

Syllabus of the course “Hotels organization and customer attention”

I. IDENTIFICATION

- ✓ **Subject Name:** Hotels organization and customer attention
- ✓ **Code:** 103754
- ✓ **Qualifications:** Hospitality Management Degree
- ✓ **Academic year:** 2016-17
- ✓ **Type of course:** Optional
- ✓ **ECTS credits (hours):** 6 (150)
- ✓ **Period instruction:** First Semester
- ✓ **Language:** English
- ✓ **Teachers:** Jordi Oller i Nogués

II. PRESENTATION

Tourism is a service sector. Management services have many things in common with the management of products, but it has two fundamental differences which all Touristologists must know and handle. These two differences are the client’s participation in developing the service and the inability to store services (services not sold today are lost).

The customer participation in services production (also called servuction) is the most important for this course, as we must, not only guide the customer service but, in addition, manage his participation.

Multiculturalism is also a relevant issue to this subject. The possibility to have customers, employees, partners ... with different ways of working and perceive services, force us to devise strategies and lines of action. In services there isn’t the possibility of zero defects and we must handle service recovery in a satisfactory way for most of our customers.

Finally, the latest web 2.0 and mobile services also affect the management of services and the attention of customers. We will see what is happening and what could be done.

The focus of this course is very practical and theoretical content is intended to apply in the form of exercises, case simulations and other activities.

III. EDUCATIONAL OBJECTIVES, SPECIFIC SKILLS AND LEARNING OUTCOMES

EDUCATIONAL OBJECTIVES

After taking the course students will be able to know:

How to apply a methodology to handle service recovery

How to plan and improve any interactions between customers, employees and physical support.

How to offer tourist services in the most adequate way for each segment

Not specific skills are needed but it's a must a willing to learn and a practice attitude.

SPECIFIC SKILLS AND LEARNING OUTCOMES

CE11. Identify and apply the management in the different typologies of organizations in hotels and restaurants.

LEARNING OUTCOMES

CE11.3. To apply management techniques in hotels and restaurants.

CE12. Define and implement the objectives, strategies and trade policies in hotel and catering companies.

LEARNING OUTCOMES

CE12.4. Implement trade policy in hotel companies based on their distinctive characteristics.

CE25. Demonstrate that he understands the relationship and impact of information systems in business management processes hotel and restaurant.

LEARNING OUTCOMES

CE25.3. Study and adapt to companies hospitality generic computer systems and specific information.

CE32. Develop marketing plans and promotion of companies in the sectors of hotels and restaurants, especially in the field of online marketing

LEARNING OUTCOMES

CE32.1. Adapt and apply marketing techniques to the different subsystems of the business sector.

CE32.2 adapt and apply marketing techniques to the different local and international environments.

IV. Transversal skills

CT1. Develop a capacity for learning independently

CT4. Use communication skills at all levels

CT5. Make decisions in situations of uncertainty, solve problems and be able to evaluate and predict the consequences of these decisions in the short, medium and long term, especially those more immediate.

CT6. Being able to search relevant information efficiently

CT11. Manage and organize time

CT12. Teamwork

CT13. Plan and manage activities on the quality and sustainability.

CT14. Demonstrate orientation and culture Customer Service

CT15. Demonstrate business vision, capture customer needs and anticipate possible changes in the environment.

CT16. Analyze, synthesize and evaluate information

V. SYLLABUS AND CONTENTS

1) Main differences between production and servuction

1-1) Enterprises customer orientated

1-2) How to integrate the customer in the service?

1-3) Maslow for Touristologists: Successful Study Cases

2) Organizational Structures Customers Orientated

2-1) Jobs, companies and chain of value: A sharing pattern

2-2) Organizational mental states

2-3) Replicable and autonomous Organizations

2-4) Study Cases related to Restaurants and the lodging industry:

- Waiting list Management
- Revenue Management

3) Control tools for Services Management

- 3-1) CRM: Customer Relationships Management
- 3-2) Loyalty programs: Myths & Realities
- 3-3) Quality Management and control for Services
- 3-4) Service Recovery. How to handle it.

4) Globalization and new Technologies: Effects on Service Management

- 4-1) Multiculturalism: Effects on service perception
- 4-2) Web 2.0 and Service Management
- 4-3) Smartphones and LBS (Location Base Services)

VI. RECOMMENDED READING

Basic:

Oller, Jordi (2012). Slides notes created by PhD. Jordi Oller I Nogu s, available in the virtual campus.

OLLER NOGU S, J: "Creaci n y mejora de empresas tur sticas", Editorial Deusto, 1997

Complementary:

Eliza Ching Yick Tse and Suk-Ching Ho "Service Quality in the Hotel Industry: When Cultural Contexts Matter" *Cornell Hospitality Quarterly* 2009; 50; 460 originally published online Jun 17, 2009;

E.R. Cadotte and N. Turgeon, "Key Factors in Guest Satisfaction," *Cornell Hotel and Restaurant Administration Quarterly*, Vol. 28, No. 4 (February 1988), pp. 45-51.

Kelly A. Mcguire and Sheryl E. Kimes "The Perceived Fairness of Waitlist-management Techniques for Restaurants" *Cornell Hotel and Restaurant Administration Quarterly* 2006; 47; 121

Leadbeater, Charles. "We think" Profile Books, 2009

Michael D. Hartline, Barbara Ross Wooldridge and Keith C. Jones "Guest Perceptions of Hotel Quality: Determining Which Employee Groups Count Most" *Cornell Hotel and Restaurant Administration Quarterly* 2003; 44; 43

Michael McCall and Clay Voorhees "The Drivers of Loyalty Program Success: An Organizing Framework and Research Agenda" *Cornell Hospitality Quarterly* 2010; 51; 35 originally published online Dec 7, 2009;

VII. TEACHING METHODS

The methodology of the course is based not only on master class methodology, but also in parallel activities (text commentaries, extension work, speeches, analysis of simple daily decisions ...), with the goal to engage and provoke emotional and intellectual concerns in the students. In particular, these activities will be conducted in both team groups and individually, have a weight of 50% and the final exam means the remaining 50%. For the implementation and evaluation of these activities will work in groups doing mentoring by the teacher. In chronological terms adequate monitoring of the progress of a student implies, in general, the following stages:

1. Attendance at master classes.
2. Personal work: Complement with reading the basic literature and presentations and exercises available on campus
3. Personal work: Reading and text analysis, conducting exercises and graphics.
4. Discussion in working groups: Commentary and discussion of the work. Generate questions to the teacher.
5. Session working group with the teacher: Questions and discussion of the main objectives.
6. Preparing report and presentation workgroups
7. Oral presentation before teaching and, if appropriate, other group.

Once the teaching weeks:

8. Personal study for the preparation of the written exam
9. Conducting the written examination

VIII. EVALUATION

A) CONTINUOUS EVALUATION:

The evaluation of this course consists of the following system:

- a) Responses to individual questions made during lectures, which will be worth a **20% of the final grade.**
- b) The realization of a project group and its presentation which will be worth a **20% of the final grade.**

- c) Attendance and exercises and activities proposed by the teacher, which will be worth **10% of the final grade**.
- d) The realization of a final exam, which will be worth **50% of the final grade**

To make the final average should get at least 4 out of 10 in each part evaluated.

B) EVALUATION: Final exam.

Date and time established by the academic calendar.

There will be one final exam, having no difference between the students who have not successfully completed the evaluation continues and those who have not followed.

C) RE-EVALUATION

Date and time established by the Official Programming of EUTDH according to the academic calendar. Only addressed to students obtaining a grade between 4 and 5 in Single Assessment. The maximum possible grade to be obtained will not exceed 5. Nature of the evaluation to be defined.

IX. ORGANISATION OF TIME STUDENT'S DEDICATION

Number of credits = 6

Total hours dedicated for student = 150 (6 credits * 25 credit hours)

Type	Activity	Hours	ECTS	LEARNING OUTCOMES
Guided	Lectures	42	1.68	CE11.3, CE12.4, CE25.3, CT4, CT5, CT13, CT14, CT15
Supervised Activity	Tutorials	15	0.6	CE32.1 , CE32.2, CT4
Independent activities	Preparation work	38	1:52	CE11.3, CE12.4, CE25.3, CE32.1, CE32.2, CT1, CT6, CT11, CT12, CT15, CT16
	Study and reading materials	55	2.2	CE11.3, CT1, CT11
TOTAL		150	6	

X. TIME TEACHING

WEEK	TOPIC	METHOD	HOURS
1	Vision of the subject: What and how will we approve?	Master Class	4
2	1	Lecture + Practical work	2 + 2
3	1	Lecture + Practical work	2 + 2
4	2	Lecture + Practical work	2 + 2
5	2	Lecture + Practical work	2 + 2
6	3	Lecture + Practical work	2 + 2
7	3	Lecture + Practical work	2 + 2
8	4	Lecture + Practical work	2 + 2
9, 10, 11	Presentations of the final course work	Group dynamics	12
12	Preparation of the final exam	Group dynamics	4

XI. ENTREPRENEURSHIP AND INNOVATION

During the classes we will see examples from business companies and tourist destinations. The aim is that students can see opportunities to create new businesses or innovate existing ones, as workers, entrepreneurs or consultants. Therefore, students must solve practical cases and argue their ideas while learning group dynamics, in front of the teacher and classmates.

The teaching methodology has been designed for the teacher of the subject based on 25 years of experience in university education in the tourism sector. It incorporates aspects of group dynamics and use of Web 2.0 methodologies.