NRRT520 PERSPECTIVES ON SKI AREA MANAGEMENT

COURSE SYLLABUS

INSTRUCTOR INFORMATION
Instructor: Sunshine Swetnam
Office Phone: (970) 491 7214
Texting Phone: (970) 980 7399
Email: Sunshine.Swetnam@colostate.edu
(Responses to email will be provided within 24 hours during weekdays unless otherwise specified)

TECHNICAL SUPPORT
Canvas is the where course content, grades, and communication will reside for this course.

- Login: canvas.colostate.edu
- Support: info.canvas.colostate.edu
- For passwords or any other computer-related technical support, contact the Central IT Technical Support Help Desk.
  - (970) 491-7276
  - help@colostate.edu

The Technical Requirements page identifies the browsers, operating systems, and plugins that work best with Canvas. If you are new to Canvas quickly review the Canvas Student Orientation materials.

COVID-19 INFORMATION
It is important that you continuously monitor CSU’s COVID-19 website for the latest information. Given the rapidly changing nature of the virus, CSU policies and procedures are also likely to change throughout the semester. Please also ensure that you are checking your student email account for regular newsletters and emails pertaining to the university’s response.

https://covidrecovery.colostate.edu/

COURSE DESCRIPTION
NRRT520 Perspectives on Ski Area Management

This course is designed to provide students with an overview of ski area management and the ski industry, particularly within a North American context. We begin by focusing on the historical development of the industry, from ski areas to resort destinations, and the maturation of the sport over the years. Key industry trends and societal influences affecting the growth and future trajectory of the industry are also examined. In particular, focus is placed on industry consolidation and the rise of the mega pass, as well as the push towards year-round mountain resort development. The current status of the industry and the importance of improving beginner trial, conversion and retention is also emphasized. A look to the future then examines the importance of taking a more proactive, rather than reactive, approach to globalization, mobility, technological advancement and other drivers, particularly as guests continue to demand greater convenience, quality, and accessibility from their travel experiences.

This introductory course provides you with a great foundation for examining current and future trends affecting the ski industry (particularly within North America) today. It's been a really interesting couple of decades for the ski industry, with a lot of change which has presented both challenges and opportunities. I am excited to help you navigate through these and gain a better understanding of not only the history and structure of the industry, but also trends both within and beyond the ski industry that are influencing its future direction.

**Course Prerequisites and Corequisites**

NRRT520 Perspectives on Ski Area Management is a corequisite course for all other courses within the Graduate Certificate in Ski Area Management.

**Course Objectives**

Upon completion of this course, you will be able to:

- Discuss the historic evolution of skiing and snowboarding around the world
- Explain the evolution of ski areas from rope tows to destination resorts
- Analyze the current state of the industry and the current challenges and opportunities
- Identify key societal trends and evaluate their current and future impact on the ski industry
- Critically assess current industry trends and compare case study examples of their application
- Explain the shift at ski areas from operations to guest service and the guest experience
NRRT520 Perspectives on Ski Area Management

- Assess past trial, conversion, and retention efforts and develop ideas to future grow participation
- Evaluate the future of the ski industry and best steps forward

**REQUIRED TEXTS**

- There are no prescribed texts for this course.

**OTHER REQUIRED OR SUPPLEMENTAL MATERIALS**

- **Module 1.**

- **Module 2.**

- **Module 3.**
• Module 4.
• Module 5.
• Foley, T. (2019). Summer rising, Retrieved from: [https://www.saminfo.com/the-magazine/this-issue/item/164984-summer-rising](https://www.saminfo.com/the-magazine/this-issue/item/164984-summer-rising)
• Module 6.


• Engeset, M. G., & Velvin, J. (2016). From Winter Destination to All-year round Tourism: How Focus on Service Can Reduce Fluctuation in Demand due to Seasonality. In H. Richins & S. Hull, John (Eds.), Mountain Tourism: Experiences, Communities, Environments and Sustainable Futures (pp. 79–87). Oxfordshire: CABI.


• Module 7.


• NSAA (2017). The Path to Growth: Facing the Challenges. NSAA: Lakewood, CO.

• Module 8.

• NSAA (2019). Small technologies with big value: The new, the old and the noteworthy deliver on the guest experience and overall safety, NSAA Journal, 27(1). 28-34.


**Course Presentation and Procedures**

Content for this course is organized into eight weekly modules. Each module is divided up into a number of parts. Within each part, a combination of readings, narrated Powerpoint presentations, video interviews with ski area managers, and graded assignments are provided. Each of these activities are organized in sequential order and should be completed as such. Discussion prompts are also scattered throughout the module to help stimulate your thinking. Make sure that all assigned tasks and readings are completed prior to moving on to the next module.

**Participation Expectations**

This is a 2 credit course taught over an 8 week period. To get the most out of this course, it is recommended that you devote 6-8 hours a week to do the weekly readings, read/listen/watch presentations, contribute to discussion forums, and complete your assessments. The recommended break-down of your time is as follows:

- 3 hours a week – weekly readings and taking notes
- 2 hours a week – reading/listening to presentations and taking notes
- 3 hours a week – contributing to discussion forums/completing assessments

This is a graduate level course that examines a range of theoretical concepts and practical examples relating to ski area management and operations. There are high expectations regarding the quality of the work presented and the meeting of assessment deadlines. It will also be necessary to take the time to allow for critical thinking and analysis of concepts and issues presented in order to obtain a high grade.

As an online course, I understand that at times it can feel as if you are going through this learning experience all alone. Please note that this is not the case - as the instructor, I am here to support you along the way and answer any questions or concerns you may have. As such, if you are encountering an issue, please do not hesitate to reach out straight away. I strive to respond as quickly as possible, as I understand that you may only have pockets of time here or there to engage with the course between work, family, and life in general. In particular, if you are having trouble with any of your assignments, please reach out prior to when the assignment is due. I am more than happy to provide guidance!
GRADING
As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates listed in the course schedule. Grading of the weekly discussion posts and comments, the sustainability report analysis and your comparative report will be provided within one week of the due date. If, however, due to unforeseeable circumstances, the grading of your work takes longer than one week, I will keep you informed of my progress and make every effort to return your work with feedback as soon as I can.

<table>
<thead>
<tr>
<th>ASSIGNMENT*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion exercise – Module 2.</td>
</tr>
<tr>
<td>Discussion exercise – Module 3.</td>
</tr>
<tr>
<td>Trend analysis for the ski industry</td>
</tr>
<tr>
<td>Discussion exercise – Module 5.</td>
</tr>
<tr>
<td>Report: How to improve the guest experience</td>
</tr>
<tr>
<td>Discussion exercise – Module 7.</td>
</tr>
<tr>
<td>Critical thought: Pathways to innovation for the ski industry</td>
</tr>
<tr>
<td>Total:</td>
</tr>
</tbody>
</table>

*Keep a copy of all work created for the course, including work submitted through Canvas. **Due to rounding the total of percentages may not equal exactly 100

GRADE DESCRIPTION

| 95-100% = A+ |
| 90-94% = A |
| 85-89% = B+ |
| 80-84% = B |
| 75-79% = C+ |
| 70-74% = C |
| 65-69% = D+ |
| 60-64% = D |
| 0-59% = F |

ASSIGNMENT DETAILS
**DISCUSSION EXERCISE: DISCUSSION POST AND COMMENTS:**

For Modules 2, 3, 5, and 7, students will be expected to post a short written reflexive/synthesis paper, based on this week’s content. The paper will be based on one of the discussion prompts provided in this week’s content. This discussion should be posted directly onto Canvas under the relevant assignment page or attached as a MS Word Document that is no more than 1 page double-spaced, size 12 Times New Roman font. Referencing from the weekly readings and other sources is required, and correct APA 6th style is expected. The discussion exercise (discussion paper and comments) is worth 30 marks.

The discussion exercise is made up of two sections: a post and two comments. Your post is to be posted on the discussion page thread by **Friday midnight (MST)**, of the relevant week. Students will then be expected to review and comment on a minimum of two DE posts from other students. Students will have until **Sunday midnight (MST)** that same week to post their comments. These comments should be posted directly to Canvas. A portion of the marks for your discussion exercise will depend on the quality of the writing, so be sure to proofread for errors in grammar and spelling prior to submission. Points will be subtracted for late submissions (1 point per day) unless you have reached out to the instructor prior to the due date to ask for an extension, and it is approved.

To understand how the marking is undertaken for the discussion exercise, please refer to the marking rubric.

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**NRRT520 Marking rubric for discussion exercise**

<table>
<thead>
<tr>
<th>Levels of Achievement</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong></td>
<td>Promptness and Initiative</td>
<td>6 Points</td>
<td>3 Points</td>
</tr>
<tr>
<td></td>
<td>Posts original contribution, responds to at least two peers postings, within the required timeframe.</td>
<td>3 Points</td>
<td>A discussion is posted but the student does not meet the requirement of commenting on two peer postings.</td>
</tr>
<tr>
<td></td>
<td>Mechanics of Writing</td>
<td>6 Points</td>
<td>3 Points</td>
</tr>
<tr>
<td></td>
<td>Submissions are grammatically correct, posts with rare misspellings, format is clear and logical/professional delivery</td>
<td>3 Points</td>
<td>Few errors in spelling and grammar, yet overall format is clear and logical.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th><strong>Relevance of Post</strong></th>
<th><strong>6 Points</strong></th>
<th>Discussion post is short in length and offers no further insight into the topic; opinions and ideas are stated clearly but occasionally there is a lack of connection to topic, and/or provides limited citations (from text, website, etc) for the community to reference.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>3 Points</strong></td>
<td>Posts do not relate to the discussion; arguments made are not backed up by a reference; rehashes or summarizes other postings; unclear connection to topic; minimal expression of opinions or ideas.</td>
</tr>
<tr>
<td></td>
<td><strong>0 Points</strong></td>
<td>Posts do not relate to assigned topics; cites at least one but preferably several credible references related to topic (text, website, or other credible / scholarly references); expresses opinions and ideas in a clear and concise manner with obvious connection to topic.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Creating Community</strong></th>
<th><strong>6 Points</strong></th>
<th>Frequently attempts to motivate the group discussion; presents creative approaches to topic, can differ or counter peers points with diplomacy, if applicable. Refers to peer contributions. Creates community in the discussion.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>3 Points</strong></td>
<td>Displays an effort to become involved with group; interacts with others and acknowledges posts of others.</td>
</tr>
<tr>
<td></td>
<td><strong>0 Points</strong></td>
<td>Argumentative or abrasive. No peer interaction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Critical Thinking/Analysis</strong></th>
<th><strong>6 Points</strong></th>
<th>Accurately interprets topic; uses main points of information from resources/ references; may repeat the ideas of other but attempts to offer new insight; response does not provoke significant new thinking or further discussion.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>3 Points</strong></td>
<td>Interprets topic in accurate and insightful ways. Uses information thoughtfully, in a ways that are factually relevant and accurate; postings shows analysis, might offer alternatives or creative viewpoints</td>
</tr>
<tr>
<td></td>
<td><strong>0 Points</strong></td>
<td>Makes errors in interpreting topics; opinion-based comments only, with no support from the literature; superficial commentary.</td>
</tr>
</tbody>
</table>
TREND ANALYSIS FOR THE SKI INDUSTRY

Due date:
Friday midnight (MST), Week 4.

Purpose:
Within Module 4, a number of demographic, economic, and behavioral trends have been identified and discussed. The purpose of this assignment is to analyze ONE of the specific trends identified in this module and critically examine the implications for the ski industry. This includes an explanation of what ski areas have done to address this trend, and what else they can be doing to best position themselves in response to this trend.

Skills/knowledge:
This assignment will help you develop and practice the following skills:

- Critically analyze a societal trend and its implications for the ski industry
- Explain and justify the relevance of the chosen trend for the ski industry
- Discuss the subsequent challenges and opportunities faced by ski areas regarding your chosen trend
- Explore opportunities for ski areas to respond to your chosen trend
- Present arguments in a clear and concise manner that is supported by credible and relevant references

Task:
To complete this assignment, you need to do the following:

1. Go through Parts 1, 2, and 3 of Module 4 and identify ONE of the trends covered. Choose one trend (e.g. ageing Baby Boomers) and not a category of trends (e.g. demographic
trends) so that you are able to really dig deep and be specific. This focus on this trend will form the basis for this assignment.

2. Provide a detailed written examination of this trend from a variety of perspectives. Remember to cite the various resources used to help justify and explain your arguments. Critically analyze how this trend relates specifically to the ski industry. Consider the following questions:

- Is this trend having a positive or negative impact on ski areas?
- What challenges and opportunities result?
- How widespread is the impact?
- Are there examples of ski areas that are doing things to address this trend?
  - What are these?
  - How successful are these?
- In your opinion, what else can and should ski areas be doing?
  - Are there examples from elsewhere that ski areas could learn from?
- How do you see this trend playing out for the ski industry as we look to the future?

3. Once you have completed this written assignment, post this assignment in Canvas under the relevant link. Your assignment will be visible to other students in this course.

4. Choose and read at least one other submission that focuses on a trend different to yours.

5. Comment on this submission and provide a respectful critique that pushes the conversation forward and gets the student thinking about other aspects worth considering as it relates to this trend and its implications for ski areas.

Criteria for success:

This trend analysis should be no longer than 4 pages, double spaced, size 12 Times New Roman, not including the reference list. Writing should be in third person and of a professional nature. Your comment on another submission should be at least 250 words and draw upon relevant resources to support your arguments. For assistance with APA style referencing, please refer to the relevant resource page provided in the opening module of the course in Canvas. This assignment is worth 60 marks. Points will be subtracted for late submissions (1 point per day) unless you have reached out to the instructor prior to the due date to ask for an extension, and it is approved. Please refer to the rubric in Canvas to see how marks are allocated.

NRRT520 Marking rubric for Trend Analysis for the Ski Industry

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary (10 points)</th>
<th>Proficient (5 points)</th>
<th>Below Expectations (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation and justification of the relevance of the trend to the ski industry</td>
<td>The relevance of the chosen trend is well explained and justified as it relates to the ski industry.</td>
<td>The relevance of the chosen trend is somewhat explained and justified as it relates to the ski industry.</td>
<td>The relevance of the chosen trend is not well explained and justified as it relates to the ski industry.</td>
</tr>
<tr>
<td>Analysis of the impact of the trend on the ski industry</td>
<td>The impact(s) of the chosen trend on the ski industry is analysed and well explained.</td>
<td>The impact(s) of the chosen trend on the ski industry is somewhat analysed and well explained.</td>
<td>The impact(s) of the chosen trend on the ski industry is not analysed or well explained.</td>
</tr>
<tr>
<td>Identification and explanation of industry responses to the trend</td>
<td>Possible industry responses to the trend are identified and explored in a coherent manner. Examples within the industry and beyond are examined for relevance and suitability.</td>
<td>Possible industry responses to the trend are somewhat identified and explored in a coherent manner. Some examples within the industry and beyond are examined for relevance and suitability.</td>
<td>Possible industry responses to the trend are not identified and explored in a coherent manner. No examples within the industry and beyond are examined for relevance and suitability.</td>
</tr>
<tr>
<td>Concise and coherent nature of the work</td>
<td>The written submission is concise and coherent, while still providing an in-depth analysis of the chosen trend.</td>
<td>The written submission is somewhat concise and coherent, while still providing an in-depth analysis of the chosen trend.</td>
<td>The written submission is not concise not coherent, and does not provide an in-depth analysis of the chosen trend.</td>
</tr>
<tr>
<td>Quality of comment</td>
<td>The comment provides additional insight to the analysis and highlights areas for further consideration.</td>
<td>The comment provides some additional insight to the analysis and highlights some areas for further consideration.</td>
<td>The comment is missing, or does not provide additional insight to the analysis and does not highlight areas for further consideration.</td>
</tr>
<tr>
<td>Mechanics of writing</td>
<td>Submissions are grammatically correct with rare misspellings. Use of language is appropriate for the</td>
<td>Few errors in spelling and grammar. Use of language is sometimes inappropriate for the recommended</td>
<td>Poor spelling and grammar in posts. Use of language inappropriate for the recommended audience. Sources</td>
</tr>
</tbody>
</table>
REPORT: HOW TO IMPROVE THE SKI AREA GUEST EXPERIENCE

Due date:
Friday midnight (MST), Week 6.

Purpose:
This report is designed to get you to consider the various techniques and strategies presented in this module regarding guest and employee management, that you could implement within a guest-facing department at a real-world ski area to improve the guest experience.

Skills/knowledge:
This report will help you develop and practice the following skills:

- Compare and contrast different guest and employee management techniques and strategies
- Evaluate the relevance and effectiveness of various guest and employee management techniques and strategies
- Apply relevant techniques and strategies suited to a specific ski area context
- Communicate in a clear and concise manner to a senior management audience
- Explain and justify the relevance of chosen techniques and strategies for your chosen department

Task:
To complete this report, you need to do the following:
1. Having engaged with all of the materials provided in this module, choose a real-world ski area and a specific guest-facing department within that ski area (e.g. food and beverage, lodging, ski school, lift operations, rentals, etc.)
2. Write a short introduction to the chosen ski area and department to provide the reader with some context.
3. Explain what your chosen department is already doing in terms of guest service. Take into consideration what you already know about the resort and department you have chosen, and what they are already doing in regards to improving the guest experience in that particular department, and use this as a basis to build upon.
4. Identify various new employee management and guest management strategies and techniques that you could implement within your chosen department that are not currently being implemented, to help improve the guest experience. Explain why these are relevant to your chosen resort and a good fit based on what is currently being done in this area within the department.
5. Discuss how each of these employee and guest management strategies and techniques would be implemented within your chosen department. Who would introduce them, how would this be done, and when? How would implementation be monitored to ensure they are successfully adopted over time?
6. Discuss some of the challenges that may accompany with introducing these new employee and guest management strategies and techniques, as well as some of the benefits of doing so in terms of the overall guest experience. Also consider, how your proposed changes within your chosen department could be integrated more broadly across the ski area, where relevant. Remember, the experience that a guest has in one department forms only a small part of the overall guest experience.
7. Consider some final recommendations that you would have for your chosen department and ski area, more broadly, regarding best practices and advice for improving the guest experience.

Criteria for success:

This report should be no longer than 10 pages, double-spaced, Times New Roman font size 12. It should be written as a third person, formal report to be presented to senior management. Headings and sub-headings should be included, which clearly outline each section of the report. You are expected to draw upon relevant sources to help support your choice of guest and employee management strategies and techniques, and also to illustrate your ideas and recommendations. Use APA 6th referencing for all citations. This assignment is worth 120 marks. Points will be subtracted for late submissions (1 point per day) unless you have reached out to the instructor prior to the due date to ask for an extension, and it is approved. Please refer to the rubric below to see how marks are allocated.
NRRT520 Marking rubric for Report: How to improve the guest experience

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary (20 points)</th>
<th>Proficient (10 points)</th>
<th>Below Expectations (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to identify and include relevant employee and guest management strategies and techniques to the chosen ski area and department</td>
<td>All chosen employee and guest management strategies and techniques are highly relevant for the chosen ski area and department. The student is able to contextualize the chosen employee and guest management strategies and techniques.</td>
<td>Some of the chosen employee and guest management strategies and techniques are highly relevant for the chosen ski area and department. Some consideration is given to the chosen department and resort for which the employee and guest management strategies and techniques are proposed.</td>
<td>No employee and guest management strategies and techniques are chosen or relate to the chosen ski area and department. No consideration is given to the chosen department and resort for which the employee and guest management strategies and techniques are proposed.</td>
</tr>
<tr>
<td>Ability to justify and explain chosen employee and guest management strategies and techniques</td>
<td>Employee and guest management strategies and techniques are thoughtfully explained and justified, including how they improve the guest experience.</td>
<td>Some justification and explanation of employee and guest management strategies and techniques is provided, including how they improve the guest experience.</td>
<td>There is limited justification and explanation of employee and guest management strategies and techniques, including how they improve the guest experience.</td>
</tr>
<tr>
<td>Implementation of employee and guest management strategies and techniques</td>
<td>The implementation process of the chosen employee and guest management strategies and techniques is clearly explained.</td>
<td>The implementation process of the chosen employee and guest management strategies and techniques is somewhat clearly explained.</td>
<td>The implementation process of the chosen employee and guest management strategies and techniques is not clearly explained.</td>
</tr>
<tr>
<td><strong>Challenges and opportunities</strong></td>
<td>Challenges and opportunities associated with implementation of the chosen employee and guest management strategies and techniques are discussed in a detailed, yet concise manner.</td>
<td>Challenges and opportunities associated with implementation of the chosen employee and guest management strategies and techniques are discussed in a somewhat detailed, yet concise manner.</td>
<td>Challenges and opportunities associated with implementation of the chosen employee and guest management strategies and techniques are not discussed in a detailed, yet concise manner.</td>
</tr>
<tr>
<td><strong>Presentation and organization of analysis</strong></td>
<td>Format is clear and logical. There are rare errors in format of font, content, and all sections are present.</td>
<td>Overall format is relatively clear and logical. Consistency is mostly maintained throughout the analysis.</td>
<td>Format is illogical and difficult to read. Arguments are not made clear to the reader.</td>
</tr>
<tr>
<td><strong>Mechanics of writing</strong></td>
<td>Submissions are grammatically correct with rare misspellings. Use of language is appropriate for the recommended audience. Correct APA 6th referencing style is used both within the text and in the reference list. Student has used relevant and credible sources of information.</td>
<td>Few errors in spelling and grammar. Use of language is sometimes inappropriate for the recommended audience. There is some correct use of APA 6th referencing, both within the text and in the reference list. Student has mostly used relevant and credible sources of information.</td>
<td>Poor spelling and grammar. Use of language inappropriate for the recommended audience. References are not included, or are not correctly formatted within the text, or in the reference list. Student has not evaluated the relevance and credibility of the information.</td>
</tr>
</tbody>
</table>

**CRITICAL ANALYSIS: PATHWAYS TO INNOVATION FOR THE SKI INDUSTRY**

**Due date:**

Friday midnight (MST), Week 8.
Purpose:

The aim of this critical analysis is to get you to compare and evaluate hard trend ‘pathways to innovation’ (Burrus, 2017) and the opportunities and challenges they present to the ski industry. You will be required to select one of these pathways to innovation and identify how other industries are responding to this hard trend, and how the resulting change and innovations they are seeking could possibly apply and improve ski area operations and/or the guest experience.

Skills/knowledge:

This critical analysis will help you develop and practice the following skills:

- Identify and examine technological hard trends that are changing the future
- Compare and evaluate the various pathways to innovation that result
- Critically assess how organizations and industries are identifying and creating opportunities from these trends
- Identify and apply examples of innovation and creativity to the ski industry
- Evaluate the relevant applicability of new ideas and innovations to ski area operations and/or the guest experience
- Discuss both the challenges and opportunities presented by adopting changes and new innovations at a ski area

Task:

To complete this critical analysis you need to do the following:

1. Read Chapter 4 of Burrus (2017) where he identifies the following eight hard trend pathways to innovations that represent hard trends that are accelerating at an exponential rate and provide new opportunities for innovation for businesses and industries to consider and adopt:
   - Dematerialization
   - Virtualization
   - Mobility
   - Intelligence
   - Networking
   - Interactivity
2. Briefly describe and discuss each of these ‘pathways to innovation’ within the context of the ski industry and beyond, and how they are already changing the world (this should be no longer than one paragraph per item). Draw on other credible and relevant resources to broaden your understanding of each and to support your arguments.

3. Choose one of the above ‘pathways to innovation’ to focus more specifically on. Do some research as to what other businesses and industries are doing to build upon and capitalize on the hard trend, and identify and discuss any innovations that have been developed as businesses try and obtain a competitive advantage in this area. Draw upon credible and relevant resources to support your arguments.

4. Discuss how these innovations and ideas could be applicable and beneficial to a ski area? In some instances, these may be directly transferable, whereas in others, it would need to be tweaked and adjusted to be suitably accommodated. Consider the following questions:
   - How could this innovation improve the efficiency of ski area operations?
   - How could it improve the guest experience in a particular department, or across the resort?
   - What adjustments would need to be made and why?
   - How does it address changing guest behavior, expectations, needs and wants?

While some of these innovations may have broad benefits across a ski area or even, resort corporation, some may have very specific utilization that although narrow in focus, are still extremely beneficial. Also remember that these innovations may address or incorporate more than one of these hard trend pathways to innovation (e.g. it might be an example of both dematerialization and intelligence). Then, discuss any challenges and limitations that may result.

5. In addition to this discussion on the benefits that could result from the adoption of new innovation, discuss and assess the associated challenges. How can a ski area overcome these?

Note: This critical analysis does not have to be within the context of any one specific ski area. You can choose to discuss how ski areas, in general, could create opportunity from a chosen pathway to innovation. However, you do still need to be realistic about what is/is not possible. As such, if it helps to base this critical analysis within the context of a specific ski area, you are welcome to do so.
NRRT520 Perspectives on Ski Area Management

Criteria for success:

This critical analysis should be no longer than 10 pages, double-spaced, Times New Roman font size 12. It should be written professionally, in third person. Headings and sub-headings should be included, where relevant to help clearly separate the relevant sections. You are expected to draw upon credible and relevant sources to help support your arguments and ideas. Use APA 6th referencing for all citations. This assignment is worth 120 marks. Points will be subtracted for late submissions (1 point per day) unless you have reached out to the instructor prior to the due date to ask for an extension, and it is approved. Please refer to the rubric below to see how marks are allocated.

NRRT520 Marking rubric for critical analysis: Pathways to innovation for the ski industry

<table>
<thead>
<tr>
<th>Levels of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
</tr>
<tr>
<td>Ability to succinctly discuss the different pathways to innovation and how they are changing the world</td>
</tr>
<tr>
<td>Ability to clearly explain how the chosen pathway to innovation has been adopted by other businesses and industries</td>
</tr>
<tr>
<td>Ability to justify the relevance of the chosen pathway to innovation to the ski industry</td>
</tr>
<tr>
<td>Application of innovation(s) to a ski area</td>
</tr>
<tr>
<td>Benefits and challenges</td>
</tr>
<tr>
<td>Mechanics of writing</td>
</tr>
</tbody>
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ACADEMIC INTEGRITY POLICY

This course will adhere to the CSU Academic Integrity Policy as found in the General Catalog, the Graduate and Professional Bulletin, and the Student Conduct Code. Academic integrity is conceptualized as doing and taking credit for one’s own work. Violations of the university’s academic integrity standards include, but are not limited to:

- Cheating—includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member.

- Plagiarism—includes the copying of language, structure, ideas, or thoughts of another, and representing them as one’s own without proper acknowledgment.

- Unauthorized Possession or Disposition of Academic Materials—includes the unauthorized selling or purchasing of examinations or other academic work; stealing another student’s work; unauthorized entry to or use of material in a computer file; and using information from or possessing exams that an instructor did not authorize for release to students.

- Falsification—includes any untruth, either verbal or written, in one’s academic work.

- Facilitation—includes knowingly assisting another to commit an act of academic misconduct.

At a minimum, violations will result in a grading penalty in this course and a report to the Office of Conflict Resolution and Student Conduct Services.

COPYRIGHT

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites or sharing materials with those not registered in the class may violate both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor’s express permission could face appropriate disciplinary or legal action.
**Universal Design for Learning**

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning. Please consider the following:

- Freedom of speech doesn’t mean freedom from consequences of that speech. You are responsible for the impact of how you decide to express yourself.
- Hateful speech can cause real harm to others, to relationships, to your reputation, and to your future career plans – even if it’s protected by the First Amendment.
- CSU’s Principles of Community challenge us to treat each other with respect and integrity, even when we disagree.
- CSU welcomes spirited dialogue and the opportunity to exchange challenging ideas without personal attack.

**CSU Principles of Community:**

**Inclusion:** We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

**Integrity:** We are accountable for our actions and will act ethically and honestly in all our interactions.

**Respect:** We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

**Service:** We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

**Social Justice:** We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

**Accommodation of Needs**

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner prior
to implementation. A verifying memo from Student Disability Center may be required before any accommodation is provided.

The Student Disability Center (formerly Resources for Disabled Students) http://rds.colostate.edu/ (SDC) has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department. Faculty and staff may consult with the Student Disability Center staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability.

The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be.

Support and services are offered to students with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance.

Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right to ask for any appropriate documentation of disability in order to determine a student’s eligibility for accommodations as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodations specialist in the Student Disability Center.

**RELIGIOUS OBSERVANCES:**

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Students seeking an exemption from attending class or completing assigned course work for a religious holiday will need to fill out the Religious Accommodation Request form and turn it in to the Division of Student Affairs, located on the second level of the Administration building.

Students can obtain a form online: [http://www.studentaffairs.colostate.edu/religious-holidays](http://www.studentaffairs.colostate.edu/religious-holidays) or from the Division of Student Affairs.

Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor.
Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.

**Undocumented Student Support:**

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit [https://undocumented.colostate.edu](https://undocumented.colostate.edu) for resources and support.

**Student Financial and Food Resources**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact your academic advisor or the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so.

CSU is committed to supporting students who are experiencing undue hardship and providing emergency funds when possible and food relief for our CSU community. If you find yourself in need of emergency funds, please reach out to the Office of Financial Aid, and if you are seeking food relief, please go to the Rams Against Hunger webpage to see which sources of support you are eligible to access: [https://lsc.colostate.edu/slice/slice-engagement/rams-against-hunger/](https://lsc.colostate.edu/slice/slice-engagement/rams-against-hunger/)

**Title IX/Interpersonal Violence**

For the full statement regarding role and responsibilities about reporting Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and the retaliation policy please go to: [http://oeo.colostate.edu/title-ix-sexual-assault](http://oeo.colostate.edu/title-ix-sexual-assault). If you feel that your rights have been compromised at CSU, several resources are available to assist:

- Student Resolution Center, 200 Lory Student Center, 491-7165
- Office of Equal Opportunity, 101 Student Services, 491-5836

*A note about Interpersonal Violence:* If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As an instructors we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence. Contact the Victim Assistance Team at: 970-492-4242.
SYSTEM, MULTIMEDIA, AND SOFTWARE REQUIREMENTS
Having trouble with the multimedia in this course? See the solutions below. Also, it is highly recommended that you access your course via a high-speed Internet connection.

- Problems with opening PDFs?
  - Download Adobe Reader.

- Canvas acting funny?
  - Download the correct version of Java for Canvas.

- YouTube videos not playing?
  - Download Flash Player.

- Videos not opening or playing on your Mac?
  - Download Windows Media Components for QuickTime.

- Can’t open content created with Microsoft Office Products? Download the following viewers:
  - Word Viewer
  - PowerPoint Viewer
  - Excel Viewer
  - Microsoft Office Compatibility Pack for Word, Excel, and PowerPoint File Formats

- Still having issues:
  - Call the CSU Help Desk at 970-491-7276 or Email Help Desk Support

You must have speakers installed and working properly on your computer before beginning the course.

You may need access to Microsoft Word, PowerPoint, and/or Excel to complete assignments. If you do not have access to the Microsoft Office applications, you may use one of the following free resources that allow you to save your files with Microsoft Office file extensions (.doc, .docs, .ppt, .xls.):

- Google Apps for CSU—a free, outsourced communications suite endorsed by The University Technology Fee Advisory Board (UTFAB)
- Open Office—an open source productivity suite

LIBRARY AND RESEARCH ASSISTANCE
The CSU Libraries Help Desk provides research and technical assistance either in person at Morgan Library or by phone at 970-491-1841. Monica Latham is the librarian supporting this course. Contact her by phone at (970) 491-2622 or via email at Monica.Latham@colostate.edu to ask questions or set up an appointment for in-depth research help.

**SUGGESTED STUDY METHODS**

Online education requires skills and habits that may be less essential in traditional courses. In order to be successful in your online course you will need:

- **Space**—Establish a comfortable and well-organized physical workplace.
- **Time management skills**—Set personal study and "classroom" time as you would do for a traditional course.
- **Organization skills**—Print out all class material (modules, PowerPoints, assignments, additional resources, and any work you generate) and keep everything in a single location. Maintain electronic backups of all class materials.
- **Communication skills**—Demonstrate a willingness to interact with your instructor and classmates through email, phone calls, discussion boards, and active participation in all class activities.
- **Initiative**—Seek help from your instructor and classmates, ask questions as they arise.
- **Discipline**—Pace yourself, complete all activities and assignments before the due date, follow through on all class requirements to completion.

The more closely you adhere to the recommendations above the greater your chances of having a successful semester and a rewarding online experience.