Class Time and Place:

Tuesdays and Thursdays 5:30-6:45 PM, Online via Zoom

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

Office Hours: Tuesday and Thursdays, 2:00-3:00, Tuesdays
Wednesdays, 10:00-12:00, 2:00-4:00 or by appointment.
Got a quick question, call me on my cell

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, staff and systems.

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.); (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 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 online class time will be devoted to case studies and assignments 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.

Assignments that require a written analysis are due via dropbox by 11:00AM on the day due followed by a class discussion during our class time. This will allow me to read sample submissions and adjust my debriefs accordingly. Assignments 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.
Class Attendance and Participation

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.

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 for 48 hours. After that they will be deleted to save server space.

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 assignments including quizzes and written case studies, living case studies and fact 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.

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 responsibility for notifying me as soon as possible and speaking with me during my office hours.

**Grading**

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>15 OAKS quizzes (30 pts. each)</td>
<td>450</td>
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<tr>
<td>13 Chapter challenges (10 pts. each)</td>
<td>130</td>
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<td>3 Case Study Write-Ups (100 pts. each)</td>
<td>300</td>
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<td>2 Living Case Study Write-Ups (50 pts)</td>
<td>100</td>
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<td>3 Fact Sheets (library research) (50 pts)</td>
<td>150</td>
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<td>1 New Service Design</td>
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<td><strong>Total Points</strong></td>
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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
- D+ 68-69
- D 62-67
- F 61 or below

**Living Case Exercises**

This is either an individual or group project (2 people) involving personal observations and apply what you are reading in this class. If you work in a group, know that the dropbox submission should have 1) both names of the team on it and each team member must submit the same report to dropbox on Oaks.

**#1. Strategy and Innovation.** Select a hospitality or tourism enterprise that you know reasonably well and that you believe has a unique strategy or is highly innovative. Describe in detail what
makes it so. Also describe the challenges they faced with the Covid19 pandemic and what pivots did they make (if any) to keep operating. (Limit your discuss to 2 pages)

**#2. Servicescape.** Select a bistro, bar, hotel or any other hospitality venue and evaluate it in terms of its servicescape from both guest 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 venue’s 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.

**Case Studies Requiring Written Submissions**

The three formal case studies requiring written responses can be found below. There is value learning how to work in teams, so I ask that you to respond to the case study in teams of two. However

**El Bulli: The Taste of Innovation**

**Discussion Questions**

1. What should come first in developing a strategy: creativity or the customer?
2. Which elements of the elBulli’s strategy, staff and systems create value for customers? What factors made elBulli the best restaurant in the world?
3. Are their weaknesses in the restaurant operations? How would you fix them?
4. Why would Ferran consider closing elBulli?

**Four Seasons Goes to Paris**

**Discussion Questions**

1. Do you see aspects of the *Service Profit Chain* (Oaks Reading) reflected in Four Season’s operational strategy? Explain.
2. What does Four Seasons do to recruit, train, support and reward its staff to deliver service excellence?
3. Does corporate culture play a role in Four Season’s success? If so, how and why?
4. Do the lessons learned from this case apply to firm’s entering markets other than France? If not, why? If so, how and to what types of markets?

**Cirque Du Soleil**

Discussion Questions
1. At Cirque, what comes first, its employees or customers?
2. How has Cirque structured and supported its casts to deliver superior performances?
3. Where could Cirque improve in its human resource strategy?
4. What are the challenges to Cirque’s continued growth and/or diversification?

**Zipcar: Influencing Customer Behavior**

Discussion Questions
1. What should Sal do?
2. What impact does Sal’s action have on ZipCar?
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<th>Topic</th>
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<td>OAKS Quiz: Class Readiness Quiz</td>
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<td>Case Study due via Dropbox: El Bulli: The taste of innovation</td>
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<td>OAKS reading: Innovation and competitiveness</td>
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<td>Living Case Exercise #1 Strategy and Innovation due via Dropbox</td>
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<td>Chapter 3: Setting the scene for the guest experience</td>
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<td>1</td>
<td>OAKS reading: Servicescape: The impact of physical surroundings on customers and employees</td>
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<td>Living Case Study #2 Servicescape due (dropbox)</td>
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<td>8</td>
<td>Fact Sheet #1: Servicescape due (dropbox)</td>
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<td>Implementing Quality Service through Staff</td>
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<td>OAKS reading: The service profit chain</td>
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<td>Chapter 7: Motivating exceptional service</td>
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<td>24</td>
<td>Case Study: Four Seasons Goes to Paris or Cirque Du Soleil (choose one)</td>
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<td>March</td>
<td>Factsheet #2 due (dropbox). Employee Empowerment, Employee Motivation, or Employee Engagement</td>
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<td>Implementing Quality Service through Systems</td>
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<td>14</td>
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<td>19</td>
<td>New Service Design Project Due (dropbox)</td>
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New Service Design Semester Project

This exercise is designed to afford you the opportunity to design a service offering you would like to one day own or manage. Select a hospitality/tourism sector that interests you, perform an analysis of the competitive landscape post-COVID19, and propose a design for the service offering.

The following steps are provided to guide you and through the exercise. They each will be emphasized throughout the semester in the form of chapter challenges. However, the final 7 to 8 page paper with coversheet will be due at the end of the semester that seamlessly outlines and summarizes your operational plan. Each of the following headings should be included in this final paper.

- Briefly describe the service offering. (include who is your target customer, what will attract them to your business, and what will keep them coming back.)
- Articulate the need for your new service offering relative to what already exists. Indicate whether the service targets an occupied or unoccupied business segment.
  - If unoccupied, explain what you will do to distinguish your service relatively to the competition. explain if the gap or business opportunity is open because it is not sustainable or because no one was creative enough to occupy it.
  - If occupied, explain how your new service design will successfully compete against the existing offerings.
- Create a brief vision statement and mission statement that communicates to customers and employees.
- Design the servicescape. (For a chapter challenge this can be explained in words. For the semester project, I expect layout and pictures)
- Explain the workplace culture that you would like to build and how you will accomplish that.
- How will you recruit and train your staff.
- How you will continually motivate your staff.
- What role can -co-production play in your organization? How will you train, motivate and empower your customers to co-produce?
- What role will technology play in your service design and why (be specific)
- Plan the service delivery system (use one of the techniques outlines in class or chapter 10)
- Capacity planning and managing waits. (What capacity are you building for? How will you manage times when demand exceeds capacity?)
- Measuring and managing service quality (Provide at least 2 means explaining each approaches strengths and weaknesses)
- Fixing service failures (What will you do to train your people to identify and respond to customer complaints?
- If implemented, what is the probability of success with a numerical value on a scale from 0-100. Identify the one or two factors that are most critical to success.