

HTM*6720
Services Management Theory II
Winter 2023
0.5 Credits

General Course Information

Instructor: Dr HS Chris Choi
Email hwchoi@uoguelph.ca
Office Location MACS304
Office Hours By appointment
Department/School School of Hospitality, Food & Tourism Management, LANG

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

Pre-requisites: HTM6710

Classroom: MACS 300

Course Description

This doctoral seminar examines 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 essential contemporary research, specifically focusing on the student's selected topic of PhD research.

Course Learning Outcomes

Upon 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 aspects 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 12): Services Management Review

Required:

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

Week 2 (January 19): Understanding Academic Literature

Required:

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

Week 3 (January 26): Foundational Theories

Required Reading +:

Activity: Search literature to find seminal research related to foundational theories for your topic; (i) read three articles and post them in the drop box; (ii) write and submit in the drop box in Courselink a review of these foundational theories; also, (iii) read 1 article your classmate posted.

Week 4 (February 2): Models/Frameworks

Required Reading +:

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

Week 5 (February 9): Relationship to Behaviour

Required Reading +:

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

Week 6 (February 23) Relationship to Marketing

Required Reading +:

Activity: Search literature to find the research of your topic's relationship to marketing; (i) read three articles and post them in the drop box; (ii) write and submit in the drop box in Courselink a review of these relationships; also, (iii) read 1 article your classmate posted.

Week 7 (March 2): Methods of Analysis

Required Readings +:

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

Week 8 (March 9): 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 16): 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 23): 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 30): No set class, time spent on Final Literature review and Presentation

Week 12 (April 6): 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</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</i>
Assessment 4:	40%	Final Literature Review	LO 5-6	<i>Week 12</i>
Total	100%			

Teaching and Learning Practices

Lectures

- The primary method of instruction will be a 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 summary of the topic (2 pages max) in a 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).

Course Policies

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.

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 email 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:

https://www.uoguelph.ca/registrar/calendars/graduate/2018-2019/genreg/sec_d0e2952.shtml

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/>

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 10, 2023**. For regulations and procedures for Dropping Courses, see the Academic Calendar:

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

Date Submitted to Chair:	
Chair Signature (Approval):	
Date Approved by Chair:	Jan 10, 2023