Class Time and Place:

Tuesdays and Thursdays 12:15-1:30, Room 212 Beatty Center

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

Office Hours: Tuesday and Thursdays, 11:00-12:00 & 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, 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.) ; (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 live in the classroom. 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 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 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 9:00AM 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**
Your attendance in class and participation in case study discussions are expected. One means in which I will gauge your participation is through a self-analysis of your performance where you share with me specifics as to what you contributed to the case debrief. If you are sick or must quarantine due to COVID 19 exposure, I will waive your attendance requirement on these days.

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 accordingly. Generally, no late assignments are
accepted. However, share with me you issue and I will try to make reasonable accommodations when I deem they are necessary.

Given the nature of the Covid 19 pandemic, you as my student--or more likely a group of students--might be absent from a course for an extended period of time due to quarantining. In these situations, I may move the entire course online for the duration of the quarantine period, record class periods and share them with you, or choose some other accommodation that provides students with the opportunity to continue in the course. We may need to be flexible but know I will pledge to you my commitment to keep the learning objectives of this course and the experience with it informative and interactive.

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

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>Assignment</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>2 Case Study Write-Ups (100 pts)</td>
<td>200</td>
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<tr>
<td>2 Living Case Study Write-Ups (50 pts)</td>
<td>100</td>
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<tr>
<td>3 Fact Sheets (library research) (50 pts)</td>
<td>150</td>
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<tr>
<td>1 Semester Project/Challenge</td>
<td>200</td>
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<tr>
<td>Class Participation</td>
<td>100</td>
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<tr>
<td>Total Points</td>
<td>1200</td>
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Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>91-92</td>
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<td>B+</td>
<td>88-90</td>
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<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>C</td>
<td>72-77</td>
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<td>C-</td>
<td>70-71</td>
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<td>D+</td>
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<td>62-67</td>
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<td>F</td>
<td>61 or below</td>
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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 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 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.
In-Class Case Studies

These case studies require no written response nor preparations beyond reading the assignments of the day. They are designed to challenge you to make quick decisions to service operations challenges. If you feel like you need to prepare for them, you will find them in my powerpoints associated with the chapter we will be covering that day. As previously mentioned above, your participation in these case study discussions are expected. One means in which I will gauge your participation is through a self-analysis of your performance where you share with me specifics as to what you contributed to the case debrief. The form is on the final page of this syllabus. Additional copies can be download on Oaks Content.

Case Studies Requiring Written Submissions

The two formal case studies requiring written responses can be found below. There is value learning how to work in teams, so these cases are conducted in teams of two. Case studies submitted as an solo individual will be deducted 20 points unless approved by the instructor.

• **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?

• **Harrah’s Entertainment: Taking Care of Our People**

  Write a business memorandum to Gary Loveman, the CEO of Harrah's Entertainment while assuming the role of Marilyn Winn. The memo should not exceed 1&1/2 pages and should be structured as a business memo.

  In your memo, respond to the two questions:

  1. What are the strengths and weakness of Harrah's gainsharing program?
  2. What recommendations do you have for Gary Loveman?

**TOPIC OUTLINE: Subject to change by the instructor**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>August</td>
<td>Course Overview</td>
</tr>
<tr>
<td>24</td>
<td>Implementing Quality Service through Strategy, Staff and Systems</td>
</tr>
<tr>
<td></td>
<td>OAKS Quiz: Class Readiness Quiz</td>
</tr>
<tr>
<td>26</td>
<td>Chapter 1: The basis of wow</td>
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<tr>
<td>31</td>
<td>OAKS reading: The customer delight principle (Beaman)</td>
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<tr>
<td>Sept 2</td>
<td>Case Study due via Dropbox: El Bulli: The taste of innovation</td>
</tr>
</tbody>
</table>
Introduction to Semester Challenges

Implementing Quality Service Through Strategy

9 Chapter 2: Meeting guest expectations through planning
OAKS reading: Innovation and competitiveness
14 Living Case Exercise #1 Strategy and Innovation due via Dropbox
16 Chapter 3: Setting the scene for the guest experience
OAKS reading: Servicescape: The impact of physical surroundings on customers and employees
21 Living Case Study #2 Servicescape due (dropbox)
23 Fact Sheet #1: Servicescape due (dropbox)

Implementing Quality Service through Staff

28 Chapter 4: Developing the hospitality culture
30 OAKS reading: The service profit chain
Oct 5 Case Study: Harrah’s Entertainment: Taking Care of Our People
7 Chapter 5: Staffing for service
12 Chapter 6: Training and developing employees to serve
Chapter 7: Motivating exceptional service
14 Guest Speaker: Bill Lacey, Executive Director
Sanctuary, Kiawah Island Golf Resort

19 No Class: Fall Break

21 Meet with your client on Semester Challenges

26 Factsheet #2 due (dropbox). Employee Empowerment, Employee Motivation, or Employee Engagement

Implementing Quality Service through Systems

28 Chapter 8: Capacity Planning and Managing Waits
Nov 2 Chapter 9: Communication for Service
4 Fact Sheet #3 due (dropbox): Artificial Intelligence
9 Chapter 10: Planning the service delivery system
11 Chapter 11: Capacity planning and managing waits
16 Chapter 12: Measuring and managing service delivery
18 Chapter 13: Fixing service failures
23 Chapter 14: Service excellence: Leading the way
Review in Class Progress on Semester Challenges

25 Thanksgiving Holiday: No Class
30 Review in Class Progress on Semester Challenges
Dec 2 Semester Challenges Presentations
6 Continued
Semester Challenges
To enhance the learning in this course from learning basic concepts and testing them in case studies, this course will also include one Consulting Challenge two local organizations are facing. In teams of three, you are to select one resulting in a consulting report due to me (your professor) by December 1. Your task is to address your chosen challenge in a comprehensive way that can include your participant observations, library research (databases of trade journals, newspapers etc), and primary data collections. In essence, whatever you deem necessary to respond to the challenge in a valid and comprehensive way and will be graded accordingly.

You will be afforded one opportunity to meet the manager this semester for question & answer purposes. Beyond that, there is to be no further contact with the manager or their team members unless authorized by me. These are busy organizations, hence this rule is in effect to not disrupt their operations. Instead, direct your questions to me.

Triangle Char and Bar
https://trianglecharandbar.com/

1. Customer Delight/ Sustaining Innovations. This fast-casual restaurant draws 80% of its customers from an eight-block radius. This is a desired market since the restaurant and bar is not subject to the seasonal variations of tourism seasons. The restaurant has performed well over its competition for the past several years, achieving double digit growth. With this said, the owner knows that they must not only keep their costs in check but to look for sustaining forms of innovation to stay ahead of the competition. Your challenge is to assess the restaurant and bar menu including its front of the house operations looking for recommendations designed to delight and motivate its target market.

2. Servicescape/Evaluation and Improvements. A restaurant’s servicescape helps make the intangible tangible and can have a major impact on the guest experience. In chapter 3 of your text (and the Bitner article) you have learned that a servicescape includes the physical environment, design, theme, other people, layout, functionality, light, smell, etc. all play a key role in assessing such a space. Your challenge is to recommend where needed changes, involving 1) low cost re-design options and 2) a more substantial higher cost options. The owner seeks your informed recommendations how do you keep a relatively old building current in making the restaurant the place to be.

3. Managing Conflicts. Even in the best of organizations, it is reasonable to expect that from time-to-time conflicts will arise between employees. The two parties can deal with disputes that arise between them in a number of ways. They can attempt to resolve the conflict informally between themselves, try to overpower each other into submission, separate, or litigate. In addition, organizations can provide tools or processes to resolve such disputes before they escalate into costly conflicts for both parties as well as the organization itself. These processes or tools are mediation and arbitration. Your client prefers mediation in which a third party neutral facilitates communication and negotiations between parties to assist them in reaching a voluntary agreement regarding their dispute. Mediators can range from a colleague respected by the disputing parties to certified mediation specialists in private practice qualifications to serve as mediators.
Your task is twofold: 1) to design such a process that can be cut and pasted in their employee manual and 2) in a related document explain and justify its elements.
Participation/Attendance in In Class Case Studies
(Additional Copies of This Form Found on Oaks’ Under Content)

Date:

Case Name

____________________________________________________________________

NAME (Please print first and last names)

____________________________________________________________________

I contributed to the discussion/evaluation of today’s case study?
☐ No- Unexcused absence (-1 point)
☐ No- Excused absence (0 point)
☐ Yes, I made a moderately significant contribution to the case discussion (1 point)
☐ Yes, I made a significant contribution(s) to the case discussion (2 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 earn either 90% or 50% participation depending on lateness.