



### Article Title

Creating a Hospitality Sales Management Course on the Web: Lessons for the Beginner.

### Citation

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### Abstract

What can traditionally experienced faculty expect when training for, designing, and implementing his or her first undergraduate university Web-based course? This case study describes one faculty person's experience in converting his traditionally taught hospitality sales management course to Web-based instruction. In an extended metaphor, the novice faculty person is viewed as a gold prospector who needs a map to the territory, tools and provisions, and first hand stories to provide guidance. Similarly, the faculty person making this journey is provided: (a) a Project Management Model, (b) basic Web course tools, and (c) the author's lessons learned.

### Conclusion

The purpose of this case study was to answer the question, "What can traditionally experienced faculty expect when training for, designing, and implementing his or her first undergraduate university course to be delivered over the Internet and World Wide Web (Web)?"

First, a map of the territory was supplied. The Project Management Model provides an overview of how to systematically arrive at the destination: implementation of a successful Web course. Second, the model's Phase I—Preparation and Education supplied the prospective faculty with the necessary tools and provisions to make the trip. Finally, Phase II and III related practical lessons about the realities that the prospective faculty member might find while seeking his or her success.

1. Be sure to balance your personal and professional responsibilities. Ignoring these will negatively affect your overall performance. As much information as possible needs to be given to the faculty person regarding what to expect from the students.
2. Existing course design templates are useful, but need to be more varied.
3. Time is of the essence here. The most significant lesson learned in Phase III—Implementation was that under no circumstances should this phase be entered without fully completing Phase I and II. Everything suffers: faculty, students, and course quality.

4.

- a. Ensure that you have your administration's full support and that they are fully aware of the complexity of "webitizing" a course.
- b. Ensure that answers to questions such as compensation, release time, and intellectual property rights are fully answered.
- c. Ensure that you have a willing and competent technical support staff.
- d. Allow more preparation time than you expect and know that problems always occur with even the best plans.
- e. Maintain balance in your life because this will allow you to weather the process.
- f. Adopt the philosophy of an educational entrepreneur by creatively building new.

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