

Rochester Institute of Technology

RIT Digital Institutional Repository

Theses

1993

Teaching moments of truth in dining room management and operations

Elizabeth Schaible

Follow this and additional works at: <https://repository.rit.edu/theses>

Recommended Citation

Schaible, Elizabeth, "Teaching moments of truth in dining room management and operations" (1993). Thesis. Rochester Institute of Technology. Accessed from

This Thesis is brought to you for free and open access by the RIT Libraries. For more information, please contact repository@rit.edu.



R0006120693

Teaching
Moments of Truth
in Dining Room Management and Operations

by
Elizabeth Schaible

A project submitted to the
Faculty of the School of Food, Hotel and Travel Management
at
Rochester Institute of Technology
in partial fulfillment of the requirements
for the degree
of
Master of Science

August, 1993

ROCHESTER INSTITUTE OF TECHNOLOGY
School of Food, Hotel and Travel Management
Department of Graduate Studies

M.S. Hospitality-Tourism Management
Presentation of Thesis/Project Findings

Name: Elizabeth Schaible Date: 8/13/93 SS#: _____

Title of Research: Teaching Moments of Truth in Dining Room Management and
Operations

Specific Recommendations: (Use other side if necessary.)

Thesis Committee: (1) Dr. Richard F. Marecki (Chairperson)

(2) _____

OR (3) _____

Faculty Advisor: Dr. Richard F. Marecki

Number of Credits Approved: 03 Credits

8/15/93

Date Committee Chairperson's Signature

8/15/93

Date Department Chairperson's Signature

Note: This form will not be signed by the Department Chairperson until all corrections, as suggested in the specific recommendations (above) are completed.

cc: Departmental Student Record File - Original
Student

ROCHESTER INSTITUTE OF TECHNOLOGY
School of Food, Hotel and Travel Management
Department of Graduate Studies

M.S. Hospitality-Tourism Management
Statement Granting or Denying Permission to Reproduce Thesis/Project

The author of a thesis or project should complete one of the following statements and include this statement as the page following the title page.

Title of thesis/project: Teaching Moments of Truth in Dining Room Management
and Operations

I, Elizabeth Schaible, hereby (grant, deny) permission to the
Wallace Memorial Library of R.I.T., to reproduce the document titled above in
whole or part. Any reproduction will not be for commercial use or profit.

OR

I, _____, prefer to be contacted each time a
request for reproduction is made. I can be reached at the following address:

9/18/93
Date

Signature

ABSTRACT

Educators are challenged every day to continuously improve the quality of their teaching methods in order to meet the expectations of their students, the customer. In the hospitality management department of a major urban university, the teaching of quality service in a dining room management laboratory setting lacks a formal and quantifiable feedback system to measure guest satisfaction. Such a feedback system is hypothesized to have an impact on the student's learning of quality service delivery. A literature review discusses information concerning quality service management, customer satisfaction measurement, and a detailing of a procedural and convivial service dimensions model as it relates to dining room management and employee involvement. The research is quasi-experimental in that a convenience sample of all hospitality students enrolled in the three sections of a dining room management and operations course were divided into one control group and two experimental groups. Forty-seven students completed pre- and post-test questionnaires during the Spring 1993 semester regarding their perceptions of the importance to management of various selected service standards. In the experimental groups, a formalized guest comment card was issued to dining room guests and a guest satisfaction index was calculated after each dining room session. The resulting GSI was fed back to the students. Learning of quality service delivery

did occur among the students. However, the data is inconclusive as to the impact of the formal feedback mechanism. Further research into this subject is recommended.

A discussion is included concerning the application of this data to two quality service models: Procedural and Convivial Quality Service Dimensions (Martin, 1991) and SERVQUAL (Zeithaml, et.al., 1990).

ACKNOWLEDGEMENTS

ABSTRACT	i
ACKNOWLEDGEMENTS	iii

TABLE OF CONTENTS

LIST OF FIGURES	v
LIST OF TABLES	vi
CHAPTER I: Introduction	1
Problem Statement	4
Purpose	4
Hypothesis	5
Definition of Terms	6
CHAPTER II: Review of Literature	11
CHAPTER III: Methodology	18
Procedure	18
Assumptions	21
Scope and Limitations	22
CHAPTER IV: Findings and Analysis	23
Demographic Analysis	24
ANOVA Pre-Test/Post-Test	33
T-Test Analysis	33
CHAPTER V: Conclusions and Recommendations	44
Conclusions	44
Recommendations	47
REFERENCES AND BIBLIOGRAPHY	50
APPENDICES	
Appendix A - Procedural Dimension of Quality	
Service Standards	53
Appendix B - Convivial Dimension of Quality	
Service Standards	55
Appendix C - Pre-Test Questionnaire	57
Appendix D - Post-Test Questionnaire	60
Appendix E - Guest Comment Card	63

LIST OF FIGURES

Figure

1	Demographics of Students by Percentage	25
2	Dining Room Experiences by Percentage	26
3	Age of Respondents	27
4	Guest Satisfaction Index (Spring 1993)	32

LIST OF TABLES

Table

1	Students' Perception of Quality Service Standards Importance to Management: Pre-Test	29
2	Students' Perception of Quality Service Standards Importance to management: Post-Test	30
3	ANOVA: Pre-Test and Post-Test Student Service Index	34
4	T-Test for Paired Samples Pre-Test vs. Post-Test	35
5	T-Test Analysis of Service Standards Pre-Test vs. Post-Test	36
6	Item Analysis Pre-Test vs. Post-Test Using Martin's (1991) Procedural and Convivial Dimensions	38
7	Item Analysis Pre-Test vs. Post-Test Using SERVQUAL Dimensions (Ziethaml et al., 1990)	40
8	Visited Restaurant for Course Requirement	41
9	Student Rating of Service Received at 4 Star Restaurant Visited	42
10	T-Test Analysis of 4 Star Restaurant Visited vs. Post-Test SSI	43

CHAPTER I

Introduction

The scenario: The restaurant guest has just spent \$200 on a special birthday dinner for two at one of the four star restaurants in the city. As he finishes paying the bill, he feels ill, not physically, but emotionally. The food was delicious and worth the four star rating, but the service truly was unacceptable. First, he waited 35 minutes for his table after the maitre d' said the table would be ready in "just a few minutes". Then, he waited 5 minutes for the waiter to even acknowledge his presence after being seated by the maitre d'. The wine presented was not the wine ordered, and the waiter did not remember the specials on the evening's menu. The list of service related problems could continue.

This scenario plays itself out everyday in all kinds of restaurants, from fast food chains such as McDonalds to four star restaurants such as New York City's Lutece. If customer expectations of receiving superior quality service are not met, the result is dissatisfaction. The equation is simple:

Guest satisfaction (quality of service) = service quality delivered - service expected (Heskett, Sasser, and Hart, 1990).

Where can the hospitality industry begin to address this issue of delivering quality service and closing the gap between service delivered and service expected? One place may be within the education community. Hotel and restaurant management programs need to expose and enlighten students to the importance of quality service delivery. As these students enter the industry to become managers, the service delivery skills learned in the classroom will hopefully be passed on to those individuals on the front-line dealing directly with the customer.

For students to understand quality service, however, service standards must be developed and a monitoring system of measuring service satisfaction results must be implemented. They must begin to understand the service encounter or "Moments of Truth" (Carlzon, 1987) and the service gap, that gray area where customer expectations and service delivery do not meet and the result is -- dissatisfaction.

In training future hospitality --specifically food service managers, educators must examine course curriculums. Does the course contain key elements for training students in delivering quality service? And, what can be done to enhance present curriculums?

A hospitality course offered at the New York City Technical College (NYCTC), HT 6139 "Dining Room Operations Management", lacks some key elements in the area of teaching quality service delivery. Currently, no evaluation of guest expectations exists. By understanding guest expectations, the instructor may develop criteria or standards of service delivery techniques that students will be expected to understand and follow.

Also lacking in this course is a formal and quantifiable feedback system to measure the quality of service delivered. A system of monitoring results could be used as a springboard for praise or constructive criticism and for monitoring students' understanding of the established quality service standards. In other words, students can track their performance against guest satisfaction and observe the measurable service gap.

In addition, there is no evaluation tool in the course outline to measure students' understanding and perception of quality service prior to participating in the course. By comparing these perceptions at the beginning and at the completion of the course, the instructor can evaluate his or her effectiveness in teaching quality service delivery.

If these factors can be introduced into the course curriculum, teaching effectiveness may be enhanced and students may understand quality service delivery and apply the concepts learned in the classroom to "real world" hospitality management situations.

Problem Statement

Teaching quality service in a dining room management laboratory setting lacks a formal and quantifiable feedback system to measure guest satisfaction.

Purpose

As often is the case in the service industry, the only difference between one restaurant and another is the quality of service delivered. That factor alone could be the major reason for a restaurant's demise or failure in the marketplace. How unfortunate that the lack of a little attention to the human side of the business could break a food service business.

This study was intended to reach the human side of this business. Within the laboratory setting, students may be enlightened to the concept of quality service management and what it means when this concept is actually practiced in the industry. Students may be motivated to maximize their performance while a guest satisfaction index is charted during the semester.

And more importantly, changes and improvements may be made in the teaching of quality service.

The purpose of this study was three-fold:

1. To develop an instructional tool for dining room management instructors to measure students' service delivery techniques.
2. To develop instructor criteria or standards of service delivery techniques by creating a student service index (SSI) based upon guests perception of quality service.
3. To measure guest satisfaction of service to establish a guest satisfaction index (GSI).

Hypothesis

This research study intended to show that a quantifiable guest feedback system enhances student performance which in turn facilitates a higher quality service level and has a positive impact on students' perception of quality service. By incorporating a feedback mechanism into the teaching module, the learning of quality service may be improved and the course content enriched.

Hypothesis 1: There will be a difference in students' perception of quality service at the end of the course and a significant difference in those sections which have the feedback mechanism.

Hypothesis 2: The guest satisfaction index will increase throughout the course.

Hypothesis 3: Feedback has an impact on the learning of quality service in a dining room management and operations course.

The null hypothesis is stated as follows:

Feedback does not impact the learning of quality service in a dining room management and operations course.

Definition of Terms:

HT 6329 Dining Room Operations Management:

This course is required for all Hotel and Restaurant Management Department students. New York City Technical College's course description for the Spring semester 1993 is as follows: "Procedures and techniques employed in managing dining room service. Proper tableware, table, arrangements, and service technique for French, Russian and American Service. Organization of a dining room staff; distribution of work; coordination with kitchen staff; control of payroll; methods for

sales control; analysis of service needs and cost concerns for various segments of the dining market. The element of sanitation are presented and stressed during service. The required text is Quality Service: The Restaurant Manager's Bible by William B. Martin. The students are also required to dine in one of New York City's four star restaurants and write an analysis of the service. The dining room is open to invited guests for dinner or lunch at "no charge". The study was conducted in all three sections of this laboratory course.

Moments of Truth:

Jan Carlzon (1987) of Scandinavian Airlines defines "moments of truth" as customer encounters (usually lasting 15 seconds) which ultimately determine an operations success or failure. A moment of truth occurs any time a person, whether a client, guest, prospect, or employee comes in contact with any part of the organization and subsequently uses that contact to judge the quality of the organization's service. Moments of truth are usually never neutral; the customer perceives each encounter as either positive or negative (Cottle, 1990).

Quality Service Equation:

Guest satisfaction (quality of service) = service quality delivered - service expected. (Heskett et al., 1990). When service expected is less than the services received, customers experience a "service gap".

Quality Service Standards:

The criteria which management defines as the behavior and procedures the operation will strive to accomplish.

Procedural Dimension of Quality Service:

A component of quality service standards involving the flow and distribution of the product or service to the guest. See Appendix A for a list of procedural service standards (Martin, 1991).

Convivial Dimension of Quality Service:

A component of quality service standards which involves the behavior, attitudes, and interpersonal skills of the service staff as they interact with the guest. See Appendix B for a list of convivial service standards (Martin, 1991).

SERVQUAL:

A methodology for measuring service quality from the perspective of the customer. Five dimensions represent the criteria customers use to evaluate service quality. The dimensions include tangibility, reliability, responsiveness, assurance, and empathy. (Zeithaml, Parasuraman, & Berry, 1990)

Critical Incident:

A specific adjective or behavioral term which describes a service or product's positive or negative performance in the customer's perspective (Hayes, 1992).

Guest Satisfaction Index (GSI):

A measurement of guest satisfaction of service delivery based on instructor criteria or standards of quality service delivery. This index was calculated from a customer feedback mechanism called the Guest Comment Card.

Guest Comment Card:

The survey tool developed to elicit guest feedback on service delivery. A comment card was issued to each guest table at the completion of their meal. (See Appendix E for the guest questionnaire.)

Student Service Index (SSI):

A measurement of the students' perception of importance to management of quality service standards on the first day of the dining room operations course and on the last day of the course.

TQM:

Total Quality Management is a management method that incorporates an organization's human resources (management, supervisory and line employees) and its financial resources to continuously improve its product or service to the highest level possible.

CHAPTER II

REVIEW OF LITERATURE

In the last several years, much has been reported and written on the decline of American business and the quality of products and services these organizations offer. In this decade and into the next millennium, quality service may be the delineating factor for an organization's competitiveness and survival (Gronroos, 1990) as the economy moves from a product-driven orientation to a service-driven one. Currently, 80% of the jobs and 60% of the gross national product (GNP) in North America is derived from the performance of services rather than the production of products (Zemke, 1992). Furthermore, it has been found that companies which deliver excellent service quality tend to increase market share and achieve higher average net profits than those companies operating with poor service (D'Egidio, 1990). In turn, customers are more likely to switch their patronage to a competitive company because of poor service rather than because of a price/value reason. An American Management Association study (1991) revealed what managers world-wide felt --that quality service is a high priority for achieving competitive success and for enjoying a competitive differentiation in a global market place. However, the managers noted that actual implementation of such quality service practices in organizations trails behind the need for such practices.

Specifically related to the restaurant industry, a service slide has been noted. Professional service consultant Karen MacNeil writes (1990) that the focus in restaurant dining has shifted from food to service. Restaurateurs are admitting that a server's behavior is as important (or more important) than the sensation of a particular dish. This tends to indicate that training of front-line staff will become a new priority in this industry.

Customers dictate how management sets strategies, makes decisions, and how they react to the marketplace. Maintaining customers should become the number one priority of any organization. In order to maintain these customers, their needs must be understood so that the organization can meet and satisfy these needs. The trend is to ask customers what they want and ask the question "how are we doing" (Grauvlich, 1991). Customers will not voluntarily tell an organization how satisfied or dissatisfied they are with the level of service they received. In fact, only 4% of dissatisfied customers complain while the remaining 96% simply leave the encounter and say nothing and 91% will never return. More disheartening is the fact that each one of these dissatisfied customers will tell nine to ten others about their negative experience (Cottle, 1990). In his book Close to the Customer (1992), James Donnelly sums up this phenomenon in one of the book's many management tips: "A great many customers will not return bad service with bad behavior. They are always polite and never get loud, cause a scene, or scream for the manager. They just never

come back." A recent article in the New York Times (Hamilton, 1993) suggested that restaurant diners "speak up", and that they have the right to send orders back, to make special menu requests, etc. Restaurateurs admitted that they want their customers to tell them what they want and to tell them when there is a problem.

Taking a proactive stance to quality service rather than a reactive one is more beneficial. Measuring customer satisfaction and using such information as a basis for evaluating how an organization is doing is the key. Another of Donnelly's (1992) management lessons deals with this issue. He feels that customer satisfaction should be viewed in a more non-traditional way with two separate groups of factors causing either the service encounter to result in 1) dissatisfaction or no dissatisfaction; or, 2) satisfaction or no satisfaction rather than the encounter resulting in either satisfaction or dissatisfaction. By identifying (via customer surveys, guest comment cards, etc.) the dissatisfiers in group one that when present cause customers to be dissatisfied or upset, and when absent result in customers being neutral about the encounter, the organization can move to eliminate these factors and concentrate on developing the satisfiers in group two which result in pleasing customers.

A total quality management (TQM) approach is what many authors are advocating in order for organizations to deliver quality service, achieve customer satisfaction, maintain a competitive edge, and ultimately -- survive. In TQM, the

front-line employee, those that have direct contact and impact with customers, are given much consideration in terms of setting quality standards, training, and performance evaluations.

One theme of much of these writing centers around the employee. In the Service Edge, Ron Zemke (1989) outlines operating principles for achieving success in quality service that are employee based. Operating Principle #3 maintains that standards must be set for employees to follow and that their performance must be measured. In a subsequent writing, Zemke (1992) maintains that the reason many organizations fail in providing quality service has to do with these organizations' failure to recognize that managing and delivering services cannot be done in the same way that products are managed. Services are performances and this is where the issues come into play. It becomes crucial to select and train the right people from top management down to the front-line individual, who are believed to be the service organization's "product".

Davidow and Uttal (1989) outline a "Six Point Plan" which incorporates people policies and measurement. The authors list four tools for implementing "measures that matter":

1. support from top management;
2. employee involvement in developing measures of quality;

3. developing measurements on information that employees and managers need to do their jobs; and,
4. management closing the loop with feedback (customer surveys) and compensation.

Again, the emphasis is on feedback of customer satisfaction measurements to the employee in order to enhance the organization's quality service.

Dean Tjosvold (1993) advocates the use of teams to achieve a quality customer service oriented organization. Teamwork will assist managers and employees to serve customers better.

Relating quality service information back to a restaurant management setting, early textbooks (Goodman, 1979 and King, 1980) on the subject of dining room management make little or no reference to quality service delivery. Students are instructed on which fork is placed where, rather than how to understand, anticipate, and accommodate guest needs.

William Martin's writings (1986, 1989, 1991) zero in on the issue of delivering quality service from the employee's perspective, and more specifically the restaurant employee. He feels that a crucial step in improving customer service is the continual

assessment of customers and employees through feedback mechanisms based on established service standards. By focusing on service standards from two dimensions, procedural and convivial, the author has developed a model showing where a particular operation falls in terms of guest-service assessment, a tool which the author feels facilitates service-team problem solving and proactive decision making. Management and staff actually evaluate how frequently they exhibit the service standards and behavior management desires. By plotting the rating scores on a matrix, a service configuration or "arena of service quality" emerges for the group under consideration. Martin describes restaurant operations in terms of these four service arenas:

The Freezer a limited service arena of poor procedure and meager conviviality with a message to the customer of "I don't care".

The Factory - skewed toward procedural efficiency with the customer message as "you are a number, we are here to process you as efficiently as we can".

The Friendly Zoo skewed toward conviviality with the customer message as "we are trying hard, but we don't really know what we're doing".

The Full Balance approaching perfection with the customer message as "we care, and we deliver".

In all types of restaurant operations, from 4 star to fast food, the last arena is the most desirable. Getting to that point requires commitment from top management all the way down to the front-line employee to educate, train and provide customer satisfaction feedback as benchmarks for employee performance and continuous improvement.

CHAPTER III

METHODOLOGY

This research project examined the hotel department students at New York City Technical College using the present perspective. Using a quasi-experimental pre-and post-test, the students' perception of service quality was measured prior to the beginning of the course and again at its completion.

Concurrently, guest comments were solicited during each laboratory dining session and a subsequent guest satisfaction level or index (GSI) was developed. It was reported back to the students during a debriefing session at the close of each laboratory class.

This study was quasi-experimental in nature in that the instructor in one of the course sections did not incorporate the feedback mechanism of the guest satisfaction level into the teaching module. The students in this course section were the control group.

Procedure

The population for this study included undergraduate students of the hotel and restaurant management department of a large urban public university. A

convenience sample consisted of all hospitality students enrolled in the three sections of "Dining Room Management and Operation" for the Spring 1993 semester. Forty-four students were enrolled in two day time sections while 19 students were enrolled in one evening section for a total of 63 students.

On the first day of the course, all students in attendance completed a self-administered pre-test questionnaire regarding their perception of quality service delivery. They were asked to rate the importance of the quality service standards (Appendix A and B) previously established by the instructors which were based on Martin's Model (1991). The pre-test questionnaires were distributed by the instructor at the beginning of the class after attendance was taken. The students were informed that they had been selected to participate in a research project and that all responses would be kept confidential. Further, they were informed that being participants in the study would have no bearing on their final grade in the course. At the end of the semester, the post-test questionnaire was administered. The questionnaires were coded in order that pre- and post-test results could be compared by student respondent. (See Appendix C and D for the pre- and post-test questionnaires.)

The Guest Satisfaction Index (GSI) was calculated by soliciting comments on service from the guests who dined in the Hotel and Restaurant Department dining room. Questions on the Guest Comment Card were based on the quality service

standards that had been established for the course. Approximately 48 guests (12 tables of 4 guests) dined in each of the daytime sections, while 24 to 28 guests (6 or 7 tables of 4 guests) dined in the evening. During one of the daytime sections, one comment card per table was distributed. The other daytime section was the control group; no Guest Comment Card was distributed. The control section continued its practice of soliciting guest comments by asking guests to write comments on a blank card. In the evening section, one comment card per table was distributed. There were 20 service dates in which the Guest Comment Card were issued in the two experimental sections. The following chart illustrates the three sections of the course:

Section	Type Meal	# Students	# Guests	# Tables
Control 7453	Lunch	21	48	12
Experimental I 7454	Lunch	23	48	12
Experimental II 2534	Dinner	19	24	6

The comment card was a self administered questionnaire (See Appendix E for Guest Comment Card questionnaire.) At the close of each service, the results were coded and tallied and the GSI calculated and fed back to the class during a debriefing.

Assumptions

Several assumptions were addressed with regard to this research project. The location of the school in which the data was gathered was considered. New York City Technical College is a public institution which is part of the City University of New York (CUNY) system. The student body is a microcosm of New York City's ethnic and socio-economic makeup. Many students are immigrants and/or first generation college students. It is assumed that many students entering the Hotel and Restaurant Management program have little or no concept of quality service and the importance of quality service standards in the hospitality industry. The students participating in the study, however, are at least second year students with some exposure to hospitality from previous courses.

Another assumption that was considered concerns the guests who dine in the NYCTC's laboratory dining room. Guests do not pay for the five course meal; therefore, it was assumed that these guests may be less motivated to find fault with the quality of service received. Furthermore, many of the guests were frequent diners in the laboratory (at least once a week) and were familiar with the level of service possible.

Because two different instructors were teaching the three sections of the course researched, it was further assumed that teaching styles and effectiveness may differ.

Scope and Limitations

This research project covered only those students in "Dining Room Management and Operations" during the Spring 1993 semester. This narrowed the scope of the study so outcomes only applied to improving teaching methods in the food service area rather than the entire hospitality field and more specifically in high end or "three" or four star calibre restaurant operations.

A limitation of this study concerned the sample size for the student pre- and post-test surveys. No more than 63 students were enrolled in the three sections of the course during the Spring 1993 semester. The number of respondents was further reduced to 47 because not all students completed both the pre- and post-test. This low sample size could present difficulty in statistical reliability testing of the data.

Although the quality service standards were uniform for each of the three sections, different instructors were teaching and differences in their styles and effectiveness could not be factored into the results and therefore some bias in the data could exist.

CHAPTER IV

FINDINGS AND ANALYSIS

Of the 63 students enrolled on the first day of the three sections of the course, 47 students completed both the pre- and post-test questionnaires. Thus, a response rate of 75% was achieved.

More importantly, the reliability of the measurement tool used in this study was found to be at the acceptable level of .8 for basic research (Davis et al., 1988). The reliability coefficient for the pre-test service standards tested was .795 and for the post-test was .9732. The reliability of questions dealing with the students' restaurant experience was slightly lower; however, it was still acceptable.

Coefficient of Reliability Coefficients	
Pre-Test Service Standards	ALPHA = .7950
Post-Test Service Standards	ALPHA = .9732
Restaurant Visit Service Standards	ALPHA = .6925

Demographic Analysis

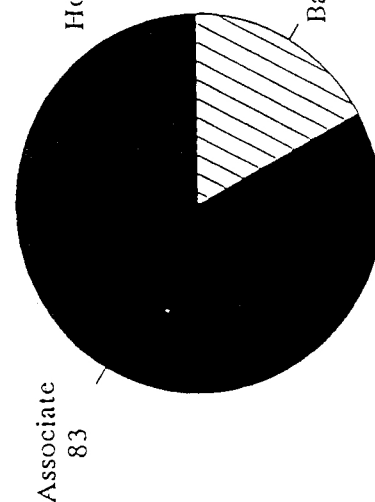
Figures 1-3 profile the students in the "Dining Room Management and Operations" course in the Spring 1993 semester. Well over three quarters of the students are presently enrolled in the associates or two-year degree program versus the baccalaureate degree program in the Hotel and Restaurant Management Department at NYCTC.

Examination of employment status (Figure 1) shows that many of the students have or have had experience in the hospitality industry prior to entering the course. Forty-five percent (45%) of the students are currently employed in some aspect of the hospitality field. Well over half of these students have experience in some foodservice capacity including front of the house experience.

As shown in Figure 2, the students coming into the course have had exposure to dining room operations. Over one-third (38%) of all the students in the study reported holding dining room positions such as wait staff, bus staff, or maitre d'.

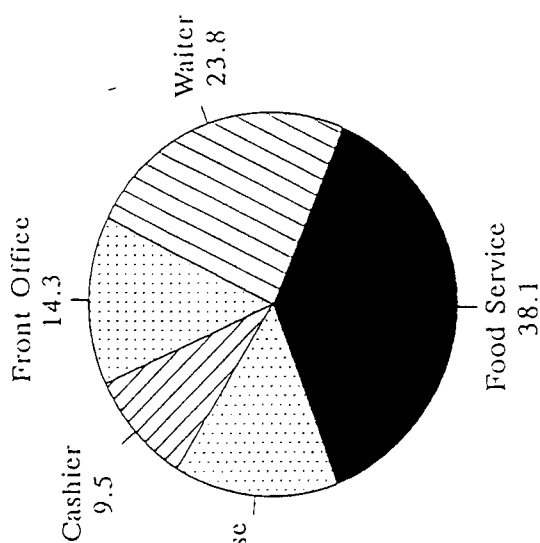
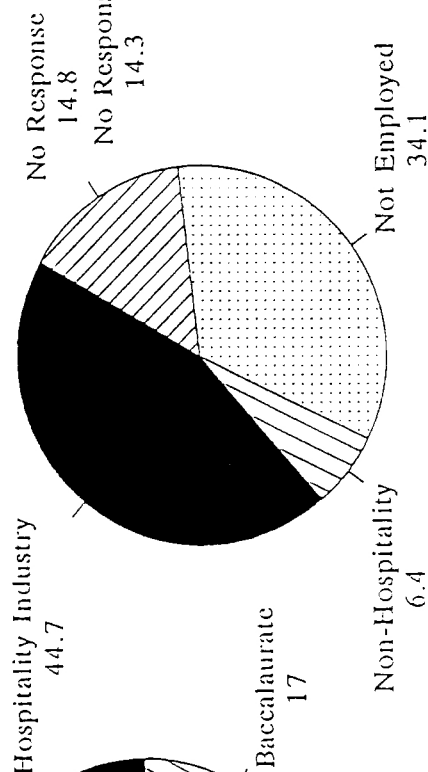
Figure 3 illustrates that two-thirds (64%) of the students in the study were under 25 years of age and an additional 21% were between 26 and 30. The mean age is 26 years.

Demographics of Students (Percentages)



Degree Program

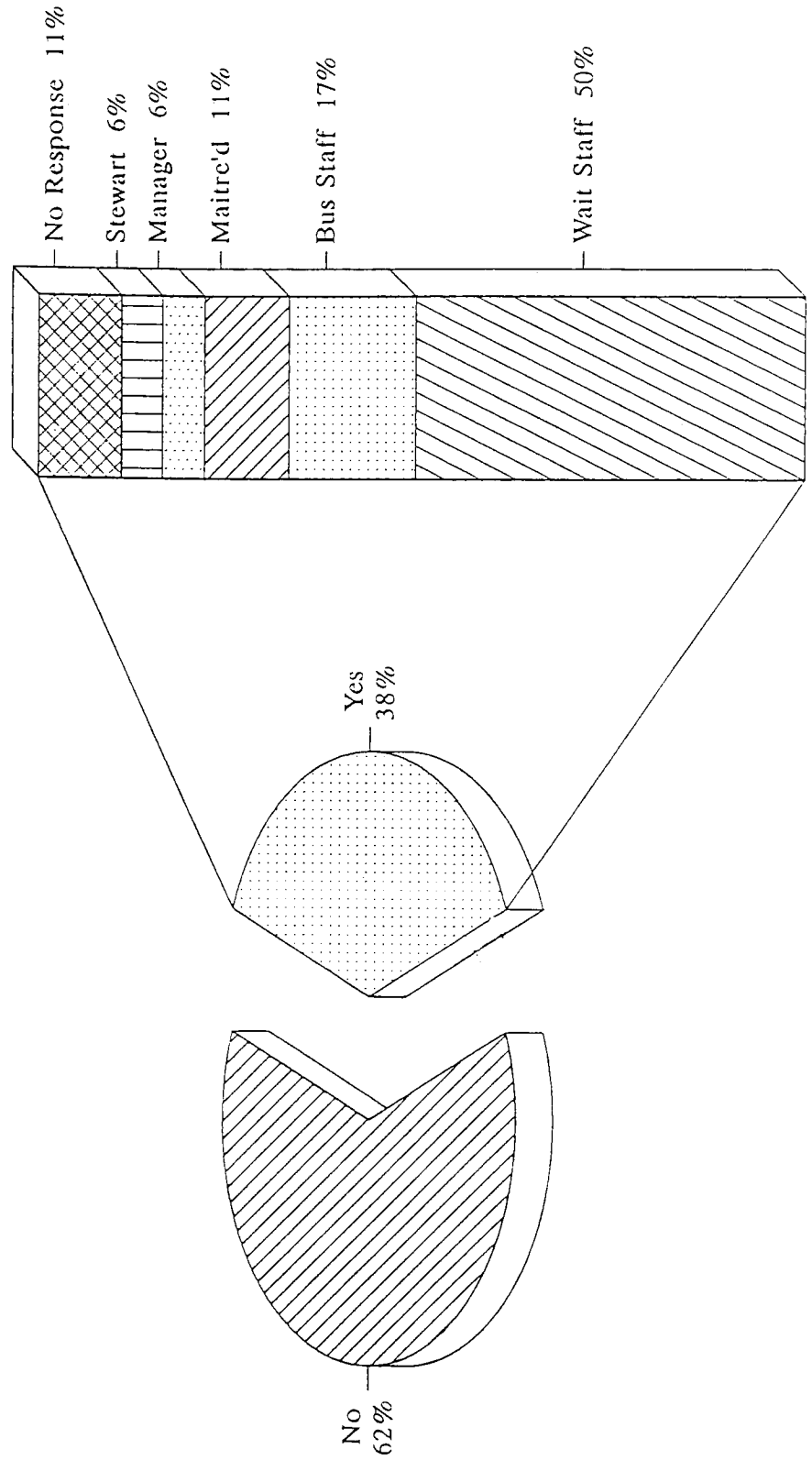
Employment Status



Current Position

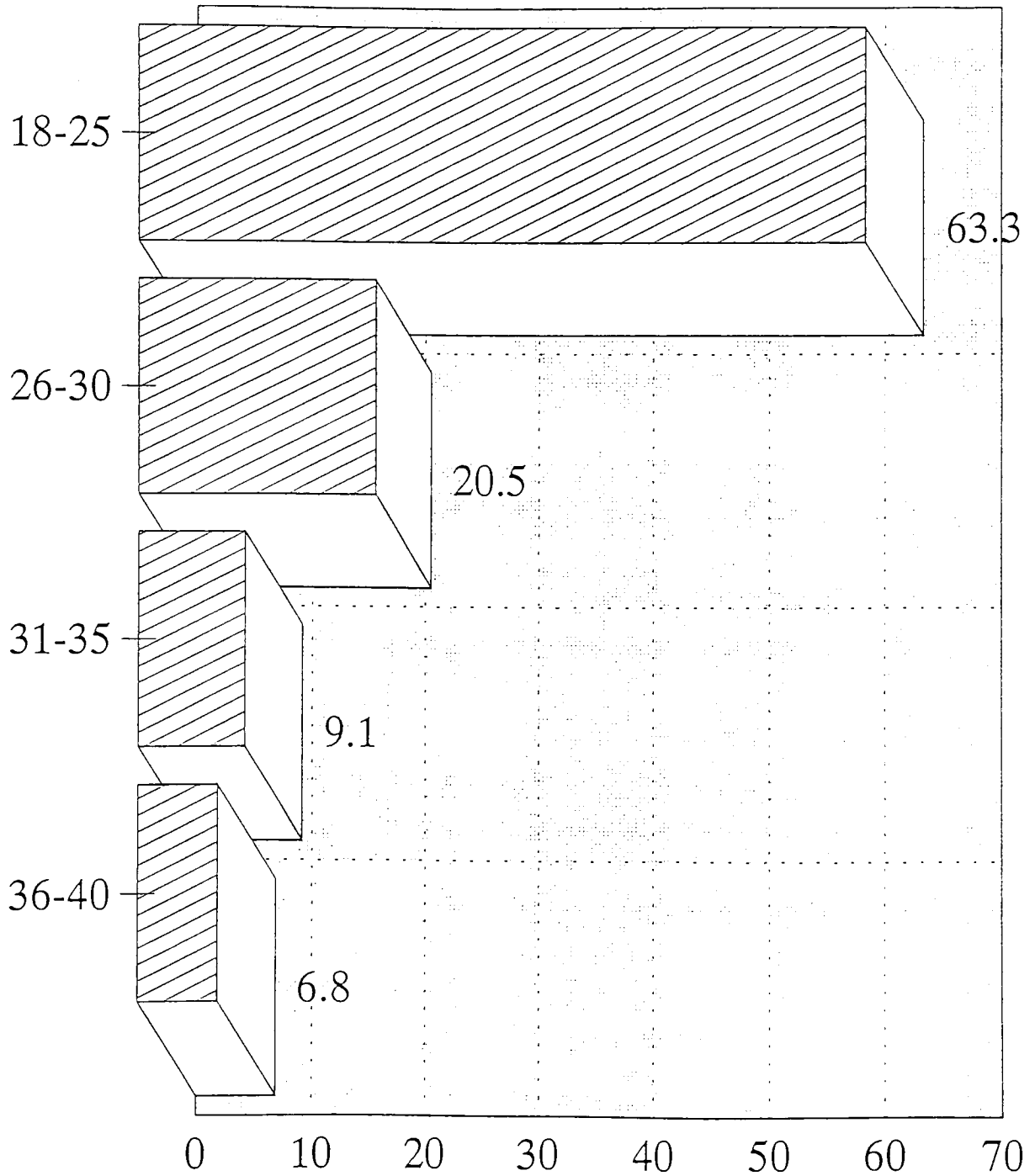
Dining Room Experiences (Percentages)

Dining Room Positions



Age of Respondents

AGE



The students were asked to rate their perceptions of the importance to management of 18 selected quality service standards. The rating scale was as follows:

5 = extremely important

4 = very important

3 = important

2 = somewhat important

1 = not at all important

As shown in Table 1, four service standards or variables were identified as "extremely important" with responses of 70% or more. The students rated the variables associated with proper appearance of staff (80.9%), greeting guests immediately (78.7%), clearly understanding the wait staff (78.3%) and staff using correct language (71.7%) as "extremely important" to management. Soliciting guest feedback and visiting the guest table appear to be perceived the least important; the students indicated less than 25% indicated to be "extremely important". In fact, the variable associated with the maitre d' visits each table received the only "not important at all" responses.

The post-test results in Table 2 reveal some shifts in importance for several of the service standards, as eight variables had "extremely important" frequencies greater than 70%. The wait staff's familiarity with the menu was now perceived by

Table 1

Students' Perception of Quality Service Standards Importance to Management: Pre-Test

Importance to management that:	Extremely Important 5	Very Important 4	Important 3	Somewhat Important 2	Not at all Important 1	Total
<i>Importance to management that:</i>						
Maitre d' / wait staff appearance proper	80.90%	17.00	2.10	0.00	0.00	100.00%
Wait staff are clearly understood	78.70%	17.00	4.30	0.00	0.00	100.00%
Guests are greeted immediately	78.30%	19.60	2.20	0.00	0.00	100.00%
Maitre d'/wait staff use correct language	71.70%	26.10	0.00	2.20	0.00	100.00%
Service flow is orderly, timely	63.80%	29.80	6.40	0.00	0.00	100.00%
Waitstaff is familiar with menu	63.00%	32.60	4.30	0.00	0.00	100.00%
Maitre d'/wait staff enthusiastic	61.70%	38.30	0.00	0.00	0.00	100.00%
Complaining guests leave happy	60.90%	26.10	10.90	2.20	0.00	100.00%
Guest needs are accommodated	57.40%	29.80	12.80	0.00	0.00	100.00%
Guest needs are anticipated	57.40%	29.80	10.60	2.10	0.00	100.00%
Maitre d' is visible in dining area	48.90%	31.90	17.00	2.10	0.00	100.00%
Guest checks are neat and clean	46.80%	34.00	14.90	4.30	0.00	100.00%
Smiles visible/expressions appropriate	44.70%	42.60	8.50	4.30	0.00	100.00%
Maitre d'/wait staff make eye contact	34.00%	42.60	21.30	2.10	0.00	100.00%
Maitre d' deals w/ compliments/complaints	33.30%	46.70	17.80	2.20	0.00	100.00%
Wait staff's movements are controlled	27.70%	53.20	19.10	0.00	0.00	100.00%
Feedback is solicited from the guests	23.90%	50.00	19.60	6.50	0.00	100.00%
Maitre d' visits each table during service	23.40%	31.90	29.80	10.60	4.30	100.00%
Average responses	53.15%	33.27	11.20	2.14	0.24	100.00%

n = 47

Table 2

Students' Perception of Quality Service Standards Importance to Management: Post-Test

Importance to management that:	Very Important					Somewhat Important	Not at all Important	Total %
	Extremely Important	5	4	3	2	1		
Wait staff are clearly understood	95.70%	2.10	2.10	2.10	0.00	0.00	0.00	100.00%
Wait staff is familiar with menu	90.70%	9.30	0.00	0.00	0.00	0.00	0.00	100.00%
Maitre d' / wait staff appearance proper	83.00%	12.80	4.30	0.00	0.00	0.00	0.00	100.00%
Guest needs are accommodated	78.70%	19.10	2.10	0.00	0.00	0.00	0.00	100.00%
Service flow is orderly, timely	76.60%	21.30	2.10	0.00	0.00	0.00	0.00	100.00%
Guests are greeted immediately	76.60%	21.30	2.10	0.00	0.00	0.00	0.00	100.00%
Guest needs are anticipated	76.10%	21.70	2.20	0.00	0.00	0.00	0.00	100.00%
Maitre d' / wait staff use correct language	74.50%	23.40	2.10	0.00	0.00	0.00	0.00	100.00%
Complaining guests leave happy	69.80%	20.90	7.00	2.30	0.00	0.00	0.00	100.00%
Smiles visible/ expressions appropriate	68.10%	27.70	4.30	0.00	0.00	0.00	0.00	100.00%
Maitre d' deals w/ compliments/complaints	67.40%	26.10	6.50	0.00	0.00	0.00	0.00	100.00%
Maitre d'/ wait staff enthusiastic	59.60%	34.00	6.40	0.00	0.00	0.00	0.00	100.00%
Wait staff's movements are controlled	57.40%	40.40	2.10	0.00	0.00	0.00	0.00	100.00%
Maitre d' / wait staff make eye contact	57.40%	38.30	4.30	0.00	0.00	0.00	0.00	100.00%
Maitre d' is visible in dining area	57.40%	29.80	10.60	2.10	0.00	0.00	0.00	100.00%
Feedback is solicited from the guests	57.40%	27.70	14.90	0.00	0.00	0.00	0.00	100.00%
Guest checks are neat and clean	55.30%	36.20	8.50	0.00	0.00	0.00	0.00	100.00%
Maitre d' visits each table during service	48.90%	34.00	12.80	2.10	0.00	0.00	0.00	100.00%
Average responses	69.48%	24.78	5.24	0.36	0.12	0.00	0.00	100.00%

n = 47

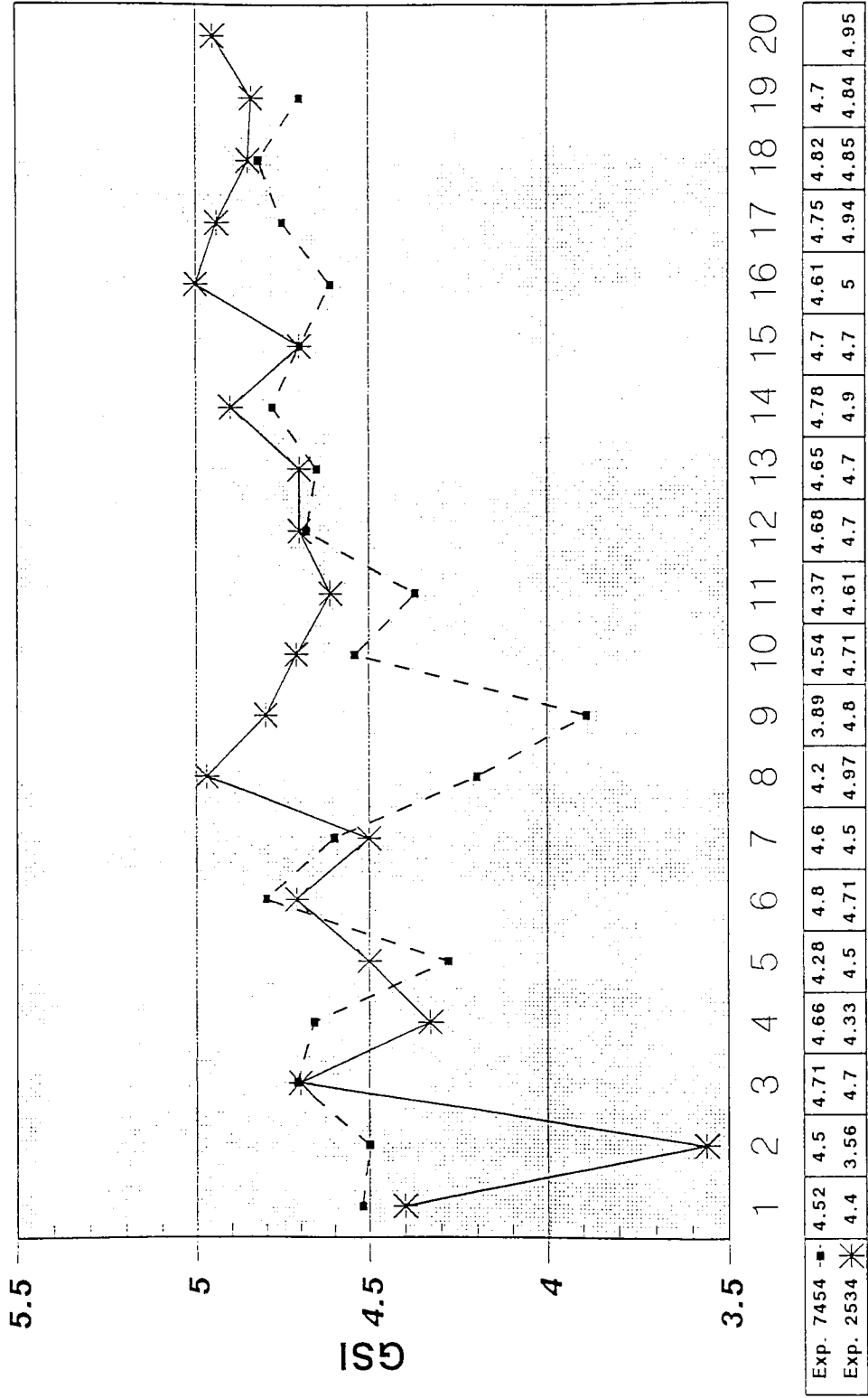
the students as "extremely important" to management by over 90% of the students. This is contrasted to its score of 63% in the pre-test. Clearly understanding the wait staff was still viewed as "extremely important"; however, the score increased by 17% to 95% in the post-test. Other variables joining the over 70% mark of "extremely important" to management included: guest needs accommodated (78.7%), service flow orderly and timely (76.6%), and guest needs anticipated (76.1%). The scores of these variables increased by 21%, 13%, and 19% respectively in the post-test. The "extremely important" frequency for the variable concerning the solicitation of guest feedback increased 33% to a score of 57% in the post-test.

Upon evaluation of the average responses, the shift of importance appears to have occurred from the "very important" and "important" categories into the "extremely important" category.

During the course of the study, guest satisfaction indices were accumulated in the two experimental sections. Guests were asked to rate the service on a 5 point scale from "outstanding" to "poor". Figure 4 charts the GSIs for the two sections throughout the Spring 1993 semester. The GSIs, while consistently high ranging from 3.56 to 5.00, tended to increase over the semester in both sections. The scores tended to fluctuate in the early part of the semester, but then began to level off at

Guest Satisfaction Index

(Spring 1993)



Service Date

a slightly higher point on the scale, suggesting that learning of quality service delivery occurred.

ANOVA Pre-Test/Post-Test

Table 3 compares the mean scores of the pre- and post-test. An Analysis of Variance (ANOVA) was performed separately on the pre- and post-test scores. There were no significant differences among each of the three groups or sections in their pre-test scores and their post-test scores. Overall, the importance mean or Student Service Index (SSI) rose from 4.38 to 4.61 in the post-test, suggesting that learning of quality service delivery occurred among all the students in the course.

T-Test Analysis

Table 4 examines the "T-Test of Learning". To calculate the one-tailed probability, the 2-tailed probability must be divided by 2 ($.001/2 = .0005$). The result implies that there is a significant difference between the mean scores. Since the post-test mean is greater, the learning that occurred was statistically significant.

By examining a T-test analysis on specific service standards, as shown in Table 5, it can be established within which standard significant learning occurred. Statistically significant differences between the pre- and post-tests occurred at the .01 level of confidence in the variables relating to familiarity with menu (4.57 pre-test

Table 3
ANOVA: Pre-Test and Post-Test Student Service Index

	Pre-Test Mean	Standard Deviation	Cases	F-Ratio	Significance
For All Sections	4.38	.38	43	0.3532	0.7046
Control Section 7453	4.32	.31	16		
Experimental I Section 7454	4.42	.39	16		
Experimental II Section 2534	4.42	.47	11		
	Post-Test Mean	Standard Deviation	Cases	F-Ratio	Significance
For All Sections	4.61	.40	41	0.9774	0.3855
Control Section 7453	4.51	.49	15		
Experimental I Section 7454	4.61	.32	14		
Experimental II Section 2534	4.73	.35	12		

Table 4
T-Test For Paired Samples Pre-Test vs. Post-Test

	SSl Mean	Difference	Standard Deviation	Standard Error	Number Cases	T-Value	2-Tail Probability
Post-Test	4.6154	0.2507	0.413	0.066	39	3.79	.001*
Pre-Test	4.3647						

* Significant difference at .01 level of confidence

Table 5

T- Test Analysis of Service Standards Pre-Test vs. Post Test

	Post-Test Mean	Pre-Test Mean	Difference	Standard Error	T-Value	2-Tail Probability
<i>Importance to management that:</i>						
Maitre d' / wait staff appearance proper	4.7872	4.7872	.0000	.075	0.00	1.000
Guests are greeted immediately	4.7391	4.7609	-.0217	.079	-0.27	7.850
Wait staff are clearly understood	4.9362	4.7447	.1915	.084	2.28	0.027*
Maitre d' / wait staff use correct language	4.7174	4.6739	.0435	.103	0.42	0.675
Maitre d'/ wait staff enthusiastic	4.5319	4.6170	-.0851	.105	-0.81	0.420
Wait staff is familiar with menu	4.9048	4.5714	.3333	.088	0.38	0.000**
Service flow is orderly, timely	4.7447	4.5745	.1702	107	1.59	0.118
Complaining guests leave happy	4.5952	4.4286	.1667	118	1.42	0.164
Guest needs are accommodated	4.7660	4.4468	.3191	.122	2.61	0.012**
Guest needs are anticipated	4.7391	4.4130	.3261	.112	2.90	0.006**
Maitre d' is visible in dining area	4.4255	4.2766	.1489	.158	0.94	0.351
Smiles visible/expressions appropriate	4.6383	4.2766	.3617	.131	2.77	0.008**
Guest checks are neat and clean	4.4681	4.2340	.2340	133	1.76	0.086*
Maitre d' deals w/ compliments/complaints	4.6136	4.1136	.5000	.849	3.91	0.000**
Maitre d' / wait staff make eye contact	4.5319	4.0851	.4468	.132	3.39	0.001**
Wait staff's movements are controlled	4.5319	4.0851	.4468	.105	4.28	0.000**
Feedback is solicited from the guests	4.4565	3.9130	.5435	.145	3.75	0.000**
Maitre d' visits each table during service	4.2553	3.5560	.6996	.167	3.94	0.000**

* Significant difference at .05 level of confidence

** Significant difference at .01 level of confidence

mean score to 4.90 post-test mean score), accommodating guest needs (4.44 to 4.76), anticipating guests needs (4.13 to 4.74), smiling and using appropriate expressions (4.27 to 4.63), complaint and compliment handling by maitre d' (4.11 to 4.61) making eye contact with guests (4.08 to 4.53), having controlled body movements (4.08 to 4.53), soliciting guest feedback (3.913 to 4.45), and visiting each table during service (3.59 to 4.25). Significant changes in learning occurred at the .05 level of confidence within two other service standards: clearly understanding wait staff (4.74 to 4.73) and neat and clean guests checks (4.23 to 4.46).

Table 6 takes this analysis one step further when these variables are categorized into Martin's (1991) quality service dimensions of procedural and conviviality. Seven of the ten variables in the procedural dimension showed significant learning, particularly in the area of accommodation, anticipation, supervision, and customer feedback. Changes did not occur in the procedural dimensions of service flow and timeliness areas, which were consistently rated of extreme importance in both the pre- and post-test.

In the convivial dimension, four of the eight variables showed significant shifts in learning in the areas of attitude and selling skills. No changes occurred in the areas of conviviality concerning problem solving, appearance or tact.

Table 6

Item Analysis Pre-Test vs. Post-Test Using Martin's (1991) Procedural and Convivial Dimensions

	Post-Test Mean	Pre-Test Mean	Difference	Standard Error	T-Value	2-Tail Probability
<i>Procedural Dimensions</i>						
Guests are greeted immediately	4.7391	4.7609	-.0217	.079	-0.27	7.850
Wait staff are clearly understood	4.9362	4.7447	.1915	.084	2.28	0.027*
Service flow is orderly, timely	4.7447	4.5745	.1702	.107	1.59	0.118
Guest needs are accommodated	4.7660	4.4468	.3191	.122	2.61	0.012**
Guest needs are anticipated	4.7391	4.4130	.3261	.112	2.90	0.006**
Maitre d' is visible in dining area	4.4255	4.2766	.1489	.158	0.94	0.351
Guest checks are neat and clean	4.4681	4.2340	.2340	.133	1.76	0.086*
Maitre d' deals w/ compliments/complaints	4.6136	4.1136	.5000	.849	3.91	0.000**
Feedback is solicited from the guests	4.4565	3.9130	.5435	.145	3.75	0.000**
Maitre d' visits each table during service	4.2553	3.5560	.6596	.167	3.94	0.000**
<i>Convivial Dimensions</i>						
Maitre d' / wait staff appearance proper	4.7872	4.7872	.0000	.075	0.00	1.000
Maitre d' / wait staff use correct language	4.7174	4.6739	.0435	.103	0.42	0.675
Maitre d' / wait staff enthusiastic	4.5319	4.6170	-.0851	.105	-0.81	0.420
Wait staff is familiar with menu	4.9048	4.5714	.3333	.088	0.38	0.000**
Complaining guests leave happy	4.5952	4.4286	.1667	.118	1.42	0.164
Smiles visible/expressions appropriate	4.6383	4.2766	.3617	.131	2.77	0.008**
Maitre d' / wait staff make eye contact	4.5319	4.0851	.4468	.132	3.39	0.001**
Wait staff's movements are controlled	4.5319	4.0851	.4468	.105	4.28	0.000**

* Significant difference at .05 level of confidence

** Significant difference at .01 level of confidence

As shown in Table 7, the service variables tested can also be applied to the SERVQUAL Model (Zeithaml et.al., 1990) which includes the quality service dimensions of tangibility, reliability, responsiveness, assurance, and empathy. The service standards tested were placed in what was considered the appropriate category. Statistically significant levels of learning occurred in the SERVQUAL dimensions of responsiveness, assurance, and empathy. Learning in the tangibility and reliability areas were not shown to be significant. However, as has been previously discussed and shown through the pre-test scores, the quality service variables received high mean scores indicating some level of competency and skill of the students in their understanding of quality service delivery prior to enrolling in the class.

The course curriculum for HT 6329 "Dining Room Management and Operations" requires students to dine at one of the "four star" restaurants in New York City and write an analysis of the service. As shown in Table 8, 95% of the students completed this exercise. As part of the post-test survey, students were asked to rate the restaurant visited using the same quality service criteria incorporated into the Guest Comment Cards issued to the experimental sections of the study. Table 9 details the frequencies of the students' responses. The service standards that were rated as "outstanding" by more than 60% of the students included staff knowledge of menu (76%), staff appearance, neat and proper (74%), staff greeting guests immediately (67%) and staff anticipating needs (63%).

Table 7

Item Analysis Pre-Test vs. Post-Test Using SERVQUAL Dimensions (Ziethaml et al., 1990)

	Post-Test Mean	Pre-Test Mean	Difference	Standard Error	T-Value	2-Tail Probability
<i>Tangibility</i>						
Guest checks are neat and clean	4.4681	4.2340	.2340	.133	1.76	0.086*
Maitre d' / wait staff appearance proper	4.7872	4.7872	.0000	.075	0.00	1.000
Wait staff's movements are controlled	4.5319	4.0851	.4468	.105	4.28	0.000**
<i>Reliability</i>						
Guests are greeted immediately	4.7391	4.7609	-.0217	.079	-0.27	7.850
Wait staff are clearly understood	4.9362	4.7447	.1915	.084	2.28	0.027*
Service flow is orderly, timely	4.7447	4.5745	.1702	.107	1.59	0.118
<i>Responsiveness</i>						
Guest needs are accommodated	4.7660	4.4468	.3191	.122	2.61	0.012**
Guest needs are anticipated	4.7391	4.4130	.3261	.112	2.90	0.006**
Maitre d' deals w/ compliments/complaints	4.6136	4.1136	.5000	.849	3.91	0.000**
<i>Assurance</i>						
Maitre d' is visible in dining area	4.4255	4.2766	.1489	.158	0.94	0.351
Maitre d' visits each table during service	4.2553	3.5560	.6596	.167	3.94	0.000**
Maitre d' / wait staff use correct language	4.7174	4.6739	.0435	.103	0.42	0.675
Wait staff is familiar with menu	4.9048	4.5714	.3333	.088	0.38	0.000**
Maitre d' / wait staff make eye contact	4.5319	4.0851	.4468	.132	3.39	0.001**
<i>Empathy</i>						
Smiles visible/expressions appropriate	4.6383	4.2766	.3617	.131	2.77	0.008**
Feedback is solicited from the guests	4.4565	3.9130	.5435	.145	3.75	0.000**
Complaining guests leave happy	4.5952	4.4286	.1667	.118	1.42	0.164
Maitre d' / wait staff enthusiastic	4.5319	4.6170	-.0851	.105	-0.81	0.420

* Significant difference at .05 level of confidence

**Significant difference at .01 level of confidence

Table 8	
Visited Restaurant for Course Requirement	
Yes	95.70%
No	4.30
	100.00%
n = 47	

Table 9 details the frequencies of the students' responses. The service standards that were rated as "outstanding" by more than 60% of the students included staff knowledge of menu (76%), staff appearance, neat and proper (74%), staff greeting guests immediately (67%) and staff anticipating needs (63%).

By comparing the GSI of the restaurant visit and the SSI of the post-test, identification by a "service gap" was made. A T-test analysis, as detailed in Table 10 revealed significant differences between students perception of quality service importance (expectation) and their satisfaction level with the service they received at the restaurant visited for five of the service standards tested. For example, the restaurant GSI for menu knowledge and anticipation of needs were rated significantly lower at the .05 level of confidence than the students' perception of importance. Differences in the variables concerning communicating clearly, providing orderly and timely service, and accommodating needs were likewise found significantly different at .01 level of confidence.

Table 9
Student Rating of Service Received at 4 Star Restaurant Visited

	Outstanding	Superior	Good	Fair	Poor	Total
Staff knowledgeable about menu	75.60%	20.00	2.20	0.00	2.20	100%
Staff appearance proper and neat	73.90%	26.10	0.00	0.00	0.00	100%
Staff greets guests immediately	67.40%	26.10	6.50	0.00	0.00	100%
Staff anticipates needs	63.00%	19.60	10.90	2.20	4.30	100%
Maitre d'/wait staff enthusiastic	54.30%	32.60	10.90	2.20	0.00	100%
Staff communicates clearly	52.20%	39.10	6.50	0.00	2.20	100%
Service orderly and timely	48.90%	40.00	8.90	2.20	0.00	100%
Staff accommodates special needs	46.50%	44.20	7.00	2.30	0.00	100%
Overall rating	51.10%	37.80	11.10	0.00	0.00	100%
Average responses	60.20%	30.90	6.60	0.80	1.10	100.00%

n = 45

Table 10
T-Test Analysis of 4 Star Restaurant Visited vs. Post-Test SSI

	Restaurant GSI Mean	SSI Post-Test Mean	Difference	Standard Error	T-Value	2-Tail Probability
Staff appearance proper and neat	4.7826	4.7391	0.0435	.098	0.04	.660
Staff knowledgeable about menu	4.9048	4.6667	0.2381	.131	1.82	.007*
Staff greets guests immediately	4.7391	4.6087	0.1304	.096	1.35	.182
Staff enthusiastic	4.5217	4.3913	0.1304	.123	1.06	.294
Staff communicates clearly	4.9348	4.3913	0.5435	.123	4.41	.000**
Service is orderly and timely	4.7333	4.3556	0.3778	.116	3.26	.002**
Staff anticipates needs	4.7333	4.3333	0.4000	.175	2.28	.027*
Staff accommodates needs	4.7907	4.3488	0.4419	.096	4.61	.000**

* Significant difference at .05 level of confidence

** Significant difference at .01 level of confidence

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Learning of quality service in HT 6329 "Dining Room Management and Operations" occurred. The Student Service Index, increasing from 4.38 in the pre-test to 4.61 in the post-test, showed that learning occurred during the course and the students assimilated more understanding of quality service by the end of the semester. In particular, the students made the most gains in learning quality service delivery in the SERVQUAL dimensions of responsiveness, assurance, and empathy.

While the SSI significantly increased between the pre- and post-test in all three sections of the course, the experimental groups where the Guest Satisfaction Index was incorporated into the teaching module showed no significant increase over the control group. Therefore, the impact of utilizing a guest comment card with a formal feedback measurement as part of the teaching method cannot be determined from these research results.

The null hypothesis that feedback does not impact on the learning of quality service in a dining room management and operations course is rejected. Informal feedback, such as guests commenting directly to students or hand written open-ended

comment cards may provide adequate feedback to enhance the learning of quality service delivery. Contamination may have occurred between the course sections, influencing the study's outcome. Students in the experimental sections more than likely shared their experiences of using the Guest Comment Card and the GSI results with students in the control group thereby creating a halo effect influencing learning quality service delivery. No instructor bias appeared to exist; there were no significant differences in the SSIs of the two experimental groups which were taught by two different instructors.

Students in the two experimental sections showed a high level of interest and enthusiasm for the tested feedback mechanism. At the close of each dining session, students were observed anxiously awaiting the calculation of the GSI. They wanted to know "how did we do today?" and to determine if the index increased or decreased from the previous service date. If the GSI did decrease, they wanted to know why and what specifically happened to cause the change. They were looking for their "service gap". This set the stage for team-problem solving--the students looked for solutions to improve their performance, thus they strove to continuously improve the quality of service delivered in the dining room.

While the GSI increased throughout the course as hypothesized, high levels of GSI were calculated possibly due to the fact that these guests were less motivated

to find fault with the service when the meal is free. However, it did show that the students followed a typical process of learning where there is fallout early on until the behaviors become part of the students' cognitive structure (Lefrancorse, 1991).

The data suggests that these students experienced a "service gap" when they were on the other side of the counter. After the students dined at a four star restaurant, they were critical of the restaurant's performance, rating the restaurant's service significantly lower their expectations of quality service. This gap occurred especially in the areas of service quality concerning: communication, service flow, accommodation and anticipation of needs, and menu knowledge. The students have and maintained throughout the course high standards of service delivery and took that understanding to their own four star dining experience.

The pre-test results indicated that students have a fairly high regard for the importance of the established service standards. This high rating suggests that the students are fairly versed in hospitality service and fairly attune to the importance of delivering quality service prior to enrolling in the course. This finding discounts one of the assumptions previously proposed that the students are not familiar with the concept of quality service delivery and the importance of quality service standards to the industry. The students, while young (mean age 26), have some experience in the hospitality field, which may also account for the high pre-test means. According to

Martin (1991), the students are operating in the "well balanced" arena, they care and they deliver quality service.

Recommendations

Further research to determine the real impact of this teaching tool is recommended. One procedure suggested is to repeat the study in all sections of the Fall 1993 semester and designate the entire group of students as the control group. These students would be taught service delivery according to the curriculum without the use of the formal Guest Comment Card and GSI measurement tool developed for use in this pilot study. These formal feedback tools would be introduced into the Spring 1994 semester and these students would become the experimental group. This would eliminate or reduce leakage of information on service delivery between the two groups. Thus, research also becomes longitudinal in nature as students' perceptions are measured over time.

Changing and improving the Guest Comment Card developed for this study may be a solution to eliciting more accurate and unbiased guest impressions of the service encounter which may result in more reliable and useful GSI levels. To improve the guest comment survey tool requires surveying guests prior to the semester to uncover critical incidents (Hayes, 1992) associated with dining in the college's dining room and then adjusting the present service standards accordingly.

Also, the measurement scale should be lengthened to cover at least 7 points from "Excellent" to "Poor".

To assist in the development and reinforcement of the service criteria, the data could be further analyzed via factor analysis. The result would be more definitive dimensions within which to measure the students' understanding of quality service delivery and their performance. Rather than applying the Procedural/Convivial Model or the SERVQUAL Model to this educational setting, a model specifically designed for dining room teaching laboratories could emerge.

While the feedback tool's significance in learning quality service was not determined, anecdotally it was observed to be of immense value. Continuing to use a quantifiable guest satisfaction feedback system is recommended in order to enhance the teaching of quality service delivery and to familiarize the students with the use of customer satisfaction measurements. As more and more organizations begin to incorporate customer satisfaction feedback systems, particularly in the hospitality industry, the students who have actually experienced the use of such a quantifiable system may have a competitive advantage in future job placement and career advancement within this industry.

Finally, the course curriculum for HT 6329 "Dining Room Management and Operations" should continue to stress quality service delivery and all instructors should incorporate teaching the "moments of truth" into this course. In the words of Martin (1991), the students are of the mind set of "we care and we deliver". This is probably the most ideal position for a restaurant operation to be in -- operationally efficient with compassion and follow through. The use of the quantifiable feedback mechanism may just allow students to continue operating the dining room at this level or even higher. The "Moments of Truth" are here in hospitality education.

REFERENCES AND BIBLIOGRAPHY

- Albrecht, K. (1990). Service Within: Solving the Middle Management Leadership Crisis. Homewood, Illinois: Dow Jones-Irwin.
- Anderson, K. & Zemke, R. (1991). Delivering Knocks Your Socks Off Service. New York: AMACOM.
- Carlzon, J. (1987). Moments of Truth. New York: Harper & Row.
- Cottle, D.W. (1990). Client Oriented Service: How to Keep Them Coming Back For More. New York: John Wiley & Sons.
- Davidow, W.H. & Uttal, B. (1989). Total Customer Service: The Ultimate Weapon. New York: Harper & Row.
- Davis, D. & Cosenza, R.M., (1988). Business Research for Decision Making. (2nd ed.). Boston: PWS-Kent.
- D'Egidio, F. (1990). The Service Era. Cambridge, Massachusetts: Productivity Press.
- Desatnick, R.L. (1987). Managing to Keep the Customer. San Francisco: Jossey-Bass.
- Donnelly, J.H., Jr. (1992). Close to The Customer: 25 Management Tips From The Other Side of the Counter. Homewood, Illinois: Business One Irwin.
- Grauvlich, D. (1991, Sept./Oct.). How are you doing? Ask your clients. "Business Horizons", pp. 26-27.
- Gronroos, C. (1990). Service Management and Marketing. Lexington, Massachusetts: Lexington Books.
- Goodman, R.J., Jr. (1979). The Management of Service for the Restaurant Manager. Dubuque, Iowa: Wm. C. Brown.

- Hale, W. (1991, March 20). Service as a product: in the '90s, service will be the distinguishing factor for restaurant success. "Restaurant Business", pp. 132-136.
- Hamilton, W. (1993, June 30). If the soup is cold, speak up already. "The New York Times", pp. C1, C3.
- Hayes, B. (1992). Measuring Customer Satisfaction: Development and Use of Questionnaires. Milwaukee: ASQC Quality Press.
- Heskett, J.L., et.al., (1990). Service Breakthroughs: Changing the Rules of the Game. New York: The Free Press.
- Humble, J. (1991). Service: The New Competitive Edge. New York: American Management Association.
- King, C.A. (1980). Professional Dining Room Management. Rochells Park, New Jersey: Hayden Book Company.
- Lefrancois, G.R. (1991). Psychology for Teaching. (7th ed.). Belmont, California: Wadsworth.
- Mariani, J.F., and Lahaie, S. (1991, March 20). Has quality of service in restaurants declined? "Restaurant Business Magazine", p. 192.
- Martin, W.B. (1986, Feb.). Defining what quality of service is for you. "The Cornell H.R.A. Quarterly", pp. 32-38.
- Martin, W.B. (1989). Managing Quality Customer Service. Los Altos, California: Crisp Publications.
- Martin, W.B. (1991). Quality Service: The Restaurant Manager's Bible. (2nd ed.). Ithaca, New York: Cornell University.
- MacNeil, K. (1991, March 20). The new imperative: the sincerity of a server's smile has become as important as the food and ambience. "Restaurant Business", pp. 122-132.
- Telberg, R. (1990, June 4). Diners in the '90s seek restaurants that put quality and service first. "Nation's Restaurant News", p. 68.

- Tjosvold, D. (1993). Teamwork for Customers. San Francisco: Jossey-Bass.
- Zeithaml, V.A., et.al., (1990). Delivering Quality Service: Balancing Customer Perceptions and Expectations. New York: The Free Press.
- Zemke, R. (1989). The Service Edge: 101 Companies That Profit From Customer Care. New York: NAL Books.
- Zemke, R. (1992, Jan.). The emerging art of service management. "Training", pp. 37-42.

APPENDIX A

Procedural Dimension of Quality Service Standards

Appendix A

Procedural Dimension of Quality Service Standards

Timeliness:	Guests are greeted within 30 seconds upon entering service area. Guests are greeted by wait staff immediately upon sitting down.
Flow:	Established service flow is followed in an orderly and timely manner.
Anticipation:	Guests receive any of the "seven services" (e.g. water, wine, bread refills) without asking.
Accommodation:	Menu items may be adjusted to meet guests' desires and such requests are conveyed to the maitre d'.
Communication:	Wait staff are clearly understood when they talk. Guest checks are filled out neatly and cleanly.
Supervision:	Maitre d' is visible on the floor of dining area. The maitre d' visits each table during service.
Customer Feedback:	Feedback is solicited from the guests at the end of the meal. Maitre d' deals with all guest complains and compliments directly with the guest.

APPENDIX B

Convivial Dimension of Quality Service Standards

Appendix B

Convivial Dimension of Quality Service Standards

Appearance:	Maitre d' and wait staff are attired as specified in the uniform section of the Job Descriptions handout.
Attitude:	Maitre d' and wait staff maintain spirit and enthusiasm in voice throughout service. Eye contact is made with guests. Body movements are smooth, even, and controlled. Smiles are visible and all other facial expressions are appropriate for the situation.
Tact:	Correct language and grammar are heard in the dining room; slang, jargon are avoided in front of the guests.
Selling Skills:	Wait staff is familiar with all features and benefits of each menu item and relays information to the guests.
Problem Solving:	Maitre d' makes contact with all complaining guests. Complaining guests leave happy.

APPENDIX C

Pre-Test Questionnaire

NYCTC has been selected to participate in a research study regarding quality service in food service operations. Please complete the following questionnaire. This is not a test; there are no right or wrong answers, we are interested in your opinion. All responses will be kept confidential and have no bearing on your grade in this course. Thank you for your cooperation.

When thinking about quality service in a caliber restaurant such as the NYCTC dining room, how would you rate the **importance** to management of each of the following statements on a scale of 5 to 1: 5 is extremely important, 4 is very important, 3 is somewhat important, 2 is important, 1 is not at all important. Circle the appropriate number.

5 = EXTREMELY IMPORTANT
 4 = VERY IMPORTANT
 3 = SOMEWHAT IMPORTANT
 2 = IMPORTANT
 1 = NOT AT ALL IMPORTANT

In your opinion, how important do you think it is to management that:

Guests are greeted immediately upon entering the dining area.

Extremely Important

Not At All Important

5 4 3 2 1

1 a ____

The guests needs are anticipated by the wait staff before the guest asks (e.g. water, wine, bread refilled).

5 4 3 2 1

2 a ____

The guests' special needs are accommodated by the staff (e.g. adjustments to menu items because of dietary or religious reasons.)

5 4 3 2 1

3 a ____

The dining room's established service flow is followed in an orderly and timely manner.

5 4 3 2 1

4 a ____

The wait staff are clearly understood when they talk.

5 4 3 2 1

5 a ____

Guests checks are filled out neatly and cleanly.

5 4 3 2 1

6 a ____

The maitre d' is visible on the floor of the dining area.

5 4 3 2 1

7 a ____

The maitre d' visits each table during the service.

5 4 3 2 1

8 a ____

Feedback is solicited from the guests at the end of the meal.

5 4 3 2 1

9 a ____

The maitre d' deals with all guest complaints and compliments directly with the guests.

5 4 3 2 1

10 a ____

The maitre d' and wait staff are attired in specified uniforms and their appearance is proper and neat.

5 4 3 2 1

11 a ____

The maitre d' and wait staff maintain spirit and enthusiasm in their voices throughout the service.

5 4 3 2 1

12 a ____

The maitre d' and wait staff make eye contact with the guests.

5 4 3 2 1

13 a ____

The wait staffs' body movements are smooth, even and controlled.

5 4 3 2 1

14 a ____

Smiles are visible on the staff and all other facial expressions are appropriate for the situation.

5 4 3 2 1

15 a ____

- 5 = EXTREMELY IMPORTANT
 4 = VERY IMPORTANT
 3 = SOMEWHAT IMPORTANT
 2 = IMPORTANT
 1 = NOT AT ALL IMPORTANT

In your opinion, how important do you think it is to management that:

The maitre d' and waitstaff use correct language and grammar; slang and jargon are avoided in front of the guests.

Extremely Important

5 4 3 2 1

Not At All Important

16a ____

The wait staff is familiar with all features and benefits of each menu item and relays the information to the guests.

5 4 3 2 1

17a ____

Complaining guests leave happy.

5 4 3 2 1

18a ____

The following information is being used for statistical purposes only. All responses are confidential. Check the appropriate circle.

Are you a full or part-time student at NYCTC? *Full* ☐ *Part-time* ☐

19a ____

Are you in the Associates Degree program or the Bachelors Degree program?
Associates ☐ *Bachelors* ☐

20a ____

Are you currently employed? *Yes* ☐ *No* ☐

21a ____

If you are currently employed, are you currently working in the hospitality industry (e.g. hotel, restaurant, food service)?

Yes ☐ *No* ☐

22a ____

If you are currently working in the hospitality industry, please describe your position?

23a ____

Have you ever had any work experience in a dining room? *Yes* ☐ *No* ☐

24a ____

If yes, please describe the position and your responsibilities.

25a ____

Briefly describe your career goals upon completing your degree at NYCTC?

26a ____

Which category describes your age?

25 and under ☐ *36 - 40* ☐
26-30 ☐ *45 - 50* ☐
31-35 ☐ *51 and over* ☐

27a ____

THANK YOU FOR YOUR COOPERATION!

Section A

APPENDIX D

Post-Test Questionnaire

NYCTC has been selected to participate in a research study regarding quality service in food service operations. Please complete the following questionnaire. This is not a test; there are no right or wrong answers, we are interested in your opinion. All responses will be kept confidential and have no bearing on your grade in this course. Thank you for your cooperation.

When thinking about quality service in a caliber restaurant such as the NYCTC dining room, how would you rate the importance to management of each of the following statements on a scale of 5 to 1: 5 is extremely important, 4 is very important, 3 is somewhat important, 2 is important, 1 is not at all important. Circle the appropriate number.

5 = EXTREMELY IMPORTANT
 4 = VERY IMPORTANT
 3 = SOMEWHAT IMPORTANT
 2 = IMPORTANT
 1 = NOT AT ALL IMPORTANT

In your opinion, how important do you think it is to management that:

	Extremely Important					Not At All Important
The guests needs are anticipated by the wait staff before the guest asks (e.g. water, wine, bread refilled).	5	4	3	2	1	3b_____
The guests' special needs are accommodated by the staff (e.g. adjustments to menu items because of dietary or religious reasons.)	5	4	3	2	1	2b_____
Guests are greeted immediately upon entering the dining area.	5	4	3	2	1	1b_____
The dining room's established service flow is followed in an orderly and timely manner.	5	4	3	2	1	4b_____
The maitre d' visits each table during the service.	5	4	3	2	1	8b_____
Guests checks are filled out neatly and cleanly.	5	4	3	2	1	6b_____
The maitre d' is visible on the floor of the dining area.	5	4	3	2	1	7b_____
The wait staff are clearly understood when they talk.	5	4	3	2	1	5b_____
Smiles are visible on the staff and all other facial expressions are appropriate for the situation.	5	4	3	2	1	15b_____
Feedback is solicited from the guests at the end of the meal.	5	4	3	2	1	9b_____
The maitre d' deals with all guest complaints and compliments directly with the guests.	5	4	3	2	1	10b_____
The maitre d' and wait staff maintain spirit and enthusiasm in their voices throughout the service.	5	4	3	2	1	12b_____
The maitre d' and wait staff make eye contact with the guests.	5	4	3	2	1	13b_____
The wait staffs' body movements are smooth, even and controlled.	5	4	3	2	1	14b_____
The maitre d' and wait staff are attired in specified uniforms and their appearance is proper and neat.	5	4	3	2	1	11b_____
The maitre d' and waitstaff use correct language and grammar; slang and jargon are avoided in front of the guests.	5	4	3	2	1	16b_____

- 4 = VERY IMPORTANT
 3 = SOMEWHAT IMPORTANT
 2 = IMPORTANT
 1 = NOT AT ALL IMPORTANT

In your opinion, how important do you think it is to management that:

The wait staff is familiar with all features and benefits of each menu item and relays the information to the guests.

Extremely Important

Not At All Important

5 4 3 2 1

17b _____

Complaining guests leave happy.

5 4 3 2 1

18b _____

Which of the following restaurants did you visit for the restaurant service analysis report?
 (Check the appropriate circle)

- | | | |
|---|-------------------------------------|--------------------------------------|
| <input type="radio"/> Bouley | <input type="radio"/> Chanterelle | <input type="radio"/> Four Seasons |
| <input type="radio"/> Felidia | <input type="radio"/> La Caravelle | <input type="radio"/> Lutece |
| <input type="radio"/> Palio | <input type="radio"/> La Grenouille | <input type="radio"/> La Cote Basque |
| <input type="radio"/> Remi | | |
| <input type="radio"/> Other (please specify name) _____ | | |

30b _____

Based on your experience at the restaurant checked above, how would you rate the service that you received for each of the following statements using a scale of 5 to 1? Circle the appropriate number:

- 5 = OUTSTANDING
 4 = SUPERIOR
 3 = GOOD
 2 = FAIR
 1 = POOR

How would you rate:

Outstanding

Poor

the wait staff's ability to serve in an orderly and timely manner.

5 4 3 2 1

31b _____

the maitre d' and wait staff's attitude as enthusiastic.

5 4 3 2 1

32b _____

the staff's knowledge of all features and benefits of each menu item and ability to answer any questions regarding the menu.

5 4 3 2 1

33b _____

the maitre d' and wait staff's appearance as proper and neat.

5 4 3 2 1

34b _____

the staff's ability to communicate clearly.

5 4 3 2 1

35b _____

the staff's willingness to accommodate special needs
 (e.g. adjustments to menu items).

5 4 3 2 1

36b _____

the staff's anticipation of my needs without asking (e.g. water, wine, bread refills).

5 4 3 2 1

37b _____

the maitre d' and wait staff's immediacy of greeting me upon entering the restaurant.

5 4 3 2 1

38b _____

Overall, how would you rate the service you received at the restaurant visited.

5 4 3 2 1

39b _____

THANK YOU FOR YOUR COOPERATION!

Section B

28b _____

29b _____

APPENDIX E

Guest Comment Card

GUEST COMMENTS

We are interested in your comments regarding your dining experience today. For each statement please rate the service that you received today on a scale of 5 to 1 by circling the appropriate number:

5 = Outstanding
4 = Superior
3 = Good
2 = Fair
1 = Poor

How would you rate:

the maitre d' and wait staff's immediacy of greeting me upon entering the dining room.	5 4 3 2 1
the staff's anticipation of my needs without asking (e.g. water, wine, bread refills).	5 4 3 2 1
the staff's willingness to accommodate special needs (e.g. adjustments to menu items) within the limits of the laboratory setting.	5 4 3 2 1
the staff's ability to communicate clearly.	5 4 3 2 1
the maitre d' and wait staff's appearance as proper and neat.	5 4 3 2 1
the staff's knowledge of all features and benefits of each menu item and ability to answer any questions regarding the menu.	5 4 3 2 1
the maitre d' and wait staff's attitude as enthusiastic.	5 4 3 2 1
the wait staff's ability to serve in an orderly and timely manner.	5 4 3 2 1
Overall, how would you rate the service you received today.	5 4 3 2 1

Compared to the service received in any of New York City's 3 or 4 star restaurants, how would you rate the service you received in the dining room today. Would you say it was better, the same or worse:

Better ☐ Same ☐ Worse ☐ Do Not Know ☐

Please write any other comments regarding today's food and/or service.

Are you a faculty or staff member or a student of NYCTC? Yes ☐ No ☐

How often do you dine in the NYCTC Dining Room?

At least once a week	<input type="radio"/>
2 to 3 times a month	<input type="radio"/>
1 time a month	<input type="radio"/>
Less than 1 time a month	<input type="radio"/>
First time	<input type="radio"/>