

I. COURSE DESCRIPTION:

This course will introduce the C.I.C.E student to the special events, conference and tour group markets and their importance to the success of the hospitality industry. Specifically, the student will acquire knowledge of how successful conventions and meetings are planned and accommodated. As a team member and with the assistance of an I.E.A. the C.I.C.E. student will apply his/her knowledge in the planning, organizing and follow-through of group bookings, special events, and other banquet functions throughout the fall and winter semester. This course enhances the knowledge and skill sets of the students in the Northern Ontario Hospitality and Tourism Institute to effectively manage large groups of customers in a hospitality setting.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Identify and discuss the scope and key components of the meetings and conventions industry.

Potential Elements of the Performance:

- Discuss factors which influenced the historical development of the meetings and conventions industry
- Give examples of types of meetings
- Explain the role of convention and conference centres
- Define and state the purpose of associations
- Describe the internal workings of associations
- Outline the major differences between corporate and association meetings
- Give examples of types of corporate meetings
- Discuss the role of the independent meeting planner in the corporate meeting environment
- Identify and discuss other specific target markets for the meetings and conventions industry

This learning outcome will constitute 30% of the final mark.

2. Apply knowledge of how successful special events, conferences and group meetings are planned, organized and conducted.

Potential Elements of the Performance:

- Explain the role of the meeting planner
- Identify the factors considered in site inspection and selection
- Summarize the important items a meeting planner should negotiate with a convention centre
- Identify and discuss considerations when arranging food and beverage service and guest speakers
- Discuss the legal considerations when planning, organizing and managing meetings, conventions and special events
- List commonly-used methods to effectively market a meeting
- Describe some of the meeting-control devices used to ensure a successful meeting
- Identify the different forms of technology used to assist or enhance meeting presentations
- Identify and explain ancillary conference and convention activities which contribute to the success of the meetings and conventions industry

This learning outcome will constitute 40% of the final mark.

3. Research and identify the critical elements of customer service which contribute to the overall success of the meetings and conventions industry.

Potential Elements of the Performance:

- List and explain the sales tools used to sell or motivate business in the hospitality industry and how these sales tools are integrated to gain maximum exposure and impact
- Outline the procedure of servicing the group - before, during and after the meeting

This learning outcome will constitute 15% of the final mark.

4. Explain how to plan, organize and conduct a catering function or special event (theme night) in The Gallery.

Potential Elements of the Performance:

- Identify the different food preparation systems for banquets
- Describe the procedure for booking and confirming reservations
- Explain the importance of a function sheet
- Explain how to forecast staffing requirements
- Identify the steps to complete a linen and beverage requisition
- Explain the importance of technological requirements and the how to make appropriate arrangements
- Identify the steps in the set up, service and completion of a Gallery food and beverage function
- Outline the important components of the billing procedure for a function
- Discuss the evaluation process to determine the level of success of the function

This learning outcome will constitute 10% of the final mark.

5. Develop ongoing personal professional development strategies and plans to enhance leadership and management skills for the hospitality environment.

Potential Elements of the Performance:

- Solicit and use constructive feedback in the evaluation of his/her knowledge and skills
- Identify various methods of increasing professional knowledge and skills
- Apply principles of time management and meet deadlines
- Recognize the importance of the guest, the server-guest relationship, and the principles of good service

This learning outcome will constitute approximately 5% of the final mark.

III. TOPICS:

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.

1. The convention, meetings and trade show industry
2. Organizing for convention sales
3. Selling the association market
4. Selling to the corporate meetings market
5. Selling other markets
6. Selling to the meetings market
7. Negotiations and contracts
8. The service function
9. Preparing for the event
10. Function rooms and meeting set ups
11. Food and beverage service - before, during and after the meeting
12. Exhibits and trade shows
13. Convention billing and post convention review

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Astroff, M., & Astroff, J. (2002). Convention Sales and Service (6th ed.). East Lansing, Michigan: The Educational Institute of the American Hotel and Motel Association.

V. EVALUATION PROCESS/GRADING SYSTEM:

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 - 59%	1.00
F (Fail)	49% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	

S	Satisfactory achievement in field placement or non-graded subject areas.
U	Unsatisfactory achievement in field placement or non-graded subject areas.
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.

Professor's Evaluation

3 Tests (30%, 30%,15%)	75%
Assignments	20%
Student professionalism (Dress code, attendance, conduct)	5%
Total	100%

ASSIGNMENTS:

Since one of our goals is to assist students in the development of proper business habits, assignments will be treated as reports one would provide to an employer, i.e. in a timely and businesslike manner. Therefore, assignments will be due at the beginning of class and will be 100% complete. All work is to be word processed, properly formatted, assembled and stapled prior to handing in. No extension will be given unless a valid reason is provided and agreed to by the professor in advance.

TESTS:

If a student is not able to write a test because of illness or a legitimate emergency, that student must contact the professor prior to the test or as soon as possible and provide an explanation which is acceptable to the professor. In cases where the student has contacted the professor and where the reason is not classified as an emergency, i.e. slept in, forgot, etc., the highest achievable grade is a "C". In cases where the student has not contacted the professor, the student will receive a mark of "0" on that test.

VI. SPECIAL NOTES:Dress Code

All students are required to wear their uniforms while in the hospitality and tourism institute, both in and out of the classroom. Please see attached policy on hospitality dress code. For further details, please read the Hospitality Centre dress code.

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Substitute course information is available in the Registrar's Office

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

CICE Modifications:**Preparation and Participation**

1. An Integrative Educational Assistant will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

CICE Modifications:**A. Tests may be modified in the following ways:**

1. Tests which require essay answers may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests which use fill in the blank format may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in the Learning Assistance Centre with assistance from an Integrative Educational Assistant.***The Integrative Educational Assistant may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Integrative Educational Assistant may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.