*The Hospitality Institute at Mattamuskeet Lodge: A case study of a small business proposal*

This case presents a process of hotel internal branding: (1) creating the internal branding project; (2) developing hotel brand values into operations; (3) managing from the top to the front-line; and, (4) assessing the impact of internal branding. This process can be explained with four phases in the management functions: (1) planning; (2) organizing; (3) leading; and, (4) controlling. Based on the management functions, this case can be integrated in four hospitality undergraduate courses: (A) Leadership and Management in the Hospitality Industry; (B) Managing Hospitality Human Resources; (C) Training and Development for the Hospitality Industry; and, (D) Marketing in the Hospitality Industry, Table 3 maps out each course and corresponding instructional materials with four textbooks by American Hotel & Lodging Association (AH&LA). The following sections outline course objectives, lesson plans, and learning outcomes for each course.

## Course A. Leadership and Management in the Hospitality Industry

### Course Objectives - A

Undergraduate students are the desired target audience for this Course even though graduate courses on hospitality leadership may also find this case readily applicable. The teaching objectives include:

- List tips and cautions for organizations that embark on large-scale organizational change, and describe major steps of the change process.
- Describe definitions of quality and detail the basic elements of quality management.
- Describe the types and sources of organizational and personal power, the typical responses to each type of power, and methods to enhance power and build alliances.
- Explain the importance and nature of goal-setting in an organization, describe the nature of and need for coaching in hospitality organizations, and list guidelines that can help managers handle organizational conflicts.

### Lesson Plan - A

This case can be introduced through four phases to fit the contents of specific course chapters. Table 4 demonstrates activities for each phase.

### Recommended Movie

The Inheritance (2003), directed by Per Fly, features Ulrich Thomsen, Lisa Werlinder, and Ghita Nřrby.

Produced in Denmark, Norway and UK, this 115-minute movie portrays the power plays during business organizational change. Student can observe what it takes to become a leader and how to overcome conflicts among internal stakeholders. As the story unfolds in the context of an organization initiating an internal branding project, students can relate to the case and learn to develop a positive attitude towards change.

### Learning Outcomes - A

This case aims to enhance students' ability to think and act like a manager in actual business settings. In conjunction with the assignment chapters, students are expected to gain the following competences:

- Explain the different roles in the change process played by change sponsors, change agents, and change targets.
- Identify the importance to conduct quality management.
- Describe basic communication styles, and explain why effective

*Table 3*

## Case Structured Content in Four Hospitality Courses

| Courses / Phases | (A) Leadership and Management in the Hospitality Industry1 | (B) Managing Hospitality Human Resources2 | (C) Training and Development for the Hospitality Industry3 | (D) Marketing in the Hospitality Industry4 |
|---|---|---|---|---|
| Phase 1: Planning | Chapter 1: Managing Organizational Change | Chapter 2: Job Analysis and Job Design | Chapter 3: Assessing Training Needs | Chapter 3: Positioning in Line with Consumer Preferences |
| Phase 2: Organizing | Chapter 3: The Quest for Quality | Chapter 5: Orientation, Socialization and Culture | Chapter 9: Orientation and Socialization | Chapter 5: Marketing in Perspective |
| Phase 3 Leading | Chapter 5: Power and Empowerment | Chapter 6: Training and Development | Chapter 12: Supervisory and Management Development | Chapter 10: Public Relations |
| Phase 4: Controlling | Chapter 7: Goal-Setting, Coaching, and Conflict-Management Skills | Chapter 7: Evaluating Employee Performance | Chapter 7: Measuring and Evaluating Training and Development | Chapter 21: The Marketing Budget |

*Note: 1Authors: Robert H. Woods and Judy Z. King; 2 Authors: Robert H. Woods, Misty M. Johanson, and Michael P. Sciarini; 3 Authors: Debra F. Cannon and Catherine M. Gustafson; 4 Author: Ronald A. Nykiel*

managers need flexibility in their communication style as they attempt to influence the behavior of others.

- Identify the challenges a manager faces when sharing power with others through delegation, and describe the steps involved in effective delegation.
- Identify the guidelines managers should keep in mind when setting performance goals for employees.
- Explain why conflict occurs in organizations and describe positive and negative aspects of organizational conflicts.

## Course B. Managing Hospitality Human Resources

### Course Objectives - B

Undergraduate students are the desired target audience for this Course even though graduate courses on hospitality human resources may also utilize this case. The teaching objectives include:

- Explain the importance of job analysis and job design.
- Explain the purpose of an orientation program, and identify specific socialization strategies and approaches.
- Identify and explain the stages of the training cycle, and describe various training methods.
- Describe the functions of performance appraisals, and describe commonly used methods of appraising performance.

### Lesson Plan - B

This case can be introduced through four phases to fit the contents of specific course chapters. Table 5 demonstrates activities for each phase.

*Table 4*

## Case Application Schedule and Student Assessment Rubrics - Course A

| Phases | Activities |
|---|---|
| Preparation | **The syllabus**<br>The case will be a required reading for the Course and students are given a copy of the case in the beginning of the Course. In the first week of class, the instructor will randomly assign students in groups of 4-5 students each.<br>The instructor can allocate 10% of total course points to the case: 2% for each phase and 2% for a final individual report. Students work in teams during the semester on phase 1-4 and provide group presentations. The report submitted at the end of the semester shall represent individual effort. |
| | **Assessment**<br>Each student shall receive individual scores for both group assignments as well as the final report. Student work will be assessed combining weighted scores from 1) peer evaluations within the team (40%), and 2) presentation evaluation by the class (60%). Peer evaluation within the team identifies quality of contribution (50%), and overall performance of individual team members (50%). Presentation evaluation by the class focuses on the presentation content (30%), delivery performance (30%), creative reference and organization of information (30%), and the ability to answer questions (10%). The individual report will be graded by the instructor: 50% on application of the course contents, 30% on feasibility, and 20% on creativity. |
| Phase 1 | **Chapter 1: Managing Organizational Change**<br>After teaching chapter 1, the instructor will provide 15-20 minutes for each team to reflect and present: (1) how to achieve key points for the HR department in this phase, and what are potential challenges; (2) How can the top management gain support of all department managers, (3) what are some additional key points that should be included in this phase; and, (4) how to achieve those proposed by your team and what are potential challenges. Presentations shall target the key points provided in the planning phase from the GM perspective. |
| Phase 2 | **Chapter 3: The Quest for Quality**<br>After teaching chapter 3, the instructor will provide 15-20 minutes for each team to present. Similar in format to Phase 1, presentations shall target the key points provided in the organizing phase from the GM perspective. |
| Phase 3 | **Chapter 5: Power and Empowerment**<br>After teaching chapter 5, the instructor will provide 15-20 minutes for each team to present. Similar in format to Phase 1, presentations shall target the key points provided in the leading phase from the GM perspective. |
| Phase 4 | **Chapter 7: Goal-Setting, Coaching, and Conflict-Management Skills**<br>After teaching chapter 7, the instructor will provide 15-20 minutes for each team to present. Similar in format to Phase 1, presentations shall target the key points provided in the controlling phase from the GM perspective. |
| Reflection | **Final report**<br>The individual report is a reflection paper in which students communicate how the case, class presentations, and discussions have shaped their understanding of managing challenges in the context of hotel internal branding, and how they can, in turn, start to think and act like managers. Students shall reference critical problems in Table 2. |

## Case Application Schedule and Student Assessment Rubrics - Course B

| Phases | Activities |
|---|---|
| Preparation | **The Syllabus and Assessment**<br>**Same as Course A (Table 4)** |
| Phase 1 | **Chapter 2: Job Analysis and Job Design**<br>After teaching chapter 2, the instructor will provide 15-20 minutes for each team to reflect and present: (1) how can the HR department analyze job responsibilities and evaluate the fit with the Hotel brand values, and what are potential challenges; (2) how can the HR department coordinate with other departments at this phase and what are potential challenges; (3) what are some additional key points that should be included in this phase; and, (4) how to achieve the key points proposed by your team and what are potential challenges. Presentations shall target the key points provided in the planning phase from the HR perspective. |
| Phase 2 | **Chapter 5: Orientation, Socialization and Culture**<br>After teaching chapter 5, the instructor will provide 15-20 minutes for each team to present. Similar in format to Phase 1, presentations shall target the key points provided in the organizing phase from the HR perspective. |
| Phase 3 | **Chapter 6: Training and Development**<br>After teaching chapter 6, the instructor will provide 15-20 minutes for each team to present. Similar in format to Phase 1, presentations shall target the key points provided in the leading phase from the HR perspective. |
| Phase 4 | **Chapter 7: Evaluating Employee Performance**<br>After teaching chapter 7, the instructor will provide 15-20 minutes for each team to present. Similar in format to Phase 1, presentations shall target the key points provided in the controlling phase from the HR perspective. |
| Reflection | **Final report**<br>Similar as Course A (Table 4).<br>How can you think and act like a HR manager? |

## Case Application Schedule and Student Assessment Rubrics – Course C

| Phases | Activities |
|---|---|
| Preparation | **The Syllabus and Assessment**<br>**Same as Course A (Table 4)** |
| Phase 1 | **Chapter 3: Assessing Training Needs**<br>After teaching chapter 1, the instructor will provide 15-20 minutes for each team to reflect and present: (1) how to identify weakness and opportunities in current training programs; (2) how to approach training assessment at different levels; (3) How can HR be an active part in this phase; and, (4) What are some potential challenges assessing training needs? Presentations shall target the key points provided in the planning phase from the HR perspective. |
| Phase 2 | **Chapter 9: Orientation and Socialization**<br>After teaching chapter 9, the instructor will provide 15-20 minutes for each team to present. Similar in format to Phase 1, presentations shall target the key points provided in the organizing phase from the HR perspective. |
| Phase 3 | **Chapter 12: Supervisory and Management Development**<br>After teaching chapter 12, the instructor will provide 15-20 minutes for each team to present. Similar in format to Phase 1, presentations shall target the key points provided in the leading phase from the HR perspective. |
| Phase 4 | **Chapter 7: Measuring and Evaluating Training and Development**<br>After teaching chapter 7, the instructor will provide 15-20 minutes for each team to present. Similar in format to Phase 1, presentations shall target the key points provided in the controlling phase from the HR perspective. |
| Reflection | **Final report**<br>The individual report is a critique paper that requires students to examine closely how effective or ineffective elements of training and development were carried out in the case hotel. Students shall reference critical problems in Table 2 |

*Table 7*

## Case Application Schedule and Student Assessment Rubrics - Course D

| Phases | Activities |
|---|---|
| Preparation | **The Syllabus and Assessment**<br>**Same as Course A (Table 4)** |
| Phase 1 | **Chapter 3: Positioning in Line with Consumer Preferences**<br>After teaching chapter 3, the instructor will provide 15-20 minutes for each team to reflect and present: (1) how to identify consumer preferences; (2) how to communicate the branded values to match customer preferences; (3) how to prevent commodifying the brand values of the case Hotel? (4) how to translate market demand internally and launch desirable branded product packages? Presentations shall target the key points provided in the planning phase from the marketing perspective. |
| Phase 2 | **Chapter 5: Marketing in Perspective**<br>After teaching chapter 5, the instructor will provide 15-20 minutes for each team to present. Similar in format to Phase 1, presentations shall target the key points provided in the organizing phase from the marketing perspective. |
| Phase 3 | **Chapter 10: Public Relations**<br>After teaching chapter 10, the instructor will provide 15-20 minutes for each team to present. Similar in format to Phase 1, presentations shall target the key points provided in the leading phase from the marketing perspective. |
| Phase 4 | **Chapter 21: The Marketing Budget**<br>After teaching chapter 21, the instructor will provide 15-20 minutes for each team to present. Similar in format to Phase 1, presentations shall target the key points provided in the controlling phase from the marketing perspective. |
| Reflection | **Final report**<br>**Similar as Course A (Table 4).**<br>**How can you think and act like a marketing manager?** |

### *Recommended Movie*

The Human Resources Manager (2010), directed by Eran Riklis, features Mark Ivanir, Reymond Amsalem and Noah Silver.

Produced in Israel, Germany, France, and Romania, this 107-minute movie depicts humanity in human resource management. Student can observe the "soft" power and value of the HR department in an organization. Students further develop the understanding of the HR's role delegating, coordinating, and preparing changes.

### *Learning Outcomes - B*

This case aims to enhance students' ability to think and act like a HR manager in actual business settings. In conjunction with the assignment chapters, students are expected to gain the following competences:

- After learning the case in this course, students are expected to gain following competences:
- Explain the importance of job analysis and how to analyze jobs in the hospitality industry.
- Explain the purpose of a socialization and culture program, and identify specific socialization strategies and approaches.
- Explain how a training needs assessment is developed and conducted, and discuss the first steps in designing a training program.
- Describe various training methods and how to select one.
- Identify who should be the performance evaluator, and discuss objectives for different programs that train managers and su-

pervisors to conduct performance appraisals.
- Discuss how often performance appraisals should be conducted, and summarize keys to developing an effective employee appraisal system.

## Course C. Training and Development for the Hospitality Industry

### *Course Objectives - C*

Undergraduate students who declare focus in HR are the desired target audience for this Course even though graduate courses on hospitality training and development may also apply this case. The teaching objectives include:

- List methods to identify the training and development needs of a hospitality organization, and explain how to use the information gained from a needs assessment.
- Distinguish general orientations from departmental/specific job orientations, and describe the socialization process that continues after the initial orientation sessions.
- Explain how supervisory and management training and development can facilitate organizational change.
- Differentiate between measurement and evaluation, and identify criteria for validating training activities.

## Lesson Plan - C

This case can be introduced through four phases to fit the contents of specific course chapters. Table 6 demonstrates activities for each phase.

### Recommended Movie

The King's Speech (2010), directed by Tom Hooper, features Colin Firth, Helena Bonham Carter and Geoffrey Rush.

Produced in UK, USA and Australia, this 118-minute movie tells the legendary story King George VI of the UK of Great Britain and his natural weakness of stammer. The story also highlights his trainer, the speech therapist, who embodies the epitome of professional expertise, rigorous self-discipline, and empathy. The efforts by the speech therapist, including developing a strong relationship with the "trainee", fully understanding his demand, providing internal and external learning motivations, and the effective coaching practices are all inspiring and practical lessons.

### Learning Outcomes - C

This case aims to strengthen students' ability to think and act like a seasoned trainer in actual business settings. In conjunction with the assignment chapters, students are expected to gain the following competences:

- Describe how needs assessments are classified into deficiency or opportunity, and known assessments or unknown ones.
- Distinguish general orientations from departmental/specific job orientations and pre-employment orientations.
- Describe the process of supervisory development and its benefits for the supervisor and the organization.
- Describe the various levels at which training directors can evaluate training and development activities.

## Course D. Marketing in the Hospitality Industry

### Course Objectives - D

Undergraduate students are the desired target audience for this Course even though graduate courses on hospitality marketing may also apply this case. The teaching objectives include:

- Describe and differentiate the characteristics of business and pleasure travel market segments in the hospitality industries.
- Explain why hospitality companies need flexible marketing strategies.
- Describe public relations and how to apply them, and the discuss tips and strategies for successful internal and direct-contact public relations, and for interactions with the press.
- Discuss the major components of a marketing budget, and explain how to prepare one.

## Lesson Plan - D

This case can be introduced through four phases to fit the contents of specific course chapters. Table 7 demonstrates activities for each phase.

### Recommended Movie

Remember the Titans (2001), directed by Boaz Yakin, features Denzel Washington and Will Patton.

Produced in the US, this 113-minute movie relives the journey to championship of a high school football team. A black coach and a white coach worked together in harmony and finally led the football team to victory. Successful hotel rebranding feeds on the joint efforts from the marketing department (external branding) and the HR department (internal branding). Many hotels fall short in the absence of such cross-departmental synergy between these two major players. Through this movie, students experience the true value of cooperation and joint-decision making.

### Learning Outcomes - D

This case aims to enhance students' ability to think and act like a marketing manager in actual business settings. In conjunction with the assignment chapters, students are expected to gain the following competences:

- Identify the need for hospitality companies to establish their own brand portfolios.
- Describe user characteristics of consumer segments in the hotel industry.
- Explain the function of internal and external analyses in determining the company needs that the marketing department can meet.
- Describe how the concept of segment profitability applies to the marketing of hospitality products and services.
- Explain how public relations can be applied, summarize tips for direct-contact PR, and describe strategies for successfully interacting with the press.
- Describe internal public relations, and explain how public relations are measured.
- Describe how to prepare a marketing budget.
- Describe the various methods to establish budget parameters.

## Suggestions for Hospitality Educators

Different from previous cases limited to one specific issue, this case, along with its teaching note, is integrated into four-course curriculum that covers multiple learning competencies. Our case is designed to promote students' strategic management ability in synthesizing business applications. The contemporary hospitality industry is transforming rapidly. Modern hospitality managers should be able to master the dynamic changes of external and internal environments for co-alignment. To motivate students' critical thinking, this case of hotel internal branding is an excellent source to showcase management

skills required for each phase of planning, organizing, leading, and controlling. This case provides students with a real scenario to think and act like a manager from diverse perspectives. Since the case and lesson plans are built upon these four processes, it reinforces students' overall understanding of the fundamental management framework, which in turn, enhances learning in other business cases. Moreover, students work on the case in teams that expose them to receiving and responding to different opinions. As prospective managers, they need to communicate their arguments effectively and confront differences without being confrontational, especially in the times of organizational change. The case ends with a final report that evaluates student written communication in identifying, analyzing, solving, and relating course materials with the issues. Both types of verbal and written communication skills are developed in all four courses with one case.

In addition, the recommended movies are designed to stimulate students' interests in the subject areas. Students are encouraged to locate other relevant sources, such as articles and books, to supplement their understanding of the covered chapters. Since group presentation allows creative use of information, students learning can be expanded outside of the classroom instruction. The followings lists are suggested references for educators:

## Recommended Books

Aaker, D. A., & Joachimsthaler, E. (2009). Brand leadership. New York: The Free Press.

Giehl, W., & LePla, F. J. (2012). Create a brand that inspires: How to Sell, Organize and Sustain Internal Branding. Indiana: AuthorHouse.

Heskett, J. L., W. Earl Sasser, J., & Schlesinger, L. A. (1997). The service profit chain. NY: The free press.

Kotler, P., Pfoertsch, W., & SpringerLink. (2010). Ingredient branding: Making the invisible visible. Heildelberg: Springer Berlin Heidelberg.

Schmidt, H. J. (2007). Internal branding. Wiesbaden: Springer Fachmedien.

## Recommended Journal Articles

Aurand, T. W., Gorchels, L., & Bishop, T. R. (2005). Human resource management's role in internal branding: an opportunity for cross-functional brand message synergy. Journal of Product & Brand Management, 14(3), 163-169.

Balmer, J. M., & Greyser, S. A. (2006). Corporate marketing: Integrating corporate identity, corporate branding, corporate communications, corporate image and corporate reputation. European Journal of Marketing, 40(7/8), 730-741.

Becker, B. E., Huselid, M. A., Pickus, P. S., & Spratt, M. F. (1997). HR as a source of shareholder value: Research and recommendations. Human Resource Management, 36(1), 39-47.

Burmann, C., & Zeplin, S. (2005). Building brand commitment: A behavioural approach to internal brand management. Journal of Brand Management, 12(4), 279-300.

Cohen, J. F., & Olsen, K. (2013). The impacts of complementary information technology resources on the service-profit chain and competitive performance of South African hospitality firms. International Journal of Hospitality Management,34, 245-254.

Dutton, J. E., Dukerich, J. M., & Harquail, C. V. (1994). Organizational images and member identification. Administrative Science Quarterly, 39(2), 239-263.

Foster, C., Punjaisri, K., & Cheng, R. (2010). Exploring the relationship between corporate, internal and employer branding. Journal of Product & Brand Management, 19(6), 401-409.

Gapp, R., & Merrilees, B. (2006). Important factors to consider when using internal branding as a management strategy: A healthcare case study. Journal of Brand Management, 14(1), 162-176.

Gotsi, M., & Wilson, A. (2001). Corporate reputation management: "Living the brand". Management Decision, 39(2), 99-104.

Grandey, A. A., Goldberg,L. S. & Pugh, S. D. (2011). Why and when do stores with satisfied employees have satisfied customers: The roles of responsiveness and store busyness. Journal of Service Research, 14(4), 397-409.

Hong, Y., Liao, H., Hu, J., & Jiang, K. (2013). Missing link in the service profit chain: a meta-analytic review of the antecedents, consequences, and moderators of service climate. Journal of Applied Psychology, 98(2), 237.

King, C., & Grace, D. (2007). Internal branding: Exploring the employee's perspective. Journal of Brand Management, 15(5), 358-372.

Larivière, B. (2008). Linking perceptual and behavioral customer metrics to multiperiod customer profitability: A comprehensive service-profit chain application. Journal of Service Research, 11(1), 3-21.

Latham, G. (1985). Productivity Gainsharing: How Employee Incentive Programs Can Improve Business Performance. Administrative Science Quarterly, 30(1), 151-153.

Morrell, D. L. (2011). Employee perceptions and the motivation of nonmonetary incentives. Compensation & Benefits Review, 43(5), 318-323.

Papasolomou, I., & Vrontis, D. (2006). Using internal marketing to ignite the corporate brand: the case of the UK retail bank industry. Journal of Brand Management, 14(1), 177-195.

Punjaisri, K., & Wilson, A. (2007). The role of internal branding in the delivery of employee brand promise. Journal of Brand Management, 15(1), 57-70.

Punjaisri, K., Wilson, A., & Evanschitzky, H. (2008). Exploring the influences of internal branding on employees' brand promise delivery: Implications for strengthening customer–brand relationships. Journal of Relationship Marketing, 7(4), 407-424.

Punjaisri, K., Evanschitzky, H., & Wilson, A. (2009). Internal branding: An enabler of employees' brand-supporting behaviours. Journal of Service Management, 20(2), 209-226.

Sirianni, N. J., Bitner, M. J., Brown, S. W., & Mandel, N. (2013). Branded service encounters: Strategically aligning employee behavior with the brand positioning. Journal of Marketing, 77(6), 108-123.

Subramony, M., & Holtom, B. C. (2012). The long-term influence of service employee attrition on customer outcomes and profits. Journal of Service Research, 15(4), 460-473.

Vallaster, C., & de Chernatony, L. (2006). Internal brand building and structuration: the role of leadership. European Journal of Marketing, 40(7/8), 761-784.

## Recommended Videos

AB&T Internal Branding Video: Good as Gold. https://www.youtube.com/watch?v=7vWp90aCWKM

First Bank Internal Branding Video. https://www.youtube.com/watch?v=krrbBpZEjM4

Interbrand Internal Brand Engagement. https://www.youtube.com/watch?v=ksOYSVqFaqI

Parkview Hospital Internal Branding. https://www.youtube.com/watch?v=OEKS2a9Pcw8

UPS: Internal Brand Engagement Driving Success. https://www.youtube.com/watch?v=4DgnTqiS7F4