

# University Master Degree in Hotel Management

Academic Year: 2017-2018

## Teaching guide

Area: Strategic Planning in the International Hotel Sector

Subject: Innovation and Strategic Management

Period: Semester 1

Lecturers:

Ms. Marian Buil Fabregà

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MODULE: INTERNATIONAL HOTEL MANAGEMENT

AREA: STRATEGIC PLANNING IN THE INTERNATIONAL HOTEL SECTOR

SUBJECT: INNOVATION AND STRATEGIC MANAGEMENT

CODE: MHMGHSM

LANGUAGE: ENGLISH

YEAR: 1

PERIOD: SEMESTER 1

CREDITS: 5 ECTS

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## 1. Subject objectives

This course focuses on how General Managers and CEOs design and implement strategies to sustain and enhance business performance, examining issues central to the long- and short-term competitive position of the firms they lead.

As a field, Strategic Management attempts to explain why and how some firms outperform others in the market place, developing competitive advantage and sustaining it over time.

The course provides a set of frameworks and analytical tools that enable you to understand and plan effective strategies for companies competing in a range of industries.

The specific aim is to understand:

- (i) what determines the international success and failure of tourism organizations competing around the globe
- (ii) how hotels design, manage and innovate business models

The course provides evidence of different approaches based on real-world examples and experiences of leading organisations from around the world. It follows a seminar format in which discussions, case analyses, workshops and field projects are used to understand how innovation activities are developed and managed in various hospitality organizations.

## 2. Competencies developed

### Basic

B06 - knowledge and understanding that provide a basis or opportunity for originality in developing and / or applying ideas, often in a research context

B07 - students can apply their knowledge and their ability to solve problems in new or unfamiliar

environments within broader (or multidisciplinary) contexts related to their field of study

B08 - students are able to integrate knowledge and handle complexity and formulate judgments based on information that is incomplete or limited, include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments

B09 - students can communicate their conclusions and the underlying supporting knowledge and rationale to specialists and non-specialists in a clear and unambiguous way.

B10 - students must possess the learning skills that enable them to continue studying in a way that will be largely self-directed or autonomous

## **General**

G01 - be able to search and manage information from sources in order to make decisions that contribute to achieving the objectives of the organization

## **Transversales**

T02 - Promoting entrepreneurship initiative and to propose new approaches to introduce competitive improvements

T03 - use English as the language of the hotel industry in developing a career in an international environment

## **Specific**

E01 - Leading the attainment of the objectives of hotel companies through management, considering environmental criteria, socio-cultural, ethical and economic principles to ensure sustainable and responsible tourism accommodation.

E02 - Identify the different global actors active in shaping the market and hotel industry to learn how to compete or cooperate with them

E03 - Manage and plan the economic-financial resources affecting the hotel industry, as well as making investment decisions

E04 - Understanding the legal framework governing hotel activities to plan and carry out the activity according to the regulations

E05 - define and develop the goals, tactics and marketing strategies needed to establish appropriate policies in line with the objectives and strategies of the hotel company

E06 - identify the needs and expectations of consumers to plan for the provision of various products and services that allow hoteliers to encourage excellence in customer relations through a process of continuous innovation

E07 - evaluate the operational areas of the different types of accommodation and catering for a full analysis of the production process in terms of excellence and quality of service

E08 - Detect technical planning needs of infrastructure and hotel facilities to plan their maintenance,

renovation and improvement

E09 - Design and lead the human resources policy of the hotel company by developing the talent to achieve business goals

### 3. Content

Session 1: FIRST PART OF THE CLASS: Introduction to the course Introduction of the management of innovation and review of the main challenges in innovation management Introduction to the study trip to majorca and the project to be develop SECOND PART OF THE CLASS: Innovation definition, typology, organization and management Students will present in groups a summary of the readings proposed for the second part of the class. . Related material: Readings to prepare for class: FIRST PART: Drucker, P. 2002 . The discipline of innovation. Harvard Business Review (Aug 2002), pp. 95-104. SECOND PART: Chesbrough, H.W. & Teece, D.J. 2002. Organizing for Innovation: When Is Virtual Virtuous? Harvard Business Review (2002), Best of HBR, Vol. 8 (1996 ? Issue 2002), pp. 127-135 Brown, B. & Anthony, S.D. 2011. How P&G tripled its innovation success rate. Harvard Business Review (Jun 2011), pp. 64-73 Pisano, G. 2015. You need an innovation strategy. Harvard Business Review (Jun 2015), pp. 44-55 Guisado-Gonzalez, M., Guisado-Tato, M. & Sandoval-Perez, A. 2013. Determinants of innovation performance in Spanish hospitality companies: analysis of the coexistence of innovation strategies. The Service Industries Journal, 33(6), pp. 580?593

Session 2: Hotel industry and services - Strategic plan - Innovation Management . Related material: Study trip to Majorca

Session 3: Hotel players - Hotel management models - Introduction to the final project. Related material: Session by Bruno Halle - MAGMA HOSPITALITY CONSULTING

Session 4: Business model innovation through design thinking methodology Exploring how to design a business model - What is the difference between strategy, business model, and tactics - What are the elements of a business model - Structure of business models; organization of elements - Different designs of business models - How to analyze a business model design - How to design a business model ? Presentation of different business model designs for illustrative purposes . Related material: Readings to prepare for class: Magretta, J. 2002. Why business models matter. Harvard Business Review, 80(5), pp. 86-92 Vives, L. & Svejenova, S. 2012. Business models: towards an integrative framework. Management Research, pp. 22

Session 5: VISIT TO FINAL PROJECT HOTEL.

Session 6: Innovation trends in businesses : products and services, customers, operations and technology - How to innovate the business model - What elements are changed - How do the changed elements interact - How can business model innovation change entire industries . Related material: Readings to prepare for class: Johnson, M.W., Christensen, C.M., & Kagermann, H. 2008. Reinventing Your Business Model, Harvard Business Review, 86(12), pp. 50-59 Demil, B. and Lecocq, X. (2010), ?Business model evolution: in search of dynamic consistency?, Long Range Planning, 43(2-3), pp. 227-246.

Session 7: FIRST PART OF THE CLASS: FINAL PROJECT PRESENTATIONS SECOND PART OF

THE CLASS: Business model dynamics : Internal dynamics within a business model - External dynamics between business models and the external business environment - How do business models evolve over time. Related material: Readings to prepare for class: Ryall, M. 2013. The New Dynamics of Competition. Harvard Business Review (Jun 2013), pp. 80-88 Svejnova, S., Planellas, M. & Vives, L. 2010. An Individual Business Model in the Making: a Chef's Quest for Creative Freedom. Long Range Planning, 43, pp. 408-430

Session 8: BUSINESS CASES ON STRATEGIC INNOVATION MANAGEMENT. Related material: SIX FLAGS, LEGO, CIRQUE DU SOLEIL, FERRAN ADRIÀ EL BULLI

Session 9: Study trip Project Presentations.

## 4. Teaching methodology

**Working individually or in groups.** Working individually or in groups Students will have to manage the material provided, organize their pre-class preparation, and identify and organize information during the application of the acquired knowledge, e.g. conduct analyses for class exercises. During the course students will work individually and in groups on diverse exercises.

**Case Studies.** The lectures are characterized by discussions and debates about the pre-class prepared material, cases, and the lecture material. Active participation by students is expected and graded. Cases studies constitute a crucial part of the course. During the course, students will work on diverse case studies and mini cases in order to apply their newly acquired knowledge and further develop their skills and competences.

**Practical evaluation.** Application of the acquired knowledge is very important in this class and drives the course structure. Students will perform diverse exercises individually and in groups applying different teaching methodologies.

**Self-study or Study Groups.** Students are encouraged to create study groups for the preparation of assigned pre-class material. In addition, students will work in groups during class exercises and for the final project.

**Student Presentations (individual or group).** Students will present the results of their diverse exercises and their final project in class.

**Project evaluation.** Students will be given a final project and will be asked to prepare and implement the project during the course of the class as introduced to in the first session. The final project is designed to evaluate the students on the tools and concepts covered in the course, design, implementation and management of a business strategy, as well as their entrepreneurial thinking and creativity.

**Supervised Projects.** During the course students will conduct diverse projects and workshops in groups. Every lecture consists of an application phase in which the newly acquired knowledge will be transformed into practice. The projects vary from case study projects to workshops or field projects. Results will be presented in class. In addition, during the course students will conduct a field project in groups.

**Plenary Lectures.** The classes are interactive and complemented by classic plenary lectures to deepen

the understanding of new concepts and material prepared pre-class by students in order to support the subsequent application phase of the newly acquired knowledge.

## 5. Assessment activities

### **Regular examination call**

- **Final project on an innovative business strategy in a hotel + Presentation (Oct, 31/2017)**

Supervised project (Group - 30%)

Evaluated competences: B6-B7-B8-B9-B10-G1-T2-T3-E1-E2-E3-E4-E5-E6-E7-E8-E9

- **Study trip project. A minim grade of 5 is required to pass the subject (Nov, 13/2017)**

Supervised project (Group - 20%)

Evaluated competences: B6-B7-B8-B9-B10-G1-T2-T3-E1-E2-E3-E4-E5-E6-E7-E8-E9

- **Accessed very class by mini quizzes, case analysis or presentations. The minimum grade resulting from all assessments ( 5 assessments in class) has to be 5 or more.**

Academic Work (Individual - 50%)

Evaluated competences: B6-B7-B8-B9-B10-G1-T2-T3-E1-E2-E3-E4-E5-E6-E7-E8-E9

### **Resit examination call**

- **Final exam (Individual - 100%)**

Evaluated competences:

## 6. Bibliography

### **Mandatory readings**

Drucker, P. 2002 . The discipline of innovation. Harvard Business Review (Aug 2002), pp. 95-104.

Chesbrough, H.W. & Teece, D.J. 2002. Organizing for Innovation: When Is Virtual Virtuous? Harvard Business Review (2002), Best of HBR, Vol. 8 (1996 ? Issue 2002), pp. 127-135

Brown, B. & Anthony, S.D. 2011. How P&G tripled its innovation success rate. Harvard Business Review (Jun 2011), pp. 64-73

- Pisano, G. 2015. You need an innovation strategy. Harvard Business Review (Jun 2015), pp. 44-55
- Guisado-Gonzalez, M., Guisado-Tato, M. & Sandoval-Perez, A. 2013. Determinants of innovation performance in Spanish hospitality companies: analysis of the coexistence of innovation strategies. The Service Industries Journal, 33(6), pp. 580-593
- Magretta, J. 2002. Why business models matter. Harvard Business Review, 80(5), pp. 86-92
- Vives, L. & Svejnova, S. 2012. Business models: towards an integrative framework. Management Research, pp. 22
- Demil, B. and Lecocq, X. (2010), 'Business model evolution: in search of dynamic consistency?', Long Range Planning, 43(2-3), pp. 227-246.
- Ryall, M. 2013. The New Dynamics of Competition. Harvard Business Review (Jun 2013), pp. 80-88
- CASE STUDY: Domino's Pizza: Leveraging A Technology Platform
- CASE STUDY: SIX FLAGS
- CASE STUDY : Cirque du Soleil - The Evolution of the Circus Industry (A) Cirque du Soleil - Even a Clown Can Do It: Cirque du Soleil Recreates Live Entertainment (B)
- Case Creativity: Ferran Adrià
- CASE STUDY: LEGO® Products: Building Customer Communities Through Technology
- Svejnova, S., Planellas, M. & Vives, L. 2010. An Individual Business Model in the Making: a Chef's Quest for Creative Freedom. Long Range Planning, 43, pp. 408-430

## 7. Lecturer/s

**Ms. Marian Buil Fabregà** (Head lecturer) - [marian.buil@htsi.url.edu](mailto:marian.buil@htsi.url.edu)

Contact hour: Every session during the break and Wednesdays at 15.30

## 8. Observations

\* The syllabus might be subject to minor changes due to the study trip to Mallorca and the real life case study of a hotel that will be conducted in cooperation with a consultancy in hospitality management. Any changes will be announced on time. Information will be made available as soon as possible.

\* EVERY SESSION IS EVALUATED AND THUS A DELIVERY DATE!

\* Information on the academic calendar, exam timetables, and room assignment will be posted on the virtual campus and on the faculty's web site once it is available.

\* Academic norms and regulations is an obligation for all the members of the academic community in the faculty.