

General Course Information

Instructor: Dr Simon Somogyi
Email ssomogyi@uoguelph.ca
Office Location MACS302
Office Hours By appointment
Department/School School of Hospitality, Food & Tourism Management, LANG

Class Schedule: Tuesdays: 1pm-2:30pm

Pre-requisites: HTM6710

Classroom: MAC 233 and Zoom (details to be provided)

Course Description

This doctoral seminar is an examination of the service and product driven economy and the theory and practices of its constituent organizations and relationships. This course builds on the foundation of Services Management I and explores key contemporary research, with a specific focus on the student's selected topic of PhD research.

Course Learning Outcomes

Upon successfully completing this course, you will have:

Knowledge and Understanding:

1. Developed a critical understanding of the key concepts, principles, and issues of a specified field of management research; and,
2. Enhanced your ability to develop and critically evaluate research.

Discipline/Professional and Transferable Skills:

3. Critically reviewed and synthesized diverse viewpoints on some aspect of management research;

4. Organized material related to a specified aspect of management research and compiled it as a comprehensive literature review; and,
5. Presented and discussed your research.

Attitudes and Values

6. Socialized with other graduate students and faculty within the process of developing research ideas and developing researchable topics

Summary of Course Content and Materials

Week 1 (January 11): Services Management Review

Required:

Activity: Bring your final paper from HTM6710; discuss key theories of service management and how they bridge to your specific area of research.

Week 2 (January 18): Understanding Academic Literature

Required:

Activity: Read 3 articles on academic literature reviews (see list under Course Resources below or find your own); discuss the approach you will follow.

Week 3 (January 25): Foundational Theories

Required Reading +:

Activity: Search literature to find seminal research related to foundational theories for your topic; (i) read 3+ articles; (ii) write and submit on Courselink a review of these foundational theories; also, (iii) read 1 article your classmate posted.

Week 4 (February 1): Models/Frameworks

Required Reading +:

Activity: Search literature to find research related to models and/or frameworks for your topic; (i) read 3+ articles; (ii) write and submit on Courselink a review of these models; also, (iii) read 1 article your classmate posted.

Week 5 (February 8): Relationship to Behaviour

Required Reading +:

Activity: Search literature to find research of your topic's relationship to (consumer) behaviour; (i) read 3+ articles; (ii) write and submit on Courselink a review of these relationships; also, (iii) read 1 article your classmate posted.

Week 6 (March 1st) Relationship to Marketing

Required Reading +:

Activity: Search literature to find research of your topic's relationship to marketing; (i) read 3+ articles; (ii) write and submit on Courselink a review of these relationships; also, (iii) read 1 article your classmate posted.

Week 7 (March 1st): Methods of Analysis

Required Readings +:

Activity: Search literature to find research of your research topic's methods of analysis; (i) read 3+ articles; (ii) write and submit on Courselink a review of these methods; also, (iii) read 1 article your classmate posted.

Week 8 (March 8th): ABSTRACT

Required:

Activity: Based on your literature review to-date, identify your topic's practical applications; (i) write and submit an abstract to your literature review, identifying application(s).

Week 9 (March 15th): Future Research Directions

Required:

Activity: Based on your literature review to-date, identify your topic's future directions for discussion in class.

Week 10 (March 22nd): DRAFT Literature Review

Required:

Activity: Compile your literature review to-date, identifying your topic's foundations, conceptualizations, models, relationships, methodologies, applications, and future research directions; (i) submit draft literature review.

Week 11 (March 29th): No set class, time spent on Final Literature review and Presentation

Week 12 (April 5): FINAL Literature Review and Presentation

Activity: Finalize your literature review, covering foundations, conceptualizations, models, relationships, methodologies, applications, and future research directions; (i) submit final literature review; and, (ii) present in class.

Course Assessment

			Associated Learning Outcomes	Due Date/ location
Assessment 1:	20%	Abstract	LO 1 - 4	<i>Week 9 March 13</i>
Assessment 2:	15%	Article critiques	LO 1 - 4	<i>Weeks 3-7</i>
Assessment 3:	25%	Draft literature review	LO 1- 6	<i>Week 11 March 22</i>
Assessment 4:	40%	Final Literature Review	LO 5-6	<i>Week 12 April 5</i>
Total	100%			

Teaching and Learning Practices

- Lectures**
- The basic method of instruction will be discussion.
 - Feedback is welcome and encouraged.
 - Students must read and prepare for class and participate in discussions.

Course Resources

Required Readings: The student must find three related readings each week (from weeks 3 to 7) from the academic literature, and write a brief summary of the topic (2 pages max) in literature review format.

Crafting a Literature Review: A literature review can serve many purposes:

- *Source identification.* Identifying and pinpointing documents of relevance (Rowley & Slack, 2004).
- *Comparing and contrasting previous research.* Identifying other people working in the same field (Bourner, 1996 in Greenfield), comparing their contributions, identifying the relationships amongst studies and contrasting opposing views (Hart, 1998).
- *Identifying gaps in the literature.* Distinguishing what has already been achieved from what still needs to be understood and accomplished, thus identifying existing gaps in literature and raising questions that hold potential for exploration (Boote and Beile, 2005; Bourner, 1996 in Greenfield).
- *Identifying issues.* Providing “a clearly organized, well-argued statement of what the literature does and does not say about some key issue or question” (Boote & Beile, 2005).
- *Defining the proposed research contributions.* Highlighting the intended contributions and justifying the research (Jonsson, 2006).
- *Building the foundation.* Providing “the foundation stone on which one's own work is built” (Massey, 1996), as well as the background to the research (Bruce, 1994, *The Curious Researcher*).
- *Reinterpretation of results.* Creating “new understandings of the topic” and building a premise about what the existing evidence suggests for future inquiry (Boote & Beile, 2005; Khoo, Na & Jaidka, 2011).
- *Situating the work in the research literature.* Helping “the reader understand your thinking and what has impacted it, [adding] credibility to your expertise as an author, and [situating] your writing in the larger scholarly dialogue” (Hinchliffe, 2003).

Grading Policies

Unless you have discussed an extension well ahead of the due date with the instructor, late penalties of 5% of the total grade earned per day (including weekends) will be assigned to any assessment (i.e. deducted from the total mark). Extensions will only be granted on the basis of valid medical or personal reasons and need to be requested via email to the instructor as soon as possible. Late assignments will not be accepted once graded assignments have been returned officially to the class at large, unless circumstances permit, and alternative arrangements have been made.

Students who find themselves unable to meet course requirements by the deadlines or the criteria expected because of medical or personal reasons, should review the regulations on academic consideration in the Academic Calendar and discuss their situation with the instructor, program counselor or other academic counselor as appropriate.

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-grds.shtml>

Missed Assignments:

A grade of zero will be assigned if you fail to submit an assignment, unless you are ill or have other compassionate reasons. Please read your Undergraduate Calendar for the regulations regarding illness and compassionate grounds. Please note, vacation travel, moving house, or outside work commitments will not be accepted as valid reasons for missing deadlines.

If you have religious observances which conflict with the course schedule or if you are registered with Student Accessibility Services, please contact the course instructor in order to make arrangements for your assessment if appropriate.

Expected Behavior:

Wearing Masks in the Classroom is Mandatory

It is necessary for all students, faculty, and staff to wear facemasks or cloth face coverings in classrooms, laboratories and other public spaces where in-person instruction occurs. We require the wearing of masks covering the nose and mouth in all physical classrooms to help mitigate the transmission of COVID-19. The University of Guelph as a community views the adoption of mask wearing as a sign of keeping others safe. Students who cannot wear a face covering due to a medical condition or disability, or who are unable to remove a mask without assistance, should contact their professor.

Health-related Class Absences

Please regularly evaluate your own health according to Guelph – Wellington Public Health (<https://www.wdgpublichealth.ca/>) or <https://www.uoguelph.ca/covid19/covid-info-for-students>. Do not attend class if you are ill / having any COVID symptoms.

You are encouraged to seek appropriate medical attention, the UofG Student Wellness Centre (<https://wellness.uoguelph.ca/>) is available to book an appointment with a medical professional.

In the event of having COVID-19 or other contagious illness, please do not come to class. Instead, email me about your absence as soon as you are able so that appropriate accommodations can be explored.

Please note that documentation (a Doctor's note) for medical absences is not required. As part of their commitment to maintain confidentiality, to encourage more appropriate use of healthcare staff resources, and to support meaningful dialogue between instructors and students, Student Health Services will not provide documentation of illness.

I am committed to working with students with pre-existing medical and mental health needs, as well as new needs that may arise within the semester. I encourage you to reach out to me as early as possible to discuss any adjustments you think may be necessary in this course. Reasonable accommodations may include leveraging the course modules that have been developed in creative ways to maximize your access during times when students need to quarantine due to COVID exposure, or during an absence related to a disability or COVID-19 diagnosis. While I cannot guarantee any specific outcome, I am committed to working with you to explore all the options available in this course.

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for Academic Consideration:

https://www.uoguelph.ca/registrar/calendars/graduate/2018-2019/genreg/sec_d0e2502.shtml

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Graduate Calendar:

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email sas@uoguelph.ca or see the website: <https://wellness.uoguelph.ca/accessibility/>

Equity, Diversity, and Inclusion Statement

At the Lang School of Business and Economics, we are committed to developing leaders with a social conscience, an environmental sensibility, and a commitment to their communities. A core tenet within this vision is that diversity is a strength with which we can experience greater connection and understanding.

As such, we affirm the importance and shared responsibility of our students, faculty, and staff creating and promoting equity and inclusion within our learning spaces. Creating these kinds of learning cultures is a process, not a destination; it requires ongoing willingness on the part of each person to thoughtfully and critically listen, unlearn, learn, and engage as they are exposed to a multitude of perspectives and lived experiences. We encourage dialogues between students and instructors to address and advance opportunities for fostering greater diversity and inclusion in the learning environment. Openness to conversations with each other enables us to reflect and grow as we learn from one another respectfully and holistically.

As a department that is training the professionals of the future, we expect our learning spaces to abide by all institutional policies and guidelines, in particular those outlined by the Office of Diversity and Human Rights and the [University of Guelph Human Rights Policy](#). Discrimination and harassment, as defined by our policies, will not be tolerated. Individuals should inform the appropriate party as per University policies if they experience any such behaviours.

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#)

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Drop date

The last date to drop one-semester courses, without academic penalty, is April 8th, 2022. For regulations and procedures for Dropping Courses, see the Academic Calendar:

<https://www.uoguelph.ca/registrar/calendars/graduate/current/>

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, midterms, and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

For information on current safety protocols, follow these links:

<https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/>

<https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>.

Please note, these guidelines may be updated as required in response to evolving University, Public Health, or government directives.

Date Submitted to Chair:	
Chair Signature (Approval):	<i>S. Elliot</i>
Date Approved by Chair:	Jan 5/22