

SYLLABUS 2020

**Titre certifié Niveau 6
« International Hotel Management »**



Updated June 2020

**STATE DEGREE LEVEL 6 - BACHELOR IN INTERNATIONAL HOTEL MANAGEMENT
BACHELOR PROGRAM (3 YEARS)**

BACHELOR 1st year				BACHELOR 2nd year				BACHELOR 3rd year			
TOPICS	WEIGHT	VOLUME	ECTS	TOPICS	WEIGHT	VOLUME	ECTS	TOPICS	WEIGHT	VOLUME	ECTS
CU 1 MANAGEMENT TOOLS				CU 1 MANAGEMENT TOOLS				CU1 MANAGEMENT TOOLS			
ACCOUNTING AND MANAGEMENT FUNDAMENTALS	3	40	8	FINANCIAL MANAGEMENT	3	44	6	BUSINESS GAME	--	14	2
MARKETING FUNDAMENTALS	2	20	4	STRATEGIC MARKETING	2	30	4	INTRODUCTION TO OPERATIONAL AUDITING	3	39	8
HR MANAGEMENT FUNDAMENTALS	2	20	4	HUMAN RESOURCES MANAGEMENT	2	30	4	OPERATIONAL MARKETING	3	26	4
MICROSOFT OFFICE TOOLS	2	20	4	ADVANCED EXCEL	2	20	4	HR MANAGEMENT AND LEADERSHIP	3	26	4
BUSINESS ECONOMICS	2	20	4	COMMERCIAL LAW APPLIED TO HOTEL MANAGEMENT	3	40	6	CORPORATE TAXATION	2	19,5	2
SUSTAINABLE DEVELOPMENT & CSR	--	8	2	EFFECTIVE COMMUNICATION	2	13,5	4	INTERCULTURAL TEAM MANAGEMENT	1	19,5	2
INTERCULTURALITY MARCO POLO / INTERNATIONAL INTERNSHIP	--	6	--	BUSINESS ENVIRONMENT	1	15	2	SALES AND NEGOTIATION TECHNIQUE	2	26	4
								COMMUNITY MANAGEMENT	1	13	1
								EXPERT EXCEL	1	13	1
								ATL AND BTL MEDIA COMMUNICATIONS	2	26	4
								PROFESSIONAL ORAL COMMUNICATION	--	12	--
CU2 WORKING ENVIRONMENT				CU2 WORKING ENVIRONMENT				CU2 WORKING ENVIRONMENT			
PROFESSIONAL CULTURE	1	20	2	DOCUMENTARY AND STRATEGIC MONITORING	1	15	2	GEOPLITICS	1	13	2
SELF-IMAGE AND PROFESSIONAL BEHAVIOUR	1	20	2	NUTRITION AND SOCIETY	1	10	2	WINE, BEER AND SPIRITS	1	13	2
HYGIENE AND SAFETY RULES	1	10	1	TOURISM ECONOMY	2	15	2	TOURISM AND TRAVELLING	2	26	4
NUTRITION BASICS	1	10	1	WINES OF THE WORLD	1	15	2	EXPERTISE WEEK	--	30	4
WINE VINTAGES	2	20	2	VATEL SUSTAINABLE DEVELOPMENT PROJECT (VSDP)	--	10	2				
CONFERENCES AND TOURS	--	--	--	ROUNDTABLES: high-end hospitality management	--	8	--				
CU3 LANGUAGES				CU3 LANGUAGES				CU3 LANGUAGES			
FOREIGN LANGUAGE 1	3	56	6	FOREIGN LANGUAGE 1	3	45	6	FOREIGN LANGUAGE 1	3	52	6
FOREIGN LANGUAGE 2	2	20	2	FOREIGN LANGUAGES 2	2	20	4	FOREIGN LANGUAGES 2	2	26	4
PROGRAMME VOLTAIRE	--	20	--								
CU4 PROFESSIONAL PRACTICUM				CU4 PROFESSIONAL PRACTICUM				CU4 PROFESSIONAL PRACTICE			
INTRO TO RESTAURANT PRACTICES	--	5	--	HANDS-ON EXPERIENCE AND E-LEARNING (3)	3	350	3	ROUND TABLES	--	6	--
INTRO TO KITCHEN PRACTICES	--	5	--					HANDS-ON EXPERIENCE (Management) AND E-LEARNING ⁽⁵⁾	3	245	6
FOOD & BEVERAGE ROUNDTABLES	--	12	2								
HOSPITALITY ROUNDTABLES	--	12	2								
PRACTICAL EXPERIENCE / E- LEARNING (1)	5	350	5								
CU5 COMPANY INTERNSHIP				CU5 COMPANY INTERNSHIP				CU5 COMPANY INTERNSHIP			
DOMESTIC PROFESSIONAL INTERNSHIP (2)	--	560	9	PROFESSIONAL INTERNSHIP ABROAD (4)		560	6	PROFESSIONAL INTERNSHIP (OPTIONAL)	--	420	--
				INTERNSHIP REPORT (M1)	2	--	1				
TOTAL	27	1254	60	TOTAL	30	1240,5	60	TOTAL	30	1065	60

(1) : 10 weeks Practical training (base 35h / week)

(2) : 16 weeks internship minimum (base 35h / week)

(3) : 10 weeks Practical training (base 35h / week)

(4) : 16 weeks internship minimum (base 35h / week)

(5) : 8 weeks Practical training (base 35h / week)

(6) 12 weeks minimum (optional) (base 35h / week)

Course Syllabus

1st year – Management 1



ACCOUNTING AND MANAGEMENT FUNDAMENTALS

BACHELOR YEAR 1 : CU 1 MANAGAMENT TOOLS

Objectives & Skills

Course objectives:

- Acquire the management basics that will allow students to learn in-depth financial and budgetary analysis
- Apply mathematical knowledge (variations, percentages, etc.) to concrete management cases.

Skills to be acquired:

- Know how to calculate and analyse the business indicators of a hotel or restaurant.
- Know how to use the accounting data produced by a hotel or restaurant for the operational management of the business.
- Be able to offer solutions to control costs.

Summary:

Students will be introduced to accounting and management concepts and learn the basic analytical tools. They will discover business indicators and accounting basics to ultimately enable them to analyse an income statement and the activity of a hotel or restaurant.

Teaching methodology and assessment

Prerequisites: None

Assessment: 2 mid-term exams during the year + a minimum of 2 tests per period - All of the knowledge and skills taught throughout the training are to be assessed in the final exam.

Mid-term exam 1: checks that the basic principles have been learnt

Mid-term exam 2: practical application and assessment of student's ability to make proposals to improve the management of a hotel or restaurant.

Detailed outline

INTRODUCTION

- The role of management at a hotel or restaurant

BUSINESS INDICATORS

- Occupancy rate and average price
- How VAT works (the amounts excluding and including VAT)
- REVPAR and other profitability metrics (TREVPAR, ARPAP, etc.)
- Visit, rotation and capture rate indicators (preparation of KPIs)

ACCOUNTING BASICS

- Accounting functions
- Basic accounting rules and principles
- Origin of standards and current trends
- National and international regulations
- Balance sheet / Profit and Loss account: differences, content
- Profit / loss: definitions
- Calculation of operating, financial and exceptional results
- Concrete case study to follow how the annual accounts are built, from the day the hotel or restaurant is set up to the closing of the financial year.
- Accounting principles used
- Various types of amortisation
- Stock assessment (FIFO and WAC methods)
- Other inventory work and impacts on cash flow (provisions, etc.)
- Building of annual accounts using the general balance sheet after inventory

ANALYSIS OF THE PROFIT & LOSS ACCOUNT

- Analysis of various levels of results
- Calculation and evaluation of cash-flow

THE MANAGEMENT DASHBOARD

- The aim of a dashboard
- Adapting the dashboard to the needs of a hotel or restaurant
- Identification
- Calculation
- Using the Profit & Loss and the overall balance sheet
- Diagnostics and improving management of a hotel or restaurant

MARKETING FUNDAMENTALS

BACHELOR YEAR 1 : CU 1 MANAGAMENT TOOLS

Objectives & Skills

Course objectives:

- Become aware of marketing basics
- Discover and understand the marketing approach

Skills to be acquired:

- Be able to understand what the market is
- Understand marketing

Summary:

Students will be introduced to marketing concepts and learn the basic analytical tools. Through the sessions, they will discover the different types of marketing, the marketing approach and market analysis in order to understand how marketing fits into the strategy of a hospitality business.

Teaching methodology and assessment

Prerequisites: None

Assessment: 2 mid-term exams during the year + a minimum of 2 tests per period - All of the knowledge and skills taught throughout the training are to be assessed in the final exam.

Detailed outline

INTRODUCTION

- The marketing manager in a company
- The marketing manager at a hotel or restaurant

THE MARKET

- The environment (the components of the environment) PESTLE
- Demand (players, structure)
- Offer (direct, indirect, substitution)

PRESENTATION OF MARKETING TOOLS

- Aims
- Process in strategic and operational marketing.
- Awareness, image
- Loyalty

SERVICE MARKETING

- Service offer
- Tiered pricing
- Virtual distribution
- Quality approach
- Components
- Fundamental marketing choices

TYPES OF MARKETING

- Digital marketing
- Sensorial marketing
- Neuromarketing

HR MANAGEMENT FUNDAMENTALS

BACHELOR YEAR 1 : CU 1 MANAGEMENT TOOLS

Objectives & Skills

Course objectives:

- Become acquainted with the fundamentals of human resource management
- Discover the role of HR
- Learn group work techniques

Skills to be acquired:

- Be able to understand what HR does and its role in hospitality companies
- Understand management issues

Summary:

Students will be introduced to group work techniques and the concept of management. Over the various sessions, they will become familiar with team management and learn to use management tools.

Teaching methodology and assessment

Prerequisites: None

Assessment: 2 mid-term exams during the year + a minimum of 2 tests per period - All of the knowledge and skills taught throughout the training are to be assessed in the final exam.

Detailed outline

THE GROUP AND THE WORK GROUP

- The concept of “the group”
- The various roles in a group
- Group work objectives (SMART)
- Managing deviant behaviours
- Managing conflicts in a group

HUMAN RESOURCES AND THE ROLE OF HR IN A COMPANY

- Defining the role of HR in its labour dimension
- Organizing HR's role and services
- Section 3: HR duties

HUMAN MANAGEMENT

- The role of the hierarchy in a company
- Organisation charts
- Specifying the role of the manager in a company

VARIOUS MANAGEMENT STYLES

- The history of different currents of managerial thinking
- The different types of management: Directive, Persuasive, Participative, Delegative

NEW KINDS OF COMPANIES AND NEW MANAGEMENT STYLES.

- Management at the ‘liberated company’
- Management at start-ups

MICROSOFT OFFICE TOOLS

BACHELOR YEAR 1 : CU 1 MANAGAMENT TOOLS

Objectives & Skills

Course objectives:

- Learn the key features of Word
- Discover the basic functions of Excel
- Study how to use PowerPoint
- Get started with Publisher

Skills to be acquired:

- Word: Be able to write and present internship reports, know how to deal with direct mail and forms, as well as use Quick Parts efficiently.
- Excel: Understand the basic functions and know how to use them: Sums and related functions, Dates.
- PowerPoint: Know how to make a slide show for an oral presentation.
- Basic rules for professional emails.
- Publisher: know how to use the basic functions.

Summary:

Students will learn to use Word in order to be able to write an internship report and a dissertation. They will discover the basic functions of Excel, which they will further develop in the following years of study. Finally, they will review the essential functions of PowerPoint required to make a presentation in class or at work. They will also learn the basics of Publisher.

Teaching methodology and assessment

Prerequisites: None for Excel and Publisher – Basic concepts for Word and PowerPoint

Assessment:

2 mid-term exams during the year + a minimum of 2 tests per period - All of the knowledge and skills taught throughout the training are to be assessed in the final exam.

INTRODUCTION

The basics of today's hardware

- Cloud computing
- SAAS
- PAAS
- IAAS

Current and future trends and upgrades

WORD

Sections

- Differentiating a long text at various levels
- Creating sections in a text / header / footer

Tables and glossaries

- Designing a table in Word
- Formatting
- Using Quick Parts (content library)

Direct mail

- Direct mail using the Assistant
- The "If...Then ...Else" rule
- Addressee filters and sorting
- Issues with labels (formatting)

Outline mode and tables of contents

- Dealing with long documents
- Combining styles, embedded table of content numbering (for a homogeneous final document)
- Using outline mode (with a focus on one part).

EXCEL

Basic use

- Simple formulas
- Transposition of formulas
- "Sum" and related functions

Dates and percentage

- The main calculations for dates
- Relative and absolute cell references
- Calculating percentages: part of a whole, changes

The IF function

- Nesting the IF function
- Numeric intervals in nested IF tests

POWERPOINT

PPT basics

- Creating a slideshow
- Creating animated presentations
- Creating automatic animations

The PPT as an oral presentation tool

- Using PPT for oral presentations
- Printing and using documents for a presentation

PROFESSIONAL CORRESPONDENCE

- Writing a professional e-mail.
- Salutations in an e-mail.
- Signatures
- Proper use of carbon copy (CC) and blind carbon copy (BCC).

INTRODUCTION TO PUBLISHER

- Understand the logic and basic functions.

BUSINESS ECONOMICS

BACHELOR YEAR 1 : CU 1 MANAGEMENT TOOLS

Objectives & Skills

Course objectives:

- Understand the economic environment of hospitality businesses
- Assimilate concepts enabling students to easily read the business press and economic documents

Skills to be acquired:

- Know the criteria for rating hotels
- Learn basic information about other types of tourist accommodations
- Know the components of the micro and macro environment
- Know how to propose short- and long-term funding options in a given situation

Summary:

In this course, students will explore the economic mechanisms related to business. They will learn to define these mechanisms in order to better analyse and understand them. This course enables students to draw links with the management courses from an economic standpoint.

Teaching methodology and assessment

Prerequisites: Knowledge of basic economic mechanisms. Curiosity and regular reading of the business press.

Classwork will be based on documents from the business press and statistical case studies.

Assessment: 2 mid-term exams during the year + a minimum of 2 tests per period.

INTRODUCTION

Business economics definitions

- What is economics?
- What is a company? Its role

The diverse range of hospitality businesses

- Hotel rankings based on number of stars
- Hotel rankings based on type of property
- Hotel rankings based on management style

Other types of accommodation

- Campgrounds
- Rentals
- Tourist residences

THE COMPANY'S PARTNERS

Commercial partners

- Guests/customers
- Suppliers
- Service providers
- Subcontractors

Financial partners

- Banks
- Professional investors

COMPANY FINANCE

Internal finance

- Types of self-financing
- Pros and cons of self-financing

External finance

- Through banks
- Through financial markets

Choice of financing

- Short or long term
- Specificities of hospitality investment

SECTORAL ANALYSIS

Competitive analysis

- The concept of Customer/Product segmentation
- Porter's model

Companies' strategic orientations

- International development
- Specialization
- Diversification
- Concentration

SUSTAINABLE DEVELOPMENT AND CSR*

BACHELOR YEAR 1 : CU 1 MANAGEMENT TOOLS

***CSR:** *Corporate Social Responsibility*

Objectives & Skills

Course objectives:

- To understand basic sustainable development concepts.
- To understand the societal importance of sustainable development and CSR.
- To get students to play an active role in sustainable development.

Skills to be acquired:

- Know the terms and analyse the issues associated with sustainable development and CSR
- Be capable of identifying and implementing individual and group sustainable development actions

Summary:

As part of this course, students learn the vocabulary of sustainable development issues as well as potential applications.

Teaching methodology and assessment

The course on sustainable development, corporate social responsibility will be organised in the form of a 6-hour seminar over a full day.

It will be essentially based on discussions with the students. The aim will be to give concrete, precise definitions of sustainable development and CSR as well as to measure societal challenges and to make students aware of their importance.

Assessment: A quiz at the end of the seminar.

INTRODUCTION

- Why and since when have we been talking about sustainable development?
- What is sustainable development?
- Official definition

THE CONTEXT OF SUSTAINABLE DEVELOPMENT IN TOURISM

The tourism context

Issues

- Economic
- Social and societal
- Environmental

Players in sustainable development

- Public players/private players
- Ethical consumers: the role of individual action

ACTION IN COMPANIES THROUGH CSR

- CSR definition and strategy
- The levels of responsibility at a company

THE UNIQUE CASE OF THE TOURISM SECTOR

- Presentation of a case in the hotel sector
- Presentation of a case in the restaurant sector
- Presentation of a case in a travel agency

INTERCULTURALITY

BACHELOR YEAR 1 : CU 1 MANAGAMENT TOOLS

Objectives & Skills

Course objectives:

- Understand the importance of interculturality in welcoming guests.
- Provide keys for a successful internship abroad.
- Enable students to choose between an internship abroad or the Marco Polo programme in second year.

Skills to be acquired:

- Understand the challenges and specific features of an intercultural team.
- Be able to work with ease in an international environment.

Summary:

As part of this course, students will acquire the keys to successful integration abroad during internships and/or the exchange programme.

Teaching methodology and assessment

The interculturality course will be organised in the form of a 6-hour seminar during a one-day classroom session.

It will be based on discussions with the students. Its aims to provide the basics on interculturality in the workplace, to present the internship abroad and to present the Marco Polo programme.

At the end of this presentation course, students will be able to make a choice for their second-year orientation.

Detailed outline

DEFINITIONS

- The interest of interculturality in hospitality professions for guests and staff
- Internationalisation and globalisation of hospitality professions.

CULTURAL CUES AND FACTORS OF DIFFERENTIATION TO UNDERSTAND GUESTS AND STAFF

- Religion
- Family
- History
- The generation gap
- The threat to identity

INTERNATIONAL EXPERIENCE

- Points of reference and cultural relativism
- The keys to a successful encounter
- Overcoming chauvinism
- Overcoming ethnocentricity
- Overcoming stereotypes
- Overcoming culture shock

PRESENTATION OF THE MARCO POLO PROGRAMME

- The specifics of a year abroad at a Vatel school in another country.
- Objectives – career objectives

GETTING READY FOR AN INTERNSHIP ABROAD

- Objectives - career objectives
- Choice of country
- Choice of internship

PROFESSIONAL CULTURE

BACHELOR YEAR 1 : CU 2 WORKING ENVIRONMENT

Objectives & Skills

Course objectives:

- Acquire basic knowledge on gastronomic and hospitality culture
- Understand the history of the hospitality and restaurant sector
- Understand the industry today through its history

Skills to be acquired:

- Be able to define the art of French-style hospitality
- Know the various types of service over time
- Know the new gastronomic trends in the 21st century
- Be able to understand new trends in hospitality reservation today

Summary:

Students will study, from a cultural and historical perspective, the evolution of the hotel and foodservice industry. Through the different cultural topics addressed, this course should allow students to understand the sphere in which they intend to pursue a career. The aim is not to go into technical details, which will be seen throughout the entire 3-year curriculum, but to evoke the concepts and their definition as well as to spark a discussion on why they exist and what they bring.

Teaching methodology and assessment

Prerequisites: Standard end-of-high-school historical knowledge. Interest in culture.

The themes are to be approached in the form of mini conferences or debates enabling the history and culture to be addressed in a precise manner and to spark debate on their evolution over the years as well as on new trends.

Assessment: 2 mid-term exams during the year + at least 1 test and 2 quizzes per period.

INTRODUCTION

What is the art of French-style hospitality?

- Origins – Partial definition
- From past to future (a history from the origins to today)
- In foodservice
- In hospitality
- The DNA of the Vatel schools

GASTRONOMY AND FOODSERVICE

Changes in table manners and types of service

- The importance of service
- The different types of service
 - French, English, Russian, American, under a bell, service from a single plate
- Service today
- New trends in service

The different types of foodservice

- Traditional restaurants
- Theme-based foodservice (based on a product, country, lifestyle or societal trend).
- Foodservice for groups (companies, schools, hospitals)
- Catering services (traditional or at home)
- Foodservice in transport
- Fast food (cafeterias, snack bars, theme-based, etc.)
- Street food
- At-home chefs
- Click-and-collect in foodservice
- New types of cuisine: molecular, etc.

Panorama of French and international gastronomy

- Renowned starred chefs of yesterday and today
- The new generation of chefs
- French gastronomy, part of UNESCO's intangible cultural heritage
- Restaurant guides and reviews in France and worldwide (Michelin guide, etc.)
- Social media: new restaurant reviews.

New trends based on customer needs and expectations

- Focus on atmosphere, design and décor at today's restaurants to the detriment of the food.
- Current change in priorities: from "Food, Price and Atmosphere" to "Price, Atmosphere and Food"
- Media exposure of restaurants

HOTELS

Booking a room throughout the ages

- Traditional reservations
- New types of bookings
- Changes in offers (packages)
- The advent of Revenue Management

Quality audits

- Interest and guest satisfaction metrics
- New types of evaluation: social networks.
- Quality management at hotels

New types of hotels

- Trendy, prestigious places in luxury hotels
- Unique settings
- “Socially responsible” hotels
- “Lifestyle” hotels

SELF-IMAGE AND PROFESSIONAL BEHAVIOUR

BACHELOR YEAR 1 : CU 2 WORKING ENVIRONMENT

Objectives & Skills

Course objectives:

- Learn to control your image in work situations
- Understand the importance of perfect grooming in the hospitality sector

Skills to be acquired:

- Better self-knowledge
- Careful grooming
- Appropriate verbal communication and body language
- Soft skills for the working world

Summary:

Students will be introduced to the importance of the image they project in their professional environment. They will learn to realise the importance of non-verbal communication. The fundamental principles of personal hygiene will be addressed. Students will be made aware of soft skills in the workplace.

Teaching methodology and assessment

Prerequisites: None

Learning is to be based on scenarios and role plays in order to illustrate the themes and explain their interest in the hospitality professions. The link with experiences during the hands-on practice periods is essential so that students can apply the rules as quickly as possible in concrete, real-life professional situations. Students must realise that good grooming is essential in the hotel and restaurant trades and that solid interpersonal skills are critical in finding and maintaining employment.

The use of video is encouraged.

Assessment: 2 mid-terms during the year + at least 1 test and 2 quizzes per period.

Detailed outline

INTRODUCTION TO THE CONCEPT OF SELF-IMAGE

- Definitions of concepts
- Link with appearance, self-knowledge and relationships with others.

THE PHYSICAL DIMENSION

Knowing your body

- Body type and figure
- Types of faces

Looking your best

- Choosing your colors well
- Refining your wardrobe
- Adapting your hairstyle and makeup

Dressing well in the hospitality sector

- Clean/ironed clothes
- Waxed black shoes (men) / heels (women)
- Tie tied correctly
- Tights with no runs (women) / Black socks (men)
- Discreet jewelry
- Pride in wearing the Vatel uniform. Study of the text “Scoop! The Vatel uniform finally speaks up” by Madame Sebban.

BODY LANGUAGE

The importance of body language

- Definition
- Fundamentals

Looking your best through movement

- An elegant walk
- Poise when standing
- The importance of smiling
- Moving with ease at work

Gestures and movements to avoid

To be adapted based on different cultures

VERBAL COMMUNICATION

The foundations of interpersonal communication

- The importance of listening skills
- Keys to convincing verbal communication

Politeness and discretion

- Using the right expressions
- Avoiding slang and informal language
- Rules of politeness and appropriate expressions in every situation

BODILY HYGIENE

Hair care and facial care

- Short hairstyles for men
- Hair up for women
- Clean skin with appropriate care based on type
- Shaving (men)

Oral hygiene

- Brushed teeth
- Fresh breath

Hand hygiene

- Washing the hands
- Short, manicured nails

Bodily hygiene

- Daily showering
- Clean ears
- Deodorant
- Discreet perfume

SOFT SKILLS AT WORK

Interpersonal relations

- Hierarchical relationships
- Interactions between colleagues

Fitting into the company

- Best practices at companies
- Company culture
- Meeting obligations as a worker

TECHNOLOGY AND SOFT SKILLS AT WORK

- Best practices for e-mail
- Soft skills on the telephone
- Using mobile phones at work
- Social media and personal branding

HYGIENE AND SAFETY RULES

BACHELOR YEAR 1 : CU 2 WORKING ENVIRONMENT

Objectives & Skills

Course objectives:

- To understand the basic rules for food hygiene
- To understand HACCP rules

Skills to be acquired:

- Be able to offer suitable solutions in the event hygiene requirements are not met.

Summary:

The course deals with food hygiene. Students' learning and knowledge of food hygiene are to be checked during the first weeks of practice.

Teaching methodology and assessment

Prerequisites: None

Assessment: 1 mid-term exam during the year + at least 1 test and 2 quizzes per period.

HYGIENE – THE CONCEPT OF FOOD SAFETY

Definition and key issues

- Overall quality
- Food safety

The HACCP method

- Basic principles
- Methodology
- Risk analysis

HYGIENE – PREVENTING RISKS

Preventing bacterial contamination

- Environment
- Workers
- Materials
- Equipment
- Methods

Preventing bacterial proliferation

- The cold chain
- Food storage
- Freezing
- Thawing

Preventing foodborne outbreaks

- The means of preventing a foodborne outbreak
- The consequences of a foodborne outbreak (illness and impact on image)
-

Inspections in foodservice

- Inspection upon receipt
- Checking temperatures of storage facilities
- Corrective actions
- Cleaning and disinfection / surface analysis

The operator's responsibility

- In the event of food poisoning
- In the event of allergies

Good hygiene practices in the kitchen

- Wearing the right clothing (jacket, chef's hat, etc.)
- Hygiene practices (hand washing)
- Handling food and raw materials

Good practices during specific periods such as epidemics or pandemics

- Wearing gloves
- Wearing masks
- Physical distancing

NUTRITION BASICS

BACHELOR YEAR 1 : CU 2 WORKING ENVIRONMENT

Objectives & Skills

Course objectives:

- Understand the basic rules for a balanced diet.

Skill to be acquired:

- Know how to analyse a restaurant menu using a dietetics approach.

Summary:

Students will be introduced to the concept of dietary balance and will be able to analyse a restaurant menu.

Teaching methodology and assessment

Prerequisites:

Knowledge and skills acquired through hands-on experience during the internship. Knowledge of the rules for a balanced diet.

Real-life situations are required to make the subject useful and appealing. Students are to work on restaurant menus and solve concrete, real-life cases.

Assessment: 2 mid-term exams during the year + at least 1 test and 2 quizzes per period.

A BALANCED DIET

Link between diet and health

- Dietary balance
- Diversity
- Attentiveness to dietary sensations
- Sociology (from survival to enjoyment and pleasure worldwide)
- Governments' health policies.

The diseases of civilisation

- Definitions and key elements
- The role of diet in prevention

Building a balanced menu

- Food families
- The importance of water
- Analysis of restaurant menus

NEW TRENDS IN FOOD

Forgotten foods

- Traditional vegetables, flours and local products.

Societal trends

- Nutraceuticals
- Veganism
- Flexitarianism
- Vegetarianism
- Raw food eaters
- Gluten-free eaters

WINE VINTAGES

BACHELOR YEAR 1 : CU 2 WORKING ENVIRONMENT

Objectives & Skills

Course objectives:

- Develop general knowledge about wine
- Learn the basics of wine waiting

Skills to be acquired:

- Know the main grape varieties and their impact on wine denominations
- Be able to advise a guest on wine-food pairings
- Be able to explain the unique features of a special wine

Summary:

Students discover and understand the world of wine and become aware of the role this drink plays in meals, as well as the importance of food and wine pairings. They are given an introduction to wine tasting.

Teaching methodology and assessment

Prerequisites: None

The lessons may be illustrated by wine tasting sessions. The tasting sessions must be limited to once a month, for ½ hour. A maximum of 2 wines will be tasted and commented on.

Assessment: 1 mid-term exam during the year + at least 1 test and 2 quizzes per period.

Detailed outline

INTRODUCTION: OVERVIEW

- Importance in the restaurant and hotel trades
- Key players on the global market
- Definitions
 - Wines
 - Terroirs
 - Grape varieties
- Wine service and wine waiting equipment

WINE-GROWING REGIONS

Presentation of wine-growing regions¹

- Knowing the various wine-growing regions and their characteristics
- Grape varieties, terroirs, location of each region

From the grapevine to the glass

- Grapevines, grapes and wine
- Different types of wines
 - Red
 - White
 - Rosé
 - Dry
 - Sweet
 - Fortified
- Sparkling wines: Champagne
- “Organic” wines

WINE AT THE TABLE

Food and wine harmonies

- Tastings (types of tastings, wine temperature, etc.)
- Food and wine pairings: the basics
- Trends in food and wine pairing

Selling wines to guests

- The wine menu
- Quantities (bottle, half-bottle, etc.)
- The importance of wine sales “by the glass”

CONFERENCES AND TOURS

BACHELOR YEAR 1 : CU 2 WORKING ENVIRONMENT

Objectives & Skills

Course objective:

- To discover hotels and professionals in the hotel-restaurant sector

Summary:

This course module will enable allow students to visit hotels and meet hotel and restaurant professionals in order to discover the business sector they intend to work in.

Teaching methodology and assessment

Prerequisites: None

Sessions:

Hotel and restaurant tours / conferences and meetings with professionals.

Students are to be informed of the identity of the hotel or restaurant to be visited one week prior to the tour. The instructor will provide students with a methodology to prepare for the tour. During conferences, the instructor is also to prepare students for the visit.

Interview or video

Assessment: None

However, a group of students will prepare a report after each tour.

Detailed outline

Tours of 3-, 4- and 5-star hotels (+ palaces if possible)

Videos of and/or videoconferences with top-name personalities in the hotel and restaurant sectors based on a variety of topics.

FOREIGN LANGUAGE 1

BACHELOR YEAR 1 : CU 3 LANGUAGES

Objectives & Skills

Course objectives:

- Know the basics of the first foreign language (level B1/B2 of the Common European Framework of Reference for Languages – CEFR)
- Know the vocabulary specific to restaurants and hotel reception
- Know how to apply for an internship abroad

Skills to be acquired:

- Gain an improved level of the first foreign language
- Enjoy speaking and overcome fear
- Be able to reserve a table at a restaurant
- Be able to explain a restaurant menu
- Be able to reserve a hotel room and check guests in and out

Summary:

Students will learn to master the professional vocabulary of the foodservice industry and hotel reception.

Teaching methodology and assessment

Prerequisites: Standard level for end of high school (B1 CEFR)

The classes are to be interactive. Half of the hours of first foreign language lessons will focus on improving writing. The other half will be spent on improving speaking.

Students must be able to make themselves understood in the professional environment and understand orders given to them. In M1, the main focus will be on gaining self-confidence and discovering the pleasures of speaking the language.

The first session will be used to determine each student's English level as well as to review any points that have not been assimilated. A session to present and get started with the application for learning English will be scheduled before the first lesson.

Assessment: 2 mid-term exams during the year + a minimum of 2 tests per period and quizzes (oral and written) - All of the knowledge and skills taught throughout the training are to be assessed in the final exam.

Detailed outline

THE RESTAURANT

Reservations

- Taking a reservation
- Answering the phone / by e-mail

Reception

- Greeting guests
- Polite expressions

Service

- Explaining a menu and drinks
- Taking an order
- Suggesting a dish
- Bringing the bill
- Thanking guests and saying goodbye

The atmosphere

- Types of restaurants
- Furniture and decoration

THE KITCHEN

How a kitchen is organised

- The parts
- The role of each person

Food and dishes

- Composing a restaurant menu

Cooking utensils and equipment

ACCOMMODATIONS

The hotel

- The hotel sphere / types of hotels
- Hotel departments
- How a hotel is organised
- Bedrooms

Reception

- Greeting guests / guest relations
- Check in & check out
- Taking a reservation (by telephone)

FOREIGN LANGUAGE 2 (SPANISH/GERMAN/ITALIAN...)

BACHELOR YEAR 1 : CU 3 LANGUAGES

Objectives & Skills

Course objectives:

- Know the basics of the second language (level A2 of the CEFR)
- Know the vocabulary specific to restaurants and hotel reception

Skills to be acquired:

- Be able to take a table reservation at a restaurant
- Be able to explain a restaurant menu
- Be able to take a hotel room booking and check guests in and out

Summary:

Students will learn to master the professional vocabulary of the foodservice industry and hotel reception. Finally, they will look at technical cooking vocabulary.

Teaching methodology and assessment

Prerequisites: Standard level for end of high school (A1 / A2 CEFR)

The classes are to be interactive. Priority is to be given to oral communication. Students must be able to make themselves understood in the professional environment and understand orders given to them. In M1, the main focus will be on gaining self-confidence and discovering the pleasures of speaking the language.

The first session will be used to determine each student's language level as well as to review any points that have not been assimilated. A session to present and get started with the application for learning the LV2 language will be scheduled before the first lesson.

Assessment:

2 mid-term exams during the year + a minimum of 2 tests per period and quizzes (oral and written) - All of the knowledge and skills taught throughout the training are to be assessed in the final exam.

THE RESTAURANT

Reservations

- Taking a reservation
- Answering the phone / by e-mail

Reception

- Greeting guests
- Polite expressions

Service

- Explaining a menu and drinks
- Taking an order
- Suggesting a dish
- Bringing the bill
- Thanking guests and saying goodbye

The atmosphere

- Types of restaurants
- Furniture and decoration

THE KITCHEN

How a kitchen is organised

- The parts
- The role of each person

Food and dishes

- Composing a restaurant menu

Cooking utensils and equipment

ACCOMMODATIONS

The hotel

- The hotel sphere / types of hotels
- Hotel departments
- How a hotel is organised
- Bedrooms

Reception

- Greeting guests / guest relations
- Check in & check out
- Taking a reservation (by telephone)

F&B ROUNDTABLES

BACHELOR YEAR 1 : CU 4 PROFESSIONAL PRACTICUM

Objectives & Skills

Introduction:

The list of subjects for the roundtables serves as a frame of reference for important topics to be addressed, but is not exhaustive. Speakers may add themes that they feel are interesting to address during the first year of study at Vatel.

Roundtable objectives:

- Understand the basics of the work environment in the restaurant industry.
- Know and experience the various jobs required for a foodservice activity to operate.

Skills to be acquired:

- Be able to perform the various jobs at a restaurant and an F&B department
- Understand the challenges of jobs that have contact with guests

Summary: Students are made aware of how important it is to know and understand all jobs in the foodservice trades. They will understand the organisation of human resources at restaurants and hotel F&B departments and will be able to grasp the importance of the interactions between a restaurant's various departments.

Teaching methodology and assessment

Prerequisites: None

Sessions: Three round tables per half-group, to be organised at regular intervals. The sessions are chaired by a speaker, ideally a restaurant manager, who will guide students on the theme of the roundtable and illustrate their contributions with anecdotes and experiences from the field.

Assessment: 1 test of 1 hour on a comprehensive question on the topics covered during the three F&B roundtables.

UNDERSTANDING THE F&B WORK ENVIRONMENT

The speaker is to explain to and enable students to understand the importance of hands-on experience in the curriculum.

Objectives:

- Deciphering hands-on experience and making sense of it
- Understanding the demands of professions in the trade.

Session content:

THE STRUCTURE OF PROFESSIONS IN FOODSERVICE: LINK WITH HANDS-ON EXPERIENCE.

- *The various organisation charts*
- *The jobs and positions in foodservice*
- *Organisations, chains and groups*

THE DIFFERENT ROLES AND JOBS IN THE KITCHEN

The importance of experimenting with jobs in the kitchen

- Having an overview of how the company works
- Understanding the impact of decisions on different departments

Understanding the constraints of different positions in the kitchen

- Interdependence between the kitchen and dining room
- Lack of direct contact with guests

The importance of the relationship between the dining room and kitchen

HANDS-ON EXPERIENCE

Analysis of difficulties encountered during hands-on experience

Hands-on experience on the CV

Testimonials from Vatel alumni (video) on how hands-on experience helps them every day in their job

EXPERIMENTING WITH VARIOUS JOBS IN FOODSERVICE

The speaker is to remind students that hands-on practice is a vital part of learning. As well, they must emphasise the individual investment required in the various positions held during the hands-on phase in order to make progress and move forward in their career plan.

Objective:

- Understand and identify the key skills of foodservice positions (banquets, seminars, cooking, etc.) with a link to hands-on experience.

Content:

ONE ROLE OF TABLE SERVICE: KNOWLEDGE OF THE MENU AND SET MENUS

The menu as a showcase for a restaurant and a communication tool

Analysis of menus and set menus

THE VARIOUS ROLES AND FUNCTIONS IN BANQUETING.

Types of banqueting services:

- Banquet
- Buffets
 - Cocktail
 - Cold
 - Lunch
 - Dinner

Seminars

- Different combination packages (dining + work + accommodation)
- The importance of the “seminar” activity for the hospitality sector.

sEvents

- Weddings
- Family celebrations (Birthdays, etc.)
- Corporate events

GUEST RELATIONS IN FOODSERVICE: AN “IN THE FIELD” PROFESSION

Objectives:

- Help students understand the hospitality requirements in the foodservice industry.
- Enable students to improve their skills in hospitality professions.

The speaker is to fuel the discussions with examples of situations experienced during hands-on practice and enable students to analyse their strengths and weaknesses to help build their career plans. The speaker is to insist on hands-on experience to help students gradually increase their skills and be able to reach their career objectives.

Content:

HOW GUESTS EXPRESS THEIR NEEDS

- Listening to guests
- Understanding and observing guests

ADVISING GUESTS

- Anticipating guest needs
- Adapting to the situation

ANALYZING YOUR GUEST RELATIONS SKILLS

- Analyzing difficulties encountered during the hands-on experience phase.
- Finding solutions to improve.

HOSPITALITY ROUNDTABLES

BACHELOR YEAR 1 : CU 4 PROFESSIONAL PRACTICUM

Objectives & Skills

Introduction:

The list of subjects for the roundtables serves as a frame of reference for important topics to be addressed, but is not exhaustive. Speakers may add themes that they feel are interesting to address during the first year of study at Vatel.

Roundtable objectives:

- Understand the basics of the hotel business environment.
- Know and experiment with the jobs required for the operation of a hotel business.

Skills to be acquired:

- Know and understand the organisation of different jobs at a hotel.
- Understand the challenges of jobs in contact with guests.

Summary: Students are to learn the importance of knowing about all of the positions in the hotel industry. They will also learn to understand human organisation at hotels as well as to measure the importance of interactions between the different departments of a hotel.

Teaching methodology and assessment

Prerequisites: None

Sessions: Three round tables per half-group, to be organised at regular intervals. The sessions are to be chaired by a speaker, ideally a hotel manager, who will guide students on the theme of the roundtable and illustrate their contributions with anecdotes and experiences from the field.

Assessment: 1 test of 1 hour on a comprehensive question on the topics covered during the three Hotel roundtables.

Detailed outline

UNDERSTANDING THE HOTEL WORK ENVIRONMENT

Objectives:

- Deciphering hands-on experience and making sense of it
- Understanding the demands of professions in the trade.

Content:

HOTEL ORGANISATION AND DEPARTMENTS

Overall organisation at hotels

- Organisation chart and hierarchy
- The different jobs in each department

Tasks and jobs of each department and position

Reservations

- Methods and means
- New methods of reserving

Greeting guests

- Reception
 - Job and tasks
 - Organisation of the department
 - The shift
- Concierge services
 - Job and tasks
 - Organisation of the department

EXPERIMENTING WITH VARIOUS JOBS AT HOTELS

Objective:

- Understand and identify key skills in hotel industry jobs.

Content:

THE VARIOUS KEY ROLES AND JOBS IN THE HOTEL INDUSTRY.

Room service

- Floor service
- Room service

Breakfast

- Buffet
- Table service

Relaxation areas

- Spa
- Gym/fitness room, etc.

HANDS-ON EXPERIENCE (DEPENDING ON THE COMPANY)

Analysis of difficulties encountered during hands-on experience

Hands-on experience on the CV

Testimonials from Vatel alumni (video) on how hands-on experience helps them every day in their job

GUEST RELATIONS IN THE HOTEL INDUSTRY: AN “IN THE FIELD” PROFESSION

Objectives:

- Help students understand the demands of the hotel industry.
- Enable students to improve their skills in hospitality professions.

The speaker is to fuel the discussions with examples of situations experienced during hands-on practice and enable students to analyse their strengths and weaknesses to help build their career plans. The speaker is to insist on hands-on experience to help students gradually increase their skills to be able to reach their career objectives.

Content:

HOW GUESTS EXPRESS THEIR NEEDS

- Listening to guests
- Observing and understanding guests

GUEST LOYALTY IN THE HOTEL TRADE

- Anticipating guest needs
- Premium services
- Business clientele
- New methods and jobs to personalise hospitality for guests

ANALYZING YOUR GUEST RELATIONS SKILLS

- Analyzing difficulties encountered during the hands-on experience phase.
- Finding solutions to improve.

PRACTICAL EXPERIENCE / E-LEARNING

BACHELOR YEAR 1 : CU 4 PROFESSIONAL PRACTICUM

Objectives & Skills

Introduction:

The e-learning modules are made available to students on the Moodle platform.

E-learning objective:

- Consolidate the knowledge gained during hands-on experience through a self-directed theoretical learning approach.

Skills to be acquired:

- Understand the importance of positions in contact with guests in the various trades of the hotel and foodservice sectors.

Summary: Students will have course modules to take during their periods of hands-on experience. Hands-on practice supervisors will have to devote part of the debriefing time to look at the topics addressed in the e-course modules and illustrate them with examples “from the field”.

Teaching methodology and assessment

Prerequisites: None

Sessions: Students are to log in and take the courses during their periods of hands-on experience. They must be able to make links between their daily hands-on practice and the theoretical contributions of the courses taken online.

Assessment: Evaluation for e-learning modules via quizzes.

Course Syllabus

2nd year – Management 2



FINANCIAL MANAGEMENT

BACHELOR YEAR 2 : CU 1 MANAGEMENT TOOLS

Objectives & skills

Course objectives:

- Be able to understand a financial position
- Master the tools for analysing the hotel business's activity and its financial position

Skills to be acquired:

- Know how to analyse business activity using a KPI dashboard
- Be able to estimate a company's profitability
- Master business financing
- Know how to manage stocks

Summary:

Students deepen their knowledge of financial management and are able to analyse a company's financial health. They analyse in detail the topic of business profitability and learn to master the functional assessment and the financial ratios. Students also become proficient in stock management.

Teaching methodology and assessment

Prerequisites: Students must be able to read an income statement and a balance sheet, and master financial-statement subtotals. They must also be proficient in inventory management (depreciation and stock).

Assessment: 2 mid-term exams during the year + a minimum of 2 tests per period. All the knowledge and skills taught during the training are to be assessed in the final exam.

BUSINESS PROFITABILITY

Fixed and variable costs

- Definitions
- Differentiation
- Incremental income statement

Profitability threshold

- By value and quantity
- Break-even point
- Management planning based on a KPI dashboard
- Calculating this threshold when fixed and variable costs are changed

Management planning

- Seeking the activity required to meet a turnover target
- Profitability analysis
- Financial-statement subtotals
- Solutions for improving profitability

FINANCIAL ANALYSIS: THE FUNCTIONAL ASSESSMENT

Preparation

- Concept of cycles
- Devising and structuring the functional assessment
- Reclassifications (detailed, concentrated)

Analysis of the functional assessment

- Operating / non-operating distinction
- Restatements (discounted bills not yet due, lease financing)
- Core indicators
- Financial management ratios

How to improve indicators and ratios – Analytical methodology

STOCK MANAGEMENT

Stock turnover

- Utility of good stock management, and targets pursued
- Calculating storage costs
- Calculating the turnover rate
- Concepts of safety stock and buffer stock

Empirical methods

- Pareto analysis (80/20)
- ABC analysis

BUSINESS FINANCING MODES

- Start-up financing
- Financing of business development or diversification

STRATEGIC MARKETING

BACHELOR YEAR 2 : CU 1 MANAGAMENT TOOLS

Objectives & skills

Course objectives:

- Become familiar with strategic-marketing tools
- Master the ins and outs of market research

Skills to be acquired:

- Know all about consumers' behaviour and all the variables that can influence them
- Master market-research techniques and be able to analyse the results

Summary:

Students apply the tools they became familiar with in their first year and explore marketing more deeply. They learn to understand consumers and their behaviour. Lastly, they are introduced to the aspects of closing a sale and to the yield-management mechanism.

Teaching methodology and assessment

Prerequisites: Students must know the basic marketing tools and concepts studied in first year.

Assessment: 2 mid-term exams during the year + a minimum of 2 tests per period. All the knowledge and skills taught during the training are to be assessed in the final exam.

CONSUMERS

Influence on their choices

- Needs and desires
- Maslow's hierarchy of needs
- Analysing advertising campaigns
- Personal psychological variables (motivations / barriers / attitudes, personality and behaviour)

The other influence variables

- SONCAS classification (in France) and equivalent
- Personal variables: age, gender, income, socio-professional categories, education level, etc.
- Environmental variables: family, social groups, social class, culture, etc.

The buying process

- Becoming aware of the need
- Searching for information
- Assessing alternatives (compensatory and non-compensatory)
- Choice, buying decision, purchase
- Post-buying behaviour: assessment depending on various cultures
- The different types of purchase (routine / impulse; pleasure/leisure; satisfaction/professional)

MARKET SURVEYS

Introduction

- Reminder about the tool
- Documentary and environmental study
- Methodology
- End goal

Qualitative techniques

- Personal interviews
- Semi-structured interviews
- Group discussions
- Observing behaviour

Quantitative techniques

- Polling
 - Sample size
 - Sampling method
 - Administration mode
 - Producing the questionnaire
 - Analysing the results
- Focus groups
 - Definition
 - Examples
- Using the results

Qualitative/quantitative development

SEGMENTATION AND TARGETING OF NATIONAL AND INTERNATIONAL CUSTOMER BASES

Segmentation

- Why do it?
- How to do it?
- Types of segmentation criteria:
 - Geographic
 - Socio-economic
 - Economic
 - Psychographic
 - Behavioural
- What makes a good segmentation?

Targeting

- Choosing your targets
 - Volume
 - Competition
 - Selling points
- The various targeting strategies
 - Concentrated
 - Undifferentiated
 - Differentiated

Specific features of segmentation and targeting in the hospitality sector

- Basic segmentation (business and leisure)
 - Priority segment
 - Additional segment
- Expectations and behaviour of business customers (individual and group)
- Expectations and behaviour of leisure customers (individual and group)

SALES CLOSING

The main sales indicators in hotels and restaurants

- Occupancy rate
- Average daily rate
- RevPAR
- RevPAC
- TrevPAR, etc.

The main ratios versus the competition

- Penetration rate, etc.

Sales closing

- Content
- Analysis
- Introduction to Yield management

HUMAN RESOURCES MANAGEMENT

BACHELOR YEAR 2 : CU 1 MANAGEMENT TOOLS

Objectives & skills

Course objectives:

- Know the employee hiring process
- Know employees' obligations and rights
- Know how to assess and motivate an employee
- Understand the components of remuneration

Skills to be acquired:

- Master the process and key aspects of hiring
- Master the contractual relationship
- Master remuneration policy

Summary:

On this course, students learn to master the employee-employer relationship in line with the context of their country of origin and their cultural prism. They are introduced to the fact that rules may differ between countries and their respective laws. By the end of this learning sequence, students have acquired the mechanisms of employee integration, appraisal and remuneration.

Teaching methodology and assessment

Prerequisites: An understanding of the HR function's role, and of hiring-process basics. Students must have done their M1 internship, which will provide a frame of reference for the employee-employer relationship on this course.

Assessment: 2 mid-term exams during the year + a minimum of 2 tests per period. All the knowledge and skills taught during the training are to be assessed in the final exam.

HIRING: WHERE AND HOW TO FIND TALENT?

Hiring: operational phase

- Internal and external hiring sources
- The job description
- Applicant selection criteria

Hiring interview

- Preparing the interview
- Conducting and managing the interview
- Assessing the candidate's hard skills
- Assessing the candidate's soft skills

Employment contract

- Common-law contract
- Drawing up an employment contract
- Terminating an employment contract
- The hotelkeeper's contract

Time management at work

- Leave planning (criteria, etc.)
- Aspects specific to hotels
- Working nights

EMPLOYEE REMUNERATION

Remuneration components

- Pay scales in big corporations (groups)
- Payslip items
- Payroll outsourcing (choice, cost)

Salary as a motivational tool

- The statutory minimum in the profession
- Salary fixing method
- Other remuneration elements (bonuses, profit sharing, meal/travel expense contributions, etc.)
- Benefits in kind (meals, accommodation, company car...)
- Negotiating

HUMAN RESOURCES MANAGEMENT

Retaining employees

- Wellness at work
- Working conditions (workspace, relaxation space...)
- New forms of work (nomadic, remote...)

Supporting employees in the company

- Providing associated services (concierge, childcare....)
- The obligatory career-development interview
- In-company employee training
- Supporting intrapreneurs

ADVANCED EXCEL

BACHELOR YEAR 2 : CU 1 MANAGMENT TOOLS

Objectives & skills

Course objectives:

- Be able to understand how Excel supports business-management and data-analysis work
- Master the automation of calculations using Excel formulas and functions
- Master data charts

Skills to be acquired:

- Know how to implement formulas
- Know how to illustrate series of figures
- Know how to use Excel's main functions (conditions, searching a table, conditional sums...)
- Understand the data-chart concept
- Know how to build a pivot table
- Know how to use macros

Summary:

Students deepen their computing knowledge, primarily of Excel. They learn to master the program's advanced functions for automating calculations. They become familiar with data charts and pivot tables.

Teaching methodology and assessment

Prerequisites: Basic Excel skills, table formatting, basic calculation formulas and functions.

Sessions with simultaneous manipulations guided by video-projection and applied practical work in class + applied exercises at home.

Assessment: 2 mid-term exams during the year + a minimum of 2 home assignments per period, to be scheduled and submitted via the Moodle platform - All the knowledge and skills taught during the training are to be assessed in the final exam.

Reminder of Excel table formatting and layouts

CONDITIONAL FUNCTIONS

Complex formulas with SI and logical operators AND and OR
COUNT, COUNTA, COUNTIF and SUMIF functions

SEARCHING A TABLE – CONSOLIDATION

LOOKUP (VLOOKUP, HLOOKUP) function and INDEX+MATCH function
Data linking and consolidation of worksheets

DATA VALIDATION

Validating entered data
Creating drop-down lists

USING DATA AND TIME FUNCTIONS IN EXCEL

Cell formats for showing dates and times
The following functions:

- YEAR, DATE, TODAY, NOW...
- DATEDIF, WEEKDAY

FUNCTIONS FOR USING TEXT IN EXCEL

- UPPER, LOWER
- PROPER

CREATING SIMPLE GRAPHICS

- Choosing data
- Graphics as objects
- Changing type of graphic, source data
- Changing options, position, colour
- Adding data

DATA CHARTS

Presentation

- Sorting
- Using basic filters
- Conditional formatting

Advanced functions

- Using advanced filters
- Subtotals in a data chart

Pivot tables

- Creating/deleting a pivot table
- Adding/deleting a field in a pivot table
- Reorganising fields
- Filtering a pivot table

MACROS AND FUNCTIONS IN VBA

Basics – definitions

- Graphic controls
- Security

Simple graphic controls (buttons) associated with simple macros in VBA.

Creating simple functions in VBA (IF...THEN...ELSE)

COMMERCIAL LAW APPLIED TO HOTEL MANAGEMENT¹

BACHELOR YEAR 2 : CU 1 MANAGAMENT TOOLS

Objectives & skills

Course objectives:

- Be able to understand a hotel company's legal environment
- Discover the sector-related contracts
- Understand the mechanisms of the hotel operator's third-party liability

Skills to be acquired:

- Master the technique of contract-making related to hotels
- Master the legal forms of operation
- Master current regulations

Summary: Students are introduced to legal culture in business and in the hotel sector. Although they are unlikely to become jurists, this course must enable them to understand the key concepts that regulate their business activity and to acquire a solid legal culture and the vocabulary needed to interact with legal professionals.

Teaching methodology and assessment

Prerequisites: None.

The course must be taught with case studies, and draw on legal current affairs and authentic documents. Rather than just acquiring knowledge, students must be trained to search for legal information and in legal reasoning. Commentary on judgements should be avoided.

Assessment: 2 mid-term exams during the year + a minimum of 2 tests per period.

¹ The themes covered are compulsory. Their content should be tailored to local laws.

OPERATING A HOTEL COMPANY

Basic concepts

- Forms of operation
- Operator status
- profession's organization

Business-related regulations

- Regulation of licensed premises
 - Obtaining a licence and related obligations
 - Specific aspects of France's *Licence IV*
- Restaurant regulations (use of public space: terrace)
- Hotel regulations

Forms of operation

- The various forms of company
 - Concept of company
 - Forms of company in your country
 - Interests
 - Pros and cons of each form
- Voluntary chains of hotel/restaurants
- Franchise
- The business (*fonds de commerce*)
 - Composition
 - Legal nature
 - Sale (conditions and effects)
 - Management lease (*location-gérance*)
 - Drawing-up
 - Effects
 - Commercial lease

CONTRACTS IN THE HOSPITALITY SECTOR

The concept of a contract

- Conditions of drawing-up and validity
- Effects

Special contracts

- Contract of sale
 - Drawing-up
 - Effects
 - Online sales
- Travel contract
 - Nature
 - Drawing-up
 - Effects
 - Travel agencies' liability
- Hotelkeeper's contract
 - Nature

- Drawing-up
- Effects
- Transport contract
 - Nature
 - Drawing-up
 - Effects
- Beer supply and distribution contract
 - Nature
 - Drawing-up
 - Effects

Contractual liability

- Definition
- Execution

THE HOTEL OPERATOR'S THIRD-PARTY LIABILITY

Hotel operator's liability in the event of theft

- Presumption of liability
- Legal tools
- Compensation
- Exemption from liability

Hotel operator's liability in the event of damage to property

- Presumption of liability
- Legal tools
- Compensation
- Exemption from liability

Hotel operator's liability in the event of an accident

- Application of third-party liability
- Duty of care
- Exemption due to force majeure

THE COMPANY'S LEGAL PARTNERS AND THEIR ROLE

- Lawyer
- Legal counsel
- *Notary /sollicitor*

EFFECTIVE COMMUNICATION

BACHELOR YEAR 2 : CU 1 MANAGAMENT TOOLS

Objectives & skills

Course objective:

- Acquire fluency and control in your communications in professional settings

Skills to be acquired:

- Know how to speak distinctly
- Know how communicate at the right time
- Know how to be eloquent
- Master the appropriate vocabulary for each situation
- Know how to project your voice
- Know how to organise and master your messaging

Summary:

On this course, students realise the importance of their oral communication in their working environment. They learn to adapt the tone of their voice and their language register to the situations they face. They become familiar with public speaking, and try to overcome their potential shyness and fear of addressing an audience.

Teaching methodology and assessment

Prerequisites: None.

Sessions revolve around individual and group exercises. Theatre-based expression should be encouraged, as should media-training sessions when possible.

Assessment: 1 mid-term exam and production of a report (video, theatre-based performance).

Detailed outline

THEMES COVERED: KNOWING HOW TO COMMUNICATE ORALLY WITH FLUENCY

- Know how to overcome your shyness: breathing and relaxation / theatre exercises
- Master your vocabulary and unlock your articulacy / theatre
- Know how to use an appropriate language register (adapting to hotel guests and to hotel staff)
- Adapt the tone of your voice to diverse situations / theatre – role playing
- Know how to speak in public / erase verbal and physical tics (presentation / interview...)
- Know how to organise your messaging in work settings (training to conduct, and speak in, a meeting)

BUSINESS ENVIRONMENT

BACHELOR YEAR 2 : CU 1 MANAGAMENT TOOLS

Objectives & skills

Course objective:

- Become familiar with the major global economic mechanisms

Skills to be acquired:

- Know how to distinguish between liberalism and interventionism
- Understand the topic of monetary policies
- Master the aspects of inflation and its consequences
- Have a historical perspective on the major global economic crises

Summary:

Students will grow familiar with the global economic environment in which they live and will work. They are introduced to the fundamental principles of economics and to the essential mechanisms that influence business activity.

Teaching methodology and assessment

Prerequisites: Basic knowledge of economics (high-school diploma level).

Assessment: 2 mid-term exams during the year + a minimum of 1 test per period.

INTRODUCTION

Definitions

- What is economics?
- Who are economic actors?

Major economic policies

- Liberalism
 - Supply and demand mechanism
- State interventionism
 - Justification for state intervention in the economy

CURRENCY

Roles of currency

Currencies and globalisation

- The euro
 - The euro area
 - The euro's evolution
 - Euro vs dollar
- Major currencies
 - Currency market
 - Aspects
 - Impacts on the global economy
- International monetary environment
 - IMF
 - World Bank
- Issues around globalisation
 - Major trading networks
 - Financial globalisation

PRICES AND INFLATION

Definitions

- Inflation
- Deflation
- Disinflation

Causes and consequences of inflation

- Causes
- Consequences
- Specific aspects of tourism
- Inflation remedies

ECONOMIC CRISIS

Historic crisis

- 1929 crisis
- Oil crises of 1973 and 1977

Recent crises

- Subprime mortgage crisis

- Economic crisis related to Covid-19
 - Impact on the major economic metrics worldwide
 - The state's role in tackling the crisis

The global economy's current state and outlook

DOCUMENTARY & STRATEGIC MONITORING

BACHELOR YEAR 2 : CU 2 WORKING ENVIRONMENT

Objectives & skills

Course objectives:

- Be able to set up monitoring of current business affairs
- Be fully informed of local, national and international hospitality-sector news
- Provide a methodology for documentary search and monitoring

Skills to be acquired:

- Be able to find information
- Be able to compile a press review
- Develop the ability to synthesise information
- Develop your critical faculties

Summary:

Students must have in-depth knowledge of the latest news in the hospitality sector, in which they are operating and will continue to do so. They learn to search for information, analyse it, and synthesise it. This course enables them to connect the skills and knowledge acquired on the other courses with the industry's current affairs.

Teaching methodology and assessment

Prerequisites: All the knowledge and skills covered in the first year must have been acquired in order to properly understand the sector's current affairs.

Each session must track the news in the hospitality sector. Each week, students produce a synthesis that deals with an issue in the news, which they present to the whole class in the form of a debate.

To supplement this, each semester they produce a special report / dossier in groups on a prominent topical theme. This report is presented to the class in a written or video format.

Assessment: 2 mid-term exams + 1 piece of homework per semester in the form of a report.

Detailed outline

The themes covered reflect current affairs (and are thus not specified) but must be taught cumulatively:

- At local, national and international levels
- In terms of hotels, restaurants and tourism
- Across the press: general, business and trade professional
- On dedicated trade websites
- On trade social media

Each theme must generate discussion. Links must be made with the other subjects taught and the skills acquired (theory, practice, internship).

Students must be given a press-review methodology to shape their work. This course must sharpen their critical faculties, their ability to synthesise, and their curiosity.

NUTRITION AND SOCIETY

BACHELOR YEAR 2 : CU 2 WORKING ENVIRONMENT

Objectives & skills

Course objectives:

- Be able to offer alternatives for a restaurant's various profiles of customer with specific dietary requirements
- Know about agro-food marketing trends.

Skill to be acquired:

- Understand and adapt to new gastronomic trends.

Summary:

Students learn tangible ways of commercialising new gastronomic trends, in line with the requirements of your various customer profiles; and carry out a concrete analysis of the themes and concepts covered in the "working culture" or "documentary & strategic monitoring" courses.

Teaching methodology and assessment

Prerequisites: Knowledge and skills acquired in practice and during the internship. Master the rules of a balanced diet.

Role-playing with real-life materials is necessary to make this subject useful and appealing. Students must work on restaurant menus and resolve concrete cases where various types of customer request food that meets a particular dietary requirement.

Assessment: 2 mid-term exams during the year + a 1 test (minimum) and 2 "flash" tests per period.

KNOWLEDGE OF FOODS AND THEIR IMPACT

The glycaemic index of foods

The level of food processing

The link between diet and mental health

Gut microbiota and its role in nutrition

National nutrition and health programme: well-informed consumers

- The consumer app
- Government communication campaigns

ADAPTING A RESTAURANT MENU TO DIETARY REQUIREMENTS

Medical requirements

- Allergens
- Gluten intolerance
- Lactose intolerance

Religious requirements

- Halal food
- Kosher food, etc

Location-related requirements

- Snacks in a fitness club, gaming complex, etc.
- Fast food in a shopping centre
- Fast food in a business park
- Consumer trends: catering in transit locations (stations, airports, etc.)

TOURISM ECONOMY

BACHELOR YEAR 2 : CU 2 WORKING ENVIRONMENT

Objectives & skills

Course objectives:

- Have an overview of the tourism economy in today's world
- Understand the factors influencing the tourism economy

Skills to be acquired:

- Know tourism's stakeholders
- Be able to study a local tourist organisation
- Understand the link and influence between tourism and the hospitality business
- Know how to identify and understand the factors that influence tourism, in order to take decisions

Summary:

By the end of this course, students master the main economic trends in your country's tourism sector. They will be familiar with tourism as a product, and understand how the way it is marketed is closely related with the hospitality business. This course must also include a regional, and even a local, perspective on tourism. Each school will ask its teaching staff to develop a section on regional or local tourism, covering tourism initiatives or remarkable sites nearby.

Teaching methodology and assessment

Prerequisites: None.

Assessment: 2 mid-term exams during the year + 1 test + 1 piece of homework.

INTRODUCTION

Definitions

- What is tourism?
- What is the tourism industry?
- Tourism around the world
 - The WTO
 - Figures and data
- Tourism in France *
 - Tourist offices: roles and figures
 - Departmental and regional boards: roles and figures

**To be adapted to the country or region.*

THE TOURISM PRODUCT

Demand

- Demographic factors
- Economic factors
- Psychological factors
- Sociological factors

Supply

- Accommodation
- Catering
- Passenger transport
- Transport equipment hire
- Tourism interests specific to each country
- Cultural services
- Sports and recreational services

DISTRIBUTION OF TOURISM

The emergence of online tourism-product sales

- Market and evolution
- Ties with hotels and restaurants

Agencies and traditional tour operators

- Market and evolution
- Links with hospitality sector

The fashion for "discounting to sell better"

- Private sales
- Last-minute sales
- Auctions

FACTORS INFLUENCING THE TOURISM ECONOMY IN AN AREA

- Global warming
- Communication

- Consumer trends
- Political events
- Sporting events
- Historical and religious attractions
- Epidemics/pandemics

TOURISM AND REGIONAL CULTURE

In this part of the course, the teacher must present a noteworthy local or regional tourist attraction.

Students must do a preparatory piece of research on the site: date created, history and evolution, type of attraction, footfall, type of customers...

The teacher will provide a methodology to be used to analyse the key aspects of the attraction.

Students will write a piece of homework analysing the chosen tourist attraction.

WINES OF THE WORLD

BACHELOR YEAR 2 : CU 2 WORKING ENVIRONMENT

Objectives & skills

Course objectives:

- Discover the wines of the world
- Become familiar with the global wine market

Skills to be acquired:

- Know the main grape varieties worldwide, and how they influence appellations
- Be able to advise a customer on pairing food and wine
- Be able to explain what makes unusual wines distinctive

Summary:

Students discover the wines on the global market, and become aware that local or French wines are not the only ones available on the market. From session to session, they acquire a geography-based approach to wine-making regions and sufficient knowledge to guide customers towards sometimes little-known products.

Teaching methodology and assessment

Prerequisites: Knowledge acquired in first year.

The classes can be illustrated by a wine-tasting tutorial. This tutorial must be monthly at most, and last half an hour; a maximum of two wines can be tasted and discussed.

Assessment: 2 mid-term exams during the year + a minimum of 1 test + 2 “flash” tests per period.

Introduction

The main wine-making regions in Europe and the world

DISCOVERING THE WINES OF AMERICA (OR FRENCH WINES FOR SCHOOLS IN THE AMERICAS REGION)

Wines of the USA

- Californian wines
- Types of wines and distinctive features
- Grape varieties
- Place on the global market

Wines of Latin America

- Brazil / Argentina / Chile / Uruguay
- Types of wines and distinctive features
- Grape varieties
- Place on the global market

DISCOVERING THE WINES OF AUSTRALIA AND NEW ZEALAND

- Wine-producing regions (eastern Australia / Marlborough)
- Types of wines and distinctive features
- Grape varieties
- Place on the global market

DISCOVERING THE WINES OF SOUTH AFRICA

- Wine-producing regions
- Types of wines and distinctive features
- Grape varieties
- Place on the global market

DISCOVERING THE WINES OF CHINA

- Wine-producing regions
- Types of wines and distinctive features
- Grape varieties
- Place on the global market

VATEL SUSTAINABLE DEVELOPMENT PROJECT (VSDP)*

BACHELOR YEAR 2 : CU 2 WORKING ENVIRONMENT

Objective & skills

Course objective:

- Put into practice the principles of sustainable development (SD) and corporate social responsibility (CSR) to serve a corporate project.

Skills to be acquired:

- Be able to propose solutions around SD and CSR for a hospitality-sector organisation.

Summary:

The SD/CSR project will be central to this 10-hour course. It will be launched, then monitored, by a teacher whose objective is to support and guide students in finalising and presenting their project to the company.

Teaching methodology and assessment

Prerequisites: To have attended the first-year SD seminar.

Schedule: The sustainable development and corporate social responsibility course comprises three stages:

- Stage one: launching the project
- Stage two: supporting the project groups
- Stage three: presenting and validating the project

Support and tracking will be via the Moodle platform or any local platform.

Students will be assessed on how coherent, realistic and feasible their proposed project is; and on their presentation of their project at the final oral defence.

- Reminder of SD and CSR fundamentals
- Formation of working groups
- Selection of project-hosting organisation (café, school, restaurant, hotel, shop...)
- Selection and validation of a study project per group
- Remote coaching of groups to advance the project
- Intermediate defence of the project
- Final defence of the project.

Assessment: A piece of homework in the form of a report to hand in; and an oral defence.

ROUNDTABLES: HIGH-END HOSPITALITY MANAGEMENT

BACHELOR YEAR 2 : CU 2 WORKING ENVIRONMENT

Objectives & skills

Course objectives:

- Understand the requirements of high-end establishments in the hospitality sector.
- Understand the concepts of quality and consistent quality.

Skills to be acquired:

- Master the service requirements of a high-end establishment
- Be able to integrate in a high-end establishment

Summary:

Students are introduced to luxury establishments' requirements and constraints. They become familiar with the differences in organisation and hospitality between luxury and other categories of hotels and restaurants.

Teaching methodology and assessment

Prerequisites: None.

Assessment: A piece of homework on the roundtables: high-end luxury establishments.

HOSPITALITY IN HIGH-END HOTELS AND RESTAURANTS

Objectives:

1. Have students reflect on the specific aspects of hospitality in high-end restaurants. Concepts of quality and consistent quality.
2. Stimulate reflection on service quality in hotels.
3. Discuss experiences of M1 internships in various types of organisation (3-star hotel, 4-star hotel, etc.).

Content:

SERVICE IN LUXURY RESTAURANTS

Hospitality and advice in a Michelin-starred restaurant

Service in a Michelin-starred restaurant

SERVICE IN A LUXURY HOTEL

Hospitality and advice in a luxury hotel

Customer management in the back office of a luxury hotel

EXPERIENCE FEEDBACK FROM THE M1 INTERNSHIP

Gaps between theory and practice

Theoretical inputs applied during the internship

TEAMS' OBLIGATIONS IN HIGH-END ESTABLISHMENTS

Objectives:

1. Discuss the various constraints in luxury hotels and restaurants
2. Discuss the various managerial practices observed during internships

Content:

THE HIRING REQUIREMENTS OF HIGH-END ESTABLISHMENTS (TO BE LINKED WITH THE COURSE ON SELF-IMAGE AND GOOD WORK PRACTICES)

- Physical presentation
- Vocabulary and being available for customers
- Languages
- Observational qualities
- Punctuality
- Sense of responsibility

INTEGRATION INTO HIGH-END ESTABLISHMENTS

- Stance within a team
- Respecting hierarchy
- Integrating into a multicultural team
- Articulating a difficulty
- Reporting to your line manager

M1 INTERNSHIP EXPERIENCE FEEDBACK

- *Theoretical inputs applied during the internship.*

FOREIGN LANGUAGE

BACHELOR YEAR 2 : CU 3 LANGUAGES

Objectives & skills

Course objectives:

- Improve your professional vocabulary
- Master writing a CV and cover letters
- Deepen socio-cultural and socio-economic knowledge of English-speaking countries

Skills to be acquired:

- Know how to write formal letters and a CV
- Know how to use written expressions of politeness
- Know how to write business letters

Summary:

Students deepen their knowledge of professional vocabulary and learn to master the formal expressions (written and oral) used in the customer relationship. They become familiar with applying in English for a job or an internship.

Teaching methodology and assessment

Prerequisites: Level B1 of the Common European Framework of Reference for Languages (CEFR).

Classes must be interactive. Written English is covered more extensively than in M1.

In the first session, students must be prompted to talk about their internship experiences, and be reminded of the concepts studied in their first year.

Assessment: 2 mid-term exams during the year + a minimum of 1 test per period + regular oral “flash” tests. All the knowledge and skills taught during the training are to be assessed in the final exam.

APPLYING IN ENGLISH

Producing a CV

Writing a cover letter

Networking

- Introducing yourself quickly and professionally
- Understanding job advertisements
- Writing formal letters

The hiring interview (role play)

BUSINESS CORRESPONDENCE

Reading and writing business letters

Knowing how to arrange and cancel an appointment by email and telephone

HOTEL SERVICES

Greeting

- Reminder of the basic principles
- Various customer-facing behaviours
- Greeting all types of customer in all situations
- Greeting VIP customers

Room service

- The roles of room-service staff
- Providing solutions to customers
- Revision of vocabulary

Reception and concierge services

- The concierge's role
- Handling claims and complaints
- Handling the most frequent requests made to concierges
- Handling cancellations on the telephone

INDUSTRY CURRENT AFFAIRS

Hotels chains in the English-speaking world

Specific features of hotels in the English-speaking world

FOREIGN LANGUAGE 2

BACHELOR YEAR 2 : CU 3 LANGUAGES

Course objectives:

- Deepen your professional vocabulary
- Master writing a CV and cover letters
- Deepen socio-cultural and socio-economic knowledge of Spanish/German/Italian speaking countries.

Objectives & skills

Skills to be acquired:

- how to write formal letters and a CV
- Know how to use written expressions of politeness
- Know how to write business letters

Summary:

Students deepen their knowledge of professional vocabulary and learn to master the formal expressions (written and oral) used in the customer relationship. They become familiar with applying in Spanish, German or Italian for a job or an internship.

Teaching methodology and assessment

Prerequisites: Level A2 (CEFR).

Classes must be interactive. Written language is covered more extensively than in M1.

In the first session, students must be prompted to talk about their internship experiences, and be reminded of the concepts studied in their first year.

Assessment: 2 mid-term exams during the year + regular oral “flash” tests. All the knowledge and skills taught during the training are to be assessed in the final exam.

APPLYING

Producing a CV

Writing a cover letter

BUSINESS CORRESPONDENCE

Reading and writing business letters

Knowing how to arrange and cancel an appointment by email and telephone

HOTEL SERVICES

Greeting

- Reminder of the basic principles
- Various customer-facing behaviours
- Greeting all types of customer in all situations
- Greeting VIP customers

Room service

- The roles of room-service staff
- Providing solutions to customers
- Revision of vocabulary

Reception and concierge services

- The concierge's role
- Handling claims and complaints
- Handling the most frequent requests made to concierges
- Handling cancellations on the telephone

PROFESSIONAL NEWS

Hotels chains in the Spanish/German/Italian speaking world

Specific features of hotels in the Spanish/German/Italian speaking world

HANDS-ON EXPERIENCE

BACHELOR YEAR 2 : CU 4 PROFESSIONAL PRACTICUM

Objective & skills

Introduction:

Vatel students follow a programme in which professional practice takes up half of the course. During periods of practical learning, they hold posts in training facilities – hotels, restaurants, brasseries, etc. – or with industry partners if the school has no such facilities.

Objective of practice:

- The periods of hands-on experience must enable students to check their theoretical learning in a real working situation.

Skills to be acquired:

- Master the basics of operational management
- Discover and understand new services
- Be able to organise an event

Summary: Students alternate between theoretical and hands-on learning. During the hands-on periods, they hold new posts in new departments such as: sales, restaurant inspection, accounting, personnel, etc. Their role may also involve having to organise an event, banquet or conference.

Teaching methodology and assessment

Prerequisites: None.

Schedule: Students alternate between periods of theoretical and hands-on learning. The tempo can be tailored to suit the campus training facility or the partner host facility.

The hands-on experience is organised in the same way as in first year.

During this second year, students are given greater supervisory responsibility than their M1 schoolmates.

Assessment: The course managers assess each student in a one-on-one interview at the end of each week. The assessment forms are available from school management.

E-LEARNING

BACHELOR YEAR 2 : CU 4 PROFESSIONAL PRACTICUM

Objective & Skills

Introduction:

Vatel students follow a programme of which half is hands-on professional practice.

The e-learning modules are provided for students on the Moodle online platform, and supplement the experience acquired during the hands-on weeks.

Objective of e-learning:

- Consolidate the knowledge acquired during the hands-on experience, through a self-directed theoretical approach.

Skills to be acquired:

- Understand and experience the various posts and situations in the hospitality sector.
- Understand the challenges of posts in contact with customers across the field of hospitality management.

Summary: Students alternate between theoretical and hands-on learning. During periods of hands-on learning, they hold posts in training facilities - hotels, restaurants, brasseries, etc. – or with industry partners if the school has no such facilities. Students have training modules to follow during the periods of hands-on experience. The practice managers must devote part of the debriefing time to recap the themes covered in the modules and illustrate them using on-the-ground examples.

Teaching methodology and assessment

Prerequisites: None.

Schedule: Students must log on and follow the modules during their hands-on experience weeks. They must be able to connect their daily practical activity with the theoretical inputs of their online sessions.

Assessment of e-learning: The online modules are assessed by quizzes done on the platform.

Course Syllabus

3rd year – Management 3



BUSINESS GAME

BACHELOR YEAR 3 : CU 1 MANAGEMENT TOOLS

Objectives & skills

Business game objectives:

- Enable students to understand the skills they still need to acquire in order to manage a hotel properly.
- Master and use all the knowledge acquired during the first two years.
- Build group cohesiveness between students.

Skills to be acquired:

- Be able to manage a mid-sized hotel in a competitive environment.
- Be able to make group decisions in order to achieve a common objective.

Summary: Groups of four or five students will manage a hotel in a competitive environment with the objective of gaining market share.

The students must use all the knowledge acquired during their first two years' study to take managerial decisions for their establishment.

Teaching methodology and assessment

Prerequisites: None.

Once the working groups have been formed, students follow the game-master's instructions to manage their hotel and deliver their decisions.

Assessment: The groups' management and decision-making during the game are to be assessed. At the end of the game, the groups will be ranked.

INTRODUCTION TO OPERATIONAL AUDITING

BACHELOR YEAR 3 : CU 1 MANAGEMENT TOOLS

Objectives & skills

Course objectives:

- Be able to understand the composition of costs
- Master budget mechanics (forecast, actual)
- Be able to track an operational department's results

Skills to be acquired:

- Know how to calculate a cost price in order to work out a possible selling price
- Know how to analyse, understand and explain forecast/actual variance
- Know how to make decisions on buying or delisting products

Summary:

Students are introduced to cost control (F&B). They learn to track sales and related costs, and to be able to provide long-lasting solutions to improve an operational department's results.

Teaching methodology and assessment

Prerequisites:

Students must be able to read an income statement and a balance sheet, and master financial-statement subtotals. They are proficient in inventory-related matters (amortisation and stocks). Students must know how to build and analyse a functional assessment and a dashboard.

The first sessions can be devoted to recapping the concepts covered in the previous years; and the later sessions, to revising in preparation for the final exam.

Assessment: 1 mid-term exam + a minimum of 2 tests. Subject included in the common final exam on: **Finance**. All the knowledge and skills taught during the training are to be assessed in the final exam.

COSTS

Cost concepts

- Definitions (from charges to costs)
- Inventoriable costs
- Non-inventoriable costs
- *Distinctions between direct and indirect costs*
- *Breakdown of indirect costs*

Calculating costs

- *Calculating cost price*
- *Full costs*
- *Determining the sale price*

REPORTING AND DISCREPANCY ANALYSIS

Standard costs

- Standard unit cost sheet
- Flexible budget for indirect costs

Budget / actual analysis

- Price variance
- Quantity
- Composition

BUDGET MECHANICS

Operating budget (cash and non-cash charges, cash and non-cash income items)

VAT budget

Cash / non-cash budget

UNIFORM SYSTEM OF ACCOUNTS FOR THE LODGING INDUSTRY (USALI)

Principle and scope

Objectives

- Performance of operating departments
- Costs of functional departments
- Performance of the establishment

Designing and analysing the USALI dashboard

- Gross margins
- Margins on operating departments' direct costs
- Indirect functional costs
- Calculating costs of production

RATIO ANALYSIS

- Financial ratios
- ROE / ROCE profitability ratios
- Accounting profitability ratios

OPERATIONAL MARKETING

BACHELOR YEAR 3 : CU 1 MANAGEMENT TOOLS

Objectives & skills

Course objective:

- Master, and be able to implement, the tools for action at a hotel company's disposal, in order to operate in the marketplace

Skills to be acquired:

- Know how to design a coherent, effective marketing mix
- Be proficient in product, pricing, distribution and marketing policies

Summary:

By the end of this course, students master the marketing mix. They gain awareness of the importance of product / pricing / distribution policy in the hotel sector, and they also focus on the CRM tool.

Teaching methodology and assessment

Prerequisites: Knowledge of consumer behaviour and market research are essential.

The first sessions can be devoted to recapping the ideas covered in the previous years; and the later ones, to revising in preparation for the final exam.

Assessment: 1 mid-term exam + a minimum of 2 tests - Subject included in the common final exam on: **Marketing**. All the knowledge and skills taught during the training are to be assessed in the final exam.

INTRODUCTION

The product life cycle

- Launch
- Growth
- Maturity
- Decline

Changes in the marketing mix during these phases

Coherent marketing-mix choices

PRODUCT POLICY

Specific features of the hotel service concept

- Basic service
- Add-ons

Positioning

Product attributes

- Brand
- Design

Brand strategies

- Own brand
- Endorsement
- Umbrella

Range

- Definitions
- Dimensions
 - Length
 - Width
 - Depth
- Evolution
 - Extension
 - Refresh
 - Reduction
- BCG matrix
 - Dilemma / star / cash cow / dead weight
 - Interpreting the matrix
- Innovation in the hotel and tourism sector
 - Challenges
 - Approaches
 - Results

Quality

- Levels of quality
 - Expected
 - Desired
 - Delivered

- Perceived
- The quality programme
 - Objectives
 - Principles
 - Execution in a hotel company
 - Standardisation and certification / Labels
- Inspection tools
 - Audit
 - Mystery guest
 - Satisfaction survey

PRICING POLICY

Cost-based pricing methods

- Cost price (Omnes principle)
- Break-even point
- Optimising RevPar with differential pricing

Taking account of the competition

- Market prices
- Competitors' influence

Pricing policies

- Alignment
- Skimming
- Penetration

Demand-based pricing methods

- Taking account of consumers and their price expectations
- Elasticity
 - Definition
 - Calculation method
 - Utility
 - Analysis
- Psychological pricing
 - Definition
 - Utility
 - Graphic representation
 - Calculation method
 - Analysis
 - Limitations of this technique
- Yield management
 - Definition
 - Principles
 - Characteristics
 - Implementation

DISTRIBUTION POLICY

Choosing channels

- Direct distribution
- Indirect distribution

Choosing intermediaries

- Types
- Numbers

Distribution and development strategies

- Intensive
 - Advantages
 - Drawbacks
- Selective
 - Advantages
 - Drawbacks
- Exclusive
 - Advantages
 - Drawbacks

COMMUNICATIONS POLICY

Communication objectives and targets

Ways of communicating

- Above-the-line media communication
 - Advertising, etc.
- Below-the-line media communication
 - Packaging
 - Paper documents (leaflets, etc.)
 - Public relations
- Tactical media and new forms of marketing (street marketing, viral marketing, etc.)

Media strategies

- Push strategy
- Pull strategy

SYNTHESISING THE MARKETING MIX

- Mix chart
- Adapting the marketing mix to the company's environment and strategy

CUSTOMER RELATIONSHIP MANAGEMENT (CRM)

What underpins good CRM

- Retention
- Satisfaction
- Improving profitability

CRM principles

Implementation tools

- Databases
- Big data
- Scoring
- Data mining

Sustainable relationship tools

- Clubs
- Events
- Loyalty cards

- Magazines
- Social media
- Customer/business Interactivity

HR MANAGEMENT AND LEADERSHIP

BACHELOR YEAR 3 : CU 1 MANAGEMENT TOOLS

Objectives & skills

Course objectives:

- Deepen knowledge of human resources management
- Understand team management and impose your leadership

Skills to be acquired:

- Be able to assess your teams
- Analyse employees' rights and obligations
- Be proficient in leadership techniques

Summary:

Students deepen the knowledge they acquired in the previous years. They become aware of the rights and obligations of the parties in a working relationship. The course must primarily be a place for debate and interaction, and for learning a methodology to research the themes covered, so that, in their future hotel roles, students ask themselves the right questions about HR and team-management issues.

Teaching methodology and assessment

Prerequisites: It is essential that the human-resources knowledge dispensed in the first two years has been acquired.

The first sessions must be devoted to recapping the ideas covered in the previous years; and the later ones, to revising in preparation for the final exam.

The themes covered serve as a platform for research and discussion. Comparisons between the various systems in different countries should be encouraged.

Assessment: 1 mid-term exam + a minimum of 2 tests - Subject included in the common final exam on: **Management**. All the knowledge and skills taught during the training are to be assessed in the final exam.

BUILDING AND DEVELOPING A LEADERSHIP ROLE

Characteristics of a leader

- Components of leadership
- Key attitudes of a leader

Developing your leadership qualities

- Influencing and united a group
- Managing change
- Developing your emotional intelligence
- Displaying assertiveness
- Communicating effectively with your teams

APPRAISING YOUR TEAMS AND HELPING THEM GROW

Objectives of appraisal systems

- Utility for the employee
- Utility for the employer
- Duty of assessment

Performance assessment

- Setting objectives
- Assessment methods (reviews, interviews)

Employee development and internal promotion

Conflict management

- Managing conflicts between employees
- Managing conflicts with a subordinate
- Handling a negotiation with management

Employers' rights and obligations

- Working conditions
- Remuneration
- Paid leave

Employees' rights and obligations

- Adhering to working hours
- Adhering to rules when absent

HR DEPARTMENT: THE VEHICLE FOR CORPORATE SOCIAL RESPONSIBILITY

Accommodating disabled employees

- Statutory obligations
- Integration processes

Discrimination

- Types of discrimination
- Checking and penalties

EMPLOYEE REPRESENTATIVE BODIES: CSE (SOCIAL AND ECONOMIC COMMITTEE)

Rules of procedure for setting up a CSE

The CSE's role and missions

CORPORATE TAXATION²

BACHELOR YEAR 3 : CU 1 MANAGEMENT TOOLS

Objectives & skills

Course objectives:

- Understand a hotel's tax obligations
- Know how to draw up a budget, with the various taxes payable by a hotel or restaurant
- Know how to distinguish between pre-tax accounting income and taxable income

Skills to be acquired:

- Know how to find reliable, up-to-date tax information
- Be able to assess various sources of tax information in a concrete situation
- Master the VAT mechanism

Summary:

Students are introduced to the tax rules governing the hotel business. This course must enable them to understand the tax mechanisms in force, and to know how to find reliable tax information in order to comply with current local regulations. They will be encouraged to sharpen their curiosity and analytical ability regarding concrete situations, not to become tax experts.

Teaching methodology and assessment

Prerequisites: The business-management knowledge acquired throughout the syllabus. Knowing how to calculate pre-tax accounting income is essential.

Students must be trained in tax mechanisms and in searching for information. Rote learning of taxation rates and rules, and exercises based solely on calculations, should be avoided.

Assessment: 1 mid-term exam + a minimum of 2 tests - Subject included in the common final exam on: **Finance**. All the knowledge and skills taught during the training are to be assessed in the final exam.

² The set themes must be covered, but the content should be tailored to local statutory taxation rules.

INTRODUCTION

The role of taxation

- The main taxation rules

The company's interlocutors

- The company's tax department
- Statutory auditors in their advisory role
- Tax advisers

TAXATION OF THE COMPANY'S PROFITS

Calculation of taxable profits

- Taxation per financial year
- Analysis of taxable income and deductible expenses

Corporate tax

- Companies concerned
- Calculating tax
- Paying tax
- Treatment of deficits (carry back / forward)

VALUE ADDED TAX (VAT)

Mechanisms and principles

- Scope
- Companies' role
 - Indirect-tax payer
 - Direct-tax payer
- Tax reporting systems
- Payability
- Deductibility

VAT on sales

- History of VAT
- Calculating the VAT-inclusive price based on employee remuneration mode (fixed or per service)
- Rules about VAT on advance payments and deposits in the event of a no-show
- VAT and customer invoices

VAT on purchases

- Rules on reclaiming VAT
 - Substantive rules
 - Formal rules
- VAT on benefits in kind and gifts
- Concrete cases of non-reclamation

TAXES AND RIGHTS SPECIFIC TO HOTELS AND RESTAURANTS

Tourist tax

- Scope
- How it works

Public broadcasting contribution

- Principle
- How it works

Music broadcast rights

- SACEM (French royalty collection body)
- Distinction between hotels and restaurants

INTERCULTURAL TEAM MANAGEMENT

BACHELOR YEAR 3 : CU 1 MANAGEMENT TOOLS

Objectives & skills

Course objectives:

- Understand cultural ideas and their consequences on management situations
- Implement the cultural tools and determinants in order to address difference and international team management
- Learn to reach beyond stereotypes

Skills to be acquired:

- Master theories involving behaviours and values
- Be able to identify the main points of reference of some prominent national cultures
- Be able to analyse intercultural situations

Summary: This course highlights interculturality, which permeates future hoteliers' work relationships and management situations. Students should think about expatriation situations, reaching beyond stereotypes, and considering the invisible codes of managing other people's culture. Priority is given to role-playing and concrete presentations. Students must take on board the fact that all cultures are meaningful and can be understood, but that engaging with others requires more than simply drawing up a list of "do's and don'ts".

Teaching methodology and assessment

Prerequisites: General knowledge and being open to the world.

Intercultural management classes must be highly interactive, including when theory is covered.

Regarding part V: students will be asked to produce oral presentations, research summaries, briefings on various countries and on managerial methods: they must analyse how culture has an impact on corporate management and organisation, and on employee motivation.

Assessment: 1 mid-term exam + a minimum of 2 tests - Subject included in the common final exam on: **Management**. All the knowledge and skills taught during the training are to be assessed in the final exam.

INTERNATIONAL EXPERIENCE

Points of reference and cultural relativism

The keys to a successful meeting

- *Reach beyond chauvinism*
- *Reach beyond ethnocentrism*
- *Reach beyond stereotypes*
- *Overcome the culture shock*

MODELS OF CULTURAL DIVERSITY MANAGEMENT

Multiculturalism and interculturalism

- Multiculturalism as an endured situation
- Interculturalism as a managed situation

Edward T. Hall's theory

- Explicit and implicit messages
- Flexible time / rigid time
- Interpersonal distance

MANAGING A MULTICULTURAL TEAM

Taking account of your interlocutors' points de reference

The limitations of trend-spotting and the complexity of models

Decision-making

- How:
 - Persuading
 - Synthesising
 - Compromising
 - Deducing
 - Implementing
- Why

INTERCULTURAL APPROACHES

Geert Hofstede's approaches

- *Scope*
- *Risks*

Philippe d'Iribarne

- *Scope*
- *Risks*

Fons Trompenaars

- *Scope*
- *Risks*

Reflections on "living together"

CULTURES AND MANAGEMENT AROUND THE WORLD

Anglo-Saxon countries

Latin Europe and Northern Europe (including Germany)

Latin America (Brazil and a Spanish-speaking country)

African countries (a Maghreb country and a Sub-Saharan country)

Asian countries: Japan, China and a Southeast Asian country

SALES AND NEGOTIATION TECHNIQUE

BACHELOR YEAR 3 : CU 1 MANAGEMENT TOOLS

Objectives & skills

Course objective:

- Master the nuts and bolts of selling and negotiating, so that students can sell and negotiate in all areas of professional life (customer, managerial and social relationships).

Skills to be acquired:

- Master all stages of a sales appointment
- Know how to prepare for a sale or a negotiation
- Know how to close a deal and depart
- Know how to adapt your negotiating style to your interlocutor

Summary:

Students learn to master the nuts and bolts of selling and negotiating, in order to use these mechanisms in their professional life. If sales negotiating is covered, it is so that they can better apply negotiating methods to other areas if the need arises.

Teaching methodology and assessment

Prerequisites: Previously acquired knowledge of communication, self-image, marketing and HRM.

The classes must strike a balance between role-play and theory. It is important to include anecdotes of students' experiences during their internship and/or hands-on periods in order to correct methods that failed and highlight those that worked.

Assessment: 1 mid-term exam + a minimum of 2 tests - Subject included in the common final exam on: **Marketing**.

INTRODUCTION

- What role does the sales department play in a hotel or restaurant?
- What connections does it have with the other departments?

Definitions of selling and negotiating – semantics

Understanding the segmentation of tourist customers in hotels and restaurants

- The various buyers
 - Travel agencies
 - Incoming agencies (wholesalers - DMCs)
 - Online tourism agencies (OTAs)
 - Companies
 - MICE agencies
 - Business introducers
- The various buying models, depending on the customer

Pricing

- The various type of price and their invoicing models
- Commissions and additional price-related costs

Preparing to sell

- Mindset
- Vocabulary guidelines: terms to use and avoid
- How to build your messaging

THE STAGES IN A SALES APPOINTMENT

Greeting in a hotel or restaurant

- Greeting
- Eye contact, posture and behavioural skills
- Greeting on the telephone

Making contact/pitching

Getting to know the customer

- Analysing verbal and non-verbal communication
- Questioning techniques (open-ended, closed, mirror, alternative, etc.)
- Listening
- SONCAS method
- Rephrasing - validating

The proposition

- Building a list of selling points
 - Making the most of your arguments
- CAP method (characteristics, advantages, evidence, benefits)
- Expressing objections
 - Different types of objection
- Dealing with objections
- Announcing the price (according to the situation)

Closing a sale

- Being clear, replying precisely
- Closing with an idea of commitment
- Departing

Quick selling

- Restaurant sales (at table)
- Additional sales

HOW TO NEGOTIATE SUCCESSFULLY

Introduction: Negotiation objectives

The negotiation

- What it is
- What it isn't

The two main types of negotiation: distributive and integrative

- Collaborative and non-competitive
- Two main types of negotiation
 - Distributive
 - Integrative

Advantages of a well-conducted negotiation

- Fine-tune your objective
- Satisfy your needs
- Improve your relationships
- Transactional model

The five keys to a successful negotiation

- Prepare properly
- Set objectives and limits
- Communicate clearly
- Control your emotions
- Close the negotiation

THE FIVE STYLES OF NEGOTIATION

Assessing your negotiating style

Negotiating styles

- Avoidance
- Conciliation
- Collaboration
- Compromise
- Competition

COMMUNITY MANAGEMENT

BACHELOR YEAR 3 : CU 1 MANAGEMENT TOOLS

Objectives & skills

Course objectives:

- Understand the issues around social media for a company in the sector
- Become familiar with tools for implementing a social media communications strategy
- Acquire the rudiments of community management, which will be useful for addressing certain cases in the final oral defence

Skills to be acquired:

- Master the tools for setting a social-media strategy
- Master the use of social media
- Be able to set an editorial calendar for a company in the hotel and restaurant sector

Summary: This course must look at all the digital tools available for use by a hotel or restaurant. It must enable students to understand why social media is important for business activity and development. Lastly, it must enable them to become proficient in the tools for producing an editorial calendar for a company.

Teaching methodology and assessment

Prerequisites: None.

The community management course must enable students to acquire the rudiments of managing social media for professional purposes.

Assessment: 1 mid-term exam + 1 home assignment. All the knowledge and skills taught on this course may be tested in the final oral defence.

INTRODUCTION

History of the web

- Key terms in web and digital development
- Internet, key figures in web and e-commerce
- Digital: main transformations, issues/challenges

WEB 2.0 and 3.0, main social media and their specific features

Community management, definition and missions

Personal use of social media

BUSINESS AND SOCIAL MEDIA

Using social media in the tourism and hotel sector

- Professional use of social media as a sales tool
- Inbound and content marketing
- Risks and issues around social media

Impact of using digital in communication in the tourism and hotel sector

- Transforming marketing through digital
- Data and digital: sales positioning
- Levers and customer strategies

STRATEGY AND TOOLS FOR COMMUNICATING ON SOCIAL MEDIA

- Setting a social media strategy, and drawing up an editorial calendar
- Increasing productivity in social-media management: Feedly, CANVA, Hootsuite

Practical case studies in tourism, hotels and restaurants

EXPERT EXCEL

BACHELOR YEAR 3 : CU 1 MANAGEMENT TOOLS

Objectives & skills

Course objectives:

- Become proficient in Excel
- Use the tool for professional purposes
- Use all of Excel's features

Skills to be acquired:

- Be able to use Excel for analysing data
- Be able to use Excel to an expert level

Summary:

This course must enable students to use Excel as a database, and to process information that is useful for making decisions in a professional context.

Teaching methodology and assessment

Prerequisites: None.

Assessment: 1 mid-term exam + 1 home assignment to be delivered via Moodle - 1 final exam at the end of the school year. All knowledge and skills taught during the course are tested in the final exam.

EXCEL AS A DATABASE

- Database functions in Excel
- The SUMIFS and COUNTIFS functions

PIVOT TABLES

- Recap
- Application

TARGET VALUE

- Obtaining a proposed solution according to a pre-set overall target and to constraints expressed as numbers

EXCEL

- Automatically changing a calculated item according to a value imposed on the result

FINANCIAL FUNCTIONS

- Presentation of functions (PMT, FV, etc.)
- Amortisation schedules (declining and straight-line)
- Loan repayment

ATL AND BTL MEDIA COMMUNICATIONS

BACHELOR YEAR 3 : CU 1 MANAGEMENT TOOLS

Objectives & skills

Course objectives:

- Understand the various levers in a company's internal and external communications
- Implement communication tools on local and international markets
- Introduction to creating advertising

Skills to be acquired:

- Master the nuts and bolts of promoting a company through communication
- Be able to devise a strategy for above- and below-the-line media communication

Summary:

This course enables students to grasp the concept of promoting a company through communication. They will be introduced to communications strategy, and will study the above-the-line and below-the-line media tools used to promote a company. To properly understand this communication course, solid marketing knowledge is needed.

Teaching methodology and assessment

Prerequisites: A good knowledge of marketing basics (cf. M1 and M2 marketing courses).

Assessment: 1 mid-term exam + a minimum of 2 tests. Subject included in the common final exam on: **Marketing**.

CORPORATE COMMUNICATION

Name, brand, values

Visual identity

- Elements
- Characteristics
- Designing a visual identity and graphic guidelines

Communicating with promotional items

- Goodies and promotional items
- Establishment-branded items

Measuring a company's image

- Image audit
- Brand audit

MEDIA COMMUNICATIONS STRATEGY

The various tools

Stages of strategy

The various pull-push strategies

The various media

- Television (phone, web TV)
- Press (local, specialist, etc.)
- Radio
- Display (etc.)

Setting a communication budget

Building a media plan

BELOW-THE-LINE COMMUNICATION STRATEGIES

Endorsement

Public relations

Fairs and exhibitions

Sponsoring and philanthropy

Sales promotion

DIGITAL COMMUNICATION

Search engine listing

- SEO
- SEM
- SEA

Buzz and viral marketing

- How to generate buzz
- Online reputation

CRISIS COMMUNICATION

- Objectives and challenges
- Tools and specific features
- Crisis communication content

PROFESSIONAL ORAL COMMUNICATION

BACHELOR YEAR 3 : CU 1 MANAGEMENT TOOLS

Objectives & skills

Course objectives:

- Understand and use oral expression techniques
- Implement communication tools to serve effective professional oral communication
- Prepare for the final oral defence

Skills to be acquired:

- Master oral communication tools
- Be able to communicate effectively and with conviction in professional situations

Summary: This course covers the basic principles of effective oral communication. Students will acquire public-speaking techniques to hold an audience's attention and avoid communication errors during a business presentation.

Teaching methodology and assessment

Prerequisites: None.

Assessment: The final oral defence at the end of the school year.

PRESENTATION OF THE FINAL ORAL DEFENCE

- Objectives
- Expected results

PUBLIC-SPEAKING BASICS

Set your professional persona and manage your image

- Presenting yourself/feedback
- Identifying barriers (fears, etc.)
- The rules of good communication
- 10 techniques to improve your persona
- Making a good first impression

Managing yourself and your audience when speaking

- Relational geography
- Interaction levers
- Understanding objections
- Active listening
- Positioning
- Assertiveness
- Self-affirmation models
- Articulating your opinion through constructive communication
- How to reduce your stress

PREPARATION FOR THE FINAL ORAL DEFENCE

Structuring your oral

- Preparing for your oral
- The structure of your presentation

Managing your relationship with the judges

- Stance
- Listening
- Handling replies to questions
- Presenting your solutions with conviction
- Making your replies relevant by illustrating your remarks

Training for the final oral defence

- Practice with various scenarios

WINES, BEERS, SPIRITS

BACHELOR YEAR 3 : CU 2 WORKING ENVIRONMENT

Objectives & skills

Course objective:

- Be introduced to the marketing and commercialisation of wines and spirits

Skills to be acquired:

- Know about the distribution channels and strategies in the wines and spirits sector
- Know how to develop a strategy for selling wines and spirits in restaurants
- Know how to use digital communication resources to sell wines and spirits

Summary:

Having acquired a basic knowledge of oenology and the wines of the world, students explore the issues around marketing wine. This course, which strongly complements the courses on marketing and on wines of the world, gives students the skills to build a wine list in a restaurant and devise a strategy for selling wines and spirits.

Teaching methodology and assessment

Prerequisites: A good basic knowledge of wines.

The classes must be taught in the form of practical activities around two cases:

- devising a strategy to sell wines and spirits in the domestic and export markets
- building a wine list and a bar list tailored to an establishment.

Assessment:

1 mid-term exam + a minimum of 2 tests. Subject included in the common final exam on: **Marketing**.

THE WINES AND SPIRITS SECTOR

Jobs in the wines and spirits sector

- The various actors
- Advantages and drawbacks of the various jobs
- Cultural impact

Distribution channels and strategies

- In France
- In Europe
- In the rest of the world

Generating value from wine and spirit lists

- Pricing method
- Producing margins
- Growing sales

MARKETING WINES, BEERS AND SPIRITS

Selling to restaurateurs

- Sales executives' selling mechanisms

Selling to restaurant diners

- Selling mechanisms for restaurateurs and hoteliers

Selling wines and spirits via e-commerce globally

- Tools
- Compliance with legislation

How to communicate on wines, beers and spirits

- Understanding each country's statutory requirements
- Understanding each country's cultural imperatives

The wine list

- Building a list
 - How to bring it to life, and tailor it to a type of establishment

The spirits list

- Types of spirits
 - Whiskies, Cognac, Armagnac...
- Craft spirits
- Mixology
- Designing a list
 - How to bring it to life, and tailor it to the type of establishment

Beer as a global alcoholic drink

- Types of beer
- Presence in most countries (examples of local and global beers)
- Local breweries

GEOPOLITICS

BACHELOR YEAR 3 : CU 2 WORKING ENVIRONMENT

Objectives & Skills

Course objective:

- Acquire knowledge and cultivate a curiosity about global politics.

Skills to be acquired:

- Familiarise oneself with geopolitical drivers in today's world
- Acquire a sharper ability to think critically about international affairs and the risks faced by yourself and the company you work for

Summary:

This course introduces Vatel students to global political issues. They approach geopolitics as a source of general knowledge, but also as an important risk-measurement tool for the establishments they will work in, as well as for their international career.

Teaching methodology and assessment

Prerequisites: A good basic knowledge of the global tourism economy.

The sessions must stimulate debate and be based on current affairs. The problems raised must always be related to a hotel or professional issue related to students' international career plans. Academic debates on international relations as concepts should be avoided.

Assessment:

1 mid-term exam + 1 test. Subject included in the common final exam on: **Tourist economy**.

INTRODUCTION

Definitions

- What is geopolitics?
- Role of nations
- Role of NGOs
- Role of inter-governmental organisations (UN, G7, G20, etc.)

The world today

- Current cases of political-economic equilibrium and instability
 - The great powers: USA, China
 - Russia today
 - Europe's place in the world
 - Emerging powers (India, Pakistan)

Geopolitical risks: consequences for the hospitality industry?

- Hotel groups present in "at risk" countries
 - Why they are established there
 - Why they stay there
- "One man's meat is another man's poison": how a destination affected by geopolitical risk benefits another

CONTEMPORARY GEOPOLITICAL ISSUES

Terrorism and piracy

Ecology and sustainable development: towards a new geopolitical order?

- Issues
 - Water: the new oil?
 - Towards the end of oil: new energies and new relationships in the world
- Economic development and environmental protection
- The rise in inequality

Cyber warfare (wars today and in the future)

Nuclear

Migrations

Space wars

Enduring conflicts

- Middle East
- Russia and its neighbours
- India and Pakistan

TOURISM AND TRAVEL

BACHELOR YEAR 3 : CU 2 WORKING ENVIRONMENT

Objectives & skills

Course objective:

- Acquire in-depth knowledge of the entire tourism sector and current trends.

Skills to be acquired:

- Understand the tourism sector and how it operates
- Familiarise oneself with current tourism trends

Summary:

Students will deepen their knowledge of tourism by covering the various forms of tourism today. They will learn to highlight today's tourism trends. They will gain an awareness of the extent and diversity of the tourism sector, as well as of how the various actors are connected.

Teaching methodology and assessment

Prerequisites:

A good basic knowledge of geography, geopolitics and the tourism economy.

Assessment:

1 mid-term exam + a minimum of 2 tests. Subject included in the common final exam on: **Tourism economy**. The knowledge and skills acquired through the tourism syllabus will be assessed in the final exam.

INTRODUCTION

Tourism actors

- Service providers
- Producers
- Distributors

The tourism sector

- Big groups
- Relations between actors
- Disintermediation

CURRENT TOURISM TRENDS

Business tourism

- Scope
- Issues
- Outlook
- Types of location
- Top business-tourism destinations worldwide

Cultural tourism

- Connection between tourism and culture
- Components of cultural tourism
- Cultural-tourism actors
- Top cultural-tourism destinations
- Heritage protection around the world
- In Europe, the exponential growth of city breaks
 - Definition
 - Why such growth?
 - Destinations

Niche tourism

- Adventure and sports tourism
 - Definition
 - Destinations
 - Tourists
- Religious tourism
 - Definition
 - Destinations
 - Operators
 - Tourists
- Bespoke travel
- Immersive travel
- Wellness travel
- Transformational travel (volunteering, cultural exploration)

Entertainment tourism

- Amusement parks worldwide
 - Definition
 - Destinations

- Operators
 - Tourists
- Casinos
 - Definition
 - Destinations
 - Operators
 - Tourists
- Leisure parks in France and abroad: Puy du Fou, Disney Land, Futuroscope, etc.
- Wildlife and theme parks: Thoiry, Astérix, etc.

Sustainable tourism

- From coastal and mountain tourism, which are not eco-friendly, to today's sustainable tourism
- The eco-lodge fashion
- The greenwashing phenomenon

EXPERTISE WEEK

BACHELOR YEAR 3 : CU 2 WORKING ENVIRONMENT

Objectives & skills

Programme objective:

- Enable students to deepen their knowledge of a theme in the hotel and restaurant sector.

Skills to be acquired:

- Understand the issues and challenges of your selected area of expertise
- Master the technical tools in your selected area
- Be able to manage a project in your selected area
- Be able to display creativity in your selected area

Summary:

Students will use all the basic cross-disciplinary skills acquired during their first two years, and deepen their knowledge of their selected area.

They will become proficient in the tools needed to carry out a project in this area.

Teaching methodology and assessment

Prerequisites: Have an appetite for the selected area of expertise.

Schedule: The expertise week must run **continuously** through a single week.

Students devote the whole week to the **selected theme**. The teacher will design the programme around **a first-hand experience** and **project to be successfully carried out** by a group or pair, while also covering the theoretical side of the selected option. The expertise week must not be run as a lecture; it must **revolve around a project** proposed by the **students** or **teacher**, and incorporate theoretical concepts (content and tools) and/or technical concepts as the project progresses. The teacher also acts as a “resource person” to help move the project forward.

Assessment:--

Themes on offer:

1. Entrepreneurship
2. Sustainable-development challenges for the tourism and hotel & restaurant sectors
3. Sales and events

ENTREPRENEURSHIP

BACHELOR YEAR 3 : CU 2 WORKING ENVIRONMENT

Objectives & skills

Programme objective:

- Give students the tools to be able to research a business creation project in the sector.

Skills to be acquired:

- Become proficient in entrepreneurship tools
- Understand the entrepreneurial approach
- Acquire knowledge of the entrepreneurial ecosystem

Summary: Students will use all the basic cross-disciplinary skills acquired during their first two years, and explore the theme of entrepreneurship in greater depth.

They will become familiar with the tools needed to carry out an entrepreneurial project.

Teaching methodology and assessment

Prerequisites: Have an appetite for entrepreneurship.

Schedule: The students will devote the whole week to the theme of entrepreneurship. The teacher will design the week around a topic proposed by the students, and introduce theoretical and technical concepts as the project moves forward.

CREATIVITY AND INNOVATION: A MINDSET

- Tools
- Defining innovation
- Examples of hotel-sector innovation

CREATIVE APPROACH AND TOOLS

- Business Model Canvas
- Effectuation
- The conventional Business Plan approach

MARKET, OPPORTUNITIES AND THREATS

- Objectives of a market survey
- Exploiting the findings

THE CUSTOMER EXPERIENCE

- Customers' expectations
- Example of customer experience in the hotel sector

BUSINESS MODEL

- The various business models
- Business models applicable to hotels and restaurants
- New business models

SOURCES OF BUSINESS START-UP FINANCE

- Public
- Private

LEGAL ENVIRONMENT

- Choice of legal entity and consequences
- Business owner's responsibility

FINANCIAL FORECASTS IN THE BUSINESS'S FIRST THREE YEARS

- Income statement
- Balance sheet
- Liquidity plan
- Start-up financial plan

BUSINESS PLAN / REVERSE SCHEDULING

- Business plan philosophy
- Writing a business plan
- Reverse-scheduling the project

THE IMPACT OF SUSTAINABLE DEVELOPMENT ON TOURISM AND THE HOTEL SECTOR

BACHELOR YEAR 3 : CU 2 WORKING ENVIRONMENT

Objectives & skills

Programme objective:

- Enable students to understand the impact of a sustainable development approach in a project involving the hotel and restaurant sector.

Skills to be acquired:

- Be able to identify the sustainable development-related issues/challenges a business faces
- Acquire the techniques and tools for analysing the local impact of sustainable development

Summary:

Students will use all the basic cross-disciplinary skills acquired during their first two years, and explore the theme of sustainable development in greater depth.

Teaching methodology and assessment

Prerequisites: Have an appetite for the chosen area of expertise.

Schedule: Students will devote the whole week to the theme of sustainable development. The teacher will design the week around a first-hand experience and a project to be carried out by groups or pairs while covering the theoretical part. The teacher should guide the students' thinking.

INTRODUCTION: SUSTAINABLE DEVELOPMENT: FASHION OR CORE SOCIETAL TREND?

MACRO-ECONOMIC INFLUENCES OF SUSTAINABLE DEVELOPMENT

- Urban-planning policies (municipality, multi-municipal authority, department (county), region) / local urban planning scheme (PLU) / territorial coherence scheme (SCOT)
- Regional tourism boards' tourism plans / National federation of tourist offices

MICRO-ECONOMIC INFLUENCES

- Suppliers' role
- Financing parties' role
- Employees' role

CUSTOMERS' REQUIREMENTS

- Tour operators and specifiers
- Business customers
- Individual customers

ECO-LABELS: OVERVIEW AND COMMERCIAL IMPACTS

- For hotels
- For other accommodation providers
- For tourism companies

EXECUTING A LABEL-EARNING PROGRAMME IN A SECTOR ESTABLISHMENT

- Human resources
- Financial resources

SALES AND EVENTS

BACHELOR YEAR 3 : CU 2 WORKING ENVIRONMENT

Objectives & skills

Programme objective:

- Enable students to understand how the events sector operates and the issues/challenges it faces

Skills to be acquired:

- Be able to identify the issues/challenges an event project faces
- Be proficient in event management

Summary:

Students will use all the basic cross-disciplinary skills acquired during their first two years, and learn to design and manage an event.

Teaching methodology and assessment

Prerequisites: Have an appetite for sales and events.

Schedule: Students will devote the whole week to the theme of sales and events. The teacher will design the week around a first-hand experience and a project to be carried out by groups or pairs while covering the theoretical part.

THE DUTIES OF A SALES EXECUTIVE IN A HOTEL/RESTAURANT

COMPETITIVE ENVIRONMENT

Direct and indirect competition
Specific knowledge of competitors' products and services

DESIGNING AN OFFERING

Satisfying a customer's request
The role of customer adviser
Drawing up a quotation with options
Staying in touch with the customer
Having the customer sign the quotation
Invoicing the service and sending the invoice
Monitoring receipt of payment
Chasing payment
Reporting with figures (statistics, targets)

SALES PROSPECTING

Prospection plan
Choosing prospection tools
Prospection targets

MANAGING EVENT PROJECTS

Designing an event
Event planning / production

- Human management (contractors, volunteers, employees)
 - Coordinating the various departments
 - Briefing the teams
- Logistics management (equipment, scheduling, etc.)
 - Creating a rooming list
 - Contacting external contractors
 - Checking the venue in advance (equipment, space, layout, etc.)
- Administrative management
 - Quoting / invoicing
 - VAT rates

Event communication
Digital communication for the event
Coordinating and managing the project

THE CUSTOMER EXPERIENCE AT AN EVENT

Review / debrief
Analysing service quality
Pinpointing areas of improvement
Requesting customer feedback

MEDIA RELATIONS MANAGEMENT AROUND AN EVENT

FOREIGN LANGUAGE 1

BACHELOR YEAR 3 : CU 3 LANGUAGES

Objectives & skills

Course objectives:

- Expand your professional vocabulary
- Be able to run teams in a foreign language

Skills to be acquired:

- Proficiency in management-related vocabulary
- Proficiency in marketing vocabulary
- Proficiency in the vocabulary of the business press

Summary:

Students become familiar with the vocabulary needed to manage teams and for marketing. They must be able to run a meeting in the relevant foreign language and impose their leadership on small teams who speak this language.

Teaching methodology and assessment

Prerequisites: Level B1 is essential.

Classes must be interactive, with oral and written activities allocated equal time.

The first classes must focus on experience feedback from the second-year international internship and, if relevant, the Marco Polo year. The teacher must also ensure that students are fully proficient in the themes covered in the previous two years. If necessary, revision should be included.

Assessment:

1 mid-term exam + a minimum of 1 test. Final exam at the end of the school year, and an oral-proficiency assessment during the final oral defence. Oral “flash” tests. All the knowledge and skills taught during the training are to be assessed in the final exam.

MANAGING IN A FOREIGN LANGUAGE

Meetings in a foreign language

- How to run a meeting
- Conducting a discussion and a debate during a department meeting
- How to present arguments and convince people

Managing

- How to give orders
- How to assess / correct / punish
- Imposing your leadership
- Comprising

Motivating

- Team building
- Training
- Encouraging

Negotiating

- *Negotiation techniques*

MARKETING IN A FOREIGN LANGUAGE

Marketing principles

- SWOT analysis
- Marketing mix
- Devising a marketing plan

Taking products and services to market

- Creating a brochure
- Analysing advertisements
- Analysing hotel websites in a foreign language

How to manage customer satisfaction

- Designing satisfaction questionnaires
- How to reply to dissatisfied customers orally and in writing

TRADE PRESS

Reading the English-language business and trade press

- Discovering newspapers and magazines
- Key words
- Phrases / expressions used

Debate on press articles

- How the news is covered
- Comparison with the local trade press

FOREIGN LANGUAGE 2

BACHELOR YEAR 3 : CU 3 LANGUAGES

Objectives & skills

Course objectives:

- Expand your professional vocabulary
- Be able to run teams in a foreign language

Skills to be acquired:

- Proficiency in management vocabulary
- Proficiency in marketing vocabulary

Summary:

Students become familiar with the vocabulary needed to manage teams and for marketing. They must be able to run a meeting in the relevant foreign language and impose their leadership on small teams who speak this language.

Teaching methodology and assessment

Prerequisites: Level B1 is essential.

Classes must be interactive, with oral and written activities allocated equal time.

The first classes must focus on experience feedback from the second-year international internship and, if relevant, the Marco Polo year. The teacher must also ensure that students are fully proficient in the themes covered in the previous two years. If necessary, revision should be included.

Assessment: a mid-term oral exam, and an end-of-year oral exam. All the knowledge and skills taught during the training are to be assessed in the final exam.

MANAGING

Meetings

- How to run a meeting
- Conducting a discussion and a debate during a department meeting
- How to present arguments and convince people

Managing

- How to give orders
- How to assess / correct / punish
- Imposing your leadership
- Compromising

Motivating

- Team building
- Training
- Encouraging

Negotiating

- Negotiating techniques

MARKETING

Marketing principles

- SWOT analysis
- Marketing mix
- Devising a marketing plan

How to market products and services

- Creating a brochure
- Analysing advertisements
- Analysing hotel websites in the relevant language

How to manage customer satisfaction

- Designing satisfaction questionnaires
- How to reply to dissatisfied customers orally and in writing

ROUND TABLES

BACHELOR YEAR 3 : CU 4 PROFESSIONAL PRACTICE

Objectives & skills

Course objective:

- Understand the issue of innovation in the hotel, restaurant and tourism sectors

Skills to be acquired:

- Know about and understand innovation in the hotel, restaurant and tourism sectors
- Be able to analyse innovative concepts in these sectors

Summary:

Students will have to speak during the three round tables described below. They must talk about their experiences and do their own research to feed into discussions on the set themes.

Schedule: 3 round tables. To be spread evenly over the year.

Assessment: home assignment for each round table.

INNOVATION IN THE RESTAURANT SECTOR:

Objectives:

Enable the students to discuss their experiences (Marco Polo, foreign internship, hands-on experience, etc.).

Enable the students to analyse innovation in the sector.

Content:

The proposed list of concepts is not exhaustive and may be supplemented by other examples in the same vein.

EXAMPLES OF INNOVATION IN FRANCE'S RESTAURANT SECTOR

New concepts

- *Food and retail (e.g. a bakery where you can eat)*
- *Village concepts (cité de la gastronomie, etc.)*

Service ideas in the restaurant sector

- *Delivery*
- *Click-and-collect platforms*
- *Private chef, etc.*

New culinary trends in France

- *Hipster Asia (Korean, Chinese or Thai cuisine)*
- *Pacific poke bowl*
- *Carnivore*
- *Fusion*
- *Gluten free, meat free, etc.*

EXAMPLES OF INNOVATION IN RESTAURANTS ABROAD

The proposed list of concepts is not exhaustive and may be supplemented by other examples in the same vein.

- *Personalised eating: when the customer chooses their ingredients*
- *Decor dining (restaurants where you can buy the furniture, etc.)*
- *"Regressive" (childhood foods)*
- *XXL Food Hall (customers choose from stands what they want to eat, then sit down in a huge space)*
- *Millennials: eating quality meat while standing up*
- *Robot coffee: made by a self-service robot*

ANALYSIS OF SUCCESSES AND FAILURES

Students must look for concepts in the trade or consumer press in order to analyse them and identify the factors that caused these concepts to succeed or fail.

INNOVATION IN THE HOTEL SECTOR

Objectives:

Enable students to discuss their experiences (Marco Polo, foreign internship, etc.)

Enable students to understand innovation in the hotel sector, and to analyse why new ideas succeed or fail.

Content:

INNOVATION IN THE HOTEL SECTOR IN FRANCE AND WORLDWIDE

The proposed list of concepts is not exhaustive and may be supplemented by other examples in the same vein.

Section 1: eco-designed hotels

Section 2: concept hotels (e.g. design from around the world)

Section 3: outdoor hotels

Section 4: offbeat hotels (bubbles, treehouse, themed, etc.)

ANALYSIS OF SUCCESSES AND FAILURES

Students must look for concepts in the trade or consumer press in order to analyse them and identify the factors that caused these concepts to succeed or fail.

INNOVATION IN THE TOURISM SECTOR

Objectives:

Enable students to discuss their experiences in France and around the world.

Enable students to analyse evolutions and innovation in the tourism sector.

Content:

INNOVATION IN THE TOURISM SECTOR IN FRANCE AND WORLDWIDE

The proposed list of concepts is not exhaustive and may be supplemented by other examples in the same vein.

- *Experiential tourism*
- *Sustainable tourism*
- *Culinary tourism*

ANALYSIS OF SUCCESSES AND FAILURES

Students must look for concepts in the trade or consumer press in order to analyse them and identify the factors that caused these concepts to succeed or fail.

HANDS-ON EXPERIENCE

BACHELOR YEAR 3 : CU 4 PROFESSIONAL PRACTICE

Objectives & skills

Introduction:

Vatel students follow a programme in which professional practice takes up half of the course. During periods of practical learning, they hold posts in training facilities – hotels, restaurants, brasseries, etc. – or with industry partners if the school has no such facilities.

Objective of practice:

- The periods of hands-on experience must enable students to check their theoretical learning in a real working situation.

Skills to be acquired:

- Master the basics of operational management
- Discover and understand new services
- Be able to organise an event

Summary: Students alternate between theoretical and hands-on learning. During the hands-on periods, they hold new posts in new departments such as: sales, restaurant inspection, accounting, personnel, etc. Their role may also involve having to organise an event, banquet or conference.

Teaching methodology and assessment

Prerequisites: None.

Schedule: Students alternate between periods of theoretical learning and of hands-on learning. The tempo can be tailored to suit the campus training facility or the partner host facility. The hands-on experience takes place in the same conditions as in the second year.

During this final year, students are given greater levels of responsibility, supervision and management vis-à-vis their fellow students.

Assessment: The course managers assess each student in a one-on-one interview at the end of each week. The assessment forms are available from school management.

E-LEARNING

BACHELOR YEAR 3 : CU 4 PROFESSIONAL PRACTICE

Objectives & skills

Introduction:

Vatel students follow a programme of which half is hands-on professional practice.

The e-learning modules are provided for students on the Moodle online platform, and supplement the experience acquired during the hands-on weeks.

Objective of e-learning:

- Consolidate the knowledge acquired during the hands-on experience, through a self-directed theoretical approach.

Skills to be acquired:

- Understand and experience the various posts and situations in the hospitality sector.
- Understand the challenges of posts in contact with customers across the field of hospitality management.

Summary:

Students have training modules to follow during the periods of hands-on experience. The practice managers must devote part of the debriefing time to recap the themes covered in the modules and illustrate them using on-the-ground examples.

Teaching methodology and assessment

Prerequisites: None.

Schedule: Students must log on and follow the modules during their hands-on experience weeks. They must be able to connect their daily practical activity with the theoretical inputs of their online sessions: the e-learning modules are assessed by quizzes.