HTMT 352  
Service Operations Management  
Department of Hospitality & Tourism Management  
School of Business, College of Charleston  
Spring 2020  

Class Time and Place:  
Section 101, Tuesdays and Thursdays 9:25-10:40, Room 101 Education Center  
Section 102, Tuesdays and Thursdays 12:15-1:30, Room 219 JC Long  

Instructor: John C. Crotts, Ph. D.  
TEL: 953-6916; cell 860-4323  
E-Mail: crottsjohn@gmail.com  

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 groups of two. 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

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>15 OAKS quizzes (30 pts. each)</td>
<td>450</td>
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<tr>
<td>7 Case Study Write-Ups (100 pts)</td>
<td>600</td>
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<tr>
<td>5 Living Case Study Write-Ups (50 pts)</td>
<td>250</td>
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<tr>
<td>3 Fact Sheets (library research) (50 pts)</td>
<td>150</td>
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<tr>
<td>5 Pop Quizzes (10 pts)</td>
<td>50</td>
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<tr>
<td>Class Participation</td>
<td>50</td>
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<tr>
<td>Total Points</td>
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Grades

<table>
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<th>Range</th>
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<tbody>
<tr>
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<tr>
<td>A-</td>
<td>91-92</td>
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<tr>
<td>B+</td>
<td>88-90</td>
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<tr>
<td>B</td>
<td>82-87</td>
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<tr>
<td>B-</td>
<td>80-81</td>
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<td>C+</td>
<td>78-79</td>
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<td>D+</td>
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<td>D</td>
<td>62-67</td>
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<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 deduction to your participation grade. Five periodic quizzes will be 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 9:00 AM the day it is due. Case write ups turned in individually will be penalized 20% of the 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. Conduct a mystery shop of a Forbe’s rated restaurant (4 to 5 star rated) using the Forbe’s mystery shop form found on OAKS. Teams of 2 to 4 are encouraged but under special circumstances I will approve a solo case. Mystery shops require that you poise as a customer. Retain your receipt and complete a 1099 form for reimbursement up to $40 (alcohol not included). In poisling as a customer, you must 1) dress appropriately for the venue, 2) make a reservation at least 48 hours in advance, 3) arrive with a coat, rain coat or umbrella, and 4) order at least 2 courses. In addition, at least one person in your party must 5) make at least one special request from the menu, 6) test waiter’s patience as to your understanding of the menu, 7) if ordering wine, ask for a tasting sample, 8) leave an return to the table at least once, and 9) one person spill a small but visible amount of water on the table. Your teams write up should include a completed mystery shop form which includes a total score for the experience as well as written evaluations where there was a failure(s). In addition, a cover letter should be prepared explaining your process and principle findings addressed to the restaurant’s general manager.

#4. Following up on the living case #3, each individual should prepare a 4 to 5 page paper describing in detail the workplace culture and human resource management system that needs to be in place in order to meet Forbe’s service quality standards. Refer to chapters 4 to 7 as a guide to detail expected.

#5. 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.

#6. Conduct an assessment of a hospitality organization you know well evaluating its efforts to operate in an environmental sustainability way (reduce, reuse, recycle). Create and include in your submission a comprehensive evaluation form, execute the evaluation, and make a one page summary of recommendations addressed to the manager or owner. Include in your summary a statement as to what to be loss and gained by adopting your recommendations.

**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>
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| January 9 | Course Overview  
Implementing Quality Service through Strategy, Staff and Systems  
OAKS Quiz: Class Readiness Quiz |
| 14  | Chapter 1: The basis of wow |
| 16  | OAKS reading: The customer delight principle |
| 21  | Case Study: ElBulli: The taste of innovation |
| 23  | Chapter 2: Meeting guest expectations through planning |
| 28  | OAKS reading: Innovation and competitiveness |
| 30  | Living Case Study #1 Strategy due (dropbox) |
| February 4 | Chapter 3: Setting the scene for the guest experience  
OAKS reading: Servicescape: The impact of physical surroundings on customers and employees |
| 6    | Fact Sheet #1: Servicescape due (dropbox) |
| 11   | Living Case Study #2 Servicescape due (dropbox) |
| 13   | **Guest Speaker:** Mickey Baskt, General Manager, Charleston Grill, Charleston Place Hotel |
| March 3 | Introduction to Living Case #3 and #4  
Chapter 5: Staffing for service |
| 5    | Chapter 6: Training and developing employees to serve  
Chapter 7: Motivating exceptional service |
| 10   | Case Study: Four Seasons Goes to Paris or Cirque Du Soleil Choose One |
| 12   | 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) |
| 17-19 | **Spring Break** |
| 24   | Living Case #3 and #4 due (dropbox) |
| April 2 | Chapter 9: Communication for Service  
Fact Sheet #3: Artificial Intelligence |
| 7    | Chapter 10: Planning the service delivery system  
Case Study: Playa Dorado Tennis Expansion Strategy |
| 9    | Chapter 12: Measuring and managing service delivery |
| 14   | Chapter 13: Fixing service failures |
Living Case Study #5 due (dropbox)

Chapter 14: Service excellence: Leading the way

Case Study: To Be Determined: Sugar Bowl, the Inn at Little Washington, or Living Case #6

Course Debrief
Peer Review of Participation on Case Study Assignment

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 quality, 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.