NRRT522 Ski Area Operations and Human Resources

Course Syllabus

Instructor Information
Instructor: Natalie Ooi
Phone: (970) 491 7292
Email: nkooi@mail.colostate.edu
(Responses to email will be provided within 36 hours during weekdays.)

Technical Support
Need technical assistance with your Canvas course? Try the following:

- Visit the Help Desk web page to troubleshoot common browser and Java issues.
- Call 970-491-7276.
- Email Help Desk Support.

Course Introduction
This course examines management considerations for the successful operation of a ski area. Weekly focus is given to the various departments, and how each contributes to the ski area experience as a whole. This includes mountain operations, risk management, ski school, rental and retail operations, food and beverage service, lodging, guest services, and human resources management. Students will learn how each of these departments function, along with the various skills required to address the issues and challenges faced in everyday operations. Particular emphasis is given to staff training and recruitment, industry regulations and certification, liability and risk management, crisis management and planning, guest communications, purchasing, stocktaking and inventory management, employee management, and dealing with seasonality. These topic areas are examined in relation to ski areas of different size and scale, and from all over the world, so that comparisons can be made regarding different management and operational procedures, regulations, and expectations.

Course Prerequisites and Corequisites
NRRT520 Perspectives on Ski Area Management (this can be taken concurrently with this course)
LEARNING OBJECTIVES

Upon completion of this course, you will be able to:

• Discuss the importance of each department and how it contributes to the ski area experience as a whole
• Identify and describe key management considerations for ski area operations
• Apply employee motivation and satisfaction theories to a ski area context
• Identify and outline risk and crisis management protocols and procedures
• Apply guest management and communication techniques to a ski area context
• Outline industry regulations and requirements related to ski area operations
• Discuss stocktaking and purchasing considerations of ski area operations
• Assess the liability concerns associated with various aspects of ski area operations
• Critically examine management considerations regarding the seasonality of employees

REQUIRED TEXTS

There are no prescribed texts for this course.

OTHER REQUIRED OR SUPPLEMENTAL MATERIALS

• Module 1.

• Module 2.

**Module 3.**


**Module 4.**

• Mammoth Mountain Ski Area LLC. (2014). *Mammoth Mountain Rental Staff Handbook* (pp. 1–47). Mammoth Lakes: Mammoth Mountain Ski Area LLC.


**Module 5.**


**Module 6.**


**Module 7.**


COURSE PRESENTATION AND PROCEDURES

Content for this course is organized into eight weekly modules. Each module is divided up into a number of parts. Within each part, a combination of readings, narrated Powerpoint presentations, video interviews with ski area managers, and graded assignments are provided. Each of these activities are organized in sequential order, and should be completed as such. Discussion prompts are also scattered throughout the module to help stimulate your thinking. Make sure that all assigned tasks and readings are completed prior to moving on to the next module.

PARTICIPATION EXPECTATIONS

This is a 2 credit course taught over an 8 week period. To get the most out of this course, it is recommended that you devote 6-8 hours a week to do the weekly readings, read/listen/watch presentations, contribute to discussion forums, and complete your assessments. The recommended break-down of your time is as follows:

• 3 hours a week – weekly readings and taking notes
• 2 hours a week – reading/listening to presentations and taking notes
3 hours a week – contributing to discussion forums/completing assessments

This is a graduate level course that examines the various management considerations associated with ski area operations and human resources. There are high expectations regarding the quality of the work presented and the meeting of assessment deadlines. It will also be necessary to take the time to allow for critical thinking and analysis of concepts and issues presented in order to obtain a high grade.

**GRADING**

As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates listed in the course schedule. Grading of the weekly discussion posts and comments, the sustainability report analysis and your comparative report will be provided within one week of the due date. If, however, due to unforeseeable circumstances, the grading of your work takes longer than one week, I will keep you informed of my progress and make every effort to return your work with feedback as soon as I can.

<table>
<thead>
<tr>
<th>ASSIGNMENT*</th>
<th>GRADE POINTS</th>
<th>GRADE PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion posts and comments (6 @ 30 points each)</td>
<td>180</td>
<td>45</td>
</tr>
<tr>
<td>Activity 1: Guest/Employee Safety Online Quiz</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>Report: Guest Services techniques and strategies</td>
<td>160</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>400</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

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

**GRADE DESCRIPTION**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100%</td>
<td>A+</td>
</tr>
<tr>
<td>90-94%</td>
<td>A</td>
</tr>
<tr>
<td>85-89%</td>
<td>B+</td>
</tr>
<tr>
<td>80-84%</td>
<td>B</td>
</tr>
<tr>
<td>75-79%</td>
<td>C+</td>
</tr>
<tr>
<td>70-74%</td>
<td>C</td>
</tr>
<tr>
<td>65-69%</td>
<td>D+</td>
</tr>
<tr>
<td>60-64%</td>
<td>D</td>
</tr>
<tr>
<td>0-59%</td>
<td>F</td>
</tr>
</tbody>
</table>

**ASSIGNMENT DETAILS**
DISCUSSION EXERCISE: DISCUSSION POSTS AND COMMENTS:

In this course, each student will be randomly allocated to a small discussion group forum. You can find your group by clicking on the “Discussions” link. Within these forums, students will be expected to post a short written reflexive/synthesis paper, as assigned each week. This is based on one of the discussion prompts provided throughout the weekly content. This discussion should be posted to your group’s Canvas discussion forum. It can be posted directly onto Canvas or attached as a MS Word Document that is no more than 1 page double-spaced. If referencing from the weekly readings and other sources, correct APA 6th style is expected. There will be a total of 6 discussion exercises (DE), with each (discussions and comments) worth 30 marks.

Each discussion exercise (DE) is made up of two sections: a post and two comments. Each post is to be posted on the discussion group thread by **Friday 5pm of each week**, as listed in the course schedule. Students will then be expected to review and comment on a minimum of two DE posts from other students within their discussion group each week. Students will have until **Sunday 5pm of the same week** to post their comments. These comments should be posted directly to Canvas. A portion of the marks for your discussion exercise will depend on the quality of the writing, so be sure to proofread for errors in grammar and spelling prior to submission. Points will also be subtracted for late submissions.

To understand how the marking is undertaken for each DE, please refer to the marking rubric.

<table>
<thead>
<tr>
<th>NRRT522 Marking rubric for weekly discussion exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Levels of Achievement</strong></td>
</tr>
<tr>
<td>Criteria</td>
</tr>
<tr>
<td>Promptness and Initiative</td>
</tr>
<tr>
<td>Posts original contribution, responds</td>
</tr>
<tr>
<td>to at least two peers postings, within the</td>
</tr>
<tr>
<td>required timeframe.</td>
</tr>
<tr>
<td>Mechanics of Writing</td>
</tr>
<tr>
<td>Submissions are grammatically correct,</td>
</tr>
<tr>
<td>posts with rare misspellings, format is clear</td>
</tr>
<tr>
<td>and logical/professional delivery</td>
</tr>
<tr>
<td>Relevance of Post</td>
</tr>
<tr>
<td>Post is highly related to assigned topics;</td>
</tr>
<tr>
<td>cites at least one but preferably several</td>
</tr>
<tr>
<td>credible references</td>
</tr>
<tr>
<td>Discussion post is short in length and offers</td>
</tr>
<tr>
<td>no further insight into the topic; opinions</td>
</tr>
<tr>
<td>and ideas are stated clearly but</td>
</tr>
<tr>
<td>Posts do not relate to the discussion;</td>
</tr>
<tr>
<td>arguments made are not backed up by a reference;</td>
</tr>
</tbody>
</table>
ACTIVITY 1: ONLINE GUEST/EMPLOYEE SAFETY QUIZ

Design an online, multiple choice quiz for either guests, or employees, that educates them on mountain/workplace safety. This quiz should be designed as if it were to be included on a ski area’s website. It can either be specific to a particular area/job task (e.g. terrain park usage or rental technician), or more general in nature (e.g. on-mountain safety or workplace safety). The idea behind this activity is that guests/employees are required to take this quiz before being able to access the mountain/begin working and should therefore include relevant safety information.

This quiz should be designed as a tool that both tests guest/employee knowledge, but also educates them on key safety considerations. As such, it is recommended that you provide an introduction
to your quiz that explains to guests/employees why this safety information is important. Some additional points of consideration:

- What safety information is important for your guests/employees to know?
- How can you explain to your guests/employees why this information is important?

This quiz will have 10 questions and will be created through Survey Monkey. You will need to sign up for a free account, and create a username and password. Do not use an existing survey template, rather, create your own. Once you create a name for your survey, click on the builder tab on the left hand side of the page, and click on the ‘multiple choice’ option. This will give you the structure for your questions and answers.

Unfortunately, Survey Monkey does not allow you to post explanations to your answers. This means that you will need to submit both a web link to your quiz in addition to a Microsoft Word document that contains:

- An introduction to your quiz that explains why it is important for the guest/employee
- All of your questions and answers
- Explanations as to why a particular answer(s) is the correct one.

This online quiz and answer sheet is due on Friday November 6th, 5pm MST. It is worth 60 marks, or 15% of your total grade for this course.

NRRT522 Marking rubric for Activity 1: Online Guest/Employee Safety Quiz

<table>
<thead>
<tr>
<th>Levels of Achievement</th>
<th>Exemplary (10 points)</th>
<th>Proficient (5 points)</th>
<th>Below Expectations (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ability to identify and synthesize relevant content</strong></td>
<td>The student has successfully synthesized relevant content so that all questions and answers are highly relevant to the topic area.</td>
<td>The student has somewhat synthesized relevant content so that the questions and answers provided mostly relate to the topic area.</td>
<td>Questions and answers provided do not relate to the topic area.</td>
</tr>
<tr>
<td><strong>Ability to be clear and concise</strong></td>
<td>Questions and answers are clear and concise</td>
<td>Content provided is somewhat clear and/or concise.</td>
<td>Content provided is not clear and/or concise.</td>
</tr>
</tbody>
</table>
### REPORT: HOW TO IMPROVE THE SKI AREA GUEST EXPERIENCE

**Report. How to Improve the Ski Area Guest Experience**

In Module 7, a range of techniques and strategies to improve the guest experience were discussed and identified through the presentations, video interviews, and readings. This individual assignment requires you to carefully consider all of these strategies and techniques and write a concise report outlining how you can improve the guest experience within a particular department at a ski resort. You are free to choose for which resort you would like to develop this report. Take into consideration what you already know about the resort you have chosen, and what they are already doing in regards to improving the guest experience in that particular department.

In your report, you should include the following:

- Title page
- Executive summary
- Brief introduction to the resort
- Introduction on the importance of the guest experience
- Proposed strategies and techniques to improve the guest experience (with explanation as to how these relate to different departments and across the ski area as a whole, if relevant)
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- Conclusion
- Final recommendations

It is important that you explain and justify why you think these strategies (whether individual, or as a combination across the resort) are relevant and will work in the context of the department, and resort you have chosen. Your target audience is senior-level management and this report should be written with this in mind.

This report is worth 160 marks, which accounts for 40% of your total grade. It is due Friday December 11th at 5pm MST. This report should be no longer than 8 pages double-spaced. You are expected to draw upon relevant sources to help support your choice of strategies and techniques, and also to illustrate your ideas and recommendations. Use APA 6th referencing for all citations.

**NRRT522 Marking rubric for Report: How to improve the guest experience**

<table>
<thead>
<tr>
<th>Levels of Achievement</th>
<th>Exemplary (20 points)</th>
<th>Proficient (10 points)</th>
<th>Below Expectations (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to identify and synthesize relevant content</td>
<td>All provided content is highly related to the relevant topic area and used in the appropriate sections.</td>
<td>Content provided mostly relates to the relevant topic area, but it is not used in the appropriate sections.</td>
<td>Content provided does not relate to the relevant topic areas.</td>
</tr>
<tr>
<td>Ability to be clear, concise, and coherent</td>
<td>Content provided is clear and concise and links are used to draw links between relevant topics</td>
<td>Content provided is somewhat clear and/or concise. There is some coherence between the topics</td>
<td>Content provided is not clear and/or concise. There is a lack of coherence between the topics.</td>
</tr>
<tr>
<td>Ability to compare and contrast content</td>
<td>Guest service strategies and techniques are thoughtfully compared and contrasted.</td>
<td>Some comparison is made between guest service strategies and techniques.</td>
<td>There is limited comparison made between guest service strategies and techniques.</td>
</tr>
<tr>
<td>Ability to incorporate personal opinions</td>
<td>The student is able to carefully incorporate their thoughts and opinions when evaluating and comparing different</td>
<td>There is some incorporation of student’s thoughts and opinions in the evaluation and comparison of different</td>
<td>There is no incorporation of the student’s thoughts and opinions in the evaluation and comparison of different</td>
</tr>
<tr>
<td></td>
<td>guest service strategies and techniques.</td>
<td>guest service strategies and techniques.</td>
<td>guest service strategies and techniques.</td>
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<td>--------------------------</td>
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<td>------------------------------------------</td>
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</tr>
<tr>
<td>Ability to evaluate</td>
<td>Student has used relevant and credible</td>
<td>Student has mostly used relevant and</td>
<td>Student has not evaluated the relevance</td>
</tr>
<tr>
<td>relevance and credibility</td>
<td>sources of information.</td>
<td>credible sources of information.</td>
<td>and credibility of the information.</td>
</tr>
<tr>
<td>of content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to find and</td>
<td>Additional sources beyond the recommended</td>
<td>Additional sources beyond the recommended</td>
<td>No additional sources beyond the</td>
</tr>
<tr>
<td>generate information</td>
<td>readings were used that were relevant to</td>
<td>readings were used, but were not</td>
<td>recommended readings were used.</td>
</tr>
<tr>
<td></td>
<td>the topic area.</td>
<td>necessarily relevant to the topic area.</td>
<td></td>
</tr>
<tr>
<td>Presentation and</td>
<td>Format is clear and logical. There are</td>
<td>Overall format is relatively clear and</td>
<td>Format is illogical and difficult to read.</td>
</tr>
<tr>
<td>organization of analysis</td>
<td>rare errors in format of font, content,</td>
<td>logical. Consistency is mostly maintained</td>
<td>Arguments are not made clear to the reader.</td>
</tr>
<tr>
<td></td>
<td>and all sections are present.</td>
<td>throughout the analysis.</td>
<td></td>
</tr>
<tr>
<td>Mechanics of writing</td>
<td>Submissions are grammatically correct</td>
<td>Few errors in spelling and grammar. Use</td>
<td>Poor spelling and grammar. Use of</td>
</tr>
<tr>
<td></td>
<td>with rare misspellings. Use of language</td>
<td>of language is sometimes inappropriate</td>
<td>language inappropriate for the</td>
</tr>
<tr>
<td></td>
<td>is appropriate for the recommended</td>
<td>for the recommended audience.</td>
<td>recommended audience.</td>
</tr>
<tr>
<td></td>
<td>audience.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ACADEMIC INTEGRITY POLICY**

This course will adhere to the CSU Academic Integrity Policy as found in the General Catalog, the [Graduate and Professional Bulletin](#), 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.

- **Plagiarism**—includes the copying of language, structure, ideas, or thoughts of another, and representing them as one’s own without proper acknowledgment.
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- Unauthorized Possession or Disposition of Academic Materials—including 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—including any untruth, either verbal or written, in one’s academic work.

- Facilitation—including 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.

COPYRIGHT

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites or sharing materials with those not registered in the class may violate both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor’s express permission could face appropriate disciplinary or legal action.

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

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.
ACCOMMODATION OF NEEDS

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.

- Canvas acting funny?
  - Download the correct version of Java for Canvas.

- YouTube videos not playing?
  - Download Flash Player.

- Videos not opening or playing on your Mac?
  - Download Windows Media Components for QuickTime.

- Can’t open content created with Microsoft Office Products? Download the following viewers:
  - Word Viewer
  - PowerPoint Viewer
  - Excel Viewer
  - Microsoft Office Compatibility Pack for Word, Excel, and PowerPoint File Formats

- 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)
- **Open Office**—an open source productivity suite

**LIBRARY AND RESEARCH ASSISTANCE**

The CSU Libraries Help Desk provides research and technical assistance either in person at Morgan Library or by phone at 970-491-1841. Jocelyn Boice is the librarian supporting this course. Contact her by email at jocelyn.boice@colostate.edu or by phone at 970-491-3882 to ask questions or set up an appointment for in-depth research help.

**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.