HTMT 352
Service Operations Management
Department of Hospitality & Tourism Management
School of Business, College of Charleston
Fall 2019

Class Time and Place:
Section 101, Tuesdays and Thursdays 9:25-10:40, Room 115 Education Center
Section 102, Tuesdays and Thursdays 12:15-1:30, Room 115 Education Center

Instructor: John C. Crotts, Ph. D.
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E-Mail: crottsjohn@gmail.com

Graduate Assistant:
E-Mail:

Office Hours: Tuesday and Thursdays, 2:00-3:30, Wednesday 12:00-4:00 or by appointment

Course Prerequisites: HTMT 210 and Junior Standing

This course is designed to explore, challenge and refine the principals of guest-services management. The course is built upon our understanding that service excellence is achieved through strategy, systems and staff. By the end of this course, you should have an understanding and appreciation for: (1) business strategy and the role of innovation therein; (2) facility designs and layouts; (3) planning and analyzing service delivery systems (4) defining and measuring service quality; (5) service recovery; (6) strategies for managing demand (i.e., queue psychology, yield management, etc.) and supply (i.e., employee scheduling, cross training, etc.); (7) interpersonal communication (i.e., employee motivation, empowerment, conflict management and resolution, managing diversity); and (8) making continual improvements a competitive strategy.

This course is consistent with the mission the Department of Hospitality and Tourism Management whose goals is to graduate future leaders who are entrepreneurial, guest focused, ethical, and whose ventures can succeed in a competitive marketplace that is constantly evolving. Furthermore it addresses the following learning goals of the School of Business. They are:

Goal 1: Communication Skills. Objective: Students will demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner.

Implementation: Students working in groups will be tasked with analyzing progressively more difficult cases that applies their understanding of outside readings to real world challenges presented in each case. Students in responding to the case questions must take a stand and defend their positions in their written case submissions. Students will also be expected to defend their critique theirs and other classmates positions in the weekly case debriefs.

Demonstration of Achievement: Teams of students (no more than 3) will display growth in their problem solving abilities through written case submissions.

Goal 2: Quantitative Fluency. Objective: Students will demonstrate competency in logical reasoning and data analysis skills.

Implementation: Students will be exposed to case studies requiring careful analysis of financials as well as performance indices to recommend carefully reasoned actions with often times less than perfect information.

Demonstration of Achievement: Teams of students (no more than 3) will display growth in their problem solving abilities through written case submissions.
Goal 3: Intellectual Innovation and Creativity. Objectives: Students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems.

Implementation: Written and living cases studies will require students to analyze a company’s strategy in terms of Clayton Christensen’s model of innovation and creativity. Students will later apply this concept to a series of case studies.

Demonstration: Each student will display growth in their strategic planning skills incorporating innovation through written case submissions turned in as a member of a group or individually.

Goal 4: Synthesis. Objective: Students will demonstrate the ability to integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.

Implementation: Students will be exposed to case studies exercising their knowledge and understanding of business strategy, accounting, finance, marketing, and management.

Demonstration: Each student will display growth in their knowledge and understanding of core business disciplines through written case submissions turned in as a member of a group.

Course Organization
To achieve the above objectives, this course will be taught as a flipped course. What this means is that you will be assigned outside readings from the book as well as readings on OAKS and be tested on your understanding of the content prior to class. These quizzes are on OAKS and will be composed of ten true-false and multiple choice questions. You may re-take each quiz three times with your recorded highest score being recorded.

Our class time will be devoted to case studies allowing you to apply what you are learning involving complex situations requiring synthesis of information from multiple disciplines and a fair amount of reasoning, creativity and innovation.

Following up on each reading and quiz, the next class will begin with answering any questions you have about each reading as well as my particular discussion on the topic. This will usually be the first 20-25 minutes of class. This may include a brief quiz testing your overall understanding of the case itself. Afterwards, the remaining time will be devoted to my brief discussion of case study, and allowing you to begin work on it in small groups. This will be the ideal time for you to ask any questions you have regarding the case. The next class period will be designed to turn your team’s written analysis of the case study questions via dropbox followed by a class discussion. Case studies will be graded on the basis of your reasoning and creativity, as well as the integration of what you learned from the chapter and extra reading assignments.

You are strongly encouraged to bring laptops to class in order to work on cases during class.

Case studies are group assignments composed of two team members. Being able to work successfully in teams adds additional value to the learning experience and better prepares you for the reality of the workplace.

Required Readings

Readings on OAKS
**Academic Integrity**

The College of Charleston’s Student Honor Code is in effect in this course. Any student caught cheating will receive a failing grade in the course and additional appropriate action will be taken. Cheating includes copying someone else's work in the quizzes, cases, and assignments. It includes using someone else's ideas without referencing them, including adding the name of a student on a group assignment where they were not in class the day the assignment is due to defend their position. Cheating also includes students that allow their work to be copied or who do work for another individual. If you are unclear about what is considered cheating what is not considered cheating, please see the instructor.

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission— is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the *Student Handbook* at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)

**Disability Statement**

I will make reasonable accommodations for persons in this class with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsibility for notifying me as soon as possible and speaking with me during my office hours.
Grading

Grades

<table>
<thead>
<tr>
<th>A</th>
<th>93-100</th>
<th>15 OAKS quizzes (30 pts. each) 450</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-</td>
<td>91-92</td>
<td>7 Case Study Write-Ups (100 pts) 700</td>
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<tr>
<td>B+</td>
<td>88-90</td>
<td>3 Living Case Study Write-Ups (50 pts) 150</td>
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<tr>
<td>B</td>
<td>82-87</td>
<td>2 Fact Sheets (library research) (50 pts) 100</td>
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<tr>
<td>B-</td>
<td>80-81</td>
<td>5 Pop Quizzes (10 pts) 50</td>
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<tr>
<td>C+</td>
<td>78-79</td>
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<td>C-</td>
<td>70-71</td>
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<td>D+</td>
<td>68-69</td>
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<td>D</td>
<td>62-67</td>
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<tr>
<td>F</td>
<td>61 or below</td>
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Class Attendance and Participation

Class attendance and participation are expected. You are expected to come prepared by having read and bringing a copy of the case study (hard or electronic copy) to class. Failure to do so will result in a five point deductions to your participation grade. Five periodic quizzes will administered testing your basic comprehension of the assigned cases of the day (10 points). You cannot contribute to your team member’s case response without coming to class having read the case.

You are also required to: (1) Assess your contribution to your team’s case submissions; and 2) Your self-assessment of your contributions to the case debriefs (50 points). The evaluation forms for the latter two criteria are attached to this syllabus. Additional copies can be printed from OAKS.

In addition, note that if you cannot be in class the day a case study assignment is due to discuss and defend you or your group’s position, it is your responsibility to email your excuse and turn in by dropbox your individual case write up by 9:00AM the day it is due. Case write ups turned in individually will be penalized 20% of case grade with the exception of validated excuses by the Athletic Department and Student Health Services. No late case analyzes will be accepted. A group member who include a person in their written analysis who was not in class to defend its presentation will be considered in violation of the College’s Student Honor Code.

Again, case study write-ups are turned in via dropbox on OAKS. Each member of the two person case team should submit the case individually to dropbox. This will facilitate me in grading the case and providing feedback.

This class is not about content; it’s about discovery. Hearing from everyone their unique opinions and insights will not only help us challenge and refine the principals of guest-services management, but identify sources of innovation and creativity we can all benefit.

Living Case Exercises

#1. Consider for a moment you own a bed and breakfast South of Broad Street. For years, business has been great where the 12 guest rooms you rent to visitors average 85 to 100 occupancy at an average daily room rates of $225 per night. Over the past two years occupancy has been declining even though room sales on the lower peninsular have been growing. In addition, the administrator of your booking system on your website has shown a slowing of traffic and more disturbing, a lower book rate from those accessing your website. Where are the competitive pressures coming from? What would you do?

#2. Select a bistro, bar, hotel or any other hospitality venue and evaluate it in terms of its servicescape from both quest and employee perspectives. Drawing from the framework of the
servicescape (Bitner’s article on OAKS), describe in words and pictures in a powerpoint presentation what aspects of the servicescape are well designed and what areas could be improved. Again, be comprehensive as to what makes up the servicescape.

#3. Write a complaint letter about a failed service experience you have recently experienced (past 2 months). Describe what happened, how the company responded at the time of the failure, how they responded to your letter, and what they should have done according to the text. You are ethically obligated not to make up an artificial complaint or provoke one.

OR

Watch a service failure and see how the organization recovers from that failure. Evaluate the recovery strategy from the text's standpoint.

Fact Sheets

This is an individual project (not a team project) involving library research. The project entails the selection of two topics to research from three provided, culminating in two short written fact sheets. The purpose is to provide you an opportunity to delve into a topic to a deeper extent than the readings provide.

The topics include:

- The Design and Management of the Servicescape
- Employee Empowerment, Employee Motivation, or Employee Engagement
- The Artificial Intelligence and Robotics Revolution: It’s Impact of the Hospitality and Tourism Industry Today and Tomorrow

The libraries databases of online journals will be invaluable for this project; particularly the Hospitality & Tourism Index and Business Source Premier found at www.cofc.edu/library. Specific instructions for each fact sheet can be found on OAKS.

TOPIC OUTLINE: Subject to change by the instructor

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Course Overview</td>
</tr>
<tr>
<td></td>
<td>Implementing Quality Service through Strategy, Staff and Systems</td>
</tr>
<tr>
<td></td>
<td>OAKS Quiz: Class Readiness Quiz</td>
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<tr>
<td>20</td>
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<tr>
<td>22</td>
<td>Chapter 1: The basis of wow</td>
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<tr>
<td>27</td>
<td>OAKS reading: The customer delight principle</td>
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<td>29</td>
<td>Case Study: ElBulli: The taste of innovation</td>
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<tr>
<td>September</td>
<td>Chapter 2: Meeting guest expectations through planning</td>
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<tr>
<td>3</td>
<td>OAKS reading: Innovation and competitiveness</td>
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<tr>
<td>5</td>
<td>Living Case Study #1 Strategy due (dropbox)</td>
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<tr>
<td>10</td>
<td>Chapter 3: Setting the scene for the guest experience</td>
</tr>
<tr>
<td></td>
<td>OAKS reading: Servicescape: The impact of physical surroundings on customers and employees</td>
</tr>
<tr>
<td>12</td>
<td>Living Case Study #2 Servicescape due (dropbox)</td>
</tr>
</tbody>
</table>
Fact Sheet Option #1: Servicescape due (dropbox)

Field Trip? Guest Speaker: Mickey Baskt, General Manager, Charleston Grill, Charleston Place Hotel

Implementing Quality Service through Staff

19
Chapter 4: Developing the hospitality culture
OAKS reading: The service profit chain
24
Case Study: Harrah’s Entertainment: Taking Care of Our People
26
Fact Sheet Option #2: Employee empowerment, motivation, or engagement

October 1 & 3
No Live Class: Professor is in Innsbruck,
Chapter 5: Staffing for service
Chapter 6: Training and developing employees to serve
Chapter 7: Motivating exceptional service
8
Case Study: Four Seasons Goes to Paris or Cirque Du Soleil
Choose One
10
Chapter 8: Involving the guest in the co-creation of value
Case Study: Zipcar: Influencing Consumer Behavior
(No Dropbox submission, write ups turned in during class)

15
Fall Break

Implementing Quality Service through Systems

17
Chapter 9: Communication for Service
Fact Sheet Option #3: Artificial Intelligence
22
Case Study: Hilton HHonors Worldwide: Loyalty Wars
24
Chapter 10: Planning the service delivery system
29
Chapter 11: Capacity planning and managing waits
31
Case Study: Playa Dorado Tennis Expansion Strategy

November 5
Chapter 12: Measuring and managing service delivery
7
Chapter 13: Fixing service failures
Living Case Study #3 due (dropbox)
12
Chapter 14: Service excellence: Leading the way
14
Case Study: To Be Determined: Sugar Bowl, Starbucks, or the Inn at Little Washington
19
Course Debrief
Peer Review of Participation on Case Study Assignment

Please Print

Please evaluate each member of your team (including yourself) regarding their preparedness and contribution to the case study assignment and write up. Use a school grading system where a score of A= 4, B=3, C=2, D=1, and 0=F.

CASE STUDY NAME ______________________________________________________

Your Name ________________________________________________________________

- This member (you) came fully prepared to discuss/contribute to the case study assignment when we began work on it. GRADE: _________

Team Member Name________________________________________________________

- This member came fully prepared to discuss/contribute to the case study assignment when we began work on it. GRADE: _________

The members indicated above were in class to defend its presentation the day the case was discussed. Group members who include a person in their written analysis who was not in class to defend its presentation will be considered in violation of the College’s Student Honor Code.

Agreed.

________________________________________
Sign Here

If not, who was missing? ________________________________________________
Participation in Case Debriefs

Case Name __________________________________________

NAME (Please print first and last names) _____________________________________________

I contributed to the discussion/evaluation of today’s case study?
- □ No- Unexcused absence (0 points)
- □ No- Excused absence (0 points)
- □ Yes, I made a moderately significant contribution to the case discussion (2 point)
- □ Yes, I made a significant contribution(s) to the case discussion (4 points)

Provide a one to two sentence summary of what you said in your contribution(s).

I reserve the right to either affirm or change the amounts claimed.

Late arrivals to class debriefs earn either 90% or 50% participation depending on lateness.

Those who are absent (excused or unexcused) may still earn participation points. To qualify, email me at crottsjohn@gmail.com the day before the case debrief and I will send you one of the questions I will potentially use to begin the case debrief. Craft your 50 to 200 word response to that question and submit it to me by email by 9am the day of the case debrief. Do not ask for the question earlier than the day before. Responses turned in later than 9am on the date of the case debrief as described above will not be accepted. Instead of your self-evaluation to the class debrief, I will grade your contribution. This opportunity is limited to two to those with unexcused absences.