



Core Curriculum Supplement

Academic Unit / Office HRMA

Catalog Year of Implementation 2018-2019

Course (Prefix / Number) HRMA / 4353

Course Title Leadership in the Hospitality Industry

Core Proposal Request

Add to Core Curriculum

Revise course already in Core Curriculum

	Current Core Categorization (New additions: select N/A for this column)	Proposed Categorization for Upcoming Core
Foundational Component Area (required)	N/A (Not currently a Core course)	Communication (10)
Component Area Option (optional)	N/A (No Component Area Option)	Writing in the Disciplines (81)
Category Listing: Single or Double?	N/A (Not currently a Core course)	List under the Component Area Option ONLY.

Core Proposal Rationale - Please provide a rationale for including, or continuing to include, this course in the UH Core Curriculum:

HRM currently uses this course for SACS accreditation assessment which duplicates WID tool used in HRMA 3358. Using this course is better utilization of classes for HRM.

Core Objectives (see [THECB Core objectives](#))

Critical Thinking

Teamwork

Communication

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Please explain how the Core Objectives selected above will be met:

For critical thinking- the students are required to utilize practical analysis methods and critical thought processes in management situations and apply the basic components of Strategic Management through examination.

Communication- the students will enhance verbal and written presentation skills through a oral presentation and three written papers. Additional the students will be trained to listen empathetically and execute an effective meeting.

Three written papers totaling 3000 words are required and will be graded by the instructor regarding grammar, style, and content (writing tips and grading rubic included via attachment). The first of these papers may be resubmitted after receiving feedback from the instructor.

Teamwork- the students will apply appropriate conflict resolution techniques to employee supervision, apply the dynamics of group decision-making and teamwork, and are required to do a team presentation.

Social responsibility- the students are required to recognize the elements of diversity in the hospitality workforce and respond with appropriate supervision, and design conservation and environmentally sensitive programs for the workplace. This will be assessed through examination.

Personal responsibility- the students will evaluate ethical issues in hospitality management, develop personal and professional organization skills, including time management and prioritizing, develop and enhance emotional competencies and social intelligence. This will be assessed through examination.

When submitting this proposal form, please remember to attach a syllabus, learning objectives, and/or sample lesson(s).

LEADERSHIP IN THE HOSPITALITY INDUSTRY
HRMA 4353
Spring 2018

SECTION: 13722

COURSE TIME: Tuesday, Thursday 1:00 PM - 2:30 PM

COURSE LOCATION: 180 - CHC

- REQUIRED READING:**
1. HRMA 4353 Reading Packets (Available on Blackboard)
 2. Online Reading Assignments (TBA)

Instructor: Stephen Barth, J.D.

Office: 235B CHC

Phone: (713) 743-2415

E-Mail: SBarth@UH.edu (**Please do NOT e-mail Professor Barth through Blackboard**)

Teaching Assistant: Spencer Nguyen

E-Mail: shnguyen8@uh.edu (**Please use subject line "4353- Reason for email"**)

Phone: (724) 612-0458

Office Hours

Professor Barth Tuesday & Thursdays: 11:30-12:15 PM, Or by appointment

Spencer Please email for appointment.

Course Description

This is a capstone course on supervision and leadership theory and practice in the hospitality industry.

Course Goals

1. For you to have a thorough understanding of all of the internal and external components of supervision and leadership in the hospitality industry.
2. To acquaint you with the philosophy of leadership as it relates to the hospitality industry.
3. To assist you in developing a personal philosophy of leadership and management and to apply it to common situations in the industry; to introduce you to practical analysis and critical thought processes.
4. For you to become familiar with industry periodicals and to understand the practical impact of current events.

TABLE OF CONTENTS

Course Objectives.....	3
Learning Environment.....	4
The Center for Students with Disabilities.....	4
Academic Honesty Policy.....	4
Class Conduct Expectations.....	5
Recommended Additional Reading.....	5
Guest Speakers.....	6
Grade Impartiality.....	6
Attendance.....	6
Posting of Grades/Attendance on Blackboard Vista.....	6
Class Presentation.....	7
Final Grade Breakdown and Calculations.....	7
Evaluation Form for Oral Presentations	8
Written Assignments.....	9
Paper Pick-up Policy.....	10
Writing Lab.....	10
Paper Preparations – A Few Tips.....	11
A Check Sheet for College Writing Composition.....	12
Written Paper Criteria and Grade Sheet.....	13
Team Commandments.....	14
Peer Evaluation Sheet.....	15
About the Instructor.....	16
College Credo.....	17

This schedule is subject to change at the discretion of the professor.
©2018, Stephen C. Barth, P.C. All rights reserved.

Course Objectives

When you have completed this course, you shall be able to:

1. Utilize practical analysis methods and critical thought processes in management situations.
2. Evaluate contemporary management and ethical issues in the hospitality environment.
3. Recognize the elements of diversity in the hospitality workforce and respond with appropriate supervision.
4. Know, understand, and be able to apply the basic components of Strategic Management.
5. Understand and design conservation and environmentally sensitive programs for the workplace.
6. Enhance your verbal and written presentation skills.
7. Be able to listen empathetically.
8. Develop personal and professional organization skills, including time management and prioritizing.
9. Design an effective organization chart for a hospitality entity.
10. Motivate subordinates, peers, and superiors.
11. Apply the concepts of *One Minute Management*, and *Management by Walking Around*.
12. Create an agenda for an effective meeting.
13. Execute an effective meeting.
14. Apply appropriate conflict resolution techniques to employee supervision.
15. Know, understand, and be able to apply the basic components of Total Quality Management.
16. Recommend, supervise, and/or create training and education programs for internal customers and peers.
17. Apply the dynamics of group decision-making and teamwork.
18. Comprehend the concept of Change Management.
19. Develop and enhance emotional competencies and social intelligence
20. Develop a personal philosophy of leadership and apply it to common situations in the industry.
21. Understand the difference between being a manager and being a leader.
22. To understand and be able to implement change management strategies.
23. Be familiar with industry periodicals and understand the practical impact of current events.

Learning Environment

It is our teaching philosophy that the educational process works best when both the instructor and the student share in and are committed to the learning process. Therefore, the learning environment appropriate for this course is based upon a set of assumptions about you as an adult learner. You are a responsible individual, and that you are aware of and will initiate positive learning behavior. You will plan your time resources accordingly to maximize your learning. You will also learn, with your special set of experiences and background, through interaction with your classmates, faculty, staff, and other students of the college through classroom activities or extra-curricular activities.

We recognize that you are a unique individual, and that your learning process will differ from that of other classmates. We will assist you with appropriate strategies and plans for instruction as well as creating an environment conducive to learning by maintaining:

This schedule is subject to change at the discretion of the professor.
©2018, Stephen C. Barth, P.C. All rights reserved.

1. a comfortable physical learning environment;
2. a comfortable psychological learning environment;
3. the respect of each individual in the classroom;
and we will stress:
4. the importance of honesty and integrity;
5. active participation in discussions; and
6. accommodation of unforeseen circumstances.

The Center for Students with Disabilities

The Center for Students with Disabilities provides academic support services for all UH students who have any type of health impairment, learning disability, physical handicap, or psychiatric disorder. Individuals wishing to find out more about the services should contact CSD in room 307 of the Student Service Center (or call them at (713) 743-5400/voice; (713) 749-1527/TDD). Students requesting “reasonable and necessary” accommodations for this course (including test modifications) should contact the instructor as soon as possible (but PRIOR to an exam or paper/project deadline).

Academic Honesty Policy

The university can best function and accomplish its objectives in an atmosphere of high ethical standards. All students are expected and encouraged to contribute to such an atmosphere in every possible way, especially by observing all accepted principles of academic honesty. However, cases of academic dishonesty will occur, and these must be handled with actions that will ensure the integrity of this institution. The Academic Honesty Policy of the University of Houston is designed to handle those cases in fairness to all concerned: the student, the faculty, and the university as a whole (Please consult the most recent UH Undergraduate Studies Handbook).

The faculty of the Conrad N. Hilton College share this concern regarding academic honesty. As a result, we, the faculty, encourage students to contribute to “an atmosphere of learning and high ethical standards.” Any student who is accused of academic dishonesty will be dealt with according to the University of Houston policy on academic dishonesty. For additional information concerning the academic policy, preventive practices, categories of academic dishonesty, and the hearing process (Please consult the most recent UH Undergraduate Studies Handbook).

Class Conduct Expectations

1. Please do not eat in class.
2. Please, no drinking anything with ice in it.
3. If you smoke--please quit!
4. Please keep up with current events in the industry by reading periodicals and newspapers (see below).
5. Please become familiar with and adhere to the academic honesty policy of the University of Houston.

If you have a question or need a clarification, please do not hesitate to ask the instructor.

6. Please read the assignments and know the material well enough to discuss it in class and be tested or quizzed over it.
7. Please participate in the discussions.
8. Please be on time to class.

Recommended Additional Reading

Please visit the following websites and/or read the following periodicals and newspapers. All are available in the Conrad N. Hilton College Library and Archives or the M.D. Anderson Library periodical reading room.

HOSPITALITYLAWYER.COM
www.HospitalityLawyer.com

WINE SPECTATOR
www.winespectator.com

USA TODAY
www.usatoday.com

BON APPETIT
<http://www.bonappetit.com/>

WALL STREET JOURNAL
www.wsj.com

HOTEL BUSINESS
www.hotelbusiness.com

NEW YORK TIMES
www.nytimes.com

HOUSTON CHRONICLE
www.houstonchronicle.com

NATION'S RESTAURANT NEWS
nrn.com

HOTEL MANAGEMENT
www.hotelmanagement.net

SPA MAGAZINE
www.spamagazine.com

LODGING MANAGEMENT
lhonline.com

GREEN HOTELIER MAGAZINE
www.greenhotelier.org

CLUB MANAGEMENT MAGAZINE
www.club-mgmt.com

ART CULINAIRE
www.getartc.com

NIGHTCLUB & BAR MAGAZINE
www.nightclub.com

This schedule is subject to change at the discretion of the professor.
©2018, Stephen C. Barth, P.C. All rights reserved.

Guest Speakers

Our expectations from students regarding visits of outside speakers are as follows:

1. Please dress professionally (or business casual) on the days that guest speakers are scheduled.
2. Please applaud when the speaker is introduced.
3. Please have questions prepared for the guest speaker.
4. Please applaud when the speaker is finished.
- 5. Please be on time to class.**
6. Please do not leave early.
7. Please do not begin to pack-up belongings until the speaker is completely finished.
8. Please listen and maintain eye contact with the speaker.

Grade Impartiality

In an effort to grade as fairly and objectively as possible, it is requested that students refrain from listing their names on the submitted work. Please place your student identification number (**PeopleSoft number**) in the upper right hand corner of all submitted written work, **instead of your name**.

Assignments

You are expected to keep an electronic copy of anything you submit until the end of the semester in case a paper is lost or if there is any grade discrepancy.

Attendance

Attendance will be taken randomly 10 or more times throughout the semester without advance notice. Attendance is earned by being in class at the time attendance is taken, and being prepared for the assignment for that day. Attendance is not a team event; each student is solely responsible for his/her own attendance.

Attendance may be taken by calling the roll, in-class assignments, homework assignments or pop quizzes. In the event it is taken by in-class assignments, homework assignments or pop quizzes, satisfactory performance or score on the quiz must be achieved to earn credit for the attendance. **It is not enough to just show up, you must also be prepared for class.**

Attendance is very important in this class. Each student should come to class engaged, and prepared to participate in discussions. If you are present all ten or more times the roll is taken, **3 points** will be added to your final grade. If you are absent **more than 3 times** when the roll is taken, your grade will be **reduced by a letter grade** for each absence after 3. Example: A- to B+

Posting of Grades/Attendance on Blackboard Vista

Student information regarding grades and attendance will be posted on Blackboard Vista. This is accessible through the internet and each student is responsible for monitoring their progress throughout the semester. After each assignment is graded or attendance is taken, the result will

This schedule is subject to change at the discretion of the professor.

©2016, Stephen C. Barth, P.C. All rights reserved.

be posted on Blackboard Vista in a timely manner. Once this grade or attendance result is posted on Blackboard Vista the student will have an opportunity to view it.

During the semester, if you have a concern about your attendance record or grade on a particular assignment or exam, please contact either the teaching assistant or the professor **within 2 weeks** of the grade being posted on Blackboard Vista. After two weeks, the grade or attendance **will become final**. It is the responsibility of the student to monitor their progress and resolve the issue in a timely fashion.

Class Presentation

Each team will be required to present a **4-minute** presentation to the class regarding a topic discussed in class. Accordingly, a thorough understanding of the course material is required. The grading criteria for the presentation will include organization, introduction, enthusiasm, presentation skills, core material, relevance to the assigned topic, originality, conclusion, visual support, and response to inquiries (see page 8, Oral Presentation Sheet). You will be given two grades for the presentation; one grade for how the group did as a whole, and one grade for how you as an individual performed. Each grade will be worth 10%. **Topics will be distributed to teams 2 weeks before their presentation.**

Final Grade Breakdown –

Paper 1	15 points =	15%
Paper 2	15 points =	15%
Paper 3	10 points =	10%
Team Presentation Grade:	15 points =	10%
Individual Presentation Grade	5 points =	10%
First Exam:	15 points =	15%
Second Exam:	25 points =	25%
Total:	100 points =	100%

Final Grade Calculations

100-94	A	79-77	C+
93-90	A-	76-73	C
89-87	B+	72-70	C-
86-83	B	69-67	D+
82-80	B-	66-63	D
		62-60	D-
		59 or less	F

The instructor **DOES NOT** curve or alter grades. It is your responsibility to discuss your grade with the instructor during the semester. Please **DON'T** wait until it is too late to achieve your goals.

Evaluation Form for Oral Presentations

Presenters _____ Topic _____

Introduction to Report **20**

Defined area of topic on which presentation was based.
Defined terms that were unusual and/or unfamiliar to audience.
Presented general outline of major areas to be discussed in presentation.
Included why this topic is of interest. Why do we need to hear about it?

Body of Report **35**

Presented topics in logical and organized sequence.
Defined each topic clearly and succinctly.
Integrated topic data from a variety of sources.
Included conclusions and / or recommendations if appropriate.

Summary of Report **15**

Re-defined overall topic of presentation.
Summarized main points and made recommendations.
Answered questions from audience with factual information.

Style of Presentation **15**

Gave presentation with enthusiasm.
Used professional phraseology understandable to audience,
eliminated slang expressions.
Used creative and appropriate strategy for presentation.
Executed Smooth Multiple Transitions between presenters.
Generated interest in audience as evidenced by questions and
comments from listeners.

Use of Visual Materials **15**

Selected appropriate visual materials to supplement and illustrate
major points (handouts, posters, overheads, chalkboard, PowerPoint, etc.).
Presented visual materials with smooth transitions that were easily
visible to audience.

TOTAL POINTS **100**

Written Assignments

Instructions on Paper format:

1. Paper must be word-processed (font: **Times New Roman**, font size: **12**; **1.5** spacing; with **1 inch margins** on all sides.
2. Utilize correct grammar, punctuation, and spelling.
3. Each paper will be three to four pages in length.
4. Must have a minimum of three paragraphs/sections: 1. **Introduction**; 2. **Summary** (explanation, synthesis and/or analysis as needed by the assignment); 3. **Application**
5. Label the three sub-headings within the paper (refer to sample papers that are posted on Blackboard).

Instructions for turning in your Paper 1, 2, and 3:

- 1) An electronic copy of the final version of the paper will be submitted on Blackboard via **Turnitin.com**. The link will be posted close to each paper due date.
- 2) Hard copy of final paper will be turned into Dr. Barth during class the DAY the paper is due.

The following also must be stapled and turned in with the paper:

- Grade sheet (found in syllabus) placed on top
- Tracked changes (if no color printer, please email the tracked changes to Dr. Barth with your TEAM NUMBER and ppl soft numbers in the subject line of the email)
- Bibliography

*** Please keep a copy of all work that you turn in that was prepared outside of class. The instructor reserves the right to recall, review, and retain any previously submitted assignments during the course of the semester. It is your responsibility to collect and keep each graded assignment in a safe place until final course grades have been issued. It is also the responsibility of the student to bring to the Professor's attention any discrepancy or challenge of the grade received in a timely fashion (within fifteen days of the grade being distributed).**

Paper Pick-up Policy

Since we will be dealing with a large number of papers to be graded and recorded, your assistance in facilitating this matter is appreciated. We will endeavor to return graded/recorded papers to you as soon as possible. Once a particular assignment has been graded and recorded, we will distribute the assignment at the end of the next class session (according to team number). Please pick up your papers that day in class. **If you do not pick your paper up on the day they are returned, you may retrieve your assignments.**

Note: We will only bring the graded/recorded assignments to class once.

Writing Lab

For those who would like assistance with their papers, there are writing tutors available on campus. They will help you with sentence structure, organization, grammar and spelling. They will NOT write your paper for you! They are located in Learning Support Services, room 321 of the Social Work building. For more information, call (713) 743-5411.

Paper Preparation - A Few Tips

The purpose of this information is to help you achieve the best possible grade on your papers. Please read it very carefully.

GRAMMAR AND SPELLING

The following are the most common errors in grammar and spelling that have occurred in the past:

Grammar

Please pay attention to subject-verb agreement.

- e.g. Wrong: There **has** been many problems for this restaurant
Right: There **have** been many problems for this restaurant.

Be aware of run-on sentences.

- e.g. Wrong: The “glass-ceiling” effect will become obsolete, there is no room for discrimination in the 90’s.
Better: The “glass-ceiling” effect will become obsolete. There is no room for discrimination in the 90’s.

Make sure your sentence structure is parallel.

- e.g. Wrong: Methods of quality control include **tracking** comment cards and **note** the frequency of guest complaints.
Better: Methods of quality control include **tracking** comment cards and **noting** the frequency of guest complaints.

Make sure all of your sentences are complete.

- e.g. Recently, increased travel to the Eastern-Block countries and the Pacific Rim.
This is NOT a complete sentence.

SPELLING

Affect-verb (This **affects** the hotel industry adversely.)

Effect-noun (This will have an adverse **effect** on the hotel industry.)

Lose-verb (The hotel will **lose** a lot of money this quarter.)

Loose-adjective (My pants are getting too **loose**.)

Definitely-**Not** definitely or definitely.

It’s-contraction of “it is” (**Contractions should be avoided**.)

Its-possessive (The boat turned on **its** side.)

There-there are, there is

Their-possessive (**their** club, **their** ticket)

*Restaurant is spelled r-e-s-t-a-u-r-a-n-t. Believe it or not, this word is commonly misspelled!

Remember that formal papers should be written in third-person historical present tense.

Avoid addressing the reader as “you,” and the use of contractions.

PROOFREAD! PROOFREAD! PROOFREAD!

For some unknown reason, these papers always contain an excessive amount of typographical errors. Have a friend read your paper for you. It is often difficult to spot your own mistakes. Read the paper out loud, this will help you determine if the paper flows and is punctuated properly. Please do not rely on Spell Check.

This schedule is subject to change at the discretion of the professor.

©2016, Stephen C. Barth, P.C. All rights reserved.

A Check Sheet For College Writing Composition

By Vince Miholic, Southeastern Louisiana University

Titles: What's This Then?

- Avoid stalling on the first line. Write the title last, after the composition is finished.
- Sell the thesis through the title; approach it like a billboard advertisement – you have about eight words to capture my interest and attention as my sedan rushes past at 70 mph.
- Vague concepts and subjects – “Success” or “Improving Self-Esteem,” for instance – are not titles.
- “Manners” is a topic and not a title; “Mind Your Tongue, Young Man” is an inviting title that more closely reflects a thesis. While not necessarily written as a sentence, a title must convey a main idea.

The Opener: “Tell me what you’re going to say”

In the opening paragraph, you need

- A lead statement to capture the reader’s interest and gain momentum – for example, a common experience, a poetic image, metaphor, or engaging gambit (quotes can work but can also be overused or misleading); if the lead is poor, the reader will instinctively conclude that the balance of the composition is unlikely to be much better. Invite the reader to enjoy your writing.
- A focused, limited thesis statement, the main idea or position controlling the entire composition. Everything revolves around this claim: I shall argue fill-in-the-blank. The position placed in the blank is the thesis and is the most specific sentence of the opening paragraph, but do not say, “In this paper, I am going to discuss” or “I will argue that...” Just state your point.
- An encompassing scope statement – sometimes combined with the thesis statement; it should include the significant key words or ideas that emerge in each paragraph.
- Reconsider this paragraph after you have written the rest of the paper. Ask yourself, “What am I really trying to say?” “Am I saying it clearly and boldly with breadth and depth?” The original idea may have changed. Your closing paragraph may actually state the intended main idea better than the opening one.

The Middle: “Say it”

The interior of the composition should

- Be clear, precise and concise -- the reader should not have to struggle with interpretation.
- Include detailed, vivid description -- the kind that appeals to the senses, all of them.
- See beyond the obvious and look at the issue in a new way. Consider levels of perception such as depth, focus, focal point, framing, time, angle, and vantage points.
- Provide transitional expressions or sentences. Stay away from the basic “First,” “Second,” “Next,” “Finally.” Build coherent fluid movement between paragraphs by threading sentences at the beginning or end of paragraphs that weave relationships by using key words found in adjacent paragraphs.
- Include logical signal words or “signposts,” such as “nevertheless” or “however,” but should not become exclusively or overly dependent upon them.
- Defend and support the thesis with appropriate examples and extended illustrations, not padding.
- Stay unified around a single point, building topic sentences, relationships, and explanations of examples that advance the main idea of the composition.

The Closing: “Tell me what you said”

The closing paragraph should

- Not merely repeat what has already been said in the thesis and body; take some chances here, experiment, challenge the reader, but shun redundancy.
- Bring the main point into sharp focus with fresh language and thoughtful resolution.
- Possibly posit one idea but be more general than specific.
- Leave the reader thinking.
- Possibly bring the reader to the next logical step or present an issue beyond those stated.
- Bring closure to the composition, rounding out ideas and thoughts.

This schedule is subject to change at the discretion of the professor.

©2016, Stephen C. Barth, P.C. All rights reserved.

HRMA 4353
Supervision & Leadership in the Hospitality Industry
Written Paper #1 Criteria and Grade Sheet

1. Format (15 possible points):

Title
Subtitles (*in left hand margin*)
Student I.D. #'s on both pages (no names on paper)
Grading sheet attached?
Was the space used wisely?
Not more than one page?
Font, spacing, and easy to read?

2. Introduction (14 possible points):

Are the topics briefly introduced?
Is the organizational format established?

3. Relevant to Core Material (14 possible points):

Did the paper follow the prompt?
Did it refer to concepts discussed in-class and assigned readings?

4. Concern for Details (14 possible points):

Was the topic discussed as thoroughly as possible given the space constraints?
Were key points identified and discussed?
Was the information accurate?

5. Application (14 possible points):

Was the information applied to the industry with a very specific example?

6. Grammar (24 possible points):

Grammar
Spelling (3 points off for each misspelled word; do not rely on spellcheck)
Punctuation
Word choice

7. Overall Presentation (5 possible points):

Did the paper flow overall?
Was the total presentation and the format of the information presented in an organized fashion?

TOTAL (100 possible points)

HRMA 4353
Supervision & Leadership in the Hospitality Industry
Written Paper #2 Criteria and Grade Sheet

1. Format (15 possible points):

Title
Subtitles (*in left hand margin*)
Student I.D. #'s on both pages (no names on paper)
Grading sheet attached?
Was the space used wisely?
Not more than one page?
Font, spacing, and easy to read?

2. Introduction (14 possible points):

Are the topics briefly introduced?
Is the organizational format established?

3. Relevant to Core Material (14 possible points):

Did the paper follow the prompt?
Did it refer to concepts discussed in-class and assigned readings?

4. Concern for Details (14 possible points):

Was the topic discussed as thoroughly as possible given the space constraints?
Were key points identified and discussed?
Was the information accurate?

5. Application (14 possible points):

Was the information applied to the industry with a very specific example?

6. Grammar (24 possible points):

Grammar
Spelling (3 points off for each misspelled word; do not rely on spellcheck)
Punctuation
Word choice

7. Overall Presentation (5 possible points):

Did the paper flow overall?
Was the total presentation and the format of the information presented in an organized fashion?

TOTAL (100 possible points)

HRMA 4353
Supervision & Leadership in the Hospitality Industry
Written Paper #3 Criteria and Grade Sheet

1. Format (15 possible points):

Title
Subtitles (*in left hand margin*)
Student I.D. #'s on both pages (no names on paper)
Grading sheet attached?
Was the space used wisely?
Not more than one page?
Font, spacing, and easy to read?

2. Introduction (14 possible points):

Are the topics briefly introduced?
Is the organizational format established?

3. Relevant to Core Material (14 possible points):

Did the paper follow the prompt?
Did it refer to concepts discussed in-class and assigned readings?

4. Concern for Details (14 possible points):

Was the topic discussed as thoroughly as possible given the space constraints?
Were key points identified and discussed?
Was the information accurate?

5. Application (14 possible points):

Was the information applied to the industry with a very specific example?

6. Grammar (24 possible points):

Grammar
Spelling (3 points off for each misspelled word; do not rely on spellcheck)
Punctuation
Word choice

7. Overall Presentation (5 possible points):

Did the paper flow overall?
Was the total presentation and the format of the information presented in an organized fashion?

TOTAL (100 possible points)

Team Commandments

1. Team pledges to respond to members within 24 hours.
2. Team members will offer *two* ways to be contacted.
3. Team members will each contribute their fair share of *quality* work.
4. Team members pledge to collaborate at least three hours a week outside of class time.
5. Team members pledge to deal responsibly with issues *as they arise*.
6. If issues cannot be resolved, the professor will act as an arbitrator.
7. Team members pledge to meet team deadlines and deal with constructive criticism with an open mind.
8. Team members will have the courtesy to let team members know if they drop the class, or if other issues arise that will directly affect their ability to contribute to the team.

(Name)

(Team #)

HRMA 4353
Leadership Partner/Team Evaluation

You will be expected to work in teams for your entire career. Being able to work with others is an invaluable life-skill that is developed over time. One of the best ways to learn these lessons is through feedback from classmates. Therefore, you will be expected to evaluate your teammates on several key areas.

Please evaluate each member of your team using the following criteria:

10 = We could not have completed the project without this team member's input.

5 = The team member was somewhat helpful. I have had both better and worse team members in other projects.

1 = This person did not contribute to the team.

Team Member's Name _____ Evaluator's Name _____

Ability to communicate/planning	1	2	3	4	5	6	7	8	9	10
Meeting Attendance	1	2	3	4	5	6	7	8	9	10
Contribution of ideas and input	1	2	3	4	5	6	7	8	9	10
Completing agreed upon work	1	2	3	4	5	6	7	8	9	10
Team player	1	2	3	4	5	6	7	8	9	10
Volunteerism	1	2	3	4	5	6	7	8	9	10
Cooperation	1	2	3	4	5	6	7	8	9	10
Engagement in project	1	2	3	4	5	6	7	8	9	10
Attitude	1	2	3	4	5	6	7	8	9	10
Initiative	1	2	3	4	5	6	7	8	9	10
Total Level of Contribution to Project	1	2	3	4	5	6	7	8	9	10

Total Points _____

STEPHEN BARTH

Professor of Hospitality Law and Leadership

Attorney

Founder of

**HospitalityLawyer.com, MeetingLawyer.com, RestaurantLawyer.com, PrivateClubLawyer.com,
and Global Alliance of Travel, Tourism and Hospitality Attorneys (G.A.T.T.H.A)**

Member of the National Speaker's Association

Stephen Barth, author of Hospitality Law and coauthor of Restaurant Law Basics, is an attorney, the founder of HospitalityLawyer.com, the annual Hospitality Law Conference series, and the Global Congress on Legal, Safety, and Security Solutions in Travel. As a professor at the Conrad N. Hilton College of Hotel and Restaurant Management at the University of Houston, he teaches courses in hospitality law and leadership. He has over twenty years of experience in hospitality operations, including line positions, management, and ownership.

Stephen is a founding member of the Hospitality Industry Bar Association. He is a member of the State Bar of Texas. He is also a mediator and a strong proponent for alternative dispute resolution.

In addition to being a resource for travel and hospitality press, Professor Barth and his work have been quoted in the New York Times, USA Today, and the Houston Business Journal among others.

Stephen's articles on legal and leadership issues have appeared in *Lodging Hospitality*, *Hotel and Motel Management*, *CHEERS*, *NightClub and Bar*, and *HospitalityLawyer.com*. He speaks regularly on many issues for the travel, lodging, restaurant, club, and health care industries.

His presentations focus on emotional intelligence, social intelligence, positive leadership techniques, and methods for preventing liability in the hospitality industry. He assisted the National Restaurant Association in developing its *Safety and Security Seminar* and its *Responsible Service of Alcohol* program. Other presentations developed by Stephen include *STEM the Tide of Litigation*, *Positive Leadership for Positive Performance*, *A Model for Reducing Worker's Compensation Costs for the Hospitality Industry*, *Enhancing Your Presentation Effectiveness*, *Managing Your Emotional Energy*, and *Legal Updates for Lodging, Restaurant and Club Operations*.

Stephen earned his Law degree, Master of Arts in Communications, and a Bachelor of Arts degree with honors in Economics from Texas Tech University. In 1995 he was recognized by the City of Houston for his accomplishments as a faculty member at the University of Houston, and in 1996 he received the Dean's Award for Teaching Excellence at the Conrad N. Hilton College, University of Houston. In 1998 Stephen was awarded the University Teaching Excellence Award, the highest recognition of teaching bestowed by the University of Houston. In 2000 he received the University of Houston's Distance Education Award. In 2001 he launched HospitalityLawyer.com, and in 2002 he initiated the annual Hospitality Law Conference series. In 2003 Stephen created the *Electronic Journal of Hospitality Legal, Safety, and Security Research*. In 2007 he was the recipient of the Hilton College Outstanding Teacher award. In 2009, he received the Hilton College "HVS" Research Award. In 2011 he launched the Global Congress on Travel Risk Management.

Conrad N. Hilton College of Hotel and Restaurant Management
University of Houston
(713) 743-2415
(713) 201-8034
SBarth@uh.edu

HospitalityLawyer.com
(713) 963-8800
SBarth@HospitalityLawyer

This schedule is subject to change at the discretion of the professor.

©2016, Stephen C. Barth, P.C. All rights reserved.

Conrad N. Hilton College Credo

1. I will become familiar with and adhere to the academic honesty policy of the University of Houston.
2. I will be punctual to class. If I miss class, I understand that I am accountable for the material covered during that class period. It is my responsibility to find out what I missed and develop a solution.
3. During class, I will remain focused on the subject matter; I will not study other material, read material such as newspapers, or do puzzles, or work on my planner.
4. I understand that computers, cell phones and other PDAs may not be used during class without the express consent of the instructor and only for the purposes specifically designated by the instructor.
5. I will dress in business casual clothing for guest speakers
(Note: Business casual means shirt and slacks or blouse and skirt, etc. versus baseball cap, sweats, jeans, shorts, etc.)
6. I will treat others with dignity and respect and value their opinions.
7. I will help the college/hotel maintain the facility by having respect for the property.
 - a. I will adhere to all food and drink policies by using screw top lids on drinks and refrain from eating in the classroom while class is in session. I will clean up and place my cup, can or other waste in the proper receptacles when I leave the classroom.
 - b. I will not take food into or eat in the library/archives or any of the computer labs, including Sanders Studio.
 - c. If I choose to smoke, I will only do so in the designated smoking area.
8. I will “Do my part” in the Conrad N. Hilton College’s conservation program and reduce, reuse and recycle.
9. I will immediately leave the building when notified to do so (e.g. fire alarm). I will go to the designated park or where directed if inclement weather, and wait for further instructions

10. I will be hospitable and respectful to all guests of the hotel and Conrad N. Hilton College and will guide them to their destination.

This schedule is subject to change at the discretion of the professor.
©2016, Stephen C. Barth, P.C. All rights reserved.