

TRMH*6310

Research Applications in Tourism and Hospitality

W22

0.5 Credits

General Course Information

Instructor: Kimberly Thomas-Francois
Email kthoma08@uoguelph.ca
Office Location MACS 126
Office Hours Wednesdays 3:00 – 4:00 pm, or by Appointment
Department/School School of Hospitality and Tourism Management

Class Schedule: Monday, 2:30-5:20 PM

Pre-requisites: TRHM 6290 Research Methods

Classroom: MAC #233

Course Description

This course is designed to enhance student's analytical capability, using both basic and advanced analytical techniques and tools in tourism and hospitality research. An emphasis will be placed on students learning to critically evaluate, make effective judgments, choose proper statistical techniques, and to draw logical and substantive conclusions. This course is critical to students' preparation of a research design and, eventually, completing their thesis.

Course Learning Outcomes

Upon successfully completing this course, you will:

- Be able to execute independent research using appropriate statistical analysis
- Be capable of interpreting and presenting research findings with critical analysis
- Acquire all necessary competencies to present research findings in an academic publication in tourism and hospitality

Knowledge and Understanding:

1. Gain knowledge and understanding of psychometric and statistical theory
2. Comprehend appropriate multivariate analysis to address research questions of interest
3. Demonstrate the basic competencies which will aid your personal development should you wish to pursue a PhD degree.

Discipline/Professional and Transferable Skills:

4. Prepare and explain a professional research design process
5. Use common statistical software such as SPSS and AMOS
6. Interpret research reports from multivariate analyses
7. Identify researchable issues from a range of relevant research topics
8. Develop competencies required to implement quantitative research methodologies for scholarly journal submissions in hospitality and tourism management

Attitudes and Values

9. Clearly uphold the highest standards of academic integrity; behave responsibly and act with integrity in the professional and academic societies of tourism and hospitality.

Summary of Course Content and Materials

The following statistical techniques will be taught together with practical sessions (seminars):

- Introduction to statistics
- Regression Analysis (including the use of Haynes Process Analysis)
- Exploratory Factor Analysis (EFA)
- Assessment of reliability and validity of constructs
- Structural Equation Modeling (SEM)
- Cluster Analysis

Course Assessment

			Associated Learning Outcomes	Due Date
Assessment 1:	10%	Exam 1 – Introduction to Statistics	LO 1, 8	<i>Jan 24</i>
Assessment 2:	10%	Exploratory Factor Analysis – analysis and written report	LO 1-3, 6, 8	<i>Jan 31</i>
Assessment 3:	10%	Linear Regression – analysis & written report	LO 1-3, 4,5,7	<i>Feb 7</i>
Assessment 4:	20%	Exam 2 – Exploratory Factor Analysis & Regression	LO 1-3, 6,8,9	<i>Feb 28</i>
Assessment 5:	25%	Cluster Analysis & SEM Analysis & Written Report	LO 1-3, 4-9	<i>Mar 28</i>
Assessment 6:	15%	Exam 3 – Cluster Analysis & SEM Analysis & Written Report	LO 1-3, 4-9	<i>Apr 4</i>
Assessment 7	10%	Participation in class and general preparedness	LO 1-9	<i>Throughout the term</i>
Total	100%			

Teaching and Learning Practices

Lectures

Each topic will be introduced with a lecture on key concepts. Students will be randomly called upon to briefly summarize the key lessons and observations from readings. It is therefore important that students prepare in advance by reading the materials before lectures to enhance the learning process.

Seminars

Practical examples of statistical techniques will be demonstrated during Seminars. Students may also be asked to make presentations on written report findings. You are also encouraged to attend the PhD/MSc seminars offered by the Gordon S. Lang School of Business and Economics whenever possible. This will give student the opportunity to see theoretical and statistical applications to research in practice.

Workshop

There are numerous workshops held by the library providing study and research assistance as well as workshops on various statistical techniques. Students are encouraged to attend these whenever possible. Most are free.

One-to one Sessions with Facilitator

Take advantage of your office hours or feel free to make appointments as necessary to gain clarity or brainstorm appropriate theories for statistical analysis, even while you consider your own research areas.

Course Resources

Required Text:

Field, A. (2017). *Discovering statistics using IBM SPSS statistics* (5th ed.). Thousand Oaks, CA: Sage.

IBM SPSS Statistics 25 Step by Step: A Simple Guide and Reference, 15/E by Darren George and Paul Mallery, ISBN- ISBN-13: 9781138491076 (978-1-138-49107-6).

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate data analysis* (7th ed.). Upper Saddle River, NY: Prentice Hall. – Pearson New International Edition can be downloaded from Internet search.

Other Resources:

The readings can be downloaded through the library's on-line journal access. Some may be provided through Courselink.

Schreiber, J. B., Nora, A., Stage, F. K., Barlow, E. A. and King, J. (2006). Reporting structural equation modelling and confirmatory factor analysis results: A review. *The Journal of Educational Research*, 99 (6), 323- 337.

Required Software:

SPSS (Statistical Package for the Social Sciences): SPSS program can be installed from here, <https://www.uoguelph.ca/ccs/software/software-download>.

AMOS (Analysis of a Moment Structures): 30 days trial version
<https://www.ibm.com/account/reg/ca-en/signup?formid=urx-14553>. ** Wait to download the trial version until beginning of March as the Structural Equation Modelling (SEM) is covered then.

Students are recommended to bring their laptops with the above software installed to each class.

NOTE: There are data sets provided for students. These are for this course only. The instructor has the sole ownership of the data. Students are not allowed to share with anyone outside of the course nor use for any type of publication. If anyone is interested in conducting further analysis from the data, please let the instructor know.

Course Schedule

Jan 10	Welcome & Course introduction Introduction to Statistics Readings: Field, A. (2017). <i>Discovering statistics using IBM SPSS statistics</i> (5th ed.). Thousand Oaks, CA: Sage. Chapter 1
Jan 17	Exploratory Factor Analysis (EFA) & Reliability test - Results interpretation & presentations Readings: • Field, A. (2017). <i>Discovering statistics using IBM SPSS statistics</i> (5th ed.). Thousand Oaks, CA: Sage. Chapter 18

	<ul style="list-style-type: none"> Williams, B., Onsman, A., & Brown, T. (2010). Exploratory factor analysis: A five-step guide for novices . Australasian Journal of Paramedicine, 8(3). https://doi.org/10.33151/ajp.8.3.93 Amy S. Beavers et al. (2013) Practical Considerations for Using Exploratory Factor Analysis in Educational Research. Practical assessment, research & evaluation. 186–.
Jan 24	<p>Linear Regression & Haynes Process Analysis</p> <p>- Exam 1</p> <p>Readings:</p> <ul style="list-style-type: none"> Field, A. (2017). Discovering statistics using IBM SPSS statistics (5th ed.). Thousand Oaks, CA: Sage. Chapter 9
Jan 31	<p>Linear Regression Exercises</p> <p>- Results interpretation & presentations</p> <p>Readings:</p> <ul style="list-style-type: none"> IBM SPSS Statistics 25 Step by Step: A Simple Guide and Reference, 15/E by Darren George and Paul Mallery, ISBN- ISBN-13: 9781138491076 (978-1-138-49107-6). Chapters 14, 15, 23 & 24
Feb 7	<p>Confirmatory Factor Analysis</p> <p>- Validation test</p> <p>Readings:</p> <ul style="list-style-type: none"> Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). Multivariate data analysis (7th ed.). Upper Saddle River, NY: Prentice Hall. Chapter 12
Feb 17	<p>Confirmatory Factor Analysis (CFA) exercises</p> <p>- Results interpretation & presentations</p> <p>Readings:</p> <ul style="list-style-type: none"> Chi, C. G. Q., Chi, O. H., & Ouyang, Z. (2020). Wellness hotel: Conceptualization, scale development, and validation. <i>International Journal of Hospitality Management</i>, 89, 102-404.

	<ul style="list-style-type: none"> Wong, B. K. M., Musa, G., & Taha, A. Z. (2017). Malaysia my second home: The influence of push and pull motivations on satisfaction. <i>Tourism Management</i>, 61, 394-410.
Feb 21	Winter Break
Feb 28	Review - Exam 2
Mar 7	Structural Equation Model (SEM) - AMOS Readings: <ul style="list-style-type: none"> Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). <i>Multivariate data analysis</i> (7th ed.). Upper Saddle River, NY: Prentice Hall. Chapters 11 & 13
Mar 14	Structural Equation Model exercises - Results interpretation & presentations Readings: <ul style="list-style-type: none"> Thomas-Francois, K., & Somogyi, S. (2021). Consumers' intention to adopt virtual grocery shopping: do technological readiness and the optimisation of consumer learning matter? <i>International Journal of Retail & Distribution Management</i>. https://doi.org/10.1108/IJRDM-06-2020-0206.
Mar 21	Market segmentation & Cluster Analysis Readings: <ul style="list-style-type: none"> Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). <i>Multivariate data analysis</i> (7th ed.). Upper Saddle River, NY: Prentice Hall. Chapters
Mar 28	Cluster Analysis exercises - Results interpretation & presentations Readings: <ul style="list-style-type: none"> IBM SPSS Statistics 25 Step by Step: A Simple Guide and Reference, 15/E by Darren George and Paul Mallery, ISBN- ISBN-13: 9781138491076 (978-1-138-49107-6). Chapter 21
Apr 4	Review - Exam 3 - Course Reflection & Wrap-up activities

Detail Description of Assessments

Assessment 1:

This assessment is an exam (1) on the introduction to statistics sessions as well as a review of previous knowledge from the pre-requisite course TRHM 6290 Research methods.

Assessment 2:

Using the data provided on Courselink perform an Exploratory Factor Analysis (EFA) by following the prescribed test procedures addressed in the lecture and practice session on the topic. Also perform the reliability test for the latent constructs derived. Prepare the final SPSS output in a doc format to present with your results.

A well written findings report will be expected to present a summary of the results providing justification for the final constructs yielded by the EFA procedure. Indicate whether the constructs can be considered reliable or not and provide the necessary justification.

The report should be a maximum length of 1 to 2 pages, a word document in 12-point font and 1.15 spacing. It will be graded for comprehensiveness, logical justification with literature support and references. Coherence and organization of the material, grammar and spelling and APA referencing will also be considered for grading.

Assessment 3:

Using the data provided on Courselink develop a regression model to determine the overall satisfaction of consumers (Dependent Variable) considering the following independent variables (reception, service, waiting time, food quality and price). Prepare the final SPSS output in a doc format to present with your results.

A well written findings report will interpret and summarize the results, followed by a discussion of at least two practical implications to the restaurant based on the study's findings.

The report should be a maximum length of 2 to 3 pages, a word document in 12-point font and 1.15 spacing. It will be graded for comprehensiveness, logical justification with literature support and references. Coherence and organization of the material, grammar and spelling and APA referencing will also be considered for grading.

Assessment 4:

This assessment is an exam (2) based on materials learnt on Exploratory Factor Analysis and Linear Regression.

Assessment 5:

Using the data provided on Courselink conduct the relevant statistical analysis to determine the different segments of consumers and their characteristics. Following all the necessary procedures for Structural Equation Modeling conduct this analysis. Describe the outcome of the Confirmatory Factor Analysis and the major decisions made. Also include the necessary reliability and validity test for latent constructs. Prepare the final output in a doc format to present with your results.

A well written findings report will present a summary of the results, provide interpretation of findings and should be presented at the standard of a peer-reviewed journal.

The report should be a maximum length of 3 to 4 pages, a word document in 12-point font and 1.15 spacing. It will be graded for comprehensiveness, logical justification with literature support and references. Coherence and organization of the material, grammar and spelling and APA referencing will also be considered for grading.

Assessment 6:

This assessment is an exam (3) will test knowledge on Structural Equation Modeling and Cluster Analysis. Further details will be provided closer to the exam date.

Assessment 7:

Throughout the term, most classes will start with a review of materials read. Students will be randomly called upon to briefly summarize the key points of the readings. It is therefore important that students prepare in advance by reading the materials before lectures to enhance the learning process. The level of participation in these activities will therefore be considered for evaluating students' participation grade.

Students are strongly encouraged to share relevant information during class discussion and Q&A sessions. Sharing is an important part of learning in this class. Throughout the course, questions are posed by the instructor and peer students on assigned readings and statistical analytic exercises. It would promote a learning environment and all students would benefit.

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 Graduate 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 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

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. major assignment).

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/>

Diversity, Equity, and Inclusion

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](#)

****NEW** Special Course Guide on COVID-19 and in-class course**

Since March 2020 things have been difficult and even as we move forward there is still uncertainty. Your safety, health, and well-being is a primary concern for me and I am willing to support you in any way that I can. In order to ensure safety in the face-to-face classroom I am asking that we all must do our part to reduce risk to ourselves and others.

Expected Behaviour:

Wearing Masks in the Classroom is Mandatory

It is necessary for all students, faculty, and staff to wear face masks 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. 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.wdgpulichealth.ca/>). 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 as mentioned above 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.

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website (<https://www.uoguelph.ca/covid19/>) and circulated by email.

For information on current safety protocols, follow these links:

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

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

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, in-class presentations and final assignment 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.

Recording of Materials

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 the last day of class. 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):	<i>S Elliot</i>
Date Approved by Chair:	Jan 7/22