KCM10 <input type="checkbox"/> KCM11
	Topics	Lecture Topic : <u>Ch 8. Control through the Purchasing Process</u> 【Key point◆】 ◆ Selecting the Right Product ◆ Choosing Purveyors ◆ Securing Product Pricing ◆ Calculating Purchase Quantities ◆ Make-Buy Analysis 【Difficult point★】 ★ Calculating Purchase Quantities ★ Make-Buy Analysis <u>Ch 9. Receiving, Storage, and Issuing Control</u> 【Key point◆】 ◆ The Receiving Process ◆ Food Storage ◆ Requisitions and Issuing ◆ Special Concerns for Beverages 【Difficult point★】 ★ Food Storage ★ Requisitions and Issuing Tutorial Topic : <u>exercises practice</u>
	Teaching Methods	Dynamic and interactive lecture, in-class exercises and class discussion
	Value	Elements : Probity

		<p>Contents : Integrating ideological and political elements into procurement can establish students' correct professional attitudes towards procurement, understand the characteristics of procurement activities, and achieve 'clean procurement,' 'scientific procurement,' and 'innovative procurement.'</p>
<p>2024.4.03 (&4.04) Week 6 2 credit hours</p>	Supporting to KCM	<p><input checked="" type="checkbox"/>KCM1 <input type="checkbox"/>KCM2 <input type="checkbox"/>KCM3 <input type="checkbox"/>KCM4 <input type="checkbox"/>KCM5 <input type="checkbox"/>KCM6 <input type="checkbox"/>KCM7 <input type="checkbox"/>KCM8 <input type="checkbox"/>KCM9 <input type="checkbox"/>KCM10 <input checked="" type="checkbox"/>KCM11</p>
	Topics	<p>Lecture Topic : <u>Ch 10. Labor Management and Control</u> 【Key point◆】 ◆ Calculating Labor Costs ◆ Labor Cost Percentage ◆ Measuring and Improving Performance ◆ Prime Cost 【Difficult point★】 ★ Calculating Labor Costs ★ Measuring and Improving Performance <u>Ch 11. Revenue Prediction</u> 【Key point◆】 ◆ Forecasting Customer Counts ◆ Forecasting and Sales ◆ Menu Mix and Kitchen Production ◆ Menu Analysis for Increased Profitability ◆ Reconciling Kitchen Production with Sales 【Difficult point★】 ★ Menu Mix and Kitchen Production ★ Menu Analysis for Increased Profitability ★ Reconciling Kitchen Production with Sales Tutorial Topic : <u>exercises practice</u></p>
	Teaching Methods	Dynamic and interactive lecture, in-class exercises and class discussion
	Value	<p>Elements : Frugality/ Honesty Contents : Frugality - Integrating ideological and political elements into cost can help students deeply understand that every action incurs costs. This can enable them to cherish resources such as time, money, and opportunities, and avoid waste. Additionally, cost consideration in ideological and political education can make students aware that reasonable expenditure of various costs is a necessary condition for the survival and development of enterprises and individuals. They should not only consider immediate benefits but make wise economic decisions based on their own situation and market conditions.</p>

		Honesty - Integrating ideological and political elements into honesty can cultivate students' professional qualities of understanding the world, benefiting the people, providing honest service, and pursuing moral and legal studies.
2024.4.10 (&4.11) Week 7 2 credit hours	Supporting to KCM	<input type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input type="checkbox"/> KCM4 <input type="checkbox"/> KCM5 <input type="checkbox"/> KCM6 <input type="checkbox"/> KCM7 <input type="checkbox"/> KCM8 <input type="checkbox"/> KCM9 <input type="checkbox"/> KCM10 <input type="checkbox"/> KCM11
	Topics	Lecture Topic : Group Presentation for Mid-term Exam
	Teaching Methods	Student Presentation
	Value	N/A
2024.4.17 (&4.18) Week 8 1 credit hours	Supporting to KCM	<input type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input type="checkbox"/> KCM4 <input type="checkbox"/> KCM5 <input type="checkbox"/> KCM6 <input type="checkbox"/> KCM7 <input type="checkbox"/> KCM8 <input type="checkbox"/> KCM9 <input type="checkbox"/> KCM10 <input type="checkbox"/> KCM11
	Topics	Review : Introduction to Cost Control Basic Math Unit and Recipe Conversions Yields Recipe Costing Calculating Sales Price and Food Cost Beverage Control Control through the Purchasing Process Receiving, Storage, and Issuing Control Labor Management and Control Revenue Prediction
	Teaching Methods	N/A
	Value	N/A

Assessment:

KCM	GLO	Assessment Tools				Total
		Regular Scores		Mid-term Scores	Final Scores	
		Attendance	Performance	Presentation	Final Exam	
KCM1	GLO1.1	/	/		2%	2%
	GLO2.3	/	/		2%	2%
KCM2	GLO1.2	/	/		2%	2%
	GLO2.4	/	/		2%	2%
KCM3	GLO1.3	/	/	2.5%	3%	5.5%
	GLO1.4	/	/	2.5%	3%	5.5%
KCM4	GLO1.2				2%	2%
	GLO3.1	/	/		2%	2%
KCM5	GLO1.2	/	/		2%	2%

KCM	GLO	Assessment Tools				Total
	GLO1.4	/	/		2%	2%
	GLO2.1	/	/		2%	2%
KCM6	GLO1.2	/	/	2.5%	2%	4.5%
	GLO1.3	/	/	2.5%	2%	4.5%
KCM6	GLO1.4	/	/	2.5%	2%	4.5%
	GLO4.3	/	/	2.5%	2%	4.5%
KCM7	GLO1.2	/	/	10%	2%	12%
KCM8	GLO2.2	/	/		2%	2%
	GLO3.1	/	/		2%	2%
	GLO4.2	/	/		2%	2%
KCM9	GLO1.2	/	/		2%	2%
KCM10	GLO4.2	/	/		2%	2%
	GLO4.4	/	/		2%	2%
KCM11	GLO2.4	/	/	2.5%	2%	4.5%
	GLO4.4	/	/	2.5%	2%	4.5%
Total		20%		30%	50%	100%

Assessment Tool 1: Attendance & Performance

Objectives: ‘Attendance’ ensures that students can arrive at the classroom on time which is essential for participating in daily learning activities. Regular attendance helps to maintain good study habits, thereby improving learning outcomes. ‘Performance’ expects students to interact actively in class including answering questions from instructor as well as following the dress code.

Grading Criteria : ‘Regular score’ accounts for 20% of the subject’s total marks which divided into ‘Attendance’ and ‘Performance’. The starting point of ‘Attendance & Performance’ is 80 (100 maximum). For ‘Attendance’, students will lose 1 point for being late and 2 points for absence. For ‘Performance’, Students will receive 1 point for answering the question from the instructor and an extra point for answering in English. After the inspection before the class, students will also loss 1 point for not following the dress code of SLH.

Assessment Tool 2: Interim Assignment

Objectives: For the mid-term assessment of this course, we not only hope to see students proficiently master the relevant calculation methods for food and beverage cost control, but also want to see students apply their knowledge to real-life scenarios. Therefore, you are required to visit a restaurant in person, taste its dishes and drinks, and verify whether the restaurant meets our requirements for cost control.

Deadline: 30th April, 2024

Grading Criteria : Grading will be on the basis of content quality, structure construction, expression fluency, time management and overall performance. Slides and presentation both in English will receive extra points. All group member will achieve the same grade for the assignment. (See attachment for detail information)

Assessment Tool 3: Final Exam

Objectives: The exam will consist of a variety of question types i.e., Multiple choice questions, T/F questions, Filling the blanks, Calculations and Short answer questions. Students should deeply understand the essential formulas and theories of cost control as well as give solutions to the actual problems in real life.

Exam Type : Open-book with an A4 sized paper only

Grading Criteria : As questions may vary between semesters, please refer the latest standard answer for detail information. However, the paper should follow the percentage of score value below.

True and False (1 point) *10

Multiple Choices (2 points) *15

Filling the Blanks (1 point) *10

Calculations (10 points) *4

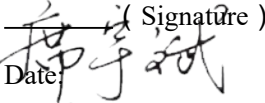
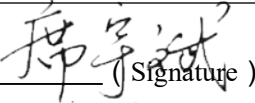
Short Answer Questions (10 points) *1

Total 100 points

Others:

1. Satisfactory attendance is a requirement for the successful completion of this program. Attendance means arriving on time and staying until the class finishes. Students are expected to attend a minimum of 70% of all classes; otherwise they are not allowed to take the exam.
2. Active interaction including answering questions is also expected in class.
3. The starting point of 'Attendance & Performance' is 80 (100 maximum). Students will receive 1 point for answering the question from the instructor and an extra point for answering in English.
4. Students must achieve at least 60% of the subject's total marks to achieve the credit.

Signatures :

Prepared	Reviewed	Approved
____ (Signature) Date:	 (Signature) Date:	 (Signature) Date:



上海商学院
SHANGHAI BUSINESS SCHOOL



上海洛桑酒店管理学院
COLLEGE OF SHANGHAI LAUSANNE HOSPITALITY MANAGEMENT

COURSE OUTLINE

F&B Concept Creation and Operations

Course Code:623510061

2024-02

Course Code: 623510061

Course Name: F&B Concept Creation and Operations

Instructor Name: Wendy Yang

Title : Lecturer

Email : wendyyang@sbs.edu.cn

Department : SLH

Credit Points: 2

Classroom Hours : 30

Course Classification: Compulsory

Semester: Spring semester 2023-2024

Target Audiences : Class 221, Hospitality Management (Chinese-foreign cooperative education); Class 221, E-Commerce (Chinese-foreign cooperative education)

Prerequisite: Food & Beverage Purchasing & Cost Control
Introduction to F&B Management
Nutrition, Hygiene & Safety
Introduction to Hospitality Management (Concepts Discovery & Sustainable Culture)

Main Textbook : PPT slides and Reading package

References: /

Drop-in Hours and Location : Every Monday Tuesday Wednesday 13:00--14:00 office 308A

Principles :

The content and design of the subject must align with China's educational laws and regulations. The subject should adopt a strategic mindset that is oriented towards modernization, global perspectives, and future trends. By integrating contemporary concepts, methodologies, and technologies, the subject aims to equip students with the necessary skills and knowledge to thrive in a dynamically evolving world. A paramount focus of the subject lies in nurturing students' innovative spirit and fostering their creative abilities. Through immersive and interactive learning experiences, students will be encouraged to think critically, solve problems, explore new ideas, and develop their own unique perspectives.

Academic Integrity:

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. This means acting and working honestly, transparently, and ethically in every assignment and every interaction with a peer, professor, or research participant to support our community of academic excellence. Any academic misconducts, like cheating and plagiarism, are dishonest and will result in a failing grade on the paper or assignment and possibly other disciplinary

actions.

Course Description:

The course provides a thorough guide to the management of food and beverage outlets, from their day-to-day running through to the wider concerns of the hospitality industry. It explores the broad range of subject areas that encompass the food and beverage market and its main sectors - fast food and casual dining, hotels and quality restaurants and event, industrial and welfare catering. It also looks at some of the important trends affecting the food and beverage industry, covering consumers, the environment and ethical concerns as well as developments in technology.

The content covers the following topics:

- Introduction food and beverage management
- Classifying food and drink service operations
- Restaurants and events-the direct market
- Contract food service, travel and public sector catering-the indirect market
- Developing the concept
- The menu
- Purchasing and storage
- Production and service
- Controlling the operation
- Staffing issues
- Food and beverage marketing
- Managing quality in food and drink service operations
- Trends and developments
- Sanitation and safety

Course Learning Objectives:

On successful completion of this course, students should acquire (Knowledge, Competency, Mindset-KCM):

KCM	Description
KCM1	Master the basic knowledge and core concepts of catering business, including menu planning, ingredient procurement, cost control, service standards, etc., to provide a solid theoretical foundation for future catering development and operation work. Cultivate the ability of students to independently design menus, be able to combine market demand and cost control, and innovate the design of competitive dishes. Shaping students' strategic thinking, enabling them to analyze the catering business from a global perspective and formulate long-term development plans.
KCM2	Understand the latest trends and developments in the catering market, including changes in consumer demand, industry technological innovation, etc., so that students can stand at the forefront of the industry and have a sense of market competition. Enhance students' operational skills in catering business, including ingredient procurement management, inventory control, cost control, and other practical skills, so that they can apply the knowledge they have learned to solve problems in practice.
KCM3	Exercise students' teamwork skills by simulating operations and team projects, enabling them to learn effective communication and collaboration within the team, and jointly

	complete catering development and operation tasks. Cultivate students' innovative thinking and encourage them to continuously explore new methods and strategies in catering development and operation to adapt to the rapidly changing market environment. Enhance students' market sensitivity, through case analysis and market research, enabling them to keenly capture market changes and make quick responses and adjustments.
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Contribution to graduate attributes:

The contribution of the course of catering development and operation to the graduation requirements is multifaceted. It is not only a bridge that combines theoretical knowledge with practical application, but also a key link in cultivating students' comprehensive abilities and professional qualities. Firstly, this course helps students systematically master the core knowledge of catering business, including menu design, cost control, ingredient procurement, service processes, and other aspects. Through learning, students can gain a deeper understanding of the operational models and market dynamics of the catering industry, laying a solid foundation for their future career development. Secondly, the catering course focuses on cultivating students' practical and operational abilities. By simulating activities such as restaurant operations and dish innovation, students can transform theoretical knowledge into practical skills and enhance their ability to solve practical problems. This practice oriented teaching method helps students adapt to their job positions more quickly after graduation and demonstrate excellent professional skills. In addition, this course also emphasizes the cultivation of teamwork and communication skills. In the process of restaurant operation, students need to learn to communicate and collaborate effectively with team members to solve problems together. This kind of team collaboration experience is crucial for future career development, as it can help students better integrate into the team and realize their personal value.

Program Competency& Learning Objectives:

SLH Graduate Attributes	Global Learning Goals (LGs)	Global learning objectives (GLOs)	Related KCM
PROBLEM SOLVING	Our graduates propose data driven, innovative, and pragmatic solutions in service and hospitality business contexts.	1.1 Gather and evaluate appropriate information	KCM1
		1.2 Analyze approaches and strategies	
		1.3 Presentation skills and expressivity	KCM2
		1.4 Writing ability	
LEADERSHIP	Our graduates are proactive and effective communicators, collaborators and managers across diverse audiences and	2.1 Communicate across audiences	KCM3
		2.2 Contribute to and lead teams	KCM3
		2.3 Organize and Talent management	KCM3

	organizations.	2.4 Make appropriate decisions	KCM2
HOSPITALITY	Our graduates leverage human value to deliver refined services in diverse situations.	3.1 Understand hospitality culture	KCM1
		3.2 Act with adaptability and agility	
		3.3 Treat people with courtesy	KCM2
		3.4 Empathy and active listening skills	
LIFELONG LEARNING	Our graduates cultivate a commitment for lifelong learning.	4.1 Be curious	KCM2
		4.2 Critical and innovative thinking	KCM3
		4.3 Digital thinking and technological literacy	
		4.4 International Vision	KCM2

Teaching & Learning Strategy:

For example, F&B Concept Creation and Operations is presented through Discussion through In-class exercises, presentation , workshop session,preparation for classes in advance,class discussion,situation analyses,case study,on-line learning,team project

In-class exercises

Students prepare and present research, analysis, or projects related to specific topics.For example, students may prepare a PowerPoint presentation about the latest trends in the hotel industry and present it to classmates and teachers in class.After the demonstration, students receive questions and feedback to deepen their understanding of the topic.

Workshop session

Students engage in discussions around a topic or problem, aiming to brainstorm and explore the problem from different perspectives.For example, regarding the theme of "How to improve hotel customer satisfaction", students may be grouped and propose different strategies and suggestions. A seminar usually has a moderator to ensure that the discussion proceeds in an orderly manner and to summarize the main points of the discussion at the end.

Preparation for classes in advance

Students express their opinions around specific topics or issues in the classroom and interact with classmates.For example, after discussing "F&B marketing strategies," the teacher may propose a practical case for students to analyze and provide their own insights.This method can help cultivate students' critical thinking, communication skills, and teamwork spirit.

Situation analyses

Students use methods such as data, charts, and statistics to conduct in-depth analysis of a certain aspect of the hotel industry.For example, students may collect financial data about a hotel in recent years for financial analysis to evaluate its operating condition and profitability.Formal analysis helps cultivate students' data analysis skills and logical thinking.

Case study

Students delve into a specific hotel or event to understand its underlying operational strategies, management issues, and more. For example, students may choose a well-known hotel brand as the research object to analyze its reasons for success, challenges faced, and future development trends. Case studies help students gain a deeper and more comprehensive understanding of the hotel industry, and cultivate the ability to solve practical problems.

On-line learning

Students use online platforms, courses, resources, etc. for learning, without being limited by time and location. For example, students may register for an online course on the latest developments in the hotel industry and learn through various forms such as video, audio, and text. Online learning provides students with flexible learning methods and abundant learning resources, which helps to expand knowledge and improve skills.

Team project

Students work together in groups to complete a practical project or task, such as hotel event planning, market research, etc. For example, students may form a team to design a new marketing plan for a hotel, including goal setting, strategy development, budget planning, etc. Team projects help cultivate students' teamwork, leadership, and project management abilities.

Course Content & Teaching Schedules:

Content and Progression by weeks

2024.3.8 Week 2 2 credit hours	Supporting to KCM	<input checked="" type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3
	Topics	<p>Lecture Topic : <u>Chapter 1. Introduction food and beverage management</u></p> <p>【Key point◆】</p> <ul style="list-style-type: none"> ◆ Understand the complexity of the hospitality industry. ◆ Identify the size and scope of food and beverage operations. ◆ Distinguish between market and cost orientation. ◆ Identify the key responsibilities of food and beverage managers and the constraints that may be placed on them. <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Explain the factors affecting the nature of the meal experience and recognize the manager's role in ensuring coherence. ★ Identify the key responsibilities of food and beverage managers and the constraints that may be placed on them. <p>Tutorial Topic : <u>Case study</u></p> <p>Students delve into a specific hotel or event to understand its underlying operational strategies, management issues, and more. For example, students may choose a well-known hotel brand as the research object to analyze its reasons for success, challenges faced, and future development trends. Case studies help students gain a deeper and more comprehensive understanding of the hotel industry, and cultivate the ability to solve practical problems.</p>
	Teaching	case study

	Methods	
	Value	Elements : Freedom Contents : Freedom is not disorderly indulgence, but rather the courage to challenge tradition and explore new dining models and service methods while adhering to industry norms. For example, when innovating dishes, students can freely express themselves, but at the same time, they must ensure the safety of ingredients and the uniqueness of flavors.
2024.3.15 Week 3 2 credit hours	Supporting to KCM	<input type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input type="checkbox"/> KCM3
	Topics	Lecture Topic : <u>Chapter 2.Classifying food and drink service operations</u> 【Key point♦】 ♦ Understand the range of food and drink service operations available in the market place. ♦ Consider a range of variables that can be used to classify food and drink service operations into different sectors. ♦ Classify different food and drink service operations into a series of useful categories. 【Difficult point★】 ★ Consider a range of variables that can be used to classify food and drink service operations into different sectors. ★ Classify different food and drink service operations into a series of useful categories. Tutorial Topic : <u>On-line learning</u> Students use online platforms, courses, resources, etc. for learning, without being limited by time and location.For example, students may register for an online course on the latest developments in the hotel industry and learn through various forms such as video, audio, and text.Online learning provides students with flexible learning methods and abundant learning resources, which helps to expand knowledge and improve skills.
	Teaching Methods	On-line learning
	Value	Elements : Integrity Contents : Integrity is the foundation of the catering industry. In the development and operation of catering, integrity is reflected in a commitment to the authenticity of ingredients, sincerity in customer service, and a sense of corporate responsibility. Students should establish a sense of integrity and win the trust and support of consumers with integrity.
	Supporting to KCM	<input checked="" type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input type="checkbox"/> KCM3
2024.3.22 Week 4	Supporting to KCM	<input checked="" type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input type="checkbox"/> KCM3

2 credit hours	Topics	<p>Lecture Topic : <u>Chapter 3. Restaurants and events-the direct market</u></p> <p>【Key point♦】</p> <ul style="list-style-type: none"> ◆ An understanding of full service restaurants and licensed retail. ◆ An understanding of hotel and private club restaurant operations. ◆ An understanding of fast-food restaurant operations. ◆ An understanding of differences in the areas of finance,marketing,product,service,staffing and tech-nology (FMPSSST)between different types of operations. <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ An understanding of hotel and private club restaurant operations. ★ An understanding of fast-food restaurant operations. <p>Tutorial Topic : <u>In-class exercises</u></p> <p>Students prepare and present research, analysis, or projects related to specific topics.For example, students may prepare a PowerPoint presentation about the latest trends in the hotel industry and present it to classmates and teachers in class.After the demonstration, students receive questions and feedback to deepen their understanding of the topic.</p>
	Teaching Methods	In-class exercises
	Value	<p>Elements : Justice</p> <p>Contents : Justice is the lifeline of the catering industry, and every step from ingredient procurement to dish preparation must follow the principle of fair trade. Students should learn to safeguard the interests of restaurants while also safeguarding the interests of consumers, ensuring the healthy development of the catering market.</p>
2024.3.29 Week 5 2 credit hours	Supporting to KCM	<input type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3
	Topics	<p>Lecture Topic : <u>Chapter 4. Contract food service,travel and public sector catering-the indirect market</u></p> <p>【Key point♦】</p> <ul style="list-style-type: none"> ◆ Have an understanding of a restaurant feasibility study. ◆ Understand the main parts of a restaurant business plan. ◆ Have a basic understanding of ways that an operation can be financed. ◆ Have a basic knowledge of facility design and layout. <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Understand the main parts of a restaurant business plan. ★ Have a basic understanding of ways that an operation can be financed. <p>Tutorial Topic : <u>Workshop session</u></p>

		Students engage in discussions around a topic or problem, aiming to brainstorm and explore the problem from different perspectives. For example, regarding the theme of "How to improve hotel customer satisfaction", students may be grouped and propose different strategies and suggestions. A seminar usually has a moderator to ensure that the discussion proceeds in an orderly manner and to summarize the main points of the discussion at the end.
	Teaching Methods	Workshop session
	Value	Elements : Equality Contents : Equality means that in catering services, regardless of the customer's identity, they should be respected and treated fairly. The cultivation of this sense of equality will help students adhere to professional ethics and protect consumer rights in their future careers.
2024.4.7 Week 6 2 credit hours	Supporting to KCM	<input type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input type="checkbox"/> KCM3
	Topics	Lecture Topic : <u>Chapter 5. Developing the concept</u> 【Key point♦】 An understanding of the indirect food and beverage market, focusing on: <ul style="list-style-type: none"> ◆ Business and industry ◆ Education ◆ Industrial catering ◆ Travel ◆ Health, the services and prisons 【Difficult point★】 <ul style="list-style-type: none"> ★ An understanding of the indirect food and beverage market, focusing on: ★ Business and industry ★ Education ★ Industrial catering Tutorial Topic : <u>Preparation for classes in advance</u> Students express their opinions around specific topics or issues in the classroom and interact with classmates. For example, after discussing "F&B marketing strategies," the teacher may propose a practical case for students to analyze and provide their own insights. This method can help cultivate students' critical thinking, communication skills, and teamwork spirit.
	Teaching Methods	Preparation for classes in advance
	Value	Elements : Sense of responsibility

		<p>Contents : Sense of responsibility is an essential quality for catering practitioners. Students should clarify their responsibilities and missions in their studies, not only responsible for their academic performance, but also for their future career. In the development and operation of catering, a sense of responsibility is reflected in the comprehensive control of dish quality, service level, and restaurant image.</p>
<p>2024.4.12 Week 7 2 credit hours</p>	<p>Supporting to KCM</p> <p><input checked="" type="checkbox"/>KCM1 <input checked="" type="checkbox"/>KCM2 <input type="checkbox"/>KCM3</p>	
	<p>Topics</p>	<p>Lecture Topic : <u>Chapter6.The menu</u></p> <p>【Key point◆】</p> <ul style="list-style-type: none"> ◆ Understand the differences between a table d'hôte and à la carte menu. ◆ Understand the basics of menu planning and menu design. ◆ Have an understanding of food allergens and labelling requirements under EU Regulation No.1169/2011. ◆ Have a knowledge of menu pricing models and applications. ◆ Understand different types of beverage menus. ◆ Understand the need for accuracy and honesty in menu descriptions. ◆ Have a basic understanding of licensing and merchandising. <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Have a knowledge of menu pricing models and applications. ★ Understand different types of beverage menus. ★ Understand the need for accuracy and honesty in menu descriptions. ★ Have a basic understanding of licensing and merchandising. <p>Tutorial Topic : <u>Situation analyses</u></p> <p>Students use methods such as data, charts, and statistics to conduct in-depth analysis of a certain aspect of the hotel industry. For example, students may collect financial data about a hotel in recent years for financial analysis to evaluate its operating condition and profitability. Formal analysis helps cultivate students' data analysis skills and logical thinking.</p>
	<p>Teaching Methods</p>	<p>Situation analyses</p>
	<p>Value</p>	<p>Elements : Innovative mindset</p> <p>Contents : Innovation consciousness is the driving force for the sustainable development of the catering industry. In learning, students should have the courage to challenge tradition and try new catering concepts and techniques. Through the cultivation of innovative awareness, students will be able to continuously introduce novel and unique dishes and services in the future catering</p>

		industry, meeting the diverse needs of consumers.
2024.4.19 Week 8 2 credit hours	Supporting to KCM	<input type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3
	Topics	<p>Lecture Topic : <u>Chapter 7. Purchasing and storage</u></p> <p>【Key point◆】</p> <ul style="list-style-type: none"> ◆ Write a purchasing and storage schedule for any food and beverage item. ◆ Write a detailed specification for a food item. ◆ Recognize the value of a purchasing schedule to management. ◆ Understand the contribution to profitability such a schedule can make. ◆ Work out stock turnover. <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Write a detailed specification for a food item. ★ Recognize the value of a purchasing schedule to management. ★ Understand the contribution to profitability such a schedule can make. <p>Tutorial Topic : <u>Team project</u></p> <p>Students work together in groups to complete a practical project or task, such as hotel event planning, market research, etc. For example, students may form a team to design a new marketing plan for a hotel, including goal setting, strategy development, budget planning, etc. Team projects help cultivate students' teamwork, leadership, and project management abilities.</p>
	Teaching Methods	Team project
	Value	<p>Elements : Awareness of rules</p> <p>Contents : Awareness of rules is the guarantee for the stable development of the catering industry. Students should abide by industry rules and standards in their learning and practice to ensure the orderly conduct of catering activities. The cultivation of rule awareness helps students to follow industry norms and achieve common development between individuals and businesses in the future workplace.</p>
2024.4.26 Week 9 2 credit hours	Supporting to KCM	<input checked="" type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input type="checkbox"/> KCM3
	Topics	<p>Lecture Topic : <u>Chapter 8. Production and service</u></p> <p>【Key point◆】</p> <ul style="list-style-type: none"> ◆ Understand the wide variety of processes available for food and beverage production. ◆ Understand the principles, practices and complexity of modern food safety legislation. ◆ Understand the contribution to profitability of using the correct

		<p>food and beverage production method for a particular type of outlet.</p> <ul style="list-style-type: none"> ◆ Match food and beverage service to an appropriate food and beverage production method. <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Understand the principles, practices and complexity of modern food safety legislation. ★ Understand the contribution to profitability of using the correct food and beverage production method for a particular type of outlet. <p>Tutorial Topic : <u>Workshop session</u></p> <p>Students engage in discussions around a topic or problem, aiming to brainstorm and explore the problem from different perspectives. For example, regarding the theme of "How to improve hotel customer satisfaction", students may be grouped and propose different strategies and suggestions. A seminar usually has a moderator to ensure that the discussion proceeds in an orderly manner and to summarize the main points of the discussion at the end.</p>
	Teaching Methods	Workshop session
	Value	<p>Elements : Freedom</p> <p>Contents : Freedom is not disorderly indulgence, but rather the courage to challenge tradition and explore new dining models and service methods while adhering to industry norms. For example, when innovating dishes, students can freely express themselves, but at the same time, they must ensure the safety of ingredients and the uniqueness of flavors.</p>
2024.5.10 Week 11 2 credit hours	Supporting to KCM	<input type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3
	Topics	<p>Lecture Topic : <u>Chapter 9. Controlling the operation</u></p> <p>【Key point◆】</p> <ul style="list-style-type: none"> ◆ Understand the objectives of food and beverage cost control. ◆ Perform a break-even analysis and understand the budget. ◆ Understand the concepts of standard recipes, yields and portion sizes. ◆ Understand the methods of food and beverage cost control. ◆ Understand the basics of revenue control and the differences between manual and computerized systems. ◆ Understand some basic operating ratios. <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Understand the concepts of standard recipes, yields and portion sizes. ★ Understand the methods of food and beverage cost control.

		<p>★ Understand the basics of revenue control and the differences between manual and computerized systems.</p> <p>★ Understand some basic operating ratios.</p> <p>Tutorial Topic : <u>Case study</u></p> <p>Students delve into a specific hotel or event to understand its underlying operational strategies, management issues, and more. For example, students may choose a well-known hotel brand as the research object to analyze its reasons for success, challenges faced, and future development trends.</p> <p>Case studies help students gain a deeper and more comprehensive understanding of the hotel industry, and cultivate the ability to solve practical problems.</p>
	Teaching Methods	Case study
	Value	<p>Elements : Spirit of exploration</p> <p>Contents : The spirit of exploration is an important ideological and political element in the curriculum of catering development and operation. Students should have the spirit of exploration, constantly broaden their horizons, and tap into the potential and opportunities of the catering industry during the learning process. By cultivating the spirit of exploration, students will be able to continuously explore new market spaces and business models in the future catering industry, promoting innovation and development in the industry.</p>
2024.5.17 Week 12 2 credit hours	Supporting to KCM	<input checked="" type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input type="checkbox"/> KCM3
	Topics	<p>Lecture Topic : <u>Chapter 10. Staffing issues</u></p> <p>【Key point♦】</p> <ul style="list-style-type: none"> ◆ Have a broad appreciation of hospitality employment statistics. ◆ Understand the process of staff recruitment. ◆ Be able to calculate staff turnover. ◆ Link staff motivation, training and retention to company success. ◆ Understand the process of supervision and communication. <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Understand the process of staff recruitment. ★ Be able to calculate staff turnover. ★ Link staff motivation, training and retention to company success. ★ Understand the process of supervision and communication. <p>Tutorial Topic : <u>Team project</u></p> <p>Students work together in groups to complete a practical project or</p>

		task, such as hotel event planning, market research, etc. For example, students may form a team to design a new marketing plan for a hotel, including goal setting, strategy development, budget planning, etc. Team projects help cultivate students' teamwork, leadership, and project management abilities.
	Teaching Methods	Team project
	Value	<p>Elements : Pursuit of excellent</p> <p>Contents : The pursuit of excellence is the professional pursuit of catering practitioners. Students should continuously pursue excellent grades and qualities in the learning process, and strive to improve their professional literacy and comprehensive abilities. This spirit of pursuing excellence will inspire students to constantly surpass themselves and achieve maximum personal value in their future careers.</p>
2024.5.24 Week 13 2 credit hours	Supporting to KCM	<input type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3
	Topics	<p>Lecture Topic : <u>Chapter 11. Food and beverage marketing</u></p> <p>【Key point♦】</p> <ul style="list-style-type: none"> ◆ Understand the essentials of marketing for services. ◆ Understand the basics of marketing for food and beverage operations. ◆ Understand the basics of advertising for food and beverage operations. ◆ Understand the basics of public relations, merchandising and promotions for food and beverage operations. ◆ Understand personal selling and up-selling and the basics of digital marketing in restaurants. <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Understand the basics of marketing for food and beverage operations. ★ Understand the basics of advertising for food and beverage operations. ★ Understand the basics of public relations, merchandising and promotions for food and beverage operations. <p>Tutorial Topic : <u>Preparation for classes in advance</u></p> <p>Students express their opinions around specific topics or issues in the classroom and interact with classmates. For example, after discussing "F&B marketing strategies," the teacher may propose a practical case for students to analyze and provide their own insights. This method can help cultivate students' critical thinking, communication skills, and teamwork spirit.</p>
	Teaching	Preparation for classes in advance

2024.5.30 Week 14 2 credit hours	Methods	
	Value	Elements : Equality Contents : Equality means that in catering services, regardless of the customer's identity, they should be respected and treated fairly. The cultivation of this sense of equality will help students adhere to professional ethics and protect consumer rights in their future careers.
	Supporting to KCM	<input checked="" type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input type="checkbox"/> KCM3
	Topics	Lecture Topic : <u>Chapter 12. Managing quality in food and drink service operations</u> 【Key point♦】 <ul style="list-style-type: none"> ◆ Explain what is meant by quality in food and drink service operations and why it is important ◆ Understand the challenges facing the management of quality in F&B. ◆ Describe a systematic approach to managing quality. ◆ Compare and contrast a range of approaches to quality management. ◆ Understand examples of how quality management works in practice. ★ 【Difficult point★】 <ul style="list-style-type: none"> ★ Understand the challenges facing the management of quality in F&B. ★ Describe a systematic approach to managing quality. ★ Compare and contrast a range of approaches to quality management. Tutorial Topic : <u>Team project</u> Students work together in groups to complete a practical project or task, such as hotel event planning, market research, etc. For example, students may form a team to design a new marketing plan for a hotel, including goal setting, strategy development, budget planning, etc. Team projects help cultivate students' teamwork, leadership, and project management abilities.
2024.5.31	Teaching Methods	Team project
	Value	Elements : Justice Contents : Justice is the lifeline of the catering industry, and every step from ingredient procurement to dish preparation must follow the principle of fair trade. Students should learn to safeguard the interests of restaurants while also safeguarding the interests of consumers, ensuring the healthy development of the catering market.
2024.5.31	Supporting	<input type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3

Week 14 2 credit hours	to KCM	
	Topics	<p>Lecture Topic : <u>Chapter 13. Trends and developments</u></p> <p>【Key point♦】</p> <ul style="list-style-type: none"> ◆ Consider a range of trends affecting the food and drink service industry. ◆ Review different opinions and sources that inform a discussion of these trends. ◆ Develop your own views on how the industry could develop. <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Review different opinions and sources that inform a discussion of these trends. ★ Develop your own views on how the industry could develop. <p>Tutorial Topic : <u>On-line learning</u></p> <p>Students use online platforms, courses, resources, etc. for learning, without being limited by time and location. For example, students may register for an online course on the latest developments in the hotel industry and learn through various forms such as video, audio, and text. Online learning provides students with flexible learning methods and abundant learning resources, which helps to expand knowledge and improve skills.</p>
	Teaching Methods	On-line learning
	Value	<p>Elements : Justice</p> <p>Contents : Justice is the lifeline of the catering industry, and every step from ingredient procurement to dish preparation must follow the principle of fair trade. Students should learn to safeguard the interests of restaurants while also safeguarding the interests of consumers, ensuring the healthy development of the catering market.</p>
2024.6.06 Week 15 2 credit hours	Supporting to KCM	<input checked="" type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input type="checkbox"/> KCM3
	Topics	<p>Lecture Topic : <u>Chapter 14. Sanitation and safety</u></p> <p>【Key point♦】</p> <ul style="list-style-type: none"> ◆ Explain and identify the causes of unsafe food, and list the basic types of foodborne illnesses. ◆ Discuss the effects that personal cleanliness can have on food quality and service. (pp.284-286) ◆ Outline proper food handling and cleaning procedures. ◆ Describe the role OSHA plays in keeping the workplace safe. ◆ Identify common food service accidents and some important ways to prevent them. ◆ Outline management's role in sanitation and safety programs, including first aid requirements. <p>【Difficult point★】</p>

		<ul style="list-style-type: none"> ★ Outline proper food handling and cleaning procedures. ★ Describe the role OSHA plays in keeping the workplace safe. ★ Identify common food service accidents and some important ways to prevent them. ★ Outline management's role in sanitation and safety programs, including first aid requirements. <p>Tutorial Topic : <u>On-line learning</u></p> <p>Students use online platforms, courses, resources, etc. for learning, without being limited by time and location. For example, students may register for an online course on the latest developments in the hotel industry and learn through various forms such as video, audio, and text. Online learning provides students with flexible learning methods and abundant learning resources, which helps to expand knowledge and improve skills.</p>
	Teaching Methods	On-line learning
	Value	<p>Elements : Integrity</p> <p>Contents : Integrity is the foundation of the catering industry. In the development and operation of catering, integrity is reflected in a commitment to the authenticity of ingredients, sincerity in customer service, and a sense of corporate responsibility. Students should establish a sense of integrity and win the trust and support of consumers with integrity.</p>
2024.6.07 Week 15 2 credit hours	Supporting to KCM	<input checked="" type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3
	Topics	<p>Lecture Topic/Review : Review</p> <p>Tutorial Topic : <u>Lecture</u></p> <p>The teacher will follow the guidelines review the whole class content with students together.</p>
	Teaching Methods	Lecture
	Value	<p>Elements : Integrity</p> <p>Contents : Integrity is the foundation of the catering industry. In the development and operation of catering, integrity is reflected in a commitment to the authenticity of ingredients, sincerity in customer service, and a sense of corporate responsibility. Students should establish a sense of integrity and win the trust and support of consumers with integrity. It is also very important to be honest in the final exam.</p>

Assessment:

KCM	GLO	Assessment Tools									Total
		Regular Scores					Final Scores				
		Attendance	Grooming	Presentation	Mid term		Final Exam				
KCM 1	GL O1.1	5%					10%				15%
	GL O3.1										
KCM 2	GLO 3.3				10%		10%				20%
	GLO 4.1			5%			10%				15%
	GLO 4.4				10%						10%
	GLO 1.3				10%						10%
	GLO 2.3			5%			10%				15%
KCM 3	GLO 2.1		5%				10%				15%
	GLO 2.2										
Total		5%	5%	10%	30%		50%				100%

Assessment Tool 1: Attendance

Objectives: Ensuring teaching quality: Through attendance, teachers can understand which students attended the course on time and which students are frequently absent, thereby adjusting teaching strategies and ensuring that all students can achieve good teaching results. Cultivating professional ethics: The hotel management industry places great emphasis on the professional ethics of employees, including punctuality and discipline. Therefore, attendance can cultivate students' professional qualities and help them develop good work habits. Ensuring student safety: Sometimes student absences may be due to emergency situations or health issues

Arrangement: Develop a clear attendance system: Schools should establish a clear attendance system, including the definition and handling of behaviors such as being late, leaving early, and being absent from class. This can make both students and teachers aware of the requirements and consequences of attendance. Using modern attendance tools: Modern attendance tools such as fingerprint recognition, facial recognition, and other technologies can be utilized to improve the accuracy and efficiency of attendance. Regularly publishing attendance results: Regularly publishing attendance results can help students understand their attendance situation, and also encourage teachers to pay attention to attendance issues and take corresponding measures.

Maintain communication with parents: For students who are frequently absent, teachers should

communicate with parents in a timely manner, understand the reasons, and seek solutions.

Assessment Tool2: Grooming

Objectives: As an important branch of hotel management, catering development and operation require students to have a professional image and temperament. The appearance of students is an important component of their professional image, which directly affects their professional image and reputation in the catering industry. In the catering industry, service quality is a key factor in customer satisfaction and return rate. The appearance of students is an important component of service quality. Proper dressing, neat appearance, and friendly smiles can enhance the dining experience of customers, thereby increasing their loyalty and word-of-mouth. The catering industry has specific professional norms and dress requirements. Students need to understand and comply with these norms to meet industry expectations. Emphasizing appearance can help students better adapt to the industry environment and enhance their professional competitiveness.

Team collaboration and communication: In the catering development and operation course, students need to participate in team collaboration and communication. A neat and professional appearance helps establish a team collaboration atmosphere of mutual trust and respect, promoting effective communication and collaboration among team members. In the catering industry, appearance and appearance have a significant impact on the employment competitiveness of employees. Students should pay attention to their appearance and appearance in the course, which can enhance their competitiveness in the job search process and make it easier for them to win the favor and opportunities of employers

Assessment Tool3: Presentations

Objectives: In the course of hotel catering development and operation, it may be necessary to present various data, market analysis, dish design, and other content. Through slides, students can convey this information more clearly. By creating exquisite and rich content slides, students can showcase their professional competence and skills. This has a positive impact on improving their self-confidence and future employment competitiveness.

Assessment Tool4: Midterm

Objectives: This assignment requires students to use marketing concepts and theories to a latest news analysis. This item helps students to understand

Grading Criteria :

Assessment Tool3: Final Exam

Objectives: 1.5 hours exam covering material discussed in lectures and tutorials during the whole term. The course provides a thorough guide to the management of food and beverage outlets, from their day-to-day running through to the wider concerns of the hospitality industry. It explores the broad range of subject areas that encompass the food and beverage market and its main sectors - fast food and casual dining, hotels and quality restaurants and event, industrial and welfare catering. It also looks at some of the important trends affecting the food and beverage industry, covering consumers, the environment and ethical concerns as well as developments in technology. The exam will consist of a variety of question types. The type of final examination are listed as below:

Section A: True or False Questions 2 point for each question (Total 20 points)

Section B: Multiple Choice Questions 2 points for each question (Total 30 points)

Section C: Short Essay Questions 5 points for each question (Total 20 points)

Section D: Essay Question .15 points for each(Total 30 points)


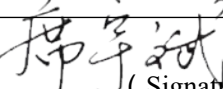
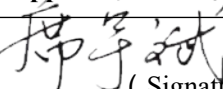
Exam Type : Closed-book

Grading Criteria : TBD

Others:

1. Satisfactory attendance is a requirement for the successful completion of this program. Attendance means arriving on time and staying until the class finishes. Students are expected to attend a minimum of 70% of all classes; otherwise they are not allowed to take the exam.
2. Students must achieve at least 60% of the subject's total marks. Students must also attend 80% of tutorial workshops.

Signatures :

Prepared	Reviewed	Approved
 (Signature)	 (Signature)	 (Signature)
Date:	Date:	Date:

《大数据科学基础》课程教学大纲

课程名称：大数据科学基础

课程编码：623510390

英文名称：Big Data Science Basic

学时：26

学分：2

开课学期：4

适用专业：一流本科专业

课程类别：公共必修课

先修课程：无

建议教材：《大数据科学基础》. 叶龙. 华中科技大学出版社. ISBN: 9787568071178. 2021年5月

一、课程简介

1. 概述

《大数据科学基础》课程是一流本科专业群的一门专业平台课。

课程目的、任务

围绕立德树人这一教育的根本任务,通过课堂渠道,既注重知识传授,更结合价值引领,使之与思想政治理论课同向同行,确保思政工作贯穿教育教学全过程。课程通过讲授基本的大数据分析概念与理论、技术和商业应用等多个方面的知识要点;用简单易学的大数据分析工具进行实践指导对商业管理及运营领域的案例分析,让学生掌握一种通用的大数据分析工具;学会大数据科学基础的方法;具有初步大数据科学基础与应用能力,达到使学生顺应人工智能新时代,掌握商业领域大数据分析和挖掘的方法,构建大数据思维,拓展对数字世界的认知,培养学生大数据分析的应用技能,并能够在工作中运用这项技能的课程主要目的。

二、课程教学基本要求

基本要求：掌握大数据分析基础；掌握一种开源、通用的大数据分析工具；熟悉大数据采集与治理基础知识；熟悉多种大数据管理方式；掌握大数据分析知识和技术；掌握商业领域大数据分析的至少三个典型应用；学会商业大数据产品发布的基本知识。

重点与难点：课程的重点是培养学生运用大数据思维来表达自我，解决实际生产生活问题的基础技能。课程的难点在于大数据处理算法和技术的掌握。

与先后课程的联系：作为公共必修课，本课程并没有要求先修课程。

主要教学环节安排：在课堂教学中，以教师讲解为主，在课堂中引入课堂小组讨论、在线课程、MOOC 等形式，加深对课堂教学内容的理解。另外，还配套了大数据处理技能相关的基础实践内容，并指定课外阅读参考文献，定期布置作业。

教学方法：多媒体课件、课程实践、拓展学习、课外自学（智慧树平台）。

三、课程教学内容

第 1 章 大数据分析基础

知识点：大数据的基本特征；大数据思维；大数据计算的主要特征；数据处理的一般过程；大数据分析处理的技术体系；数据的类型；数据格式；大数据分析系统。

基本要求：熟悉大数据的类型与格式；熟悉大数据分析的生态系统；了解大数据分析的意义。

重点：理解大数据分析对商业问题的价值。

难点：大数据分析系统。

第 2 章 大数据分析工具

知识点：大数据处理和分写工具；大数据分析工具生态圈；大数据分析工具的安装和使用。

基本要求：安装开源大数据分析工具；熟练掌握大数据分析工具的基本使用。

重点：大数据分析工具的基本使用。

难点：大数据分析工具的基本使用。

第 3 章 数据采集与治理

知识点：大数据的来源；大数据的采集手段；数据离散化；数据集成；数据变换；数据质量。

基本要求：了解大数据的来源；熟悉大数据的生命周期管理；掌握数据的预处理（数据清洗）；理解数据变换及其作用；了解数据质量的基本概念。

重点：分布式系统、云计算。

难点：分布式存储与计算的基本思想。

第 4 章 数据管理

知识点：数据管理的历程和未来；关系数据模型与关系数据库技术；分布式文件系统；NoSQL 数据库。

基本要求：掌握关系型数据库与 SQL 语言；了解数据仓库与 OLAP；了解 NoSQL 和 NewSQL。

重点：关系型数据库 MySQL 及 SQL 语言。

难点：SQL 语言。

第 5 章 大数据分析

知识点：大数据分析的典型方法；概率与统计；模型和估计；假设检验；数据建模；机器学习。

基本要求：熟悉大数据分析方法；了解概率与统计的基本概念；熟悉数据统计的方法；

掌握统计分析与建模初步；了解机器学习原理；掌握机器学习方法；熟悉机器学习简史；掌握机器学习与统计分析的区别与联系。

重点：数据统计的建模方法基础；机器学习的建模方法基础。

难点：利用大数据处理工具进行统计建模与分析；利用大数据处理工具进行机器学习建模与分析。

第6章 数据可视化

知识点：数据可视化模型和基本流程；数据可视化方法；不同类型数据的可视化（高维数据、网络数据、文本数据）。

基本要求：了解数据可视化模型和基本流程；熟悉数据可视化的交互方式；掌握不同类型数据的可视化基础。

重点：针对同一数据类型的多种可视化方法之间的差异比较。

难点：数据可视化的交互方式。

第7章 大数据应用案例

知识点：大数据在营销中的应用（推荐系统）；大数据在金融行业的应用（风险评估）；大数据在智慧城市中的应用（图像分析）；数据道德与职业行为准则。

基本要求：熟悉大数据的典型应用；熟悉数据道德与职业行为准则。

重点：大数据的典型应用。

难点：大数据的典型应用与分析实践。

四. 实验内容与要求

1. 大数据的生命周期管理

(1) 实验目的：

- 掌握大数据分析平台的使用；
- 掌握大数据分析的工作流。

(2) 实验内容：

- 大数据分析平台的基本使用方法；
- 建立一个完整的大数据分析工作流。

2. 统计建模基础实践

(1) 实验目的：

- 了解统计建模的基本步骤；
- 掌握统计建模的大数据工作流方法。

(2) 实验内容：

- 对商业案例进行多元回归/聚类分析。

3. 机器学习建模基础实践

(1) 实验目的:

- 了解机器学习建模的基本步骤;
- 掌握机器学习建模的大数据工作流方法。

(2) 实验内容:

- 对商业案例进行分类/神经网络分析。

4. 大数据综合应用案例

(1) 实验目的:

- 掌握大数据思维的分析与应用。

(2) 实验内容:

- 对某一领域(电商、营销、金融、教育、社交等)的典型案例分析进行大数据应用分析。

五、课程习题要求

为了使学生巩固所学知识,至少进行两次的课后习题。

六、课程学时分配

内 容	理 论	实 践	小 计
1 商业场景与大数据概述	2	0	2
2 大数据科学基础工具选择	0	2	2
3 商业大数据采集与治理	2	2	4
4 商业数据描述与数据管理	2	2	4
5 大数据分析	4	4	8
6 数据可视化	0	2	2
7 大数据应用案例——电商	2	2	4
总 计	12	14	26

七、课程的主要参考书

1. 《数据思维：从数据分析到商业价值》. 王汉生. 中国人民大学出版社. ISBN:9787300248561. 2020 年 4 月第 11 次印刷
2. Alfred V.Aho, Jeffrey D.Ullman,《计算机科学的基础》,人民邮电出版社,2013
3. 欧高炎等,《数据科学引导》,高等教育出版社,2017
4. 沙行勉,《计算机科学导论(第2版)》,清华大学出版社,2016

八、考核方式：■考试 □考查

本课程的考核项目分为五项：

1. 课堂学习情况占 5%；
2. 自主学习成绩占 15%，包括智慧树学习时长、发布的博客数及访问数；
3. 课堂实验成绩占 30%；
4. 期末考试（客观题）占 20%，题型为单选、多选、是非、填空；
5. 期末考试（大数据科学基础实践项目，4 人/小组，答辩）占 30%。

说明：1 和 2 项折算为平时成绩、3 项折算为期中成绩、4 和 5 项折算为期末成绩。

每位老师按如下题型出题形成题库后，组成期末客观题。

1. 单选题（每题 2 分，共 10 题，满分 20 分）
2. 多选题（每题 3 分，共 10 题，满分 30 分）
3. 是非题（每题 2 分，共 10 题，满分 20 分）
4. 填空题（每空 3 分，共 10 空，满分 30 分）

九、答疑安排

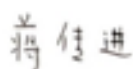
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周二 18:00-20:15（奉贤校区行政楼 518））

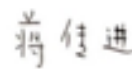
制定人：叶龙



审定人：



批准人：



2023 年 12 月 12 日

电子商务平台 UX 设计 1 课程教学大纲

课程名称：电子商务平台 UX 设计 1

课程编码：623520090

英文名称：UX Design in E-Commerce

学 时：30

学 分：2

开课学期：第二学年春季学期

适用专业：电子商务（中外合作办学）

课程类别：专业必修课

先修课程：电子商务概论

建议教材：

1. 移动商务项目实战——墨刀+AppCan+微信小程序（微课视频版）张萍 清华大学出版社 2021.9

2. 跨平台移动商务网站技术及其应用 张萍 上海交通大学出版社 2017.12

一、课程目标、任务

课程目标是推动社会主义核心价值观与中华优秀传统文化融入课程教育教学，坚持以文化人、以德育人，强化政治方向和思想引领，提升学生的思想水平、政治觉悟，培养学生的历史使命感和社会责任感。

《电子商务平台 UX 设计 1》是电子商务（中外合作办学）等专业的专业必修课。通过本课程的学习，同学们将了解电子商务平台设计原理，并以移动商务应用为例，进行用户体验设计、原型设计、微信小程序的界面设计，并在此基础上掌握商务平台开发的基本知识和技术，实现移动商务应用的设计和开发。

二、课程教学基本要求

教学要求: 本课程以实际应用为主，重在培养学生的实际操作能力。通过对本课程的学习，使学生能掌握移动商务应用设计的原则，能设计交互和视觉呈现良好的移动应用。

教学重点: 电子商务平台设计、开发的方法、技巧，包括原型设计、小程序项目主体框架、小程序开发。

教学难点: 小程序使用弹性布局、小程序项目主体框架以及事件驱动、模块化。

与先后课程的联系: 先修课程有电子商务概论；后续课程有移动应用实践等。

主要教学环节安排：主要教学环节包括课堂讲授、演示、课堂讨论、实验操作、综合设计、课后自学、作业等。

教学方法：采用课堂讲解、操作演示和学生实验相结合的教学模式，配合作业、测验、编程练习。

三、课程教学内容

第一章 电子商务平台设计

教学要求：本章介绍了一款原型设计工具——墨刀的功能与特点，通过具体案例，介绍了墨刀的使用方法，并通过完整的项目案例，详细介绍了应用墨刀设计电子商务应用原型的方法与技巧，最后介绍了墨刀的内置模板。

教学内容：

1.1 应用原型设计：提出体验设计、原型设计的概念，并引入一款原型设计工具——墨刀，介绍墨刀的功能与特点，并通过案例说明墨刀的使用方法；

1.2 原型设计快速入门：通过四个案例实践，从而能够熟练使用墨刀的基础功能模块进行移动应用原型设计；

1.3 项目实践：通过“周边游·发现”项目的实践，应用墨刀的基础功能模块进行原型设计；

1.4 母版与状态的应用：应用母版、状态以及链接等墨刀的高级功能与技巧，并完成“底部导航栏的状态切换”项目实践；

1.5 项目实践：综合应用墨刀进行“足迹”项目实践；

1.6 墨刀内置案例：介绍了墨刀的内置模板与案例。

第二章 微信小程序开发

教学要求：本章主要介绍了小程序的开发框架与开发技术，并综合应用小程序的开发技术进行“上商外卖”项目实战，设计并开发移动应用首页，课程重点讲授页面的布局与逻辑。

2.1 TP 框架及小程序后台接口：介绍 TP 框架，并且应用 TP 框架开发“上商外卖”小程序项目的后台接口；

2.2 小程序开发入门：介绍小程序项目的主体架构，包括创建项目、组织项目文件、设计项目的导航栏和 tabBar 等；

2.3 首页页面布局：首页除了导航栏、tabBar 之外，自上到下可以分为广告位展示、餐饮分类、特色商家展示、附近商家推荐等四个区域；

2.4 首页页面逻辑：首页在实现附近商家推荐时，使用 wx:for 获取动态数据 shopList，进而循环展示 shopList 中的每一个商家。

四、课程的实验内容与要求

序号	实验名称	内容提要	学时	要求	实验属性
1	“周边游·发现”实践	使用墨刀进行原型设计	4	必做	设计实践
2	底部导航栏的状态切换	墨刀进阶：母版与状态的应用	4	选做	设计实践
3	原型设计项目实践	综合应用：完成“足迹”项目的 2 个页面	4	选做	设计实践
4	小程序实践（首页）	综合页面布局、页面逻辑完成首页	4	必做	开发实践
5	小程序实践（详情页）	综合页面布局、页面逻辑完成详情页	4	选做	开发实践
6	课程实践	课程开展与升华：限定主题，应用课程内容进行创意设计或开发实践	4	选做	设计或开发实践
小计			24		

五、课程习题要求

完成课堂、课后作业外，学生还被要求完成相关实验内容，并对特定的项目进行分析设计,学生可以利用上机和课余时间进行研究。

六、课程学时分配

内 容	学 时
原型设计	15
小程序开发	15
总 计	30

七、课程的主要参考书

1. 移动商务项目实战——墨刀+AppCan+微信小程序 张萍等 清华大学出版社
2021.9
2. 跨平台移动商务网站技术及其应用 张萍 上海交通大学出版社 2017.12

八、考核方式：□考试 ■考查

本课程为考查课，分两部分进行考核：平时、期末。平时成绩占总成绩的 40%，期末成绩占总成绩的 60%。

平时考核内容包括：出席情况、学习态度、作业完成质量，以及实验报告或实践项目。

期末考核方式：完成一个设计项目。

制定人：张萍

审定人：易艳红

批准人：

蒋传进

《电子商务运营管理》课程教学大纲

课程名称：电子商务运营管理

课程代码：621020510

英文名称：E-Business Operation and Management

学 分：2

学 时：30

开课学期：第三学年春季学期

适用专业：电子商务（中外合作）

课程类别：专业学位必修课

先修课程：计算机应用基础、电子商务概论、网络营销等

建议教材：邹益民，隋东旭，电子商务数据运营与管理（第2版），2022年4月，人民邮电出版社 ISBN 978-7-115-58775-6

一、课程教学目标

通过本课程的学习，使学生能够熟悉各项电子商务基础运营管理工作内容，掌握电子商务运营所需的基本知识和技能；培养学生的自我学习能力及电子商务运营管理相关的数据调查与分析能力、运用数据化管理思维开展电子商务运营的能力；增强学生的创业和团队意识、交流沟通能力，以适应电子商务就业和创业需求；引导学生树立正确的社会主义营商义利观和道德观，使学生具备诚实守信、守法经营、真诚服务客户的意识，具有良好的团队协作精神。为培养具备数据化管理思维与技能、适应电商行业新发展、德才兼备的新电商人才打下基础。

通过本课程的学习，学生应具备以下知识能力和素养：

- 1、对电子商务基础运营管理工作内容有较全面的了解；
- 2、掌握电子商务基础运营管理工作所需的知识和技能；
- 3、具有数据化管理的思维及开展与电商运营管理相关的数据调查与分析的能力；
- 4、具备正确的社会主义营商义利观和道德观以及诚实守信、守法经营、真诚服务客户的意识，具有良好的团队协作精神。

二、课程教学基本要求

教学要求

通过课程学习，学生应该掌握电子商务运营管理的基本知识和技能。内容包括：

电商运营的基本概念、电商团队管理、市场分析与定位、前期规划、店铺运营管理、客户运营、营销推广、仓储与物流管理，电商运营管理相关的数据收集与分析等，

教学重点：强调学生对电子商务运营管理工作内容的理解和知识技能的掌握，引导学生通过主要的电商平台上的相关运营实例进行观摩和学习，然后结合实训平台动手实践，积累电商运营管理的知识和技能，并通过针对研究案例的运营分析，锻炼学生的数据调查与分析能力。

教学难点：与电商运营管理相关的数据收集与分析。

与先后课程的联系：本课程的先修课程为电子商务概论、网络营销、商业数据分析等。

主要教学环节安排：教学依据指定的教材及辅助参考资料进行，课程体系性的内容采用课堂讲授方式，在课程讲授过程中结合案例，组织学生以小组和班级的形式开展课堂讨论，加深对教学内容的理解。根据教学内容安排相应的实践环节，以巩固学生对教学内容的掌握。此外，鼓励学生通过相关的网络学习资源进行课外自学和拓展学习，锻炼学生的自我学习能力，拓宽学生的知识面。

教学方法：

主要的教学方法包括理论讲授、案例分析、小组和课堂讨论、实验、拓展学习、课外自学等。

三、课程教学内容（分章节）

第1章概述

教学内容：

1.1 电子商务新发展

1.2 什么是电子商务运营

1.3 电子商务运营相关术语

教学要求：了解电子商务的发展趋势，理解电子商务运营的基本概念与意义，了解电商运营的基本内容及相关术语的含义。

教学重点：电子商务运营的概念和基本内容。

教学难点：电子商务运营的基本内容。

第 2 章 电商团队管理

教学内容：

2.1 电商团队组织架构与岗位职责

2.2 团队合作

2.3 电商职业规划

教学要求：了解主流电商企业的组织架构和岗位职责以及团队合作，进行初步的职业规划。

教学重点：了解主要的电商岗位及工作职责。

教学难点：团队合作的切入及职业规划。

第 3 章 市场分析与定位

教学内容：

3.1 市场规模与趋势分析

3.2 市场竞争状况分析

3.3 电商定位

教学要求：理解电商市场分析与电商定位的重要性，掌握电商市场分析的方法和内容，包括市场规模与趋势分析、市场竞争状况分析，了解电商定位的策略及内容。

教学重点：电商市场分析的方法与定位的意义。

教学难点：市场相关数据的收集及分析、定位分析。

第 4 章 前期规划

教学内容：

4.1 电商平台的入驻

4.2 产品规划

4.3 选品

4.4 产品定价

4.5 采购

教学要求：了解主要的电商零售渠道及平台的选择策略、入驻流程及规则；掌握产品规划的流程与方法，根据企业本身及竞争对手的具体情况进行产品规划；掌握数据化选品与定价的方法，了解主要的货源，并进行销售预测，比较科学地选品和备货。

教学重点：产品规划、选品与定价。

教学难点：产品规划和选品。

第 5 章店铺运营管理

教学内容：

5.1 店铺运营的核心逻辑

5.2 流量来源及获取

5.3 转化率的影响因素及提升

5.4 客单价的影响因素及提升

5.5 电商客服

教学要求：理解电商运营的核心逻辑及核心指标动销率、流量、转化率与客单价的影响因素，了解获取流量、提升转化率与客单价的方法，包括免费、付费的流量来源，SEO、付费推广、产品优化、页面优化、促销优化，关联销售等。理解电商客服的角色和重要性，了解其工作要点。

教学重点：理解流量、转化率与客单价的影响因素，并了解如何提升这些运营指标。

教学难点：提升店铺流量、转化率和客单价的方法。

第 6 章客户运营

教学内容：

6.1 客户运营的概念与意义

6.2 客户分析

6.3 客户运营工具与方法

6.4 客户运营方案

教学要求：理解客户运营管理的概念与意义，掌握客户分组管理和客户分析的维度和方法以了解客户的基本特征，了解常用的客户运营工具及其特点，在此基础上制定合理的客户运营方案。

教学重点：掌握如何通过客户分析，提升客户运营的效率。

教学难点：客户运营方案的制定。

第7章 仓储与物流管理

教学内容：

7.1 电子商务仓储与物流管理的目标和重要性

7.2 仓储规划与布局

7.3 仓储作业流程

7.4 仓储物流管理组织架构及相关岗位的职责

教学要求：理解电商仓储与物流管理的重要性的工作目标，了解电商仓储的规划与布局及作业流程，了解典型的仓储物流管理组织架构及相关岗位的职责。

教学重点：仓储与物流管理的重要性及工作目标、仓储作业流程。

教学难点：仓储作业流程。

第8章 营销推广

教学内容：

8.1 常见的营销推广方法及工具

8.2 营销活动策划与投放

8.3 内容营销

教学要求：了解常见的电商营销推广工具与方法，熟悉营销活动策划的内容和活动投放过程，能根据具体目标制定合适的营销活动方案，理解企业各部门在活动投放过程中的协调管理；熟悉内容营销的不同形式及内容创作的要点。

教学重点：营销活动方案策划和企业各部门在活动投放过程中的协作。

教学难点：营销活动方案策划。

四、课程的实验内容与要求

结合理论教学进行配套的实验训练，帮助学生对所学知识的巩固，学会运用所学的知识和方法来分析和解决实际问题，提高学生的学习能力和分析能力。

序号	实验内容	课时
1	团队建设	2

2	市场分析与定位	4
3	前期规划	6
4	店铺运营	6
5	客户分析	4
6	营销活动策划	4
7	综合实验	4
	总计	30

实验 1 团队建设

1、实验目的

通过实验增强学生互动，培养团队合作精神，并为后续的实训任务做好团队准备。

2 . 实验内容与要求

- (1) 团队的组建：团队名、成员、目标、logo 设计
- (2) 每位成员的介绍：个性、兴趣/爱好、能力
- (3) 确定每位成员最适合的电商岗位，思考如何在各自的岗位上与其他岗位衔接，进行团队合作。

实验 2 市场分析与定位

1 . 实验目的

- (1) 理解市场分析的相关知识点，学会按所选择的行业，收集市场数据，撰写市场分析报告。

- (2) 理解电商定位的重要性，了解常用的定位策略、内容及方法。

2 . 实验内容与要求

- (1) 分析选定行业的市场规模和趋势；
- (2) 分析行业的市场竞争度，并按月销量 TOP10 店铺进行市场集中度分析；
- (3) 分析行业的最佳价格段；
- (4) 分析行业的消费者特征和需求；
- (5) 结合内外部的资源和环境信息进行企业电商战略定位分析；

- (6) 确定目标市场，描述目标客户群的特征及需求；
- (7) 进行产品定位，确定产品的属性、风格、价格段等。

实验3 前期规划（一）：产品规划

1、实验目的

了解产品规划的概念和目的，掌握产品规划的内容和方法，包括产品结构规划、产品价格布局。

2、实验内容和要求

- (1) 分析、学习竞争店铺的品类和价格布局
- (2) 针对自己拟开设的店铺着手进行产品规划

实验4 前期规划（二）：选品、定价与备货

1、实验目的

掌握电商选品、定价、备货的思路和方法，包括根据热销商品和新品表现选品、竞品导向定价、成本导向定价以及产品SKU分析。

2、实验内容和要求

- (1) 根据热卖商品的特征选品；
- (2) 根据潜力新品的表现选品；
- (3) 运用所学的定价方法对所选出的产品定价；
- (4) 分析竞品的SKU销售情况，为确定产品各SKU的备货数量提供参考。

实验5 店铺运营（一）：流量来源与获取

1、实验目的

了解店铺主要的流量来源，掌握流量的分析与优化方法。

2、实验内容和要求

- (1) 店铺流量结构分析
- (2) 流量的影响因素分析及优化

实验6 店铺运营（二）：转化率与客单价分析

1. 实验目的

理解转化率与客单价的影响因素，了解提升转化率与客单价的方法，包括产品页面优化、促销优化，关联销售、服务优化等。

2. 实验内容和要求

从转化率与客单价的各影响因素入手对店铺的运营进行分析，提出优化的合理建议。

实验7 客户运营

1. 实验目的

掌握客户特征和行为分析的方法，能够运用 RFM 模型对客户进行分类，掌握消费者舆情分析的方法，以提高营销决策能力，实现精准营销。

2. 实验内容和要求

- (1) 客户特征和行为分析
- (2) RFM 模型分析
- (3) 消费者舆情分析
- (4) 对客户营销方案的建议

实验8 营销活动策划

1. 实验目的

了解电子商务活动运营的概念及常见的营销活动类型，熟悉营销活动策划的内容和活动投放过程，能根据具体情况制定合适的营销活动方案。

2. 实验内容和要求

模拟进行一次促销活动，对活动进行策划：

- (1) 撰写活动策划报告，内容包括活动背景、活动目标、活动主题、活动对象、活动描述（活动形式、活动内容）和活动规则、活动时间节点、活动商品、活动宣传、活动成本及效果预估等；
- (2) 进行活动海报的策划（画出版式结构，给出文案和图片等要求）；
- (3) 给出活动筹备的流程（各阶段的活动准备工作任务、部门及人员衔接安排）即项目进程表；
- (4) 给出活动的监控指标。

实验9 电子商务综合行业研究报告

1. 实验目的

回顾所学的课程知识，综合运用这些知识完成一份系统的行业分析报告。

2. 实验内容和要求

行业研究报告包括以下几个部分：

- (1) 市场规模
- (2) 市场趋势
- (3) 市场竞争度
- (4) 行业价格段分布
- (5) 竞店的对比分析
- (6) 竞品的对比分析
- (7) 消费者舆情和客户问题分析
- (8) 选品与选词建议

五、课程习题要求

结合课堂教学内容布置相应的课内练习和课后作业，使学生能及时巩固学习到的知识点。

六、课程学时分配

内 容	学 时
1. 概述	2
2. 电商团队管理	2
3 市场分析与定位	6
4. 前期规划	8
5. 店铺运营管理	8
6. 客户运营	5
7. 仓储与物流管理	2
8. 营销推广	5
9. 综合实验	4
10.复习与测试	3
总计	45

七、课程的主要参考文献

- 1. 张亮，从零开始做运营，中信出版集团，2015 年 12 月。
- 2. 阿里巴巴商学院，数据化营销，电子工业出版社，2016 年 11 月。

3. 网上学习资源：

淘宝大学 <http://daxue.taobao.com/>

亿邦动力网 <http://www.ebrun.com/>

派代网 <http://www.paidai.com/>

八、考核方式：☐考试 ☒考查

平时成绩占 40%，包括出勤率、课堂表现和平时作业成绩、综合大作业等；期末考核成绩占 60%。为闭卷考试形式。

九、答疑安排

本课程在固定地点、教学周工作日设置课程答疑时间，每周 2 学时。

制定人：蔡凌飞 定人：郭琳琳 批准人：蒋佳进

2024 年 2 月 27 日



上海商学院
SHANGHAI BUSINESS SCHOOL



上海洛桑酒店管理学院
COLLEGE OF SHANGHAI LAUSANNE HOSPITALITY MANAGEMENT

课程大纲

东西方文化与美学

课程代码: 603520020

2024-3

课程代码:	603520020
课程名称:	东西方文化与美学
授课教师:	钟乐
职务职称:	讲师
邮箱:	yuezhongzy@126.com
开课院系	上海洛桑酒店管理学院
学分:	1
学时:	15
课程性质:	公共必修课
学年学期:	春季学期 2023-2024
专业班级:	2023 级所有同学
前置课程:	/
主要教材:	PPT 和阅读材料
参考资料:	《艺术的故事》、《美学思想史》、《文化中的美学》、《中国古代美学理论史》、《中西方音乐史》等
答疑时间地点:	每周五 10:00-14:00, 漕宝路校区综合楼 313

指导思想:

课程的内容和设计必须符合中国的教育法律法规,应采用前瞻性的教学方法,融入现代化理念、全球视角及对未来趋势的洞察。通过整合当代概念、方法和技术,课程旨在为学生提供在动态发展的世界中茁壮成长所需的技能和知识。培养学生的创新精神和创新能力是本门课程的核心目标。借助于沉浸式和互动式的教学模式,鼓励学生进行批判性思考锻炼他们解决问题的能力,激发探索新思想的热情,并培养他们形成独到见解的能力。

学术诚信:

每位学生都必须诚实地追求学术目标,并对自己的所有提交工作负责。这意味着在每项作业和与同伴、教授或研究参与者的每次互动中,都必须表现出诚实、透明和道德的行为,以支持我们的学术卓越社区。任何学术不端行为,如作弊和剽窃,都是不诚实的,将导致论文或作业成绩不及格,可能还会导致其他纪律处分。

课程描述:

东西方文化与美学课程旨在探究东西方文化传统及其文化审美观念的异同。同时,该课程还将介绍西方现代艺术取向和禅宗哲学。通过比较和对比不同文化背景下的美学和审美观念,学生将了解各种艺术形式和文化中的视觉和感性元素。此外,该课程还将探讨文

化对美学的影响，以及不同文化对艺术和美的期望和要求。从中，学生可以深入了解世界范围内的不同美学趋势和文化特点，激发他们对多元文化的兴趣和尊重。

内容包括以下主题：

- 语言
- 中国音乐
- 西方音乐
- 舞蹈
- 美术
- 珠宝鉴赏
- 实践课（妆容造型讲座）

课程学习目标:

包括但不限于以下目标：

- 1、介绍东西方文化的基本特征和差异，包括价值观、思维方式、宗教信仰、艺术传统等方面；
- 2、了解作为文化媒介的艺术和文学作品，理解不同文化和时代的艺术和文学表达方式，以及表现主题；
- 3、提高文化自信心，增强对本国文化的认同和掌握，同时也要尊重和欣赏其他文化的特点和价值；
- 4、培养审美素养和判断力，学会用美学的角度来欣赏、评价和创造艺术和文学作品。

通过本课程的学习，学生能获得（知识 Knowledge、能力 Competency、思维模式 Mindset-KCM）：

KCM	本课程旨在介绍东西方文化与美学的基本概念、发展历程和主要特点，帮助学生理解不同文化背景下的美学观念和实践，培养学生的跨文化审美能力和批判性思维。
KCM1	掌握东西方美学的基本概念和理论，了解不同文化对美的定义和追求
KCM2	可以分析美学在人类生活中的作用和意义，了解美学对个体和社会的影响和价值
KCM3	理解东西方文化的差异和共同点，了解它们的历史和演变
KCM4	培养跨文化交流的能力，学习如何在不同文化间进行良好的沟通和合作

课程对专业毕业要求的贡献:

东西方文化和美学课程有助于学生深入了解不同文化背景下的思想观念、艺术形式和审美观念。通过比较和研究东西方文化的异同，学生能够拓展视野，增进对多元文化的认识和尊重。这种跨文化的理解有助于培养学生的全球意识，使他们能够更好地适应全球化的社会环境。

课程对专业毕业目标的支撑:

毕业生画像	全球学习目标(LGs)	全球学习目标 (GLOs)	相关 KCM
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解决问题	我们的毕业生在服务 和酒店业中提出了以 数据驱动、富有创新 性且切实可行的解决 方案	1.1 信息收集能力	
		1.2 分析方法和策略	
		1.3 陈述技巧和表达力	
		1.4 写作能力	
领导能力	我们的毕业生在不同的 受众群体和组织环 境中，都是积极有效 的沟通者、合作者 和管理者	2.1 跨群体沟通	KCM4
		2.2 团队合作能力	KCM4
		2.3 组织与人才管理能力	
		2.4 正确决策判断力	
泛服务业素质	我们毕业生在不同情 境下，都会利用人文 关怀提供精细化服务	3.1 理解泛服务业文化	KCM1
		3.2 处事灵活性	KCM 1、KCM2
		3.3 彬彬有礼	KCM2
		3.4 同理心与积极倾听能力	
终身学习	我们的毕业生培养了 终身学习的承诺	4.1 保持好奇心	
		4.2 批判性思维和创新性思维	KCM3
		4.3 数字化思维和技术素养	
		4.4 国际化视野	KCM1

教与学策略:

授课：讲授主要概念，理论,文化与美学的基本概念和理论框架,东西方语言文化的理解等；

文本阅读：带领学生阅读文化与美学的相关文献，讨论其思想内容；

体验教学法：邀请非遗大师给学生讲解面塑技艺，邀请亚洲化妆大赛评委给学生讲解妆容形象设计，交谊舞现场实践跳法及讲解，引导学生体验美学的多个方式，并进行视觉分析和美学讨论；

学生报告：学生根据自己的兴趣和研究成果进行报告，分享相关思考和发现；

小组讨论：带领学生进行小组讨论，加强学生之间的交流和互动。

课程内容 & 教学计划:

日期 第几周 课时 (2023.3.1 第一周 2 课时)	对 KCM 的 支撑关系	√KCM1 √KCM2 √KCM3 √KCM4
	课程内容	教学内容： 《语言，生生不息的文化纽带》 【重点 ◆】 ◆ 语言与文化的关系定义 ◆ 语言的起源与发展

		<ul style="list-style-type: none"> ◆ 语言的交流与传播 ◆ 语言与身份认同 ◆ 语言与文学艺术 ◆ 语言与社会习俗 ◆ 语言的传承与保护 ◆ 全球化背景下的语言问题 <p>【难点 ★】</p> <ul style="list-style-type: none"> ★全球化对语言多样性的影响 ★全球化与语言标准化的关系 ★全球化背景下语言政策的制定与实施 ★语言在文化交流与融合中的实际运用
	教学方法	授课
	课程思政	<p>要素：自由、平等、公正、诚信、友善、责任意识、规则意识、创新意识、追求卓越、探索精神</p> <p>内容：通过案例分析，帮助学生理解语言在文化交流与融合中的实际运用。</p>
日期 2024.3.8 第二周 2 课时	对 KCM 的支撑关系	<input type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4
	课程内容	<p>教学内容：《“观自在”——中国音乐美学史观》</p> <p>【重点 ◆】</p> <ul style="list-style-type: none"> ◆ 历史脉络梳理：音乐美学在中国有着悠久的历史，其发展脉络跨越了多个朝代和时期。教学重点之一是帮助学生理清历史线索，了解各个时期音乐美学的特点、代表人物及其思想。 ◆ 核心思想解析：中国音乐美学史中蕴含着丰富的哲学思想和审美观念，如“和”的观念、气韵生动等。教学重点二是对这些核心思想进行深入解析，帮助学生理解其内涵和价值。 ◆ 音乐与文化的关联：音乐是文化的重要组成部分，中国音乐美学史与传统文化、哲学、文学等密切相关。教学重点三是揭示音乐与文化的关联，使学生能够从更广阔的角度理解音乐美学的内涵。 <p>【难点 ★】</p> <ul style="list-style-type: none"> ★古代文献的理解：中国音乐美学史的文献资料浩如烟海，且多为文言文，对于现代学生来说理解难度较大。教学难点之一是引导学生正确解读古代文献，理解其中的音乐美学思想。 ★思想深度的把握：中国音乐美学史中的思想内涵丰富而深刻，需要学生具备一定的哲学和美学素养才能深入理解。教学难点之二是帮助学生提升思想深度，使他们能够准确把握音乐美学思想的精髓。 ★跨学科知识的融合：中国音乐美学史的教学涉及多个学科

		领域，如历史学、哲学、文学等。教学难点之三是如何实现跨学科知识的有效融合，使学生在能够形成综合性的认识和思考。
	教学方法	授课
	课程思政	<p>要素：中国音乐美学史观教学与思政元素的融合，重点在于将音乐美学理论与思想政治教育相结合，使在学习音乐美学知识的同时，能够增强国家意识、民族自豪感和文化自信。</p> <p>内容：强调音乐美学思想与社会历史背景的关联，通过分析不同历史时期的音乐美学思想，引导学生理解音乐与社会、政治、文化的紧密联系。同时，突出音乐美学的民族特色，通过对中国传统音乐美学思想的深入挖掘，展示中华民族音乐的独特魅力和价值，从而激发学生的民族自豪感和文化自信。</p>
日期 2024.3.15 第三周 2 课时	对 KCM 的支撑关系	<input type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4
	课程内容	<p>教学内容：《交谊舞理论与跳法》</p> <p>【重点 ◆】</p> <ul style="list-style-type: none"> ◆ 基本理论知识：使学生了解交谊舞的历史、发展、分类以及基本舞蹈原则，如节奏、空间利用等。 ◆ 基本舞蹈技巧：包括身体保持、重心稳定、步伐准确、动作流畅等。例如，在慢三步中，前进、后退、左转、右转等基本步法的跳法是教学重点，需要学员熟练掌握。 ◆ 舞蹈风格与表现力：培养学生理解和表达不同交谊舞风格的能力，如华尔兹的轻盈飘逸、探戈的挺拔有力等。 <p>【难点 ★】</p> <ul style="list-style-type: none"> ★ 协调性与节奏感：交谊舞需要舞伴之间密切的配合，对学生的协调性和节奏感要求较高。学生需要掌握如何在音乐的节奏中完成动作，并与舞伴保持协调。 ★ 情感表达与舞蹈韵律：如何将情感融入到舞蹈中，使舞蹈更具表现力和感染力，是教学中的一个难点。同时，学生还需要理解并掌握舞蹈的韵律，使动作更加流畅自然。
	教学方法	授课，体验教学法
	课程思政	<p>要素：交谊舞理论与跳法的教学是一个综合性的过程，既要注重基本理论和技巧的传授，又要关注难点问题的突破，同时还要融入思政元素，培养学生的综合素质。</p> <p>内容：</p> <p>礼仪与道德：交谊舞是一种社交舞蹈，注重礼仪和道德规范。在教学中，可以强调尊重舞伴、尊重他人、遵守舞蹈场合的礼仪规范等，培养学生的道德意识和社交素养。</p> <p>团队协作与沟通：交谊舞需要舞伴之间的紧密合作，这有助于培养学生的团队协作精神和沟通能力。在教学中，可以鼓励学生多与舞伴交流，共同解决问题，提高舞蹈水平。</p> <p>文化传承与创新：交谊舞作为一种文化现象，承载着丰富的</p>

		历史文化内涵。在教学中，可以引导学生了解并尊重交谊舞的文化传统，同时鼓励他们在掌握基本技巧的基础上，进行创新和探索，推动交谊舞的发展。
日期 2024.3.22 第四周 2 课时	对 KCM 的 支撑关系	<input type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4
	课程内容	<p>教学内容：《变革与创新——西方音乐审美与实践》</p> <p>【重点 ◆】</p> <ul style="list-style-type: none"> ◆ 审美与实践的结合：在西方音乐审美教学中，单纯的理论讲解往往难以使学生深入理解音乐的内涵与美感。实践教学则要求学生通过演唱、演奏等方式，将理论知识转化为实际操作，这对于学生的技能水平和审美能力都是一大挑战。 ◆ 文化与历史的融合：西方音乐史悠久且复杂，不同时期的音乐风格、审美观念差异巨大。如何在教学中将音乐与文化、历史相融合，使学生既能理解音乐本身，又能感受其背后的文化内涵，是一个需要克服的难点。 <p>【难点 ★】</p> <ul style="list-style-type: none"> ★ 审美能力的培养：西方音乐审美教学的核心在于培养学生的审美能力，使其能够鉴别、欣赏和评价不同风格、不同时期的音乐作品。 ★ 实践技能的提升：实践教学是西方音乐教学中不可或缺的一部分，通过演唱、演奏等实践活动，可以提升学生的技能水平，加深其对音乐的理解与感受。
	教学方法	授课
	课程思政	<p>要素：西方音乐史的思政点还体现在对各个历史时期的音乐风格和特点进行解读，如文艺复兴时期的人文主义和理性主义思想，巴洛克时期的宗教崇拜，古典主义的理性和平衡追求，浪漫主义的情感表达等。这些都可以作为思政教育的切入点，帮助学生理解音乐背后的文化内涵和社会价值。</p> <p>内容：文化自信的培养：在西方音乐审美与实践教学中，可以融入对中国传统文化的介绍与讲解，引导学生对比中西音乐文化的异同，从而增强文化自信。</p> <p>价值观的引导：通过讲解西方音乐史中不同时期的音乐风格与审美观念，可以引导学生思考音乐与社会、历史、文化的关系，进而树立正确的价值观。</p>
日期 2024.3.29 第五周 2 课时	对 KCM 的 支撑关系	<input type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4
	课程内容	<p>教学内容：《静态和流动——绘画的东西方诗意与哲理》</p> <p>【重点 ◆】</p> <ul style="list-style-type: none"> ◆ 东西方诗意的理解与表达：引导学生深入理解东西方绘画中的诗意内涵，掌握通过绘画表达诗意的方法和技巧。这包括对不同文化背景下诗意表达方式的比较和分析，以及如何通过绘画语言传递情感、意境和哲理。 ◆ 哲理内涵的挖掘与呈现：绘画作品往往蕴含着丰富的哲理

		<p>思考，教学重点之一是指引导学生如何挖掘和理解这些哲理内涵，并将其通过绘画作品呈现出来。这要求学生对东西方哲学思想有所了解，并能够将其与绘画实践相结合。</p> <p>【难点 ★】</p> <p>★东西方文化差异的把握：东西方文化在审美观念、艺术表现等方面存在显著差异，如何准确把握这些差异，并在绘画实践中灵活运用，是教学的难点之一。</p> <p>★诗意与哲理的融合表达：将诗意与哲理融合在绘画作品中，需要学生具备较高的艺术修养和创作能力。</p>
	教学方法	授课
	课程思政	<p>要素：强化审美教育与德育结合：通过绘画作品的欣赏和创作实践，提高学生的审美能力和审美水平，同时结合德育内容，培养学生的道德品质和社会责任感。</p> <p>内容：弘扬民族文化自信：通过东西方绘画的比较学习，引导学生认识到中华民族文化的独特魅力和价值，增强民族文化自信心和自豪感。</p> <p>培养全面发展的视野：在绘画教学中融入思政元素，引导学生关注社会现实、思考人生哲理，培养全面发展的全球化视野和人文关怀精神。</p>
日期 2024.4.7 第六周 7 课时	对 KCM 的支撑关系	<input type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4
	课程内容	<p>教学内容：《珠宝鉴赏》</p> <p>【重点 ◆】</p> <p>◆ 珠宝基础知识的普及：让学生了解珠宝的基本特征、分类、制作工艺以及材质等方面的知识，为后续的鉴赏活动奠定理论基础。</p> <p>◆ 珠宝鉴赏技巧的培养：重点教授学生如何鉴赏珠宝的艺术特点、品质和价值，包括观察珠宝的色泽、透明度、纹理等特征，以及如何判断其真伪和优劣。</p> <p>【难点 ★】</p> <p>★珍稀珠宝的鉴别与鉴赏：珍稀珠宝往往具有独特的特征和复杂的制作工艺，其鉴别和鉴赏需要较高的专业水平和丰富的实践经验。因此，如何帮助学生掌握这些技能，是教学中的一大难点。</p> <p>★理论与实践的结合：珠宝鉴赏不仅要求学生掌握理论知识，还需要他们具备实际操作的能力。如何将理论知识与实际鉴赏活动相结合，提高学生的实践能力，也是教学中的难点之一。</p>
	教学方法	授课
	课程思政	<p>要素：审美能力与品位的提升：通过引导学生对珠宝进行审美表达，感受美的力量，培养他们的审美能力和品位。同时，也可以通过珠宝鉴赏活动，让学生感受到珠宝背后的文化、历史和民俗，从而培养学生对不同文化的尊重和继承。</p>

		内容：在珠宝鉴赏教学中，注重培养学生的职业道德和社会责任感。通过案例分析等方式，让学生了解珠宝行业的职业操守和道德规范，引导他们树立正确的价值观和人生观。同时，也可以通过实践活动，让学生了解珠宝行业的运作和发展情况，培养他们的市场触觉和分析能力，为学生审美格调的提升打下基础。
日期 2024.4.9 第七周 3 课时	对 KCM 的支撑关系	<input type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4
	课程内容	<p>教学内容：《妆点未来——探寻职业妆造的奥秘》</p> <p>【重点 ◆】</p> <p>◆ 职业妆造的基本技巧：教授学生掌握职业妆造的基本步骤和技巧，包括肤色分析、底妆处理、眼妆设计、唇妆搭配等，确保学生能够根据不同职业特点进行妆造设计。</p> <p>◆ 职业形象的塑造：强调职业妆造与职业形象的紧密联系，引导学生理解不同职业对形象的要求，学习如何通过妆造提升个人职业形象，增强职场竞争力。</p> <p>【难点 ★】</p> <p>★ 个性化妆造的设计：在掌握基本技巧的基础上，如何根据学生的个人特点和职业需求，设计出既符合职业形象又突显个性的妆造，是教学中的一大难点。</p> <p>★ 实践操作的熟练度：职业妆造是一门实践性很强的技能，需要学生通过大量的实践操作来熟练掌握。对于洛桑的学生来说，泛服务业对于妆造的要求较高，所以需要有同步的审美和勤奋的练习才可达成。</p>
	教学方法	授课、文本阅读、体验教学法、小组讨论
	课程思政	<p>要素：美的教育与价值观引导：通过职业妆造的教学，培养学生的审美能力和创造力，引导他们树立正确的美的观念和价值观。同时，结合职业特点，引导学生理解美的多样性和包容性，尊重不同职业对美的追求和表达。</p> <p>内容：职业素养的培养：结合职业妆造的教学内容，引导学生理解职业素养的重要性，学习如何在妆造过程中展现专业素养和职业道德，树立良好的职业形象。</p>

测评方式与成绩:

KCM	GLO	测评方式										总占比
		平时成绩					期末成绩					
		课堂活跃度	出勤情况	/	/	/	结课论文	/	/	/	/	
KCM 1	GLO3.1	5%	35%				60%					
	GLO3.2	5%	35%				60%					
	GLO4.4	5%	35%				60%					
KCM	GLO3.2	5%	35%				60%					

KCM	GLO	测评方式										总占
		5%	35%				60%					
KCM 2	GLO3.3	5%	35%				60%					
KCM 3	GLO4.2	5%	35%				60%					
KCM 4	GLO2.1	5%	35%				60%					
	GLO2.2	5%	35%				60%					
总占比		5%	35%				60%					100 %

测评方式1: 课堂活跃度

测评目标: 在教学过程中, 学生参与课堂活动的积极性、互动性以及整体氛围的热烈程度。一个活跃的课堂环境可以激发学生的学习兴趣, 提高学习效率, 并有助于培养学生的团队协作能力和批判性思维。

安排: 鼓励学生提问、发表观点, 并及时给予反馈。

测评方式2: 出勤情况

测评目标: 在规定的学习时间内, 按照学校或班级的要求, 参加并完成各项教学活动的实际情况。学生的出勤情况是评价学生学习态度和行为规范的重要指标之一, 同时也直接影响着学生的学习效果和学业成绩。

测评方式3: 结课论文

测评目标:

主要是围绕学生在课程学习中所达到的理解深度和综合能力来设定的。包括:

1、知识掌握程度: 评估学生对东西方文化与美学基本概念、理论和观点的理解程度。论文应体现对相关知识点的准确把握, 以及能将这些知识点运用于实际案例分析中的能力。

2、跨文化比较分析能力: 要求学生能够对东西方文化中的美学观念进行比较分析, 探讨它们之间的异同点及产生的原因。这能够体现学生在跨文化交流中的敏感度和分析能力。

批判性思维: 鼓励学生在论文中展现批判性思维, 对东西方文化与美学中的某些观点或现象提出自己的见解和质疑, 而不是简单地接受或复述已有的理论。

3、逻辑性与条理性: 评估论文的整体结构是否合理, 逻辑是否清晰, 论点是否有充分的论据支持。论文应体现出良好的条理性, 使读者能够轻松地跟随作者的思路。

文献研究能力: 检验学生是否具备独立查找、筛选和引用相关文献的能力。论文应引用恰当的文献资料, 体现学术的严谨性和规范性。

4、语言表达与文字处理能力: 论文应使用规范的学术语言, 表达清晰、准确, 避免语法错误和拼写错误。同时, 论文的文字处理也应符合学术规范, 如适当的段落划分、标题设置等。

考试类型: 结课论文

评分标准:

一、论文主题与内容

主题明确: 论文应明确围绕东西方文化与美学展开, 探讨两者之间的关系、差异或融合等。

内容充实: 论文应包含丰富的案例、观点和论据, 能够充分论证主题, 体现作者对东西方文化与美学的深入理解。

二、论文结构

结构合理：论文应具备清晰的引言、正文和结论部分，各部分之间逻辑严密，条理清晰。

段落划分：正文部分应合理划分段落，每个段落围绕一个中心思想展开，避免内容过于冗长或琐碎。

三、学术规范

文献引用：论文应遵守学术规范，正确引用相关文献，注明出处，避免抄袭和剽窃行为。

语言表达：论文应使用规范的学术语言，表达准确、流畅，避免使用口语化或过于随意的表达方式。

四、分析深度与创新性

分析深度：论文应能够深入分析东西方文化与美学的内涵、特点及其相互关系，揭示其深层次的规律和现象。

创新性：论文应具备一定的创新性，能够提出新的观点、见解或解决方案，对东西方文化与美学的研究有所贡献。

五、论文格式与排版

格式规范：论文应符合学校或学院规定的格式要求，包括字体、字号、行距、页边距等。

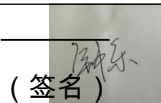
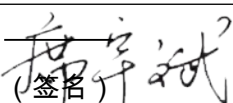
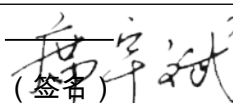
排版整洁：论文排版应整洁美观，避免出现错别字、格式错误或排版混乱等问题。

综上所述，东西方文化与美学结课论文的考核标准涵盖了主题与内容、论文结构、学术规范、分析深度与创新性以及论文格式与排版等方面。在撰写论文时，学生应全面考虑这些标准，力求撰写出高质量的论文。

其他:

1. 满意的出勤是成功完成该门课程学习的必要条件，出勤意味着准时到达教室并在课程结束后离开教室。学生应该保证 70% 考勤率，否则，他们将不被允许参加考试。
2. 学生的总分应大于 60 分，否则应不能完成该门课程的学习。学生还必须参加 80% 的教学辅导工作坊。

签名：

授课教师	审核人	批准人
 (签名) 日期:	 (签名) 日期:	 (签名) 日期:





上海商学院
SHANGHAI BUSINESS SCHOOL



上海洛桑酒店管理学院
COLLEGE OF SHANGHAI LAUSANNE HOSPITALITY MANAGEMENT

COURSE OUTLINE

Hospitality Economics

Course Code: 623510091

2023-2024

Course Code: 623510091

Course Name: Hospitality Economics

Instructor Name: Guy LLEWELLYN

Title : Assistant Professor

Email : Guy.LLEWELLYN@ehl.ch

Department : EHL

Credit Points: 2

Classroom Hours : 36

Course Classification: Specialized Course (Compulsory)

Semester: Spring semester 2023-2024

Target Audiences : Class 221, Hospitality Management (Chinese-foreign cooperative education); Class 221, E-Commerce (Chinese-foreign cooperative education)

Prerequisite: "none"

Main Textbook : PPT slides and Reading package

References: References mention in the end of every lesson

Drop-in Hours and Location : Online by email

Principles :

The content and design of the subject must align with China's educational laws and regulations. The subject should adopt a strategic mindset that is oriented towards modernization, global perspectives, and future trends. By integrating contemporary concepts, methodologies, and technologies, the subject aims to equip students with the necessary skills and knowledge to thrive in a dynamically evolving world. A paramount focus of the subject lies in nurturing students' innovative spirit and fostering their creative abilities. Through immersive and interactive learning experiences, students will be encouraged to think critically, solve problems, explore new ideas, and develop their own unique perspectives.

Academic Integrity:

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. This means acting and working honestly, transparently, and ethically in every assignment and every interaction with a peer, professor, or research participant to support our community of academic excellence. Any academic misconducts, like cheating and plagiarism, are dishonest and will result in a failing grade on the paper or assignment and possibly other disciplinary actions.

Course Description:

Hospitality Economics applies economic principles to the analysis of the hospitality industry. This course is designed to equip students with the tools needed to analyze the economic workings and the economic environment of a wide range of hospitality businesses.

The content covers the following topics:

- Introduction to Hospitality
- Demand, Supply, and the Market
- Dynamic and Surge Pricing
- Network Effects on Market Demand
- Firm Production and Cost
- Market Concentration and Market Power
- Price Discrimination
- Two-Sided Market and Price Structure
- Duopoly and Product Differentiation

Course Learning Objectives:

On successful completion of this course, students should be able to(KCM):

KCM	Description
KCM1	Analyze the micro-foundations of the hospitality industry.
KCM2	Analyze the impact of the hospitality industry on the aggregate economy.
KCM3	Empirically investigate the factors affecting the performance of the hospitality industry.

Contribution to graduate attributes:

Upon successful completion of this course, students should be able to use rigorous economic theories and models to analyze the functioning of the hospitality industry and its current trends.

Program Competency& Learning Objectives:

SLH Graduate Attributes	Global Learning Goals (LGs)	Global learning objectives (GLOs)	Related KCM
PROBLEM SOLVING	Our graduates propose data driven, innovative, and pragmatic solutions in service and hospitality business contexts.	1.1 Gather and evaluate appropriate information	KCM1
		1.2 Analyze approaches and strategies	KCM3
		1.3 Presentation skills and expressivity	
		1.4 Writing ability	
LEADERSHIP	Our graduates are proactive and effective communicators, collaborators and managers across diverse	2.1 Communicate across audiences	
		2.2 Contribute to and lead teams	
		2.3 Organize and Talent	

		management	
	audiences and	2.4 Make appropriate decisions	
	organizations.	3.1 Understand hospitality culture	KCM1, KCM2
		3.2 Act with adaptability and agility	
		3.3 Treat people with courtesy	
		3.4 Empathy and active listening skills	
		4.1 Be curious	
		4.2 Critical and innovative thinking	KCM2
		4.3 Digital thinking and technological literacy	
		4.4 International Vision	KCM3

Teaching & Learning Strategy:

Interactive lectures will be given with class discussions and illustrations of real-world examples.

Course Content & Teaching Schedules:

Content and Progression by weeks

2024.4.8	Supporting to KCM	X KCM1 X KCM2 <input type="checkbox"/> KCM3
Week 7		
3 credit hours	Topics	Lecture Topic : <u>Introduction to Hospitality</u> 【Key point◆】 ◆ Know what hospitality is and the differences between tourism and travel ◆ Understand the development of the hospitality industry ◆ Recognize the factors affecting supply and demand ◆ Understand the impact of hospitality on GDP 【Difficult point★】 ★ The Hospitality Industry ★ Evolution ★ Sectors of the Industry ★ Supply and Demand ★ Complexity of Hospitality ★ Microeconomic Analysis ★ Macroeconomic Analysis ★ Economic Importance Tutorial Topic : Quiz 1
	Teaching	Lecture and PowerPoint Slides

	Methods	
	Value	Elements : Innovative mindset, Pursuit of excellent Contents : Using real examples to help the students understand hospitality, develop an innovative mindse, and purse excellence, to provide better services to customers.
2024.4.8 Week 7 4 credit hours	Supporting to KCM	X KCM1 <input type="checkbox"/> KCM2 X KCM3
	Topics	Lecture Topic : <u>Demand, Supply, and the Market</u> 【Key point♦】 <ul style="list-style-type: none"> ◆ Understand how the demand and supply curves are built and what influences them ◆ Calculate an equilibrium and predict changes ◆ Define and estimate a surplus and a deadweight loss 【Difficult point★】 <ul style="list-style-type: none"> ★ Supply and Demand Functions ★ Equilibrium ★ Shifts ★ Surplus ★ Market Inefficiencies ★ Markets Tutorial Topic : Exercise (Calculate the market demand, equilibrium, consumer surplus, producer surplus and loss of a market)
	Teaching Methods	Lecture and PowerPoint Slides
	Value	Elements : Awareness of rules Contents : Emphasize the understanding and adherence to industry standards within the hospitality industry.
2024.4.9 Week 7 3 credit hours	Supporting to KCM	X KCM1 <input type="checkbox"/> KCM2 X KCM3
	Topics	Lecture Topic : <u>Dynamic and Surge Pricing</u> 【Key point♦】 <ul style="list-style-type: none"> ◆ Understand the different types of dynamic pricing and when they can be used ◆ Recognize when and how demand volatility can be an issue Explain the idea of surge pricing ◆ Understand how surge pricing works, and its impacts of equilibrium price and quantity 【Difficult point★】 <ul style="list-style-type: none"> ★ Dynamic Pricing ★ Surge Pricing Tutorial Topic : Exercise about surge pricing
	Teaching	Lecture and PowerPoint Slides

	Methods	
	Value	Elements : Innovative Mindset Contents : Exploring the application of dynamic pricing strategies in the hospitality industry, and examining innovative approaches to optimize pricing based on market dynamics and consumer demand.
2024.4.9 Week 7 3 credit hours	Supporting to KCM	X KCM1 <input type="checkbox"/> KCM2 X KCM3
	Topics	Lecture Topic : <u>Network Effects on Market Demand</u> 【Key point♦】 <ul style="list-style-type: none"> ◆ Calculate and interpret any type of Price Elasticities of Demand Differentiate between the functional and nonfunctional components of demand ◆ Understand the aggregation problem of market demand in the presence of network effects ◆ Analyze the three network effects: <ul style="list-style-type: none"> • The Bandwagon Effect • The Snob Effect • The Veblen Effect ◆ Derive the demand curves associated with each of these network effects 【Difficult point★】 <ul style="list-style-type: none"> ★ Elasticity ★ Functional and Non-Functional ★ Demand ★ Bandwagon Effect ★ Snob Effect ★ Veblen Effect Tutorial Topic : Exercise about bandwagon effect, snob effect, Veblen effect
	Teaching Methods	Lecture and PowerPoint Slides
	Value	Elements : Awareness of rules Contents : Emphasize the understanding and adherence to industry standards within the hospitality industry.
2024.4.10 Week 7 2 credit hours	Supporting to KCM	X KCM1 X KCM2 X KCM3
	Topics	Lecture Topic : <u>Firm Production and Cost</u> 【Key point♦】 <ul style="list-style-type: none"> ◆ Explain the relationship between inputs, costs, and production ◆ Examine the profit-maximizing decisions made by a perfectly competitive firm in the short run and the long run ◆ Apply these notions to discuss current challenges faced by

		<p>the hospitality industry</p> <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Inputs/Costs/Production ★ Short vs. Long Run ★ Short Run ★ Long Run <p>Tutorial Topic : Exercise about costs, revenue, and profit</p>
	Teaching Methods	Lecture and PowerPoint Slides
	Value	<p>Elements : Pursuit of excellent, Spirit of exploration</p> <p>Contents : Help students to discuss current challenges faced by the hospitality industry and then increase their awareness of rules and inspire them to pursue excellence.</p>
2024.4.10 Week 7 3 credit hours	Supporting to KCM	X KCM1 X KCM2 X KCM3
	Topics	<p>Lecture Topic : <u>Market Concentration and Market Power</u></p> <p>【Key point◆】</p> <ul style="list-style-type: none"> ◆ Understand what determines the market concentration and the market power ◆ Use the different methods to evaluate the concentration of a market and recognize what drives these estimations ◆ Understand why substitutability is important when considering market concentration and market power <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Market Concentration • Four-firm Concentration Ratio • Herfindahl-Hirschman Index ★ Market Power <p>Tutorial Topic : Midpoint Exam</p>
	Teaching Methods	Lecture and PowerPoint Slides
	Value	<p>Elements : Awareness of rules</p> <p>Contents : Understanding the elements of market concentration and market power can help students to increase their awareness of rules and inspire them to pursue excellence.</p>
2024.4.11 Week 7 3 credit hours	Supporting to KCM	X KCM1 <input type="checkbox"/> KCM2 X KCM3
	Topics	<p>Lecture Topic : <u>Price Discrimination</u></p> <p>【Key point◆】</p> <ul style="list-style-type: none"> ◆ Understand the basic principle of price discrimination and its link with surplus ◆ Differentiate between 1st, 2nd, and 3rd degree price discrimination

		<ul style="list-style-type: none"> ◆ Recognize real examples of each type of price discrimination ◆ Calculate the best strategy for producers in specific situations <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Signaling and Screening ★ Price Discrimination ★ First-degree Price Discrimination ★ Second-degree Price Discrimination ★ Third-degree Price Discrimination <p>Tutorial Topic : Exercise about price discrimination</p>
	Teaching Methods	Lecture and PowerPoint Slides
	Value	<p>Elements : Equity</p> <p>Contents : This lecture explores its implications for social equity and consumer welfare, fostering discussions and critical thinking about the fairness and ethical considerations surrounding pricing strategies.</p>
2024.4.12 Week 7 3 credit hours	Supporting to KCM	X KCM1 <input type="checkbox"/> KCM2 X KCM3
	Topics	<p>Lecture Topic : <u>Two-Sided Market and Price Structure</u></p> <p>【Key point◆】</p> <ul style="list-style-type: none"> ◆ Understand what makes a two- sided market ◆ Analyze firm behavior (pricing) in a two-sided market business model ◆ Propose viable platform strategies to solve problems in the industry <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Two-sided Market <p>Tutorial Topic : Exercise</p>
	Teaching Methods	Lecture and PowerPoint Slides
	Value	<p>Elements : Fairness</p> <p>Contents : By analyzing the impact of two-sided markets and price structures on the economic ecosystem, this lecture explores how to maintain fairness while pursuing economic efficiency</p>
2024.4.12 Week 7 3 credit hours	Supporting to KCM	X KCM1 <input type="checkbox"/> KCM2 X KCM3
	Topics	<p>Lecture Topic : <u>Duopoly and Product Differentiation</u></p> <p>【Key point◆】</p> <ul style="list-style-type: none"> ◆ Understand firm behavior in oligopoly and homogenous products and differentiated products ◆ Differentiate between horizontal product differentiation and

		vertical product differentiation ◆ Use the Bertrand model to study price competition in oligopoly markets and homogeneous products ◆ Use the Hotelling model to study price competition in oligopoly markets with differentiated products 【Difficult point★】 ★ Oligopoly ★ Bertrand Model ★ Product Differentiation ★ Hotelling Model ★ Product Differentiation Tutorial Topic : Quiz 2
	Teaching Methods	Lecture and PowerPoint Slides
	Value	Elements : Justice Contents : Encouraging students to think and discuss social, economic, and ethical issues, and fostering their awareness of fair competition and concern for social justice.

Assessment:

KCM	GLO	Assessment Tools										Total
		Regular Scores					Final Scores					
		Quizzes	Midpoint Exam	/	/	/	Final Exam	/	/	/	/	
KCM1	GLO1.1	10%	10%				20%					40%
	GLO3.1											
KCM2	GLO3.1	5%	10%				15%					30%
	GLO4.2											
KCM3	GLO1.2	5%	10%				15%					30%
	GLO4.4											
Total		20%	30%				50%					100%

Assessment Tool 1: Quizzes.

Objectives: The series of quizzes will assess the knowledge of different hospitality economics concepts and definitions and assess the application of basic approaches in hospitality economics.

Arrangement: Quiz A for Tuesday, Quiz B for Friday

Assessment Tool2: Midpoint Exam

Objectives: A 45-minute exam. The midpoint exam will assess the knowledge of different hospitality economics concepts and definitions and assess the application of basic approaches in hospitality economics. The exam will consist of multiple choice questions of both theory and

problem-solving problems.

Arrangement: Wednesday Class 13

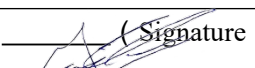
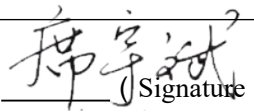
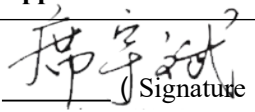
Exam Type: Closed-book.

Assessment Tool3: Final Exam

Objectives: A 2-hour exam. The final exam objective is twofold: 1) assess the knowledge of different Hospitality Economics concepts and definitions, and 2) assess the application of basic approaches in Hospitality Economics. The exam will consist of a variety of question types i.e. multiple choice, short answer, and problem-solving exercises. Students should deeply understand hospitality economics' essential concepts, models, and theories.

Exam Type : Closed-book.

Signatures :

Prepared	Reviewed	Approved
 (Signature) Date: 3 April 2024	 (Signature) Date:	 (Signature) Date:



上海商学院
SHANGHAI BUSINESS SCHOOL



上海洛桑酒店管理学院
COLLEGE OF SHANGHAI LAUSANNE HOSPITALITY MANAGEMENT

COURSE OUTLINE

Foundations of Hospitality Marketing

Course Code: 623510021/9113BC

2024-02

Course Code:	623510021/9113BC
Course Name:	Foundations of Hospitality Marketing
Instructor Name:	Yi Bu
Title :	Lecturer
Email :	buyi@sbs.edu.cn
Department :	SBS/SLH/EHL
Credit Points:	2
Classroom Hours :	35
Course Classification:	Specialized Course (Compulsory)
Semester:	Spring semester 2023-2024
Target Audiences :	Class 231 and 232, Hospitality Management (Chinese-foreign cooperative education); Class 231 and 232, E-Commerce (Chinese-foreign cooperative education)
Prerequisite:	/
Main Textbook :	Kotler, P., Armstrong, G. and Opresnik, M. (2020) Principles of Marketing. 18th edn. Upper Saddle River, N.J.: Pearson Academic. Philip, K., John, B. Makens, J. C. and Baloglu, S.(2016) Marketing of Hospitality and Tourism. 7 th edn. Pearson Academic.
References:	/
Drop-in Hours and Location :	8:30-16:00 on Tuesday and Thursday in Room 306C, Main Building, Caobao Campus; Online by email on workday

Principles :

The content and design of the subject must align with China's educational laws and regulations. The subject should adopt a strategic mindset that is oriented towards modernization, global perspectives, and future trends. By integrating contemporary concepts, methodologies, and technologies, the subject aims to equip students with the necessary skills and knowledge to thrive in a dynamically evolving world. A paramount focus of the subject lies in nurturing students' innovative spirit and fostering their creative abilities. Through immersive and interactive learning experiences, students will be encouraged to think critically, solve problems, explore new ideas, and develop their own unique perspectives.

Academic Integrity:

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. This means acting and working honestly, transparently, and ethically in every assignment and every interaction with a peer, professor, or research participant to support our community of academic excellence. Any academic misconducts, like cheating and plagiarism, are dishonest and will result in a failing grade on the paper or assignment and possibly other disciplinary

actions.

Course Description:

Successful marketing does not entail memorising facts; rather, it stems from systematic critical thinking and the deliberate application of core marketing principles within a constantly evolving competitive landscape. This module offers insight into these principles and analytical frameworks, encouraging students to leverage them for improved marketing strategies.

In this course, students will be familiarized with the basic tools that make up the foundation of marketing. They will learn the most fundamental marketing concepts and processes, as well as how to understand and adopt marketing language. Students will learn how this toolset forms the basis for an effective marketing strategy and see in real business scenarios from the hospitality industry how these concepts are applied. Based on in-class workshops and discussions, students will take the first steps to applying these concepts to a service from the hospitality industry.

The content covers the following topics:

- Understanding Marketing Concepts and Processes
- Developing Hospitality and Tourism Marketing Opportunities and Strategies
- Developing Hospitality and Tourism Marketing Value-Driven Strategy and Mix
- Managing Hospitality and Tourism Marketing

Course Learning Objectives:

On successful completion of this course, students should acquire (Knowledge, Competency, Mindset-KCM):

KCM	Description
KCM1	Grasp the essential concepts and theories of hospitality and tourism marketing process and strategies.
KCM2	Be able to analyse marketing environment, consumer market and consumer behaviour as well as understand developing hospitality marketing opportunities and strategies.
KCM3	Understand focusing on developing the hospitality marketing mix for developing and design hospitality and tourism marketing strategy mix. Typically present the marketing philosophy and ideas.
KCM4	Focusing and challenging to manage and plan existing marketing strategy in the hospitality industry, and cultivating critical consciousness and mindset.

Contribution to graduate attributes:

This subject develops an understanding of evaluating marketing opportunities through the analysis of customers, competitors, company performance, and the broader market landscape. Also, it assists students understanding the role of marketing within business strategy and advocates for a market-oriented approach to strategy formulation. The focus lies on identifying, analysing, and resolving marketing challenges, with students given the chance to present and defend their analyses and recommendations through various case studies.

Program Competency& Learning Objectives:

SLH Graduate Attributes	Global Learning Goals (LGs)	Global learning objectives (GLOs)	Related KCM
PROBLEM SOLVING	Our graduates propose data driven, innovative, and pragmatic solutions in service and hospitality business contexts.	1.1 Gather and evaluate appropriate information	KCM1
		1.2 Analyse approaches and strategies	KCM2
		1.3 Presentation skills and expressivity	KCM1、KCM3
		1.4 Writing ability	KCM3
LEADERSHIP	Our graduates are proactive and effective communicators, collaborators and managers across diverse audiences and organizations.	2.1 Communicate across audiences	KCM3
		2.2 Contribute to and lead teams	KCM2、KCM3
		2.3 Organize and Talent management	KCM2、KCM3
		2.4 Make appropriate decisions	KCM3、KCM4
HOSPITALITY	Our graduates leverage human value to deliver refined services in diverse situations.	3.1 Understand hospitality culture	KCM1、KCM3、KCM4
		3.2 Act with adaptability and agility	KCM3、KCM4
		3.3 Treat people with courtesy	KCM3、KCM4
		3.4 Empathy and active listening skills	KCM4
LIFELONG LEARNING	Our graduates cultivate a commitment for lifelong learning.	4.1 Be curious	KCM3、KCM4
		4.2 Critical and innovative thinking	CM4
		4.3 Digital thinking and technological literacy	KCM3、KCM4
		4.4 International Vision	KCM1、KCM2、KCM3、KCM4

Teaching & Learning Strategy:

For example, Foundations of Hospitality Marketing is presented through lectures, case study, group discussions, expert seminars, project assignments and quizzes.

- (1) Lecture: Introduce fundamental concepts and principles through classroom interaction and games to deepen students' understanding of knowledge.
- (2) Case Analysis: Analyze real-world hospitality industry cases to help students understand theoretical knowledge through practical situations.
- (3) Group Discussions: Provide students with opportunities to collaborate in small groups to solve problems, fostering teamwork skills.
- (4) Expert Seminars: Arrange seminars with industry and academic experts to give students in-depth insights into practical operations and professional research directions.
- (5) Project Assignments: Require students to complete projects related to hospitality industry marketing to cultivate practical operational skills.
- (6) Quizzes (MCQ): In order to be prepared for the final exam, students will have the possibility to test their knowledge using online quizzes (available on LMS). The quizzes are not graded.

Course Content & Teaching Schedules:

Content and Progression by weeks

2023.2.26 Week 1 4 credit hours	Supporting to KCM	PKCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4
	Topics	<p>Lecture Topic : Defining Hospitality Marketing and the Marketing Process</p> <p><u>Ch 1. Introduction: Marketing for Hospitality and Tourism</u></p> <p>【Key point◆】</p> <ul style="list-style-type: none"> ◆ Learn the definition of marketing ◆ Understand the relationships between the world's hospitality and travel industry ◆ Define marketing and outline the steps in the marketing process. ◆ Explain the relationships between customer value and satisfaction ◆ Understand why the marketing concept calls for a customer orientation ◆ Understand the concept of the lifetime value of a customer and be able to relate it to customer loyalty and retention <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Define the process of Understanding Customer Needs ★ Distinguish the steps from a need to the creation of a market ★ Understanding of hospitality tourism marketing process and strategies <p><u>Ch 2. STP: Segmentation, Targeting and Positioning</u></p> <p>【Key point◆】</p> <ul style="list-style-type: none"> ◆ Understand STP in Marketing ◆ Explain and apply Segmentation, Targeting and Positioning ◆ Understand the Perceptual Map for the marketing analysis ◆ Understand and estimate the marketing sizing

		<p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Apply with STP process and approaches ★ Create a perceptual map <p>Tutorial Topic : <u>exercises practice</u></p> <p>10 minutes, Discussion about brand:</p> <ol style="list-style-type: none"> a) Provide examples of products of a particular brand you have been using for a long time. b) What are the reasons for your continued loyalty? c) What is a brand you can't stand? Why? <p>10 minutes, A Calculation Task about marketing size:</p> <ol style="list-style-type: none"> a) Calculate the number of potential business guests for the hotel b) Determine the potential revenue generated from the business guest market <p>10 minutes, Discussion Question about positioning:</p> <ol style="list-style-type: none"> a) Write a positioning statement for our campus hotel at SLH for future hotel opening and promotion
	Teaching Methods	Choose the teaching methods listed in “Teaching & Learning Strategy”, for example, dynamic and interactive lecture, in-class exercises.
	Value	<p>Elements : Awareness of rules</p> <p>Contents : Help students experience and understand the rules of the industry through practical examples and telling real marketing stories.</p>
2023.3.4 Week 2 3 credit hours	Supporting to KCM	PKCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4
	Topics	<p>Lecture Topic : Understanding the Marketplace and Customer Value</p> <p><u>Ch 3. Service Characteristics and Marketing Strategic Planning of Hospitality Tourism and Marketing</u></p> <p>【Key point◆】</p> <ul style="list-style-type: none"> ◆ Describe a service culture ◆ Explain company-wide strategic planning ◆ Identify four service characteristics that affect the marketing of a hospitality or travel product ◆ Explain the steps involved in the business strategy planning process ◆ Explain seven marketing strategies for service businesses; ◆ Explain the four planning activities of corporate strategic planning <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Understand Service Characteristics

		<p>★ Understand Marketing Strategy</p> <p>★ Understanding Planning of Hospitality Tourism and Marketing</p> <p>Tutorial Topic : <u>exercises practice</u></p> <p>20 minutes, Review (Quizzes) about Marketing Concept and STP:</p> <p>a) What are the 4Ps?</p> <p>b) What are the two main industries that comprise the activities we call tourism?</p> <p>c) What is a product?</p> <p>d) What is the concept of selling?</p> <p>e) STP</p> <p>40 minutes, Case Study about STP:</p> <p>f) STP application</p> <p>g) Perceptual map drawing using competitive analysis</p>
	Teaching Methods	Lecture, in-class discussion, interactive answer questions, case study and quizzes
	Value	<p>Elements : Innovative mindset and spirit of exploration</p> <p>Contents : Through case analysis, it can cultivate students' innovative consciousness and behavior, and help students establish the awareness of exploration spirit.</p>
2023.3.11 Week 3 2 credit hours	Supporting to KCM	PKCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4
	Topics	<p>Lecture Topic : Developing Hospitality and Tourism Marketing Opportunities and Strategies</p> <p><u>Ch 4. The Marketing Environment</u></p> <p>【Key point♦】</p> <ul style="list-style-type: none"> ◆ List and discuss the importance of the elements of the company's micro-environment ◆ Describe the macroenvironmental forces that affect the company's ability to serve its customers ◆ Explain how changes in the demographic and economic environments ◆ Identify the major trends in the firm's natural and technological environments <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ The Company's Microenvironment ★ The Company's Macroenvironment <p><u>Ch 5. Managing Customer Information to Gain Customer Insights</u></p> <p>【Key point♦】</p> <ul style="list-style-type: none"> ◆ Explain the concept of the marketing information system ◆ Outline the marketing research process, including defining the problem and research objectives, developing the research plan, implementing the research plan, and interpreting and reporting

		<p>the findings</p> <ul style="list-style-type: none"> ◆ Explain how companies analyse and use marketing information <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Marketing Information ★ Customer insights ★ Information System ★ Marketing Research <p><u>Ch 6. Managing Customer Information to Gain Customer Insights</u></p> <p>【Key point◆】</p> <ul style="list-style-type: none"> ◆ Explain the concept of the marketing information system ◆ Explain the model of buyer behaviour ◆ Outline the major characteristics affecting consumer behaviour, and list some of the specific cultural, social, personal, and psychological factors that influence consumers ◆ Explain the buyer decision process and discuss need recognition, information search, evaluation of alternatives, the purchase decision, and postpurchase behavior <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Buyer Behaviour ★ Buyer Decision Process <p>Tutorial Topic : <u>exercises practice</u></p> <p>20 minutes, Review (Quizzes) about Service Culture:</p> <ol style="list-style-type: none"> a) Service characteristics b) The business strategy planning process c) Seven marketing strategies for service businesses d) Four planning activities of corporate strategic planning e) The elements of the company's micro-environment
	Teaching Methods	Lecture, in-class discussion and interactive answer questions
	Value	<p>Elements : Freedom, Equality, Justice, Integrity</p> <p>Contents : Through relevant knowledge and real cases, students can clearly understand and perceive the process of marketing to create a standardized and honest service culture, and cultivate their sense of responsibility as professional managers in the future.</p>
2023.3.18 Week 4 2 credit hours	Supporting to KCM	PKCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4
	Topics	<p>Lecture Topic : Developing Hospitality and Tourism Marketing Opportunities and Strategies</p> <p><u>Ch 7. Organizational Buyer Behaviour</u></p> <p>【Key point◆】</p> <ul style="list-style-type: none"> ◆ Understand the organizational buying process

		<ul style="list-style-type: none"> ◆ Identify the major influences on organizational buyers; ◆ List the eight stages of the organizational buying process ◆ Identify and describe the group markets in the hospitality industry <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Organisational Buying Process; ★ Major Influences on Organisational Buyers; ★ Organisational Buying Decisions ★ Group Markets; Understanding Planning of Hospitality Tourism and Marketing <p><u>Ch 8. Customer-Driven Marketing Strategy: Creating Value for Target Customers</u></p> <p>【Key point◆】</p> <ul style="list-style-type: none"> ◆ Customer-Driven Marketing Strategy: Creating Value for Target Customers ◆ List and distinguish among the requirements for effective segmentation: measurability, accessibility, substantiality, and actionability ◆ Explain how companies identify attractive market segments and choose a market-targeting strategy ; ◆ Illustrate the concept of positioning for competitive advantage by offering specific examples <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Market Segmentation ★ Market Targeting ★ Market Positioning <p><u>Ch 9. Designing and Managing Products and Brands: Building Customer Value</u></p> <p>【Key point◆】</p> <ul style="list-style-type: none"> ◆ Discuss critical elements to keep in mind when designing a product ◆ Discuss branding strategies and decisions companies make in building and managing their brands ◆ Explain the new-product development process ◆ Understand how the product life cycle can be applied to the hospitality industry <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Product and Product Levels ★ Branding Strategy ★ New-product Development <p><u>Ch 10. Internal Marketing</u></p> <p>【Key point◆】</p> <ul style="list-style-type: none"> ◆ Understand why internal marketing is an important part of a
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		<p>marketing program</p> <ul style="list-style-type: none"> ◆ Explain what a service culture is and why it is important to have a company where everyone is focused on serving the customer ◆ Describe the three-step process involved in implementing an internal marketing program; ◆ Explain why the management of non-routine transactions can create the image of being an excellent service provider <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Internal Marketing; ★ Internal Marketing Process <p>Tutorial Topic : <u>exercises practice</u></p> <p>20 minutes, Review (Quizzes) about Service Culture:</p> <ul style="list-style-type: none"> a) The elements of the company's micro-environment b) The demographic and economic environments c) The firm's natural and technological environments d) The marketing information system e) Companies analyse and use marketing information f) The buyer decision process
	Teaching Methods	Lecture, in-class discussion, expert seminar and interactive answer questions
	Value	<p>Elements : Freedom, Equality, Justice, Integrity</p> <p>Contents : Inspire students to establish a fair and equitable, customer-value-driven philosophy on which to build value when considering the development of effective marketing strategies.</p>
2023.3.25 Week 5 2 credit hours	Supporting to KCM	PKCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4
	Topics	<p>Lecture Topic : Developing Hospitality and Tourism Marketing Value-Driven Strategy and Mix</p> <p><u>Ch 11. Pricing: Understanding and Capturing Customer Value</u></p> <p>【Key point◆】</p> <ul style="list-style-type: none"> ◆ Outline the internal and external factors affecting pricing decisions ◆ Contrast the differences in general pricing approaches, and be able to distinguish among cost-plus pricing, target profit pricing, value-based pricing, and going rate ◆ Identify and understand the new product pricing strategies, understand and be able to implement a revenue management system <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Pricing approaches, strategy

		<ul style="list-style-type: none"> ★ Revenue Management ★ Psychological Pricing ★ Pricing Changes <p><u>Ch 12. Distribution Channels Delivering Customer Value</u></p> <p>【Key point♦】</p> <ul style="list-style-type: none"> ◆ Describe and understand the nature of distribution channels ◆ Understand the different marketing intermediaries available to the hospitality industry and the benefits each of these intermediaries offers ◆ Discuss channel behaviour and organization; the channel management decisions of selecting, motivating, and evaluating channel alternatives; identify factors to consider when choosing a business location <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Supply Chains and the Value Delivery Network ★ Distribution System <p><u>Ch13. Engaging Customers and Communicating Customer Value and Advertising</u></p> <p>【Key point♦】</p> <ul style="list-style-type: none"> ◆ Discuss the process and advantages of integrated marketing communications ◆ Define the five promotion tools and discuss the factors that must be considered in shaping the overall promotion mix ◆ Explain the methods for setting the promotion budget and factors that affect the design of the promotion mix <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Integrated Marketing Communications ★ the Promotion Mix <p><u>Ch14.Promoting Products and Services: Public Relations and Sales Promotions</u></p> <p>【Key point♦】</p> <ul style="list-style-type: none"> ◆ Understand the different public relations activities ◆ Understand the public relations process: research, establishing marketing objectives, defining the target audience, choosing the PR message and vehicles, and evaluating PR results ◆ Explain how sales promotion campaigns are developed and implemented; ◆ Implement a crisis management program in a hospitality business <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Public Relations; ★ PR Process and Opportunities ★ Sales Promotion
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		<p>Tutorial Topic : <u>exercises practice</u></p> <p>20minutes, Review (Quizzes) about the marketing concept</p> <ul style="list-style-type: none"> h) Outline the internal and external factors affecting pricing decisions i) Contrast the differences in general pricing approaches j) The steps of Public Relations process k) identify factors to consider when choosing a business location l) Define the five promotion tools m) Explain the methods for setting the promotion budget n) Explain how sales promotion campaigns are developed and implemented <p>10 minutes , Discussion about customer value</p> <ul style="list-style-type: none"> a) The advantages of integrated marketing communications b) The factors that must be considered in shaping the overall promotion mix
	Teaching Methods	Lecture, in-class discussion, expert seminar and interactive answer questions
	Value	<p>Elements : develop, evaluate, motivate</p> <p>Contents : Understand focusing on developing the hospitality marketing mix for developing and design hospitality and tourism marketing strategy mix. Typically present the marketing philosophy and ideas.</p>
2023.4.01 Week 6 2 credit hours	Supporting to KCM	<input checked="" type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4
	Topics	<ul style="list-style-type: none"> ● Lecture Topic : Managing Hospitality and Tourism Marketing <u>Ch 15. Professional Sales</u> 【Key point♦】 ◆ Explain the role and nature of personal selling and the role of the sales force ◆ Describe the basics of managing the sales force, and explain how to set sales force strategy, how to pick a structure—territorial, product, customer, or complex—and how to ensure that sales force size is appropriate ◆ Apply the principles of the personal selling process, and outline the steps in the selling process: prospecting and qualifying, preapproach and approach, presentation and demonstration, negotiation, overcoming objections, closing, and follow-up 【Difficult point★】 ★ Sales Force ★ Managing Sales Force <u>Ch16. Direct, Online, Social Media, and Mobile Marketing</u> 【Key point♦】

		<ul style="list-style-type: none"> ◆ Identify and discuss the major forms of direct marketing ◆ Explain how companies have responded to the Internet and other powerful new technologies with online marketing strategies ◆ Discuss how companies go about conducting online marketing to profitably deliver more value to customers; ◆ Understand how databases can be used to develop direct-marketing campaigns <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Direct and Digital Marketing ★ Relationship Marketing and Loyalty Programs <p><u>Ch17.Destination Marketing</u></p> <p>【Key point◆】</p> <ul style="list-style-type: none"> ◆ Discuss destination marketing system ◆ Explain tourism development strategies and different options for creating and investing in tourism attractions ◆ Understand how to segment and identify visitor segments; ◆ Discuss the importance of destination image and branding and creating visitor experiences <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Marketing Tourism Destinations ★ Segmentation and Monitoring the Tourism Market ★ Communicating <p><u>Ch18. Next Year's Marketing Plan</u></p> <p>【Key point◆】</p> <ul style="list-style-type: none"> ◆ Understand why it is important to have a marketing plan and be able to explain the purpose of a marketing plan ◆ Prepare a marketing plan <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Marketing Plan <p>Tutorial Topic : <u>exercises practice</u></p> <p>Project Assignments: group work - write a marketing plan report about launching new product</p> <p>20 minutes, Review (Quizzes) about Marketing Concept</p> <ol style="list-style-type: none"> a) The role of the sales force b) How to set sales force strategy; c) Outline the steps in the selling process d) Explain the purpose of a marketing plan e) The major forms of direct marketing f) How databases can be used to develop direct-marketing campaigns g) Explain tourism development strategies
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	Teaching Methods	Lecture, in-class discussion and interactive answer questions
	Value	Elements : Professional, E-marketing, Strategy Contents : Focusing and challenging to manage and plan existing marketing strategy in the hospitality industry, and cultivating critical consciousness and mindset.
2023.4.08 Week 7 1 credit hours	Supporting to KCM	<input checked="" type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4
	Topics	Lecture Topic/Review : A review of the entire Fundamentals of Marketing for the Hospitality and Tourism Industry course, with questions and exercises oriented to help students review and refresh their knowledge of this course. The review will cover chapters one through eighteen.
	Teaching Methods	Interactive classroom-style exercises with the help of digital aids. Students are given a "digital score" based on their answers.
	Value	Elements : develop, evaluate, motivate Contents : Enhance students' concept of "learning from the past" and cultivate the constant learning and consolidation of knowledge.

Assessment:

KCM	GLO	Assessment Tools				Total
		Regular Scores			Final Scores	
		In-class Review Quiz	Engagement	Group Project	Final Exam	
KCM1	GLO1.2		5%	5%	10%	20%
	GLO1.3		5%	5%	10%	20%
KCM2	GLO2.1			5%		5%
	GLO2.2			5%		5%
KCM3	GLO3.2		5%		10%	15%
KCM4	GLO4.2		5%	5%	10%	20%
	GLO4.3			5%	10%	15%
Total			20%	30%	50%	100%

Assessment Tool 1: Quiz.

Objectives: This assessment focuses on multiple choice questions to test students' mastery of the knowledge points they have learned. The knowledge points examined relate to STP marketing, services marketing, market environment analysis, consumer buying behavior, customer and brand value, marketing types and channels, pricing strategies and marketing plans.

However, the quizzes in the class do not count toward the total course score

Arrangement: Quiz A for Week 2, Quiz B for Week 3, Quiz B for Week 4, Quiz B for Week 5, Quiz B for Week 6.

Assessment Tool2: Group Project

Objectives: This assessment focuses on team members working collaboratively to complete a planned project proposal for marketing. The project requires team members to work cooperatively as a group. This group project involves marketing company connections, environmental analysis, and predictive analysis.

Length: At least 2000 words.

Deadline: April 30, 2024

Grading Criteria :

Marking Rubric for the Marketing Plan Assignment (100%)

	Excellent (HD)	Good (D)	Adequate (C)	Improve
<i>Executive Summary</i> Concise summary of key points 5%	4 – 5 Marks Concise summary of key points	3.5 – 4 Marks Clearly outlines the main components	3 – 3.5 Marks Presents essential information, but lacks some clarity	0 – 3 Marks Lacks clarity and may not effectively summarize key points
<i>Corporate Connection: Identification and explanation of Relationship to other plans, marketing-related plans and corporate direction</i> 5%	4 – 5 Marks Clearly identifies and explains the relationship to other plans and corporate direction.	3.5 – 4 Marks Provides a comprehensive explanation.	3 – 3.5 Marks Identifies relationship but lacks depth.	0 – 3 Marks Relationship to corporate direction and other plans is unclear or missing.
<i>Environmental Analysis & Forecasting: positioning statement, major environmental factors, economic drivers of growth, competitive analysis, market trends, market potential, or marketing researching</i> 15%	12 – 15 Marks Thorough analysis including positioning statement, major factors, competitive analysis.	10.5 – 12 Marks Addresses key environmental factors and provides a detailed analysis.	9 – 10.5 Marks Covers some environmental factors, but lacks depth.	0 – 9 Marks Analysis lacks depth and fails to address key factors.
<i>Segmentation & Targeting</i>	12 – 15 Marks	10.5 – 12 Marks	9 – 10.5 Marks	0 – 9 Marks

15%	Clearly defines target market segments and rationale for selection.	Identifies target segments and provides rationale.	Defines segments but lacks clear rationale.	Segmentation and targeting are unclear or poorly defined.
Next Year's Objectives <i>(and /or Quotas: a set of sub-objectives is needed. Also, it is better to provide quotas.</i>	12 – 15 Marks Clearly defined objectives with measurable quotas.	10.5 – 12 Marks Sets specific objectives with achievable quotas.	9 – 10.5 Marks Objectives are somewhat vague or lack measurable quotas.	0 – 9 Marks Objectives and quotas are unclear or absent.
Action Plans - Strategies & Tactics: include sales strategies, distribution strategies, promotion strategies, pricing strategies etc.	12 – 15 Marks Detailed and comprehensive strategies and tactics, covering all aspects.	10.5 – 12 Marks Presents a variety of strategies and tactics.	9 – 10.5 Marks Includes some strategies and tactics, but lacks comprehensiveness.	0 – 9 Marks Strategies and tactics are unclear or poorly developed.
Resources Needed to Support Strategies & Meet Objectives: Personnel, other support, budgets etc.	8 – 10 Marks Clearly outlines necessary resources, including personnel, budgets, etc.	7 – 8 Marks Identifies required resources and their allocation.	6 – 7 Marks Lists some resources needed, but lacks detail or specificity.	0 – 6 Marks Resource requirements are unclear or insufficiently addressed.
Marketing Control: sales objective, sales forecast etc.	8 – 10 Marks Establishes clear sales objectives and provides a thorough sales forecast.	7 – 8 Marks Sets specific sales objectives and forecasts.	6 – 7 Marks Sets some sales objectives and forecasts, but lacks detail.	0 – 6 Marks Sales objectives and forecasts are unclear or poorly developed.
Presenting & Selling the Plan	4 – 5 Marks Provides a well-structured and convincing presentation of the marketing plan.	3.5 – 4 Marks Presents the plan effectively, addressing key points.	3 – 3.5 Marks Presents the plan adequately, but may lack some clarity or persuasion.	0 – 3 Marks Presentation lacks organization or fails to effectively convey key points.
5%				

<i>Preparing for the Future: A general description of market intelligence, data collection plans and the mobilisation of all staff to participate in sales.</i> 5%	4 – 5 Marks Detailed plan for market intelligence, data collection, and staff mobilization.	3.5 – 4 Marks Outlines plans for market intelligence, data collection, and staff involvement.	3 – 3.5 Marks Mentions plans for the future, but lacks detail or specificity.	0 – 3 Marks Plan for future preparation is unclear or poorly developed.
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Note:

- **Excellent:** Exceeds expectations with thoroughness, clarity, and depth.
- **Good:** Meets expectations with solid understanding and presentation.
- **Adequate:** Satisfactory, but may lack depth or clarity in some areas.
- **Improve:** Fails to meet expectations, lacking clarity, depth, or thoroughness.

Assessment Tool3: Final Exam

Objectives: A 1.5-hour exam covering knowledge mentioned in lectures and tutorials throughout the semester. Students are expected to have a deep understanding of the basic concepts, models and theories of Hospitality and Tourism Marketing and to be able to think in practical matters and have some problem solving skills.

The type of questions in the final exam consists of four parts: multiple choice questions, true/false questions, short essay questions and mini case study questions.

Exam Type: Closed-book

Grading Criteria :

The first part, multiple choice questions, choosing the best answer. The mark is 40% of the exam marks. It mainly assesses students' mastery of marketing-related concepts and theories.

The second part, true/false questions, determines the correctness of the claim. Marks worth 20% of the total marks. It mainly assesses the students' understanding of the propositions and theories related to marketing.

The third part, short essay questions, short response or diagrams based on the questions asked. Marks are worth 20% of the total exam mark. Students will be assessed on their understanding and application of marketing related methods and theories.


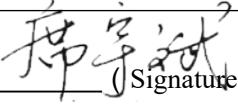
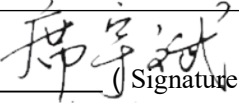
The fourth part, mini case analysis, based on the mini case provided. Marks are worth 20% of the exam mark. Students will be assessed on their application of marketing related methods and theories.

Others:

1. Satisfactory attendance is a requirement for the successful completion of this program.
Attendance means arriving on time and staying until the class finishes. Students are expected to attend a minimum of 70% of all classes; otherwise they are not allowed to take the exam.

2. Students must achieve at least 60% of the subject's total marks. Students must also attend 80% of tutorial workshops.

Signatures :

Prepared	Reviewed	Approved
 _____ (Signature) Date:	 _____ (Signature) Date:	 _____ (Signature) Date:



上海商学院
SHANGHAI BUSINESS SCHOOL



上海洛桑酒店管理学院
COLLEGE OF SHANGHAI LAUSANNE HOSPITALITY MANAGEMENT

COURSE OUTLINE

Service Quality & Design

Course Code: 623510350

2023-2024

Course Code:	623510350
Course Name: Service	Quality and Design
Instructor Name:	Miguel Menezes
Title:	Lecturer
Email:	miguel.menezes@ehl.ch
Department:	EHL
Credit Points:	2
Classroom Hours:	36
Course Classification:	Specialized Course (Compulsory)
Semester:	Spring semester 2023-2024
Target Audiences:	Class 221, Hospitality Management (Chinese-foreign cooperative education); Class 221, E-Commerce (Chinese-foreign cooperative education)
Prerequisite:	“none”
Main Textbook:	PPT slides and Reading package
References:	References mention in the end of every lesson
Drop-in Hours and Location:	Online by Email

Principles:

The content and design of the subject must align with China's educational laws and regulations. The subject should adopt a strategic mindset that is oriented towards modernization, global perspectives, and future trends. By integrating contemporary concepts, methodologies, and technologies, the subject aims to equip students with the necessary skills and knowledge to thrive in a dynamically evolving world. A paramount focus of the subject lies in nurturing students' innovative spirit and fostering their creative abilities. Through immersive and interactive learning experiences, students will be encouraged to think critically, solve problems, explore new ideas, and develop their own unique perspectives.

Academic Integrity:

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. This means acting and working honestly, transparently, and ethically in every assignment and every interaction with a peer, professor, or research participant to support our community of academic excellence. Any academic misconducts, like cheating and plagiarism, are dishonest and will result in a failing grade on the paper or assignment and possibly other disciplinary actions.

Course Description:

An introduction to service quality, service quality systems, and service quality management through a survey of the various philosophies, principles, techniques and procedures used by various

organizations and/or managers to ensure customers are fully satisfied with the service delivered. The goal is for each student to gain a basic understanding of each course topic and be able to apply these topics in real life work situations through the lens of service design.

The content covers the following topics:

- Quality & expectations
- Innovation
- HR & servicescape
- Pre experience/ experience/post experience

Course Learning Objectives:

Upon successful completion of this course you should be able (1) to describe the underlying elements of the pre-experience, experience, and post-experience phases of the service process, (2) explain how these elements can be influenced through service design and (3) how they influence service quality.

On successful completion of this course, students should be able to(KCM):

KCM	Description
KCM1	Grasp the essential concepts and theories of Quality, innovation and expectations.
KCM2	Be able to analyze service gaps and provide solutions
KCM3	Understand the service culture and the basics of service.
KCM4	Provide recommendation for improvements in operations

Contribution to graduate attributes:

This subject develops an understanding of the service, Six Sigma, Serviscape & culture of organizations.

Program Competency& Learning Objectives:

SLH Graduate Attributes	Global Learning Goals (LGs)	Global learning objectives (GLOs)	Related KCM
PROBLEM SOLVING	Our graduates propose datadriven, innovative, and pragmatic solutions in service and hospitality business contexts.	1.1 Gather and evaluate appropriate information	KCM2, KMC4
		1.2 Analyze approaches and strategies	KMC2
		1.3 Presentation skills and expressivity	KMC2, KMC4
		1.4 Writing ability	
LEADERSHIP	Our graduates are proactive and effective communicators, collaborators and	2.1 Communicate across audiences	KMC4, KMC2
		2.2 Contribute to and lead teams	KMC1,KMC2, KMC3,KMC4

	managers across diverse audiences and organizations.	2.3 Organize and Talent management	
		2.4 Make appropriate decisions	KMC2, KMC4
HOSPITALITY	Our graduates leverage human value to deliver refined services in diverse situations.	3.1 Understand hospitality culture	KMC1
		3.2 Act with adaptability and agility	KMC1, KMC3, KMC4
		3.3 Treat people with courtesy	KMC1, KMC2
		3.4 Empathy and active listening skills	
LIFELONG LEARNING	Our graduates cultivate a commitment for lifelong learning.	4.1 Be curious	KMC2, KMC4
		4.2 Critical and innovative thinking	KMC2, KMC4
		4.3 Digital thinking and technological literacy	
		4.4 International Vision	KMC1, KMC2, KMC3, KMC4

Teaching & Learning Strategy:

Service Quality & Design is presented through lectures, brain storming, quizzes, group work, and self-managed learning materials in electronic formats.

Lectures will outline the key concepts, theories and issues of each topic. We will do frontal teaching, sharing examples of the industry, students will contribute bringing their own experience, we will brain storm on case studies on local & international market, do quizzes to ensure learning outcomes, do follow up questions to ensure the concepts are well understood.

Structured tutorial exercises are designed to engage students, enhance their creativity and constructive thinking.

Course Content & Teaching Schedules:

Content and Progression by weeks

2024.2.26 Week 1 7 credit hours	Supporting to KCM	<input checked="" type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input type="checkbox"/> KCM4
	Topics	Lecture Topic: <u>Ch 1. What is Service Quality and Design? Why do we need innovation?</u> 【Key point♦】 ♦ Introduction to Course Objectives ♦ Introduction to Innovation, Service Quality & Design ♦ Understand the basic principles of Service Quality, how Service design impacts the customer journey & the steps/ importance of Innovation

		<p>◆ List the different innovation strategies, basic service quality & design principles. 【Difficult point★】</p> <p>★ Define the process of understanding customer needs and expectations</p> <p>★ Distinguish the steps of innovation</p> <p>Tutorial Topic: exercises practice (15 minutes, 17 questions, about the definition of quality, basic principles of Service Quality and innovation strategies)</p>
	Teaching Methods	lectures, tutorials, brain storming, quizzes
	Value	<p>Elements: Sense of responsibility, Innovative mindset, Pursuit of excellent</p> <p>Contents: Using real local and international examples to help the students develop innovative mindset and the pursuit of excellence and sense of responsibility, so as to provide better services to customers.</p>
2024.2.27 Week 1 5 credit hours	Supporting to KCM	<input type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4
	Topics	<p>Lecture Topic: <u>Ch 2. Servicescape, Service design & process.</u> 【Key point◆】</p> <p>◆ Learn what is servicescape, how it impacts customers and employees</p> <p>◆ Understand, what is the elements of a process, how to evaluate, design and create one. 【Difficult point★】</p> <p>★ Define the servicescape, challenges and solutions.</p> <p>★ Define processes, creating boundaries, scope, evaluating for better understanding.</p> <p>Tutorial Topic: exercises practice (10 minutes, 10 questions, about the servicescape and processes)</p>
	Teaching Methods	lectures, tutorials, brain storming, quizzes, class discussion
	Value	<p>Elements: Spirit of exploration</p> <p>Contents: Using real local and international examples to help students develop the spirit of exploration to create and design servicescape and processes.</p>
2024.2.28 Week 1 4 credit hours	Supporting to KCM	<input type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4
	Topics	<p>Lecture Topic: <u>Ch 2. Servicescape, Service design & process.</u> 【Key point◆】</p> <p>◆ Learn guest journey, service principles/standards and proposed conversation</p>

		<p>◆ Environmental dimensions, internal responses, and behavior's related to servicescapes 【Difficult point★】 ★ Understand the right standards of service Lecture Topic: <u>Ch 3. Culture, leadership and values definition and explanation.</u> ◆ Understand different local and international types of culture, leadership and values. 【Difficult point★】 ★ Define the different cultures, challenges and solutions. Tutorial Topic: role plays with feedback (using role plays to let students understand guest journey and service principles/standards)</p>
	Teaching Methods	lectures, quizzes, class discussion, brain storming
	Value	Elements: Sense of responsibility, Pursuit of excellent Contents: Understanding the right standards of service can increase students' sense of responsibility and motive them to pursue excellence in serving customers.
2024.2.29 Week 1 2 credit hours	Supporting to KCM	<input type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4
	Topics	Lecture Topic: <u>Ch 3. Culture, leadership and values definition and explanation.</u> ◆ Understand the elements and how it impacts the firm success. ◆ Understand how it impacts the company performance, how to analyze and make adjustments. 【Difficult point★】 ★ Define processes, creating / shaping cultures.
	Teaching Methods	lectures, class discussion, brain storming
	Value	Elements: Pursuit of excellent, Spirit of exploration Contents: Understanding different cultures can help students the way customers would like to be treated and then win the trust of consumers and society in products.
2024.3.1 Week 1 6 credit hours	Supporting to KCM	<input type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4
	Topics	Lecture Topic: <u>Ch 4. SOP, process, hiring & training.</u> 【Key point◆】 Understand the elements of SOP, hiring & training strategies. ◆ Understand different methods of hiring ◆ Create and adjust SOP, based on service needs ◆ Understand the need of adjusting operations and perform training. 【Difficult point★】

		<ul style="list-style-type: none"> ★ Define the structure of the SOP, stages and areas of adjustments. ★ Define processes of hiring, providing international examples ★ Define the process and need of training and consequences of failure.
	Teaching Methods	lectures, brain storming, quizzes, class discussion
	Value	Elements: Awareness of rules, Pursuit of excellent Contents: Understanding the elements of SOP, hiring & training strategies can help students to increase their awareness of rules and inspire them to pursue excellence.
2024.3.4 Week 1 2 credit hours	Supporting to KCM	<input checked="" type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4
	Topics	Review: 【Key point◆】 ◆ Understand group project, clarify any questions ◆ Review content covered 【Difficult point★】 ★ Understand the milestones and steps of group project. ★ Clarify any questions regarding the content.
	Teaching Methods	lectures, brain storming
	Value	Elements: Sense of responsibility Contents: Group project is a good opportunity to let students to collaborate and increase their team awareness and sense of responsibility

Assessment:

4 Quizzes (open book) outside class, 20%, group project where students need to find a real example analyze the service gap and find solutions 30%, Q&A with a value of 50% consisting of the follow:

1. True or false questions, 20 questions, total 40 points
2. Multiple choice questions, 20 questions, total 40 points
3. Fill in the blank questions, 10 questions, total 10 points
4. Short essay questions, 2 questions, total 10 points

KCM	GLO	Assessment Tools										Total
		Regular Scores					Final Scores					
		Quiz	Mid term	/	/	/	Final Exam	/	/	/	/	
KCM1	GLO1.1	5%					10%					40%
	GLO1.2	5%	10%				10%					10%
KCM2	GLO1.2	5%					10%					10%
	GLO2.1	2.5%	10%				10%					20%
KCM3	GLO3.1	2.5%	10%				10%					20%



KCM	GLO	Assessment Tools										Total
		Regular Scores					Final Scores					
		Quiz	Mid term	/	/	/	Final Exam	/	/	/	/	
Total		20%	30%				50%					100%

Assessment Tool 1: 4 Quizzes

Objectives: single choice questions where students have to make selection based on topics covered in class.

Arrangement: All quizzes to be made between Friday 1st and Sunday 3rd of March.

Assessment Tool2: Mid term

Objectives: This assignment requires students to use the knowledge of service gaps covered In class and use the content study to find solutions.

Length: 1 A4 paper

Deadline: Sunday 10th of march

Grading Criteria:

	Weight	Above Minimum Requirements (6-5)	Meeting Minimum Requirements (4)	Below Minimum Requirements (3-2-1)
Photo: Does the photo portray a relevant service failure for a hotel/restaurant? Is the service failure clear enough?	10%			
Quality of Text: Does this part include a critical analysis of the photo and logically explains the service quality related problems and the client perception?	30%			
Recommendations and Management Actions: Does the text present appropriate, practical and realistic recommendations and management actions based on the problems identified in the photo? Are the recommendations to solve the problem separated in short term, medium term and long term?	30%			
Evidence of Linking Text, Perception & Analysis to Theory/Reference: Is there evidence that the text, client perception, analysis and relevant theory are critically analysed and linked, e.g. by providing reference to appropriate literature on your poster etc.?	15%			
Structure: Is the poster text logically structured	5%			

and flows naturally from beginning to end? Is the poster professional?				
Referencing: Are the sources appropriately Referenced according to APA?	5%			
Overall Poster: Is the overall poster of an acceptable academic standard considering the quality of communication and the appropriate use of visual materials?	5%			
Final Grade	100%			

Assessment Tool3: Final Exam

Objectives: The number and types of the questions are shown in each exam paper:

1. True or false questions, 20 questions, total 40 points
2. Multiple choice questions, 20 questions, total 40 points
3. Fill in the blank questions, 10 questions, total 10 points
4. Short essay questions, 2 questions, total 10 points

The knowledge points of the exam:


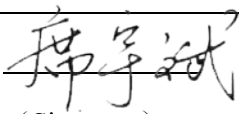
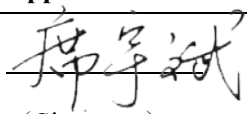
1. Definition of Quality
2. Innovation fitness
3. Culture and leadership
4. Understanding of Innovation/ Expectations/ Servicescape
5. Hiring/ Training strategies

and theories of economics as well as give solutions to the actual economic problems in real life.

Exam Type: Closed-book

Grading Criteria: For “True or false questions” and “Multiple choice questions”, the score is 2. For the “Fill in the blank questions”, the score is 1. Open end questions has a score of 5.

Signatures:

Prepared	Reviewed	Approved
 Date: March 4, 2024	 (Signature) Date:	 (Signature) Date:





上海商学院
SHANGHAI BUSINESS SCHOOL



上海洛桑酒店管理学院
COLLEGE OF SHANGHAI LAUSANNE HOSPITALITY MANAGEMENT

COURSE OUTLINE

Human Behavior and Performance in the Workplace

Course Code: 653610140

2024-02

Course Code:	653510140
Course Name:	Human Behavior and Performance in the Workplace
Instructor Name:	Yuan Liang
Title:	Assistant Professor
Email:	liangyuan@sbs.edu.cn
Department:	SLH
Credit Points:	2.5
Classroom Hours:	43
Course Classification:	Specialized Course (Compulsory)
Semester:	Spring semester 2024-2024
Target Audiences:	Class 231 and 232, Hospitality Management (Chinese-foreign cooperative education); Class 231 and 232, E-Commerce (Chinese-foreign cooperative education)
Prerequisite:	/
Main Textbook:	Robbins, S. P., & Judge, T. A. (2018). Organizational Behavior (18th ed.). London: Pearson Education.
References:	<p>Jason Colquitt & Jeffery Le Pine (2020, 7th Edition), Organizational Behavior: Improving Performance and Commitment in the workplace, McGraw-Hill Education Publishing, ISBN-13:9781260571509</p> <p>Ricky W. Griffin, Jean M. Phillips, Stanley M. Gully (2019, 13th Edition), Organizational Behaviour: Managing People & Organizations, Cengage Learning Inc., ISBN-13:978-0357042502</p> <p>Stephen P. Robbins (2019, 14th Edition), Essentials of Organizational Behaviour, Pearson Indian, ISBN-13:978-0353067007</p> <p>Terri A. Scandura (2021, 3rd Edition), Essentials of Organizational Behaviour: An Evidence – Based Approach, SAGE Publishing Inc., ISBN-13:978-1544396781</p>
Drop-in Hours and Location:	Make an appointment in advance, NO.308B, SLH Monday & Tuesday 9:00 a.m. ~ 4 p.m.

Principles:

The content and design of the subject must align with China's educational laws and regulations. The subject should adopt a strategic mindset that is oriented towards modernization, global perspectives, and future trends. By integrating contemporary concepts, methodologies, and technologies, the subject aims to equip students with the necessary skills and knowledge to thrive in a dynamically evolving world. A paramount focus of the subject lies in nurturing students' innovative spirit and fostering their creative abilities. Through immersive and interactive learning experiences, students will be encouraged to think critically, solve problems, explore new ideas, and develop their own unique perspectives.

Academic Integrity:

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. This means acting and working honestly, transparently, and ethically in every assignment and every interaction with a peer, professor, or research participant to support our community of academic excellence. Any academic misconducts, like cheating and plagiarism, are dishonest and will result in a failing grade on the paper or assignment and possibly other disciplinary actions.

Course Description:

Human Behavior and Performance in the Workplace introduces students to the basic concepts, theories, and principles of organizational behaviors and how human cognition, motivation and behaviour influence performance in various professional contexts, as well as identify efficient management and leadership system and style.

The content covers the following topics:

- Introduction to organizational behavior
- Introduction to diversity in the organizations
- Introduction to attitudes and job satisfaction
- Introduction to emotions and moods
- Introduction to personality and values
- Introduction to perception and individual decision-making
- Introduction to motivation concept and application
- Introduction to the foundations of group behavior
- Introduction to the understanding work teams
- Introduction to leadership
- Introduction to the foundation of organization structure
- Introduction to organizational culture
- Introduction to human resource policies and practices
- Introduction to organizational change and stress management

Course Learning Objectives:

On successful completion of this course, students should be able to(KCM):

KCM	Description
KCM1	Grasp the essential concepts and theories of Organizational Behaviour and Performance Theories and how human cognition, motivation and behaviour influence performance in various professional contexts, and Identify efficient management and leadership system and style
KCM2	Be able to analyze apply relevant organizational behavioral theories to one's own behaviour in the workplace situation and discuss how human behaviour have an influence on work performance
KCM3	Provide you with opportunities to apply OB concepts to real-world problems faced by managers
KCM4	Analyse and debate case studies related to human behaviour and performances at workplace and its impact on organization

KCM5	Defend the importance of human capital in the contribution of a successful and sustainable company
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Contribution to graduate attributes:

This subject develops an understanding of how to apply knowledge necessary for effective work performance and demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations. The students are able to analyze the degree to which forms of human difference shape a person's experience of, and perspectives on, work and work productively in teams, in social networks, and on an individual basis.

Program Competency& Learning Objectives:

SLH Graduate Attributes	Global Learning Goals (LGs)	Global learning objectives (GLOs)	Related KCM
PROBLEM SOLVING	Our graduates propose data driven, innovative, and pragmatic solutions in service and hospitality business contexts.	1.1 Gather and evaluate appropriate information	
		1.2 Analyze approaches and strategies	KCM1
		1.3 Presentation skills and expressivity	KCM3
		1.4 Writing ability	
LEADERSHIP	Our graduates are proactive and effective communicators, collaborators and managers across diverse audiences and organizations.	2.1 Communicate across audiences	
		2.2 Contribute to and lead teams	KCM2
		2.3 Organize and Talent management	KCM5
		2.4 Make appropriate decisions	
HOSPITALITY	Our graduates leverage human value to deliver refined services in diverse situations.	3.1 Understand hospitality culture	
		3.2 Act with adaptability and agility	
		3.3 Treat people with courtesy	
		3.4 Empathy and active listening skills	
LIFELONG LEARNING	Our graduates cultivate a commitment for lifelong learning.	4.1 Be curious	
		4.2 Critical and innovative thinking	KCM4
		4.3 Digital thinking and technological literacy	
		4.4 International Vision	

Teaching & Learning Strategy:

Human Behavior and Performance in the Workplace is presented through lectures, in-class exercises, presentation, and case studies in print and electronic formats.

Lectures will outline the key concepts, theories and issues of each topic under the umbrella of organizational behavior through well-organized structure PPT slides and various class activities, to let the students gain the knowledge of each topic.

In-class exercises will provide an opportunity to test whether students fully understand the key points of each topic and how to apply into the different occasions.

Presentation will be designed to use organizational behavior and leadership concepts and theories to a latest news analysis. This item helps students to add to the class's general knowledge on the topic.

Case studies will offer students to learn how to analyse and debate case studies related to human behaviour and performances at workplace and its impact on organization as well as recognize the importance of human capital in the contribution of a successful and sustainable company.

Course Content & Teaching Schedules:

Content and Progression by weeks

2024.2.28 Week 1 2 credit hours	Supporting to KCM	<input checked="" type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input type="checkbox"/> KCM5
	Topics	Lecture Topic: <u>Course Requirements: Preparation</u> 【Key point♦】 <ul style="list-style-type: none">◆ Gain the detailed explanations for the course introduction◆ Understand the grading criteria 【Difficult point★】 <ul style="list-style-type: none">★ Learn to make reasonable time arrangement <u>Ch 1. What is Organizational Behavior?</u> 【Key point♦】 <ul style="list-style-type: none">◆ Demonstrate the importance of interpersonal skills in the workplace◆ Define organizational behavior and its value◆ Identify the major behavioral science disciplines that contribute to OB 【Difficult point★】 <ul style="list-style-type: none">★ Identify managers' challenges and opportunities in applying OB concepts★ Compare the three levels of analysis in this OB model Tutorial Topic: <u>exercises practice</u> , 10 minutes, multiple choice questions and true or false questions, about the basic concepts of organizational behaviors10 questions <u>case study</u> , 10 minutes from the textbook assisting students to apply the theoretical knowledge into the business case
	Teaching Methods	Lectures, in-class exercises, case studies
	Value	Element: Integrity

		Contents: Integrity is the cornerstone of organizational behavior, emphasizing honesty, transparency, and ethical conduct in all interactions. Individuals and groups are expected to uphold moral principles and act with integrity, fostering trust and credibility within the organization.
2024.3.6 Week 2 2 credit hours	Supporting to KCM	<input checked="" type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input type="checkbox"/> KCM5
	Topics	Lecture Topic: <u>Ch 2. Diversity in Organizations</u> 【Key point♦】 ♦ Learn the two major forms of workplace diversity ♦ Demonstrate how the key biographical characteristics are relevant to OB ♦ Demonstrate how workplace discrimination undermines organizational effectiveness 【Difficult point★】 ★ Explain how other differentiating characteristics factor into OB ★ Explain how organizations manage diversity effectively Tutorial Topic: <u>exercises practice</u> , 10 minutes, multiple choice questions and true or false questions, about the basic concepts of organizational behaviors10 questions <u>case study</u> , 10 minutes from the textbook assisting students to apply the theoretical knowledge into the business case
	Teaching Methods	Lectures, in-class exercises, case studies
	Value	Elements: Respect Contents: Respect entails valuing the perspectives, diversity, and contributions of all individuals within the organization. It involves treating others with dignity, fairness, and empathy, regardless of differences in background, position, or opinion. By fostering a culture of respect, organizations create an inclusive environment where every voice is heard and valued.
2024.3.13 Week 3 2 credit hours	Supporting to KCM	<input checked="" type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input type="checkbox"/> KCM5
	Topics	Lecture Topic: <u>Ch 3.Attitudes and Job Satisfaction</u> 【Key point♦】 ♦ Learn the three components of an attitude ♦ Summarize the relationship between attitudes and behavior ♦ Define job satisfaction and employee responses to job dissatisfaction 【Difficult point★】 ★ Compare the major job attitudes ★ Identify the main causes and outcomes of job satisfaction

		Tutorial Topic: <u>exercises practice</u> , 10 minutes, multiple choice questions and true or false questions, about the basic concepts of organizational behaviors 10 questions <u>case study</u> , 10 minutes from the textbook assisting students to apply the theoretical knowledge into the business case
	Teaching Methods	Lectures, in-class exercises, case studies
	Value	Elements: Positivity Contents: Implement a gratitude journaling exercise where students reflect on and express appreciation for positive aspects of their work or academic life. Discuss the impact of positive attitudes on job satisfaction and organizational performance.
2024.3.20 Week 4 2 credit hours	Supporting to KCM	<input checked="" type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input type="checkbox"/> KCM5
	Topics	Lecture Topic: <u>Ch 4. Emotions and Moods</u> 【Key point♦】 ♦ Differentiate between emotions and moods ♦ Identify the sources of emotions and moods ♦ Show the impacts emotional labor has on employees 【Difficult point★】 ★ Identify strategies for emotion regulation ★ Apply concepts about emotions and moods to specific OB issues Tutorial Topic: <u>exercises practice</u> , 10 minutes, multiple choice questions and true or false questions, about the basic concepts of organizational behaviors 10 questions <u>case study</u> , 10 minutes from the textbook assisting students to apply the theoretical knowledge into the business case
	Teaching Methods	Lectures, in-class exercises, case studies
	Value	Elements: Emotional Intelligence Contents: Conduct a simulation or case study exercise where students practice recognizing and managing emotions in themselves and others. Discuss strategies for enhancing emotional intelligence and its relevance to effective leadership and teamwork.
2024.3.27 Week 5 2 credit hours	Supporting to KCM	<input checked="" type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input type="checkbox"/> KCM5
	Topics	Lecture Topic: <u>Ch 5. Personality and Values</u> 【Key point♦】 ♦ Describe personality, the way it is measured, and the factors that shape it ♦ Learn diverse personality model, e.g. MBTI framework, the Big Five model



		<p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Identify how the situation affects whether personality predicts behaviors ★ Compare the differences between person-job fit and person-organization fit and Hofstede's five value dimensions and the GLOBE framework <p>Tutorial Topic: <u>exercises practice</u>, 10 minutes, multiple choice questions and true or false questions, about the basic concepts of organizational behaviors 10 questions</p> <p><u>case study</u>, 10 minutes from the textbook assisting students to apply the theoretical knowledge into the business case</p>
	Teaching Methods	Lectures, in-class exercises, case studies
	Value	<p>Elements: Critical Thinking</p> <p>Contents:</p> <p>Present students with ambiguous or incomplete information and challenge them to critically analyze the situation and make decisions based on available evidence. Emphasize the importance of questioning assumptions, considering alternative viewpoints, and evaluating the reliability of information.</p>
2024.4.3 Week 6 2 credit hours	Supporting to KCM	<input checked="" type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input type="checkbox"/> KCM5
	Topics	<p>Lecture Topic: <u>Ch 6. Perception and Individual Decision Making</u></p> <p>【Key point♦】</p> <ul style="list-style-type: none"> ◆ Explain the factors that influence perception ◆ Explain how individual differences and organizational constraints affect decision making ◆ Describe the three stage model of creativity <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Explain the link between perception and decision making ★ Contrast the rational model of decision making with bounded rationality and intuition <p>Tutorial Topic: <u>exercises practice</u>, 10 minutes, multiple choice questions and true or false questions, about the basic concepts of organizational behaviors 10 questions</p> <p><u>case study</u>, 10 minutes from the textbook assisting students to apply the theoretical knowledge into the business case</p>
	Teaching Methods	Lectures, in-class exercises, case studies
	Value	<p>Elements: Accountability</p> <p>Contents:</p> <p>Assign group projects with clearly defined roles and responsibilities for each member. Encourage students to hold themselves and their peers accountable for meeting deadlines, fulfilling commitments, and</p>



		<p>delivering high-quality work. Discuss the impact of accountability on individual and team performance.</p> <p>By incorporating these values into class activities, students can gain a deeper understanding of organizational behavior concepts while developing essential skills and attitudes for success in their academic and professional endeavors.</p>
2024.4.10 Week 7 2 credit hours	Supporting to KCM	<input checked="" type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input type="checkbox"/> KCM5
	Topics	<p>Lecture Topic: <u>Ch 7. Motivation Concepts and Applications</u> 【Key point♦】</p> <ul style="list-style-type: none"> ◆ Learn the three key elements of motivation ◆ Describe how flexible benefits turn benefits into motivations <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Identify the implications of employee job engagement for managers ★ Demonstrate how employee involvement measures can motivate employees ★ Demonstrate how the different types of variable-pay programs can increase employee motivation <p>Tutorial Topic: <u>exercises practice</u>, 10 minutes, multiple choice questions and true or false questions, about the basic concepts of organizational behaviors 10 questions <u>case study</u>, 10 minutes from the textbook assisting students to apply the theoretical knowledge into the business case</p>
	Teaching Methods	Lectures, in-class exercises, case studies
	Value	<p>Elements: Growth Mindset and Goal Setting Contents:</p> <p>Emphasize the importance of adopting a growth mindset, where students believe in their ability to learn and develop their skills over time. Discuss how motivation theories such as expectancy theory or goal-setting theory align with the principles of a growth mindset. Explore the significance of setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals in motivating individuals and teams. Discuss how goal-setting techniques can enhance performance, job satisfaction, and organizational commitment.</p>
2024.4.17 Week 8 2 credit hours	Supporting to KCM	<input type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input type="checkbox"/> KCM5
	Topics	<p>Lecture Topic: Mid-term week for Group Presentation 【Key point♦】</p> <ul style="list-style-type: none"> ◆ Requires students to use organizational behavior and leadership concepts and theories to a latest news analysis <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Applied into the real business examples where the concept has

		<p>been applied and either worked or did not work</p> <p>★ Explain further, such as recommending solutions to problems in organizations based on the concepts and theories and reflection</p>
	Teaching Methods	Presentation
	Value	<p>Elements: Teamwork</p> <p>Contents:</p> <p>Highlight the benefits of effective teamwork in achieving organizational goals and fostering innovation. Engage students in group activities such as team-building exercises to demonstrate the importance of cooperation and collaboration.</p>
2024.4.24 Week 9 2 credit hours	Supporting to KCM	<input checked="" type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input type="checkbox"/> KCM5
	Topics	<p>Lecture Topic: <u>Ch 8. Foundations of Group Behavior</u></p> <p>【Key point♦】</p> <ul style="list-style-type: none"> ◆ Distinguish between the different types of groups ◆ Demonstrate how norms exert influence on an individual behavior <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Identify how role requirements change in different situations ★ Establish how issues of cohesiveness and diversity can be integrated for group effectiveness ★ Contrast the strengths and weakness of group decision making <p>Tutorial Topic: <u>exercises practice</u>, 10 minutes, multiple choice questions and true or false questions, about the basic concepts of organizational behaviors 10 questions</p> <p><u>case study</u>, 10 minutes from the textbook assisting students to apply the theoretical knowledge into the business case</p>
	Teaching Methods	Lectures, in-class exercises, presentation, case studies
	Value	<p>Elements: Conflict Resolution</p> <p>Contents:</p> <p>Discuss strategies for managing and resolving conflicts within groups. Role-play scenarios where students practice negotiation, compromise, and communication skills to address interpersonal conflicts constructively and promote harmony within teams.</p>
2024.5.1 Week 10 2 credit hours- Public holiday	Supporting to KCM	<input type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input type="checkbox"/> KCM4 <input type="checkbox"/> KCM5
	Topics	Lecture Topic:
	Teaching Methods	
	Value	<p>Elements:</p> <p>Contents:</p>

2024.5.8 Week 11 2 credit hours	Supporting to KCM	<input checked="" type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input type="checkbox"/> KCM5
	Topics	Lecture Topic: <u>Ch 9. Understanding Work Teams</u> 【Key point♦】 <ul style="list-style-type: none"> ◆ Contrast groups and teams as well as five types of team arrangement ◆ Identify the characteristics of effective teams ◆ Learn to know when to use individuals instead of teams 【Difficult point★】 <ul style="list-style-type: none"> ★ Analyze the continued popularity of teams in organizations ★ Explain how organizations can create team players Tutorial Topic: <u>exercises practice</u> , 10 minutes, multiple choice questions and true or false questions, about the basic concepts of organizational behaviors <u>10 questions</u> <u>case study</u> , 10 minutes from the textbook assisting students to apply the theoretical knowledge into the business case
	Teaching Methods	Lectures, in-class exercises, presentation, case studies
	Value	Elements: Trust and Empowerment Contents: Explore the role of trust in building cohesive and high-performing work teams. Facilitate discussions on the factors that contribute to trust, such as reliability, integrity, and competence, and how trust impacts team dynamics and effectiveness. Discuss the importance of empowering team members by delegating authority, providing autonomy, and fostering a supportive environment. Assign group projects where students have the opportunity to take ownership of tasks and make decisions collectively, experiencing the benefits of empowerment firsthand.
2024.5.15 Week 12 2 credit hours	Supporting to KCM	<input checked="" type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input type="checkbox"/> KCM5
	Topics	Lecture Topic: <u>Ch 10. Leadership</u> 【Key point♦】 <ul style="list-style-type: none"> ◆ Learn the diverse leadership theories and make the comparisons among them ◆ Describe the contemporary theories of leadership and their relationship to foundational theories 【Difficult point★】 <ul style="list-style-type: none"> ★ Discuss the role of leaders in creating ethical organizations ★ Describe how leaders can have a positive impact on their organizations through building trust and mentoring ★ Identify the challenges to our understanding of leadership Tutorial Topic: <u>exercises practice</u> , 10 minutes, multiple choice questions and true or false questions, about the basic concepts of

		organizational behaviors10 questions <u>case study</u> , 10 minutes from the textbook assisting students to apply the theoretical knowledge into the business case
	Teaching Methods	Lectures, in-class exercises, presentation, case studies
	Value	Elements: Ethical Leadership Contents: Explore the ethical dimensions of leadership and the importance of ethical decision-making in organizational settings. Present case studies or scenarios where students analyze ethical dilemmas faced by leaders and discuss strategies for upholding integrity and moral principles in leadership roles.
2024.5.22 Week 13 2 credit hours	Supporting to KCM	☑KCM1 ☑KCM2 ☑KCM3 ☑KCM4 ☑KCM5
	Topics	Lecture Topic: <u>Ch 11. Foundations of Organization Structure</u> 【Key point♦】 ♦ Identify seven elements of an organization's structure ♦ Identify the characteristics of diverse structures ♦ Demonstrate the effects of downsizing on organizational structures and employees 【Difficult point★】 ★ Contrast the reasons for mechanistic and organic structural models ★ Analyze the behavioral implications of different organizational designs Tutorial Topic: <u>exercises practice</u> , 10 minutes, multiple choice questions and true or false questions, about the basic concepts of organizational behaviors10 questions <u>case study</u> , 10 minutes from the textbook assisting students to apply the theoretical knowledge into the business case
	Teaching Methods	Lectures, in-class exercises, presentation, case studies
	Value	Elements: Flexibility Contents: Discuss the importance of organizational structure in facilitating flexibility and adaptability in response to changing environments. Compare different types of organizational structures (e.g., functional, divisional, matrix) and their implications for communication, decision-making, and innovation.
2024.5.29 Week 14 2 credit hours	Supporting to KCM	☑KCM1 ☑KCM2 ☑KCM3 ☑KCM4 ☑KCM5
	Topics	Lecture Topic: <u>Ch 12. Organizational Culture</u> 【Key point♦】 ♦ Learn the common characteristics of organizational culture



		<ul style="list-style-type: none"> ◆ Identify the factors that create and sustain an organization's culture ◆ Recognize how culture is transmitted to employees <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Compare the functional and dysfunctional effects of organizational culture on people and the organization ★ Compare the similarities and differences in creating an ethical culture, a positive culture, and a spiritual culture ★ Establish how national culture can affect the way organizational culture is transported to another country <p>Tutorial Topic: <u>exercises practice</u>, 10 minutes, multiple choice questions and true or false questions, about the basic concepts of organizational behaviors 10 questions</p> <p><u>case study</u>, 10 minutes from the textbook assisting students to apply the theoretical knowledge into the business case</p>
	Teaching Methods	Lectures, in-class exercises, presentation, case studies
	Value	<p>Elements: Cultural Diversity</p> <p>Contents:</p> <p>Explore the concept of organizational culture and its impact on employee attitudes, behaviors, and performance. Facilitate discussions on cultural diversity within organizations and how diverse perspectives contribute to innovation, creativity, and adaptability. Encourage students to reflect on their own values and how they influence their preferences for organizational culture and employment decisions.</p>
2024.6.3/7 Week 15 2.5 credit hours	Supporting to KCM	<input checked="" type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input checked="" type="checkbox"/> KCM5
	Topics	<p>Lecture Topic: <u>Ch 13. Human Resources Policies and Practices</u></p> <p>【Key point◆】</p> <ul style="list-style-type: none"> ◆ Learn the value of recruitment methods. ◆ List the methods of performance evaluation ◆ Describe the leadership role of HR in organization <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Identify the most useful substantive selection methods <p><u>Ch 14. Organizational Change and Stress Management</u></p> <p>【Key point◆】</p> <ul style="list-style-type: none"> ◆ Learn stance to change the ways to overcome res ◆ Describe individual and organizational approaches to manage stress at work <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Compare the four main approaches to managing organizational changes ★ Identify the potential environmental, organizational, and personal

		sources of stress at work and the role of individual and cultural Tutorial Topic: <u>exercises practice</u> , 10 minutes, multiple choice questions and true or false questions, about the basic concepts of organizational behaviors 10 questions <u>case study</u> , 10 minutes from the textbook assisting students to apply the theoretical knowledge into the business case
	Teaching Methods	Lectures, in-class exercises, case studies
	Value	Elements: Adaptability and Communication Contents: Adaptability is the ability to respond effectively to changes and challenges in the external environment. Organizational behavior recognizes the importance of flexibility, resilience, and agility in navigating organizational change. Cultivating a culture of adaptability enables organizations to thrive in dynamic and uncertain conditions, driving innovation and growth. Highlight the importance of effective communication in managing organizational change and reducing stress. Discuss the role of transparent and timely communication from leadership, as well as opportunities for employee input and feedback to facilitate understanding and buy-in.
2024.6.5 Week 15 2 credit hours	Supporting to KCM	<input checked="" type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input checked="" type="checkbox"/> KCM5
	Topics	Lecture Topic: Final exam review
	Teaching Methods	Lectures
	Value	Elements: Contentious Learning Contents: Continuous learning is essential for individual and organizational growth. Organizational behavior encourages a commitment to lifelong learning and professional development, fostering a culture of curiosity, experimentation, and knowledge sharing. By investing in learning opportunities and promoting a growth mindset, organizations can stay competitive and resilient in a rapidly evolving world.

Assessment:

KCM	GLO	Assessment Tools										Total
		Regular Scores					Final Scores					
		Attendance	Quiz	Individual Assignment	Group work	/	Final Exam	/	/	/	/	
KCM1	GLO1.2	10%	10%				10%					30%
KCM2	GLO2.2		10%				10%					20%
KCM3	GLO1.3				5%		10%					15%



KCM	GLO	Assessment Tools										Total
KCM4	GLO4.2				5%		10%					15%
KCM5	GLO2.3			10%			10%					20%
Total		10%	20%	10%	10%		50%					100%

Assessment Tool 1: Quiz.

Objectives: There will be five assigned quizzes over the course of the semester. Quizzes will be taken offline or online format. You may use any notes, readings or lecture videos while taking the quizzes, but you will have a time limit: once you begin the quiz, you will have 30 minutes to complete it. The quiz includes multiple choice questions, and true or false questions.

Arrangement: Quiz A for Week 3, Quiz B for Week 6, Quiz C for Week 11, and Quiz D for Week 13

Assessment Tool 2: Group presentation

Objectives: This assignment requires students to use organizational behavior and leadership concepts and theories to a latest news analysis. This item helps students to add to the class's general knowledge on the topic; a cursory or broad overview will be inadequate for this assignment.

Length: At least 15 minutes.

Arrangement: Group presentation for Week 8

Grading Criteria:

Section	Requirements	Need Improvement				Excellent
		1	2	3	4	5
Introduction	<ul style="list-style-type: none"> ● Got our attention ● Gave a preview of presentation 					
Organizing	<ul style="list-style-type: none"> ● Project well organized? ● Easy to follow? ● Did the overall presentation have an introduction, a stated objective, a body with supporting material, and a definite conclusion? 					
Creativity	<ul style="list-style-type: none"> ● Did the group show creative thinking in the method of development and presentation? ● Did they get the audience involved in "learning" the material? ● Was the content audience centered? 					
Meeting	<ul style="list-style-type: none"> ● Did the presentation 					

assignment objectives	<p>incorporate strong, effective supporting materials throughout?</p> <ul style="list-style-type: none"> ● Did the presenters give clear and concrete explanations and examples? 					
Presentation style	<ul style="list-style-type: none"> ● Was it delivered extemporaneously? (members knew their material, used minor notes, and did not read it to us !) ● Language used was appropriate and clear? 					
Delivery	<ul style="list-style-type: none"> ● Eye contact ● Volume, vocal variety ● Nonverbal body language (fidgeting, posture, gestures, etc.) ● Verbal fillers (ah, um) ● Did the speakers show sincerity or enthusiasm when they spoke? 					
Visual aids	<ul style="list-style-type: none"> ● Usefulness: helped to explain, clarify, create interest, etc. ● Appearance of visual aid: aids credibility, large enough, professional looking ● Handling of visual: knew how to use equipment, everyone could see, didn't pass inappropriately around, etc. 					
Conclusion	<ul style="list-style-type: none"> ● Ended with a summary ● Had finality to cap off presentation 					
Overall team cohesiveness	<ul style="list-style-type: none"> ● Connected to each other ● Other team members were attentive while individuals spoke ● Met time requirements 					
Overall rating of project	<ul style="list-style-type: none"> ● Includes presentational style, content, organization, and creativity 					

Assessment Tool3: Individual Assignment



Objectives: This assignment requires students to write personal resume. This item helps students to understand the key points to present and attract attentions for the human resource managers.

Deadline: Due Week 10

Grading Criteria:

	1-Needs Improvement	3-Average	5-Effective	Comments
Contact Information: The professional way to get a hold of you	<input type="checkbox"/> No contact information <input type="checkbox"/> Use nicknames <input type="checkbox"/> Use unprofessional email address <input type="checkbox"/> Contact information is not consistently formatted	<input type="checkbox"/> No mailing address listed <input type="checkbox"/> Name is same size font as the rest of the resume <input type="checkbox"/> No LinkedIn profile or personal website for portfolio as applicable listed <input type="checkbox"/> Cell Phone does not have unprofessional voice mail or ring back tones	<input type="checkbox"/> Name is proportionally and appropriately large enough to stand out <input type="checkbox"/> Contact information includes mailing address, contact phone number with professional voice mail, and no ring back tone, professional email (such as ISU email), and LinkedIn profile <input type="checkbox"/> Format is clean, professional, and conforms to rest of resume	
Objective (Optional):* Clarifies career interests to the reader	<input type="checkbox"/> Vague and not specific to job type or industry <input type="checkbox"/> Does not include specific relevant skills/experiences <input type="checkbox"/> Focuses on personal goals such as career progression or salary goals rather than contribution of skills to employer	<input type="checkbox"/> States a broad job goal (i.e. science) vs. specific career objective (i.e. microbial research) <input type="checkbox"/> Includes skills that are very general (i.e. communication) or not directly related to the position	<input type="checkbox"/> Defines interest in a specific industry and/or job type <input type="checkbox"/> May include geographic preference <input type="checkbox"/> May include specific skills the candidate can contribute to the organization	
Education: Highlights pertinent educational achievements	<input type="checkbox"/> Missing information such as location of institution or expected graduation date	<input type="checkbox"/> Defines interest in a specific industry and/or job type <input type="checkbox"/> May include geographic preference <input type="checkbox"/> May include specific skills the candidate can contribute to the organization	<input type="checkbox"/> Includes institution, degree, completion date, and major/minor <input type="checkbox"/> May include coursework and/or projects that relate directly to objective <input type="checkbox"/> May include GPA, if above a 3.0	
Experience: Describes relevant achievements, accomplishments, and experiences	<input type="checkbox"/> Missing employer name, job title, location, or dates <input type="checkbox"/> Short, not detailed, and does not describe activities with clarity <input type="checkbox"/> Does not use numbers to quantify scope of activities <input type="checkbox"/> Uses narrative wrap-around format instead of bulleted descriptions <input type="checkbox"/> Does not follow reverse chronological order	<input type="checkbox"/> Description of work does not begin with action verbs <input type="checkbox"/> Repeated use of the same action verb or use of weak verbs <input type="checkbox"/> Not detailed enough to fully understand what was accomplished-why, how, impact, or for whom <input type="checkbox"/> Includes extraneous information not related to the intended career field	<input type="checkbox"/> Includes the name of the employer, city, state, job title and month/year of employment <input type="checkbox"/> Bulleted statements begin with a strong action verb <input type="checkbox"/> Experiences are in reverse chronological order <input type="checkbox"/> The most relevant action statements are listed first <input type="checkbox"/> Defines and quantifies skills and accomplishments <input type="checkbox"/> Consistent Use or Non-Use of Periods	
Presentation & Format:** Visually appealing with proper use of grammar	<input type="checkbox"/> Layout does not allow white space or too much white space <input type="checkbox"/> Tabs or margins are not aligned on both left and right <input type="checkbox"/> Fonts are too large or too small; too few or too many <input type="checkbox"/> Document is too long or fails to fill complete pages <input type="checkbox"/> Contains punctuation or spelling errors	<input type="checkbox"/> Format is technically correct, but does not draw visual interest through use of bolding, underline, attractive font choice, indentation, or line use <input type="checkbox"/> Uses outdated font styles or fonts too large or too small <input type="checkbox"/> Does not fill complete page or spills partially onto a second page	<input type="checkbox"/> The resume fills the page without appearing crowded <input type="checkbox"/> Provides adequate white space <input type="checkbox"/> Tabs and margins are consistent and aligned <input type="checkbox"/> Fonts are coordinated and appropriate size <input type="checkbox"/> Uses bold, capitalization and underline for stylized appearance and highlight names and headings	
Purpose/Specificity: Reflects research and understanding of field	<input type="checkbox"/> Description of activities is unrelated to stated objectives and fails to highlight relevant skills <input type="checkbox"/> Does not include keywords related to resume's purpose <input type="checkbox"/> Relevant skills or experiences are not positioned where they will be noticed (near top) <input type="checkbox"/> Does not use category heading to label related experiences	<input type="checkbox"/> Includes extraneous information unrelated to the position which detracts from key message <input type="checkbox"/> Does not include keywords related to the position or industry <input type="checkbox"/> Does not include the most relevant information where it is likely to be noticed (such as at the bottom)	<input type="checkbox"/> Related and relevant experiences are grouped and located near the top of the resume to gain notice <input type="checkbox"/> Strategic keywords that may be used to search for resumes in a database system are included and help brand the resume <input type="checkbox"/> Category subheadings are targeted to the objective <input type="checkbox"/> Skills statements are listed in priority order (if applicable)	

Assessment Tool4: Final Exam

Objectives: 1.5 hours exam covering material discussed in lectures and tutorials during the whole term. The exam will consist of a variety of question types i.e. multiple choice questions, short answer questions and problem solving exercises. Students should deeply understand the essential concepts, models and theories of organizational behaviors as well as give solutions to the actual OB problems in real life.

Exam Type: Closed-book

Grading Criteria:

True or False Questions, 1 point for each question, total 20 points

Multiple Choice Questions, 2 points for each question, total 40 points

Short Essay Questions, 5 points for each question, total 20 points

Essay Question, 10 points for each question, total 20 points


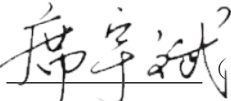
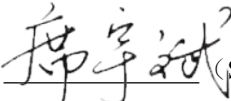
Others:

1. Satisfactory attendance is a requirement for the successful completion of this program.

Attendance means arriving on time and staying until the class finishes. Students are expected to attend a minimum of 70% of all classes; otherwise they are not allowed to take the exam.

2. Students must achieve at least 60% of the subject's total marks.

Signatures:

Prepared	Reviewed	Approved
 (Signature) Date:	 (Signature) Date:	 (Signature) Date:



上海商学院
SHANGHAI BUSINESS SCHOOL



上海洛桑酒店管理学院
COLLEGE OF SHANGHAI LAUSANNE HOSPITALITY MANAGEMENT

课程大纲

酒店运营管理

课程代码: 623520030

2024-02

课程代码: 623520030

课程名称: 运营管理

授课教师: 武岳

职务职称: 助理教授

邮箱: yuewu417@163.com

开课院系: 上海洛桑酒店管理学院

学分: 2

学时: 30

课程性质: 专业学位课 (必修)

学年学期: 春季学期 2023-2024

专业班级: 班级 223, 酒店管理 (中外合作办学)

前置课程: 酒店管理概论(理念发现与可持续文化): 酒店管理&电子商务 (中外合作办学) 人才培养方案中第一学年春季学期专业必修课。

主要教材: 《酒店运营管理》主编 邓爱民 李明龙
978-7-04-052937-1
出版日期: 2020-01-06
出版社: 高等教育出版社

参考资料: 魏卫, 《酒店管理概论》, 华中科技大学出版社, 2020
丁林, 《酒店管理概论》, 机械工业出版社, 2020
朱承强、杨瑜. 《酒店管理概论》, 中国人民大学出版社, 2021
梁维, 《酒店管理概论》, 华东师范大学出版社, 2020
姜红, 《酒店运营管理》, 华中科技大学出版社, 2020
丁林, 《酒店管理原理与实务》, 经济科学出版社, 2004

答疑时间地点: 学期内每周一至周五 12:00 – 12:30, 漕宝路校区 312 室。

指导思想:

课程的内容和设计必须符合中国的教育法律法规, 应采用前瞻性的教学方法, 融入现代化理念、全球视角及对未来趋势的洞察。通过整合当代概念、方法和技术, 课程旨在为学生提供在动态发展的世界中茁壮成长所需的技能和知识。培养学生的创新精神和创新能力是本门课程的核心目标。借助于沉浸式和互动式的教学模式, 鼓励学生进行批判性思考, 锻炼他们解决问题的能力, 激发探索新思想的热情, 并培养他们形成独到见解的能力。

学术诚信:

每位学生都必须诚实地追求学术目标, 并对自己的所有提交工作负责。这意味着在每项作业和与同伴、教授或研究参与者的每次互动中, 都必须表现出诚实、透明和道德的行为, 以支持我们的学术卓越社区。任何学术不端行为, 如作弊和剽窃, 都是不诚实的, 将导致论文或作业成绩不及格, 可能还会导致其他纪律处分。

课程描述:

《酒店运营管理》课程根据酒店管理专业人才培养目标和酒店各岗位和部门的任职要求，通过学习使学生具有良好的职业素质,职业道德和爱岗敬业精神；熟悉酒店的业务流程和管理程序；掌握酒店管理工作高级技术应用型人才必备的基本理论和专业知识，掌握酒店管理基本技能；并综合运用所学知识，通过校内外实践训练,具备从事酒店服务与管理实际工作要求的能力，突出学生对现代酒店管理能力在整个专业能力中的核心地位，以理论知识够用为原则，从而促进能力、知识、素质三方面的协调发展。

内容包括以下主题:

- 酒店管理概论
- 酒店的组织管理
- 酒店的计划管理
- 酒店前厅管理
- 酒店投诉管理
- 酒店客房管理
- 酒店餐饮管理
- 酒店康乐管理
- 酒店市场营销
- 酒店的投资与建设管理
- 酒店人力资源管理
- 酒店服务质量管理

课程学习目标:

通过本课程的学习，学生能获得（知识 Knowledge、能力 Competency、思维模式 Mindset-KCM）：

KCM	描述
KCM1	通过学习酒店的基本概况、内涵、类型及管理特征与职能，旨在引发学生对酒店行业的浓厚兴趣和深刻好奇。通过深入探讨酒店的文化内涵，旨在培养学生对酒店业的深层理解，并激发他们对这一行业的热情。
KCM2	通过学习酒店组织结构，旨在使学生掌握各类酒店的组织架构及其优劣之处，培养其在管理组织、团队合作和决策方面的能力。着重强调对非正式组织的理解，以提升学生在非正式组织中进行跨群体沟通的技能。
KCM3	通过深入分析酒店企业的独特性，旨在使学生更清晰地理解酒店的使命与价值观。学生将通过学习市场分析过程、计划类型制定等内容，培养逻辑思维、时间管理、创新思维、风险评估、资源规划以及写作等多方面的综合能力。
KCM4	通过学习酒店前厅部内容，让学生深入理解其定义与核心职能，全面掌握各部门的构成与职责。同时，追求灵活应用各种宾客预订方式，培养实际操作的应变能力，团队协作能力。通过分析宾客投诉原因，培养问题根源的洞察力。最终，强调提升处理宾客投诉的沟通、协调、抗压以及解决问题的能力，打造全方位素

	养。
KCM5	通过学习酒店客房管理，培养学生全面考虑客房设备与用品管理的能力。通过深入理解美学法则，培养审美观和规划设计能力。强调计划卫生的制定，使学生具备实际操作技能。学生将了解清洁保养检查制度的内容及其在提升服务质量和设施保养中的作用。通过学习各种状态客房的清扫程序，培养实际操作和解决问题的能力。关注客房布草的管理和控制，促使学生在资源规划和物资管理方面具备全面素养。
KCM6	通过学习菜单在酒店餐饮管理中的多元职能，旨在培养学生对餐饮管理的全面理解。通过掌握菜单设计与管理，旨在培养学生创新思维、解决问题和实际应用技能的能力。学习酒店餐饮宴会设计，强调培养学生在特殊场合策划与执行的能力。学习酒店餐饮采购过程，旨在培养学生在业务中的全方位素养。
KCM7	通过学习酒店康乐部的康乐项目，旨在培养学生对康乐服务的广泛认知。通过掌握酒店康乐部的服务项目设置，培养学生服务项目设计和规划的能力。学习酒店康乐部的组织机构设置，强调培养学生对组织结构的理解和灵活应用。学习酒店康乐部的员工培训与激励，旨在培养学生领导和激励团队的管理技能。学习酒店康乐部的营销管理，培养学生在市场推广和管理方面的全方位素养。
KCM8	通过学习“刺激—反应”理论，培养学生理解酒店消费者购买行为的能力；分析酒店市场环境，培养学生市场分析能力；学习酒店价格管理策略，注重培养学生价格决策和执行方面的专业素养；了解保持酒店营销渠道有效性，培养学生市场推广和渠道管理的全面素养；学习酒店收益管理，培养学生在经济效益和运营优化方面的分析与决策能力；最后，学习应对超额预订问题，强调培养学生在需求管理和资源调配方面的实际操作能力。
KCM9	通过学习酒店投资与管理，了解酒店投资可行性分析，包括市场调研、财务评估、风险评估和法律分析等步骤，以确定投资项目的可行性和风险。掌握投资与经营决策方法，涉及投资和经营策略的制定，确保项目长期稳健运营。了解不同酒店设计的理念和原则，以及酒店空间结构、功能布局的规划与设计基础知识，以提升酒店竞争力。了解酒店的施工建设、开业准备与试营业工作内容，确保项目顺利运营。加入学生需要掌握的能力：分析能力、财务分析能力、创新思维、团队合作能力、项目管理能力、沟通能力。
KCM10	学习酒店人力资源管理的目标在于培养学生深刻理解酒店为何要进行人力资源规划，解决中国酒店在规划中面临的问题，掌握人力资源规划的步骤，了解酒店员工所需素质，认识员工培训的重要性，学会薪酬设计与管理，避免绩效考评误区，以及理解员工职业生涯规划的重要性。通过学习，培养学生在人力资源管理领域的分析、解决问题和决策能力，提升团队协作和沟通技能，增强逻辑思维、创新思维和时间管理能力。
KCM11	学习酒店服务质量管理的目标是使学生全面了解服务质量内容和衡量标准，深入理解全面服务质量管理的特点，掌握服务质量控制方法，了解顾客评价的形式与特点，分析评价主体的优缺点。培养学生在服务质量管理领域的分析和问题解决能力，加强团队协作和沟通技能，提升逻辑思维。通过学习，学生将全面塑造对酒店服务质量的把控和管理，具备更强的领导力和创新力，更好地应对工作中的复杂挑战。
KCM12	通过学习酒店投诉管理，学生将重点掌握以下知识要点：一是对酒店客户投诉的定义和内涵有深入了解，二是了解酒店处理客户投诉的各种途径，三是熟悉酒店

	客户关系管理在解决投诉中的方法和重要性，以及四是掌握国内酒店客户投诉管理存在的问题和应对策略。通过这些知识，学生将培养分析投诉问题、解决问题的能力，加强团队合作和沟通能力，并具备将理论知识应用于实践的能
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课程对专业毕业要求的贡献:

酒店运营管理课程在培养毕业生方面做出了多方面的贡献。首先，通过教授解决问题的技能，学生能够学习到分析和解决运营挑战的方法，从而培养出解决问题的意识和能力。其次，在领导能力方面，课程注重培养学生的组织协调、团队管理和决策执行能力，通过实践活动提升学生的领导潜力。此外，课程还着重培养学生的服务意识、沟通技巧和客户关系管理能力，使其成为全方位服务能力的酒店从业者。最后，在终身学习方面，课程通过引导学生自主学习和持续进步，培养学生不断学习、适应行业发展变化的能力，为酒店行业的长期繁荣做出贡献。

课程对专业毕业目标的支撑:

毕业生画像	全球学习目标(LGs)	全球学习目标 (GLOs)	相关 KCM
解决问题	我们的毕业生在服务和酒店业中提出了以数据驱动、富有创新性且切实可行的解决方案	1.1 信息收集能力	KCM3 KCM8 KCM9
		1.2 分析方法和策略	KCM3 KCM8 KCM9
		1.3 陈述技巧和表达力	KCM3
		1.4 写作能力	KCM3
领导能力	我们的毕业生在不同的受众群体和组织环境中，都是积极有效的沟通者、合作者和管理者	2.1 跨群体沟通	KCM2 KCM9 KCM10
		2.2 团队合作能力	KCM2 KCM8 KCM9 KCM10 KCM12
		2.3 组织与人才管理能力	KCM2 KCM9 KCM10 KCM12
		2.4 正确决策判断力	KCM3 KCM8 KCM9 KCM10

			KCM12
泛服务业素质	我们毕业生在不同情境下，都会利用人文关怀提供精细化服务	3.1 理解泛服务业文化	KCM8 KCM11
		3.2 处事灵活性	KCM4 KCM5 KCM6 KCM7 KCM11 KCM12
		3.3 彬彬有礼	KCM4 KCM5 KCM6 KCM7 KCM11 KCM12
		3.4 同理心与积极倾听能力	KCM4 KCM5 KCM6 KCM7 KCM10 KCM11 KCM12
终身学习	我们的毕业生培养了终身学习的承诺	4.1 保持好奇心	KCM1
		4.2 批判性思维和创新性思维	KCM4 KCM5 KCM6 KCM7 KCM11
		4.3 数字化思维和技术素养	KCM9 KCM11
		4.4 国际化视野	KCM8 KCM9 KCM11

教与学策略:

- 讲授法 (Lecture) : 教师通过口头表达, 向学生传递知识和信息。这是传统的教学方法, 适用于向大量学生传递基础知识。
- 小组讨论法 (Group Discussion) : 学生分成小组, 讨论特定主题。这有助于促进学生之间的互动和合作, 培养团队合作精神。
- 案例研究法 (Case Study) : 学生通过分析真实或虚构的案例来学习理论和解决问题的方法。这有助于培养学生的问题解决能力和实际运用知识的能力。
- 问题解决法 (Problem-Based Learning) : 学生通过解决实际问题来学习, 鼓励自

主学习和批判性思维。

- 互动式教学法 (Interactive Teaching) : 教师和学生之间通过互动进行教学, 包括提问、回答、讨论等。这有助于提高学生的参与度和专注力。
- 角色扮演法 (Role-Playing) : 学生扮演特定角色, 通过模拟情境来学习和练习特定的技能。
- 合作学习法 (Cooperative Learning) : 学生在小组内合作完成任务, 促进相互学习和技能分享。

课程内容 & 教学计划:

2024.03.1 第一周 2 课时	对 KCM 的 支撑关系	<input type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input type="checkbox"/> KCM4 <input type="checkbox"/> KCM5 <input type="checkbox"/> KCM6 <input type="checkbox"/> KCM7 <input type="checkbox"/> KCM8 <input type="checkbox"/> KCM9 <input type="checkbox"/> KCM10 <input type="checkbox"/> KCM11 <input type="checkbox"/> KCM12
	课程内容	<p>教学内容：酒店管理概论</p> <ol style="list-style-type: none"> 1. 酒店的内涵与外延是什么 2. 酒店为什么而产生？ 3. 经历了哪几个发展阶段？ 4. 酒店有哪些类型？以及各自有什么特点？ 5. 酒店有哪些地位和作用？ 6. 酒店管理具有哪些特征、职能和理念？ <p>【重点 ◆】</p> <ul style="list-style-type: none"> ◆ 酒店的内涵与外延是什么？ ◆ 酒店有哪些地位和作用？ <p>【难点 ★】</p> <ul style="list-style-type: none"> ★ 酒店有哪些类型？以及各自有什么特点？ ★ 酒店管理具有哪些特征、职能和理念？ <p>课程练习：<u>小组讨论</u>：旅游业、酒店业、接待业之间的区别。组织学生就旅游业、酒店业和接待业的特点展开讨论和辩论。可以安排学生分组，每组代表一个行业，讨论该行业的特点、服务对象、业务范围等</p>
	教学方法	<p>小组讨论法</p> <p>互动式教学法</p> <p>讲授法</p>
	课程思政	<p>要素：探索精神</p> <p>内容：通过酒店理论知识的讲解，鼓励学生在新时代下的酒店行业中具有探索精神，即勇于探索新的方法和策略，挑战传统观念，积极寻求创新和改进，以推动酒店行业的发展和提升服务质量。</p>
	对 KCM 的 支撑关系	<input type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input type="checkbox"/> KCM4 <input type="checkbox"/> KCM5 <input type="checkbox"/> KCM6 <input type="checkbox"/> KCM7 <input type="checkbox"/> KCM8 <input type="checkbox"/> KCM9 <input checked="" type="checkbox"/> KCM10 <input type="checkbox"/> KCM11 <input type="checkbox"/> KCM12
	课程内容	<p>教学内容：酒店的组织管理</p> <ol style="list-style-type: none"> 1. 酒店组织是什么？酒店组织设计须遵循什么原则？ 2. 如何保证酒店制度的执行？ 3. 酒店有哪几种组织结构？各自的特点是什么？有什么优劣

2024.03.08 第二周 2 课时		<p>势？</p> <p>4. 如何根据酒店的战略与规模选择合适的组织结构？</p> <p>5. 如何看待酒店的非正式组织？如何引导？</p> <p>【重点 ◆】</p> <p>◆ 酒店组织是什么？酒店组织设计须遵循什么原则？</p> <p>◆ 如何保证酒店制度的执行？</p> <p>【难点 ★】</p> <p>★酒店有哪几种组织结构？各自的特点是什么？有什么优劣势？</p> <p>★如何根据酒店的战略与规模选择合适的组织结构？</p> <p>课程练习：小组讨论：组织直线型结构、职能型结构、直线职能型结构和事业部型结构、矩阵型组织结构的优劣势。组织学生任意挑选一共组织架构展开讨论和辩论。</p>
	教学方法	<p>小组讨论法</p> <p>互动式教学法</p> <p>讲授法</p>
	课程思政	<p>要素：治众如治寡，分数是也。</p> <p>内容：通过小组讨论法，让学生以管理者的身份，学会划分合理组织单位，确保酒店组织架构的合理性。协调整个组织的一体性和团队协作的重要性。</p>
2024.03.15 第三周 2 课时	对 KCM 的支撑关系	<p>□KCM1 <input checked="" type="checkbox"/>KCM2 <input checked="" type="checkbox"/>KCM3 □KCM4 □KCM5 □KCM6</p> <p>□KCM7 □KCM8 □KCM9 <input checked="" type="checkbox"/>KCM10 □KCM11 □KCM12</p>
	课程内容	<p>教学内容：酒店的计划管理</p> <p>1. 怎样理解酒店的使命与价值观？</p> <p>2. 酒店的目标管理有哪些内容？</p> <p>3. 酒店还包括其他什么计划类型？</p> <p>4. 酒店在实施成本差异化战略之前应该考虑哪些问题？</p> <p>5. 酒店的控制过程会受哪些因素影响？</p> <p>【重点 ◆】</p> <p>◆ 酒店的目标管理有哪些内容？</p> <p>◆ 酒店还包括其他什么计划类型？</p> <p>【难点 ★】</p> <p>★酒店在实施成本差异化战略之前应该考虑哪些问题？</p> <p>★酒店的控制过程会受哪些因素影响？</p> <p>课程练习：案例分析</p> <p>背景：ABC 商务酒店位于繁华的商业区，主要服务商务旅客。在新的一年里开始之际，酒店管理层决定制定一份年初计划，以提高服务质量、拓展客户群体，增加收入。</p> <p>目标：制定计划的主要目标是提高客户满意度、增加入住率，扩大市场份额，并通过一系列措施提高酒店的盈利能力。</p> <p>以小组形式讨论如何为 ABC 商务酒店制定年初计划。</p>
	教学方法	<p>小组讨论法</p>

		合作学习法 互动式教学法
	课程思政	要素： <u>知人者智，自知者明。</u> <u>知彼知己，百战不殆。</u> 内容： 通过案例分析，让学生了解酒店计划、了解竞争酒店计划，才能制定有效的酒店战略。
2024.03.2 2 第四周 2 课时	对 KCM 的支撑关系	<input type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input type="checkbox"/> KCM5 <input type="checkbox"/> KCM6 <input type="checkbox"/> KCM7 <input type="checkbox"/> KCM8 <input type="checkbox"/> KCM9 <input type="checkbox"/> KCM10 <input type="checkbox"/> KCM11 <input type="checkbox"/> KCM12
	课程内容	教学内容： 酒店前厅管理 1.酒店前厅部的定义是什么？ 2.前厅部主要有哪些部门，其主要职能是什么？ 3.宾客预订的方式、途径和种类分别是哪些？ 4.宾客产生投诉的原因有哪些？ 5.如何有效地处理宾客投诉？ 【重点 ◆】 ◆ 酒店前厅部的定义是什么？ ◆ 前厅部主要有哪些部门，其主要职能是什么？ 【难点 ★】 ★宾客产生投诉的原因有哪些？ ★如何有效地处理宾客投诉？ 课程练习：角色扮演 将学生分组并设置酒店情景服务,通过“角色扮演”和“角色互换”等方法让学生了解酒店服务与管理过程中语言使用技巧及客人投诉处理的原则，熟悉并掌握在酒店服务与管理中，客人对语言的要求和心态。
	教学方法	角色扮演法 小组讨论法 互动式教学法 问题解决法
	课程思政	要素： 胜人者力，自胜者强 内容： 通过角色扮演，让学生未来在面对客人投诉时，可以不断自我激励，超越自我。确保酒店的第一印象，让自己自信的面对每一位客人，正面看待客人投诉。
	对 KCM 的支撑关系	<input type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input type="checkbox"/> KCM5 <input type="checkbox"/> KCM6 <input type="checkbox"/> KCM7 <input type="checkbox"/> KCM8 <input type="checkbox"/> KCM9 <input type="checkbox"/> KCM10 <input type="checkbox"/> KCM11 <input type="checkbox"/> KCM12
2024.03.2 9 第五周 2 课时	课程内容	教学内容： 酒店投诉管理 1.宾客产生投诉的原因有哪些？ 2.如何有效地处理宾客投诉？ 【重点 ◆】 1.宾客产生投诉的原因有哪些？ 【难点 ★】

		<p>2.如何有效地处理宾客投诉？</p> <p>课程练习：角色扮演</p> <p>将学生分组并设置酒店情景服务,通过“角色扮演”和“角色互换”等方法让学生了解酒店服务与管理过程中语言使用技巧及客人投诉处理的原则，熟悉并掌握在酒店服务与管理中，客人对语言的要求和心态。</p>
	教学方法	<p>角色扮演法</p> <p>小组讨论法</p> <p>互动式教学法</p> <p>问题解决法</p>
	课程思政	<p>思政要素：自我成长与情绪管理</p> <p>内容：</p> <p>通过角色扮演等形式，培养学生的自我成长意识和情绪管理能力。在面对客人投诉时，引导学生不断自我激励，超越自我，力求胜过困难和挑战。强调酒店的第一印象对客户体验的重要性，让学生认识到自信和正面心态对于解决投诉的影响力。教育学生要积极正面地对待客人的投诉，将其视为提升服务品质的机会，以开放的心态接受反馈，不断改进和提高服务水平，从而建立良好的客户关系。这样的培养不仅能够提升学生在酒店行业的竞争力，也能够促进他们个人的成长和发展。</p>
<p>2024.04.07</p> <p>第六周</p> <p>2 课时</p>	对 KCM 的支撑关系	<p>□KCM1 <input checked="" type="checkbox"/>KCM2 □KCM3 □KCM4 <input checked="" type="checkbox"/>KCM5 □KCM6</p> <p>□KCM7 □KCM8 □KCM9 □KCM10 □KCM11 □KCM12</p>
	课程内容	<p>教学内容：酒店客房管理</p> <p>1.酒店客房设备与用品管理需要考虑哪些方面的问题？</p> <p>2.简述客房装饰布置的美学法则。</p> <p>3.如何安排客房的计划卫生？</p> <p>4.客房清洁保养的检查制度包括哪些内容？各项检查的意义是什么？</p> <p>5.简述各种不同状态客房的清扫程序。</p> <p>6.客房如何进行布草的管理和控制？</p> <p>【重点 ◆】</p> <p>◆ 简述各种不同状态客房的清扫程序。</p> <p>【难点 ★】</p> <p>★ 如何安排客房的计划卫生？</p> <p>★ 客房如何进行布草的管理和控制？</p> <p>课程练习：角色扮演法。邀请学生以客房部领班的身份给团队开一次客房晨会</p>
	教学方法	<p>角色扮演法</p> <p>小组讨论法</p> <p>互动式教学法</p> <p>问题解决法</p>
	课程思政	<p>要素：营造识美、知美、享美氛围，提升审美情趣</p>

		内容： 让学生通过传统文化特点在形形色色的酒店内享受、体验美。通过案例分析清楚文化创新，提升学生的双创意识。
2024.04.12 第七周 2 课时	对 KCM 的支撑关系	<input type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input type="checkbox"/> KCM4 <input checked="" type="checkbox"/> KCM5 <input type="checkbox"/> KCM6 <input type="checkbox"/> KCM7 <input type="checkbox"/> KCM8 <input type="checkbox"/> KCM9 <input type="checkbox"/> KCM10 <input type="checkbox"/> KCM11 <input type="checkbox"/> KCM12
	课程内容	教学内容：酒店客房管理 1、客房定员测算 2、客房如何进行布草的管理和控制？ 【重点 •】 ◆ 客房定员测算 【难点 ★】 ★ 客房定员测算 课程练习：客房定员测试
	教学方法	小组讨论法 互动式教学法 问题解决法
	思政元素	思政要素：文化传承与创新 内容： 结合客房部运营，营造识美、知美、享美的氛围，让学生在酒店内体验传统文化的魅力。通过丰富多样的文化活动和主题客房设计，引导学生感知传统文化的魅力与内涵，培养其审美情趣。同时，通过案例分析与实践活动，引导学生理解文化创新的重要性，培养他们的创新意识和实践能力，使其在客房部运营中能够将传统文化与现代服务相融合，提升酒店的文化品味和服务水平，为酒店业的发展注入新的活力和创意。
2024.04.19 第八周 2 课时	对 KCM 的支撑关系	<input type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input type="checkbox"/> KCM4 <input type="checkbox"/> KCM5 <input type="checkbox"/> KCM6 <input type="checkbox"/> KCM7 <input type="checkbox"/> KCM8 <input type="checkbox"/> KCM9 <input type="checkbox"/> KCM10 <input type="checkbox"/> KCM11 <input checked="" type="checkbox"/> KCM12
	课程内容	教学内容：酒店服务质量管理 1. 酒店服务质量包含哪些内容，衡量标准是什么？ 2. 酒店全面服务质量管理的特点是什么？ 3. 如何进行酒店服务质量控制？ 4. 简述酒店服务质量顾客评价的形式与特点。 5. 简述评价主体进行酒店服务质量的优缺点。 6. 如何对酒店服务质量管理进行有效的沟通？ 7. 简述酒店服务质量管理的实施过程。 【重点 •】 ◆ 酒店服务质量包含哪些内容，衡量标准是什么？ ◆ 如何进行酒店服务质量控制？ 【难点 ★】 简述酒店服务质量管理的实施过程。 课堂练习：酒店服务质量管理案例：创新提升顾客满意度
	教学方法	小组讨论法 互动式教学法

		问题解决法 案例研究法
	课程思政	要素：服务意识 内容： 通过对于课程的思考，使学生能够深刻理解服务的重要性，树立服务至上的意识，将服务视为对顾客的责任和承诺。塑造员工的职业操守，使其在服务中能够保持高尚的道德标准，处理复杂情境时能够始终坚守正确的价值观。
2024.04.26 第九周 2 课时	对 KCM 的支撑关系	<input type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input type="checkbox"/> KCM4 <input type="checkbox"/> KCM5 <input type="checkbox"/> KCM6 <input checked="" type="checkbox"/> KCM7 <input type="checkbox"/> KCM8 <input type="checkbox"/> KCM9 <input type="checkbox"/> KCM10 <input type="checkbox"/> KCM11 <input type="checkbox"/> KCM12
	课程内容	教学内容：酒店康乐管理 1. 酒店康乐部康乐项目有哪些？ 2. 酒店康乐部的服务项目设置是怎样的？ 3. 酒店康乐部的组织机构设置是怎样的？ 4. 酒店康乐部的员工培训与激励是怎样的？ 5. 酒店康乐部如何进行营销管理？ 【重点 ◆】 ◆ 酒店康乐部的服务项目设置是怎样的？ ◆ 酒店康乐部的组织机构设置是怎样的？ 【难点 ★】 ★酒店康乐部的员工培训与激励是怎样的？ ★酒店康乐部如何进行营销管理？ 课堂练习：案例分析： 某饭店康乐经营经典案例 除了上述三点，你觉得该饭店还可以从哪些方面着手发展康乐项目？
	教学方法	小组讨论法 互动式教学法 问题解决法
	课程思政	要素：注意环保意识和节约意识 内容： 通过对酒店康乐部的运营增强学生的节能意识，例如：温泉水如不太脏，可采用吸污、循环、补充热水的方法，以减少温泉水的浪费；酒店内庭和康体中心园灯根据客流量和气候，随时调整开灯和关灯时间等。
2024.05.11 第十周 2 课时	对 KCM 的支撑关系	<input checked="" type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input type="checkbox"/> KCM4 <input type="checkbox"/> KCM5 <input type="checkbox"/> KCM6 <input type="checkbox"/> KCM7 <input type="checkbox"/> KCM8 <input type="checkbox"/> KCM9 <input checked="" type="checkbox"/> KCM10 <input type="checkbox"/> KCM11 <input type="checkbox"/> KCM12
	课程内容	教学内容：酒店人力资源管理 1. 酒店为何要进行人力资源规划？ 2. 中国酒店人力资源规划面临哪些问题？如何解决？ 3. 酒店人力资源规划的步骤是什么？ 4. 酒店员工应具备哪些素质要求？ 5. 你认为员工培训是否重要？为什么？ 6. 如何有效地进行薪酬设计与管理？ 7. 绩效考评有哪些误区？如何避免？

		<p>8. 酒店员工职业生涯规划的重要性体现在哪些方面？</p> <p>【重点 ◆】</p> <p>◆ 酒店人力资源规划的步骤是什么？</p> <p>◆ 酒店员工应具备哪些素质要求？</p> <p>【难点 ★】</p> <p>★ 如何有效地进行薪酬设计与管理？</p> <p>★ 绩效考评有哪些误区？如何避免</p> <p>课堂练习：模拟面试：分成酒店管理岗位和泛服务岗位进行现场模拟练习。</p>
	教学方法	<p>小组讨论法</p> <p>互动式教学法</p> <p>问题解决法</p> <p>案例研究法</p>
	课程思政	<p>要素：心灵塑造</p> <p>内容：</p> <p>通过教育引导，培养同学们正确的思想觉悟，提升其综合素质，为酒店行业的可持续发展和员工的个人成长创造良好的基础。未来在部门成为点燃服务激情、铸就团队凝聚的心灵明灯。</p>
2024.05.1 2 第十一周 2 课时	对 KCM 的支撑关系	<p><input type="checkbox"/>KCM1 <input checked="" type="checkbox"/>KCM2 <input type="checkbox"/>KCM3 <input type="checkbox"/>KCM4 <input type="checkbox"/>KCM5 <input type="checkbox"/>KCM6</p> <p><input type="checkbox"/>KCM7 <input type="checkbox"/>KCM8 <input type="checkbox"/>KCM9 <input checked="" type="checkbox"/>KCM10 <input type="checkbox"/>KCM11 <input type="checkbox"/>KCM12</p>
	课程内容	<p>教学内容：酒店人力资源管理</p> <p>5. 你认为员工培训是否重要？为什么？</p> <p>6. 如何有效地进行薪酬设计与管理？</p> <p>7. 绩效考评有哪些误区？如何避免？</p> <p>8. 酒店员工职业生涯规划的重要性体现在哪些方面？</p> <p>【重点 ◆】</p> <p>◆ 如何有效地进行薪酬设计与管理？</p> <p>◆ 绩效考评有哪些误区？如何避免？</p> <p>【难点 ★】</p> <p>★ 如何有效地进行薪酬设计与管理？</p> <p>★ 绩效考评有哪些误区？如何避免？</p> <p>课堂练习：案例分析：员工对薪资不满的问题，请给出解决方案和执行过程。</p>
	教学方法	<p>小组讨论法</p> <p>互动式教学法</p> <p>问题解决法</p> <p>案例研究法</p>
	课程思政	<p>要素：价值观教育</p> <p>内容：建立价值观教育体系，培养员工责任感和使命感，传递核心价值观如诚信、责任、奉献，注重情感沟通与管理，</p>

		关心员工身心健康与职业发展，促进员工全面成长，为酒店业可持续发展奠定思想基础。
2024.05.17 第十二周 2 课时	对 KCM 的支撑关系	□KCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 □KCM4 □KCM5 <input checked="" type="checkbox"/> KCM6 □KCM7 □KCM8 □KCM9 □KCM10 □KCM11 □KCM12
	课程内容	教学内容： 酒店餐饮管理 1. 菜单在酒店餐饮管理中的作用有哪些？ 2. 菜单设计与管理工作需要注意哪些问题？ 3. 酒店餐饮宴会设计工作需要考虑哪些问题？ 4. 酒店餐饮采购过程需要控制哪些环节？ 【重点 ◆】 ◆ 菜单设计与管理工作需要注意哪些问题？ ◆ 酒店餐饮宴会设计工作需要考虑哪些问题？ 【难点 ★】 酒店餐饮采购过程需要控制哪些环节？ 课堂练习： 小组讨论法。以小组为单位设计一款菜单。
	教学方法	小组讨论法 互动式教学法 问题解决法
	课程思政	要素： 端正食品安全观 内容： 让学生通过菜单分类与管理的知识点和餐饮采购流程的把控，让学生在课上完成对食品安全概念的深度理解。
2024.05.24 第十三周 2 课时	对 KCM 的支撑关系	□KCM1 <input checked="" type="checkbox"/> KCM2 □KCM3 □KCM4 □KCM5 □KCM6 □KCM7 <input checked="" type="checkbox"/> KCM8 <input checked="" type="checkbox"/> KCM9 □KCM10 □KCM11 <input checked="" type="checkbox"/> KCM12
	课程内容	教学内容： 酒店市场营销 1. 如何通过“刺激—反应”理论来理解酒店消费者的购买行为？ 2. 如何分析酒店开展营销活动所处市场环境的主要内容？ 3. 酒店在进行价格管理时可能采取哪些价格策略？其包括的具体措施有什么？ 4. 你认为应该如何保持酒店营销渠道运转的有效性？ 5. 如何看待酒店收益管理的问题？ 6. 通过什么方式可以有效应对酒店的超额预订？ 【重点 ◆】 ◆ 酒店在进行价格管理时可能采取哪些价格策略？其包括的具体措施有什么？ ◆ 你认为应该如何保持酒店营销渠道运转的有效性？ 【难点 ★】 ★ 如何看待酒店收益管理的问题？ ★ 通过什么方式可以有效应对酒店的超额预订？ 课堂练习： 小组讨论法：以电影《繁花》为元素，分析和平饭店的营销模式，
	教学方法	小组讨论法

		互动式教学法 问题解决法
	课程思政	要素：创新精神 内容： 通过课堂练习，让同学们随着科技的不断发展，新技术的应用给酒店业带来了许多创新机会，因此要培养学生发散性思维，打开局限，为酒店带来新鲜的营销理念。
2024.05.3 1 第十四周 2 课时	对 KCM 的支撑关系	<input type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input type="checkbox"/> KCM4 <input type="checkbox"/> KCM5 <input type="checkbox"/> KCM6 <input type="checkbox"/> KCM7 <input checked="" type="checkbox"/> KCM8 <input checked="" type="checkbox"/> KCM9 <input checked="" type="checkbox"/> KCM10 <input checked="" type="checkbox"/> KCM11 <input checked="" type="checkbox"/> KCM12
	课程内容	教学内容： 酒店的投资与建设管理 1. 了解酒店投资可行性分析。 2. 掌握酒店投资可行性研究步骤和具体内容。 3. 掌握酒店投资与经营的决策方法。 4. 掌握不同酒店设计的理念和设计原则。 5. 具备酒店的空间结构、功能布局的规划与设计基础知识。 6. 了解酒店的施工建设、开业准备与试营业涵盖的工作内容。 【重点 ◆】 【难点 ★】 课堂练习：案例分析：寂寞的五星级酒店 ，马希塔尔酒店的经营尴尬是由于在投资可行性分析时忽视了哪些内容？
	教学方法	小组讨论法 互动式教学法 问题解决法
	课程思政	要素： 绿色环保、文化传承 内容： 绿色环保：酒店投资与开发应当关注环境保护，倡导绿色低碳发展，推动节能减排，降低对环境的影响，实现可持续发展。 文化传承：酒店投资与开发者应当重视本土文化传承，注重文化品牌建设，将当地文化元素融入酒店设计与服务，增强文化认同感和地方特色。
2024.05.3 1 第十四周 2 课时	对 KCM 的支撑关系	<input checked="" type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input checked="" type="checkbox"/> KCM5 <input checked="" type="checkbox"/> KCM6 <input checked="" type="checkbox"/> KCM7 <input checked="" type="checkbox"/> KCM8 <input checked="" type="checkbox"/> KCM9 <input checked="" type="checkbox"/> KCM10 <input checked="" type="checkbox"/> KCM11 <input checked="" type="checkbox"/> KCM12
	课程内容	教学内容：复习 1. 酒店管理概论 2. 酒店的组织管理 3. 酒店的计划管理 4. 酒店前厅管理 5. 酒店客房管理 6. 酒店餐饮管理 7. 酒店康乐管理

		8. 酒店市场营销 9. 酒店的投资与建设管理 10. 酒店人力资源管理 11. 酒店服务质量管理 12. 酒店投诉管理 13. 课堂练习：提问与答疑。 针对本学习课程的重点内容进行针对性的解答和回顾。
	教学方法	合作学习法
	课程思政	要素：责任担当 内容： 强调个人的责任意识和担当精神，教育学生要勇于承担自己的责任，考试是自己的使命担当。要认真复习，避免挂科。
2024.06.07 第十五周 2 课时	考查课（课上闭卷考试）	
第十六周	考试周	
第十七周	考试周	

测评方式与成绩:

KCM	GLO	测评方式										总占 比
		平时成绩					期末成绩					
		测验	案例 研究	/	/	/	期末考试	/	/	/	/	
KCM 1	GLO 4.1						5%					5%
KCM 2	GLO 2.1											
	GLO 2.2						5%					5%
	GL O2.3											
KCM 3	GL O1.1						5%					5%
	GL O1.2											

		测评方式										总占
KCM	GLO O1.3											
	GL O1.4											
	GL O2.4						5%					5%
KCM 4	GL O3.3											
	GL O3.4											
	GLO 4.2											
KCM 5	GL O3.3	10%										10%
	GL O3.4											
	GLO 4.2											
KCM 6	GL O3.3	10%										10%
	GL O3.4											
	GLO 4.2											
KCM 7	GL O3.3						5%					5%
	GL O3.4											
	GLO 4.2											
KCM 8	GLO1. 1		5%									5%
	GLO1. 2		5%									5%
	GLO2. 2		5%									5%
	GLO2. 4		5%									5%
	GLO3. 1		5%									5%
	GLO4. 4		5%									5%

		测评方式										总占比
KCM K0M	GLO2. GLO											
	GLO2. 2											
KCM 9	GLO2. 3						5%					5%
	GLO4. 3											
	GLO4. 4											
	GL O1.1											
	GL O1.2											
KCM 10	2.1						5%					5%
	2.2											
	2.3											
	2.4											
	3.4											
KCM 11	3.1						5%					5%
	3.2											
	3.3											
	3.4											
	4.2											
	4.3											
	4.4											
KCM 12	4.1						5%					5%
	4.2											
	4.3											
	4.4											
总占比		20%	30%				50%					100%

测评方式1: 课堂测验.

测评目标: 客房定员的计算及菜品价位的计算，帮助同学们掌握简单的运营岗位管理的计算公式，熟练掌握并能在未来的岗位上运用。

安排: 第七周安排课上测验

测评方式2: 案例研究

测评目标: 本测试的目标是评估学生在设计市场营销方案方面的能力和创造力。通过对《繁花》电视剧背景下老酒店市场营销项目方案的设计，可以考察学生对市场营销的理解、对目标客户群体的洞察力，以及对创新营销策略的应用能力。同时，测试还能评估学生在提

出解决方案时的逻辑思维和表达能力。

呈现形式：演讲和 PPT 展示

截止日期: 2024.05.31

评分标准：

评分因素	因素解析	占比
目标达成度	评估市场营销案例是否实现了既定的目标和预期效果。如果案例成功地提升了酒店的知名度、吸引了更多客户、增加了收入等，那么可以认为目标达成度较高。	20%
创意与创新性	评估市场营销案例是否具有创意和创新性，是否采用了新颖的营销策略或创新的营销手段。创意性较高的案例更容易吸引目标客户的注意和兴趣。	15%
执行效果	评估市场营销案例的执行效果，包括实施过程中是否顺利、是否达到了预期的效果、是否有良好的执行计划和管理机制等。执行效果较好的案例能够更有效地实现市场营销目标。	20%
客户体验	评估市场营销案例对客户体验的影响，包括是否提升了客户满意度、是否提供了优质的服务和体验等。客户体验较好的案例可以增加客户的忠诚度和口碑传播。	20%
成本效益	评估市场营销案例的成本效益，即所投入的资源 and 费用与所获得的收益和效果之间的比较。成本效益较高的案例能够在保证营销效果的前提下，最大程度地降低成本。	15%
可持续发展	评估市场营销案例对酒店可持续发展的贡献，包括是否注重环保、社会责任等方面，以及是否有利于酒店长期发展和品牌建设。	10%

测评方式3: 期末考试

测评目标: 2 小时的考试涵盖了整个学期在课堂授课和课堂活动中包含的内容。本次考试包括多种题型：单项选择题、多项选择题、判断题、匹配题、名词解释、简答题。考试内容有：

酒店运营的基础概念和分类、酒店的计划与组织管理的理论知识、酒店前厅部、酒店客房部、酒店餐饮部、酒店市场部、酒店人力资源部等部门运营的相关知识，以及酒店运营中不可或缺的数据分析，包括菜肴菜品的计算，客房定员的计算等。

考试类型：闭卷

评分标准：


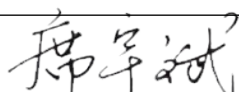
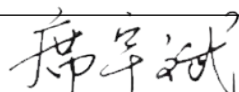
单项选择题	共 10 小题	每小题 1 分	共 10 分
多项选择题	共 10 小题	每小题 2 分	共 20 分
判断题	共 10 小题	每小题 1 分	共 10 分
匹配题	共 5 小题	每小题 2 分	共 10 分
名词解释	共 4 小题	每小题 5 分	共 20 分

简答题	共 2 小题	每题 15 分	共 30 分
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其他:

1. 满意的出勤是成功完成该门课程学习的必要条件，出勤意味着准时到达教室并在课程结束后离开教室。学生应该保证 70% 考勤率，否则，他们将不被允许参加考试。
2. 学生的总分应大于 60 分，否则应不能完成该门课程的学习。学生还必须参加 80% 的教学辅导工作坊。

签名：

授课教师	审核人	批准人
 (签名) 日期:	 (签名) 日期:	 (签名) 日期:



上海商学院
SHANGHAI BUSINESS SCHOOL



上海洛桑酒店管理学院
COLLEGE OF SHANGHAI LAUSANNE HOSPITALITY MANAGEMENT

课程大纲

旅游接待业 A

课程代码: 623520040

2024-02

课程代码: 623520040
课程名称: 旅游接待业 A
授课教师: 万方舟
职务职称: 助理教授
邮箱: fangzhouwan_angela@sbs.edu.cn
开课院系: 上海洛桑酒店管理学院
学分: 2
学时: 30
课程性质: 专业课（必修）、考查
学年学期: 春季学期 2023-2024
专业班级: 班级 231, 酒店管理（中外合作办学）; 班级 232, 酒店管理（中外合作办学）
前置课程: 《旅游学概论A》：酒店管理（中外合作办学）人才培养方案中第一学年秋季学期专业必修课
主要教材: 《旅游接待业》第三版, 马勇, 华中科技大学出版社, 2024年1月, ISBN: 9787577201665
参考资料: Gomezelj, D. O. (2016). A systematic review of research on innovation in hospitality and tourism. *International Journal of Contemporary Hospitality Management*, 28(3), 516–558. <https://doi.org/10.1108/ijchm-10-2014-0510>
Hung, K., Wang, S., Guillet, B. D., & Liu, Z. (2019). An overview of cruise tourism research through comparison of cruise studies published in English and Chinese. *International Journal of Hospitality Management*, 77, 207–216. <https://doi.org/10.1016/j.ijhm.2018.06.031>
King, C. (2017). Brand management – standing out from the crowd. *International Journal of Contemporary Hospitality Management*, 29(1), 115–140. <https://doi.org/10.1108/ijchm-12-2015-0711>
Martin-Rios, C., & Ciobanu, T. (2019). Hospitality innovation strategies: An analysis of success factors and challenges. *Tourism Management*, 70, 218–229. <https://doi.org/10.1016/j.tourman.2018.08.018>
Rahimi, R., Koseoglu, M. A., Ersoy, A. B., & Okumus, F. (2017). Customer relationship management research in tourism and hospitality: a state-of-the-art. *Tourism Review*, 72(2), 209–220. <https://doi.org/10.1108/tr-01-2017-0011>
答疑时间地点: 漕宝路校区综合楼 308A
周二至周五: 中午 12: 00–1: 00 节假日除外

指导思想：

课程的内容和设计必须符合中国的教育法律法规，应采用前瞻性的教学方法，融入现代化理念、全球视角及对未来趋势的洞察。通过整合当代概念、方法和技术，课程旨在为学生提供在动态发展的世界中茁壮成长所需的技能和知识。培养学生的创新精神和创新能力是本门课程的核心目标。借助于沉浸式和互动式的教学模式，鼓励学生进行批判性思考，锻炼他们解决问题的能力，激发探索新思想的热情，并培养他们形成独到见解的能力。

学术诚信：

每位学生都必须诚实地追求学术目标，并对自己的所有提交工作负责。这意味着在每项作业和与同伴、教授或研究参与者的每次互动中，都必须表现出诚实、透明和道德的行为，以支持我们的学术卓越社区。任何学术不端行为，如作弊和剽窃，都是不诚实的，将导致论文或作业成绩不及格，可能还会导致其他纪律处分。

课程描述：

《旅游接待业 A》是上海洛桑酒店管理学院酒店管理（中外合作办学）专业大一下学期的专业必修课程。本课程在系统引入国内外旅游接待业服务与管理理论的基础上，充分结合旅游接待业服务运营管理的实际，将专业知识与思想政治理论相结合，向学生全面介绍旅游接待业服务管理的核心概念、基本理念、原理方法和实践应用，建立起旅游接待业的科学知识体系。在《旅游接待业 A》课程中，学生将掌握旅游接待业发展历史、行业特点和服务标准等方面的知识。同时，他们还将研究传统、新型和跨界旅游接待业管理以及市场营销和客户关系管理等内容。通过该课程，学生将深入了解旅游接待业的各种经营模式，并培养沟通技巧、团队合作能力以及问题解决能力，为未来职业生涯成功奠定坚实基础。

内容包括以下主题：

- 旅游接待业绪论
- 旅游接待业管理理念与方法
- 传统旅游接待业务管理
- 新型旅游接待业务管理
- 跨界旅游接待业务管理
- 旅游接待业顾客关系管理
- 旅游接待业服务质量管理
- 旅游接待业管理信息系统
- 旅游接待业品牌战略管理
- 旅游接待业服务管理创新

课程学习目标：

通过本课程的学习，学生能获得（知识Knowledge、能力Competency、思维模式Mindset-KCM）：

KCM	描述
KCM1	深入理解旅游接待业的基本知识：掌握旅游接待业发展历史、行业特点和服务标准等方面的知识，从而建立起对旅游接待业的全面认知。
KCM2	掌握旅游接待业服务与管理的核心概念与方法：了解旅游接待业管理理念与方法，包括传统、新型和跨界旅游接待业务管理等内容，培养对旅游接待业服务运营管

	理的实际应用能力。
KCM3	具备沟通技巧与团队合作能力：通过学习与实践培养沟通技巧和团队合作能力，这对于在旅游接待业中有效地与客户和团队合作至关重要。
KCM4	培养问题解决能力与创新思维：学习解决旅游接待业中的各种问题的能力，包括客户关系管理、服务质量管理等方面，同时还将培养创新思维，为解决现实问题提供新的视角和方法。
KCM5	建立科学的管理思维与知识体系：通过学习建立起科学的旅游接待业管理思维和知识体系，从而为未来的职业生涯奠定坚实基础，并能够在实践中不断提升自身的综合素质和竞争力。

课程对专业毕业要求的贡献：

本课程旨在为酒店管理（中外合作办学）专业的学生第二、三、四学年的专业课程学习和为期十二个月（两个阶段）的实习工作奠定坚实的理论基础。通过本课程，学生将深入了解旅游接待业相关知识，对泛酒旅业有更清晰的认知，并掌握先进的管理理念与实践方法，培养沟通、团队合作和问题解决能力以及创新思维等对于酒店管理专业毕业生未来职业发展至关重要的素质。同时，融合思政内容于课程中，加深学生对社会责任、职业道德等方面的认识，并培养以人为本、服务社会的价值观念。本课程将使酒店管理专业学生在未来职业生涯中做出积极贡献，成为具备国际视野、创新能力和社会责任感的优秀人才。

课程对专业毕业目标的支撑：

毕业生画像	全球学习目标 (LGs)	全球学习目标 (GLOs)	相关 KCM
解决问题	我们的毕业生在服务和酒店业中提出了以数据驱动、富有创新性且切实可行的解决方案	1.1 信息收集能力	KCM1、KCM2
		1.2 分析方法和策略	KCM2、KCM4
		1.3 陈述技巧和表达力	KCM3、KCM4
		1.4 写作能力	KCM3、KCM4、KCM5
领导能力	我们的毕业生在不同的受众群体和组织环境中，都是积极有效的沟通者、合作者和管理者	2.1 跨群体沟通	KCM3、KCM4
		2.2 团队合作能力	KCM3、KCM4
		2.3 组织与人才管理能力	KCM5
		2.4 正确决策判断力	KCM4、KCM5
泛服务业素质	我们毕业生在不同情境下，都会利用人文关怀提供精细化服务	3.1 理解泛服务业文化	KCM1、KCM2
		3.2 处事灵活性	KCM3
		3.3 彬彬有礼	KCM3



		3.4 同理心与积极倾听能力	KCM3
终身学习	我们的毕业生培养了终身学习的承诺	4.1 保持好奇心	KCM5
		4.2 批判性思维和创新性思维	KCM4、KCM5
		4.3 数字化思维和技术素养	KCM4、KCM5
		4.4 国际化视野	KCM4、KCM5

教与学策略:

讲授法: 传统课堂教学模式, 在课堂中, 教师引导学生回答问题, 由浅入深, 学习新知, 教师起引导作用, 学生是学习主体。

讨论法: 在教师的主导下, 学生们围绕一个或多个主题进行交流, 分享观点, 提出问题或解答问题。这种方法可以鼓励学生积极参与, 提高他们的思维能力和口头表达能力。

线上互动法: 教师运用现代科技和信息化技术, 实现与学生在课堂上进行线上互动。例如, 通过某些互联网学习平台设计投票问题, 让学生扫码随堂投票回答问题, 以激发他们的积极性。

文献查询法: 指导学生通过阅读教科书、参考书、文献报刊以及浏览前沿网站等方式获取知识或巩固知识, 力求让养成良好的读书习惯, 不断获取行业前沿信息, 扩大知识面, 提高自学能力。

案例教学法: 在案例教学中, 通过引入行业真实案例, 将抽象概念与具体实践相结合, 使得知识更加贴近学生的生活和未来的工作、更易于理解。这种融合了理论与实践的方式, 让学生在参与其中时感到身临其境, 并激发出他们对知识探索 and 应用的浓厚兴趣。通过分析这些案例并提取关键信息, 学生可以逐步形成系统化思维模式, 并培养出辨别问题本质、找到最佳解决方案的能力。

课程内容 & 教学计划:

2024. 2. 26 第一周 2 课时	对 KCM 的支撑关系	<input checked="" type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input type="checkbox"/> KCM4 <input type="checkbox"/> KCM5
	课程内容	<p>教学内容: 课程介绍与熟悉课堂</p> <p>【重点 ◆】</p> <ul style="list-style-type: none"> ◆ 理解本课程在专业人才培养方案的定位 ◆ 熟悉本课程的课程目标, 课程安排 ◆ 了解本课程的考核方式和重点 ◆ 导入对“旅游接待业”的理解 <p>【难点 ★】</p> <ul style="list-style-type: none"> ★ 认识和理解“旅游接待业”涵盖的业务类型 ★ 分析和理解“旅游接待业”课程和“酒店管理”专业的关系 <p>课堂活动:</p> <p>课堂讨论:</p> <ol style="list-style-type: none"> 1. 与学生讨论他们所理解的“旅游接待业”, 导入本课程的课程目标和学习重难点。



		2. 与学生讨论寒假期间与泛酒旅业相关的社会热点话题，引导学生思考“旅游接待业”的业务类型和管理方式。
	教学方法	讲授法，讨论法
	课程思政	要素：合作共赢 内容： 今冬哈尔滨旅游的出圈，黑吉辽三兄弟互相帮扶体现了“合作共赢”的价值观。只有通过相互尊重、平等对待以及真诚信任建立起良好的伙伴关系，并且充分发挥各自优势去完成任务或达到目标时才能取得最大效益。无论是个人还是组织都应该秉持这一理念，并将其融入到日常工作与生活中去。
2024. 3. 4 第二周 2 课时	对 KCM 的支撑关系	<input checked="" type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input type="checkbox"/> KCM4 <input checked="" type="checkbox"/> KCM5
	课程内容	教学内容： <u>Ch. 1 旅游接待业绪论</u> 【重点 ◆】 ★ 旅游接待业的概念与内涵 ★ 旅游接待业的基本特征与分类 ★ 旅游接待业研究的集中领域 【难点 ★】 ★ 理解旅游接待业的基本概念和发展历史 ★ 把握旅游接待业的行业特点
	教学方法	讲授法，讨论法，案例教学法
	课程思政	要素： 坚持和发展中国特色社会主义 内容： 通过介绍旅游接待业的基本概念和发展历史，引导学生理解旅游业在中国特色社会主义发展中的重要作用，增强对中国特色社会主义的认同感。
2024. 3. 11 第三周 2 课时	对 KCM 的支撑关系	<input checked="" type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input type="checkbox"/> KCM5
	课程内容	教学内容： <u>Ch. 2 旅游接待业管理理念与方法</u> 【重点 ◆】 ★ 旅游接待业管理的基本意识 ★ 旅游接待业管理的核心理念 ★ 旅游接待业管理的科学方法 【难点 ★】 ★ 掌握旅游接待业管理的理念和方法 ★ 了解实际管理实践 课堂活动： 分小组，布置期中考核任务，并讲解任务考核标准和考核目标，导入文献查询的方式方法
	教学方法	讲授法，讨论法，案例教学法，文献查询法
	课程思政	要素： 弘扬社会主义核心价值观，坚持全党团结统一鼓劲奋斗的精神 内容： 强调旅游业服务的社会价值，培养学生注重社会责任感，弘扬社会主义核心价值观，促使学生在从业过程中关注社会公益，提高道德素质。强调旅游管理需要团结合作，引



		导学生理解团结一致的重要性，培养学生团结协作、共同奋斗的精神。
2024. 3. 18 第四周 2 课时	对 KCM 的支撑关系	<input checked="" type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input checked="" type="checkbox"/> KCM5
	课程内容	<p>教学内容: <u>Ch. 3 传统旅游接待业务管理</u></p> <p>【重点 ♦】</p> <ul style="list-style-type: none"> ★ 酒店接待业务管理 ★ 景区接待业务管理 ★ 旅行社接待业务管理 ★ 传统业务概述、经营模式、服务标准 <p>【难点 ★】</p> <ul style="list-style-type: none"> ★ 理解传统旅游接待业务的概念 ★ 掌握传统旅游接待业务类型的经营模式和服务标准
	教学方法	讲授法，讨论法，案例教学法，文献查询法
	课程思政	<p>要素: 弘扬社会主义荣辱观</p> <p>内容: 通过传统业务的学习，引导学生树立正确的荣辱观，培养对荣誉的珍惜和对困难的坚韧精神，强调团队协作的重要性。</p>
2024. 3. 25 第五周 2 课时	对 KCM 的支撑关系	<input checked="" type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input checked="" type="checkbox"/> KCM5
	课程内容	<p>教学内容: <u>Ch. 4 新型旅游接待业务管理</u></p> <p>【重点 ♦】</p> <ul style="list-style-type: none"> ★ 新型旅游接待业态概述 ★ 邮轮旅游接待业务管理 ★ 民宿旅游接待业务管理 <p>【难点 ★】</p> <ul style="list-style-type: none"> ★ 能够从产业经济学的角度分析新型旅游接待业务类型出现的背景和原因 ★ 了解新型旅游接待业务的特点 ★ 分析市场趋势和管理挑战
	教学方法	讲授法，讨论法，案例教学法，文献查询法
	课程思政	<p>要素: 社会责任感和使命感培养</p> <p>内容: 在讲解新型业务的市场趋势时，引导学生注重社会主义核心价值观，培养学生的社会责任感和为社会创造价值的意识。通过分析新型业务对社会主义现代化建设的促进作用，引导学生思考自己在泛酒旅业中的角色，培养对国家发展的责任感和使命感。</p>
2024. 4. 1 第六周 2 课时	对 KCM 的支撑关系	<input checked="" type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input checked="" type="checkbox"/> KCM5
	课程内容	<p>教学内容: <u>Ch. 5 跨界旅游接待业务管理</u></p> <p>【重点 ♦】</p> <ul style="list-style-type: none"> ◆ 跨界旅游的理念内涵 ◆ 跨界旅游的典型产业 ◆ 跨界旅游接待业的基本要求



		【难点 ★】 ★ 跨界经营模式、合作与竞争 ★ 跨界旅游接待业的市场发展趋势
	教学方法	讲授法，讨论法，案例教学法，文献查询法
	课程思政	要素： 维护国家政治安全，弘扬社会主义荣辱观 内容： 通过跨界业务的学习，引导学生关注国家政治安全，培养对国家安全的责任感和担当精神。强调合作与竞争中的正确态度，引导学生在竞争中保持积极向上的精神，培养正确的荣辱观。
2024. 4. 8 第七周 2 课时	对 KCM 的支撑关系	<input type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input checked="" type="checkbox"/> KCM5
	课程内容	教学内容： <u>Ch. 6 旅游接待业客户关系管理</u> 【重点 ◆】 ★ 旅游接待业顾客关系管理的概念和内涵 ★ 旅游接待业顾客关系管理的系统内容 ★ 旅游接待业顾客关系管理的实施流程 【难点 ★】 ★ 掌握客户关系管理的理念 ★ 学会建立和维护良好的客户关系
	教学方法	讲授法，讨论法，案例教学法
	课程思政	要素： 弘扬社会主义法治精神 内容： 通过案例分析客户关系管理，引导学生理解法治的重要性，培养遵纪守法的意识和法治观念。
2024. 4. 15 第八周 2 课时	对 KCM 的支撑关系	<input type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input checked="" type="checkbox"/> KCM5
	课程内容	教学内容： <u>Ch. 6 旅游接待业顾客关系管理</u> 【重点 ◆】 ★ 旅游接待业顾客关系管理的基本策略 ★ 旅游接待业顾客关系管理的实施保障 【难点 ★】 ★ 掌握客户关系管理的理念 ★ 学会建立和维护良好的客户关系
	教学方法	讲授法，讨论法，案例教学法，文献查询法
	课程思政	要素： 诚信精神 内容： 通过案例分析客户关系管理，引导学生理解诚信经营的重要性，培养学生的二分法视角看问题的能力，既能从旅游者的角度分析客户需求，又能从经营管理者的角度分析产品和服务供给。
2024. 4. 22 第九周 2 课时	对 KCM 的支撑关系	<input type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input checked="" type="checkbox"/> KCM5
	课程内容	教学内容： <u>期中小组作业评估与讲解</u> 【重点 ◆】



		<ul style="list-style-type: none"> ◆ 对学生的期中小组作业（小组论文大纲撰写）进行评估讲解 ◆ 有针对性地分析学生目前学术写作的问题，并提出改进建议 ◆ 指导学生进行下半学期的小组论文撰写 <p>【难点 ★】</p> <ul style="list-style-type: none"> ★ 学术写作的逻辑和规范 ★ 选题的重要性（做有温度的研究）
	教学方法	讲授法，讨论法，文献查询法
	课程思政	<p>要素：知行合一</p> <p>内容：结合同学在本学期结束后即将到企业进行为期六个月的实习，引导学生建立敏锐的行业嗅觉，抓住行业目前遇到的实际问题，进行分析研究，以理论指导实践，以实践反哺理论，真正做到知行合一。</p>
2024. 4. 29 第十周 2 课时	对 KCM 的支撑关系	<input type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input checked="" type="checkbox"/> KCM5
	课程内容	<p>教学内容：Ch. 7 旅游接待业服务质量管理</p> <p>【重点 ◆】</p> <ul style="list-style-type: none"> ★ 旅游接待业服务质量的内涵，特点和原则 ★ 旅游接待业服务质量的客体和管理过程 ★ 旅游接待业服务质量管理的内容，方法和主要途径 <p>【难点 ★】</p> <ul style="list-style-type: none"> ★ 熟悉服务质量管理的标准，测量方法（初步理解） ★ 掌握提升服务质量的方法
	教学方法	讲授法，讨论法，案例教学法，文献查询法
	课程思政	<p>要素：弘扬中华民族勤劳、坚韧、勇毅的精神</p> <p>内容：通过学习服务质量管理，引导学生弘扬中华民族的传统精神，培养勤劳、坚韧、勇毅的工作作风。</p>
2024. 5. 6 第十一周 2 课时	对 KCM 的支撑关系	<input type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input checked="" type="checkbox"/> KCM5
	课程内容	<p>教学内容：Ch. 8 旅游接待业管理信息系统</p> <p>【重点 ◆】</p> <ul style="list-style-type: none"> ◆ 了解管理信息系统的概念，结构与特征 ◆ 了解旅游接待业管理信息系统概念，功能及开发过程 ◆ 熟悉旅游接待业管理信息系统的实施，运行和维护 ◆ 熟悉旅游接待业管理信息系统的安全与保密策略 <p>【难点 ★】</p> <ul style="list-style-type: none"> ★ 初步了解数据分析概念和内涵 ★ 初步了解管理信息系统的应用
	教学方法	讲授法，讨论法，案例教学法，文献查询法
	课程思政	<p>要素：筑信息安全防护网</p> <p>内容：通过了解管理信息系统在旅游接待业中的应用，引导学生理解信息技术对社会主义现代化建设的推动作用，同时，通过真实案例强调旅游接待业管理内容中重要的一环，</p>



		信息安全问题。
2024. 5. 13 第十二周 2 课时	对 KCM 的支撑关系	<input type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input checked="" type="checkbox"/> KCM5
	课程内容	<p>教学内容: Ch. 9 旅游接待业品牌战略管理</p> <p>【重点 ◆】</p> <ul style="list-style-type: none"> ★ 旅游接待业品牌的发展及释义 ★ 旅游接待业品牌的构成, 内涵及功能 ★ 旅游接待业品牌的定位, 设计和推广 <p>【难点 ★】</p> <ul style="list-style-type: none"> ★ 了解品牌战略管理的重要性 ★ 学会进行品牌建设和战略规划
	教学方法	讲授法, 讨论法, 案例教学法, 文献查询法
	课程思政	<p>要素: 文化自信</p> <p>内容: 在讨论旅游接待业品牌的设计和推广时, 利用真实企业案例启迪学生思维, 利用近年来“出圈”的旅游接待业相关企业品牌所植入的文化自信内核引导学生认识到文化自信在旅游接待业品牌战略管理中的重要性。</p>
2024. 5. 20 第十三周 2 课时	对 KCM 的支撑关系	<input type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input checked="" type="checkbox"/> KCM5
	课程内容	<p>教学内容: Ch. 9 旅游接待业品牌战略管理</p> <p>【重点 ◆】</p> <ul style="list-style-type: none"> ◆ 旅游接待业品牌的定位, 设计和推广 ◆ 旅游接待业品牌的战略管理 <p>【难点 ★】</p> <ul style="list-style-type: none"> ★ 了解品牌战略管理的重要性 ★ 学会进行品牌建设和战略规划
	教学方法	讲授法, 讨论法, 案例教学法, 文献查询法
	课程思政	<p>要素: 包容合作</p> <p>内容: 在讨论旅游接待业品牌的战略管理时, 利用真实企业案例启迪学生思维, 学习国外优秀企业的品牌战略管理方法, 着眼中国背景, 取其精华, 去其糟粕, 包容合作。</p>
2024. 5. 27 第十四周 2 课时	对 KCM 的支撑关系	<input type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input checked="" type="checkbox"/> KCM5
	课程内容	<p>教学内容: Ch. 10 旅游接待业服务管理创新</p> <p>【重点 ◆】</p> <ul style="list-style-type: none"> ★ 旅游接待业服务理念创新 ★ 旅游接待业服务技术创新 ★ 旅游接待业服务产品创新 <p>【难点 ★】</p> <ul style="list-style-type: none"> ★ 理解“创新”在旅游接待业服务管理中的重要性 ★ 理解“创新”内核 ★ 敏锐的市场洞察力
	教学方法	讲授法, 讨论法, 案例教学法, 文献查询法



	课程思政	要素： 做创新型接班人 内容： 通过创新服务管理，引导学生思考服务业对社会主义现代化建设的促进作用，培养对国家发展的责任感和使命感。
2024. 6. 3 第十五周 2 课时	对 KCM 的支撑关系	<input type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input checked="" type="checkbox"/> KCM5
	课程内容	教学内容： Ch. 10 旅游接待业服务管理创新 【重点 ◆】 ◆ 旅游接待业服务模式创新 ◆ 旅游接待业服务市场创新 【难点 ★】 ★ 理解“创新”在旅游接待业服务管理中的重要性 ★ 理解“创新”内核 ★ 敏锐的市场洞察力
	教学方法	讲授法，讨论法，案例教学法，文献查询法
	课程思政	要素： 与时俱进 内容： 利用行业最热话题（例如科技发展在旅游接待业服务管理方面的创新）导入“创新”概念，引导学生锻炼批判性思维和敏锐的市场嗅觉，与时俱进，与科技发展并行，有前瞻意识。

测评方式与成绩：

KCM	GLO	测评方式										总占比
		平时成绩					期末成绩					
		出勤	课堂参与	期中小组作业	/	/	课程论文	/	/	/	/	
KCM1	GL01. 1			2. 5%			5%					7. 5%
	GL03. 1	5%		2. 5%			5%					12. 5%
KCM2	GL01. 2			2. 5%			5%					7. 5%
	GL01. 3			2. 5%			5%					7. 5%
KCM3	GL02. 1		5%	1%			2%					8%
	GL02. 2			1%			2%					3%
	GL03. 2			1%			2%					3%
	GL03. 3			1%			2%					3%
	GL03. 4			1%			2%					3%
KCM4	GL01. 4			2. 5%			5%					7. 5%
	GL02. 4			2. 5%			5%					7. 5%
	GL04. 2			2. 5%			5%					7. 5%
	GL04. 3			2. 5%			5%					7. 5%
KCM5	GL04. 1			2. 5%			5%					7. 5%
	GL04. 4			2. 5%			5%					7. 5%
总占比		5%	5%	30%			60%					100%



测评方式1: 期中小组作业 (论文大纲撰写)

测评目标: 考察学生的基本学术写作能力, 行业洞察力, 批判性思维能力和创新型思维能力, 以及团队协作能力。

安排: 第三周上课之前小组分配完毕, 第四周上课之前各小组确定研究题目, 第八周上课之前上交大纲纸质版和电子版, 纸质版由学习委员收齐交到授课教师办公室 (综合楼308A), 电子版由学习委员打包发送到邮箱 fangzhouwan_angela@sbs.edu.cn 抄送 yuanliang@sbs.edu.cn。

期中小组作业 (论文大纲撰写) 评分细则

序号	标准项	标准明细	非常优秀	优秀	良好	一般	非常一般
1	大纲格式 (10 分)	① 使用学院作业封面, 组员组长姓名学号等信息清晰, 论文标题清晰; ② 字体字号统一, 行间距、段落空格等格式统一; ③ 参考文献引用格式正确, 包含中英文参考文献。					
2	研究背景 (25 分)	① 引用相关数据说明研究题目的背景, 进行该项研究的原因; ② 梳理国内外对于该研究题目的研究进程与现状, 总结研究空白; ③ 研究的理论基础 (附加分项); ④ 清晰地表述出研究目的, 该项研究要解决的问题。					
3	研究意义 (20 分)	① 阐述该项研究的学术价值; ② 阐述该项研究的实践价值和意义; ③ 阐述该项研究对政府等相关部门政策建设方面的启发。					
4	研究方法 (25 分)	① 研究范式 (附加分项); ② 研究方法; ③ 数据收集方法; ④ 数据分析方法。					
5	拟研究成果、贡献 (20 分)	① 清晰陈述该项研究将带来哪些成果; ② 清晰陈述该项研究将对学界、业界、监管部门等带来哪些方面的贡献。					

测评方式2: 期末考核 (小组论文撰写)

测评目标:

1. 考察学生对旅游接待业的全面认知和理解, 通过文献阅读和梳理, 选择行业需要的研究议题进行研究——KCM1。
2. 考察学生对旅游接待业服务与管理的内容和相关理论的掌握, 以及以理论指导学术研究的能力——KCM2。
3. 考察学生的团队合作和沟通能力——KCM3。



4. 考察学生的创新性思维和结果导向的思维能力——KCM4。
5. 考察学生的管理思维和知识体系，以理论指导实践，以实践反哺理论的能力——KCM5。

考试类型：论文撰写

评分标准：论文要求在 3000 字以上（包含参考文献和图表等），每篇文章至少要有五条学术期刊论文的参考文献。论文的文件名请用“旅游接待业小组论文-第 X 组”命名，请在第十五周上课之前上交，不接受任何理由的迟交或不交。纸质版由学习委员收齐交到授课教师办公室(综合楼 308A)，电子版由学习委员打包发送到邮箱 fangzhouwan_angela@sbs.edu.cn 抄送 yuanliang@sbs.edu.cn。

期末小组论文评分细则

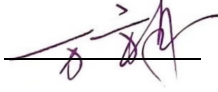
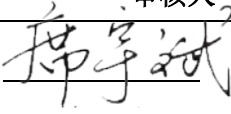
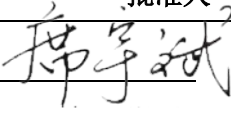
序号	标准项	标准明细	非常优秀	优秀	良好	一般	非常一般
1	论文格式（5 分）	① 使用学院作业封面，组员组长姓名学号等信息清晰，论文标题清晰； ② 字体字号统一，标题格式统一，行间距、段落空格等格式统一； ③ 参考文献至少五条，引用格式正确。					
2	摘要和关键词（5 分）	① 150 字以内； ② 清晰地概述论文的研究背景、方法、研究成果和意义； ③ 列出三至五个与标题最契合的关键词。					
3	研究背景（15 分）	① 引用相关数据说明研究题目的背景，进行该项研究的原因； ② 简述目前国内外学界的研究现状，引出本研究的重要性； ③ 清晰地表述出研究目的，该项研究要解决的问题； ④ 研究的意义：简述该项研究的学术价值，实践价值和意义，以及对政府等相关部门政策建设方面的启发。					
4	文献综述（20 分）	① 梳理国内外对于该研究题目的研究进程与现状，总结研究空白； ② 研究的理论基础； ③ 分析得出学界目前在该题目的研究空白，从而凸显本项研究的必要性。					
5	研究方法（20 分）	① 研究范式（附加分项）； ② 研究方法与使用该方法的原因； ③ 数据收集方法与使用该方法的原因； ④ 数据分析方法与使用该方法的原因。					
6	研究发现与讨论（25 分）	① 清晰陈述该项研究的研究发现； ② 对比第二部分文献综述部分中所梳理的前人的研究成果，讨论本研究成果的					

		创新点（与前人成果有何不同）； ③ 清晰讲述该项研究对学界、业界、政策导向三个方面的意义。					
7	结论、研究局限性 与展望 (10 分)	① 对论文进行总结； ② 详细阐述进行该项研究的难点和局限性； ③ 提出未来相关研究的方向和展望。					

其他：

1. 满意的出勤是成功完成该门课程学习的必要条件，出勤意味着准时到达教室并在课程结束后离开教室。学生应该保证 70% 考勤率，否则，他们将不被允许参与期末考核（即使参与了期末小组论文撰写，也不计入总分）。
2. 学生的总分应大于 60 分，否则应不能完成该门课程的学习。
3. 课堂中使用手机进行任何娱乐活动将不被允许。
4. 本课程要求严格的商务着装进课堂。

签名：（打印出来签名）

授课教师	审核人	批准人
 (签名) 日期:	 (签名) 日期:	 (签名) 日期:





上海商学院
SHANGHAI BUSINESS SCHOOL



上海洛桑酒店管理学院
COLLEGE OF SHANGHAI LAUSANNE HOSPITALITY MANAGEMENT

课程大纲

旅游目的地管理

课程代码: 623520060

2024-02

课程代码:	623520060
课程名称:	旅游目的地管理
授课教师:	梁媛
职务职称:	助理教授
邮箱:	liangyuan@sbs.edu.cn
开课院系	上海洛桑酒店管理学院
学分:	2
学时:	30
课程性质:	专业课 (必须)
学年学期:	春季学期 2022-2023
专业班级:	班级211, 酒店管理 (中外合作办学)
前置课程:	旅游学概论, 旅游消费者行为
主要教材:	张朝枝 陈钢华. 旅游目的地管理[M]. 重庆: 重庆大学出版社, 2020.9
参考资料:	Clare A Gunn, Turgut Var 著, 吴必虎等译. 旅游规划理论与案例 (第四版) [M]. 大连: 东北财经大学出版社, 2005.4. C. J. 霍洛韦. 论旅游业[M]. 北京: 中国大百科全书出版社, 1997. Cooper C, J Fletcher, D Gilbert, S Wanhill. Tourism Principles and Practice[M]. New York: Longman, 1998. Communication Approach[M]. London: Elsevier, 2008. Dr Dimitrios Buhalis. Marketing the competitive destination of the future[J]. Tourism Management, 2000,21(1):97-116. Dredge, D., Jenkins, J. Tourism Planning and Policy[M]. Queensland: John Wiley, Brisbane.
答疑时间地点:	提前预约, 综合楼 308B 周一和周二, 早上 9 点到下午 4 点

指导思想:

课程的内容和设计必须符合中国的教育法律法规, 应采用前瞻性的教学方法, 融入现代化理念、全球视角及对未来趋势的洞察。通过整合当代概念、方法和技术, 课程旨在为学生提供在动态发展的世界中茁壮成长所需的技能和知识。培养学生的创新精神和创新能力是本门课程的核心目标。借助于沉浸式和互动式的教学模式, 鼓励学生进行批判性思考, 锻炼他们解决问题的能力, 激发探索新思想的热情, 并培养他们形成独到见解的能力。

学术诚信:

每位学生都必须诚实地追求学术目标, 并对自己的所有提交工作负责。这意味着在每项作业和与同伴、教授或研究参与者的每次互动中, 都必须表现出诚实、透明和道德的行为, 以支持我们的学术卓越社区。任何学术不端行为, 如作弊和剽窃, 都是不诚实的, 将导致论文或作业成绩不及格, 可能还会导致其他纪律处分。



课程描述:

本课程运用经济学、地理学、管理学等学科的理论,对旅游目的地管理的范畴、相关理论、原理和方法进行了系统的介绍,课程从地方性理论、竞争理论、生命周期理论等理论出发阐述了旅游目的地形成和发展的一般规律,从环境管理、规划开发、企业管理、营销管理、安全管理等方面介绍了旅游目的地管理的一般范式、基本原理和方法。学生通过本课程理论与实践结合的学习方式,了解、理解、掌握以上这些基本的理论、原理和方法,为毕业后从事旅游目的地开发、经营管理等方面的工作打下理论基础。

本课程的主要内容包括:

- 旅游目的地游客管理、社区管理、政府管理、
- 旅游目的地企业管理、营销管理、信息化管理
- 旅游目的地交通管理、质量管理、环境管理、安全与危机管理
- 旅游目的地发展演化、发展趋势与挑战、可持续发展

课程学习目标:

通过本课程的学习,学生能获得(知识 Knowledge、能力 Competency、思维模式 Mindset-KCM):

KCM	描述
KCM1	了解旅游目的地概念、内涵、特征和分类,掌握旅游目的地管理的相关理论和研究方法,掌握目的地游客管理、社区管理、企业管理、政府管理、营销管理、信息化管理、交通管理、质量管理、安全与危机管理和环境管理
KCM2	掌握旅游目的地发展演化过程,了解新时代旅游目的地发展的趋势和挑战,并且理解旅游目的地可持续发展的内涵和重要性
KCM3	能运用旅游目的地的相关知识和理论对旅游目的地发展的案例进行分析,如目的地服务质量管理技术的方法、目的地定位策划规划营销等方面的方法、可持续发展理论对其发展提供策略和建议
KCM4	具备借助互联网、书籍、文献及大数据等渠道,获取旅游目的地相关信息,及分析解决旅游目的地管理实践问题的能力
KCM5	根据不同类型旅游目的地管理的特点、特殊性问题的管理要点,诊断各类旅游目的地发展与管理的的问题,制定旅游目的地的优化发展策略;并且运用所学的旅游目的地管理理论分析和处理旅游目的地发展遇到的管理问题方面的能力

课程对专业毕业要求的贡献:

本课程是酒店管理专业的专业课程之一,是为培养合格的酒店管理专业本科生而设立的课程。通过本课程的学习,要求学生掌握旅游目的地管理的范畴、相关理论、原理和方法,使学生具备发现、分析旅游目的地和区域旅游发展中所出现的问题,培养解决旅游发展实际问题的基本能力,为学生毕业后从事旅游目的地开发、经营管理等方面的工作打下理论基础。通过本课程学习和实践,对学生进行爱国主义、传统文化、社会主义核心价值观和马克思主义的思想政治教育。

课程对专业毕业目标的支撑:

毕业生画像	全球学习目标 (LGs)	全球学习目标 (GLOs)	相关 KCM
解决问题	我们的毕业生在服务	1.1 信息收集能力	KCM4

	和酒店业中提出了以数据驱动、富有创新性且切实可行的解决方案	1.2 分析方法和策略	KCM5
		1.3 陈述技巧和表达力	KCM3
		1.4 写作能力	KCM5
领导能力	我们的毕业生在不同的受众群体和组织环境中，都是积极有效的沟通者、合作者和管理者	2.1 跨群体沟通	
		2.2 团队合作能力	KCM3
		2.3 组织与人才管理能力	
		2.4 正确决策判断力	
泛服务业素质	我们毕业生在不同情境下，都会利用人文关怀提供精细化服务	3.1 理解泛服务业文化	KCM1
		3.2 处事灵活性	
		3.3 彬彬有礼	
		3.4 同理心与积极倾听能力	
终身学习	我们的毕业生培养了终身学习的承诺	4.1 保持好奇心	
		4.2 批判性思维和创新性思维	KCM2
		4.3 数字化思维和技术素养	
		4.4 国际化视野	

教与学策略：

结合课程专业基础课和旅游管理核心必修及先修课程的定位、培养应用型人才的导向以及服务旅游目的地发展的目标，本课程在教学方法上突出理论素养和实践能力两个方面的教授，主要包括以教师为主导的 3 种及以学生为主导的 2 种教法：

讲授法：通过对《旅游目的地管理》教材中旅游接待业基本概念、基本理念和方法以及旅游目的地管理理论和方法的课堂教授，引导学生认识和了旅游目的地的基本概念、内涵和基本理念方法，具备一定的分析和解决旅游目的地运营和服务管理问题的能力。

演示法：在课堂上通过展示各种实物、道具（如旅游目的地的规划、策划、运营和服务管理视频、旅游目的地宣传册）或进行场景模拟实验，让学生通过观察和仿真模拟获得直观的感性认识。

讨论法：以小组为单位，围绕课堂讲授的问题及涉及的具体案例，通过讨论或辩论活动，一步步引导学生去深入思考和探取新知识。

任务驱动法：通过布置不同旅游目的地规划、策划、运营和管理方面的具体课题建立以及旅游目的地应对、旅游目的地品牌塑造与推广等探究性学习任务，培养学生查阅资料、梳理知识体系和团队协作完成任务练习的能力，并要求各组选出代表进行讲解，最后由教师总结评价。

文献查询法：指导学生通过阅读教科书、参考书、文献报刊以及浏览前沿网站等方式获取知识或巩固知识，力求让养成良好的读书习惯，不断获取行业前沿信息，扩大知识面，提高自学能力。



课程内容 & 教学计划:

2024. 2. 27 第一周 2 课时	对 KCM 的支撑关系	<input checked="" type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input type="checkbox"/> KCM5
	课程内容	<p>教学内容：课程介绍</p> <p>【重点 ♦】</p> <ul style="list-style-type: none"> ◆ 本课程的在知识体系的学科地位 ◆ 本课程的课程目标、课程评分、课时安排 ◆ 本课程课程论文时间具体安排及要求 <p>【难点 ★】</p> <ul style="list-style-type: none"> ★ 合理安排时间完成课程论文的撰写 <p><u>Ch 1. 旅游目的地管理导论</u></p> <p>【重点♦】</p> <ul style="list-style-type: none"> ◆ 旅游目的地定义与构成要素 ◆ 旅游目的地的分类和分类依据 <p>【难点★】</p> <ul style="list-style-type: none"> ★ 旅游目的地的相关研究和旅游目的地研究发展动态 ★ 旅游目的地发展最新进程 <p>课堂活动：</p>
	教学方法	讲授法，讨论法，任务驱动法
	课程思政	<p>要素：社会责任感和历史责任感</p> <p>内容：</p> <p>使用案例分析方法帮助同学树立中华民族伟大复兴的历史责任感和经世济民的社会责任感。从课程所涉及的专业、行业、国家、国际等角度，强调旅游目的地发展对推动我国经济、社会、文化进步所起到的重要作用，结合当前国家、行业等层面的大政方针，明确课程学习目标，增强社会责任感</p>
	对 KCM 的支撑关系	<input checked="" type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input type="checkbox"/> KCM4 <input type="checkbox"/> KCM5
2024. 3. 5 第二周 2 课时	课程内容	<p><u>Ch 1. 旅游目的地管理导论</u></p> <p>【重点♦】</p> <ul style="list-style-type: none"> ◆ 旅游目的地管理的含义和基本内容 <p>【难点★】</p> <ul style="list-style-type: none"> ★ 旅游目的地的管理面临的基本环境 <p><u>Ch 2. 旅游目的地游客管理</u></p> <p>【重点♦】</p> <ul style="list-style-type: none"> ◆ 旅游动机的理论基础和旅游动机的基本类型 ◆ 游客决策的理论过程 ◆ 游客游览行为的特征 <p>【难点★】</p> <ul style="list-style-type: none"> ★ 游客管理的五种模式
	教学方法	讲授法，讨论法，演绎法
	课程思政	<p>要素：以人为本</p> <p>内容：</p> <p>通过案例介绍让同学们了解“人本思想”，强调旅游目的地建</p>
	对 KCM 的支撑关系	<input checked="" type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input type="checkbox"/> KCM4 <input type="checkbox"/> KCM5

		立以人为本的重要性的意义，要实现目的地可持续、高质量发展，除了提高景区自身的影响力，完善旅游六要素外，还要从细节着手，为游客提供舒适、安全、便捷、有温度的旅游环境，打造具有差异化或富有内涵的体验和服务，才能在竞争激烈的文旅市场中“突出重围”。
2024. 3. 12 第三周 2 课时	对 KCM 的支撑关系	<input checked="" type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input type="checkbox"/> KCM4 <input checked="" type="checkbox"/> KCM5
	课程内容	<u>Ch 2. 旅游目的地游客管理</u> 【重点◆】 ◆ 游客管理的目标 ◆ 游客承载量的计算方法 【难点★】 ★ 游客体验管理的概念框架 <u>Ch 3. 旅游目的社区管理</u> 【重点◆】 ◆ 社区管理的方法 ◆ 社区冲突的类型和形成原因 【难点★】 ★ 社区与其他利益相关者的关系 ★ 社区在旅游目的地中的角色 <u>课程论文选题指导</u>
	教学方法	讲授法，讨论法，演绎法
	课程思政	要素： 和谐发展 内容： 通过案例介绍让同学们了解利益相关者对于旅游目的地发展的重要性，相互和谐发展，既要金山银山也要绿水青山的可持续发展观。
2024. 3. 19 第四周 2 课时	对 KCM 的支撑关系	<input checked="" type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input type="checkbox"/> KCM4 <input type="checkbox"/> KCM5
	课程内容	<u>Ch 3. 旅游目的社区管理</u> 【重点◆】 ◆ 社区福祉的测量指标体系 【难点★】 ★ 社区可持续发展的本质 ★ 社区可持续发展与社区福祉的关系 <u>Ch 4. 旅游目的地企业管理</u> 【重点◆】 ◆ 旅游目的地旅游企业管理的内涵 ◆ 企业成长内涵和方式 ◆ 旅游目的地旅游企业投资特征 【难点★】 ★ 旅游企业成长的动因和影响因素 ★ 旅游目的地旅游企业管理的主要内容 ★ 旅游企业投资和旅游目的地成长的关系

		Quiz 1
	教学方法	讲授法, 讨论法, 演绎法
	课程思政	要素: 社会福祉 内容: 通过案例介绍让同学们了解社区可持续发展与社区福祉之间的关联性, 并且通过旅游目的地旅游企业的投资进一步促进旅游目的地发展, 为社会福祉做出一定的贡献。
2024. 3. 26 第五周 2 课时	对 KCM 的支撑关系	<input checked="" type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input type="checkbox"/> KCM4 <input type="checkbox"/> KCM5
	课程内容	<u>小组展示</u> <u>Ch 4. 旅游目的地企业管理</u> 【重点◆】 ◆ 旅游企业社会责任的概念和内涵 ◆ 旅游企业社会责任的影响因素 【难点★】 ★ 旅游企业社会责任的维度和测量 <u>课程论文选题</u>
	教学方法	讲授法, 讨论法, 文献查询法
	课程思政	要素: 民族自豪感 内容: 学生在完成作业时, 关注我国各地方因地理环境秀美、景观奇特、地域文化绚丽多彩, 从而各地方的旅游形象异彩纷呈, 为我国伟大的祖国感到骄傲和自豪, 树立热爱祖国、热爱中华文化和历史的情怀。
2024. 4. 2 第六周 2 课时	对 KCM 的支撑关系	<input checked="" type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input type="checkbox"/> KCM4 <input type="checkbox"/> KCM5
	课程内容	<u>小组展示</u> <u>Ch 5. 旅游目的地政府管理</u> 【重点◆】 ◆ 旅游目的地行政管理的手段 ◆ 旅游目的地政府的各项职能 【难点★】 ★ 中央政府垂直管理体制和地方政府管理体制的特点和类型 ★ 政府机构设置模式
	教学方法	讲授法, 讨论法, 演绎法
	课程思政	要素: 规则意识 内容: 通过对于中央政府垂直管理体制和地方政府管理体制经典案例的分享和讨论, 让同学们了解清楚各级政府管理的不同模式和职能, 培养学生们形成规则意识。强调法治观念和社会责任意识在旅游目的地政府管理中的重要性。通过案例分析和角色扮演等活动, 让学生思考政府工作人员、企业经营者和市民在旅游目的地管理中应该承担的责任, 培养他们的公民意识和社



		会责任感。
2024. 4. 9. 第七周 2 课时	对 KCM 的支撑关系	<input checked="" type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input type="checkbox"/> KCM4 <input type="checkbox"/> KCM5
	课程内容	<p>Ch 6. 旅游目的地营销管理</p> <p>【重点◆】</p> <ul style="list-style-type: none"> ◆ 旅游目的地 STP 营销战略的内涵 ◆ 旅游目的地市场细分的主要指标 ◆ 旅游目的地品牌化的主要流程 <p>【难点★】</p> <ul style="list-style-type: none"> ★ 旅游目的地营销管理 PIB 模式 ★ 旅游目的地形象口号设计 ★ 旅游目的地形象定位的主要方法 <p>Quiz 2.</p>
	教学方法	讲授法，讨论法，演绎法
	课程思政	<p>要素：创新精神</p> <p>内容：</p> <p>结合《“十四五”旅游业发展规划》引导同学们认知旅游业、旅游目的地的发展地位与未来发展趋势，同时认知旅游目的地、旅游业在国民经济发展、人民美好生活、文化传承与传播、脱贫攻坚与乡村振兴中的赋能作用，从而意识到旅游目的地可持续发展、旅游助力乡村振兴、文旅融合的重要性，强化自身的专业认知与专业责任感。</p>
2024. 4. 16 第八周 2 课时	对 KCM 的支撑关系	<input checked="" type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input type="checkbox"/> KCM4 <input checked="" type="checkbox"/> KCM5
	课程内容	<p>小组展示</p> <p>Ch7. 旅游目的地信息化管理</p> <p>【重点◆】</p> <ul style="list-style-type: none"> ◆ 旅游信息化的内涵和形成 ◆ 旅游目的地信息化管理趋势 ◆ 旅游目的地信息系统和应用 <p>【难点★】</p> <ul style="list-style-type: none"> ★ 智慧旅游的基本框架 ★ 旅游信息化及相关概念的辨析 <p>课程论文辅导</p>
	教学方法	讲授法，讨论法，演绎法，文献查询法
	课程思政	<p>要素：协同创新发展</p> <p>内容：</p> <p>结合实际案例，引导支持智慧旅游重点项目，优化创新环境，鼓励探索有利于智慧旅游创新成果转化的政策环境等。引导学生理解信息化管理背后的科技与人文融合。让学生意识到技术发展不仅仅是为了提高效率，更是为了满足人们对于旅游体验的不断提升需求。通过案例分析和讨论，激发学生对于科技与人文结合的思考，以及它对于旅游目的地管理的重要性。</p>
2024. 4. 23	对 KCM 的支撑关系	<input checked="" type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input type="checkbox"/> KCM4 <input type="checkbox"/> KCM5

第九周 2 课时	撑关系	
	课程内容	<u>小组展示</u> <u>Ch8. 旅游目的地交通管理</u> 【重点◆】 ◆ 旅游交通吸引物属性 ◆ 旅游交通的分类 【难点★】 ★ 流动性范式和旅游交通的流动性体验 ★ 旅游交通和旅游营销、旅游目的地发展的关系
	教学方法	讲授法，讨论法，演绎法
	课程思政	要素： 融合协同发展 内容： “交通+旅游”融合发展，将推动“快旅慢游”，交旅融合发展是交通运输和旅游业落实高质量发展理念的重要举措。通过案例景观系统、系统融合、人本设施和品质提升着手，提升改造标准和景观品质，增加游客的体验。
2024. 4. 30 第十周 2 课时	对 KCM 的支撑关系	<input checked="" type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input type="checkbox"/> KCM4 <input type="checkbox"/> KCM5
	课程内容	<u>Quiz 3.</u> <u>Ch9. 旅游目的地质量管理</u> 【重点◆】 ◆ 质量管理的定义与发展阶段 ◆ 旅游目的地质量管理八项原则及应用 ◆ 旅游目的地质量管理模型 【难点★】 ★ 旅游目的地质量评价视角及维度 ★ 旅游目的地综合管理的主要理念 ★ 旅游目的地质量管理评价方法
	教学方法	讲授法，讨论法
	课程思政	要素： 职业素养 内容： 坚持理论结合实际、综合性解决实际问题的能力。将“读万卷书”与“行万里路”相结合，扎根中国大地了解国情民情，结合学生的旅游经验和案例，明确旅游目的地管理的要点问题，在实践中增长智慧才干，培育学生经世济民的职业素养。
2024. 5. 7 第十一周 2 课时	对 KCM 的支撑关系	<input checked="" type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input type="checkbox"/> KCM4 <input type="checkbox"/> KCM5
	课程内容	<u>小组展示</u> <u>Ch10. 旅游目的地安全与危机管理</u> 【重点◆】 ◆ 旅游安全的影响因素及表现形态 ◆ 旅游目的地危机的特点和分类 ◆ 旅游目的地危机管理的含义与理论基础 【难点★】

		★ 旅游目的地安全的预防和应对 ★ 旅游目的地危机的生命周期 ★ 旅欧目的地危机的应对措施
	教学方法	讲授法, 讨论法
	课程思政	要素: 家国情怀 内容: 通过案例分析让同学们深入了解旅游目的地管理机制的应用分析, 体会旅游与家国情怀的融合。教育引导学生在未来的行业研究或实践中把国家、社会、公民的价值要求融为一体, 不断追求国家的富强、民主、文明、和谐和社会的自由、平等、公正、法治, 将社会主义核心价值观内化为精神追求、外化为自觉行动。
2024. 5. 14 第十二周 2 课时	对 KCM 的支撑关系	<input checked="" type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input type="checkbox"/> KCM4 <input type="checkbox"/> KCM5
	课程内容	<u>小组展示</u> <u>Ch11. 旅游目的地环境管理</u> 【重点◆】 ◆ 旅游环境管理的定义及内容 ◆ 旅游环境质量评估的类型 ◆ 旅游环境系统的构成 【难点★】 ★ 旅游环境管理影响的特征 ★ 旅游环境管理的执行原则及途径 ★ 旅游环境影响评估的内容和步骤
	教学方法	讲授法, 讨论法
	课程思政	要素: 民族自豪感 内容: 挖掘中国传统文化的生态思想内涵和典型案例, 将其更好地融入现代环境类课程中, 以润物无声的方式进行生态道德教育, 满足学生对中国传统生态思想了解的需求。同时, 教师也可以通过对比东西方文化中对自然的不同态度及其根源, 激发新时代大学生对传统文化的认可, 使学生对中国传统哲学思想产生浓厚的兴趣, 增强民族自豪感。
2024. 5. 21 第十三周 2 课时	对 KCM 的支撑关系	<input type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input type="checkbox"/> KCM5
	课程内容	<u>Quiz 4.</u> <u>Ch12. 旅游目的地发展演化</u> 【重点◆】 ◆ 旅游目的地演化的内涵和基本理论 ◆ 旅游目的地空间演化特征和阶段演化特征 【难点★】 ★ 旅游目的地发展演变的主要解释模型 ★ 旅游目的地发展演变的 RICI 模型 课程论文修改意见

	教学方法	讲授法，讨论法，文献查询法
	课程思政	要素： 社会主义爱国精神 内容： 通过搜集旅游目的地管理的历史和现状，感受到各地方旅游产业蓬勃发展的可喜局面，由此看到党和政府在实施宏观经济管理方面的不断探索及社会主义现代化建设的巨大成就，增强爱国主义情感，牢固树立为人民服务的“初心和使命”。
2024. 5. 28 第十四周 2 课时	对 KCM 的支撑关系	<input type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input type="checkbox"/> KCM4 <input type="checkbox"/> KCM5
	课程内容	<u>小组展示</u> Ch13. 新时代旅游目的地发展的趋势和挑战 【重点◆】 ◆ 旅游目的地旅游业态的内涵 ◆ 旅游目的地旅游产业融合的路径和模式 ◆ 旅游目的地全域旅游的发展模式 【难点★】 ★ 旅游目的地业态创新的动力及模式 ★ 旅游目的地发展的新趋势和新挑战
	教学方法	讲授法，讨论法
	课程思政	要素： 民族自信 内容： 通过分析旅游目的地治理模式的演变，深入了解我国旅游产业发展和地方治理方面付出的艰辛探索，以及取得的巨大成就，从而为党和政府领导全国各地建设中国特色社会主义伟大事业感到自豪，进一步增强爱党爱国、热爱社会主义事业，献身旅游产业发展的信心和决心。
2024. 6. 4 第 十五周 2 课时	对 KCM 的支撑关系	<input type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input checked="" type="checkbox"/> KCM5
	课程内容	<u>Ch 14. 旅游目的地可持续发展</u> 【重点◆】 ◆ 旅游目的地可持续发展的目标和内容 ◆ 旅游目的地发展 【难点★】 ★ 我国旅游目的地发展的现状及发展目标的不协调表现及影响因素 ★ 旅游可持续发展思潮的演变历程 <u>课程论文答疑</u> 【重点◆】 ◆ 课程论文的结构梳理 ◆ 课程论文的章节内容 【难点★】 ★ 课程论文对于旅游目的地管理问题的分析能力及转化本课程理论知识运用到实际的学术论文的撰写
	教学方法	讲授法，讨论法，任务驱动法

	课程思政	要素： 可持续发展和社会责任 内容： 通过对旅游目的地资源与环境的理论讲授、资源开发与环境保护的重要意义的阐述，深入了解旅游产业发展、社会经济建设和资源环境之间密切的关系，树立正确的资源观、环境观、发展观，培养科学的世界观和价值观，从而自觉养成珍惜资源、保护环境、节约能源、节制消耗的行为习惯。
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测评方式与成绩：

KCM	GLO	测评方式										总占比
		平时成绩					期末成绩					
		测验	小组作业	出勤	/	/	课程论文	/	/	/	/	
KCM1	GLO3.1	10%		5%								15%
KCM2	GLO4.2	5%										5%
KCM3	GLO1.3	5%										5%
	GLO2.2		10%									10%
KCM4	GLO1.1						40%					40%
KCM5	GLO1.2		5%									5%
	GLO1.4						20%					20%
总占比		20%	15%	5%			60%					100%

测评方式1：测验。

测评目标：小测验的目的是测试同学们对于旅游目的地理论知识和理论的掌握能力

安排：Quiz 1 安排在第 4 周, Quiz 2 安排在第 7 周, Quiz 3 安排在第 10 周, Quiz 4 安排在第 13 周

测评方式2：旅游目的地案例分析

测评目标：选择一个有代表性旅游目的地对其进行案例分析：（1）简单背景介绍；（2）通过旅游旅游目的地的构成要素对其进行分析；（3）找到一个类似的对照物进行比较分析；（4）提出未来发展的建议，从战略，品牌，文化等等

时间要求：15 分钟的小组展示

截止日期：依据小组抽签顺序

评分标准：

评分标准	分值参考
严格按照作业要求并及时完成，基本概念清晰，解决问题的方案正确、合理，能提出不同的解决问题方案。	90-100
基本按照作业要求并及时完成，基本概念基本清晰，解决问题的方案基本正确、基本合理。	80-90
不能按照作业要求，未及时完成，基本概念不清晰，解决问题的方案基本不正确、基本不合理。	70-80
不能按照作业要求，未及时完成，基本概念不清晰，不能制定正确和合理解决	60-70



问题的方案。	
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测评方式3: 期末考试

测评目标: 本课程论文是通过借助互联网、书籍、文献及大数据等渠道, 获取旅游目的地相关信息, 根据所选择的旅游目的地管理的特点、特殊性问题及管理要点, 诊断其发展与管理的问题, 制定旅游目的地的优化发展策略

考试类型: 课程论文

评分标准:

评分项目	分值	具体要求
工作量和工作态度	10	论文字数不少于 5000 字, 对待课程论文认真, 学术作风严谨务实。
文献阅读能力	10	文献阅读能力强, 相关的中、外文文献数量达标, 且能正确综述, 能引用以支持和引证自己独立分析研究结论。
数据查找与利用能力	10	能查找到研究所需要数据, 并能合理加工和利用, 能用图表表示。
运用课程知识与理论分数	50	正确结合课程知识和理论, 对选题进行了独立分析研究, 结论正确。 正确采用了本课程及本学科分析和研究方法。 结合论文要求与课程知识, 进行了独立调研或实验
论文结构和逻辑性	10	论文论点正确, 论据确凿, 论证充分, 结构严谨, 逻辑严密, 内容体系完整。
论文规范	10	论文符合课程论文格式要求。
总计	100	

其他:

1. 满意的出勤是成功完成该门课程学习的必要条件, 出勤意味着准时到达教室并在课程结束后离开教室。学生应该保证 70% 考勤率, 否则, 他们将不被允许参加考试。
2. 学生的总分应大于 60 分, 否则应不能完成该门课程的学习。

签名:

授课教师	审核人	批准人
梁媛	席宇斌	席宇斌
(签名)	(签名)	(签名)
日期:	日期:	日期:







上海洛桑酒店管理学院
COLLEGE OF SHANGHAI LAUSANNE HOSPITALITY MANAGEMENT

Course Syllabus

课程大纲

Course Code: 623510280

课程代码：623510280

Object Oriented Programming

面向对象程序设计

2024-02

Contact Information 联系方式

Instructor Name 教师姓名	Hu Rong 胡蓉
Title 职称职位	Assistant Professor 副教授
Department 所属学院	Business Information College 商务信息学院
Email 电子邮箱	Hurong8@163.com

Course Introduction 课程介绍

Course Name 课程名称	Object Oriented Programming 面向对象程序设计
Credit 学分	2
Department 开课学院	College of Shanghai Lausanne Hospitality Management 上海洛桑酒店管理学院
Related Course 相关课程	Basic Computer Application 计算机应用基础
Classroom Hours 课时	30
Semester 学期	2
Main Textbook 主要教材	《Python 语言程序设计基础 (第 2 版) 》，高等教育出版社，嵩天、礼欣、黄天羽著，ISBN：9787040471700

Course Description 课程描述



课程教学以程序设计基本方法为主，基于 Python 语言让学生掌握计算机程序设计的基本原理和方法。通过课程学习，使学生对计算机程序设计有一个系统的、全面的了解，为掌握计算机软件开发打下良好基础；在系统理解和掌握程序设计原理的基础上，了解和掌握软件开发的基本原理和方法，具有设计和开发计算机软件的基本能力。在此基础上，让学生有充分练习编程的空间，提高编程技巧和方法。

程序设计是一门实践性非常强的学科，要求学生在理解和掌握程序设计语言语法的基础上，充分利用实验课程，在计算机上动手完成程序的编写和调试。

Course Objective 课程目标

通过本课程的学习，使得学生能够理解 Python 的编程模式（命令式编程、函数式编程），熟练运用 Python 运算符、内置函数以及列表、元组、字典、集合等基本数据类型和相关列表推导式、切片等特性来解决实际问题，熟练掌握 Python 分支结构、循环结构、函数设计以及类的设计与使用，熟练使用字符串方法，熟练使用 Python 读写文本文件，适当了解二进制文件操作，了解 Python 程序的调试方法，了解 Python 面向对象程序设计模式，同时还应培养学生的代码优化与安全编程意识。

在教学和学习过程中，应充分发挥 Python 语言的优势，从最简单、最直观的思路出发，尽快解决问题。针对网络信息技术的发展，如何运用程序设计的方法和思想，提出网络问题、商务问题的解决方案也是本课程的一个重要教学任务。

在技术知识的教学过程中，融入思政育人在教学活动中。目标是结合 Python 的教学，培养同学正确的三观，培养学生的团队精神。程序设计重在严谨的逻辑思维，同学将在学习编程的同时，锻炼自己严谨的学习态度。同时，编程教学有一些大的项目，要求和同学老师合作完成软件项目，培养团队合作精神。

Teaching Method 教学方法



本课程主要采用课堂教学和实验教学两种教学形式。其中，课堂教学具体会用头脑风暴、案例教学、课堂演示等教学方法；实验教学将采用实验设计、实验展示和小组学习等方法。

Course Schedule 课程计划

Date 日期	Topic 话题	Classroom Hours 课时
2-28-2024	初识 Python 语言 (1)	2
3-6-2024	初识 Python 语言 (2)	2
3-13-2024	实验	2
3-20-2024	基本数据类型 (1)	2
3-27-2024	基本数据类型 (2)	2
4-3-2024	实验	2
4-10-2024	程序的控制结构 (1)	2
4-17-2024	程序的控制结构 (2)	2
4-24-2024	实验	2
5-1-2024	放假	2
5-8-2024	函数 (1)	2
5-15-2024	函数 (2)	2
5-22-2024	实验	2
5-29-2024	组合数据类型 (1)	2
6-5-2024	实验	2
	Total	30

Grading Criteria 评分标准

Grading will be based on the following:

将基于以下标准评分：

Performance (Attendance Check) 平时表现 (考勤)	20%
Interim Exam 期中考试	30%
Final Exam 期末考试	50%
Total 总计	100%



Note: The final exam is a closed-book exam..

备注：本课程的期末考试为闭卷形式。

Bibliography 参考文献

(1) 《Python 编程 从入门到实践》，人民邮电出版社，[美]埃里克·马瑟斯 (Eric Matthes) 著，ISBN : 9787115428028;

(2) 《Python 编程从零基础到项目实战 (微课视频版) 》，水利水电出版社，刘瑜 著, ISBN : 9787517067146 ;

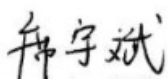
(3) 《零基础入门学习 Python (第 2 版) 》，清华大学出版社，小甲鱼 著，ISBN : 9787302514084 ;

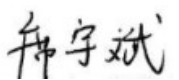
(4) 《利用 Python 进行数据分析》，机械工业出版社，Wes Mckinney 著，徐敬一 译，ISBN : 9787111602702

Webliography 网络资料

慕课中国平台程序设计基础 (python)

Prepared:  Reviewed:
Date: 14, Feb, 2024

Ap 





上海商学院
SHANGHAI BUSINESS SCHOOL



上海洛桑酒店管理学院
COLLEGE OF SHANGHAI LAUSANNE HOSPITALITY MANAGEMENT

COURSE OUTLINE

Academic Writing

Course Code: 653510200

2024-02

Course Code:	653510200
Course Name:	Academic Writing
Instructor Name:	Yi Bu
Title :	Lecturer
Email :	buyi@sbs.edu.cn
Department :	SBS/SLH/EHL
Credit Points:	1
Classroom Hours :	15
Course Classification:	Specialised Course
Semester:	Spring semester 2023-2024
Target Audiences :	Class 221, Hospitality Management (Chinese-foreign cooperative education); Class 221, E-Commerce (Chinese-foreign cooperative education)
Prerequisite:	/
Main Textbook :	PPT slides and Reading package
References:	<p>Arosteguy, K. O., Bright, A., & Rinard, B. J. (2019). <i>A Student's Guide to Academic and Professional Writing in Education</i>. Teachers College Press.</p> <p>Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. <i>Qualitative Research in Psychology</i>, 3(2), 77–101. https://doi.org/10.1191/1478088706qp063oa</p> <p>Nunkoo, R. (2018). <i>Handbook of Research Methods for Tourism and Hospitality Management</i>. Edward Elgar Publishing.</p> <p>Silvia, P. J. (2019). <i>How to Write a Lot: A Practical Guide to Productive Academic Writing</i> (2nd ed.). American Psychological Association. http://www.jstor.org/stable/j.ctv1chrsg5</p> <p>Wallace, M., & Wray, A. (2011). Critical reading and writing for postgraduates. 2nd ed. In <i>Sage eBooks</i>. https://orca.cardiff.ac.uk/12032/</p>
Drop-in Hours and Location :	8:30-16:00 on Wednesday and Thursday in Room 306C, Main Building, Caobao Campus; Online by email on workday

Principles :

The content and design of the subject must align with China's educational laws and regulations. The subject should adopt a strategic mindset that is oriented towards modernization, global perspectives, and future trends. By integrating contemporary concepts, methodologies, and technologies, the subject aims to equip students with the necessary skills and knowledge to thrive in a dynamically evolving

world. A paramount focus of the subject lies in nurturing students' innovative spirit and fostering their creative abilities. Through immersive and interactive learning experiences, students will be encouraged to think critically, solve problems, explore new ideas, and develop their own unique perspectives.

Academic Integrity:

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. This means acting and working honestly, transparently, and ethically in every assignment and every interaction with a peer, professor, or research participant to support our community of academic excellence. Any academic misconducts, like cheating and plagiarism, are dishonest and will result in a failing grade on the paper or assignment and possibly other disciplinary actions.

Course Description:

Embarking on the journey of academic writing involves meticulous preparation and a clear understanding of the task at hand. From comprehending the brief to conducting thorough research and structuring your arguments, each step is crucial for crafting a compelling writing. This series will guide you through the essential phases of academic writing, ensuring that your final piece is not only well-argued but also engaging and coherent.

This course enhances students' ability to produce clear, well-argued, and academically structured essays and research papers. Emphasizing critical thinking, coherence, and the nuances of tone, the curriculum guides participants from drafting stages through to polished final drafts, suitable for academic audiences across disciplines.

The content covers the following topics:

- Introduction to Academic Writing: Understanding the principles of academic integrity and the importance of citation and referencing.
- Essay Structure: Detailed examination of standard essay formats, including introduction, thesis statements, body paragraphs, and conclusions.
- Research Skills: Techniques for effective research, including the use of databases, evaluating sources, and integrating research through summarizing, paraphrasing, and quoting.
- Argumentation and Analysis: Building arguments, critical thinking, and analysis skills; learning to support claims with evidence.
- Revising and Editing: Strategies for revising drafts, focusing on clarity, style, grammar, and punctuation.
- Writing Different Types of Academic Papers: Overview of various types of academic writing such as comparative essays, literature reviews.
- Academic Writing for English Language Learners: Special focus on challenges faced by non-native speakers, including sentence structure.

Course Learning Objectives:

On successful completion of this course, students should acquire (Knowledge, Competency, Mindset-KCM):

KCM	Description
KCM1	Grasp the essential concepts and theories of academic writing.

	Students will understand the foundational principles of academic writing, including structure, style, and the conventions of academic discourse within various scholarly communities.
KCM2	Be able to analyze and critically evaluate sources and arguments. Learners will develop the ability to critically assess the quality and relevance of different sources and construct well-supported arguments. This includes the competency to differentiate between various types of evidence and to employ them effectively within their writing.
KCM3	Understand the importance of revision and feedback in the writing process. Students will appreciate the iterative nature of writing, recognizing the value of revising and refining their work based on feedback. This mindset encourages viewing criticism as a constructive part of personal and academic growth.
KCM4	Develop proficiency in research methodologies. Competency in navigating academic databases, effectively utilizing search tools, and appropriately integrating research findings into one's own writing will be achieved. This includes mastering citation formats and avoiding plagiarism.
KCM5	Cultivate a scholarly tone and ethical writing practices. Students will adopt a mindset that respects academic integrity and understands the ethical implications of their writing practices. This includes adhering to standards of honesty and clarity, as well as engaging respectfully with differing viewpoints.

Contribution to graduate attributes:

This subject develops an understanding of the critical skills necessary for effective communication in academic and professional settings. Through rigorous training in academic writing, research, and critical analysis, students learn to articulate complex ideas clearly and persuasively. The course emphasizes the importance of ethical scholarship, fostering a commitment to academic integrity and the responsible use of information. It also enhances analytical thinking, enabling students to tackle complex problems with a structured approach and evidence-based reasoning. Additionally, by encouraging iterative revision and feedback, the course cultivates resilience and adaptability, qualities essential for continuous personal and professional development.

This curriculum not only prepares students for academic success but also equips them with competencies valuable in diverse professional environments, ensuring they are well-rounded graduates ready to contribute effectively in their chosen fields.

Program Competency& Learning Objectives:

SLH Graduate Attributes	Global Learning Goals (LGs)	Global learning objectives (GLOs)	Related KCM
PROBLEM SOLVING	Our graduates propose datadriven, innovative, and pragmatic solutions in service and hospitality business	1.1 Gather and evaluate appropriate information	KCM1、KCM3、KCM4
		1.2 Analyze approaches and strategies	KCM2

	contexts.	1.3 Presentation skills and expressivity	KCM4
		1.4 Writing ability	KCM1, KCM2, KCM3, KCM4, KCM5
LEADERSHIP	Our graduates are proactive and effective communicators, collaborators and managers across diverse audiences and organizations.	2.1 Communicate across audiences	KCM2, KCM3, KCM4
		2.2 Contribute to and lead teams	KCM4
		2.3 Organize and Talent management	KCM3, KCM4
		2.4 Make appropriate decisions	KCM2, KCM4
HOSPITALITY	Our graduates leverage human value to deliver refined services in diverse situations.	3.1 Understand hospitality culture	KCM1, KCM3
		3.2 Act with adaptability and agility	KCM3, KCM5
		3.3 Treat people with courtesy	KCM2, KCM4, KCM5
		3.4 Empathy and active listening skills	KCM1
LIFELONG LEARNING	Our graduates cultivate a commitment for lifelong learning.	4.1 Be curious	KCM1, KCM3
		4.2 Critical and innovative thinking	KCM1, KCM3
		4.3 Digital thinking and technological literacy	KCM3, KCM4
		4.4 International Vision	KCM1, KCM3, KCM4, KCM5

Teaching & Learning Strategy:

1. Lecture

Lectures form the backbone of content delivery in this course, where key concepts of academic writing are introduced. Each lecture is designed to provide a thorough understanding of different aspects of writing, from structure and style to research and citation. Lectures will often include examples of successful writing and common pitfalls to avoid. The use of multimedia presentations, real-world examples, and excerpts from academic texts will be employed to

illustrate points clearly and engagingly.

2. In-class Engagement

Active learning is encouraged through various in-class activities such as peer reviews, group discussions, and workshops focusing on drafting and revising texts. These sessions are designed to foster collaborative learning and critical thinking, allowing students to apply lecture concepts in practice. Feedback sessions are integrated, where students can receive immediate guidance from the instructor and peers, enhancing their learning through practical engagement.

3. In-class Tests

Periodic in-class tests are administered to assess understanding and retention of the material covered. These may include short answer questions, structured essays, or practical exercises like creating an annotated bibliography or outlining a research paper. These assessments help reinforce learning and provide a benchmark for both students and instructors on the progress being made.

4. Personal Assignment

Students are required to complete a writing assignment throughout the course, culminating in a significant research thesis. This assignment is a critical for students to demonstrate their ability to apply theoretical knowledge practically. The Assignment is structured to progress in complexity and depth, starting from basic essay writing to a research proposal, allowing students to build their skills incrementally.

This teaching and learning strategy is designed to ensure that students not only understand the theoretical underpinnings of academic writing but also gain ample practical experience in applying these principles, thus preparing them for academic success and professional pursuits that require strong writing capabilities.

Course Content & Teaching Schedules:

Content and Progression by weeks

2024.3.4 Week 2 3 credit hours	Supporting to KCM	<input checked="" type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input checked="" type="checkbox"/> KCM5
	Topics	Lecture Topic : A Brief Session On Essay Writing 【Key point◆】 <ul style="list-style-type: none"> ◆ Understanding the Essay Brief ◆ Structuring Your Essay ◆ Essay Components and Word Allocation ◆ Reflecting on Your Essay Plan ◆ A Framework of Your Essay ◆ Introductions and Conclusions ◆ Planning and Timing 【Difficult point★】 <ul style="list-style-type: none"> ★ Structuring Essays

		<ul style="list-style-type: none"> ★ Developing Essay Arguments ★ Dealing with counter arguments ★ Writing a Paragraph ★ Linking Words and Phrases ★ Effective Titles and Final Thoughts <p>Tutorial Topic : <u>exercises practice</u></p> <p>10 minutes, Discussion about the essay:</p> <ol style="list-style-type: none"> a) How to write an essay well. b) How to allocate an essay word account. c) How to plan the timing of an assignment <p>In-class test : <u>evaluation</u></p> <p>45 minutes, two tasks about academic writing:</p> <ol style="list-style-type: none"> a) Write an essay in class (25 minutes) b) Write peer review essay in class (20 minutes)
	Teaching Methods	Choose the teaching methods listed in “Teaching & Learning Strategy”, for example, dynamic and interactive lecture, in-class exercises and test.
	Value	<p>Elements :</p> <p>Pursuit of Excellence: Striving for clarity, precision, and persuasiveness in writing.</p> <p>Awareness of Rules: Recognizing and adhering to academic writing conventions and ethical guidelines.</p> <p>Contents :</p> <p>Developing Original Arguments: Guide students through exercises that involve creating unique thesis statements and supporting them with original analysis, demonstrating how this not only adheres to ethical standards but also enhances the quality of their work.</p>
2024.3.11 Week 3 3 credit hours	Supporting to KCM	<input checked="" type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input checked="" type="checkbox"/> KCM5
	Topics	<p>Lecture Topic : Academic resource to search</p> <p>【Key point◆】</p> <ul style="list-style-type: none"> ◆ Chinese Academic Resource ◆ International Academic Resource (for Business or Management) ◆ Boolean Search ◆ Evaluate a journal quality ◆ Citation and References ◆ Bibliography formats of Business or Management research <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ How to apply with “知网” CNKI?

	<ul style="list-style-type: none"> ★ Google Scholar ★ Business Source Complete (EBSCOhost) ★ Scopus ★ Web of Science ★ JSTOR ★ ProQuest Business Collection ★ Emerald Insight ★ Institutional Repositories ★ Academic Conferences and Events ★ SSCI, SCI and CSSCI ★ GB/T, APA, Chicago Style, IEEE, Harvard and Vancouver Style <p>Tutorial Topic : <u>exercises practice</u></p> <p>10 minutes, Discussion about References:</p> <ol style="list-style-type: none"> a) Did you refer to some external literature in your assignments? b) If so, how did you approach finding these references? c) How to plan the timing of an assignment <p>In-class Interaction : <u>Tips – easy to go</u></p> <p>15 minutes, information sharing about References and Citations</p> <p>Lecture Topic : The framework of a dissertation/thesis</p> <p>【Key point♦】</p> <ul style="list-style-type: none"> ◆ Components of a Dissertation ◆ Common components include the title page, abstract, acknowledgments, table of contents, introduction, literature review, methodology, results, discussion, conclusion, references, and appendices. <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Abstract ★ Statement of Originality ★ Acknowledgement of Published and Unpublished Papers Included in the Thesis <p>Tutorial Topic : <u>external resource</u></p> <p>10 minutes, Sharing and Discussion about Academic Phrasebank</p>
Teaching	Lecture, in-class discussion and interactive answer questions with

	Methods	multiple media methods
	Value	<p>Elements :</p> <p>Integrity: Upholding honesty and accuracy in academic research and writing.</p> <p>Sense of Responsibility: Ensuring the reliability of information shared within academic and public domains.</p> <p>Awareness of Rules: Understanding and applying correct research methodologies and citation rules.</p> <p>Innovative Mindset: Encouraging creativity while respecting the intellectual property of others.</p> <p>Pursuit of Excellence: Committing to high standards in academic research and documentation.</p> <p>Spirit of Exploration: Fostering a curiosity that drives original and impactful research.</p> <p>Contents :</p> <p>Workshops on Citation Styles and Research Tools: Conduct practical workshops on using various citation styles (e.g., APA, Chicago, IEEE) and how to utilize academic databases effectively (like Google Scholar, CNKI, JSTOR). This would include hands-on exercises in crafting proper bibliographies and citation lists.</p>
2024.3.18 Week 4 3 credit hours	Supporting to KCM	☑KCM1 ☑KCM2 ☑KCM3 ☑KCM4 ☑KCM5
	Topics	<p>Lecture Topic : The Literature Review and Hypothesis</p> <p>【Key point♦】</p> <ul style="list-style-type: none"> ◆ Coming up with a Research Idea ◆ Time Refine Structure ◆ What is the Literature Review ◆ Synthesising not Summarising ◆ Overall Goal of Literature Review ◆ Developing a Literature Data Base ◆ The funnel, upside down triangle/ pyramid approach ◆ Identifying the research gap sets the foundation for your research project ◆ Formulating research questions, propositions and hypotheses <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Identify the Problem ★ Identifying Knowledge Gap ★ Identify common & differences ★ Synthesise these information ★ Analysing the Literature

		<ul style="list-style-type: none"> ★ Relationships Between Variables ★ Organisation of the Literature Review Document ★ Research Propositions and Hypotheses ★ Writing hypotheses <p>Tutorial Topic : <u>Academic Writing Tips</u> 30 minutes, Discussion about the Academic Writing 15 Research Integrity Issues</p> <p>In-class test : <u>evaluation</u> 30 minutes, a test about references style</p>
	Teaching Methods	Choose the teaching methods listed in “Teaching & Learning Strategy”, for example, dynamic and interactive lecture, in-class exercises and test.
	Value	<p>Elements :</p> <p>Integrity: Committing to accurate representation and interpretation of research findings.</p> <p>Sense of Responsibility: Recognizing the impact of one's research on the field and broader society.</p> <p>Awareness of Rules: Adhering to academic standards in research design and reporting.</p> <p>Innovative Mindset: Nurturing creativity within the bounds of ethical research practices.</p> <p>Pursuit of Excellence: Striving for thoroughness and accuracy in reviewing literature and formulating hypotheses.</p> <p>Spirit of Exploration: Encouraging curiosity and a desire to fill knowledge gaps responsibly.</p> <p>Contents :</p> <p>Integrity in Literature Reviews: Discuss the ethical implications of conducting a literature review, emphasizing the importance of honest citation, avoiding plagiarism, and the misrepresentation of research. Use examples where lack of integrity led to research retractions and loss of credibility.</p> <p>Workshops on Identifying Research Gaps: Conduct interactive workshops focusing on how to ethically identify research gaps and formulate research questions. Emphasize the importance of not distorting existing research to fit personal hypotheses.</p> <p>Group Activities on Formulating Hypotheses: Guide students through group activities that involve crafting hypotheses based on synthesized literature findings. Focus on the ethical responsibility to formulate testable, clear, and unbiased hypotheses.</p>

2024.3.25 Week 5 3 credit hours	Supporting to KCM	<input checked="" type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4 <input checked="" type="checkbox"/> KCM5
	Topics	<p>Lecture Topic : Research Methodology and Discussion/Implication</p> <p>【Key point◆】</p> <ul style="list-style-type: none"> ◆ Variables ◆ Types of Academic Research ◆ Qualitative Research: Interview Method ◆ Open-Ended Interviews ◆ Semi-Structured Interviews ◆ Quantitative Research: Survey Method ◆ Data Analysis and Findings ◆ Discussion and Implication <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Understanding and Defining Variables ★ Interview Method ★ Survey Method ★ Analysis Data <p>Tutorial Topic : <u>exercises practice</u></p> <p>30 minutes, practice variables conceptual modeling</p>
	Teaching Methods	Lecture, in-class discussion and interactive answer questions with multiple media methods with multiple media teaching approaches
	Value	<p>Elements :</p> <p>Integrity: Ensuring honest and transparent reporting of research methods and findings.</p> <p>Sense of Responsibility: Considering the consequences of research outcomes on both academic fields and societal issues.</p> <p>Awareness of Rules: Adhering to methodological rigor and ethical guidelines in conducting research.</p> <p>Innovative Mindset: Encouraging innovative approaches within the ethical boundaries of academic research.</p> <p>Pursuit of Excellence: Aiming for high-quality research that contributes valuable insights to the field.</p> <p>Spirit of Exploration: Maintaining curiosity while responsibly exploring and addressing research questions.</p> <p>Contents :</p> <p>Workshop on Variables and Data Integrity: Conduct a workshop to teach students how to handle data with integrity, emphasizing accurate data collection, processing, and analysis. Explore how the</p>

		misuse of data can lead to incorrect conclusions and potentially harmful implications.
2023.4.1 Week 6 3 credit hours	Supporting to KCM	☑KCM1 ☑KCM2 ☑KCM3 ☑KCM4 ☑KCM5
	Topics	<p>Lecture Topic : Writing a Compelling Thesis Proposal</p> <p>【Key point◆】</p> <ul style="list-style-type: none"> ◆ The Detailed Steps of Writing a Thesis Proposal ◆ Identifying Your Research Topic ◆ Developing a Research Question ◆ Conducting a Thorough Literature Review ◆ Designing Your Research Methodology ◆ Outlining Your Research Plan ◆ Addressing Ethical Considerations ◆ The Thesis Proposal Report Needs to Contain Specific Content <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Structuring Your Thesis Proposal ★ Crafting a Compelling Proposal ★ Submitting and Following Up ★ Expected Results <p>Tutorial Topic : <u>Rubrics of an assignment</u> 30 minutes, briefly go through the requirements</p>
	Teaching Methods	Lecture, in-class discussion and interactive answer questions with multiple media methods with multiple media teaching approaches
	Value	<p>Elements :</p> <p>Integrity: Upholding honesty and transparency throughout the research proposal process.</p> <p>Sense of Responsibility: Acknowledging the impact of research on both the academic community and society at large.</p> <p>Awareness of Rules: Adhering to academic and ethical guidelines in proposal writing.</p> <p>Innovative Mindset: Encouraging creativity within the bounds of ethical and methodological standards.</p> <p>Pursuit of Excellence: Striving for clarity, precision, and persuasiveness in presenting research ideas.</p> <p>Spirit of Exploration: Cultivating a thoughtful approach to exploring new ideas while considering ethical implications.</p> <p>Contents :</p> <p>Principles of Ethical Research Proposals: Begin with a discussion on the importance of integrity in drafting a thesis proposal,</p>

		<p>emphasizing the ethical considerations that must guide every step of the research, from topic selection to methodology design.</p> <p>Group Activity on Crafting Proposals: Facilitate a group activity where students critique each other's draft proposals with an emphasis on ethical considerations and adherence to academic standards. This peer review process helps reinforce the importance of constructive feedback and ethical scholarship.</p> <p>Discussion on the Role of a Researcher: Engage students in a conversation about the broader responsibilities of a researcher, including the obligation to contribute knowledge that is not only useful but also ethically gathered and reported.</p>
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Assessment:

KCM	GLO	Assessment Tools					Total
		Regular Scores					
		Attendance	Engagement	In-class Test 1	In-class Test 2	Research Proposal	
KCM1	GLO1.1	1%	0.5%	1%	1%	5%	8.5%
	GLO1.2	1%	0.5%	1%	1%	5%	8.5%
	GLO1.3		0.5%	1%	1%	5%	7.5%
	GLO1.4		0.5%	1%	1%	5%	7.5%
KCM2	GLO2.1	1%	0.5%	1%	1%	5%	8.5%
	GLO2.2		0.5%				0.5%
	GLO2.3		0.5%				0.5%
	GLO2.4	1%	0.5%	1%	1%	5%	8.5%
KCM3	GLO3.1		0.5%			5%	5.5%
	GLO3.2	1%	0.5%	1%	1%		3.5%
	GLO3.3		0.5%				0.5%
	GLO3.4	1%	0.5%				1.5%
KCM4	GLO4.1	0.5%	0.5%				1%
	GLO4.2	0.5%	0.5%	1%	1%	5%	8%
	GLO4.3	0.5%	0.5%				1%
	GLO4.4	0.5%	0.5%				1%
KCM5	GLO1.4	0.5%	0.5%	0.5%	0.5%	5%	7%
	GLO2.1	0.5%	0.5%	0.5%	0.5%	5%	7%
	GLO3.1	0.5%	0.5%	0.5%	0.5%	5%	7%
	GLO4.4	0.5%	0.5%	0.5%	0.5%	5%	7%
Total		10%	10%	10%	10%	60%	100%

Assessment Tool 1: Attendance

Satisfactory attendance is a requirement for the successful completion of this program. Attendance means arriving on time and staying until the class finishes. Students are expected to attend a minimum of 70% of all classes; otherwise they are not allowed to take the exam.

This course is completed within 15 credit hours over 5 weeks, therefore attendance each week is worth 2 marks.

Assessment Tool2: Engagement

In our Academic Writing course, it prioritise creating an engaging and interactive learning environment that stimulates students' intellectual curiosity and fosters a deep appreciation for the craft of writing. It encourage active participation through diverse classroom activities, including peer reviews, collaborative writing sessions, and in-depth discussions on varied writing techniques and methodologies. This approach not only enhances the learning experience but also ensures that students are actively involved in shaping their skills and knowledge.

To facilitate meaningful engagement, this course incorporates real-world examples, case studies, and contemporary research challenges that resonate with students' academic and professional interests. By aligning the course content with these interests, it aims to make the learning process more relevant and dynamic. Additionally, it utilises digital tools and platforms to support and extend learning opportunities, allowing students to engage with the material and with each other both inside and outside the classroom.

Our commitment to engagement in the Academic Writing course is designed to empower students to take ownership of their learning journey, encouraging them to explore, question, and apply their knowledge in ways that are both personally and academically enriching. This active and participatory approach helps students develop a robust set of writing and research skills, equipping them to succeed in their academic endeavors and beyond.

This course is completed within 15 credit hours over 5 weeks, therefore, engagement each week is worth 2 marks.

Assessment Tool3: In-class Test 1

Directions:

For this part, you are allowed 30 minutes to write an essay that begins with the sentence "With their valuable skills and experience, elderly people can continue to make significant contributions to society." You can make comments, cite examples or use your personal experiences to develop your essay. You should write at least 150 words but no more than 200 words (not including the sentence given)

AND

Please write a feedback evaluation for the essay in your hands within 20 minutes, based on the methods, considerations, and tips learned in today's class on how to write an essay. Pay attention to the logic, organization, and expression of your evaluation.

Objectives: The aim is for students to demonstrate their ability to construct a well-organized essay on a given topic, apply critical analysis, and engage in the peer review process to provide constructive feedback. This exercise will assess their writing skills, adherence to academic integrity, and ability to incorporate and provide meaningful critiques, fostering collaborative

learning and reflective improvement.

Length: At least 150 words each.

Grading Criteria :

1. Quality of Feedback (5 marks)

Relevance and Accuracy (2 marks)

Full Credit: Feedback directly addresses key aspects of the essay, such as thesis strength, argument logic, and evidence relevance; critiques are factually accurate and clearly related to the essay's content.

Partial Credit: Feedback is generally relevant but may include minor inaccuracies or fail to connect clearly with specific parts of the essay.

No Credit: Feedback is off-topic, inaccurate, or irrelevant to the essay's arguments or content.

Depth of Critique (2 marks)

Full Credit: Provides a detailed analysis of essay structure, argumentation, and evidence use; identifies both strengths and weaknesses with specific examples.

Partial Credit: Critique addresses the essay's structure or argumentation but lacks detail or specific examples; may focus only on positives or negatives.

No Credit: Superficial or generic critique with no detailed analysis or specific feedback.

Suggestions for Improvement (1 mark)

Full Credit: Offers specific, actionable suggestions that would clearly improve the essay's coherence, persuasiveness, or readability.

Partial Credit: Suggestions are provided but are either too vague or marginally beneficial.

No Credit: No suggestions or irrelevant/impractical suggestions.

2. Engagement and Professionalism in Delivery (5 marks)

Engagement in the Process (2.5 marks)

Full Credit: Demonstrates a committed and thoughtful engagement, thoroughly reviewing the peer's work and spending adequate time on the review process.

Partial Credit: Shows a moderate level of engagement, with some attention to detail but perhaps rushed or incomplete in parts.

No Credit: Minimal or no engagement evident, with a cursory review that overlooks significant aspects of the essay.

Professionalism and Respectfulness (2.5 marks)

Full Credit: Feedback is communicated respectfully and constructively, maintaining a professional tone that fosters a positive collaborative environment.

Partial Credit: Generally respectful and professional but may include moments of unconstructive criticism or slight lapses in maintaining a completely professional tone.

No Credit: Feedback is disrespectful, overly critical without constructiveness, or communicated in an unprofessional manner.

Assessment Tool4: In-class Test 2

(1) Based on the background of marketing science applied to research in the tourism industry, assume that you are required to write an academic article on the impact of the use of digital platforms on hotel guests.

a. Please list the search keywords you will use (0.5 marks)

- b. Write the name of the database you are using (0.5 marks)**
- C. Write a search formula using Boolean operators (1 mark)**
- d. Please follow the GB/T (7714-2015) reference format and write a reference list. The number of references in the reference list should be at least 10 relevant articles (3 marks)**

(2) Suppose you now need to write an academic article about AI technology, applications and AI empowered devices used in hospitality service creation and delivery. You will use keywords to search in relevant databases.

- a. Please list the search keywords you are using (0.5 marks)**
- b. Write the name of the database you are using (0.5 marks)**
- c. Write a formula for the search using Boolean operators (1 mark)**
- d. Please follow the APA reference format and write a reference list. The number of references in the reference list should be at least 10 relevant articles (3 marks)**

Objectives: The purpose of this in-class test is to evaluate students' abilities to conduct scholarly research effectively. Students will demonstrate their skills in identifying relevant keywords, selecting appropriate academic databases, constructing precise search strategies using Boolean operators, and compiling well-organized reference lists following specific citation formats. The test is divided into two parts: one focusing on the impact of digital platforms in the tourism industry and the other on AI technology in hospitality services. These exercises aim to assess the students' proficiency in navigating academic resources, their understanding of research methodologies, and their capability to adhere to academic citation standards, thereby preparing them for rigorous academic writing and research tasks in their future careers.

Grading Criteria :

Part 1: Digital Platforms in the Tourism Industry

Search Keywords (0.5 marks)

Full Credit: Accurately listed comprehensive and specific keywords directly relevant to the research topic on digital platforms and hotel guests.

Partial Credit: Keywords are relevant but not comprehensive or specifically targeted.

No Credit: Keywords listed are irrelevant or too broad.

Database Name (0.5 marks)

Full Credit: Correctly identifies and names an appropriate academic database that hosts relevant marketing and tourism research.

Partial Credit: Database named is somewhat relevant but not ideal for the specified research topic.

No Credit: Incorrect or unrelated database listed.

Search Formula Using Boolean Operators (1 mark)

Full Credit: Precisely constructed search formula that effectively utilizes Boolean operators to maximize relevant search results.

Partial Credit: Search formula uses Boolean operators but is not optimized for best results.

No Credit: Incorrect use of Boolean operators or formula is missing.

Reference List in GB/T (7714-2015) Format (3 marks)

Full Credit: Provides a well-formatted reference list of at least 10 relevant articles, perfectly adhering to GB/T (7714-2015) citation guidelines.

Partial Credit: Reference list contains 10 articles but has minor formatting errors or slight

relevance issues.

No Credit: Fewer than 10 articles, major formatting errors, or articles not relevant.

Part 2: AI Technology in Hospitality Service

Search Keywords (0.5 marks)

Full Credit: Clearly identified and relevant keywords specifically chosen for searching literature on AI technology and applications in hospitality.

Partial Credit: Keywords are somewhat relevant but may not cover all aspects of AI in hospitality.

No Credit: Keywords listed do not pertain to AI technology or hospitality service.

Database Name (0.5 marks)

Full Credit: Accurately identifies a suitable academic database that specializes in technology and hospitality research.

Partial Credit: Database named is related to technology or hospitality but not the most suitable for AI-focused research.

No Credit: Incorrect or unrelated database listed.

Search Formula Using Boolean Operators (1 mark)

Full Credit: Effective and accurate use of Boolean operators that sharpens the focus of the search relevant to AI in hospitality.

Partial Credit: Uses Boolean operators but the formula could be more targeted or specific.

No Credit: Incorrect use of Boolean operators or formula is missing.

Reference List in APA Format (3 marks)

Full Credit: Provides a complete and correctly formatted APA reference list of at least 10 relevant articles.

Partial Credit: Contains 10 articles with minor APA formatting issues or some articles slightly off-topic.

No Credit: Fewer than 10 articles, major APA formatting issues, or articles not relevant.

Assessment Tool5: Research Proposal

Task Description: Research Proposal

You are required to write a Research Proposal with at least 1,500 words (Word count without abstract and references) describing a project that you could reasonably undertake and which would satisfy the requirements of a research dissertation for your undergraduate degree in the future. The proposal must cover the research problem, literature review, and the methodology to be used in addressing this problem, including a sampling plan where appropriate as well as an appreciation of ethical issues associated with the conduct of the research. Significance and implications as well as a timeline for completion are also part of the Proposal.

Objectives: This assessment will assess students' capacity to craft a comprehensive research proposal that serves as a blueprint for an undergraduate dissertation. Objectives include the ability to define a viable research problem, perform an insightful literature review, outline an applicable methodology with proper sampling techniques, and address ethical issues with due consideration. Additionally, the proposal should elucidate the potential significance and implications of the

research, accompanied by a pragmatic timeline that demonstrates effective project planning. This test aims to measure students' readiness to embark on scholarly research, ensuring they possess the necessary analytical, ethical, and organizational competencies.

Length: At least 1500 words.

Deadline: April 30, 2024

Grading Criteria :

1. Quality of Title (3 Marks)
 - Full Marks: The title is concise, specific, and fully reflective of the research content and objectives.
 - Partial Marks: The title is somewhat reflective of the research content but may lack clarity or specificity.
 - No Marks: The title is vague, overly broad, or unrelated to the research content.
2. Introduction (6 Marks)
 - Full Marks: The introduction clearly presents the research problem, its context, and its significance, engaging the reader's interest.
 - Partial Marks: The introduction presents the research problem but may lack in providing context or engaging the reader.
 - No Marks: The introduction is unclear, incomplete, or fails to introduce the research problem effectively.
3. Literature Review (12 Marks)
 - Full Marks: Demonstrates a comprehensive understanding of the existing literature, identifies gaps, and positions the research within the scholarly debate.
 - Partial Marks: Literature review is conducted but may not fully identify gaps or integrate the research within the broader scholarly context.
 - No Marks: Literature review is either missing, superficial, or irrelevant.
4. Rationale and Evidence Support (6 Marks)
 - Full Marks: Provides a compelling rationale with strong, relevant evidence supporting the proposal's arguments.
 - Partial Marks: Rationale is present with some supporting evidence, but may not be thoroughly convincing.
 - No Marks: Rationale and evidence are weak, irrelevant, or absent.
5. Logical Reasoning and Theoretical Model (12 Marks)
 - Full Marks: Exhibits clear logical reasoning with a well-developed theoretical/conceptual model; research objectives, propositions, or hypotheses are clearly defined and significant.
 - Partial Marks: Shows some logical reasoning and model development, but may lack clarity or definition in objectives, propositions, or hypotheses.
 - No Marks: Lacks logical reasoning, theoretical/conceptual model is undeveloped, or research objectives, propositions, or hypotheses are unclear.
6. Methodological Approach (9 Marks)

- Full Marks: The methodology is clearly articulated, well-justified, and appropriate for addressing the research questions or testing the hypotheses.
- Partial Marks: The methodology is described and somewhat justified but may not be the best fit for the research questions or hypotheses.
- No Marks: The methodology is poorly articulated, unjustified, or inappropriate for the research questions or hypotheses.

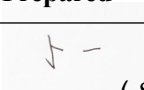
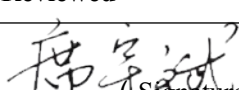
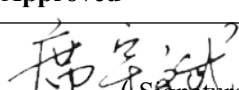
7. Ethical Considerations and Timeline (6 Marks)

- Full Marks: Demonstrates a thorough appreciation of ethical issues with clear, documented plans for their management, along with a realistic and detailed timeline.
- Partial Marks: Identifies some ethical considerations and provides a basic timeline but may lack detail or practicality.
- No Marks: Fails to address ethical considerations or provide a timeline.

8. Written Communication (6 Marks)

- Full Marks: The proposal is well-written with logical organization, correct grammar, accurate spelling, and proper referencing throughout.
- Partial Marks: The proposal is generally well-written but contains some errors in organization, grammar, spelling, or referencing.
- No Marks: The proposal has significant issues with organization, grammar, spelling, or referencing, affecting its clarity and professionalism.

Signatures :

Prepared	Reviewed	Approved
 _____ (Signature) Date:	 _____ (Signature) Date:	 _____ (Signature) Date:



上海商学院
SHANGHAI BUSINESS SCHOOL



上海洛桑酒店管理学院
COLLEGE OF SHANGHAI LAUSANNE HOSPITALITY MANAGEMENT

COURSE OUTLINE

R&D Design Lab & Michelin Star Experience

Course Code: 623510330

2024-03

Course Code:	623510330
Course Name:	R&D Design Lab & Michelin Star Experience
Instructor Name:	Xi Yubin Wendy Yang
Title :	Xi Yubin-- Assistant Professor Wendy Yang--Lecturer
Email :	xiyb@sbs.edu.cn wendyyang@sbs.edu.cn
Department :	SLH
Credit Points:	0.5
Classroom Hours :	7
Course Classification:	Compulsory
Semester:	Spring semester 2023-2024
Target Audiences :	Class 231,232, Hospitality Management (Chinese-foreign cooperative education); Class 231,232, E-Commerce (Chinese-foreign cooperative education)
Prerequisite:	Beverage Knowledge: Tea, Coffee, Wine and Spirits Food & Beverage Purchasing & Cost Control Introduction to F&B Management Nutrition,Hygiene&Safety Introduction to Hospitality Management(Concepts Discovery&Sustainable Culture)
Main Textbook :	PPT slides and Reading package
References:	Michelin (2021) Michelin Guide (Shanghai), ISBN-9787512143692 Michelin (2021) LM Press LE GUIDE MICHELIN Philippe Toinard(2021) , Michelin Tasting Guide: Notes on Star Reviews by Food Observers , Huazhong University of Science and Technology Press , ISBN : 9787568077477
Drop-in Hours and Location :	Every Monday Tuesday Wednesday 13:00--14:00 office306B

Principles :

The content and design of the subject must align with China's educational laws and regulations. The subject should adopt a strategic mindset that is oriented towards modernization, global perspectives, and future trends. By integrating contemporary concepts, methodologies, and technologies, the subject aims to equip students with the necessary skills and knowledge to thrive in a dynamically evolving world. A paramount focus of the subject lies in nurturing students' innovative spirit and fostering their creative abilities. Through immersive and interactive learning experiences, students will be encouraged to think critically, solve problems, explore new ideas, and develop their own unique perspectives.

Academic Integrity:

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. This means acting and working honestly, transparently, and ethically in every assignment and every interaction with a peer, professor, or research participant to support our community of academic excellence. Any academic misconducts, like cheating and plagiarism, are dishonest and will result in a failing grade on the paper or assignment and possibly other disciplinary actions.

Course Description:

The course of Beverage Knowledge: Tea, Coffee, Wine and Spirits is a compulsory course for Hospitality Management major and E-commerce (Data Science) major. EHL has its own Michelin restaurant where teachers can teach courses. For SLH, although it does not have its own Michelin restaurant, it still strives to offer this course with the help of the hotel, enabling students to experience cuisine production in Michelin level restaurants, experience the design behind high-level services, and lay the foundation for students to grow into future senior managers. The credit for this course is only 0.5, so it is a half day study in the hotel.

The content covers the following topics:

- Michelin star rating standards and historical background, Michelin restaurant's business philosophy and service philosophy, and the characteristics and style of Michelin dishes
- Types, characteristics, and origins of high-end ingredients, seasonality and sustainability of ingredients, identification and selection skills of ingredients
- Michelin level cooking methods and techniques, the importance of temperature control in cooking, ingredient matching and taste balance
- The principles and techniques of menu design, designing innovative menus based on ingredients and seasons, and innovating dishes that integrate different cultures and flavors
- The color matching and visual effects of food, the design and placement techniques of dishes, and the layout and atmosphere creation of the dining environment
- Students make Michelin level dishes themselves, including appetizers, main dishes, and desserts. Under the guidance of the chef, they engage in cooking practice, learn cooking techniques and details, and work together in groups to complete a complete set of Michelin star rated menu design and production
- Learn how to communicate with customers, understand their needs and tastes, provide personalized catering services, enhance customer experience, learn to handle customer feedback and complaints, and improve service quality
- Group cooperation, simulate the working environment of a hotel catering team, learn teamwork skills and leadership, and cultivate students' role and sense of responsibility in the team

Course Learning Objectives:

On successful completion of this course, students should acquire (Knowledge, Competency, Mindset-KCM):

KCM	Description
KCM1	Understand the origin, development, and impact of Michelin's star rating system on the global catering industry. Through the on-site guidance of the chef, students can personally make

	Michelin level dishes and exercise their practical cooking skills. Learn how to integrate ingredients, cooking methods, service processes, and other aspects into a complete system to improve overall efficiency and quality.
KCM2	To cultivate students' ability to quickly adapt and respond to the constantly changing catering market and customer demands. Learn the characteristics, sources, nutritional value, and application of various ingredients in high-end catering. Cultivate students' innovative thinking and encourage them to propose new ideas and creativity in menu design, ingredient matching, and other aspects. Emphasize the concept of lifelong learning, encourage students to continuously pursue new knowledge and skills, and enhance themselves
KCM3	Master various cooking methods, techniques, and the scientific principles behind them, such as temperature control, ingredient matching, etc. In group collaboration, exercise students' teamwork and communication skills, and simulate the working environment of hotel catering teams. By analyzing the taste, appearance, and other aspects of dishes, cultivate students' ability to identify and solve problems.
KCM4	Learn how to design innovative menus based on factors such as ingredients, season, and customer taste. Learn how to adjust dishes according to customer needs and tastes to enhance customer experience. Understand the role of food color, shape, and plate placement in improving dish quality. Encourage students to think critically about the knowledge and skills they have learned, not blindly accept them, but evaluate and apply them based on actual situations. Cultivate students' creative thinking, encourage them to break away from traditional thinking patterns and seek new solutions

Contribution to graduate attributes:

This course covers multiple aspects of Michelin starred restaurant operations, cooking techniques, and menu design, enabling students to acquire professional knowledge that is in line with the forefront of the hotel and catering industry. This helps graduates better adapt to the needs of the industry and quickly integrate into the work environment. Through the practical operations in the course, students can personally make Michelin level dishes under the guidance of five-star hotel chefs, greatly improving their cooking skills and practical operation abilities. These skills are crucial competitiveness for graduates in the job search process and their career. The menu design and team collaboration sections in the course emphasize students' innovation and collaboration abilities. Graduates often face various challenges and changes in their work, and these abilities will help them better cope with these challenges and collaborate effectively with team members.

Program Competency& Learning Objectives:

SLH Graduate Attributes	Global Learning Goals (LGs)	Global learning objectives (GLOs)	Related KCM
PROBLEM SOLVING	Our graduates propose data driven, innovative, and pragmatic solutions in service and hospitality business	1.1 Gather and evaluate appropriate information	KCM1
		1.2 Analyze approaches and strategies	
		1.3 Presentation skills and	KCM4

		expressivity	
	contexts.	1.4 Writing ability	
LEADERSHIP	Our graduates are proactive and effective communicators, collaborators and managers across diverse audiences and organizations.	2.1 Communicate across audiences	
		2.2 Contribute to and lead teams	KCM1KCM2
		2.3 Organize and Talent management	KCM1
		2.4 Make appropriate decisions	
HOSPITALITY	Our graduates leverage human value to deliver refined services in diverse situations.	3.1 Understand hospitality culture	
		3.2 Act with adaptability and agility	
		3.3 Treat people with courtesy	
		3.4 Empathy and active listening skills	
LIFELONG LEARNING	Our graduates cultivate a commitment for lifelong learning.	4.1 Be curious	KCM3
		4.2 Critical and innovative thinking	
		4.3 Digital thinking and technological literacy	
		4.4 International Vision	KCM4

Teaching & Learning Strategy:

In-class exercises

Students prepare and present research, analysis, or projects related to specific topics. For example, students may prepare a PowerPoint presentation about the latest trends in the hotel industry and present it to classmates and teachers in class. After the demonstration, students receive questions and feedback to deepen their understanding of the topic.

Workshop session

Students engage in discussions around a topic or problem, aiming to brainstorm and explore the problem from different perspectives. For example, regarding the theme of "How to improve hotel customer satisfaction", students may be grouped and propose different strategies and suggestions. A seminar usually has a moderator to ensure that the discussion proceeds in an orderly manner and to summarize the main points of the discussion at the end.

Preparation for classes in advance

Students express their opinions around specific topics or issues in the classroom and interact with classmates. For example, after discussing "F&B marketing strategies," the teacher may propose a practical case for students to analyze and provide their own insights. This method can help cultivate students' critical thinking, communication skills, and teamwork spirit.

Team project

Students work together in groups to complete a practical project or task, such as hotel event planning, market research, etc. For example, students may form a team to design a new marketing plan for a hotel, including goal setting, strategy development, budget planning, etc. Team projects help cultivate students' teamwork, leadership, and project management abilities.

Course Content & Teaching Schedules:

Content and Progression by weeks

2023.4.16 Week 8 2 credit hours	Supporting to KCM	<input checked="" type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4
	Topics	<p>Lecture Topic : <u>Michelin star rating standards and historical background, Michelin restaurant's business philosophy and service philosophy, and the characteristics and style of Michelin dishes</u></p> <p>【Key point◆】</p> <ul style="list-style-type: none"> ◆ Understand the origin, development, and impact of Michelin's star rating system on the global catering industry. ◆ Types, characteristics, and origins of high-end ingredients, seasonality and sustainability of ingredients, identification and selection skills of ingredients ◆ Understand the principles and techniques of menu design, designing innovative menus based on ingredients and seasons, and innovating dishes that integrate different cultures and flavors ◆ The color matching and visual effects of food, the design and placement techniques of dishes, and the layout and atmosphere creation of the dining environment <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Apply the principles and techniques of menu design, designing innovative menus based on ingredients and seasons, and innovating dishes that integrate different cultures and flavors ★ The color matching and visual effects of food, the design and placement techniques of dishes, and the layout and atmosphere creation of the dining environment ★ Students make Michelin level dishes themselves, including appetizers, main dishes, and desserts. Under the guidance of the chef, they engage in cooking practice, learn cooking techniques and details, and work together in groups to complete a complete set of Michelin star rated menu design and production ★ Learn how to communicate with customers, understand their needs and tastes, provide personalized catering services, enhance customer experience, learn to handle customer feedback and complaints, and improve service quality

		<p>Tutorial Topic : <u>Workshop session</u></p> <p>Students engage in discussions around a topic or problem, aiming to brainstorm and explore the problem from different perspectives. For example, regarding the theme of "How to improve hotel customer satisfaction", students may be grouped and propose different strategies and suggestions. A seminar usually has a moderator to ensure that the discussion proceeds in an orderly manner and to summarize the main points of the discussion at the end.</p>
	Teaching Methods	Workshop session
	Value	<p>Elements : Integrity</p> <p>Contents : Integrity is the foundation of the catering industry. In the development and operation of catering, integrity is reflected in a commitment to the authenticity of ingredients, sincerity in customer service, and a sense of corporate responsibility. Students should establish a sense of integrity and win the trust and support of consumers with integrity.</p>
2023.5.7 Week 11 2 credit hours	Supporting to KCM	<input type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4
	Topics	<p>Lecture Topic : <u>Michelin level cooking methods and techniques, the importance of temperature control in cooking, ingredient matching and taste balance</u></p> <p>【Key point◆】</p> <ul style="list-style-type: none"> ◆ Master various cooking methods, techniques, and the scientific principles behind them, such as temperature control, ingredient matching, etc. ◆ Learn how to design innovative menus based on factors such as ingredients, season, and customer taste. ◆ Learn how to design innovative menus based on factors such as ingredients, season, and customer taste. ◆ Understand the role of food color, shape, and plate placement in improving dish quality. <p>【Difficult point★】</p> <p>Tutorial Topic : <u>In-class exercises</u></p> <p>Students prepare and present research, analysis, or projects related to specific topics. For example, students may prepare a PowerPoint presentation about the latest trends in the hotel industry and present it to classmates and teachers in class. After the demonstration, students receive questions and feedback to deepen their understanding of the topic.</p>
	Teaching	In-class exercises

	Methods	
	Value	Elements : Justice Contents : Justice is the lifeline of the catering industry, and every step from ingredient procurement to dish preparation must follow the principle of fair trade. Students should learn to safeguard the interests of restaurants while also safeguarding the interests of consumers, ensuring the healthy development of the catering market.

Assessment:

KCM	GLO	Assessment Tools										Total
		Regular Scores					Final Scores					
		Quiz		/	/	/	Assignment	/	/	/	/	
KCM1	GLO1.1	10%					10%					20%
	GLO2.2	5%					10%					15%
	GLO2.3						5%					
KCM2	GLO2.2	10%					10%					20%
KCM3	GLO4.1						10%					10%
KCM4	GLO1.3						15%					15%
	GLO4.1	15%										15%
Total		40%					60%					100%

Assessment Tool 1: Quiz.

Objectives: Assess students' mastery of basic theories of hotel management, principles of dish development, and Michelin restaurant operating standards. Provide some real-life hotel or restaurant management cases, requiring students to apply their knowledge to analyze and propose solutions. This helps to test students' ability to analyze and solve problems, as well as their level of professional application. During the exam process, students may need to group and collaborate in teams to complete a task or project together. Through this process, students are assessed for their teamwork skills, communication skills, and leadership abilities.

Arrangement: The test questions should cover all aspects of the course, including theoretical knowledge, practical skills, case analysis, etc. The difficulty of the test questions should be moderate, which can not only test the mastery level of students, but also reflect their innovative ability. The exam should be supervised by professional teachers or hotel industry experts to ensure the fairness and standardization of the exam. The grading work should be jointly completed by multiple teachers, using a double-blind grading system to ensure the fairness and accuracy of the grading.

Assessment Tool3: Assignment

Objectives: Homework usually requires students to apply the theoretical knowledge learned in class to practical scenarios, such as designing a hotel menu, analyzing a restaurant's marketing strategy, etc. This helps to deepen students' understanding of theoretical knowledge and improve

their practical skills. Homework may require students to complete specific cooking tasks or hotel management tasks, such as making specific dishes, planning hotel events, etc. These tasks will help students improve their cooking skills, innovation abilities, and hotel management abilities. Homework usually needs to be completed within the designated time, which requires students to have good time management skills and self-discipline. By completing assignments on time, students can cultivate their sense of responsibility and self-discipline, laying a solid foundation for their future careers.

Exam Type : Open-book

Grading Criteria : Integrity of content (15 points): Does the homework submitted by students cover all the key points required. Is there a detailed explanation and discussion for the parts that require analysis, design, or planning.

Innovation and uniqueness (15 points): Students demonstrate innovative thinking and unique perspectives in their assignments. Is the proposed plan, design, or strategy novel and practical.

Correlation with course content (10 points): Whether the homework content is closely related to the course content reflects students' understanding and application of classroom knowledge.

Clear structure (10 points): Whether the organizational structure of the homework is reasonable and easy to understand. Is the connection between different parts smooth.

Logical rigor (10 points): Whether the student's argument is logically rigorous and has no self contradiction. Whether the analysis of the problem is in-depth and able to grasp the core.

Professional reflection (10 points): Whether professional terminology is used in the homework and is correct. Is the application of knowledge related to hotel management and Michelin starred restaurants appropriate.

Practicality and Feasibility (10 points): Whether the proposal or design proposed by the student has practical feasibility. Have you taken into account the actual situation and limitations within the industry.

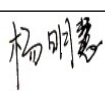
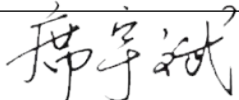
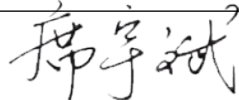
Language expression (10 points): Whether the written expression is clear, accurate, and free of grammar errors and typos. Have appropriate sentence structures and vocabulary been used to enhance the strength and accuracy of expression.

Standardization (10 points): Whether the format of the homework meets the requirements of the college or curriculum.

Others:

1. Satisfactory attendance is a requirement for the successful completion of this program. Attendance means arriving on time and staying until the class finishes. Students are expected to attend a minimum of 70% of all classes; otherwise they are not allowed to take the exam.
2. Students must achieve at least 60% of the subject's total marks. Students must also attend 80% of tutorial workshops.

Signatures :

Prepared	Reviewed	Approved
		

_____ (Signature) Date:	_____ (Signature) Date:	_____ (Signature) Date:
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上海洛桑酒店管理学院
COLLEGE OF SHANGHAI LAUSANNE HOSPITALITY MANAGEMENT

Course Syllabus

课程大纲

Course Code: 623520080

课程代码：623520080

Mobile Commerce

移动商务

2024-02

Contact Information 联系方式

Instructor Name 教师姓名	Na Ri 娜日
Title 职称职位	Assistant Professor 副教授
Department 所属学院	Business Information College 商务信息学院
Email 电子邮箱	Niba12@163.com

Course Introduction 课程介绍

Course Name 课程名称	Mobile Commerce 移动商务
Credit 学分	2
Department 开课学院	College of Shanghai Lausanne Hospitality Management 上海洛桑酒店管理学院
Related Course 相关课程	Computer Basic Application / E-Commerce 计算机应用基础、电子商务
Classroom Hours 课时	30
Semester 学期	2
Main Textbook 主要教材	移动商务实用教程

Course Description 课程描述



随着中国数字经济时代的来临，移动商务正日益成为行业岗位需求的必修课程。通过本课程的学习，使学生在掌握基本的电子商务知识的基础上，系统地学习移动商务的基本理论及实务，比如：掌握移动商务技术基础、移动商务价值链、移动商务模式及移动商务支付，了解移动商务安全等问题，理解移动商务应用等知识。通过学习，也使具备移动商务领域的信息管理、产品营销、客服服务等知识和技能，最终培养学生的移动商务的应用能力，以适应数字经济时代对移动商务人才的需求。

Course Objective 课程目标

（一）目标

- 培养学生正确的人生观世界观和审美观，以适应移动商务时代对移动商务应用型人才的需求。
- 具备数字化思维，能够通过设计问卷和运用 Tableau 工具展开数据调查和分析；
- 具备创新创业思维，团队沟通和协作共同完成微店开发等工作。

（二）知识目标

- 掌握移动商务相关的数字技术知识和技能；
- 掌握移动商务运营管理的相关概念和原理；
- 熟练移动商务相关数据分析思维和方法；
- 了解移动商务相关领域的最新动态和发展趋势；
- 熟悉移动商务安全的相关法规。

（三）能力目标

- 具有较强的创新能力，能够独立解决现实问题；
- 具有良好的沟通表达能力和团队合作能力；
- 能够能够熟练运用各种数字化工具解决实际问题；
- 能够锻炼自主学习能力，适应社会的可持续发展。

Teaching Method 教学方法

本课程教学的出发点为移动商务的基础概念、移动商务模式、移动商务营销、移动商务安全和移动商务基础技术，为调动学生的学习积极性，提高教学效果，教学方法可分为



以下几个方面：

1、充分利用现代化的教学手段，尽量让电子演讲稿生动，能够体现移动商务的韵味，让学生能够有兴趣理解电子演讲稿中的内容，提高教学效果。

2、利用案例分析和课堂讨论的形式，让学生结合自己尝试过的移动商务的相关体验，针对移动商务的相关概念和技术展开相应的讨论，避免学生被动的听，发挥学生的主观能动性，进一步巩固课堂所学的知识。

3、采用任务引导的方式理解移动商务重点和难点的相关内容。教师发布任务主题，学生领取任务后进行分组，然后学生结合互联网、书籍、数据库等一切资源组织材料，运用所学到的移动商务的相关知识，在课上进行任务主题分享，调动学生各方面的潜力，如组织信息、表达、团队协作能力等，理论联系实际，提高学生的学习积极性。

4、教学中要适当引入新的教学内容或案例，结合企业的实践，在教学内容中一定要将最新的移动商务相关技术和企业的实践引入到教学中，提高学生的兴趣。

5、将课堂授课和教学实验密切结合起来，通过验证性为主的实验内容巩固课堂所学的知识和相关技术，使学生们能不断地温故而知新。

Course Schedule 课程计划

Date 日期	Topic 话题	Classroom Hours 课时
26th February, 2024	移动商务概述	2
4th March, 2024	移动商务实训 1—微网店平台设计与开发	2
11th March, 2024	移动商务模式理论	2
18th March, 2024	移动商务实训 2— APP 平台开发	2
25th March, 2024	移动商务模式案例分析	2
01st April, 2024	期中作业：企业移动商务模式主题	2



	分享 (团队作业)	
08th April,2024	直播定位四步法	2
15th April,2024	移动商务实训 3—社区团购小程序设计与开发	2
22th April,2024	品牌 (微店) 直播带货策划方案撰写	2
29th April,2024	移动商务营销理论	2
06th May,2024	移动商务实训 4 : 移动商务营销的市场分析---H5 营销	2
13th May,2024	抖音运营与规范理论	2
20th May,2024	移动商务支付与安全	2
27th May,2024	课程总复习	2
03rd June,2024	期末考核	2
	Total	30

Grading Criteria 评分标准

Instructions: According the grading criteria of SBS, final grade should be 40% of Performance, 60% final exam. However, the way of evaluation may vary.

说明：根据上海商学院的评分标准，期末总评成绩由 40%平时成绩和 60%期末考试组成。平时成绩由实训 1 (25%) +实训 2 (25%) +实训 3 (25%) +移动商务模式 PPT (15%) +考勤 (10%) 但是，评估的方式可以有所差别。

Grading will be based on the following:

将基于以下标准评分：



Performance 平时成绩	40%
Final Exam 期末考试	60%
Total 总计	100%

Note: The final exam is a thesis.

备注：本课程的期末考试为论文形式。

Bibliography 参考文献

瓦拉瑞尔 A.泽丝曼尔主编，张金成等译，《服务营销》2024,2.机械工业出版社.
娜日主编《移动商务实用教程》，2020,9.上海交通大学出版社.

Webliography 网络资料

SPOC 课程平台：<http://spoc.sbs.edu.cn/portal/session/bulletin/index/305.mooc>



Prepared: 娜日
Date: 20, Feb, 2024

Reviewed:

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上海商学院
SHANGHAI BUSINESS SCHOOL



上海洛桑酒店管理学院
COLLEGE OF SHANGHAI LAUSANNE HOSPITALITY MANAGEMENT

COURSE OUTLINE

Beverage Knowledge: Tea, Coffee, Wine and Spirits

Course Code:623520130

2024-02

Course Code:	623520130
Course Name:	Beverage Knowledge: Tea, Coffee, Wine and Spirits
Instructor Name:	Wendy Yang Rosa Wu
Title :	Wendy Yang -Lecturer Rosa Wu-Academic Secretary
Email :	wendyang@sbs.edu.cn , rosa-w@foxmail.com
Department :	SLH
Credit Points:	1
Classroom Hours :	15
Course Classification:	Compulsory
Semester:	Spring semester 2023-2024
Target Audiences :	Class 231 , 232 Hospitality Management (Chinese-foreign cooperative education); Class 231 , 232 E-Commerce (Chinese-foreign cooperative education)
Prerequisite:	R&D Design Lab & Michelin Star Experience Food & Beverage Purchasing & Cost Control Introduction to F&B Management Nutrition,Hygiene&Safety Introduction to Hospitality Management(Concepts Discovery&Sustainable Culture)
Main Textbook :	PPT slides and Reading package
References:	Wang Peilai, Wang Lijin, Liang Yang(2022), Wine Tasting and Serving Services, Tourism Education Press, ISBN-9787512143692 Xu Chunjiang(2018) , Coffee making , Zhejiang University Press , ISBN : 9787308179744
Drop-in Hours and Location :	Every Monday Tuesday Wednesday 13:00--14:00 office308A

Principles :

The content and design of the subject must align with China's educational laws and regulations. The subject should adopt a strategic mindset that is oriented towards modernization, global perspectives, and future trends. By integrating contemporary concepts, methodologies, and technologies, the subject aims to equip students with the necessary skills and knowledge to thrive in a dynamically evolving world. A paramount focus of the subject lies in nurturing students' innovative spirit and fostering their creative abilities. Through immersive and interactive learning experiences, students will be encouraged



to think critically, solve problems, explore new ideas, and develop their own unique perspectives.

Academic Integrity:

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. This means acting and working honestly, transparently, and ethically in every assignment and every interaction with a peer, professor, or research participant to support our community of academic excellence. Any academic misconducts, like cheating and plagiarism, are dishonest and will result in a failing grade on the paper or assignment and possibly other disciplinary actions.

Course Description:

The course of Beverage Knowledge: Tea, Coffee, Wine and Spirits is a compulsory course for Hospitality Management major and E-commerce (Data Science) major. Beverage is one of the important sources of hotel profits. Through learning about beverages, students can also help them master more knowledge of hotel management. In the course, students are required to taste and make the drinks in person and evaluate their taste. In order for students to have a better experience, this course needs to be taught in the laboratory. In the current situation, with the help of the hotel, the SLH invites wine tasters, barista and tea specialist from the hotel to give lectures to students in the hotel to deepen their impression.

The content covers the following topics:

- Wine Tasting Techniques(Color observation: Learn how to observe the color and clarity of wine.Smell the fragrance: Professor how to capture and distinguish the aroma of wine.Taste: Guide students on how to taste the taste, acidity, etc. of wine)
- Introduction to Spirits(Common types of spirits whiskey, brandy, vodka, etc.The production process and characteristics of strong liquor)
- Spirits Tasting(Learn the methods of tasting strong liquor, including observing color, smelling aroma, and taste.Understand the flavor characteristics and pairing suggestions of different spirits)
- Basic knowledge of wine (Classification of Wine Red Wine, White Wine, Peach Red Wine, etc.The production process of wine.The main production areas and characteristics of wine)
- Basic knowledge of coffee (types and origin of coffee, processing and roasting of coffee beans, brewing methods of coffee)
- Coffee tasting, learning the methods of tasting coffee, including observing oil, aroma, and taste, understanding the impact of different origins and roasting degrees on the flavor of coffee
- Basic knowledge of tea (types of tea such as green tea, black tea, etc.), processing techniques of tea, and brewing techniques of tea
- Tea Tasting Learning the methods of tea tasting, including observing the color of the soup, smelling the aroma, and taste. Understanding the flavor characteristics of different teas and suitable brewing methods

Course Learning Objectives:

On successful completion of this course, students should acquire (Knowledge, Competency, Mindset-KCM):

KCM	Description
KCM1	Master the basic classification, production techniques, and historical background of tea, coffee,

	wine, and spirits, in order to accurately provide relevant information to guests in hotel management practice. Capable of independently tasting tea, coffee, wine, and spirits, accurately describing their characteristics, and providing professional recommendations and advice to customers.
KCM2	Understand the tasting methods and standards for various beverages, including appearance, aroma, taste, and aftertaste, to lay the foundation for providing customers with high-quality beverage services. Cultivate good communication skills and service awareness, be able to effectively communicate with customers about beverages, and improve customer satisfaction and loyalty.
KCM3	Familiar with the market dynamics and trends of the beverage industry, understand the beverage culture of different countries and regions, and provide reference for hotel market positioning and service innovation. Strong team collaboration and leadership skills, able to effectively promote beverage knowledge within the hotel team and improve the overall service level of the team.
KCM4	Cultivate critical thinking, be able to independently analyze and judge beverage information from different sources, and form one's own opinions and judgment standards. Strengthen the global concept, consider the value and role of beverage services from the perspective of overall hotel operation, and contribute to the sustainable development of the hotel.

Contribution to graduate attributes:

Studying beverage appreciation courses can help enhance students' professional qualities and service abilities. Through the practical sessions in the course, students can learn how to provide high-quality beverage services to customers, including how to recommend, introduce, and serve. These skills are crucial for students majoring in hotel management, as they can lay a solid foundation for their employment and promotion in the hotel industry.

The beverage appreciation course involves beverage cultures from different countries and regions, providing students with opportunities to learn cross-cultural communication. By studying and discussing with classmates from different cultural backgrounds, students can enhance their cross-cultural communication skills, which is crucial for future work in an international hotel environment. At the same time, team collaboration projects in the course can also cultivate students' teamwork skills, laying the foundation for their collaboration and leadership in the hotel industry.

Program Competency& Learning Objectives:

SLH Graduate Attributes	Global Learning Goals (LGs)	Global learning objectives (GLOs)	Related KCM
PROBLEM SOLVING	Our graduates propose datadriven, innovative, and pragmatic solutions in service and hospitality business contexts.	1.1 Gather and evaluate appropriate information	KCM1
		1.2 Analyze approaches and strategies	
		1.3 Presentation skills and expressivity	KCM3 KCM4
		1.4 Writing ability	
LEADERSHIP	Our graduates are	2.1 Communicate across	KCM2

	proactive and effective communicators, collaborators and managers across diverse audiences and organizations.	audiences	
		2.2 Contribute to and lead teams	
		2.3 Organize and Talent management	KCM2
		2.4 Make appropriate decisions	
HOSPITALITY	Our graduates leverage human value to deliver refined services in diverse situations.	3.1 Understand hospitality culture	KCM1 KCM2
		3.2 Act with adaptability and agility	
		3.3 Treat people with courtesy	KCM3
		3.4 Empathy and active listening skills	
LIFELONG LEARNING	Our graduates cultivate a commitment for lifelong learning.	4.1 Be curious	KCM1
		4.2 Critical and innovative thinking	
		4.3 Digital thinking and technological literacy	
		4.4 International Vision	KCM4

Teaching & Learning Strategy:

Students go to the hotel for classes, and the SLH invites the hotel tasters, barista and tea specialist to teach. They will share their knowledge and experience and interact with students. They will demonstrate the tasting process for students, and let each student participate in the process. They can experience the process of hands-on and participation in labor. SLH teachers will organize their teaching knowledge and form the composition of the exam. SLH has a small coffee bar, where students will practice making coffee under the guidance of the club instructor.

Lecture

The teacher will systematically introduce the basic knowledge, tasting techniques, and historical and cultural aspects of each beverage, providing students with a comprehensive knowledge system. By playing documentaries or instructional videos related to beverages, students can gain a more intuitive understanding of the production process, historical background, and cultural connotations of beverages. Show high-definition pictures of various beverages, allowing students to observe the appearance, color, and texture of the drinks, thereby deepening their impression of the drinks. Encourage students to share their tasting experiences and insights in the classroom, broaden their horizons through communication, and enhance their understanding of beverage.

In-class exercises

We have prepared a variety of beverage samples for students to taste. Students can not only taste various types of tea, coffee, wine, and spirits, but also learn how to appreciate the color, aroma, taste, and aftertaste of beverages under the guidance of teachers. In the course, we have arranged practical sessions for students to make various beverages themselves. Under the guidance of the teacher,

students can personally brew tea, grind coffee beans, mix cocktails, and experience the charm of different drinks through practical operations.

Role play

In order to help students better understand the practical application of beverage appreciation in hotel services, we have set up a role-playing session. Students take turns playing the roles of guests and waiters, simulating scenes of beverage appreciation, and deepening understanding through actual conversations.

Group discussion

We will divide students into several small groups, each group conducting in-depth research and discussion on a particular beverage (such as a certain type of tea, coffee, or wine). Group members can exchange opinions, share personal taste experiences, and finally form a group report for presentation in class.

Course Content & Teaching Schedules:

Content and Progression by weeks

2024.4.23 2024.4.30	Supporting to KCM	<input type="checkbox"/> KCM1 <input checked="" type="checkbox"/> KCM2 <input checked="" type="checkbox"/> KCM3 <input type="checkbox"/> KCM4
Week 9&10 2 credit hours	Topics	<p>Lecture Topic : <u>Wine Tasting Techniques?Introduction to Spirits</u> <u>Spirits Tasting Basic knowledge of wine</u></p> <p>【Key point◆】</p> <ul style="list-style-type: none"> ◆ Introduction to Spirits(Common types of spirits whiskey, brandy, vodka, etc.The production process and characteristics of strong liquor) ◆ Basic knowledge of wine (Classification of Wine Red Wine, White Wine, Peach Red Wine, etc.The production process of wine.The main production areas and characteristics of wine) ◆ Wine Tasting Techniques(Color observation: Learn how to observe the color and clarity of wine.Smell the fragrance: Professor how to capture and distinguish the aroma of wine.Taste: Guide students on how to taste the taste, acidity, etc. of wine) ◆ Spirits Tasting(Learn the methods of tasting strong liquor, including observing color, smelling aroma, and taste.Understand the flavor characteristics and pairing suggestions of different spirits) <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Understand the tasting methods and standards for various beverages, including appearance, aroma, taste, and aftertaste, to lay the foundation for providing customers with high-quality beverage services. Cultivate good

		<p>communication skills and service awareness, be able to effectively communicate with customers about beverages, and improve customer satisfaction and loyalty.</p> <p>★ Familiar with the market dynamics and trends of the beverage industry, understand the beverage culture of different countries and regions, and provide reference for hotel market positioning and service innovation.Strong team collaboration and leadership skills, able to effectively promote beverage knowledge within the hotel team and improve the overall service level of the team.Familiar with the market dynamics and trends of the beverage industry, understand the beverage culture of different countries and regions, and provide reference for hotel market positioning and service innovation.Strong team collaboration and leadership skills, able to effectively promote beverage knowledge within the hotel team and improve the overall service level of the team.</p> <p>Tutorial Topic <u>Lecture</u></p> <p>The teacher will systematically introduce the basic knowledge, tasting techniques, and historical and cultural aspects of each beverage, providing students with a comprehensive knowledge system. By playing documentaries or instructional videos related to beverages, students can gain a more intuitive understanding of the production process, historical background, and cultural connotations of beverages. Show high-definition pictures of various beverages, allowing students to observe the appearance, color, and texture of the drinks, thereby deepening their impression of the drinks. Encourage students to share their tasting experiences and insights in the classroom, broaden their horizons through communication, and enhance their understanding of beverage.</p>
	Teaching Methods	Lecture
	Value	<p>Elements : Freedom</p> <p>Contents : Freedom is not disorderly indulgence, but rather the courage to challenge tradition and explore new dining models and service methods while adhering to industry norms. For example, when innovating dishes, students can freely express themselves, but at the same time, they must ensure the safety of ingredients and the uniqueness of flavors.</p>
2024.5.14 2024.5.21 Week12&13	Supporting to KCM	<input checked="" type="checkbox"/> KCM1 <input type="checkbox"/> KCM2 <input type="checkbox"/> KCM3 <input checked="" type="checkbox"/> KCM4
	Topics	Lecture Topic : <u>Basic knowledge of coffee Coffee tasting Basic</u>

<p>2 credit hours</p>		<p><u>knowledge of tea Tea Tasting</u></p> <p>【Key point◆】</p> <ul style="list-style-type: none"> ◆ Coffee tasting, learning the methods of tasting coffee, including observing oil, aroma, and taste, understanding the impact of different origins and roasting degrees on the flavor of coffee ◆ Tea Tasting Learning the methods of tea tasting, including observing the color of the soup, smelling the aroma, and taste. Understanding the flavor characteristics of different teas and suitable brewing methods ◆ Basic knowledge of coffee (types and origin of coffee, processing and roasting of coffee beans, brewing methods of coffee) ◆ Basic knowledge of tea (types of tea such as green tea, black tea, tea, etc.), processing techniques of tea, and brewing techniques of tea <p>【Difficult point★】</p> <ul style="list-style-type: none"> ★ Master the basic classification, production techniques, and historical background of tea, coffee, wine, and spirits, in order to accurately provide relevant information to guests in hotel management practice. Capable of independently tasting tea, coffee, wine, and spirits, accurately describing their characteristics, and providing professional recommendations and advice to customers. ★ Cultivate critical thinking, be able to independently analyze and judge beverage information from different sources, and form one's own opinions and judgment standards. Strengthen the global concept, consider the value and role of beverage services from the perspective of overall hotel operation, and contribute to the sustainable development of the hotel. <p>Tutorial Topic <u>In-class exercises</u></p> <p>We have prepared a variety of beverage samples for students to taste. Students can not only taste various types of tea, coffee, wine, and spirits, but also learn how to appreciate the color, aroma, taste, and aftertaste of beverages under the guidance of teachers. In the course, we have arranged practical sessions for students to make various beverages themselves. Under the guidance of the teacher, students can personally brew tea, grind coffee beans, mix cocktails, and experience the charm of different drinks through practical operations.</p>
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	Teaching Methods	In-class exercises
	Value	<p>Elements : Integrity</p> <p>Contents : Integrity is the foundation of the catering industry. In the development and operation of catering, integrity is reflected in a commitment to the authenticity of ingredients, sincerity in customer service, and a sense of corporate responsibility. Students should establish a sense of integrity and win the trust and support of consumers with integrity.</p>

Assessment:

KCM	GLO	Assessment Tools										Total
		Regular Scores					Final Scores					
		Quiz		/	/	/	Assignment	/	/	/	/	
KCM1	GLO1.1	10%										10%
	GLO3.1						10%					10%
	GLO4.1						10%					10%
KCM2	GLO2.1	10%										10%
	GLO2.2	10%										10%
	GLO2.3						15%					15%
KCM3	GLO1.3						5%					5%
	GLO3.3						10%					10%
KCM4	GLO1.3	10%										10%
	GLO4.4						10%					10%
Total		40%					60%					100%

Assessment Tool 1: Quiz.

Objectives: Test students' mastery of basic knowledge of tea, coffee, wine, and spirits, including but not limited to the origin, history, production areas, varieties, production techniques, tasting techniques, and service etiquette of various beverages. Assess students' ability to apply theoretical knowledge to actual beverage production and tasting, analyze the taste, flavor characteristics, and causes of different beverages. Test the ability of students to comprehensively apply their learned knowledge to evaluate the quality of beverages, make reasonable combinations, and propose

improvement suggestions.

Arrangement: Written test section: covering various theoretical knowledge of beverages learned in the course, including historical background, production techniques, tasting techniques, service standards, etc. Practical part: Students are required to complete the production and tasting of designated drinks within the specified time, and provide on-site descriptions and analysis of their characteristics, taste, quality, and other aspects. Based on the written test results and practical performance, a comprehensive score will be given according to the ratio specified by the college.

Assessment Tool3: Assignment

Objectives: Through homework exercises, consolidate the knowledge learned in the classroom, while expanding students' extracurricular reading and research, and deepening their understanding of beverage culture. Require students to practice actual beverage making and tasting, record the process and share their feelings, and cultivate practical operational skills. Guide students to analyze the problems encountered during the process of making or tasting beverages in their homework, propose solutions, and reflect and summarize to enhance their problem-solving abilities. Encourage students to try innovative beverage formulas or tasting methods, explore new areas of beverage culture, cultivate innovative thinking and exploratory spirit.

Exam Type : Open-book

Grading Criteria : Integrity of content (15 points): Does the homework submitted by students cover all the key points required. Is there a detailed explanation and discussion for the parts that require analysis, design, or planning.

Innovation and uniqueness (15 points): Students demonstrate innovative thinking and unique perspectives in their assignments. Is the proposed plan, design, or strategy novel and practical.

Correlation with course content (10 points): Whether the homework content is closely related to the course content reflects students' understanding and application of classroom knowledge.

Clear structure (10 points): Whether the organizational structure of the homework is reasonable and easy to understand. Is the connection between different parts smooth.

Logical rigor (10 points): Whether the student's argument is logically rigorous and has no self contradiction. Whether the analysis of the problem is in-depth and able to grasp the core.

Professional reflection (10 points): Whether professional terminology is used in the homework and is correct. Is the application of knowledge related to hotel management and Michelin starred restaurants appropriate.

Practicality and Feasibility (10 points): Whether the proposal or design proposed by the student has practical feasibility. Have you taken into account the actual situation and limitations within the industry.

Language expression (10 points): Whether the written expression is clear, accurate, and free of grammar errors and typos. Have appropriate sentence structures and vocabulary been used to enhance the strength and accuracy of expression.

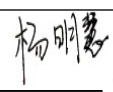
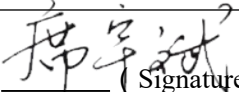
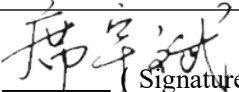
Standardization (10 points): Whether the format of the homework meets the requirements of the college or curriculum.

Others:

1. Satisfactory attendance is a requirement for the successful completion of this program. Attendance means arriving on time and staying until the class finishes. Students are expected to attend a minimum of 70% of all classes; otherwise they are not allowed to take the exam.

2. Students must achieve at least 60% of the subject's total marks. Students must also attend 80% of tutorial workshops.

Signatures :

Prepared	Reviewed	Approved
 _____ (Signature) Date:	 _____ Signature) Date:	 _____ Signature) Date: