

Supply Chain Management
Course Number: 29:799:410
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 represent a clear leading employer of the workforce in the U.S. and 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 the 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 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.

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/copies of newspaper/magazine articles informing us of topical issues and events in the world of service management. This 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 Canvas.
 - Other course materials will also be provided to students through Canvas.
 - Check **Canvas** (canvas.rutgers.edu) and your **official Rutgers email account** regularly for updates and announcements.
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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 the importance of service industries both domestically and internationally.

Students who complete this course will demonstrate the ability:

- a. To structure and solve problems commonly found in service industries using a 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 and videos 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. For details, please refer section on “Course Requirements and Grading”.

- **Case Presentation.** Each student team will make one case presentation during the semester. Each student in the group must work together in a team for an effective analysis of the cases. Students are expected to present the case overview, the issues, and analyses to the entire class. In addition to the 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.

ACADEMIC INTEGRITY

I do NOT tolerate cheating. Students are responsible for understanding the RU Academic Integrity Policy <http://academicintegrity.rutgers.edu/>

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 will screen all written assignments through *SafeAssign* or *Turnitin*, 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 15%

Exam 1: 25%

Exam 2: 25%

Case Presentation (CP)

Peer Evaluation 5%

Instructor Evaluation 20%

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

Your class participation will be evaluated primarily through the following four mechanisms:

- a. **You will be required to watch an assigned set of video lectures along with the power point slide deck every week by 11:59pm.** Utilizing analytics functionality and reports available to us on Canvas, we will know if you have watched the week's assigned videos for the full duration. **You are also required to click the "Mark as Done" button on top of the video page.** This provides your confirmation that you have viewed these videos. Note: To watch the next chapter videos, the previous video-set has to be watched and "mark as done".
- b. **Each team's weekly case presentation video will be made available to the entire class for review by 9pm** under the assignments section of Canvas. **You will be required to watch each week's case presentation video by 11:59 pm** and provide your detailed online peer evaluation (see deadlines in the course outline). Your activity of watching the case presentation video will be monitored. You are also required to click the "Mark as Done" button on top of the video page.
- c. After viewing each week's case presentation, **you will be required to submit peer evaluations by 11:59 pm.** This survey will be available through the assignments section of Canvas.
- d. **Through the discussion section of Canvas,** share with everybody web-links/copies of newspaper/magazine articles informing us of topical issues and events in the world of service management. This will also be useful for you to keep abreast of important issues and events by reading popular business periodicals. **You can post by hitting the reply button within the discussion forum.** Your activity in this discussion forum will be monitored very closely as it will count towards your class participation grade.

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 videos, not watching the videos will put you at a disadvantage in doing your homework assignments accurately. Therefore, you are strongly encouraged to follow the weekly schedule for watching the assigned videos. Homework assignments will be posted on Canvas in the assignments section. **The homework submissions will have to be made via the assignment section of Canvas by the specified due date (typically 11:59pm).**

Exams

There will be two non-cumulative in-person exams. Please refer to the exam schedule in the course outline. In case you have a conflict with the in-person exam timings, please let the instructor know as soon as possible. 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 exams will not be a mere exercise in number crunching. They will devote significant focus on the “why?” and the “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)

Each student has been assigned to a team. Each team has been assigned a unique case presentation and schedule. Please refer to the Case Presentation/Team Assignment Document posted on Canvas.

The case presentation (worth 25% of the grade) will deal with mini case-studies from the book. Your presentation should be organized as follows:

1. Clear and Accurate Background/Synopsis of the Case
2. Answers to the Case Questions. Be precise in answering these questions. Make sure that each new case question/answer begins on a fresh slide, and the slide title clearly summarizes the question itself without any ambiguity.
3. Make sure you tie in the answers to the questions with the material learned in that chapter. You must anchor your answers in the material you have learned in that chapter.
4. Provide another real-life situation beyond the case itself that links with the topic of the case. For example, this could be a situation you have seen in your life/work or have read about and then show how it ties in with this course.
5. Use multimedia tools, animations, slide transitions, and video clips to capture the attention of the audience.
6. A Voice-Embedded presentation must be submitted to the Instructor and TA per the schedule provided in the case/team presentation document provided on Canvas.

Here are the steps every team will follow for their presentation –

1. **All team members are required to attend a mandatory Zoom/WebEx meeting with the instructor and TA on the Monday of the prior week to the date of their presentation.** Based on your case assignment, please check the date of this mandatory meeting for your team in the team assignment document uploaded on Canvas.
2. **Any one designated team member must send by email a draft of your team’s presentation by 12 noon on preceding the week of your presentation.** Please make sure to copy the rest of the team members in the email when sending the draft. This draft should be close to a final version, which includes all the materials outlined above. At this draft stage, the presentation need not be voice-embedded. This draft presentation needs to be emailed to the Instructor and the TA.
3. We will provide you detailed feedback on your presentation by Sunday night. Please note, that while the deadline for sending the draft presentation is 12 noon, you are encouraged to submit it sooner as it will allow us to send you the feedback earlier as well.

4. You must incorporate this feedback into your presentation and make it voice-embedded.
5. **Your final voice-embedded presentation should be uploaded by, 12 noon, for the week of your presentation.** The upload link will be available under the assignments section of Canvas. Only one team member should upload the presentation on behalf of the team.
6. **This presentation would then be made available to the entire class for watching and providing peer evaluation by , 11:59pm.**

A detailed schedule for each team is provided in the case/team presentation document. Please review this document carefully for the specific dates of the mandatory meeting, due date/time for your draft presentation and the due date/time for uploading the final voice-embedded presentation on Canvas.

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:

COURSE SCHEDULE

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

Class	Material
1	Introductions, Course Outline and Team Formation Chapter 1: The Service Economy Chapter 2: Service Strategy
2	Chapter 2 (Cont'd): Service Strategy Chapter 3: New Service Development

3	<p>Chapter 4: The Service Encounter</p> <p><i>CP1: XPresso Lube (Fitz: Ch 1: Pg. 26-28)</i></p> <p><i>CP2 – United Commercial Bank and El Banco (Fitz: Ch 2: Pg. 53-56)</i></p> <p>Chapter 5: Supporting Facility and Process Flows</p>
4	<p>Chapter 5 (Cont'd): Supporting Facility and Process Flows</p> <p><i>CP3 – Amazon.com (Ch 3: Fitz: Pg. 86-88)</i></p> <p>Chapter 6: Service Quality</p>
5	<p>Chapter 6 (Cont'd.): Service Quality</p> <p><i>CP4 – Enterprise Rent-A-Car (Ch 4: Fitz: Pg. 110-112)</i></p> <p>Chapter 7: Process Improvement</p>

Class	Material
6	<p>Chapter 8: Service Facility Location</p> <p><i>CP5 – Health Maintenance Org. (A) (Ch 5: Fitz: Pg. 139)</i></p>
7	<p>Chapter 8 (Cont'd.): Service Facility Location</p> <p><i>CP6 – The Complaint Letter (Ch 6: Fitz: Pg. 174-175)</i></p> <p>Review for Exam 1</p>
8	Exam 1
9	<p>Chapter 9: Service Supply Relationships</p> <p><i>CP7 – Sonora County Sheriff (Ch 7: Fitz: Pg. 200-201)</i></p> <p>Chapter 10: Globalization of Services</p>
10	<p>Chapter 11: Managing Capacity and Demand</p> <p><i>CP8 – Health Maintenance Org. (C) (Ch 8: Fitz: Pg. 239-240)</i></p>

11	Chapter 11 (Cont'd): Managing Capacity and Demand CP9 – Evolution of B2C E-Commerce in Japan (Ch9: Fitz: Pg. 270-272)
12	Chapter 12: Managing Waiting Lines CP10 – FedEx:Tiger Int. Acquisition (Ch 10: Fitz: Pg. 295-298)
13	NO CLASS
14	Chapter 13: Capacity Planning and Queuing Models CP11 – Eye'll Be Seeing You (Ch. 12: Fitz: Pg. 353-354)
15	CP12 – Renaissance Clinic (A) (Ch. 13: Fitz: Pg. 379-380) Review
Class	Material
16	Exam 2

SUPPORT SERVICES

If you need accommodation for a *disability*, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the

Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at ods.rutgers.edu.

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are ***pregnant***, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek ***religious accommodations***, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of ***gender or sex-based discrimination or harassment***, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link: <http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link: https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7 . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via <https://temporaryconditions.rutgers.edu> .

If you are a military **veteran** or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of **mental health** services, please use our readily available services.

[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]

[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of **physical health** services, please use our readily available services.

[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]

[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of **legal** services, please use our readily available services: <http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to **English as a second language (ESL)** should contact the Program in American Language Studies for supports.

[Rutgers–Newark: PALS@newark.rutgers.edu]

[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional **academic assistance**, please use our readily available services.

[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>

[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]

[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.

- Students must sign, date, and return a statement declaring that they understand this syllabus.]

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: