



STARTING AND MANAGING A TOURISM ENTERPRISE

12:30 pm – 1:45 pm TR
109 Natural Resource Building

INSTRUCTOR INFORMATION

Instructor: Dr. Lina Xiong (Dr. Bear)
Email: Lina.Xiong@colostate.edu or Canvas Inbox
Phone: 970-491-5694
Office Hours: 11:00 am – 12:00 noon TR
Office: 222 W. Laurel Street, first floor

TECHNICAL SUPPORT

Need technical assistance with your online course? Try the following:

- Visit the [Canvas Student Resources](#) for guides and videos.
- Visit [Central I.T. Technical Support Helpdesk](#) for technical support.
- Call 970-491-7276.
- Email [Help Desk Support](#).

COURSE DESCRIPTION

The purpose of this course is to introduce concepts surrounding the planning, starting, and managing of a tourism or recreation business. The course will take a small business creation and management approach to starting a new enterprise. First, students will be introduced to concepts related to the preparation of the business venture, including general topics related to entrepreneurship and business planning. Second, students will be exposed to basics of planning, including development of a business concept, market analysis and marketing. Third, students will address basic management principles and practices as they relate to the operation of a tourism/recreation business, including leadership, quality management, customer loyalty, business ethics, sustainability, and risk management. Finally, students will cover financial planning and analysis and the completion of a business plan. This course will incorporate concepts learned in previous courses in order to give students an understanding of the conceptualization, development, and management of a tourism/recreation business. Students will apply concepts learned through the step-by-step development of a business plan for a tourism/recreation enterprise.

COURSE PREREQUISITES

None.

COURSE STRUCTURE

Class time will include lecture, discussion, group work, and activities. Students should complete chapter and business plan readings during the week in which they are assigned and be prepared to participate in

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class discussion. In addition to discussing information in the text, there will be several business plan workdays throughout the semester that will involve instructor presentation and intra-group discussion of specific business plan development steps. As part of class participation, portions of some class periods will involve individual activities related to topics covered in the textbook.

All learning materials, including lecture slides, reading, assignments, etc. are available on Canvas. Students are encouraged to go through the necessary learning materials before attending classes. The instructor will use many real business examples to apply concepts and encourage discussions in class, thus, students' prior understanding of essential concepts is required.

REQUIRED TEXTS

Pfister, R.E. & Tierney, P.T. 2009. Recreation, Event, and Tourism Businesses: Start-up and Sustainable Operations. Champaign, IL: Human Kinetics. (P&T)

ADDITIONAL TEXTS

Barringer, B.R. (2014). Preparing effective business plans: An entrepreneurial approach (2nd edition). Pearson, Prentice Hall. (Scanned chapters available through Canvas).

COURSE OBJECTIVES

Upon successful completion of this course, students will be able to do the following:

- Highlight the importance of entrepreneurial, leadership, and management style to development of a business venture in the recreation, event, and tourism industry.
- Describe the steps and components of a business plan.
- Articulate the breadth and depth of businesses engaged in the delivery of recreation, event, and tourism services.
- Compare the roles played by various sectors in the industry and how they contribute to a consumer product model.
- Identify current management, promotion, and marketing practices and apply pertinent techniques to the business planning process.
- Demonstrate the need for, and application of, quality market research in order to describe a target market, and prepare a marketing plan.

COURSE REQUIREMENTS

There will be 10 online quizzes, two in-class exams, a group tourism business plan, which will be done through the step-by-step completion of several components of a business plan throughout the semester, an entrepreneur interview, and class participation.

- There will be 10 online quizzes and two in-class exams. Each quiz is worth 10 points and each exam is worth 30 points. Quizzes will contain multiple choice, true/false, and some fill-in-blank questions, and in-class exams will only contain essay questions.

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- Quizzes are done online through the course site. You will receive your score and see the correct answers automatically. The 10 quizzes correspond to the 10 chapters of P&T (Chapter 1 to 10). There are 10 questions in each quiz. Students will have two attempts for each quiz and the instructor will only use the higher score. Note that different questions will be assigned to each quiz attempt. Answers will also be shuffled. It is the student's decision whether to start a second attempt. Once you start the quiz, you will only have 30 minutes to complete. These quizzes should be completed in your own time. You will be able to view the correct answers the day after the due date. Note that there is a specific due date for each quiz. Given it is an online test with much time flexibility, **there is no makeup allowed for quizzes.**
- The two exams are done in class. They are closed-book exams. Material on the tests may come from the textbook, lectures, and business plan readings. The first exam covers P&T Chapter 1 through 6, and the second one covers P&T Chapter 7 to 11. You will receive a question pool of each exam one week prior to the actual exam date for your preparation. Study session may be arranged. The actual exam will include 5-10 questions from the question pools. Exam questions are all short-answer questions and essay questions.
 - A missed exam may **NOT** be made up unless the absence is due to a **previously documented** university sanctioned event OR **documented** illness. If the exam is missed for any other reason, you will be able to take a makeup exam, however the makeup exam must be taken by the end of the following business day (finished by 4:00 pm) and will have 25% **automatically** deducted from your score. New questions will be designed for makeup exams. If the exam has not been taken by the prescribed time, the student will receive a 0 on that test.
- The **Business Plan** work (worth a total of 150 points) will be done in groups of 3 or 4 individuals. These groups must be determined by Thursday, 9/3. Students will have some time in the first three classes to get to know classmates, pitch ideas, and form teams/recruit members. Students who want to work together must tell the instructor in class or by e-mail by Thursday, 9/3. Any students not in a group by 9/8 will be randomly placed into groups of 4. Each group will select a tourism/commercial recreation business that they would be interested in starting and write a business plan for that enterprise. Throughout the semester there will be Business Plan Workdays, which will include an assigned reading, a presentation of material on a section of the business plan, presentation of the assignment for completing that section, and if possible, class time to begin planning the assignment.
 - This project is separated into seven parts (Part A through Part G). Students will receive reading and assignment description for each part via Canvas. For each Business plan part, students need to submit a printed version in class on the due date. One submission per group.
 - At the end of the semester (12/1 and 12/3), each group needs to present their business plan to the whole class. Each presentation is about 20 minutes long, with 5 additional minutes for Q&A. Each student must present for a minimum of five minutes. Professional attire is recommended. In addition, PowerPoint presentations are limited to a maximum of 15 slides. YOUTUBE, VIDEO, AUDIO CLIPS are not allowed unless they are made by your group exclusively for this project.
 - On 12/8/2015, students will turn in a bound, double-spaced, 2-sided copy of their business plan, which will represent a compilation of each of the segments completed throughout the semester organized into a single business plan document.

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- For the **Entrepreneur Interview** (worth 20 points), each student will interview the owner of a tourism/commercial recreation enterprise. The student may interview the owner of any type of enterprise they choose; however, it is recommended that the student select someone from a business similar to their own interests. A bank of questions for this interview appears at the end of the syllabus. Students may feel free to add any questions that they think are pertinent and remove any that aren't. Answers to the interview should be typed, double-spaced, and bound or stapled. The interview cover page, at the end of this document, must be completed and accompany the interview (at a minimum, the student should include the cover sheet information with their interview in some way). **The Entrepreneur Interviews are due anytime on or before Thursday, 11/19** in class. Feel free to complete and turn in the interview any time over the course of the semester.
- There will be a total of 20 points available based on class participation. There will be two ways to earn class participation points. First, attendance and participation in work groups on the business plan days. 10 points. Second, engagement in class including raising and answering questions, briefing business plans, etc. 10 points.
- Given the significant amount of teamwork contained in this course, your fellow teammates will complete peer evaluation forms (see Appendix 1) at the end of the semester. If it is apparent that you have abandoned your responsibilities to the team, your grade will be significantly lowered (as much as 50 percent off your team-based assignment score). I strongly recommend that you exchange contact information (phone numbers, emails, etc.) with your teammates. The instructor does not take responsibility for your intra-team communications.
- **No separate extra credit assignments will be available for this class at the end of the semester.**

COURSE EVALUATION

Assignments*		Total points
10 Online quizzes	10 points each	100
2 In-class exams	30 points each	60
Business Plan Work		150
A. First Screen	15	
B. Feasibility analysis	15	
C. Business description/Industry analysis	20	
D. Market analysis and Plan	25	

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E. Company structure/Operations design	25	
F. Financial projections	15	
G. Executive Summary, cover page, and table of contents	15	
• Business plan presentation	20	
Participation Points	10 points for attendance 10 points for in-class engagement	20
Entrepreneur Interview	20 points each	20
Total Points		350 points

*Keep a copy of all work created for the course, including work submitted through Canvas course learning management system.

GRADE DESCRIPTION

98-100 % = A+	93-97.9 % = A	90-92.9 % = A-
88-89.9 % = B+	83-87.9 % = B	80-82.9 % = B-
78-79.9 % = C+	70-77.9 % = C	
	60-69.9 % = D	
	Less than 60 % = F	

ACADEMIC INTEGRITY POLICY

This course will adhere to the CSU Academic Integrity [Policies and Guiding Principles](#) as found in the General Catalog and the [Student Conduct Code](#).

Academic integrity is conceptualized as doing and taking credit for one’s own work. Violations of the university’s academic integrity standards include, but are not limited to:

- Cheating—includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member.

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- Plagiarism—includes the copying of language, structure, ideas, or thoughts of another, and representing them as one’s own without proper acknowledgment.
- Unauthorized Possession or Disposition of Academic Materials—includes the unauthorized selling or purchasing of examinations or other academic work; stealing another student’s work; unauthorized entry to or use of material in a computer file; and using information from or possessing exams that an instructor did not authorize for release to students.
- Falsification—includes any untruth, either verbal or written, in one’s academic work.
- Facilitation—includes knowingly assisting another to commit an act of academic misconduct.

At a minimum, violations will result in a grading penalty in this course and a report to the Office of Conflict Resolution and Student Conduct Services.

CSU HONOR PLEDGE

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course. *While you will not be required to affirm the honor pledge, you will be asked to affirm the following statement at the start of your exams:*

"I have not given, received, or used any unauthorized assistance."

Further information about Academic Integrity is available at CSU’s [Practicing Academic Integrity](#).

UNIVERSAL DESIGN FOR LEARNING

[Customize] I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A verifying memo from [Resources for Disabled Students](#) may be required before any accommodation is provided.

SYSTEM, MULTIMEDIA, AND SOFTWARE REQUIREMENTS

Having trouble with the multimedia in this course? See the solutions below. Also, it is highly recommended that you access your course via a **high-speed Internet connection**.

- Problems with opening PDFs?
 - Download [Adobe Reader](#).

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- Canvas acting funny?
 - Review Canvas guide for [Supported Browsers](#).
- YouTube videos not playing?
 - Download [Flash Player](#).
- Videos not opening or playing on your Mac?
 - Download [Windows Media Components for QuickTime](#).
- Still having issues:
 - Call the **CSU Help Desk at 970-491-7276** or [Email Help Desk Support](#)

You must have speakers installed and working properly on your computer before beginning the course.

You may need access to Microsoft Word, PowerPoint, and/or Excel to complete assignments. If you do not have access to the Microsoft Office applications, you may use one of the following free resources that allow you to save your files with Microsoft Office file extensions (.doc, .docs, .ppt, .xls.):

- [Google Apps for CSU](#)—a free, outsourced communications suite endorsed by The University Technology Fee Advisory Board (UTFAB)
- [Office 365](#)—the full version of Microsoft Office free of charge for CSU students.

SUGGESTED STUDY METHODS

Online education requires skills and habits that may be less essential in traditional courses. In order to be successful in your online course you will need:

- Space—Establish a comfortable and well-organized physical workplace.
- Time management skills—Set personal study and "classroom" time as you would do for a traditional course.
- Organization skills—Print out all class material (modules, PowerPoints, assignments, additional resources, and any work you generate) and keep everything in a single location. Maintain electronic backups of all class materials.
- Communication skills—Demonstrate a willingness to interact with your instructor and classmates through email, phone calls, discussion boards, and active participation in all class activities.
- Initiative—Seek help from your instructor and classmates, ask questions as they arise.
- Discipline—Pace yourself, complete all activities and assignments before the due date, follow through on all class requirements to completion.

The more closely you adhere to the recommendations above the greater your chances of having a successful semester and a rewarding online experience.

APPENDIX 1: PEER EVALUATION

Since much of the course work is team-based, I would like to see your peer reviews on your individual contribution. These forms are confidential, should be filled out individually in private, and the information in them is not to be shared with anyone else. Please send the filled form directly to my Email (lina.xiong@colostate.edu) by 12/8. I won't give final grades to any of your group members until I receive your evaluation.

When you send the completed peer evaluation form to me, please indicate your last name and course number in the file name. For example, xiong_eval_471.

Please allocate a grade (A, B, C, D) for each member of your team that reflects the member's contribution to the project (Do not assign grade to yourself).

Your name: _____ (Do not assign grade to yourself.)

Member Name _____ Grade _____

Please advise what you contributed to this project. Specifically what work did you perform/provide?

By signing below, I certify that I filled out this form as honestly and accurately as possible, and that the points assigned represent my best estimate of the relative contribution of each team member other than myself. An electronic signature is acceptable.

Signature: _____

NRRT 471 ASSIGNMENT

ENTREPRENEUR INTERVIEW

COVER PAGE

[This information MUST be provided as a cover to the interview]

Student name: _____

Interviewee name: _____

Name, address, and telephone
number of interviewee business: _____

Date of interview: _____

Location of interview: _____

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I verify that the above named student interviewed me about my business on the above date and location.

Signature of interviewee

I verify that I interviewed the above individual about his or her business on the above date and location.

Signature of student

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ENTREPRENEUR INTERVIEW

Each student will interview the owner of a tourism/commercial recreation enterprise. The student may interview the owner of any type of enterprise they choose; however, it is recommended that the student select someone from a business similar to their own interests. Answers to the interview should be **typed and double-spaced**. *The Entrepreneur Interviews are due anytime on or before Friday 5/09 in class (that is, anytime in the semester).*

The person you interview must be someone that you can either interview in person or by telephone. E-mail interviews are not acceptable. Whatever method you choose, I must receive a signed interview confirmation sheet as the cover to your interview write-up.

Below are questions you might ask in your interview. You are not limited to these questions and if some of these questions are not relevant for the particular entrepreneur you are interviewing, you need not ask them. This is an opportunity to discuss starting a small business with someone who has been there. Business owners can be busy people, so be respectful of their time. I recommend calling or e-mailing them ahead of time to set up an appointment either by phone or in person to conduct the interview.

On the following page is a cover page the entrepreneur interviews. Even if you don't use this specific page or you do a telephone interview, please provide the information asked for on this page when you turn in the interview.

1. What was the main reason or reasons that you wanted to run your own business?
2. What were the biggest challenges you faced in starting/purchasing your business?
3. What types of funding did you use?
4. What were your biggest challenges regarding obtaining that funding?
5. What is your primary target market?
6. What type of system do you use for advertising positions, hiring or firing employees, and writing job descriptions?
7. How did you determine that you could reach that market in the location you are at?
8. What are your primary methods of advertising and promoting your business?
9. What is your philosophy regarding customer service?
10. Now that your business is started, what are your biggest challenges in managing your business?
11. What role has technology played in your business?
12. How long did it take for you to see a financial return on your investment in the business?
13. What kind of hours do you and your staff work? Is that more or less than you expected?
14. What trends do you see for the near and distant future in your field?
15. What advice would you give a future entrepreneur who wanted to start a similar business? (That is, what would you encourage or discourage a future entrepreneur to do (or not do).