Course Reference Sheet
M943: Revenue Management

So that you have all key information available to you off-line, it is highly recommended that you print out the following items for your reference:

• This Course Reference Sheet
• Calendar
• Glion Resources

Course Number and Title
M943: Revenue Management

Credits
3 credits in 8 weeks

Course Description
In this specialized course, revenue management is concerned with demand-management decisions and the methodology and systems to make such decisions. Organizations segment buyers by providing different conditions and terms of trade that profitably exploit segments’ different buying behavior, or willingness to pay and create brands to satisfy these segments’ expectations, while attempting to maximize revenues. Scientific advances in economics, statistics, operations research, and information technology has allowed the services industry to take a sophisticated, detailed, and intensely operational as well strategic approach to making demand-management decisions.

Learning Outcomes
By the end of this course, you will be able to:

1. Solve demand decisions problems related to volume forecasting and product pricing
2. Review profiling attributes and consumer behavior within market uncertainty to identify customer distribution channels
3. Manage short- and long-term revenue management techniques at an operational and strategic level
4. Evaluate business opportunities for revenue optimization applicable to various business environments

Required Course Materials

Textbook Chapters


**Case Studies & Technical Notes**


**Articles**


**Media**


**Software**

• Microsoft Excel

The text for this course is available to you as an e-book. To download your copy of the text:

- Check your software and hardware specifics and download the free [VitalSource Bookshelf](#).

- You will receive your e-book codes directly from your Academic Support Coordinator; then you can input your code directly into your VitalSource Player to begin downloading the texts.
Additional Resources

For all Required Resources not included in the text, you will be directed to electronic documents on the Internet.

Course Outline

**Week 1:** Introduction to Revenue Management  
**Week 2:** Pricing Analysis and Market Segmentation  
**Week 3:** Demand Forecasting  
**Week 4:** Single-Resource Capacity Control and Overbooking  
**Week 5:** Network Capacity Control  
**Week 6:** Customer Perception and Perceived Fairness of Revenue Management  
**Week 7:** Revenue Management in Selected Industries  
**Week 8:** Future Challenges of Revenue Management

Course Assessments

The Learning Outcomes will be fostered and assessed in a variety of ways. As best practice suggests, assessments will be formative and summative and will include the application of new knowledge to real-world situations. This course includes the following:

* Discussion postings
* Hand-in Assignments

Discussion Postings

* The exchange of ideas between colleagues engaged in scholarly inquiry is a key aspect of graduate-level learning and is a requisite activity in this course.

* You are required to attend to the posting due dates located in the course and in the weekly course schedule found in the Calendar area.

* You are encouraged to return to the Discussion on several different days during the week in order to view and respond to as many of your colleagues’ posts as possible.

**Discussion Posting Guidelines:**
Your Discussion posts must contain the three elements of a scholarly response. These include:

* Element 1: Comprehensive, In-Depth, and Focused Writing

Please provide comprehensive responses and keep comments focused on the topic under discussion. To count as participation, postings need to be thoughtful; that is, they need to refer to the week’s readings, relevant issues in the news, information obtained from other sources, or ideas expressed in the postings of other colleagues. Comments such as “I agree” or “nice job” do not count as graduate-level postings.

* Element 2: APA Style and Citations

You are to include information from course resources and outside resources to support or complement
your posting. This course uses American Psychological Association (APA) citation and style guidelines to maintain a high standard of scholarship and to facilitate participation by all course participants. The guidelines for each Discussion post include the following:

- Reference any works from which ideas or quotations are drawn.
- Follow APA format for references.
- Use and appropriately reference outside sources. Each student’s originality, critical thinking, and analysis are expected to be evidenced in every posting.
- Reference the comments of other class members.
- State questions and comments as clearly, logically, cohesively, and concisely as possible.

- **Element 3: Relevance of the Topic**

  Give examples that complement your postings using personal or work experiences or something that you have read or heard in the media. Present this element in a separate paragraph within your post. You should strive to contribute to both the flow and quality of online Discussions. Effective participation shows both a concern for maintenance of the logical thread of the Discussion and for contributing appropriate and useful ideas. Quantity is far less important than quality. The teacher reserves the right to determine the quality of the postings.

**Hand-in Assignments**

- The Hand-in Assignments provide you with the opportunity to apply the skills and knowledge gained through the Learning Resources. See the relevant area(s) each week for detailed descriptions of the assignments.
- Where appropriate, use references to support your positions.
- Citations should be in APA format.
- Unless otherwise noted, Hand-in Assignments must follow APA guidelines.
- Check the **Assessment** area under **Course Home** for assessment criteria relating to Hand-in Assignments.

**Course Evaluation**

At or near the end of the course, you will be asked to submit an online evaluation of the course and instruction. All submitted course evaluations are confidential, and only aggregate data and comments will be shared. Your feedback is vitally important to Glion in its efforts to continuously improve programs.

**Grading Criteria and Total Components of a Grade**

Course grades will be based on completion of assignments listed below. While the **Hand-in Assignments** from Weeks 4, 6, and 8 are the only assessed components of your final course grade, timely completion of all **Discussions** is mandatory for completion of the course.
Please note that all grades are provisional pending the final confirmation from the Awards Committee, as detailed in your Student Handbook.

Please refer to the Assessment area of the online classroom for specific grading criteria.

The individual assessed components of this course are:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>&quot;Individual Assignment 1&quot; Hand-in Assignment</td>
<td>30%</td>
</tr>
<tr>
<td>Week 4</td>
<td></td>
</tr>
<tr>
<td>&quot;Individual Assignment 2&quot; Hand-in Assignment</td>
<td>30%</td>
</tr>
<tr>
<td>Week 6</td>
<td></td>
</tr>
<tr>
<td>&quot;Final Assessment: Individual Case Study&quot; Hand-in Assignment</td>
<td>40%</td>
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<tr>
<td>Week 8</td>
<td></td>
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<tr>
<td>Total</td>
<td>100%</td>
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Grades are assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Range</th>
<th>Interpretation</th>
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<tbody>
<tr>
<td>A</td>
<td>95–100</td>
<td>Work of distinguished quality which is based on a very extensive reading and which demonstrates an authoritative grasp of the concepts, methodologies, and content appropriate to the subject and to the assignment task. There is clear evidence of originality and insight and an ability to sustain an argument, to think analytically and/or critically, and to synthesize material effectively.</td>
</tr>
<tr>
<td>A-</td>
<td>90–94 Distinction</td>
<td>Work which clearly demonstrates all the qualities expressed below but which reveals greater insight and more originality.</td>
</tr>
<tr>
<td>B+</td>
<td>85–89</td>
<td>Work which clearly demonstrates a sound and above-average level of understanding of the</td>
</tr>
<tr>
<td>Grade</td>
<td>Points</td>
<td>Description</td>
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<tr>
<td>B</td>
<td>80–84</td>
<td>Work of the qualities expressed below but which contains a greater degree of critical analysis and original insight. A range of methods will be used.</td>
</tr>
<tr>
<td>B-</td>
<td>75–79</td>
<td>Work derives from a solid base of reading, demonstrating a grasp of relevant material and key concepts, and the ability to structure and organize arguments. The performance may be rather routine but the work is accurate, clearly written, includes some critical analysis but little or no original insight. There are no serious omissions or irrelevancies.</td>
</tr>
<tr>
<td>C+</td>
<td>70–74 Pass</td>
<td>Work in which all assessment criteria are met. Competent and suitably organized work which demonstrates a reasonable level of understanding but lacks sufficient analysis and interpretation to warrant a higher grade. It displays some of the weaknesses of a “pass” grade.</td>
</tr>
<tr>
<td>C</td>
<td>65–69</td>
<td>Work which covers the basic subject matter adequately and is appropriately organized and presented, but is rather too descriptive and insufficiently analytical. There may be some misunderstanding of key concepts, omissions, or inclusion of irrelevant material. There will be some evidence of appropriate reading but it may be too narrowly focused.</td>
</tr>
<tr>
<td>C-</td>
<td>60–64</td>
<td>Work which shows a very basic understanding. Important information may be omitted. The work may be descriptive but of poor structure, meaning that it does not meet the requirements of a pass. Acceptable for moderation.</td>
</tr>
<tr>
<td>D+</td>
<td>55–59</td>
<td>Work which shows a lack of preparation and has apparently been quickly constructed without thought or argument. Major elements of assessment criteria are omitted or are inappropriately treated. The student may have problems with understanding and writing.</td>
</tr>
<tr>
<td>D</td>
<td>50–54</td>
<td>Work which shows no evidence of preparation, understanding, and/or fails to address the concepts, methodologies, and content appropriate to the subject and which draws on a wide range of properly referenced sources. There is some evidence of critical judgment in selecting, ordering, and analyzing content. Demonstrates some ability to synthesize material and to construct responses which reveal some insight and may offer occasional originality.</td>
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Academic moderation: Resit allowed

Retake course: Accepted for moderation.
assessment criteria. The student may have problems with understanding and writing.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>D-</td>
<td>45–49</td>
<td>Work which shows no evidence of preparation or understanding or fails to address key assessment criteria. The student did not answer the question or had problems with understanding and writing.</td>
</tr>
<tr>
<td>U</td>
<td>0–44</td>
<td>The student is not present or has submitted work which has either not met the official deadline, or has been submitted on time but shows clear evidence of plagiarism or cheating. Counsel student whether to retake the course/program.</td>
</tr>
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Feedback Schedule

As described in the Glion Faculty-Student Covenant, your teacher will do the following:

- Be visibly present and engaged with students in the classroom at least 3 to 4 days of every 7 in each course.
- Provide feedback and assignment grades to students within 3 days for Discussion assignments, 5 days for interim assessments and related assignments, and 10 days for final assessments.
- Answer student e-mail within 48 hours of receipt.
- Respond to student questions in the Ask the Faculty area within 48 hours.
- Establish “office hours”—two per week, per course, at diverse and sensible times—and communicate these office hours to students.
- Give a schedule for feedback on Discussions and other assignments.

Course Procedures

- All class Discussions take place in the weekly Discussion areas.
- Questions related to course content must be posted in the forum in the Ask the Faculty area under Course Home. Please do not e-mail course-related questions to the teacher or fellow classmates, as your questions are probably of interest to others in the class. Also, expect that feedback on your work may be posted in the Discussion area for the benefit of the entire class. However, private e-mailing between student and teacher may be used for personal, confidential situations.
- Please feel free to use the Café @ Glion, located under Course Home, to initiate and participate in conversations not directly related to the course. This is an excellent opportunity to get to know other students better. The teacher will browse the Café occasionally but generally will not respond to conversations posted there unless there are specific questions for the teacher.
- Check the e-mail account that you use for official Glion business on a regular basis. The expectation is that you are checking this e-mail account daily during the week.
Policies on Late Assignments

Discussion Postings:

- Much of the learning in this class depends on participation in weekly Discussions; you are expected to contribute to them in the Discussion area in accordance with the deadlines listed in the Discussion area and on the Calendar.

- If you need a small extension (defined as 1–2 days maximum), you must contact the teacher in advance to request an extension.

- Approval of a request for a small extension is at the sole discretion of the teacher and may only be given for certifiable reasons such as an illness. The teacher may require that you provide relevant documentation.

- If you have not received permission from the teacher, do not assume that an extension has been granted.

- Technology issues are not valid reasons for missing deadlines.

- The Discussion for the week closes at the end of the week and no Discussion post or response will earn credit once the week has ended under any circumstance.

Hand-in Assignments:

- Hand-in Assignments are due on the day of the week assigned by 24h00 (midnight) in the Central European Time Zone (CET). Failure to meet the deadline without prior approval will result in zero points earned.

- Approval to submit an assignment late requires that you file a formal Mitigation Request, which will be reviewed. You can find this form at the following link: Mitigating Circumstances Form.

- If you have not received a response to your Mitigation Request, do not assume that an extension has been granted.

- Hand-in Assignments must be submitted according to the instructions and must be in a format that your teacher can open and read.

- Failure to comply with submission instructions, to provide a document that your teacher can open and read, or to submit the correct Hand-in Assignment will result in a failure to meet the deadline.

- Technology issues are not valid reasons for missing deadlines.

- No Hand-in Assignments will be accepted after the last day of the term (Week 8, Day 7) unless prior approval is obtained.

Keeping Your Coursework

You will have access to the course and your coursework from the course start date until 60 days after the course’s end date. After this time, you will no longer be able to access the course or related materials. For this reason, we strongly recommend that you retain copies of your completed assignments and any documents you wish to keep. Glion is not responsible for lost or missing coursework.