



# POLYTECHNIC OF MEĐIMURJE IN ČAKOVEC

## COURSE SYLLABUS

ACADEMIC YEAR: 2020/2021

### 1. GENERAL COURSE INFORMATION

<b>1.1 Course name</b>	<b>Hotel Management</b>			
<b>1.2 Study program/s</b>	<b>Professional undergraduate study</b> of management in tourism and sports			
<b>1.3 Course status (O,E)</b>	O	<b>1.6 Mode of instruction (number of hours)</b>	<b>Lectures</b>	30
<b>1.4 Course code</b>			<b>Exercises</b>	30
<b>1.5 Course abbreviation</b>	HOMAN		<b>Seminars</b>	
<b>1.6 Semester</b>	IV		<b>E-learning</b>	
<b>1.7 ECTS</b>	6	<b>1.7 Place and time of instruction</b>	Premises of the Polytechnic of Međimurje in Čakovec, according to the schedule published on the website	

### 2. TEACHING STAFF

<b>2.1 Course leader/s-title</b>	Assistant Professor, Ph.D. Marija Valčić	<b>contact</b>	marija.valcic@mev.hr
		<b>contact</b>	
<b>2.2 Assistant/s- title</b>		<b>contact</b>	
		<b>contact</b>	
<b>2.3 Instruction held by- title</b>		<b>contact</b>	

### 3. COURSE DESCRIPTION

<b>3.1 Course goals</b>	<p>After completing the course, the student will be able to apply that the business success of hotel facilities depends on the effectiveness of management. The management in the hotel industry aims to direct its activity towards the realization of the most efficient business of hotels, hotel companies, and to shape the hotel offer that will achieve and maintain competitiveness in the tourist market. Adequately organized management function will ensure the unity of actions in the execution of goals and tasks of hotels and hotel companies. Recognize how managerial communication and interpersonal relationships affect business development. Get acquainted with the legislation and the field of work of institutions for hotels and restaurants in Croatia. The success of hotel management is reflected in finding the best way to manage hotel facilities, very often in a changing and uncertain environment. However, there is no successful hotel management without creative, capable and talented managers. Managers with a strong personality as well as innovative abilities can accept the challenges of the increasingly complex environment in which they operate. It is very important that the manager understands the job well, and also that he knows and understands his co-workers.</p>
<b>3.2 Prerequisites</b>	No preconditions
<b>3.3 Course outcomes</b>	<p>After successfully completing the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe and understand the meaning and importance of management in the hotel industry</li> <li>2. Review the functions of management in the hotel industry</li> <li>3. Evaluate the basic working methods and key aspects of the hotel management.</li> </ol>

	<p>4. Apply the management in a modern hotel or hotel company through four important functions, namely: the function of planning, the function of execution and coordination, the function of organizing and the function of control.</p> <p>5. Apply phenomena through research in the field of hospitality on practical examples</p>																																							
<b>3.4 Course content</b>	Course contents refer to																																							
<b>3.5 Types of coursework</b>	x	Lectures	x	Exercises	x	Blended e-learning	x	Individual activities		Laboratory																														
		Seminars and workshops		Distant learning		Field classes	x	Multimedia and network		Mentorship																														
		Other																																						
<b>3.6 Language of instruction</b>																																								
<b>3.7 Monitoring students' work (enter the number of ECTS credits for each activity so that the total number of ECTS credits is equal to the total ECTS value of the course, 1 ECTS = 30 hours)</b>	2,00	Class attendance			Seminars			Essay																																
		Class activity			Project			Report/paper																																
	1,00	Midterm exams		1,00	Practical task			Continuous knowledge check																																
		Written exam			Experimental work																																			
		Oral exam			Research																																			
<b>3.8 Assessment and evaluation of students' work during classes and at the final exam</b>	<table border="1"> <thead> <tr> <th>Activity specification</th> <th>Percent %</th> <th>Points</th> </tr> </thead> <tbody> <tr> <td colspan="3" style="text-align: center;">Assessment during instruction</td> </tr> <tr> <td>Attendance</td> <td>5%</td> <td>5</td> </tr> <tr> <td>Class activity</td> <td>5%</td> <td>5</td> </tr> <tr> <td>Seminar/ project/ essay</td> <td>30%</td> <td>30</td> </tr> <tr> <td>Midterm exam 1</td> <td>30%</td> <td>30</td> </tr> <tr> <td>Midterm exam 2</td> <td>30%</td> <td>30</td> </tr> <tr> <td colspan="3" style="text-align: center;"><i>Exam assessment for the students who failed to fulfil all the obligatory requirements during the semester</i></td> </tr> <tr> <td>Written exam</td> <td>60%</td> <td>60</td> </tr> <tr> <td><b>Total:</b></td> <td><b>100%</b></td> <td><b>100</b></td> </tr> </tbody> </table>										Activity specification	Percent %	Points	Assessment during instruction			Attendance	5%	5	Class activity	5%	5	Seminar/ project/ essay	30%	30	Midterm exam 1	30%	30	Midterm exam 2	30%	30	<i>Exam assessment for the students who failed to fulfil all the obligatory requirements during the semester</i>			Written exam	60%	60	<b>Total:</b>	<b>100%</b>	<b>100</b>
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<b>3.9 Assessment criteria – analysis per learning outcomes</b>	<b>Ways of evaluating learning outcomes</b>																																							
		<b>Attendance</b>	<b>Activity</b>	<b>Mid-term exam 1</b>	<b>Mid-term exam 2</b>	<b>Practical work</b>	<b>Total</b>																																	
	Outcome 1			5			5																																	
	Outcome 2			10			10																																	
	Outcome 3			10	10	10	30																																	
	Outcome 4			5	10	10	25																																	
	Outcome 5				10	10	20																																	
	Outcome not-related	5	5				10																																	
	<b>Total</b>	5	5	30	30	30	100																																	
	<p>Grading of outcomes (in order to pass the mid-term exam/exam the student must achieve at least 50% points for each learning outcome)</p> <p>Points      Grade</p> <p>89 – 100    excellent (5)</p> <p>76 – 88     very good (4)</p> <p>63 – 75     good (3)</p> <p>50 – 62     pass (2)</p>																																							

	0 – 49 fail (1)										
<b>3.10 Specific features related with taking the course</b>	<p>If a student collects 50% of the points of each outcome, he / she directly takes the exam, provided that he / she has submitted a practical paper. A student cannot access the exam period if he / she has not submitted a practical paper. The practical work is made according to the instructions published on the Merlin system and is submitted by placing it on the Merlin. The practical work is submitted at least 3 days before the exam deadline. During the exam, it is possible to verbally check the knowledge in the previous preparation of practical work.</p> <p>If a student does not achieve a sufficient number of points on the midterm exam, he / she cannot take the next midterm exam.</p> <p>Once achieved points in intermediate exams for each learning outcome are no longer deleted unless the student decides to correct the result for a particular learning outcome, whereby the points collected until then are deleted and newly achieved points for that learning outcome are entered.</p> <p>The final grade is obtained during the exam period and it presents the sum of points earned during classes.</p> <p>Students who did not take the colloquium are required to access the written part of the exam where all learning outcomes are verified, and are required to submit a practical paper before taking the exam.</p>										
<b>3.11 Students obligations</b>	<p>Full-time students are required to attend at least 70% of the total number of hours of lectures and exercises in order to exercise the right to take the exam. Part-time students are required to attend at least 30% of the total number of hours of lectures and exercises in order to exercise the right to take the exam. If the student has not fulfilled all the obligations set by the course, he is obliged to attend the lectures again and meet the conditions for taking the exam.</p> <p>Attendance can be offset by online tuition, organised webinars and added assignments given by teachers. One lesson lasts 45 minutes, and several hours form a teaching unit. Absence from one teaching unit is counted as one absence. Delays and apologies are recorded separately. In that case, if the student missed more than 50% of classes, and has a justifiable reason/apology, the request should be submitted to the Department Council, which then decides on the justification of student absences with the obligatory opinion of the course leader.</p>										
<b>3.12 Written assignments</b>											
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<b>3.14 Additional reading</b>	<table border="1"> <tr> <td>1.</td> <td>Hayes, D.K., Ninemeier J.D.: <b>Upravljanje hotelskim poslovanjem</b>, M Plus, Zagreb, 2005</td> </tr> <tr> <td>2.</td> <td>Wcihrich, H., Koontz, H., <b>Mcncdžmcnt</b>, Mate d.o., Zagreb, 1994</td> </tr> <tr> <td>3</td> <td>Gregorić, M., Vrkljan Muraj, A. i Haleuš, J. : <b>Ispitivanje motivacije poduzetnika za osnivanje hostela u Gradu Zagrebu</b>. Obrazovanje za poduzetništvo - E4E : znanstveno stručni časopis o obrazovanju za</td> </tr> </table>	1.	Hayes, D.K., Ninemeier J.D.: <b>Upravljanje hotelskim poslovanjem</b> , M Plus, Zagreb, 2005	2.	Wcihrich, H., Koontz, H., <b>Mcncdžmcnt</b> , Mate d.o., Zagreb, 1994	3	Gregorić, M., Vrkljan Muraj, A. i Haleuš, J. : <b>Ispitivanje motivacije poduzetnika za osnivanje hostela u Gradu Zagrebu</b> . Obrazovanje za poduzetništvo - E4E : znanstveno stručni časopis o obrazovanju za				
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		poduzetništvo, 7(1), 23-35. Dostupno na <a href="https://hrcak.srce.hr/183413">https://hrcak.srce.hr/183413</a> , 2013
	4	Barbara Neuhofer, Dimitrios Buhalis, Adele Ladkin: <b>A Typology of Technology-Enhanced Tourism Experiences</b> , International Journal of Tourism Research, 2010
	5	Valčić, M., Dumšić, L.: <b>Information Technology for Management and Promotion of Sustainable Cultural Tourism</b> , Informatica 36, (2012) 131–136)
	6	Breslauer, N., Gregorić, M. i Hegeduš, I. : Održivi razvoj turizma u Međimurskoj županiji. Obrazovanje za poduzetništvo - E4E : znanstveno stručni časopis o obrazovanju za poduzetništvo, 5(1), 102, 2015.

#### 4 ADDITIONAL COURSE INFORMATION

<b>4.1 Quality control</b>	The quality of the program, teaching process, teaching skills and level of mastery of the material will be established by conducting a written evaluation based on questionnaires, and in other standardised ways and in accordance with the by-laws of the Polytechnic of Medjimurje in Cakovec.
<b>4.2 Contact the teacher</b>	Students can contact the teacher during the office hours and during classes, while for short questions and explanations they can contact him/her any day during working hours by coming in person or by landline. It is also possible to ask questions by e-mail, which will be answered in 48 hours at the latest. It is desirable for students to come as often as possible for any possible questions during the teacher's office hours.
<b>4.3 Information about the course</b>	It is the obligation of each student to be regularly informed about the course. All notifications about the classes or possible postponement of classes will be posted on the bulletin board and on the website of the Polytechnic at least 24 hours in advance.
<b>4.4 Course contribution to the study program</b>	Make business decisions taking into account economic, environmental, legal and ethical norms Analyze the business performance of the organization and the company

#### 5. ANALYSIS OF COURSE TOPICS (the number of hours is equal to the number of lectures and exercises of the course)

LECTURES				
Hours	Topic and description	Method	Learning outcomes	Course outcome
1.	Introduction to the course and detailed syllabus	<ul style="list-style-type: none"> <li>• Direct teaching (lecture, instruction, pp presentation)</li> <li>• Discovery learning (individual, lead, discussion)</li> <li>• Group learning</li> <li>• Case study</li> <li>• Field classes...</li> </ul>	Students will be introduced to the syllabus and the basic principles of hotel management	11

2.	Basics for understanding the concept of business hotel management	Lectures, PP Presentation	Understand the concept of hotel management management in a modern hotel, or hotel company performs four important functions, namely: the function of planning, the function of execution and coordination, the function of organizing and the function of control	13
3.	Development of management science	Lectures, PP Presentation	The student will be able to determine the characteristics of the management process. Compare terms that can be equated with the term manager.	13
4.	Organizational function of management	Lectures, PP Presentation	Understand the word "function" and its different meaning, Define a function as a constant activity in performing the same, interconnected tasks, which are grouped into a larger or smaller number of groups.	12
5.	Contemporary business conditions in the hotel industry	Lectures, PP Presentation	Define new market trends. Explain the ability to adapt to change, which is a prerequisite for the growth, development and survival of hotel facilities. Understand Competition and hotel guests as the two most important factors of the	14

			organizational environment. Explain how hotel management should focus its activity on hotel guests and the requirements of the tourism market.	
6.	Management function, or management function	Lectures, PP Presentation	Understand why the management function at the hotel he appears as an inevitable companion. The control function is applied by different systems, and science knows several applicable systems.	14
7.	Changes in hotel management	Lectures, PP Presentation	Understand hotel management as a system of creating, directing and coordinating all factors that affect the formation of the hotel offer.	14
8.	Hotel offer	Lectures, PP Presentation	Understand what a hotel offer consists of Define a range of services that are provided to hotel guests directly, therefore market conditions require special features in hotel management.	14
9.	Midterm exam			
10.	Implementation of creativity in hotel management	Lectures, PP Presentation	Explain the process of creativity as a process of creating a new, unknown product, either in the material or in the spiritual sphere Define Creative Management in the hotel industry	14

			through a set of knowledge, skills, quick adjustments to change.	
11.	Hotel and catering	Lectures, PP Presentation	Be able to compare hotel and catering. Arrange hotels according to different criteria. Review the development of the hotel industry in Croatia according to the stages of development. Compare well-known managers in the hotel industry. Compare hotel management subsystems and hotel management levels.	14,12
12.	Basic and most commonly used management systems and The most well-known modern management systems are	Lectures, PP Presentation	<ul style="list-style-type: none"> <li>■ Line management system</li> <li>■ Functional management system</li> <li>■ Staff-line management system.</li> </ul> Project management system and <ul style="list-style-type: none"> <li>■ Matrix management system</li> </ul>	14
13.	Organization of the management function	Lectures, PP Presentation	Define the basic starting point that by sharing power is multiplied, not reduced. Explain the need and importance of empowering hotel staff by emphasizing three aspects of modern work: <ul style="list-style-type: none"> <li>• unpredictable changes that require a quick response</li> </ul>	12

			<ul style="list-style-type: none"> <li>• Individual talent of workers can have a significant effect on results</li> <li>• Lack of freedom can inhibit results and success.</li> </ul>	
14.	Standards in the hotel industry - Quality management in the hotel	Lectures, PP Presentation	Define the types of standards in the hotel industry. Compare the levels of standardization of accommodation and food. Classify hotels according to the method of connection. Explain ISO standards in hospitality. Identify the stages of development of the quality management system.	14
15.	Midterm exam			
<b>EXERCISES/ SEMINARS</b>				
<b>Hours</b>	<b>Topic and description</b>	<b>Method</b> <ul style="list-style-type: none"> <li>• Direct teaching (lecture, instruction, pp presentation)</li> <li>• Discovery learning (individual, lead, discussion)</li> <li>• Group learning</li> <li>• Case study</li> <li>• Field classes...</li> </ul>	<b>Learning outcomes</b>	<b>Course outcome</b>
1.	Institutions related to the hotel and catering industry of the Republic of Croatia	<ul style="list-style-type: none"> <li>• Direct teaching (lecture pp presentation)</li> <li>• Group/ collaborative learning</li> <li>• Case study</li> </ul>		11
2.	Planning as a function of management in the hotel industry	<ul style="list-style-type: none"> <li>• Direct teaching (lecture pp presentation)</li> <li>• Group/ collaborative learning</li> <li>Case study</li> </ul>		11
3.	Hotel staffing	<ul style="list-style-type: none"> <li>• Direct teaching (lecture pp presentation)</li> <li>• Discovery learning (individual, lead, discussion)</li> <li>• Group/ collaborative learning</li> </ul>	Understand the basics of labour relations and trade union organization and the relationship between managers	11



		Case study	<p>and trade unions of hospitality and tourism. Identify the characteristics of successful managers. Evaluate hotel staff according to key virtues. Justify different ways of hiring staff (employment contract, employment contract, managerial contract, etc.). Analyze the negotiation process through stages. Plan staff through stages. Identify ways to obtain the necessary staff. Compare staff according to key characteristics and competencies. Anticipate the need for employee training. Plan career development through 7 phases</p>	
4.	Application of leadership as a managerial function in the hotel industry	<ul style="list-style-type: none"> <li>• Direct teaching (lecture pp presentation)</li> <li>• Discovery learning (individual, lead, discussion)</li> <li>• Group/ collaborative learning</li> </ul> <p>Case study</p>	<p>Identify an effective leader and an efficient manager. Predict the essential types of behaviour of people in the organization. Compare and evaluate patterns of behaviour. Evaluate the best motivators for work and the factors that influence people's motivation. Evaluate ways to increase motivation. Recommend ways</p>	12

			to measure employee motivation. Compare 5 types of power and leadership models.	
5.	Application of control as a managerial function in the hotel industry	<ul style="list-style-type: none"> <li>• Direct teaching (lecture pp presentation)</li> <li>• Discovery learning (individual, lead, discussion)</li> <li>• Group/ collaborative learning</li> </ul> Case study	Apply control, as a function of management, explain as a system of managerial control, ie managerial influence on business results. Use control methods and techniques and ultimately a management information system to support the control function	12
6.	Application - Project management system	<ul style="list-style-type: none"> <li>• Direct teaching (lecture pp presentation)</li> <li>• Discovery learning (individual, lead, discussion)</li> <li>• Group/ collaborative learning</li> </ul> Case study	Explain what characterizes this structure, list specialized functional organizational units, on the one hand, and project management and leadership, on the other hand	12
7.	Application - Matrix management system	<ul style="list-style-type: none"> <li>• Direct teaching (lecture pp presentation)</li> <li>• Discovery learning (individual, lead, discussion)</li> <li>• Group/ collaborative learning</li> </ul> Case study	Distinguish the terms of the project and matrix management system	12
8.	Application of ECO standardization in Hospitality	<ul style="list-style-type: none"> <li>• Direct teaching (lecture pp presentation)</li> <li>• Discovery learning (individual, lead, discussion)</li> <li>• Group/ collaborative learning</li> </ul> Case study	Present ECO standards globally	
9.	Success of hotel business	<ul style="list-style-type: none"> <li>• Direct teaching (lecture pp presentation)</li> <li>• Discovery learning (individual, lead, discussion)</li> </ul>	Make an analysis of hotel performance through	14

		<ul style="list-style-type: none"> <li>• Group/ collaborative learning</li> </ul> <p>Case study</p>	<p>Research the size of the company on business performance. In order to investigate the same, a sample of hotel companies is used, data on balance sheet items and account items profit and density and cash flow, and will be calculated in this way selected business performance indicators</p>	
10.	Social responsibility	<ul style="list-style-type: none"> <li>• Direct teaching (lecture pp presentation)</li> <li>• Discovery learning (individual, lead, discussion)</li> <li>• Group/ collaborative learning</li> </ul> <p>Case study</p>	<p>Define sustainable development between dynamic man-made economic systems and larger dynamic ecosystems that change slowly and must be in ecological balance Understand socially responsible business that implies the impact it has on the environment.</p>	14
11.	Levels of management in the hotel industry	<ul style="list-style-type: none"> <li>• Direct teaching (lecture pp presentation)</li> <li>• Discovery learning (individual, lead, discussion)</li> <li>• Group/ collaborative learning</li> </ul> <p>Case study</p>	<p>Define an effective leader and an effective manager. Predict the essential types of behavior of people in the organization. Compare and evaluate patterns of behavior. Evaluate the best motivators for work and the factors that influence people's motivation. Evaluate ways to increase motivation. Recommend ways</p>	14

			to measure employee motivation. Compare 5 types of power and leadership models	
12.	Managerial management systems	<ul style="list-style-type: none"> <li>• Direct teaching (lecture pp presentation)</li> <li>• Discovery learning (individual, lead, discussion)</li> <li>• Group/ collaborative learning</li> </ul> Case study	Explain the application of a management information system application that enables planning and reporting required	14,15
13.	Key business indicators	<ul style="list-style-type: none"> <li>• Direct teaching (lecture pp presentation)</li> <li>• Discovery learning (individual, lead, discussion)</li> <li>• Group/ collaborative learning</li> </ul> Case study	Apply one of the basic key business indicators that graphically displays business performance indicators from the main <i>MISH</i> modules.	14, 15
14.	Food and beverage management	<ul style="list-style-type: none"> <li>• Direct teaching (lecture pp presentation)</li> <li>• Discovery learning (individual, lead, discussion)</li> <li>• Group/ collaborative learning</li> </ul> Case study	<p>Introduction to the application of the process from receiving food and beverages, through storage and processing to their issuance.</p> <p>Explain the application of the application used by operational staff: controlling, control, gastro technologists, chefs, material accountants, warehousemen and operational and top management: chefs, food and beverage directors and company management.</p>	14,15
15.	Midterm exam			