

# University Master Degree in Hotel Management

Academic Year: 2016-2017

## Teaching guide

Area: Research Methods in Hospitality

Subject: Research Methods in HospitalityEnglish

Period: Semester 2

Lecturers:

Ms. Tugba Kalafatoglu

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MODULE: INTERNSHIP AND MASTER THESIS

AREA: RESEARCH METHODS IN HOSPITALITY

SUBJECT: RESEARCH METHODS IN HOSPITALITY

CODE: MHMRMH

LANGUAGE: ENGLISH

YEAR: 1

PERIOD: SEMESTER 2

CREDITS: 5 ECTS

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## 1. Subject objectives

Students on the Master's programme in Hotel Management will be expected to undertake effective research drawing upon a range of primary and secondary data sources in the preparation of coursework. Research skills are therefore of general relevance to all Master's modules. It is important that students are exposed to a range of generic methodological issues, techniques and study skills. The Research Skills module is particularly geared towards preparation for, and successful completion of, high quality, rigorous and systematic management research required for a project and is of general relevance to the successful completion of coursework. Thus, this subject provides a general introduction to research methods and will cover three broad topics: research design, data collection, and data analysis. By the end of the course, students should be able to: formulate good research questions and design appropriate research, collect data using a variety of methods, analyze both qualitative and quantitative data, and critically evaluate their own research and that of others.

## 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

T04 - design and structure a study or research in the field of Hospitality Management to address a problem or need

## Specific

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

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

E11 - Propose new products, services, processes or experiences from analyzing the results from a study or research in the field of Hospitality Management to take advantage of market opportunities and gain competitive advantage in business or hospitality organizations.

## 3. Content

Session 1: This introductory session will consider the nature and role of research in tourism and hospitality environments. Then will review what research proposal is! Provides an overview of the research planning and implementation process. The importance of theory and the links between theory and practice: Getting Started 1.1. What is Research and Research Proposal? Developing Academic Reading Skills .

Session 2: Discusses the importance of the literature review in the research planning process. Literature and search skills? Planning and undertaking a literature search, uses of academic and practitioner literature, critical reading and referencing skills. Methods for data collection. Developing Literature Review Skills 3.1. Locating the sources of your literature 3.2. Defining the initial parameters of search 3.3. Conducting the main search and filtering the results 3.4. Organizing your Results 3.5. Referencing your Sources 3.6. Articulating the research aim .

Session 3: Research Philosophies, Approaches and Strategies 4.1. Research Philosophies: Positivism and Phenomenology 4.2. Research Approaches: Deduction and Induction 4.3. Quantitative versus Qualitative Research 4.4. Research Strategies Overviews the range of qualitative and quantitative

methods available to researchers in the tourism and hospitality disciplines. .

Session 4: Designing questionnaire surveys and sampling strategies. Looks at the key elements of good survey instrument design. Methods for data analysis Sampling 5.1. What is Sampling? 5.2. Probability Sampling 5.3. Non-Probability Sampling Data Collection Techniques 6.1. Interviews 6.2. Observation 6.3. Questionnaires .

Session 5: Presenting the research: Considering the key elements of presenting and reporting research findings in the tourism and hospitality environments..

Session 6: I. Strategic Profile and Company Analysis Purpose II. Situation Analysis A. General environmental analysis B. Industry analysis C. Competitive environmental analysis D. Internal analysis III. Identification of Environmental Opportunities and Threats and Firm Strengths and Weaknesses (SWOT Analysis ? PESTEL ? VRIO ? PORTER etc.) .

Session 7: IV. Strategy Formulation A. Strategic alternatives B. Alternative evaluation C. Alternative choice V. Strategic Alternative Implementation A. Action items B. Action plan .

Session 8: Overview and Group Presentation.

#### 4. Teaching methodology

**Practical Exercises.** Students are expected to attend all sessions. Most sessions build on the work from the previous one and it is difficult to recover if you miss a session. A research exercise forms part of the assessment in this subject. Attendance will be monitored and absences will affect your contribution to this exercise and your mark. To ensure effective learning in this subject students are expected to come to class having completed the required readings, preparation for discussion or other activities as advised.

**Case Studies.** In-Class Writing Exercises PLEASE BRING ONE EMPTY NEW NOTEBOOK TO THE CLASS! At the end of every class we will have writing exercise! Beginning with the first class, in-class written diagnostic exercises will be given toward the end of each class. These exercises are designed to ensure that the course lessons support the development of writing and analytic skills. These in-class exercises address analytic thinking and writing skills covered in the class and shall include three major themes: 1) formulating an argument, 2) critiquing an argument and 3) explicating an example from a required reading. Writing Exercise TAKE HOME 1: Due on February 16th, 2017 The take-home written assignment shall consist of a review of the scientific literature relevant to the student?s topic of interest. As students conduct their literature review for this second writing assignment, they are required to orally present a brief progress report on their research question(s) or topic that focuses their

**Student Presentations (individual or group).** FINAL PROJECT: Due on April 24th, 2017 (Group of two people) In-class Presentation ? All students come prepared to make a 15-20-minute presentation of a company project ? company will be decided by the group. Bring one hard copy set of your PPT ? at least 20 pages and handed into professor just prior to presenting. This is a group assignment. In presenting your findings, you are encouraged, to adopt a creative, multi-media approach (PowerPoint, short audio/video clips, props, etc.). You will be graded by presentation too. All papers will follow the format: ? Paper must be professionally spiral bound or in a folder ? One inch margins all around ? double space ?

12-point font size (Times News Roman preferred) ? A title page (not included in page count) to include group number and everyone name in the group ? Page numbers on each page ? Proper citations ? Bibliography: Need to know source and date of publication, author, et al. This is not counted in the 20 pages ? Turned in Elec

## 5. Assessment activities

### Regular examination call

• **The take-home written assignment shall consist of a review of the scientific literature relevant to the student's topic of interest. As students conduct their literature review for this second writing assignment, they are required to orally present a brief progress report on their research question(s) or topic that focuses their inquiry. (Feb, 16/2017)**

Academic Work (Individual - 30%)

Evaluated competences:

• **The company information will be given in the class, then you will prepare a report (5-6 Pages) for strategic profile and company analysis purpose including the general environmental analysis, industry analysis, competitive environmental analysis, and internal analysis. (Apr, 20/2017)**

Case analysis (Individual - 30%)

Evaluated competences:

• **FINAL PROJECT: Due on April 24th, 2017 (Group of two people) In-class Presentation ? All students come prepared to make a 15-20-minute presentation of a company project ? company will be decided by the group. Bring one hard copy set of your PPT ? at least 20 pages and handed into professor just prior to presenting. This is a group assignment. In presenting your findings, you are encouraged, to adopt a creative, multi-media approach (PowerPoint, short audio/video clips, props, etc.). You will be graded by presentation too. All papers will follow the format: ? Paper must be professionally spiral bound or in a folder ? One inch margins all around ? double space ? 12-point font size (Times News Roman preferred) ? A title page (not included in page count) to include group number and everyone name in the group ? Page numbers on each page ? Proper citations ? Bibliography: Need to know source and date of publication, author, et al. This is not counted in the 20 pages ? Turned in Elec (Apr, 24/2017)**

Final exam (Individual - 40%)

Evaluated competences:

Assignment 1 - Due on February 16th 20

Assignment 2 - Due on April 20th 20

Class Participation 20  
Final Project - Due on April 24th 40  
TOTAL 100%

Regular examination call

Activity type I/G Delivery date % Evaluated competences

Group Presentation I 2000 April 24th 2017 0 B6, T7, T9, G1, B10

Supervised projects I 500 February 16th & April 20th 2017 0 B6, T7, T9, G1, B10

### **Resit examination call**

• **The company information will be given in the class, then you will prepare a report (5-6 Pages) for strategic profile and company analysis purpose including the general environmental analysis, industry analysis, competitive environmental analysis, and internal analysis. (Jan, 20/2017)**

Case analysis (Individual - 30%)

Evaluated competences: B6, T7, T9, G1, B10

• **The take-home written assignment shall consist of a review of the scientific literature relevant to the student's topic of interest. As students conduct their literature review for this second writing assignment, they are required to orally present a brief progress report on their research question(s) or topic that focuses their inquiry. (Feb, 16/2017)**

Academic Work (Individual - 30%)

Evaluated competences: B6, T7, T9, G1, B10

• **FINAL PROJECT: In-class Presentation ? All students come prepared to make a 15-20-minute presentation of a company project ? company will be decided by the group. Bring one hard copy set of your PPT ? at least 20 pages and handed into professor just prior to presenting. This is a group assignment. In presenting your findings, you are encouraged, to adopt a creative, multi-media approach (PowerPoint, short audio/video clips, props, etc.). You will be graded by presentation too. All papers will follow the format: ? Paper must be professionally spiral bound or in a folder ? One inch margins all around ? double space ? 12-point font size (Times News Roman preferred) ? A title page (not included in page count) to include group number and everyone name in the group ? Page numbers on each page ? Proper citations ? Bibliography: Need to know source and date of publication, author, et al. This is not counted in the 20 pages ? Turned in Elec (Apr, 24/2017)**

Final exam (Individual - 40%)

Evaluated competences: B6, T7, T9, G1, B10

Activity type I/G Delivery date % Evaluated competences  
Supervised project I 3000 100 B6, T7, T9, G1, B10

### **Repeating students without attendance: regular examination call**

- **Supervised project (Individual - 100%)**

Evaluated competences:

### **Repeating students without attendance: resit examination call**

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

Evaluated competences:

### **Follow-up meetings**

Week 3

Week 7

Week 13

## **6. Bibliography**

### **Mandatory readings**

The readings will be uploaded at Moodle

### **Recommended readings**

Altinay, L. and Paraskevas, A. (2008). Planning Research in Hospitality and Tourism (241). Oxford: Butterworth-Heinemann.

Barbour, R. (2008) Introducing Qualitative Research: a Student Guide to the Craft of Doing Qualitative Research. London: Sage. Coles, T.E., Duval, D.T. and Shaw, G. (2013) A Student's Guide to Writing Dissertations and Theses in Tourism Studies and Related Disciplines. Abingdon: Routledge. Finn, M., Elliott-White, M. & Walton, M. (2000) Tourism & Leisure. Data Collection, Analysis and Interpretation. Harlow, Longman. Plowright, D. (2011) Using Mixed Methods: Frameworks for an Integrated Methodology. London: Sage Ritchie, B.W., Burns, P. and Palmer, C. (2005) Tourism Research Methods. Integrating Theory with Practice. Wallingford: CAB International. Veal, A.J. (2011) Research Methods for Leisure and Tourism: A Practical Guide, Prentice Hall (4th edition) Walle, A.H. (1997) 'Quantitative versus qualitative tourism research.' Annals of Tourism Research 21(3): 524-536. Phillimore, J. and

Goodson, L. (2004) *Qualitative Research in Tourism. Ontologies, Epistemologies and Methodologies*. London: Routledge.

## 7. Lecturer/s

**Ms. Tugba Kalafatoglu** (Head lecturer) - [tugba.kalafatoglu@htsi.url.edu](mailto:tugba.kalafatoglu@htsi.url.edu)

Contact hour: Any time before and after the class. Skype: GSTUGBA

## 8. Observations

\* 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.