

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

| | |
|---|--|
| Subject Code | HTM576 |
| Subject Title | Luxury Service Management in Asia |
| Credit Value | 3 |
| Level | 5 |
| Pre-requisite/ Co-requisite/ Exclusion | Pre-requisite: HTM534 Managing Marketing in the Hospitality and Tourism Industry Co-requisite: HTM541 Luxury Management |
| Objectives | <p>This subject is designed to provide students with an overview of the luxury market in Asia. Students will be required to understand the historical development of the luxury market in the Asian context. Furthermore, students will be required to understand contemporary perspectives on the concept of luxury in Asia. This subject aims to facilitate students' understanding of luxury in the Asian context.</p> <p>This subject provides an in-depth exploration of luxury service management in the context of Asia, one of the world's fastest-growing luxury markets. Students will gain a comprehensive understanding of the luxury service industry, including the unique challenges and opportunities presented by the Asian market.</p> <p>Throughout the course, students will develop critical thinking skills and learn how to apply theoretical concepts to real-world scenarios. They will also develop practical skills such as customer service and communication strategies, cultural awareness, and creative problem-solving.</p> <p>Upon completion of the course, students will have a solid foundation in luxury service management in the Asian context and be equipped with the knowledge and skills necessary to excel in a variety of roles within the luxury service industry.</p> |
| Intended Learning Outcomes (Note 1) | <p>Upon completion of the subject, students will be able to:</p> <p>A. Competent Professional Students will demonstrate an understanding of luxury service management principles and practices in the context of the Asian market. Students will develop the ability to analyse and evaluate luxury service operations and identify areas for improvement. Students will gain practical skills in customer service, communication, and cultural awareness.</p> <p>B. Critical Thinkers Students will be able to analyse and evaluate complex issues related to luxury service management in Asia. Students will develop the ability to synthesize information from various sources and apply it to real-world scenarios. Students will learn to identify and evaluate the impact of</p> |

| | |
|---|---|
| | <p>cultural and social factors on luxury service operations.</p> <p>C. Innovative Problem Solvers Students will develop the ability to identify and address challenges and opportunities in the luxury service industry in Asia. Students will learn to apply creative problem-solving techniques to develop innovative solutions. Students will develop the ability to think outside the box and generate new ideas for improving luxury service operations.</p> <p>D. Effective Communicators Students will develop strong communication skills, both verbal and written, for effective interaction with customers, colleagues, and stakeholders. Students will learn to adapt their communication style to different cultural contexts. Students will learn to use communication technology effectively to enhance the luxury service experience.</p> <p>E. Lifelong Learners Students will develop a passion for learning and a commitment to ongoing professional development. Students will learn to identify and pursue opportunities for continuing education and professional growth. Students will develop the skills and mindset necessary to adapt to a rapidly changing luxury service industry.</p> <p>F. Ethical Leader Students will develop an understanding of ethical principles and practices in the luxury service industry. Students will learn to apply ethical decision-making frameworks to real-world scenarios. Students will develop the ability to lead with integrity and inspire ethical behaviour in others.</p> <p>G. Socially Responsible Global Citizen Students will develop an understanding of the impact of luxury service operations on society and the environment. Students will learn to identify and address social and environmental challenges in the luxury service industry. Students will develop the ability to lead socially responsible and sustainable luxury service operations.</p> |
| <p>Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i></p> | <ol style="list-style-type: none"> 1. Introduction to Luxury Service Management in Asia <ul style="list-style-type: none"> • Overview of the luxury service industry in the Asian market • Understanding the unique challenges and opportunities of luxury service management in Asia 2. Luxury Brand Management <ul style="list-style-type: none"> • The importance of branding in the luxury service industry • Strategies for building and managing luxury brands in Asia 3. Customer Service in Luxury Service Management <ul style="list-style-type: none"> • The role of customer service in luxury service management • Techniques for delivering exceptional customer service in the luxury service industry 4. Cultural and Social Aspects of Luxury Consumption <ul style="list-style-type: none"> • The influence of culture and social factors on luxury consumption in Asia • Understanding the expectations and preferences of Asian luxury consumers 5. Luxury Service Operations Management <ul style="list-style-type: none"> • Managing luxury service operations in Asia |

| | |
|---|---|
| | <ul style="list-style-type: none"> Strategies for optimizing service delivery and enhancing the customer experience <p>6. Technology and Innovation in Luxury Service Management</p> <ul style="list-style-type: none"> The role of technology in enhancing the luxury service experience Emerging trends and innovations in luxury service management in Asia <p>7. Case Studies of Successful Luxury Service Companies in Asia</p> <ul style="list-style-type: none"> Analysing successful luxury service companies in Asia Learning from best practices in luxury service management <p>8. Guest Lectures and Site Visits</p> <ul style="list-style-type: none"> Inviting guest speakers from the luxury service industry to share their experiences and insights Visiting luxury service companies and observing their operations first-hand <p>9. Ethics and Social Responsibility in Luxury Service Management</p> <ul style="list-style-type: none"> Understanding ethical principles and practices in the luxury service industry The importance of social responsibility in luxury service management in Asia <p>10. Future Directions in Luxury Service Management in Asia</p> <ul style="list-style-type: none"> Emerging trends and challenges in the luxury service industry in Asia Preparing for the future of luxury service management in Asia. |
| Teaching/Learning Methodology <i>(Note 3)</i> | <p>This course will include the following teaching/learning methodology:</p> <ol style="list-style-type: none"> Lectures: Lectures will provide an overview of the key concepts and theories related to luxury service management in Asia. The lectures will be interactive and engaging, encouraging students to ask questions and participate in discussions. Case Studies: Case studies of successful luxury service companies in Asia will be analysed and discussed in class. This will enable students to apply the theories and concepts learned in class to real-world scenarios. Group Projects: Students will work in groups to complete projects related to luxury service management in Asia. This will provide opportunities for students to collaborate, apply critical thinking skills, and develop practical solutions to real-world challenges. Guest Speakers: Industry experts from the luxury service industry in Asia will be invited to speak to the class. This will provide students with insights and perspectives from experienced professionals and enable them to build their networks. Site Visits: Site visits to luxury service companies in Asia will be organized to enable students to observe operations first-hand and gain practical experience. |

| | <div>6. Debates and Discussions: Debates and discussions on current issues related to luxury service management in Asia will be organized to encourage critical thinking and develop argumentative skills.</div> <div>7. Multimedia Presentations: Multimedia presentations, including videos, podcasts, and online resources, will be used to enhance learning and provide additional resources for students.</div> <div>8. Assignments: Assignments will be given to students to enable them to practice and apply the concepts learned in class. This will include essays, research papers, and case studies.</div> <div>9. Online Learning: Online learning resources, including online lectures, discussion forums, and interactive quizzes, will be provided to enable students to learn at their own pace and reinforce the concepts learned in class.</div> <div>10. Assessment: Students will be assessed through a variety of methods, including exams, assignments, group projects, and presentations. This will enable students to demonstrate their knowledge and skills in luxury service management in Asia.</div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|-------------|--|--|---|---|---|---|--|---|---|---|---|---|---|---|---------------------------------------|-----|--|---|--|---|--|--|---|-------------------|-----|---|---|---|---|---|---|---|------------------------|-----|---|---|---|---|---|---|---|---------------------|-----|---|---|--|--|---|--|--|---------------|-----|---|---|---|--|--|--|--|-------|------|--|--|--|--|--|--|--|
| <div>Assessment Methods in Alignment with Intended Learning Outcomes</div> <div>(Note 4)</div> <table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="7">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th></tr><tr><th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>F</th><th>G</th></tr><tr><td>1. Class Attendance and Participation</td><td>10%</td><td></td><td>✓</td><td></td><td>✓</td><td></td><td></td><td>✓</td></tr><tr><td>2. Group Proposal</td><td>10%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>3. Final Group Project</td><td>30%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>4. Individual Paper</td><td>20%</td><td>✓</td><td>✓</td><td></td><td></td><td>✓</td><td></td><td></td></tr><tr><td>5. Final Exam</td><td>30%</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr><tr><td>Total</td><td>100%</td><td colspan="7"></td></tr></table> <div>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</div> <div><div>i. Continuous Assessment will include the following components:</div><div><div>a. Class Attendance and Participation: Class attendance and participation are appropriate assessment methods for the learning outcomes of Competent Professional, Critical Thinkers, Effective Communicators, and Lifelong Learners. Through class discussions and activities, students can develop critical thinking skills, improve their communication abilities, and expand their knowledge base.</div></div></div> | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | A | B | C | D | E | F | G | 1. Class Attendance and Participation | 10% | | ✓ | | ✓ | | | ✓ | 2. Group Proposal | 10% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 3. Final Group Project | 30% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 4. Individual Paper | 20% | ✓ | ✓ | | | ✓ | | | 5. Final Exam | 30% | ✓ | ✓ | ✓ | | | | | Total | 100% | | | | | | | |
| Specific assessment methods/tasks | | | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | A | B | | C | D | E | F | G | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Class Attendance and Participation | 10% | | ✓ | | ✓ | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Group Proposal | 10% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Final Group Project | 30% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Individual Paper | 20% | ✓ | ✓ | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Final Exam | 30% | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | |
|--------------------------------------|--|----------|
| | <p>b. Group Proposal: A group proposal is an appropriate assessment method for the learning outcomes of Innovative Problem Solvers, Effective Communicators, and Ethical Leaders. Working in a group setting allows students to collaborate and brainstorm ideas, fostering innovation and creativity. The proposal also requires effective communication skills to convey the group's ideas and vision. Additionally, considering ethical implications and proposing solutions that align with ethical principles demonstrates the development of ethical leadership skills.</p> <p>c. Final Group Project: A final group project is an appropriate assessment method for the learning outcomes of Competent Professionals, Critical Thinkers, Innovative Problem Solvers, Effective Communicators, and Lifelong Learners. This assessment method requires students to work together to develop a comprehensive project that showcases their understanding of the course material. Through the project, students can demonstrate their ability to apply critical thinking skills, engage in problem-solving, and communicate their ideas effectively. The project also allows students to develop time-management skills, which are essential for competent professionals.</p> <p>d. Individual Paper: An individual paper is an appropriate assessment method for the learning outcomes of Critical Thinkers, Innovative Problem Solvers, Effective Communicators, and Lifelong Learners. Writing a paper requires students to think critically about a particular topic and present their ideas in a clear and concise manner. Through this process, students can develop their writing and communication skills, as well as their ability to research and analyze information. Additionally, the assignment allows students to continue their lifelong learning by exploring new ideas and concepts.</p> <p>ii. A comprehensive examination will be conducted at the end of the semester to assess the overall understanding of the subject.</p> <p>A final exam is an appropriate assessment method for the learning outcomes of Competent Professionals, Critical Thinkers, Innovative Problem Solvers, and Lifelong Learners. The exam evaluates students' understanding of the course material, and their ability to apply critical thinking skills to solve problems. Additionally, the exam assesses students' ability to manage their time effectively, which is essential for competent professionals.</p> | |
| Student Study Effort Expected | Class contact: | |
| | ▪ Mass Lecture | 34 Hrs. |
| | ▪ Site Visit | 5 Hrs. |
| | Other student study effort: | |
| | ▪ Preparation for classroom participation | 35 Hrs. |
| | ▪ Group project preparation | 35 Hrs. |
| | ▪ Individual paper preparation | 20 Hrs. |
| | Total student study effort | 129 Hrs. |

Reading List and References

1. Batat, W. (2021). How Michelin-starred chefs are being transformed into social bricoleurs? An online qualitative study of luxury food service during the pandemic crisis. *Journal of Service Management*, 32(1), 87-99.
2. Brandão, A., & Cupertino de Miranda, C. (2022). Does Sustainable Consumption Behaviour Influence Luxury Services Purchase Intention?. *Sustainability*, 14(13), 7906.
3. Chang, Y., & Ko, Y. J. (2017). Consumers' perceived post-purchase risk in luxury services. *International Journal of Hospitality Management*, 61, 94-106.
4. Go, F., Choi, T., & Chan, C. (1996). Four Seasons-Regent: building a global presence in the luxury market. *Cornell Hotel and Restaurant Administration Quarterly*, 37(4), 58-65.
5. Holmqvist, J., Wirtz, J., & Fritze, M. P. (2020). Luxury in the digital age: A multi-actor service encounter perspective. *Journal of Business Research*, 121, 747-756.
6. Holmqvist, J., Wirtz, J., & Fritze, M. P. (2022). Managing the Exclusivity of Luxury Service Experiences. In *The Palgrave Handbook of Service Management* (pp. 263-276). Cham: Springer International Publishing.
7. Kim, K. H., Ko, E., Xu, B., & Han, Y. (2012). Increasing customer equity of luxury fashion brands through nurturing consumer attitude. *Journal of Business Research*, 65(10), 1495-1499.
8. Kwon, W., Lee, M., & Bowen, J. T. (2022). Exploring customers' luxury consumption in restaurants: A combined method of topic modeling and three-factor theory. *Cornell Hospitality Quarterly*, 63(1), 66-77.
9. Liu, M. T., Wong, I. A., Tseng, T. H., Chang, A. W. Y., & Phau, I. (2017). Applying consumer-based brand equity in luxury hotel branding. *Journal of business research*, 81, 192-202.
10. Mun, S. G., Woo, L., & Seo, K. (2021). Importance of F&B operation in luxury hotels: the case of Asia versus the US. *International Journal of Contemporary Hospitality Management*, 33(1), 125-144.
11. Taishoff, M., Mühlbacher, H., & Kauppinen-Räsänen, H. (2022). Building and sustaining resilient luxury service ecosystems. *Journal of Business Research*, 146, 201-215.
12. Wirtz, J., Holmqvist, J., & Fritze, M. P. (2020). Luxury services. *Journal of Service Management*, 31(4), 665-691.
13. Wu, S. H., & Gao, Y. (2019). Understanding emotional customer experience and co-creation behaviours in luxury hotels. *International Journal of Contemporary Hospitality Management*.

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 8.2020