Division of Academic Affairs
Technology Fee – ITEP Project Proposal
2016

Project Proposal Type

Instructional Technology Enhancement Project (ITEP)

Focused projects proposed by an individual or small team with the intention of exploring new applications of instructional technology. ITEPs will typically be led by a faculty "principal investigator." ITEPs are time-limited projects (up to two years in length) and allocations of Technology Fee funds to these projects are non-recurring.

HOTS: Hospitality and Tourism Business Management Simulation

<Title>

$4500.00

<Amount Requested>

Dr. Alison J. Green and Dr. Lisa Marie Assante

<Primary Coordinators>

Division of Academic Affairs
Instructional Technology Enhancement Project (ITEP) Proposals Template
2016

ITEP proposals must provide the following information:

1. This proposal is to request funding for hotel and tourism simulation (HOTS) for the Department of Hospitality, Recreation and Resort Management. The simulation will be piloted in the spring 2016 semester to enhance learning outcomes in HFT4295: Strategic Leadership, which is the capstone course for the major. HOTS will also be used in the future throughout our degree, as there are applications for multi-course use.

   The HOTS simulation was initially conceptualized to be used by the hospitality and tourism industry in an effort to assist with the development of skills for existing hoteliers; for general business development; and to provide a platform for team-building and leadership training. HOTS enables industry based participants to gain experience managing the revenue and operations of a business in a financially safe environment. With a broad client base including Hilton Hotels, InterContinental Hotels, Marriott International, Carlson Rezidor Hotel Group, Best Western Hotels, Expedia, Deloitte & Touche, and many others, HOTS is able to provide unique insights to the world of hospitality and tourism through integrating actual scenarios and current industry related problems.

   Essentially, HOTS is a business management simulation where our students manage a virtual resort. The competitive simulation offers the ability to the instructor to customize the simulation to the learning objectives of the capstone course or other courses in our discipline. For example, instructors can customize exercises incorporating business management concepts such as operations, strategic management, finance, customer service, crisis management, social media, human resources, revenue management, and benchmark data. In addition, the instructor can encourage both individual participation and team-oriented outcomes.

   High Impact Practices engage students by providing dynamic and motivating environments; making learning relevant and meaningful. It has been shown that students are considered active learners and enjoy interactive learning (Green & Sammons, 2014). Active participation helps to increase student learning through application of course materials and ideas, and also aids in collaborative discussion and student engagement (Davis, 1993). This can be linked to faculty using simulation as a tool to encourage participation, assessment, small group discussion, and peer-to-peer learning. Learning through active participation within the lecture, when enforced by using technology, specifically simulation, aids in the engagement and enjoyment of the material presented (Crews, Ducate, Rathel, Heid, & Bishoff, 2011).

2. Description of project alignment with UWF Strategic Plan.

Student Success – this project will address the need to keep students current with the trends, tools, critical thinking, and emotional intelligence needed in today's hospitality environment. This simulation will set our students ahead of the competition when it comes to hiring entry-level managers, especially in the Florida Panhandle where the hospitality industry is 4% of the Gross Regional Product (economicmodeling.com, 2015). This also addresses the local hospitality industry that will be hiring the students.

Teaching and Research – It is essential to understand how best to reach the students in hospitality education. By conducting research on active learning, engagement, knowledge, and involvement in the classroom by using technology, it then can be generalized to hospitality education as a whole.

A study by Chung-Herrera, Enz, and Lankau (2003) was conducted on grooming future hospitality leaders using a competency model. The authors' findings imply that self-management (ethics, time management, flexibility and adaptability, and self-development) is the most important factor for effective hospitality leadership. Other factors in order of importance were: strategic positioning (awareness of customer needs, commitment to quality, managing stakeholders, and concern for community); implementation (planning, directing others, and re-engineering); critical thinking (strategic orientation, decision making, analysis, and risk taking and innovation); communication (speaking with impact, facilitating open communication, active listening, and written communication); interpersonal (building networks, managing conflict, and embracing diversity); leadership (teamwork orientation, fostering motivation, fortitude, developing others, embracing change, and leadership versatility); and industry knowledge (business and industry expertise). Such leadership competency models are already being utilized in the lodging industry by Marriott and Choice Hotels. Therefore, integrating leadership competencies via experiential education, such as the industry-based HOTS simulation, throughout hospitality curriculum would seemingly produce better prepared graduates.

As a university, we pride ourselves on being distinctive by design. As a new department within the University, we were charged to develop a strategic plan to accomplish the goal of creating a unique hospitality program in the US, whereby it would attract students nationally and internationally.

To do this, we identified specific competencies necessary to bridge the gap from academia to industry. As we continue to develop and re-brand our program, we will concentrate on those areas. Specifically, revenue management and hospitality analytics, services management and marketing, and globalization. We have already begun to address revenue management and services marketing. The analytics piece will include a Certification in

Hotel Industry Analytics utilizing STR data, which is the industry based data our students would use with HOTS. Our degrees employ a global approach to education via world-wide experiential learning opportunities enabling graduates to serve a multinational clientele. Students will be prepared to fill the growing international demand for leadership positions in resorts, events, convention and visitors bureaus, sport facilities, food and beverage, travel and tourism, spas, airlines, hotels, amusement parks, casinos, cruise lines, private clubs, and more. The complex nature of this industry requires creative problem solving, incorporation of technology, technical knowledge, communication skills, and leadership. The HOTS simulation is a vital high impact practice that complements our strategic plan and will enhance student learning outcomes by providing competencies necessary to bridge the gap from academia to industry.

3. **Description of benefits provided:**
   a) **Ways in which student access to technology will be enhanced.** Learning through the HOTS technology will be in the form of active learning through real life scenarios that encourage critical and high order thinking. Specific expected outcomes are as follows:
      - Analyze business results from decision-making.
      - Construct a business plan, understanding the basics of mission, vision statements, competitive sets, revenue centers within hotels, trends, customer needs.
      - Set a short and long term strategic plan, with milestones and goals.
      - Make day-to-day decisions, as if in real life hotel operations.
      - Understand revenue management, by using the STR reports that are common in most hotel organizations.
      - Set a social media plan.
      - Use the four functions of management (POLC).
      - Understand how teams work in the real world (forming, storming, norming, performing) to realize positive outcomes and profits.
      - Effective written and verbal communication skills.
   b) **How the student experience will be enhanced.** HOTS is team driven, so the class will be broken into competitive teams operating their own resort hotel. This is the best situation, as most simulations only have one option for the entire class. HOTS is used globally by universities and business desiring to develop their students and team members on how to manage a service business and drive revenue management in a real world setting.
   c) **How assessment will be conducted.** There are several touch points in which the student learning will be assessed.

Individual	Skills to include what knowledge is brought to the table when constructing the hotel.
Team	How the team works as a unit, creates synergy, and has positive outcomes. This will be shown in the profit margins throughout the simulation.
Communication	A final presentation will be the outcome of both a written report and a verbal presentation.

d) **Which and how many students will be impacted.** During the spring 2016, there will be 20 students in HFT4295: Strategic Leadership who will participate in the pilot program. IN addition, the HOTS simulation will be used in the following courses for the remainder of the year: HFT 3277: Resort & Operations Management, HFT 3414: Managing Front Office Operations; HFT 4426 Financial Decision Making In Hospitality; HFT 4503: Marketing Essentials for Hospitality Management. The total enrollment for these courses in the past year was 422 students.

e) **How students with special needs or disabilities would be helped.** Assistance will be provided through Russell Partnership Technology to make sure all students with disabilities will be accommodated. This is in conjunction with UWF's DRC.

f) **How training of students and faculty in the use of technology would be enhanced.** As with anything new, there is a "learning on top of learning" which keeps both the students and the faculty on the cutting edge of industry trends. Understanding the technology being used to develop industry leaders and implementing it in our classrooms provides invaluable knowledge for both faculty and students. It keeps faculty relevant and gives students the competitive advantage when seeking internships and permanent career placement. The HOTS simulation will provide many discussion points and scenarios relevant to typical interview questions at the managerial level.

4. **Description of how the initiative has a potential scope within and beyond that of the proposing unit.**
There is opportunity to work across the College of Business and have different classes interact with the simulation. For example, in a social media marketing class, students could use the simulation and complete a project which would help to market the hotel in the current social media climate. In addition, this simulation and development of a business plan can be easily segued into live case study scenarios with industry partners. Over the last two years HOTS has developed and delivered multiple revenue management courses for a major worldwide hotel company. The aim of these events was to teach their revenue managers about channel and yield management. This was achieved by modelling their real life distribution channels within the HOTS business simulation and using this as an environment for learning and development. We are currently collaborating with professors in the College of Business who teach big data analytics and strategic management. We are currently collaborating with professors in the College of Business who teach big data analytics and strategic management. The incorporation of HOTS will provide depth to what we are currently focusing on and allow us to further enhance our local industry partnerships.

5. **How will success be measured? Provide metrics.**

The outcome of the simulation will be measured two-fold, by the assessment (grades) and by the student perceptions. The simulation acts as the graded assessment tool in that it measures the student's ability to critically think and make operations-based decisions using real industry data. To measure perceptions for active learning, involvement, knowledge,

and enjoyment, the instrument, coined the Student Engagement Survey (SES) developed by Green and Tanford (2014), will be employed. The 28-question instrument applies a five-point Likert-type scale that ranged from strongly disagree to strongly agree.

The four constructs labeled active learning, involvement, knowledge, and enjoyment. Active learning involves a direct connection between students' use of simulation and class participation. Involvement items reflect a more global effect of the simulation in creating an engaging learning environment. Knowledge reflects to the extent to which simulation help students learn the material. Enjoyment is the effect of simulation on class interest and enjoyment.

6. **Description of resources for the project and projected ongoing resource needs (total cost of ownership for the life of the project) including:**
The cost of the simulation is $4500.00 for the first year, and $1500.00 each subsequent year.

7. **Provide the proposed timeline for the project with major milestones and project end dates.**

Spring 2016	
January – February	Faculty are trained, create learning objectives and learning outcomes.
February – April 2016	Students engage in simulation on a weekly basis.
April 2016	SES implemented, data collected, analyzed.
May 2016	Faculty revisit simulation learning outcomes, feedback and incorporate changes for the fall 2016 HFT4295 class.

8. **Include a plan for sustainability of the project beyond the initial project period if applicable.**

This simulation will be renewed after 2016, each year for $1500, which can be absorbed into the HRRM budget. It is anticipated that the simulation will continue for 4 semesters (spring 2016, fall, 2016, spring 2017, fall 2017), and then will be re-assessed. Currently the simulation is available for stand alone computers, however, at the point of re-assessment there will be investigation into mobile technology such as tables or phones.

9. **Provide any resource matching which might be provided by organizations with appropriate commitment authority documentation.**

None available at this time.

10. Indicate which individual or group will implement the project (to help determine any additional costs and resource restraints).

For spring 2016, the HRRM faculty for HFT4295 classes; no additional costs are needed for the roll out of the project. For the subsequent semesters, the entire HRRM faculty will utilized HOTS.

11. Indicate a lead person ("Principal Investigator") for the project for all communications and overall responsibility for reporting and fund utilization.

Dr. Alison Green

Project proposals should be succinct and submitted to the Technology Fee Committee by the deadline with a notice of submission to the chair and the dean or appropriately designated leadership in the unit (Center Director, etc.).

References

Chung-Herrera, B. G., Enz, C. A., & Lankau, M. J. (2003). Grooming future hospitality leaders: A competencies model. The Cornell Hotel and Restaurant Administration Quarterly, 41(2), 52-63.

Crews, T. B., Ducate, L., Rathel, J. M., Heid, K., & Bishoff, S. T. (2011). *Clickers in the classroom: Transforming students into active learners* (ECAR Research Bulletin 9). Boulder, CO: Educause Center for Applied Research. Retrieved from https://net.educause.edu/ir/library/pdf/ERB1109.pdf

Davis, B. (1993). *Tools of Teaching.* San Francisco, CA: Jossey-Bass.

Economic Modeling, retrieved from economicmodeling.com

Green, A. J., & Sammons, G. E. (2014). Student Learning Styles: Assessing Active Learning in the Hospitality Learners Model. *Journal of Hospitality & Tourism Education*, *26*(1), 29-38.

HOTS, retrieved from http://www.thetotalsimulator.com/

Russell Partnership Technology, retrieved from http://simulations.russellpartnership.tech/

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ITS Review Comments

GENERAL COMMENTS:
None.

COMPLIANCE WITH STANDARDS:
No comments.

INFRASTRUCTURE ISSUES:
No comments.

PRICING/COST ISSUES:
No comments.

OTHER SUPPORT ISSUES:
No comments.

SUGGESTIONS TO PROPOSER:
No comments.

For questions regarding ITS comments, please contact:
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