JAIPURIA INSTITUTE OF MANAGEMENT
PGDM; TRIMESTER IV; ACADEMIC YEAR 2018-19

Course Code and title	OM402: Managing Service Operations
Credits	3
Term and Year	IV Term, 2018 -19
Course Pre-requisite(s)	Operations Management
Course Requirement(s)	Basic Mathematics and Operations Research
Course Schedule (day and time of class)	
Classroom # (Location)	
Course Instructor	
Course Instructor Email	
Course Instructor Phone (Office)	
Student Consultation Hours	
Office Location	

1. Course Overview

Today, services have taken a center stage and most economies of the world are focusing on service sector. The service sector is contributing a huge share in GDP growth of many countries including India, so it is imperative for business management students to understand the concepts and importance of services since most of them built their careers in the service sector. Understanding services from the perspective of operations management is even more important because there is a shortage of trained human resources in service operations. The present course will equip students with knowledge of service operations which will help them in assessing, analyzing, guiding and managing services in their future careers.

This course on Service Operations Management comprises of five modules. Module one is basic and introduces the general concepts of service, its relevance in operations management, different experiences faced by service operations manager and how should he plan his services in focused and unfocused manner to deal with various challenges of service operations. Module two deals with management of processes and people in service operations, it comprises of concepts related to service processes, planning, mapping and auditing during the service processes, the role of service leadership, how and why should one motivate the service provider and what are the needs for repositioning the service processes is also covered in module two. Module three is about management of customers and supplier relationships, the main focus of this

module is to make students understand the need for customer segmentation, quality of service, factors influencing service quality and demand management. Module four comprises of performance management and operational improvements required for service operations. The main purpose of this module is to acquaint students with measurement and management of performance in service operations, how to measure and manage capacity and demand, the concepts of queueing and resources management as well as approaches for improvement of services. This module also helps to understand service recovery and service guarantee. The module five consists of formulating service strategies for gaining competitive advantages. The key aspects of this module are service strategy formulation, outcome and experiences of service delivery and characteristics of world class services.

2. Graduate Attributes(GAs), Key Differentiators (KDs), Programme Learning Outcomes (PLOs), and CLOs

Graduate Attributes (GAs)

GA 1: Self-initiative
GA 2: Deep Discipline knowledge
GA 3: Critical Thinking and Problem Solving
GA 4: Humanity, Team-Building and Leadership Skills
GA 5: Open and Clear Communication
GA 6: Global Outlook
GA 7: Ethical Competency and Sustainable Mindset
GA 8: Entrepreneurial and Innovative

Key Differentiators

KD 1: Entrepreneurial Mindset
KD 2: Critical Thinking
KD 3: Sustainable Mindset
KD 4: Team-Player

Programme Learning Outcomes (PLOs)

The graduates of PGDM at the end of the programme will be able to:
PLO 1: Communicate effectively and display inter-personnel skills
PLO 2: Demonstrate Leadership and Teamwork towards achievement of organizational goals
PLO 3: Apply relevant conceptual frameworks for effective decision-making
PLO 4: Develop an entrepreneurial mindset for optimal business solutions
PLO 5: Evaluate the relationship between business environment and organizations
PLO 6: Demonstrate sustainable and ethical business practices
PLO 7: Leverage technologies for business decisions
PLO 8: Demonstrate capability as an Independent learner

Course Learning Outcomes (CLOs)

At the end of the course, the students should be able to:

CLO 1: Familiarize with the importance and challenges of service operations and be able to differentiate between manufacturing and service operations. (K)

CLO 2: Interpret focused and unfocused service operations and learn to develop service design. (K)

CLO 3: Acquire knowledge about types of service processes and strategies to drive business growth and development. (K)

CLO 4: Able to apply tools and techniques including demand forecasting and data envelope analysis for planning, mapping, auditing and motivating service providers for improving service performance through effective leadership and team building. (S)

CLO 5: Analyse customer segmentation and service quality gaps to undertake appropriate measures for minimizing dissatisfaction and enhance customer delight. (S, A)

CLO 6: Formulate service strategy and implementing them to gain competitive advantage. (S)

3. Mappings

Mapping of CLOs with GAs

	GA 1	GA 2	GA 3	GA 4	GA 5	GA 6	GA 7	GA 8
CLO 1		✓						
CLO 2		✓						
CLO 3		✓						
CLO 4	✓		✓	✓	✓			
CLO 5	✓		✓					✓
CLO 6	✓	✓				✓	✓	✓
Total	3	4	3	1	1	1	1	3

Mapping of CLOs with Key Differentiators (KDs)

	KD 1 (Entrepreneurial mindset)	KD 2 (Critical Thinking)	KD 3 (Sustainability Mindset)	KD 4 (Team Player)
CLO 1			✓	
CLO 2	✓			
CLO 3	✓			
CLO 4		✓		✓
CLO 5		✓		
CLO 6	✓		✓	
Total	3	2	2	1

Mapping of CLOs with PLOs

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
CLO 1					✓			
CLO 2				✓				
CLO 3				✓				
CLO 4		✓					✓	✓
CLO 5			✓	✓				
CLO 6	✓		✓			✓		
Total	1	1	2	3	1	1	1	1

4. Text Book and References:

Robert Johnston and Graham Clark. *Service Operations Management, Improving Service Delivery*. Pearson Education India, New Delhi, 2nd edition.

References

- Bernard Taylor and Roberta Russell. *Operations Management along the supply chain.* Wiley India, 7th edition

- Robert Johnston and Graham Clark. *Service Operations Management, Improving Service Delivery.* Pearson Education India, New Delhi, 4th edition

- James Fitzsimmons & Mona Fitzsimmons. *Service Management: Operations, Strategy, Information Technology.* McGraw-Hill Education, New Delhi, 7th edition

Journals

- California Management Review
- Sloan Management Review
- Academy of Management Journal
- Business Horizon
- Harvard Business Review
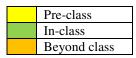- McKinney Quarterly

Magazines & Newspapers

- Magazines: Business, Today, Business World, Outlook Business, Business India
- Newspapers: Economic Times, Business Standard, Business line

On line resources

- http://nptel.iitk.ac.in,

5. Prescribed VED Framework

Module	Vital (Prerequisite of basic Knowledge or skill)	Essential (Non-imperative yet significant)	Desirable (Adds substance, breadth or interest to a subject or a skill)
Module I: Introduction to service operations management	Fundamental concepts of service operations Basic concepts of service operations	Relevance and scope of service operations Challenges in service operations Focused and unfocused service operations	Being able to differentiate between manufacturing and service; focused and unfocused service operations across various service settings
Module II: Management of processes and people in service operations	Understand service processes, their basic rules and details	Be able to map, audit, develop and reposition service processes Comprehend concepts for developing leadership and team building	Develop strategies for implementing the concepts of effective leadership, motivation and team building across various service settings
Module III: Management of customer and supplier relationships	Understand the relationship between supplier and customer, concepts of quality, hygiene and demand management	Understand the relevance of service quality, customer dissatisfaction, customer delight and demand management	Comprehend the relevance of service quality, demand management and service gap across various service settings
Module IV: Performance management and operational improvements in service operations	Concept of performance in service operations, capacity management, queue management	Understand how to utilize resources, manage queues and demand Understand the utility of DEA analysis, service recovery and guarantee	Be able to understand and provide improvements in service operations through the concepts across various service settings, Be able to solve basic problems related to DEA
Module V: Formulating service strategy for gaining competitive advantage	Learn key aspects of service recovery	Develop deep understanding of service delivery outcome and experience	Know characteristics of world class service trends

	Pre-class
	In-class
	Beyond class

6. Session Plan

S. No.	Topics	Methods / Case	Text Book &Readings	CLO	SLO
Module I: **Introduction to Service Operations Management**					
1	• Concept of Service Experience and Outcome as Service Product • Distinction between Manufacturing and Service Operations	Lecture and Class discussions *Case: Singapore General Hospital*	Ch 1 Page 26-30	CLO-1	Students will be able to understand service concept and distinction between manufacturing and services
			KSA	Knowledge	
			VED	Vital	
2	• Commonly experienced Challenges in Service Operations • Service Concept	Lecture and Class discussions *Case: Mumbai Dabbawala*	Ch 1 Page 31-36 Ch 2 Page 58-68	CLO-1 CLO-2	Students will be able to understand service concept and challenges
			KSA	Knowledge	
			VED	Essential	
3	• Focused & Unfocused Service Operations	Lecture and Class discussions	Ch 2 Page 75-82	CLO-2	Students will be able to differentiate between focused and unfocused service operations
			KSA	Knowledge	
			VED	Essential	
Module II: **Management of Processes and People in Service Operations**					
4	• Service Processes	Lecture and Class discussions	Ch 6 Page 192-205	CLO-3	Students will be able to understand service processes
			KSA	Knowledge	

				VED	Vital, Essential	
5	• Types of Service Processes: Volume and Variety Matrix	Lecture and Class discussions	Ch 6 Page 206-212	CLO-3		Students will be able to comprehend service processes in terms of volume and variety
			KSA	Knowledge		
			VED	Desirable, Essential		
6	• Process Mapping • Walk-through Audits • Service Transaction Analysis	Lecture and Class discussions *Case: Meru*	Ch 6 Page 218-222	CLO-4		Students will be able to understand Process mapping, WtA and service transaction
			KSA	Knowledge, Skill		
			VED	Essential		
7	• Repositioning Service Processes	Presentation and Class discussions	Ch 6 Page 227-232	CLO-4		Students will be able to understand the repositioning of service processes
			KSA	Skill		
			VED	Essential		
8	• Managing & Motivating Service Providers	Presentation and Class discussions *Case: Responsible luxury at ITC*	Ch 7 Page 241-264	CLO-4		Students will be able to manage & motivate service providers
			KSA	Skill, Attitude		
			VED	Desirable		
9	• Effective Leadership and Team Building	Presentation and Class discussions	Ch 7 Page 265-267	CLO-4		Students will be able to understand

	in Mgmt. of Service Operations	*Case: First Direct and Aravind eye care*	KSA	Skill	effective leadership and team building in the management of service operations
			VED	Essential	
Module III: **Management of Customer and Supplier relationships**					
10	• Customer Segmentation in Service Operations • Service Gap Model	Lecture and Class discussions	Ch 3 Page 92-100	CLO-5	Students will be able to analyse service gap model and customer segmentation
			KSA	Skill	
			VED	Essential, Desirable	
11	• Service Quality Factors • Dissatisfaction - Satisfaction and Delight Continuum • Hygiene Factors for Customer Satisfaction and Enhancing Factors for Delight	Lecture and Class discussions *Case: Bachpan a case study*	Ch 4 Page 137-143	CLO-5	Students will be able to define service quality factors, satisfaction & dissatisfaction factors and hygiene factors for customer delight
			KSA	Skill, Attitude	
			VED	Essential, Desirable	
12	• Demand Management In Services	Lecture and Class discussions	Handouts & Research articles	CLO-8	Students will be able to define demand management in services
			KSA	Skill, Attitude	
			VED	Essential	
13	Guest Lecture on Managing Service Operations in Retail / Banking / Insurance / Financial Services	Lecture and Class discussions		CLO-1,2,3,4,5,8	Review and assimilation of learnings in earlier sessions
			KSA	Knowledge, Attitude	
			VED	Essential	
Module IV: **Performance Management and Operational Improvements in Service Operations**					
14	• Measurement & Management of	Lecture and Class discussions	Ch 10 Page 356-362	CLO-6	Students will be able to

	Performance in Service Operations				appreciate the relevance of performance measurement in service operations
			KSA	Skill	
			VED	Essential	
15	• Concept of Level Capacity / Chase capacity / Demand Management in Service Capacity Management	Lecture and Class discussions	Ch 8 Page 276-290	CLO-6	Students will be able to understand the concept of - Level Capacity / Chase capacity / Demand Management
			KSA	Knowledge, Skill	
			VED	Essential	
16	• Bottleneck and Queue Management in Service Operations	Lecture and Class discussions	Handouts & Research articles	CLO-6	Students will be able to appreciate bottleneck and Queue management in service operations
			KSA	Knowledge, Skill	
			VED	Essential	
17	• Resource Utilization Strategies in Service Operations	Lecture and Class discussions *Case: Lombard Direct*	Ch 8 Page 301-305	CLO-6	Students will be able to analyse Resource Utilization Strategies in Services
			KSA	Skill	
			VED	Essential	
18	• Approaches to Operational improvements	Presentation and Class discussions	Ch 12 Page 407-427	CLO-6	Students will be able to understand various approaches to Operational improvements
			KSA	Skill	
			VED	Essential	

				CLO-8	Students will be able to apply DEA concepts in managing of service operations
19	DEA	Lecture and Class discussions	Handouts & Research articles		
				KSA VED	Skill, Attitude Essential
20	• Service Recovery & Service Guarantee	Lecture and Class discussions	Ch 12 Page 407-427	CLO-6	Students will be able to appreciate important concepts related to service recovery and service guarantee
				KSA	Skill
				VED	Essential
21	• Guest Lecture: Managing Service Operations in Hospitality / Telecom / Travel & Tourism Sectors	Lecture and Class discussions		CLO-1,2,3,4,5,6,8	Review and assimilation of learnings in earlier sessions
				KSA	Knowledge, Attitude
				VED	Essential

Module V:
Formulating Service Strategy for gaining Competitive Advantage

22	• Key Aspects of Service Strategy	Lecture and Class discussions	Ch 13 Page 444 -446	CLO-7	Students will be able to understand key aspects of service strategy
				KSA	Knowledge
				VED	Essential
23	• Competing on Outcome and Experience in	Lecture and Class discussions	Ch 14 Page 447- 448	CLO-7	Students will be able to understand the

	Service Delivery	*Case: Managing Hospital Supplies: Process Reengineering at Gujarat Cancer Research Institute*	KSA	Knowledge	importance of competing on outcome and experience in service delivery
			VED	Essential, Desirable	
24	Characteristics of World Class Service	Presentation and Class discussions *Case: Singapore Airlines*	Ch 11 Page 394 - 398	CLO-7	Students will be able to understand characteristics of world class service organisations along with few cases
			KSA	Knowledge	
			VED	Essential, Desirable	

7. Time Budgeting in Course Planning

Activity	Description	Time Budgeted
Classes	2-3 hours per week for 12 weeks	30 hours
Reading	Prescribed readings and making notes	20 hours
Preparation of set questions, exercises and problems	Including shared and group exercises	25 hours
Preparation of assignment	Reading and writing	20 hours
Study and revision for test and end of Trimester examination	Self-preparations	25 hours
TOTAL		120 hours

Instructions:

Students will be expected to maintain a daily log of their learning and make an action plan. The continuous evaluation tools would be implemented as per schedule and collected for evaluation.

Students are encouraged to visit videos available on Impartus, you tube on TED talks, and readings available at websites like course era, etc.

8. Evaluation Criteria

Assessment Component (Code)	Components with number of assessments	Weightage of each assessment percentage (%)	Schedule	Overall Weightage	Description	CLOs
AC 1	Quiz -1 Quiz -2 Quiz -3	5 5 5	*Quiz -1* after ten sessions *Quiz -2* after fifteen sessions and *Quiz -3* after twenty sessions Out of three quiz, best two will be considered. All 3 quizzes will be conducted in Moodle, each quiz will be for 8 minutes and have 10 questions	10 M	Multiple choice questions	All CLOs
AC 2	Class participation	10	All sessions	10 M	In Class discussions and participation in class	All CLOs
AC 3	Individual assignments - 1&2	10 (5+5)	*Assignment -1* submission after ten sessions and *Assignment -2* submission after twenty sessions. Assignments will be based on contemporary issue related to service operations	10 M	Case study / problem given during the class	CLOs 3-8
AC 4	Project Report	15 marks	Submission after twenty sessions. It will be based on group basis (group of 4 to 6 students). Project will involve application of course contents studied during the course. A live project is suggested for students.	15 M	Any topic related to class contents	CLOs 3-8
AC 5	Case Presentation	15 marks	Students in groups will be required to make presentation on analysis of cases given to them	15 M	Cases related to the topics covered in class	CLOs 3-8
AC 6	End Term Exam	40 marks	Scheduled after 24th session. It will be based on the entire course. This will consist of case study, application-based situation questions along with conceptual overview	40 M	Short and long questions along with case studies	All CLOs

9. Rubrics for Assessment Component of Service Operations Management PGDM

Rubrics for CLOs

Criteria	Level 1-Beginner	Level 2-Average	Level 3-Accomplished	Level 4-Excellent
CLO 1: Familiarize with the importance and challenges of service operations and be able to differentiate between manufacturing and service operations	Students will be exposed to the concepts of service experiences, their outcomes, products and service operations	Students will understand and relate to the concepts of service experiences, their outcomes, products and service operations through case lets and examples	Students will apply the concepts of service experiences, their outcomes, products and service operations in a business scenario	Students will be able to suggest solutions across various service settings
CLO 2: Understand focused and unfocused service operations and learn to develop service design	Students will be exposed to the concepts of focused and unfocused service operations along with service design concept	Students will understand and relate to the concepts of focused, unfocused service operations and service design through case lets and examples	Students will apply the concepts of focused, unfocused service operations and service design in a business scenario	Students will be able to suggest solutions across various service settings
CLO 3: Acquire knowledge about types of service processes and strategies to drive business growth and development	Students will be exposed to the various concepts of service processes and strategies for their repositioning to drive business growth and development	Students will understand and relate to the concepts of various types of service processes and strategies for repositioning to drive business growth and development through case lets and examples	Students will apply the concepts of various service processes and strategies to drive business growth in a business scenario	Students will be able to suggest sustainable business solutions across various service settings
CLO 4: Able to apply tools and techniques including demand forecasting and data envelope analysis for planning, mapping, auditing and motivating service providers for improving service performance through effective leadership and team	Students will be exposed to the concepts of Walk-through audits, service transaction analysis and motivating service providers for improving service performance	Students will understand and relate to the tools and techniques of Walk-through audits, service transaction analysis and motivating service providers for improving service performance through case lets and examples	Students will apply various tools and techniques of Walk-through Audits, Service Transaction Analysis in a business scenario for improving service performance	Students will be able to apply various tools and techniques of Walk-through audits, service transaction analysis across various service settings

building. (S)				
CLO 5: Analyse customer segmentation and service quality gaps to undertake appropriate measures for minimizing dissatisfaction and enhance customer delight	Students will get exposed to the concepts of service quality gaps and measures to minimize dissatisfaction and enhance customer delight.	Students will understand and relate to the application of service quality gaps and measures to minimize dissatisfaction and enhance customer delight through case lets and examples	Students will analyse about application of service quality gaps and measures to minimize dissatisfaction and enhance customer delight in a business scenario	Students will comprehend about application of service quality gaps and measures to minimize dissatisfaction and enhance customer delight across various service settings
CLO 6: Formulate service strategy and implementing them to gain competitive advantage. (S)	Students will be exposed to the key aspects of formulating service strategy and implementing them to gain competitive advantage	Students will relate to the key aspects of formulating service strategy and implementing them to gain competitive advantage through case lets and examples	Students will analyse about application of the key aspects of formulating service strategy and implementing them to gain competitive advantage in a business scenario	Students will comprehend about application of the key aspects of formulating service strategy and implementing them to gain competitive advantage across various service settings

Rubrics for Quiz

Excellent Points 9-10	Good Points 6-8	Fair Points 3-5	Poor Points 0-2
Exemplary	Proficient	Minimal	Unsatisfactory
80% or more answers are correct. Most of concepts are clear and understood by the student.	Between 60 – 80% answers are correct. Majority of concepts are clear and understood by student.	Between 30 – 60% answers are correct. Many of the concepts are clear and understood by student.	Only up to 30% answers are correct. Most of the concepts are not clear and student is unable to understand the same.

Rubrics for Group Project

Criteria	Developing	Approaching proficiency	Proficient	Advanced
Identify the relevant objectives and the organisation and collect information	Objectives inadequately defined Incomplete information identified	Objectives defined but some finer points missing Information identified up to average extent	Objectives well defined Relevant appropriate information identified	Objectives well defined Appropriate information collection from different sources additional information identified
Analyze the information as per	No analysis only presenting the	Basic analysis performed on	Basic & advanced data analysis on	Complete and appropriate

the identified objectives	information	available information	available information	analysis of available information
				Able to interpret for decision making
Project Report	Language is poor	Language is occasionally poor	Is adequately Impressive	Is impressive
	Formatting is poor	Occasionally format is not good	Format is followed	Impressive Format
	Observations and recommendations are not there	Results are there but no recommendations	Results & recommendations are given	Recommendations are relevant and feasible.

Rubrics for Individual Assignment

Excellent	Good	Fair	Poor
Exemplary	Proficient	Minimal	Unsatisfactory
Able to answer more than 90% questions correctly	Able to answer more than 75-90% questions correctly	Able to answer more than 50-75% questions correctly	No understanding of the project

Rubrics for Class Participation

Excellent	Good	Fair	Poor
Exemplary	Proficient	Minimal	Unsatisfactory
Very interactive during the class with constructive participation, bring in new ideas into the discussions	Able to participate	Answer questions appropriately in the class when asked	Unable to respond during class discussions

Rubrics for End term exam

Excellent Points 9 – 10	Good Points 6-8	Fair Points 3-5	Poor Points 0-2
Exemplary	Proficient	Minimal	Unsatisfactory

80% or more answers are correct. Most of concepts are clear and understood by the student, provide answers in business language and may also be able to indicate the additional information required for better decision making	Between 60 – 80% answers are correct. Majority of concepts are clear and understood by student and also provide the answers in business language	Between 30 – 60% answers are correct. Many of the concepts are clear and understood by student and able to solve the problems given	Only up to 30% answers are correct. Most of the concepts are not clear and student is unable to understand the same

Rubrics for Case

Excellent	Good	Fair	Poor
Exemplary	Proficient	Minimal	Unsatisfactory
Excellent analysis of the given case, bring in new ideas into the case discussion and able to answer all questions well	Good analysis of the given case and able to answer most of the questions appropriately	Fair analysis of the case and able to answer few questions appropriately	Analysis not up to the mark, unable to comprehend the case

10. Academic Conduct

Institute's Policy Statements
It is the responsibility of every student to be aware of the requirements for this course, and understand the specific details included in this document. It is emphasized that this course requires a significant commitment outside of formal class contact. The learning tasks in this course may include classes (lectures or seminars), required reading, preparation of answers to set questions, exercises and problems, and self-study. In addition, students may be required to complete an assignment, test or examination.

LMS-Moodle/ Impartus
LMS-Moodle/ Impartus is used to host course resources for all courses. Students can download lectures, additional reading materials, and tutorial notes to support class participation.

Late Submission
Assessment tasks submitted after the due date, without prior approval/arrangement, will be not be accepted. Requests for extension of time must be made with the faculty member concerned and based on Special Consideration guidelines.

Plagiarism:
Plagiarism is looked at as the presentation of the expressed thought or work of another person as though it is one's own without properly acknowledging that person.

Cases of plagiarism will be dealt with according to Plagiarism Policy of the institute. It is advisable that students should read the Student Handbook for detailed guidelines. It is also advisable that students must not allow other students to copy their work and must take care to safeguard against this happening. In cases of copying, normally all students involved will be penalized equally; an exception will be if the students can demonstrate that the work is their own and they took reasonable care to safeguard against copying.