

# COURSE SYLLABUS



COURSE TITLE: **TMGT 100 Hospitality and Tourism Career Development**

CLASS SECTION: **001**

TERM: **2024 Winter**

COURSE CREDITS: **3**

DELIVERY METHOD(S): **Face to face**

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun's [Territorial Acknowledgement](#).

For COVID-19 updates please visit <https://camosun.ca/about/covid-19-updates>.

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*Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.*

## INSTRUCTOR DETAILS

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NAME: David Armstrong

EMAIL: [armstron@camosun.bc.ca](mailto:armstron@camosun.bc.ca)

OFFICE: D260

HOURS: Thursdays 1:00pm -2:00pm or by appointment

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

## CALENDAR DESCRIPTION

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Students will learn practical skills and relevant knowledge that will enable them to apply prior work experience to Canadian Tourism and Hospitality Industry environments. Students will be introduced to strategies that empower the development of long-term career planning, job search techniques, approaches to written and verbal communications, interviewing methods, workplace cultures, and personal brand development.

One of:

- C in [English 12](#)
- C in [Camosun Alternative](#)

## COURSE LEARNING OUTCOMES / OBJECTIVES

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1. Research and create targeted career readiness tools unique to the tourism and hospitality industry while considering and evaluating existing skills, attributes, and interests.
2. Discuss, practice, and apply a variety of individual networking and personal branding strategies to support professional growth.

3. Apply professional communication skills through the consistent creation of written, verbal, technological, and face-to-face communications.
4. Integrate labour market research in preparing and interviewing for hospitality or tourism-related positions with strategic intent; seek feedback on the interview experience.
5. Demonstrate effective workplace professionalism.
6. Demonstrate knowledge of Canadian employment legislation and regulations.
7. Develop a strategic career pathway plan that includes, roadmaps, and current skill set inventories to adapt and take advantage of current and future career opportunities.

#### REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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There is no required textbook for this course. Materials as posted on the D2L site.

#### COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

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Mondays: 1:00pm -2:20pm F212  
 Thursdays 11:00am- 12:20pm F212

**Schedule is subject to change at the discretion of the instructor.**

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor. Please check D2L weekly for updates.

Class Days & Dates	Week #	Topic/Learning Outcome	Assignment/ Quiz
Jan 8 <sup>th</sup>	<b>Week 1</b> Introduction to the Course Course Expectations	<ul style="list-style-type: none"> <li>• Course introduction.</li> <li>• Team building &amp; trust exercise.</li> <li>• Career education and mindset.</li> <li>• Learning outcomes and your hopes for this class.</li> </ul>	Co-op expectations form & sign-up meeting with Jill Kissick (TMGT employment facilitator)
Jan 11 <sup>th</sup>	<b>Week 1</b>	<ul style="list-style-type: none"> <li>• Co-op team introduction.</li> <li>• Resilience, lifelong-learning and change management.</li> <li>• Reflection as part of career and personal development (What is it? How do I do it? Why and purpose.</li> </ul>	<b>Self-reflection Assignment distribution (10%)</b>  <u><a href="#">(Due January 19th, 2023)</a></u>
Jan 15 <sup>th</sup>	<b>Week 2</b> <u>Self-Assessment module</u>	<ul style="list-style-type: none"> <li>• Career cruising and self-assessment (Holland) tools. Initial discussions.</li> <li>• Long-term and short-term career (mindset development) planning introduction.</li> </ul>	Read ahead & be prepared to answer questions  <u><a href="#">Co-op Expectations form and sign-up due (5%).</a></u>

		<ul style="list-style-type: none"> <li>• Introduction to communication and leadership styles common in Canada.</li> <li>• Introduction of professional communication. (verbal non verbal)</li> </ul>	
<b>Jan 18<sup>th</sup></b>	<b>Week 2</b>	<ul style="list-style-type: none"> <li>• How rich are you? What do you need? Investigation into skill and mindset development (experience, education, community involvement, personality, values)</li> <li>• Investigating levels and types of impact you want to make?</li> <li>• Introduction of ethics in education and in the workplace.</li> </ul>	<p>Review in advance of class Competency transformation exercise (in-class)</p> <p><a href="#"><u>Self-reflection Exercise Due (D2L Drop box) 15%</u></a></p>
<b>Jan 22<sup>nd</sup></b>	<b>Week 3</b> <u>Labour market information (LMI)+ Connecting module (Part A)</u>	<ul style="list-style-type: none"> <li>• Review of continuous participation model.</li> <li>• Hospitality &amp; Tourism research skills (labour market research, sector &amp; position research).</li> <li>• Distilling job descriptions. (T-charts/targeting resume)</li> <li>• Labour market websites and alternative sources.</li> <li>• Connecting versus, networking.</li> </ul>	
<b><u>Jan 25<sup>th</sup></u></b>	<b>Week 3</b>	<p><b><u>Sustainability Summit</u></b> Introduction of resume and cover letter styles in connection to writing style and personal values.</p>	Draft your cover letters and resumes and have peers review prior to submitting.
<b>Jan 29<sup>th</sup>,</b>	<b>Week 4</b> <u>Interviewing Module</u>	<ul style="list-style-type: none"> <li>• Preparation (tough questions, Canadian expectations, etiquette, LMI, etc...)</li> <li>• Preparing yourself for the interview.</li> <li>• Developing mental mise en place</li> <li>• Informational interviewing</li> </ul>	<b><u>Informational interview assignment (10%), Due February 12th. .</u></b>
<b>Feb 1<sup>st</sup></b>	<b>Week 4</b>	<ul style="list-style-type: none"> <li>• During the interview: various types of interviews, meta cognition</li> <li>• After the interview: Journaling thank-you cards and what to write upon reflection.</li> </ul>	
<b>Feb 5<sup>th</sup></b>	<b>Week 5</b>	Peer interviews	<b><u>Quiz #1 Interviews (10%)</u></b> Reflections on peer evaluation. What did you learn as the interviewer/interviewee?

			What did you notice yourself & what did others pick up on? What value did this feedback provide?
<b>Feb 8th</b>	<b>Week 6</b> <u>Strategic career /development tools module</u>	<ul style="list-style-type: none"> <li>• Cover letters, Resumes, and professional communication (written, verbal, physical).</li> <li>• Various qualities of cover letter and resumes and connection to one's voice.</li> </ul>	
<b>Feb 12th</b>	<b>Week 6</b>	<ul style="list-style-type: none"> <li>• Borden-Busse method of CL. Developing and strengthening opening statements.</li> <li>• Explanation/examples of differences found in Canadian resumes.(and why)</li> </ul>	<u>Informational interview assignment Due (10%)</u>
<b>Feb 15th</b>	<b>Week 8</b>	<ul style="list-style-type: none"> <li>• Connecting reader and writer:</li> <li>• t-char &amp; what isn't there?</li> <li>• Describing vs. Bragging – how to reconcile? The power of examples (writing objectively)</li> <li>• Research required prior to submission (connection with LMI)</li> </ul>	
<b>Feb 26th</b>	<b>Week 8</b>	<ul style="list-style-type: none"> <li>• Peer review in class (cultural introduction/discussion- in providing /receiving feedback that helps others. Building relationships and not losing face).</li> <li>• Follow-up</li> </ul>	
<b>Feb 29th</b>	<b>Week 9</b>	<ul style="list-style-type: none"> <li>• Networking and mentoring (What is it?)</li> <li>• Maximizing groups (Linked-in/mentorship programs)</li> <li>• What to look for in a mentor</li> <li>• Etiquette on finding and working with a mentor</li> <li>• The non-pitch pitch</li> </ul>	
<b>Mar 4th</b>	<b>Week 9</b> <u>Labour market information (LMI) &amp; networking module (Part B)</u>	<ul style="list-style-type: none"> <li>• Intro to effectively presenting yourself (representing your brand)</li> <li>• Storytelling and listening. Interpersonal communication and expectations-active listening and active responding.</li> <li>• Professional communication in a Canadian Hospitality context.</li> </ul>	

- Writing e-mails

<b>Mar 7<sup>th</sup></b>	<b>Week 10</b>	<ul style="list-style-type: none"> <li>• SMEs and MNEs in job search and applications.</li> <li>• Appreciating employment standards (ES) and Occupational Health and safety (OHS) regulations.</li> <li>• The attraction, retention, the on-boarding and retention process broken down.</li> <li>• Understanding the recruiter's mindset, esp. in Hospitality and Tourism cultures.</li> <li>• Knowledge, Skills, and attributes (KSAs) that employer's seek.</li> <li>• Understanding and aligning organizational culture and personal fit.</li> </ul>	Self-directed on-line review of ES and OHS
<b>Mar 11<sup>th</sup></b>	<b>Week 10</b> <u>Networking and Branding Module</u>	<p>Intercultural communication and connecting/networking etiquette</p> <ul style="list-style-type: none"> <li>• The impact of culture</li> <li>• Social conditions, age and gender issues</li> <li>• Reading environments and audiences</li> <li>• The importance of emotional and social intelligence</li> </ul>	<a href="#"><u>Quiz #2- Employment Standards &amp; OHS (10%)</u></a>
<b>Mar 14<sup>th</sup></b>	<b>Week 11</b>	Mock interviews with employers.(TBA)	<a href="#"><u>Mock interviews with employers (10%).</u></a>
<b>Mar 14<sup>th</sup></b>	<b>Week 11</b>	Connecting reality with reputation (who do you want to be and who do you think you are?)	Post interview reflections. Thoughts on what went well and what you could do better?
<b>Mar 18<sup>th</sup></b>	<b>Week 12</b>	Volunteering	
<b>Mar 25<sup>th</sup></b>	<b>Week 12</b>	<ul style="list-style-type: none"> <li>• Etiquette job offers/final stages before starting (responding to job offers/turn downs).</li> <li>• Writing e-mails.</li> </ul>	
<b>Mar 28<sup>th</sup></b>	<b>Week 13</b> <u>Next steps- Looking to the future</u>	<ul style="list-style-type: none"> <li>• Team dynamics &amp; workplace collaboration.</li> <li>• Characteristic of star employees, proactivity vs. reactivity in the Canadian workplace.</li> <li>• Navigating conflict in the workplace.</li> </ul>	<p><a href="#"><u>Discussion Board Compilation of submissions and peer feedback due: (20%)</u></a></p> <p>Please pre-review posted video links for:</p> <ul style="list-style-type: none"> <li>• Fitting in at your first day at work.</li> </ul>

		<ul style="list-style-type: none"> <li>• Navigating conflict at work.</li> </ul>	
<b>April 4<sup>th</sup></b>	<b>Week 13</b>	<ul style="list-style-type: none"> <li>• Professional behaviour &amp; ethics in the Canadian Hospitality workplace.</li> <li>• SMART goals (ST &amp; LT) review and reminder.</li> <li>• Career portfolios &amp; career banks.</li> <li>• Concluding: Resilience, lifelong learning &amp; change management</li> <li>• Loop back to career theory (Hope-Action or Doom-Action)</li> </ul>	<u><a href="#">Quiz #3 Intercultural communication and connecting/networking etiquette (10%)</a></u>
<b>April 8<sup>th</sup></b>		<ul style="list-style-type: none"> <li>• Course Recap</li> </ul>	<u><a href="#">Quiz #4- Offers and Turn-downs, Team dynamics/Workplace collaboration, Navigating workplace conflict, Professional behaviours and conduct</a></u>
<b>April 11<sup>th</sup></b>			

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

## EVALUATION OF LEARNING

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](#) policy for more information.

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

<b>Module</b>	<b>Assignments</b>	<b>Due Date</b>	<b>%</b>
Introduction	Co-op Expectations Form & sign up for a meeting with Employment Facilitators, (Jill Kissick)	<b>January 15th</b>	<b>5%</b>
Self Assessment Module	Self Assessment Exercise	<b>January 18<sup>th</sup></b>	<b>10%</b>
Interviewing Module	Quiz #1 Interviews	<b>February 5<sup>th</sup></b>	<b>10%</b>
LMI & Connecting Module	Informational Interview Assignment	<b>February 12<sup>th</sup></b>	<b>10%</b>
Labour Market Information and Networking	Quiz #2- Employment Standards and Occupational Safety	<b>March 11<sup>th</sup></b>	<b>10%</b>
Interviewing Module	Mock Interviews	<b>March 14<sup>th</sup></b>	<b>10%</b>
Networking and Branding Module	Quiz #3- Intercultural communication and connecting/networking etiquette	<b>April 4<sup>th</sup></b>	<b>10%</b>
N/A	Discussion Board Topics and Peer responses	<b>March 28th</b>	<b>20%</b>

	Final compilation due:		
Next steps- Looking to the future	Quiz #4- Offers and Turn-downs, Team dynamics/Workplace collaboration, Navigating workplace conflict, Professional behaviours and conduct	<b>April 8th</b>	<b>5%</b>

- a) Assignments **40%**
- b) Quizzes **40%**
- c) Other (Discussion Board and Peer Feedback) **20%**

### COURSE GUIDELINES & EXPECTATIONS

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This course does not have a prescribed textbook; however, your D2I Site does contain a large amount of information that is directly relevant to/ required for this course. In it you will find support videos as well as other materials that are essential to your learning. It is an expectation that you familiarize yourself with this information. It is also an expectation that you will print off and have available all recipes, wine lists, and support materials available for all classes.

This course simulates a working environment and is primarily evaluated based on your performance. As such there is an expectation that you will be at class, on time and prepared to start. In order to meet the learning outcomes of this class your attendance and full active participation/meaningful contributions are essential. Lab classes are considered to be assignments. Should a student miss more than two classes without just cause, they will be asked to withdraw from the course.

### STUDENT RESPONSIBILITY

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

### SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

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Support Service

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Website

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Academic Advising

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<http://camosun.ca/advising>

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Support Service	Website
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

## COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

### Academic Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc.). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course



instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

### Academic Progress

Please visit [https://www.camosun.ca/sites/default/files/2021-05/e-1.1\\_0.pdf](https://www.camosun.ca/sites/default/files/2021-05/e-1.1_0.pdf) for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

### Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<https://camosun.ca/registration-records/policies-and-procedures-students/registration-policies-students>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://www.camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-370-3841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

### Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

**Changes to this Syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.