HRTM 374 Guest Services Management – A Peer Review of Teaching Project Benchmark Portfolio

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Abstract

The purpose of this portfolio was to purposefully introduce and evaluate activities that are aimed at improving student learning and performance in HRTM 374 – Guest Services Management, a lecture-based 300-level course. Activities were designed to improve class preparation and ascertain student learning beyond exams. *Objective 1*: to assist students to identify the many ways that hospitality and tourism organizations can inspire positive guest service interactions, *objective 2*: To explain the various types of management principles that can encourage positive guest service interaction by employees and help understand brand loyalty that could also lead to positive guest experiences, *objective 3*: to understand the global perspectives of guest service practices in various countries in the lodging and restaurant industries, *objective 4*: to propose changes and enhancements to this course based on knowledge gleaned through the Peer Review of Teaching portfolio process.

Overall, The Peer Review of Teaching portfolio process of reflecting and documenting my teaching was extremely helpful. The process helped me to access an important course in the HRTM curriculum through my instructional design. Using a *Backwards Design* approach was a very useful tool in helping me identify true course objectives, and I intend to use this approach for the development of new courses. I noticed a considerable improvement and changes between my techniques and students' involvement in this course compared to previous years of teaching this course. This project provided me not only with the tools but also gave me the confidence to test new approaches so that ultimately more students receive a more meaningful education.

Objectives of Peer Review Course Portfolio

The objective of the current portfolio is to provide a broad overview of the target course, HRTM 374 (Guest Services Management), including existing boundaries of the course with regard to curriculum and classroom setting and to purposefully introduce and evaluate activities that are aimed at improving student learning and performance. By creating this portfolio, I seek to conduct a systematic analysis of teaching and assessment style in a large lecture-based course. In particular, I am looking to identify a teaching and assessment style that allows all students to meet the main course objectives while fitting in the constraints of a large class room setting. The purposeful documentation of teaching efforts and student performance while matching these with my subjective perception of the class allowed me to identify practices strategies that improve my teaching, both on an individual level and on an overall student performance level.

Overall Objectives

This course portfolio has the following objectives:

- Objective #1: To assist students to identify the many ways that hospitality and tourism organizations can inspire positive guest service interactions.

- Objective #2: To explain the various types of management principles that can encourage positive guest service interaction by employees and help understand brand loyalty that could also lead to positive guest experiences.

- Objective #3: To understand the global perspectives of guest service practices in various countries in the lodging and restaurant industries.

- Objective #4: To propose changes and enhancements to this course based on knowledge gleaned through the Peer Review of Teaching portfolio process.

* The course assessed was offered during spring semester 2019. Enrollment was #47 and a copy of the syllabus can be found in Appendix #1.

Course Description

HRTM 374 (Guest Services Management) is a required course for Hospitality Restaurant Tourism Management and Professional Golf Management major students. This course provides students to explore, challenge, and refine principles of guest service management in any hospitality, tourism and service oriented organization. It is a lecture format course with a usual enrollment of 50 + students every semester. The class provides foundational knowledge in the area of guest services and customer service. For hospitality majors, this knowledge serves as a basis for upper level classes, where many concepts and material will be utilized again and/or

advanced. For non-hospitality majors, which include many of professional golf management students, the foundational knowledge acquired during HRTM 374 will serve as the primary service industry background throughout their later professional career.

Rationale for choosing HRTM 374 Guest Services Management

HRTM 374 is one of the foundation courses for hospitality service management and after teaching this course for the first time in Fall 2017, I noticed that there were several gaps in the assessment areas of the course and could be improved. Knowledge, skills, values and attitudes can be clearly defined through lectures and discussions, but when it comes to student assessment, it poses certain challenges. For instance, the foundation of this course is based on providing "genuine service" and training the team to provide service from their heart. While defining genuine service might be straightforward, assessing student values and student outcomes on their understanding of the concepts could be tricky.

In a broader sense, students need to develop knowledge of key information, which has to be understood and practiced, which students need to comprehend in order to apply them to a breadth of applications (e.g. genuine care). By acquiring a strong foundational knowledge, students will be able to evaluate and incorporate additional information from various resources (upper level classes, textbooks, and other online resources), tasks that are needed in almost every profession in a service-related profession. Although the basic course goals are listed in the syllabus, they are not fully integrated into the course structure. Instead, the course is designed mainly around content, and key principles may be explained in the context of a lecture, but there may be overlap with supplemental information. Likewise, key information is presented along with supplemental information without specifically highlighting what is important and what can be derived from other sources and/or core concepts.

Teaching methods and course activities

This course utilized a variety of teaching methods including reading assignments, discussions, guest lecturers, in-class activities, case studies, lectures, in-class activities/ projects, team projects/ assignments, exams, problem based learning and interactive open discussions, videos. Two textbooks were mandatory for this course. Students were called on to answer questions, explain material and provide relevant examples. Generally, students who were self-motivated, interested in the material, attended classes regularly, replied to my questions in class, and were engaged in class activities and well prepared for class. These students usually did very well in the class, and they seemed to enjoy they were learning.

Course and broader curriculum in the HRTM program
Hospitality, Restaurant and Tourism Management (HRTM) is a business-oriented discipline. Review of research literature, as well as employer feedback, suggest an overwhelming

percentage of HRTM students graduate with solid operational skills but inadequate business and human resources skills. This course, therefore, plays an important role to bridge this gap and prepare students to be effective people managers in a 21st century workplace.

What key goals do I want to accomplish by creating this course portfolio?

I sought to address these challenges by adopting the following strategies and activities through the Peer Review of Teaching process:

- Clearly identify key concepts, which require understanding, and key information essential for the field of hospitality
- Improve student engagement with the material within the confinements of a large-classroom setting
- Ascertain student learning beyond exams
- Secure time to review and repeat key concepts and key knowledge throughout semester to allow students to retain key knowledge
- Integrate new approaches while maintaining "department traditions" and keeping requirements consistent within department

The Course and the Broader Curriculum

Most students take HRTM 374 at the end of their freshman year or as sophomores. The course serves as core class within the curriculum of our program, and students enrolled in HRTM 374 predominantly the following majors: Hospitality, Restaurant and Tourism Management and Professional Golf Management. For most students, HRTM 374 is the class where they learn about hospitality service, service industry, customer service and positive guest experience for the first time in a systematic way. For hospitality majors, this class is also serves as an "appetizer", laying the foundation for more advanced hospitality classes on the d 400 level. However, for many other students (e.g. Ag. Leadership), HRTM 374 may be the only time they take a guest services hospitality class. HRTM 374 also serves as a class through which we recruit students into our majors. Depending on the major, students have different goals and objectives for the class. For example, majors in Hospitality, Restaurant. Tourism Management must have a 'C' or better in order to graduate from our program, and as a result some students take the class repeatedly. Prerequisites for HRTM 374 include HRTM 171: Career Exploration in Hospitality Management. HRTM 171 helps students identify introductory social and business aspects of the hospitality, restaurant, tourism and recreation fields as they explore their academic/professional career in this course and assists students to identify the advantages and disadvantages of a career in hospitality and tourism industry.

Analysis of Student Learning

For this portfolio, three assignments were considered for analysis of student learning. They are Current Affairs Project (in-class presentations), Organization Research Paper and Global Perspectives in Guest Services. Detailed grading rubrics and sample presentations with instructions were provided for each of these assignments. Current affairs presentation project and organization research paper were worth 100 points each (10% of the overall course) and Global Perspectives in Guest Services (group project) was worth 200 points (20% of the overall course).

Objectives of Peer Review of Teaching Project Benchmark Portfolio

Objective #1: *To assist students to identify the many ways that hospitality and tourism organizations can inspire positive guest service interactions Provide Class Time for Students to discuss, participate and learn from each other. – real world scenarios and current affairs in guest services.*

Primary assignment associated with this objective - Current Affairs Project.

Students were instructed to present their current affairs project in the hospitality industry to the class under seven minutes. A maximum of four slides were allowed for each presentation which included, introduction: title of the article, background of the article: why did this article make it to the mainstream media, including its development over time (if any) and the relevance to customer service and guest services, finally they were instructed to conclude with questions to the audience, summarizing the issue or gap with discussion on any opportunities to expand or explore other aspects of their topic and what the student wanted us to learn/take-away from their presentation. Specific instructions were given about the age of the article and as the name suggests "current affairs" the article had to be less than 30 days old. My primary objective was to improve student preparation for the real-world and to ascertain that students learn some material outside of the classroom.
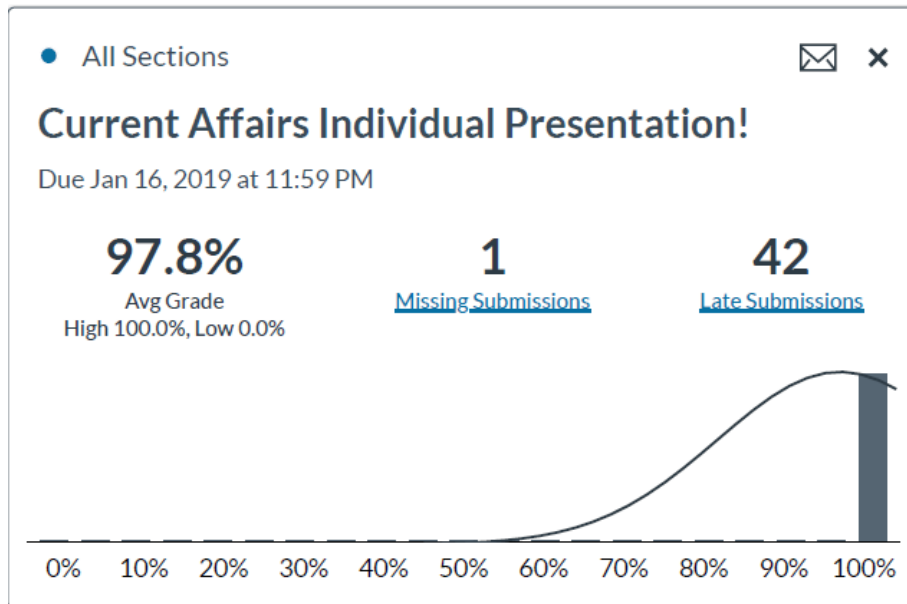
Current Affairs Project Grading from Canvas

In the final course evaluation, I included a question about the current affairs project learning outcome to the students: *"Did you find the current affairs project beneficial to your learning experience in this course."* Out of 47 students enrolled in the course,15 students responded to the evaluations and 13 students responded positively about the assignment and shared specific comments about the learning outcomes for this assignment. Two students responded negatively without any explanation.

Some of the comments about the current affairs assignment:

> *They were actually really telling on what was going on that was crazy in the guest services world.*
> *It was interesting to see how much guest services are used in everyday jobs*
> *It was a fun and great stuff to do. I recommend to do this project for future students.*
> *I found it interesting to hear about but I wish people would interact more with the questions*
> *I found it to be very interesting to hear all of the different scenarios that you can expect.*
> *I enjoyed learning about the issues within our industry as well as the innovation that is happening in the news. I really enjoyed listening to the current affairs project*
> *This project gives me a chance to learn how to think about an event from different aspects.*

Analysis of student learning for this objective demonstrated that more than 97% of the students found this assignment to be beneficial in their learning experience of this course. The objective of this assignment was to assist students to identify the many ways that hospitality and tourism organizations can inspire positive guest service interactions. This assignment also provided students valuable class time to discuss, participate and learn from each other. Real world scenarios and current state in guest services were discussed throughout the presentations. The rich discussions further provided the opportunity for students to place themselves in the actual situation and hypothetically think if they would have made similar or different decisions. Several possible outcomes, solutions and opinions about each article made the learning experience for students much more valuable and efficient. Please see Appendix #2 for examples of student work which met expectations as per the grading rubric for the Current Affairs Project (in-class presentations).

Objective #2: *To explain the various types of management principles that can encourage positive guest service interaction by employees and help understand brand loyalty that could also lead to positive guest experiences. Balance course material between key concepts and knowledge and adapt from best service practices in the corporate world.*

Primary assignment associated with this objective - Organizational Research
Project. (Fortune #500 service-based company)

The objective of this research project was to identify and thoroughly analyze various aspects of guest services about the organization they chose to investigate. Students were instructed to present their findings in a word document about guest services practices of a service-based fortune #500 company through a five-page research paper (APA Style). List of acceptable organizations were shared with students early in the semester and they had the opportunity to pick their top#10 organizations from the list. Based on their preferences, I assigned them their organization to research for this assignment. Specific instructions were given to examine and reflect in a futuristic approach of the organization within guest services. A minimum of five sources and a maximum of ten sources was required for this assignment.

The instructions and rubric for this assignment:

Introduction (1 page): Describe the Mission, Vision, Goals and Steps of Service of the organization, including its expansion over time and the relevance to customer service/guest services within the service industry. Present a concise and clear statement about the organization and what is their reputation in the field.

Background (1/2 page): Give a historical background of the organization and how they encompass the values of guest services and philosophy by which they operate.

Methods (1 page): Describe the company's service commitment to their guests/customers and how do they instill those commitments in their employees in applying the principles. Describe their hiring and training practices to address the service commitment of the organization.
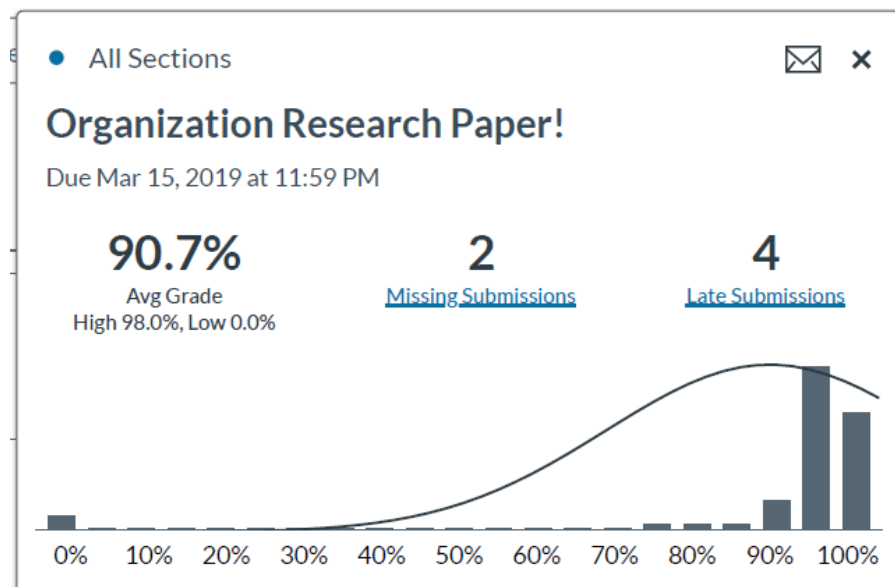
Results/Outcome (1 page): Define the results of the study and the potential impact to the service industry. What are some areas addressed by the organization to adapt to the future trends/demands? Identify any shortcomings, unintended outcomes, and future areas that should be considered by the organization.

Competencies (1/2 page): Describe the leadership skills related to the core competencies needed for keeping up with the future of the service industry.

Conclusion (1 page): Summarize your research about the organization, discuss any opportunities to expand or explore other aspects, address sustainability of the project if applicable. What are some key areas they can do better to improve personal experiences for their guests and resolve guest issues? Conclude with your thoughts and comments on how the organization is progressing towards future endeavors.

To further enhance the learning outcome of this assignment and objective, Associate Professor & Learning Resources Design Librarian Ms. Catherine Fraser Riehle from the University of Nebraska–Lincoln Libraries assisted HRTM 374 students with their research for this assignment. She helped me create a web course research guide for this assignment: http://unl.libguides.com/hrtm374 (see Appendix #3). Ms. Fraser Riehle worked with our students hands-on/in-class to assist them with proper researching, fortune #500 organization data mining, APA style formatting and referencing.

Organization Research Paper Grading from Canvas

● All Sections   ✉ ✕

Organization Research Paper!

Due Mar 15, 2019 at 11:59 PM

90.7%	2	4
Avg Grade	Missing Submissions	Late Submissions
High 98.0%, Low 0.0%		

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

The average grade for this assignment was 90.7%. Several students reflected in the conclusion section of the paper how effective and eye-opening this assignment was to their learning experience. One student wrote:

"Throughout my research on the company of Panera Bread, I learned what Panera actually stands for and not just the literally means but truly what the company is saying. Panera's slogan: "Food as it should be" is so much more then what is put on the menu board for you to skim to pick out your lunch or dinner quickly."

One student wrote about the exposure to the brand and philosophy of the company and its customer service principles: *"I had known about the brand, Coach, before doing this paper, but I never realized everything that went into this company. I'd always thought of them as one of the higher designer's profit wise, when they have great brand recognition, but not great sales. I, also, never quite understood where they got their inspiration from or what their purpose was in design, and, truthfully, in the fashion industry you never truly know these days, but I didn't think it would be as simple as it is. That's truly their whole brand along with their vision and mission statement: simple and easy to remember."*

The overarching message from the assignment correlated with their learning experience and most students found this research exercise to be very beneficial in this course. One student wrote: *"Overall I believe Chick-fil-A is doing very well as a business and is consistent in their customer service practices and experiences. From Chick-fil-A's founding, Truett Cathy established core values that are still being used today to guide all practices the company uses. They have set strict and consistent recruiting, hiring, and training procedures in place which yield driven, motivated, and pleasant employees. Along with good training, they also focus on retaining their employees using various tactics and events. Their company culture is extremely strong and shines in every aspect of the company. Chick-fil-A continuously tries to improve their day-to-day operations and create even more innovative and efficient ways to do what they do best: serve people."*

The objective of this assignment was to assist students to identify the many ways that hospitality and tourism organizations can inspire positive guest service interactions. Data shows that the goal was achieved by students learning outcome which helped them explain the various types of management principles that encourages positive guest service interaction by employees. This assignment also helped students understand brand loyalty that could also lead to positive guest experiences. Overall, this objective helped them balance course material between key concepts and knowledge and adapt from best service practices in the corporate world.

Objective #3: Discover an understanding and broadened perspective of customer service around the globe and adapt the best practices for future career in the lodging and restaurant industries.

Primary assignment associated with this objective – Global Perspectives Project.
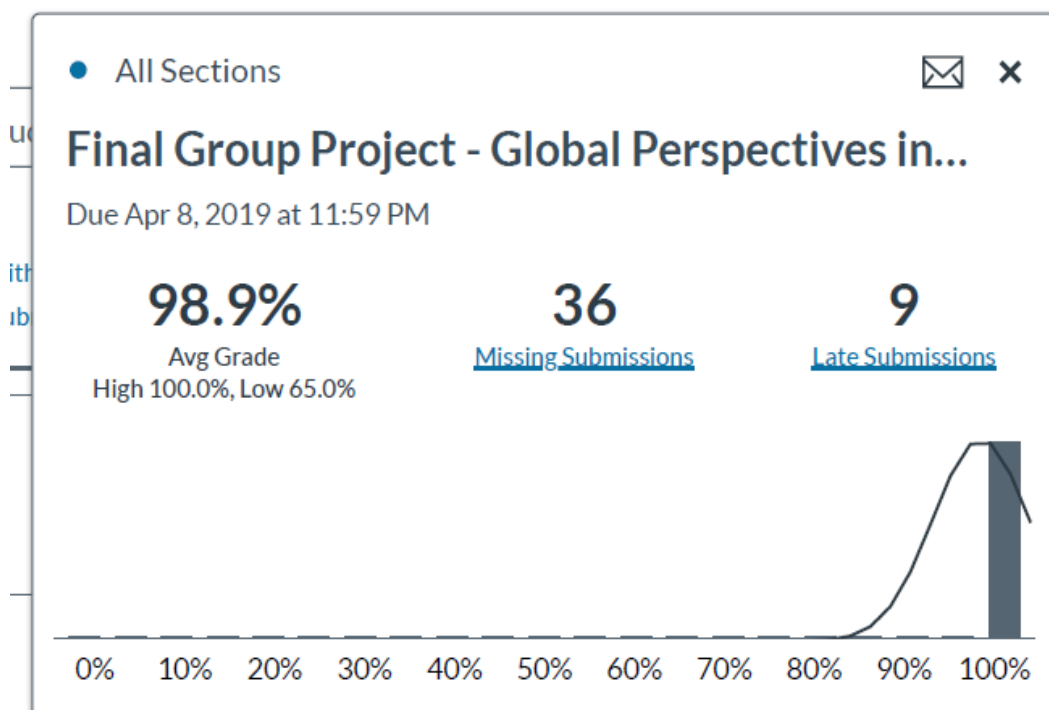
The objective of this group research project was to look at guest service from a Global Perspective. The goal was to create an awareness and interest in global service perspective and assist students to understand their clients better. In today's global marketplace customer experience management practices, customer-minded approach to hospitality, has become critical to many successful service organizations. Voice of the customer is driving development, sales, marketing, and management strategies around the globe. When it comes to guest services, *"There is nothing foreign if it is familiar!!!"* - what they (other countries) do in respects to guest services/trends/innovation and how they do it is the goal of this project.

Students were instructed not to exceed 20 minutes in their presentation with an additional five minutes for questions and discussions. Countries were assigned to student teams earlier in the

semester based on their top five preferences. Specific instructions were given about the outline and format of the assignment. Only 30% of the project should contain a historical and cultural perspective of the country being researched and 70% of the project should focus on guest service innovation, management practices and customs within various hospitality sectors. At times students gets swayed away with the fancy landmarks and sight-seeing of various countries and specific instructions were given not to make this project similar to a "destination selling" presentation and over the entire semester, I reminded them about the goal of this assignment which is to identify guest service trends, management practices and innovation in the country they were researching.

Students were motivated to make the presentation engaging and interesting. Students were constantly reminded about the audience participation in the evaluation process during the presentation. Asking audience questions (quiz), small video (<5 minutes), real world examples, personal stories, technology & multi-media, ethnic costumes and sharing artifacts were encouraged. One of the training for this assignment was based on: "Ten Creative Presentation Ideas: That Will Inspire Your Audience to Action."
https://business.tutsplus.com/tutorials/creative-presentation-ideas--cms-27281

All Sections

Final Group Project - Global Perspectives in...

Due Apr 8, 2019 at 11:59 PM

98.9%
Avg Grade
High 100.0%, Low 65.0%

36
Missing Submissions

9
Late Submissions

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Global Perspectives in Guest Services Grading from Canvas

Overall the students did a phenomenal work in their final project presentations. At the end of the presentation, ever student had a chance to self-evaluate their presentation/participation at the same time, evaluate their team mates in a scale of 100 points. See appendix #4 for peer/self-evaluation sheet. Using the grading rubric for the global perspectives group project, the average score for this project was 98.9%. The students enrolled were able to identify the issue(s), analyze the country, suggest adaptability action(s) and recommendations, articulate an implementation plan, and summarize their findings. They were able to offer a comprehensive rationale for their

proposed research findings about various countries, their guest services practices, innovations, trends and management practices including logical and feasible data-backed evidence.

Objective #4: *To propose changes and enhancements to this course based on knowledge gleaned through the Peer Review of Teaching portfolio process.*

Peer Review of Teaching Framework - Teaching Methods and Course Activities

My final objective was to assess the effectiveness and perception of the various teaching activities with the long-term goal of improving the effectiveness of how HRTM 374 is taught in the future. As this course serves as core class for our program, it is imperative that the effectiveness of my teaching activities are well documented such that I can fine-tune these approaches and develop best-practice guidelines for other lecturers in the department. To achieve the overall objectives of this portfolio, I have integrated several new course activities into the constraints of this classroom lecture. Each activity was designed to fit into the current course schedule without compromising current course content. In order to manage the workload of the instructor, each activity had to be easily conducted and/or graded through the existing Learning Management System (Canvas).

Planned Changes
Although most of the activities this semester was successful, as demonstrated by improved student performance, positive student feedback and student evaluations (see the charts below), and my own perception inside and outside of the classroom, there is certainly room for improvement. Planned changes for forthcoming semesters of HRTM 374, which will build upon the results documented in this portfolio, will target two primary areas: 1) In-depth research and preparation presenting the final group project on "global perspectives" on guest services management. 2). Learning outside of the classroom

	Never (1)	Rarely (2)	Sometimes (3)	Usually (4)	Always (5)	N/A ()	mean	mode	Std. Dev.
17. I learned something worthwhile in this course.	0	0	0	3	11	1	4.79	5	0.43
18. The course made me think.	0	2	2	4	7	0	4.07	5	1.10
19. I would recommend this course to others.	0	0	0	2	13	0	4.87	5	0.35
Question Set Statistics							4.57	5	0.79

	Never (1)	Rarely (2)	Sometimes (3)	Usually (4)	Always (5)	N/A ()	mean	mode	Std. Dev.
8. The instructor communicates well.	0	0	0	3	12	0	4.80	5	0.41
9. The instructor motivated me to think for myself and work in this class.	0	1	0	3	10	1	4.57	5	0.85
10. The instructor was well-prepared.	0	0	0	2	13	0	4.87	5	0.35
11. The instructor's evaluation procedures were fair and reasonable.	0	0	0	0	15	0	5.00	5	0.00
12. The instructor was willing and available to help me.	0	0	0	1	14	0	4.93	5	0.26
13. The instructor provided clear and useful feedback to improve learning.	0	0	0	2	13	0	4.87	5	0.35
14. The instructor treated students fairly regardless of race, gender, national origin, religion, sexual orientation, or disability.	0	0	0	1	14	0	4.93	5	0.26
15. The instructor's assignments were clear and were part of an appropriate work load.	0	0	0	2	13	0	4.87	5	0.35
16. The instructor acknowledged opposing views and permitted open discussion on controversial topics related to this course.	0	0	0	2	13	0	4.87	5	0.35
Question Set Statistics							4.86	5	0.41

Final evaluation of course and instructor in HRTM 374 – Spring 2019

1. In-depth research and preparation presenting the final group project on "global perspectives" on guest services management.
It felt rushed at the end of the semester. Improving on this assignment is one of my major planned change in this course when I teach it in next spring. Maybe too many group projects at the same time, the presentations were very mechanical and one could tell that the students split the work and did their small part in the group project. Right from the beginning of the semester, I have been instructing students to research more about various countries and their culture, practices, management methods, innovations, guest service customs etc. The next time I teach this course, I intend to stress more importance to their presentations - techniques and flow.

2. Improving Learning Outside of the Classroom
Based on the data collected over the course, it is clear that improved student reading and preparation prior to lecture will be more beneficial for their learning. While this demonstrably increases student learning outside of the classroom by approximately 45 minutes per week on average, there is currently no equivalent strategy enforcing student learning following lectures. To this end, I am planning to incorporate a post-lecture quiz designed to bridge the time immediately following the lecture and exam preparation. By testing specific knowledge and concepts discussed during lecture, the post-quizzes would require the students to spend additional time outside of the classroom reviewing lecture material and their notes. Most likely, a post-quiz would mimic exam questions but would allow students to complete the assignment with their notes and potentially allow students multiple attempts. Similar confinements as those for pre-quizzes will also apply to the development of post-quizzes, such as the ability to automatically administer them through the learning management system.

Summary and Overall Assessment of Portfolio Process

Overall, The Peer Review of Teaching portfolio process of reflecting and documenting my teaching was extremely helpful. The process helped me to access an important course in the HRTM curriculum through my instructional design. The findings will help me improve my future courses to be a better instructor. Despite having more than 10 years of teaching experience, I have never used a data-driven approach to assess the effectiveness of particular teaching activities. And while I have tested certain activities in past classes (e.g. kahoot/online quizzes), these practices were mainly motivated by making attempt to try something new rather than by addressing specific learning outcomes. Using a *Backwards Design* approach was by a very useful tool in helping me identify true course objectives, and I intend to use this approach for the development of new courses.

I noticed a considerable improvement and changes between my techniques and students' involvement in this course compared to previous years of teaching this course. I made it to point to reiterate right from the beginning of the course that customer service sometimes can be broken in as simple as common sense and constantly reminding students to do the right thing for the customer/guest compared to doing things right. Even though most students brought very little

service industry experience to the classroom, encouraged them from their own customer experience and sharing their various ups and downs when it came to good service. Experience, decision making, leading by example and relying on the team are the foundation for management in guest services and I will keep emphasizing on this model in my future course.

The structure, designated time and space, and repeated exchange with likeminded faculty throughout the year was extremely valuable for the development of a meaningful portfolio. The Peer Review Teaching Project provided me not only with the tools but also gave me the confidence to test new approaches so that ultimately more students receive a more meaningful education. Although it would be naïve to conclude that there is the optimal combination of activities to maximize student learning and motivate students to work hardest, I will continue to challenge myself and my teaching in efforts to become the best teacher possible.

Appendices

HRTM 374 syllabus
Sample student current affairs presentation
A research guide for HRTM 374
HRTM 374 - Group project self and peer evaluation.

DEPARTMENT OF NUTRITION AND HEALTH SCIENCES
HRTM 374 GUEST SERVICES MANAGEMENT
SPRING SEMESTER 2019

INSTRUCTOR: Ajai V. Ammachathram, PHD, CHE
Office Address   202 Leverton
Office Telephone 472-3840
Email   ajai@unl.edu
Office Hours   Wednesday, 1:00 - 2:00 PM (or) By appointment (ajai@unl.edu)

CATALOG COURSE DESCRIPTION: This course will help students explore, challenge, and refine genuine principles of guest service management in any hospitality and tourism organization.

TIME/PLACE: Classroom: #121 HECO
Monday, Wednesday and Friday: 10:00am to 10:50am.

STUDENT RESOURCES, REQUIRED:

➢ Guest Service in the Hospitality Industry by Paul Bagdan, © 2013.
➢ Be Our Guest: Perfecting the Art of Customer Service (Disney Institute Book, A), © 2011.

SUGGESTED READING

➢ The Customer Service Survival Kit: What to Say to Defuse Even the Worst Customer Situations Paperback by Richard S. Gallagher, Carol Roth © 2013.

PREREQUISITES: HRTM 171.

SUPPLEMENTARY READINGS:

Supplementary readings will be available in CANVAS for HRTM 374 and should be reviewed prior to the class meeting at which the content will be discussed. Students should feel free to go beyond the readings identified; the objective of all assigned readings is to expose class members to literature in Guest Services management outside of the required texts. Additionally, students are encouraged to share additional resources of significant importance that they identify with members of the class by posting them on the class website.

TEACHING/LEARNING METHODS:
Lectures, discussion, in-class activities/ projects, team projects/ assignments, field trips, guest lectures, exams, problem based learning, case studies, interactive open discussions, videos and guest speakers will comprise the presentation of course content. Students will be called on to answer questions, explain material and provide relevant examples.

OBJECTIVES OF THE COURSE:

At the completion of this course the student will be able to:

1. Define the guest service principles that guide the hospitality and tourism industry;
2. Describe the present state of guest service management in the hospitality and tourism industry;
3. Differentiate among the types of management principles that can encourage positive guest service interaction by employees;
4. Identify the many ways that hospitality and tourism organizations can inspire positive guest service interactions;
5. Explain brand loyalty and the ladder of inference that can lead to positive guest experiences;
6. Compare and contrast guest service management techniques used in various organizations; and,
7. Create and discuss a mystery shopper program that can be effective to gauge guest service in the lodging and restaurant industries.
8. Knowledge gleaned in this course will be useful toward HRTM 479 Perspectives on the Hospitality Industry (ACE 10), Senior Capstone business plan requirement.
9. *Train your own team/ employees to provide outstanding/ genuine customer service in the hospitality industry - Lead by example!*

COURSE POLICIES:
GRADE of INCOMPLETE: The grade of "I" will be used **only** when the student is unable to complete the requirements of the course because of illness, military service, hardship or death in the immediate family. Incompletes will be assigned only when a student has substantially completed major course requirements.

COURSE WITHDRAWAL: The last day to withdraw from Spring Semester 2019 classes is Apr 5th 2019.

STATEMENT OF ACADEMIC DISHONESTY:
Academic honesty is essential to the existence and integrity of an academic institution. The responsibility for maintaining that integrity is shared by all members of the academic community. To further serve this end, the University supports a Student Code of Conduct, which addresses the issue of academic dishonesty:
1. **Cheating:** Use of an unauthorized "aid" while taking a test, having another person take an exam in the place of the student, stealing a quiz/examination or using group work as an individual student's work. **Note:** If a proctor at a test site sees/finds a paper, electronic device, or writing on a body part (e.g. hand, arm, leg, etc.) with course information during the exam, this will be considered as cheating and the student will receive a zero for the exam and possibly an "F" in the course. It is incumbent on the student to assure that all books, papers, notes, and electronic devices that contain course information are securely stored away -- there is a no tolerance in this area.
2. **Fabrication:** Falsifying data, inventing information for a report, falsifying citations to sources of information.

3. **Facilitating Academic Dishonesty:** Aiding another student in committing academic misconduct. This would include, but is not limited to, providing another student with answers for any graded assignment.
4. **Interference:** Stealing, changing, destroying, or impeding another student's work. Impeding includes stealing, defacing, or mutilating resources to deprive someone the use of resources.
5. **Plagiarism:** Using the ideas, words, or statements of another person without giving credit to that person. A student shall give credit to the works of others if the student uses another person's words, ideas, opinions, or theories or borrows facts, statistics, or other illustrative material unless the information is common knowledge.
6. **Violation of Course Rules:** Not following course rules as outlined in the course syllabus, other course documents, email messages, and as instructed on the course website.

DIVERSITY STATEMENT:
"The University of Nebraska-Lincoln is committed to a pluralistic campus community through Affirmative Action and Equal Opportunity. We assure reasonable accommodation under the Americans with Disabilities Act." and "Students with disabilities are encouraged to contact me for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY."

COURSE APPROACH: The instructor is committed to offering a course that maintains an atmosphere of ethical behavior, individual integrity and equitable treatment of each person. Expression of ideas from various perspectives acknowledges the dignity of all class members.

LAPTOP/CELL PHONES POLICY: Cellphones and beepers must be turned off in class. Laptops are not permitted except prior permission from the instructor.

LATE/CELL PHONE/SLEEPING IN CLASS:

This policy is applicable to the following Students.
- Students arriving late to class without prior permission
- Student who forgets to put his/her cell phone in vibrate/silent mode
- Student who is observed sleeping in class

Must tell a joke (clean and non-political) to the entire class.

ATTENDANCE POLICY:
Attendance will be monitored and points will be deducted from final grades.
Attendance Policy: **Two absences COMBINED** (unexcused) will not impact the final class grade. With the third absence and for each additional absence, the final grade will be reduced one full letter grade. For example, if the points earned are equivalent to an A and three absences are recorded, the final grade becomes a B. If the points earned are equivalent to an A and four absences are recorded, the final grade becomes a C.

Grade Requirement: For students in the HRTM program, only grades of C or above will count toward graduation requirements.

Determination of Grade: In general, students can determine their standing in the course throughout the semester by keeping track of points on each assignment. Students can also access their grade and points for assignments by using their UNL Canvas account. If a student has questions regarding an earned grade on an assignment or need clarification regarding a grade, they should make an appointment to see the instructor. Grades will not be adjusted at the end of the semester. Course must be taken for grade (A, B+, B, etc.). Pass/No Pass is not an option. The schedule and procedures in this course, as outlined in this syllabus and any attachments to the syllabus, are subject to change in the event of extenuating circumstances and/or as deemed appropriate by the instructor.

Assignments: All assignments must be neatly typed. Grades **will be** lowered for poor quality, organization, composition, grammar, and/or spelling. All work must be original (your own) unless cited by references. Total points will be rounded to the nearest tenth for calculating grades, and students must earn at least the minimum percentage listed above to earn the corresponding grade.

Example:

- 81.54 will be rounded to 81.5
- 81.55 will be rounded to 81.6
- An overall percentage of 89.9 is a B+
- An overall percentage of 90.0 is an A-

Any extension will be subject to proof of acceptable documentation from the student to the instructor.

Class Civility/Demeanor: A positive learning experience requires that students conduct themselves in a civil manner and respect for the class environment, the instructor, guest speakers, and other students. Students will conduct themselves according to the rules of the University of Nebraska-Lincoln. Provocative attire, foul or vulgar language use or disruptive behavior will not be tolerated. Cell phones, pagers, beepers, etc. should not be brought into the classroom, or if brought in should be turned to the "off" setting. If they are needed for work, or for emergency purposes, they should be placed on vibrate.

Talking and Disruptive Behavior: Students who are distractive to the instructor and/or other students will be asked to leave the classroom.

Care of the Classroom: Please leave the class area in as good or better condition than its condition at the start of your class.

Participation: Participation is expected of all students in this class. This class will require you to get-involved, analyze cases, work in small groups and regularly challenge others around you. Everyone is expected to pull his or her weight in terms of class participation. Excessive

absences, lack of participation in class, lack of regular contribution to in-class discussions based on readings in advance, etc. will all negatively affect your grade. Please come to class prepared to discuss the material that was assigned to be read in the book, along with discussions of your "real world" experiences.

Classroom Emergency Preparedness and Response Information:

Fire Alarm (or other evacuation): In the event of a fire alarm: Gather belongings and use the nearest exit to leave the building. Do not use the elevators. After exiting notify emergency personnel of the location of persons unable to exit the building. Do not return to building unless told to do so by emergency personnel.

Tornado Warning: When sirens sound, move to the lowest interior area of building or designated shelter. Stay away from windows and stay near an inside wall when possible.

Active Shooter:

1. Evacuate: if there is a safe escape path, leave belongings behind, keep hands visible and follow police officer instructions.
2. Hideout: If evacuation is impossible secure yourself in your space by turning out lights, closing blinds and barricading doors if possible.
3. Take action: As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter.

UNL Alert: Notifications about serious incidents on campus are sent via text message, email, unl.edu website, and social media. For more information go to: http://unlalert.unl.edu. Additional Emergency Procedures can be found here: http://emergency.unl.edu/doc/Emergency_Procedures_Quicklist.pdf

HELP!!

Canvas

Various student resources are available for any issues you experience with Canvas® courseware and any other technical problems that might arise during the course of the semester. You can find a list of helpful resources under "Online Help Resources" on the "My UNL" Canvas page.

UNL Canvas Help Desk

Phone: (402) 472-3970 E-mail: helpdesk@unl.edu

Library Services

UNL distance students have access to a tremendous resource-UNL's Library Services
If you are using Blackboard, there is a tab at the top of the page, "UNL Library"-just click and you are there. This web site can also be accessed directly at: http://iris.unl.edu/

After you use one of the above options, you will be at the Iris Main Page:
Click on "Services", then, on the following page click on "Distance Education Services." At this point, you will be able to read about the various services UNL's Library Services provide to distance learners.

For information about other services check out:
http://www.unl.edu/libr/dept/subjname.html
This page has information about the web request form, information about liaison librarian services, various delivery options (including web delivery), and much more.

EVALUATION CRITERIA:

Exams (3)	300 points
Final exam	200 points
Individual Current Affairs Project Presentation	100 points
Individual Research Paper – Org. Research	100 points
Final Group Project	200 points
Attendance and In-class participation	150 points
Two meetings with instructor	50 points
TOTAL:	1100 points

Two one-on-one meeting with the instructor:

#1: Please sign up to meet with the instructor by end of Jan 31st 2019 – (25 points – in class participation).

#2: Please sign up to meet with the instructor by end of Apr 30th 2019 - (25 points – in class participation).

#3: Extra credit opportunity!!! – Will be announced in class as the semester progresses!!!

Grading Scale for Evaluation:

Grade	Lower Limit	Upper Limit
A+	97	100
A	94	96.9
A -	90	93.9
B+	87	89.9
B	84	86.9
B-	80	83.9
C+	77	79.9
C	73	76.9
C-	70	72.9
D+	67	69.9
D	63	66.9

D-	60	62.9
F	0	59.9

SYLLABUS DISCLAIMER
The schedule and procedures in this course, as outlined in this syllabus and any attachments to the syllabus, are subject to change in the event of extenuating circumstances and/or as deemed appropriate by the professor.

PRELIMINARY CLASS SCHEDULE (Tentative)

Week	Date	Topics	Reading (prior to class)	Assignment
1	7,9,**11**	Course Introduction /Review of Syllabus Activity: Skills Inventory The Basics of Guest Services Current Affairs Project Discussion/ Rubrics **Speaker series - Jan 11th – 11:00-12:00PM**	Course Syllabus Ch.1	**Individual Presentation sign-up (starts Jan 16th)** **Class Activity and Disney Book review**
2	14,**16**,18	**Current affairs individual presentation begins** Defining Guest Service Fish Philosophy Video	Ch. 2	Discuss video/feedback **Class Activity and Disney Book review**
3	**21**,23,25	**No Class – MLK Day** Discuss Issues paper assignment – Individual project requirements (30 minutes) Problem Solving - Guest Service Ch. 3 *Activity: Work in groups to identify topics (20 minutes)*	Ch. 3	**Class Activity and Disney Book review**
4	**28,30**,1st	**Guest Speaker** **Jan 30th - Exam #1 (Ch. 1-3)** The Guest Service of Food	Exam 1 (Ch. 1-3) Ch. 4	**Guest Speaker** **Class Activity and Disney Book review**
5	4,6,8	Exam #1 Review The Guest Service of Beverages	Ch.5	**Class Activity and Disney Book review**
6	11,13,15	The Guest Service of Lodging	Ch.6	Class Activity **Disney Book review**
7	18,20,**22**	**Guest speaker**		**Class Activity and Disney Book review**

8	25,27,**1**	The Guest Service of Events **Mar 1st - Exam #2 Ch. (4-6)**	**Exam #2 Ch. (4-6)** Ch.7	Exam #2 Review **Class Activity and Disney Book review**
9	4,6,8	The Guest Service of Travel and Tourism	Ch.8	**Class Activity and Disney Book review**
10	11,13,**15**	**Research paper due by Midnight** The Guest Services of Casinos	Ch.9	**Class Activity and Disney Book review**
11	**18,20,22**	**Spring Break**		**No Class**
12	**25**,27,29	**Guest Speaker** Strategic Planning for Service	Ch. 11	**Class Activity and Disney Book review**
13	1,**3**,5	**Apr 4th - Exam #3 Ch. 7-9** Exam #3 review Marketing and Establishing and Image for Service Ch. 13	**Exam #3 Ch. 7-9** Ch.13	**Class Activity and Disney Book review**
14	8,10,**12**	Developing a Staff Ch. 12 **Guest Speaker**	Ch. 12	**Class Activity and Disney Book review**
15	**15,17**,19	**Final Project Presentation Begins** **HSDO Luncheon Apr 17th – No class**		Two Teams Two Teams
16	22,24,26	Final Project Presentation Semester wrap-up and Review Final Project Presentation		Two Teams Two Teams Two Teams
17	**May 3**	**Final Exam (cumulative (except chapter 10))**		**200 points**

Dates to remember:
Jan 16th – Current affairs individual presentation begins
Jan 30st – Exam #1 (Ch. 1-3)
Mar 1st – Exam #2 Ch. (4-6)
Mar 15th – Research paper due
Mar 18th to 22nd – Spring Vacation
Apr 3rd – Exam 3 Ch. (7-9)
Apr 15th – Final project presentations begins
May 3rd – Final Exam – (Cumulative entire book) All day.

The New York Times:
Pushed by Home-Sharing, Hotels Try Some New Tricks
February 3rd, 2019

Marissa Sandman

BACKGROUND

- With the growing use of home-sharing services such as Airbnb, hotels are trying to come up with new concepts to attract customers and improve the value of the hotel stay for customers.

- Three concepts this article discusses are: The Mood Hotel, The Name-Your-Rate Hotel, and The Group-Travel Hotel.

- The Mood Hotel, which opened in November, offers four color schemes designed to support emotions: yellow for happiness, green for rejuvenation, blue for tranquility, and red for passion.

- The Name-Your-Rate Hotel introduced a new concept for transparency that they call "fair trade pricing." It allows guests to name their rate when checking out, meaning they can lower the suggested price if they feel the value doesn't align.

BACKGROUND CON'T

- Ken Cruse, the chief executive of SCP Hotels stated, "We want to lead by being good, not by being profitable. We think of profits as a byproduct of the new experience." This new strategy aims to entice travelers to take a chance on a new brand.

- He added that no one so far has abused the rates and he hopes it will solicit more feedback from guests and says the hotel will honor a request to reduce the rate, not just give a discount.

- The Group-Travel Hotel aims to mimic the group-friendly features of home shares, including multi-bedroom units with kitchens. (Rooms from about $260).

- Guests also have the convenience of hotel housekeeping, a concierge to point them to local restaurants, as well as a bar with coffee in the morning and alcoholic drinks at night.

Questions/Takeaways

○ With the physical differences these hotels are trying to make, how can they improve their guest services to add even more to these new experiences?

○ The Name-Your-Rate hotel option creates a lot of room for people to abuse the concept. How does guest services play into this role and do you think complaining about service would be a reason to reduce the rate?

○ Do you see value in the amenities and services that come with the Group-Travel hotel, or would you rather stay in an Airbnb?

Link: https://www.nytimes.com/2019/02/03/travel/hotels-home-sharing.html?rref=collection%2Ftimestopic%2FHotels%20and%20Travel%20Lodgings&action=click&contentCollection=timestopics&region=stream&module=stream_unit&version=latest&contentPlacement=4&pgtype=collection

N LIBRARIES

HRTM 374 - Guest Services Management: Home

A research guide for HRTM 374

Search this Guide   Search

Home   **Find Company & Industry Information**   **Find Articles**   **Citing Your Sources**

Library Quick Links

- University of Nebraska-Lincoln Libraries Homepage

Welcome!

HRTM 374: Guest Services Management

Catalog Course Description: This course will help students engage and refine principles of guest service management in any hospitality tourism organization.

Instructor: Ajai V. Ammachathram

Course Librarian: Catherine Fraser Riehle

Your Librarian

Catherine Fraser Riehle

Email Me

Subjects:
Food Science & Human Nutrition, Hospitality, Restaurant, & Tourism Management

Are you off-campus?

If you are accessing University of Nebraska-Lincoln databases, ejournals and ebooks from off campus you will be prompted to login with your Library Account. If you already have one, just enter **your last name**, **University of Nebraska-Lincoln NUID (NCard number)** and your **password**. If you haven't yet created a Library Account, set one up **here.**

What brings you here?

I'm looking for information about my company and industry.

- Start here.
  Try searching for information in the recommended business databases. The handout provides some search tips.

I need to find articles.

- Start here.
  Look for news, trade, and scholarly articles in the recommended databases. You'll also find information about using Google Scholar here.

I need help citing my sources.

- Purdue OWL's APA guide is the best.
  Also, check out this page for a screen shot demonstrating how to cite from research databases. And for quick citations, I recommend Citation Machine.

Your Name: _____

Names of **Group** Members: _____

1. Evaluation of Self: In the space below, please comment on your specific contributions to this project. What tasks did you fulfill that supported the completion of the project on time and in good order? What were your most important contributions? In what ways (if any) might you have contributed more?

2. Evaluation of Group Members: In the space below, please comment about **each** group member's contributions to this project. Be sure that you discuss each group member individually, by name. What tasks did each group member fulfill that aided in the project's completion? What were his or her most important contributions? In what ways (if any) might each member have contributed more? (Use the back of this sheet if you need extra space.)

3. Numerical Evaluation: In the spaces below, please indicate the percentage of the total contribution made by each group member in the completion of the final project. **Note that the sum of the percentages should equal 100.** Consequently, if one group member is given 100%, the remaining group members will receive 0%. Similarly, if each individual in a 5-person group contributed equally to the final project, each group member should receive 20% 6-person group would be 16.66%

Person Evaluated	% Contribution
1. Self	_____ %
2.	_____ %
3.	_____ %
4.	_____ %
5.	_____ %
Total	**100 %**