Class Time and Place:
This course will be taught online (synchronous and asynchronous) via Zoom the following times.

Section 02, Tuesdays and Thursdays 12:15-1:30 PM, Zoom

Login by cutting and pasting the following url address into your web browser.

Join URL: https://cofc.zoom.us/j/95544180239?pwd=aXgzejA2cVhrRGd4V1RwQWtlVlpZdz09

When prompted, type in our password: HTMT35202

See Class Participation section below for greater details.

Instructor: John C. Crotts, Ph. D.
Cell (843) 860-4323
E-Mail: crottsjohn@gmail.com

Office Hours: Telephone me on my cell on 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 individually or in two-person teams 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: Students individually or in teams of 2 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: Students individually or in teams of 2 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 online. 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 our live (synchronistic) Zoom 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 Zoom 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. Simply login to Zoom via the login information on the previous page.

Following up on each reading and quiz, the next class will begin with me- the professor- 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 our live online class. Afterwards, the remaining time will be devoted to my brief discussion of case study and allowing you to begin work on the individually or in groups of two. This will be the ideal time for you to ask any questions you have regarding the case. Prior to the next class period will turn your written analysis of the case study questions via dropbox by 9:00AM followed by a class discussion via Zoom. This will allow me to read sample submissions and adjust my debriefs accordingly. 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.

Ideally 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. However, due to the disruption of COVID19, you may choose to complete your case studies individually.
To add further to our class as a learning community, you are required to post via the OAKS chat function for our class a minimum of three original comments and react to a minimum of four comments posted by other classmates. What you post should reflect on the topics we will be focused on at that time with the purpose of stimulating debate and critical thinking in our online community. Your approach or topic can be far ranging such as summarizing a news story on a company’s approach to a class topic, the relevance of a principle of guest service management during or after the COVID-19 period, or anything else you believe will serve as fodder for discussion and learning related to the course. Your postings will be evaluated subjectively by me as the relevance, thoughtfulness of each comment and recorded under your participation grade.

Class Attendance and Participation

I deem the need for social distancing restricts our ability to use the classroom for working on cases as a team member. Faced with this challenge, I have considered all options available to offer this course in the most flexible, safe and resilient way as possible. What I have settled upon is a flipped course with split online delivery formats. You can freely swing from one format to another without the need to ask me for permission to do so. Let us remind ourselves to be safe for our own sake and the safety of others.

In essence, you may:

Class Participation
1) Participate in our live (synchronous) class meetings via Zoom; and/or
2) Watch the recorded Zoom class (asynchronous) that will be posted to you via email for a viewing at a time of your choice. The recorded videos will be available on OAKS via the Zoom function.

Team versus Individual Case Submissions
1. Use the chat function in OAKS or our live Zoom class meetings to solicit and identify a partner to work on a case. Google Docs is a free file sharing system to use for collaborations. However, experience has shown that case study submissions are best when team members discuss the questions among themselves before drafting their submissions. The give and take of such discussions contribute to a better output. Meet outdoor on campus or use your smart phone or video conferencing options for such purposes. If you do use the team option, recall that both members need to submit their case to dropbox and that both team member’s names should be prominently featured on the submission.
2. Complete and submit your case individually.

The deadlines for all quizzes, case studies, living case studies and fax sheets will be 9:00AM the date in which the assignment is due. This will allow me the opportunity to review a sample of the submissions and adjust my debriefs according. No late assignments will be accepted.

Again, case study write-ups are turned in via dropbox on OAKS. If you are working in a team, remember each member of the two-person case team should submit the case individually to dropbox. In addition, include the names of both team members on each submission. This will facilitate me in grading the case and providing feedback.

Again, remember you are required to post via the OAKS chat function for our class a minimum of three original comments and react to a minimum of four comments posted by other classmates on a topic we are covering in the course.

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.
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. 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 responsible for notifying me as soon as possible and speaking with me during my office hours.
**Recording of Classes (via ZOOM)**

Class sessions will be recorded via both voice and video recording. By attending and remaining in this class, the student consents to being recorded. Recorded class sessions are for instructional use only and may not be shared with anyone who is not enrolled in the class.

**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>5 Case Study Write-Ups (100 pts)</td>
<td>500</td>
</tr>
<tr>
<td>2 Living Case Study Write-Ups (50 pts)</td>
<td>100</td>
</tr>
<tr>
<td>3 Fact Sheets (library research) (50 pts)</td>
<td>150</td>
</tr>
<tr>
<td>Class participation via OAKS chat</td>
<td></td>
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<tr>
<td></td>
<td>100</td>
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<td>1300/13=</td>
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<td></td>
<td>100 total points</td>
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</tbody>
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**Grades**

A  93-100
A-  91-92
B+  88-90
B   82-87
B-  80-81
C+  78-79
C   72-77
C-  70-71
D+  68-69
D   62-67
D-  61 or below

**Living Case Exercises**

#1. History has shown that periodically economies are disrupted due to circumstances outside businesses and governments cannot control. COVID-19 is just one of them. How will your targeted hospitality and tourism sector be changed post pandemic? What new opportunities will be created in this specific sector due to this change? (limit your discussion to 1-2 pages)

#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. If you feel unsafe venturing out to a hospitality venue to observe and take pictures, you can draw your pictures from the venues website etc.

**Fact Sheets**

This is an individual project involving library research. The project entails reading research on the three provided, culminating in a brief written fact sheet on each. The purpose is to provide you an opportunity to delve into a topic to a deeper extent than the readings provide.

The topics include:

- Factsheet #1: The Design and Management of the Servicescape
- Factsheet #2: Employee Empowerment, Employee Motivation, or Employee Engagement
• Factsheet #3: 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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</table>
| August 25 | Course Overview  
Implementing Quality Service through Strategy, Staff and Systems  
OAKS Quiz: Class Readiness Quiz |
| Sept. 1  | OAKS reading: The customer delight principle  
Case Study due: El Bulli: The taste of innovation |
| 3       | Chapter 2: Meeting guest expectations through planning  
OAKS reading: Innovation and competitiveness |
| 8       | Living Case Study #1 Strategy due (dropbox)  
Chapter 3: Setting the scene for the guest experience  
OAKS reading: Servicescape: The impact of physical surroundings on customers and employees |
| 10      | Fact Sheet #1: Servicescape due (dropbox)  
Conduct the fieldwork for Living Case Study #2  
Living Case Study #2 Servicescape due (dropbox) |
| 13      | Chapter 4: Developing the hospitality culture  
Case Study: Harrah’s Entertainment: Taking Care of Our People |
| 15      | Chapter 5: Staffing for service  
Fact Sheet #2: Employee empowerment, motivation, or engagement |
| 20      | Chapter 6: Training and developing employees to serve  
Chapter 7: Motivating exceptional service  
Prepare outside of class for next case study |
| 27      | Case Study: Four Seasons Goes to Paris or Cirque Du Soleil  
Choose One |
| 29      | Chapter 8: Involving the guest in the co-creation of value  
Case Study: Zipcar: Influencing Consumer Behavior |
| Nov. 3  | No Class- Election Day |
| 5       | Chapter 9: Communication for Service  
Fact Sheet #3: Artificial Intelligence |
| 10      | Chapter 10: Planning the service delivery system |
| 12      | Chapter 11: Capacity planning and managing waits |
| 17      | Chapter 12: Measuring and managing service delivery |
| 19      | Chapter 13: Fixing service failures |
| 24      | Chapter 14: Service excellence: Leading the way  
Introduction to the final case study: New Service Design Exercise |