

Supply Chain Management
COURSE NUMBER: 33:799:410
COURSE TITLE: Service Management

COURSE DESCRIPTION

This course is intended to prepare students for management opportunities in service firms, which represent the fastest-growing sector of the economy. Indeed, service industries account for a clear leading employer of the workforce in U.S. other industrialized economies in the world. The service sector includes for-profit institutions and non-profit organizations. Examples of services include hospitality, education, legal, entertainment, financial, logistics, healthcare and government. Outstanding service organizations are managed differently than their competitors. Unlike manufacturing-based companies, successful service organizations have many different performance measures of success such as the enthusiasm of the employees and quality of customer satisfaction. Beginning with the service encounter, service managers must blend marketing, technology, people, and information to achieve a distinctive competitive advantage. This course provides a theoretical and an analytical overview of successful service firms. Students taking this course will study critical aspects of service management from an integrated viewpoint. Although this course focuses on both the qualitative and quantitative aspects of operations, the material will also integrate marketing, strategy, information technology and organizational issues. Finally, this course is also intended to help students discover entrepreneurial opportunities in the vast service economy.

LEARNING GOALS AND OBJECTIVES

This course is designed to help students develop skills and knowledge in the following area(s):

- **Knowledge.** Students should develop an understanding of the "state of the art" of service management thinking and importance of service industries both domestically and internationally.

Students who complete this course will demonstrate ability:

- a. To structure and solve problems commonly found in service industries using qualitative and analytical framework
 - b. To develop an awareness of the opportunities that information technology can have for enhancing service firms' competitiveness
 - c. To study "breakthrough" services in order to understand the operations of successful service firms that can be a benchmark for future management practice
 - d. To appreciate and discover the entrepreneurial opportunities in services
- **Effective communication.** Students will be effective and professional communicators:

Students who complete this course will demonstrate

- a. Ability to construct clear, concise, and convincing written business communication
- b. Ability to construct and deliver clear, concise, and convincing oral communication

Students develop these skills and knowledge through the following course activities and assignments:

- **Lectures.** Class lectures generally include a slide deck presentation of the material to transfer the knowledge to the students. Lectures make use of practical examples from business and industry, and interactive group exercises to help ensure thorough comprehension of the material.
- **Class Participation.** Students should be able to communicate their ideas to the class and create a positive learning environment. Through class participation, students will get an opportunity to listen to the perspectives of peers and to inform them of their own views/opinions. Participating in the question-answer format of instruction will stimulate independence in thought and action. For details please refer section on “Course Requirements and Grading”.
- **Case Presentation.** Each student team will make one case presentation during the course of the semester. Each student in the group must work together in a team for effective analysis of the cases. Students are expected to present the case overview, the issues and analyses to the entire class. In addition to team effort, each student must individually participate in the research, analysis, development and delivery of the presentation. For details please refer section on “Course Requirements and Grading”.
- **Exams.** The course includes two non-cumulative exams to formally assess students’ knowledge and comprehension.

COURSE MATERIALS

▪ TEXTBOOK

The course will use the following textbook:

Title: Service Management (8th Edition)

Authors: James Fitzsimmons, Mona Fitzsimmons and Sanjeev Bordoloi

ISBN 10: 0077841204; ISBN 13: 9780077841201

Publisher: McGraw-Hill

[This textbook is abbreviated as “Fitz” in the tentative course outline]

Chapters from this textbook have been assigned as background reading with the material being covered.

Lectures will follow the book. You are especially required to read materials outside of the classroom including, but not limited to, extra readings.

Please feel free to share with everybody web-links/photocopies of newspaper/magazine articles informing us of topical issues and events in the world of service management. It will also be useful for you to keep abreast of important issues and events by reading popular business periodicals.

▪ SLIDE DECKS & OTHER COURSE MATERIALS

- Slide decks covering topics in the textbook will be reviewed and discussed in class and will also be provided to students through Blackboard.
- Other course materials will also be provided to students through Blackboard.
- Check **Blackboard** (blackboard.rutgers.edu) and your **official Rutgers email account** regularly for updates and announcements.

ACADEMIC INTEGRITY

Cheating will not be tolerated. Students are responsible for understanding the RU Academic Integrity Policy:

https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI_Policy_2013.pdf

I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” I reserve the right to screen all written assignment through plagiarism detection services that compare the work against a large database of past work. Don’t let cheating destroy your hard-earned opportunity to learn. See business.rutgers.edu/ai for more details.

COURSE REQUIREMENTS AND GRADES

Grading Scheme

The weights given to different activities in determining the final course grade follow:

Class participation:	10%	
Homework	10%	
Exam 1:		30%
Exam 2:	30%	
Case Presentation (CP)		
Peer Evaluation	5%	
Instructor Evaluation	15%	

Class participation

This being a course requiring careful thinking, the entire class's learning experience will be enhanced by class participation. Through class participation, you will get an opportunity to listen to the perspectives of peers and to inform them of your own views/opinions. Participating in the question-answer format of instruction will stimulate independence in thought and action. True learning starts unfolding as the "right" questions start coming from the class, which steers the analysis forward by finding answers to those questions.

A significant portion of your class participation will also depend on your preparedness and participation during the lectures and case/project presentations. Of course, any class participation grade is contingent upon you being physically and alertly present in a class.

Homework

Homework problems will be assigned regularly relating to the material covered in the class. Since these homework assignments will depend heavily on the class lecture/discussions, not attending the class will put you at a disadvantage in doing your homework assignments accurately. Therefore, you are strongly encouraged to attend each class session.

Exams

There will be two, non-cumulative exams in this class. The exam will test your ability to analyze and model to make decisions. The exams can serve as a tool for self-evaluation, provide feedback and deepen the learning. Please note that the exam will not be a mere exercise in number crunching. They will devote significantly on "why?" and "how?" of analyses. While the exams will be closed book, you are allowed to bring an 8.5" X 11" single-sided "cheat sheet", on which you may write anything you wish. The idea is that in making the sheet you develop the skills to summarize important points that you can refer to. After going through this exercise it is not unusual for students to say that they never used the sheet on the exam, since they already knew what they wrote very well.

Case Presentations (20 Minutes including Q/A)

Each student/team will make one case presentation during the course of the semester.

The case presentation (worth 20% of the grade) will deal with mini case-studies from the book. You will have to present the case overview, the issues and analyses. Specific questions raised by the case in textbook will have to be answered. In addition, pointed questions will be raised during/after the presentation by the class/instructor. It is important for you to tie in your presentation/answers with the important markers provided in the book chapter.

For each of these presentations the team is required to submit a professional quality PowerPoint presentation. These files should incorporate the feedback/discussion generated during the in-class presentation. ***The power point file should be submitted within one week of the in-class presentation.***

Note: You should *not* cut-and-paste verbatim material from Web pages or copy verbatim material from any other sources, unless you use that material as exact quotes. In that case be sure to enclose any pasted text material in double quotes and to provide an exact reference for it. All pasted graphs and charts should also be properly referenced. If you are unsure about referencing materials, please see the Academic Integrity information available here:

https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI_Policy_2013.pdf

TENTATIVE COURSE OUTLINE

(Note: This is only a tentative outline. Actual schedule may not exactly follow this tentative outline.)

Class	Date	Material
1	9/03	Introductions, Course Outline and Team Formation Chapter 1: The Service Economy Chapter 2: Service Strategy
2	9/10	Chapter 2 (Cont'd): Service Strategy Chapter 3: New Service Development <i>MCP1: XPresso Lube (Fitz: Ch 1: Pg. 26-28)</i>
3	9/17	Chapter 4: The Service Encounter <i>MCP2 – United Commercial Bank and El Banco (Fitz: Ch 2: Pg. 53-56)</i> Chapter 5: Supporting Facility and Process Flows
4	9/24	Chapter 5 (Cont'd): Supporting Facility and Process Flows <i>MCP3 – Amazon.com (Ch 3: Fitz: Pg. 86-88)</i> Chapter 6: Service Quality
5	10/01	Chapter 6 (Cont'd.): Service Quality <i>MCP4 – Enterprise Rent-A-Car (Ch 4: Fitz: Pg. 110-112)</i> Chapter 7: Process Improvement
6	10/08	Chapter 8: Service Facility Location <i>MCP5 – Health Maintenance Org. (A) (Ch 5: Fitz: Pg. 139)</i>
7	10/15	Chapter 8 (Cont'd.): Service Facility Location <i>MCP6 – The Complaint Letter (Ch 6: Fitz: Pg. 174-175)</i> Review for Exam 1
8	10/22	Exam 1 Chapter 9 : Service Supply Relationships
9	10/29	Chapter 9 (Cont'd.): Service Supply Relationships <i>MCP7 – Sonora County Sheriff (Ch 7: Fitz: Pg. 200-201)</i> Chapter 10: Globalization of Services
10	11/05	Chapter 11: Managing Capacity and Demand <i>MCP8 – Health Maintenance Org. (C) (Ch 8: Fitz: Pg. 239-240)</i>
11	11/12	Chapter 11 (Cont'd): Managing Capacity and Demand <i>MCP9 – Evolution of B2C E-Commerce in Japan (Ch9: Fitz: Pg. 270-272)</i>
12	11/19	Chapter 12: Managing Waiting Lines <i>MCP10 – FedEx:Tiger Int. Acquisition (Ch 10: Fitz: Pg. 295-298)</i>
13	11/26 (Note: Rutgers follows Thursday Schedule on this day. So there will be no class)	No Class
14	12/03	Chapter 13: Capacity Planning and Queuing Models <i>MCP11 – Eye'll Be Seeing You (Ch. 12: Fitz: Pg. 353-354)</i>

Class	Date	Material
15	12/10	MCP12 – Renaissance Clinic (A) (Ch. 13: Fitz: Pg. 379-380) Review
16	12/17 (8pm – 11pm)	Exam 2

SUPPORT SERVICES

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>

DATA SHEET

Name:

Are you familiar with using analytical techniques or cases and making decisions?

Yes / Sort of / No

Curricular interests:

Extra-curricular interests:

Very Briefly Summarize your Work Experience if any:

Career goals: