Institute of Management Technology Hyderabad

...Harnessing Knowledge for Businesses

INSTITUTE OF MANAGEMENT TECHNOLOGY
PGDM, PDGM (Finance) & PDGM (Marketing)
Term - I, AY 2018-2019
Course Handout

Course Code.	: OPM 501
Course Title	: Service Operations Management
No. of Sessions	: 20
Duration of session	: 90 Min
Instructor(s)	: Prof. Vinay Kumar Kalakbandi
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1. Course Description

This course is an introduction to the concepts, principles, problems, and practices of successful service operations management. The course covers the full cycle of building a service business from concept formulation to design and implementation. The course emphasizes on both qualitative and quantitative aspects through real-world case studies and acquaintance with tools needed for everyday operation. Topics covered include the role of services in the economy, strategic positioning and internet strategies, new service development process, managing service expectations, front-office and back-office interface, service quality, yield management, inventory management, waiting time management and advanced models for performance evaluation.

2. Course Objectives

Following are the learning outcomes of this course:

- Appreciate the distinct nature Service operations
- Understand the nuances involved in conceptualization, design and implementation of Service operations
- Be able to analyze Service operations, identify opportunities to improve and suggest recommendations
- Learn various tools for matching services supply to demand
- Understand the dynamics of Services scope, quality, cost, and their implication on service concept and customer base of the enterprise
- Ability to evaluate and select service delivery options
- Understand Service performance measurement techniques
- Ability to articulate the Service concept through customer delivery
- Present effective business cases

3. Learning Goals and Assessment:

#	Learning goals	Learning Outcomes	Learning Assessment method
	The course aims to impart	At the end of the course the students should be able to	The outcomes would be assessed through
1	Functional Proficiency & Integration	**Knowledge** • Appreciate the distinct nature Service operations • Understand the nuances involved in conceptualization, design and implementation of Service operations • Be able to analyze Service operations, identify opportunities to improve and suggest recommendations **Skills** • Various tools for matching services supply to demand	• Class Participation (Case discussions) • Field based project • In-Class exercises • Simulations • Individual assignments
2	Analytical and Critical Thinking Ability	• Understand the dynamics of Services scope, quality, cost, and their implication on service concept and customer base of the enterprise • Ability to evaluate and select service delivery options • Understand Service performance measurement techniques	• Class participation (Case discussions) • Group assignments • Simulation • Field based project
3	Communication Skills	• Ability to articulate the Service concept through customer delivery • Present effective business cases	• Group Projects • Class presentations

4. Text Book
Fitzsimmons, J. and Fitzsimmons, M., Bordoloi, Sanjeev, "Service Management (Operations, Strategy, Information Technology)", McGraw Hill India, 8th edition

5. Reference Books:
- Uncommon Service, Francis Frei & Anne Morriss, Harvard Business Review Press
- Johnston and Clark, "Service Operations Management", Pearson publication, 3rd edition
- Chase, Jacobs and Aquilano: Operations Management for Competitive Advantage, 11/e, McGraw-Hill/Irwin
- Richard D. Metters, Kathryn H. King-Metters and Madeleine Pullman; Successful Service Operations Management with CD, 2nd edition, Cengage Learning (India)

6. Course Prerequisites

Not applicable

7. Pedagogy

Keeping in mind the specific scope of the course and the previous exposure of the students to the theoretical aspects of supply chain management, the course has been designed to be entirely case based. Almost all sessions would deal with case studies that would be dealt through class room discussions, spreadsheet modeling, Role plays and simulated games. In order to expose the students to real world perspective of Service Operations Management, few of the modules of the course will be delivered by industry professionals.

8. Course Content and Session Plan

S. No.	Date	Topic	Readings/ Cases/ Additional Reference Resources / Videos
1		Introductions, course-handout walk thru; Importance of the service sector; Importance of studying operations in services;	Chapter 1 of Textbook
2		Characteristics of services; Classification frameworks	Chapters 2 of Textbook
3		Strategic Service Vision,	Heskett, James L., and Early Sasser Jr. "Southwest Airlines: In a Different World." Harvard Business School Case. Harvard Business School Publishing. Case: **910419-PDF-ENG**, Rev. June 15, 2010. Chapters 2 of Textbook
4		Competitive Service Strategies,	Heskett, J.L. (1991), "Lessons in the service sector" in The Service Management Course: Cases & Reading, Free Press, 47 – 64. **87206-PDF-ENG** Chapters 2 of Textbook
5		New Service Development Service Innovation;	Frei, Frances X. "The Four Things a Service Business Must Get Right." *Harvard Business Review* 86, no. 4 (2008): 70-80. **R0804D-PDF-ENG** Chapter 3 of Textbook
6		Service Design Elements, Designing the Service Encounter	Heskett, James L., and L. A. Schlesinger. "Putting the service-profit chain to work." Harvard business review 72.2 (1994): 164-174. **R0807L-PDF-ENG** Chapter 4 of Textbook
7		Generic Approaches to Service System Design	Practitioner Session
8			Practitioner Session

9		Case in Service Design Operations - Marketing alignment and fit	Sasser Jr, W. Earl, and John R. Klug. "Benihana of Tokyo." Harvard Business School Case. Harvard Business School Publishing. Case: 9-673-057, Rev. July 10, 2004. **673057-PDF-ENG**
10			Operations Management Simulation: Benihana v2
11		Supporting Facility and Process Flows Environment, Servicescapes, Facility Design, Facility Layout	Yantrik Dhaba case Chapter 5 of Textbook
12		Service Process Re-engineering	McAfee, Andrew. "Pharmacy Service Improvement at CVS (A)." Harvard Business School Case. Harvard Business School Publishing. Case: 9-606-015, Rev. October 20, 2006. **606015-PDF-ENG** **Chapter 7 of Textbook**
13		Managing Capacity and Demand Generic Strategies of Level Capacity or Chase, Strategies for managing Demand, Strategies for Managing Capacity,	Hotel California case Chapter 11 of Textbook
14		Yield Management and Capacity Application Decisions	Chapters 6 & 7 from "Pricing and Revenue Optimization" by Robert L Phillips
15		Managing Waiting Lines, Queuing Models	Chapters 12 and 13 of Textbook
16		Managing customer operator behavior' Reduction of customer induced uncertainty	Frei, Frances X. "Zipcar: Influencing Customer Behavior." Harvard Business School Case. Harvard Business School Publishing. Case: 9-605-054, Rev. June 30, 2005. **605054-PDF-ENG** Frei, Frances. "Breaking the Trade-off Between Efficiency and Service." Harvard Business Review 84, no. 11 (2006): 92-101. **R0611E-PDF-ENG**
17		Service Quality Define and Measure Service Quality, , Statistical Quality control, Six sigma	David M. Upton. " Deutsche Allgemeinversicherung" Harvard Business School Case. Harvard Business School Publishing. Case: 9- 696-084, Rev. Revision Date: Apr 15, 1997. **696084-PDF-ENG** Chapter 6 of Textbook
18		Services in the Healthcare Sector	Spear, Steven J. "Fixing Health Care from the Inside, Today." Harvard Business Review 83, no. 9 (2005). Rangan, V. Kasturi. "Aravind Eye Hospital, Madurai, India: In Service for Sight, The." Harvard Business School Case 593-098, April 1993. (Revised May 2009.) Kamalini Ramdas; Elizabeth Olmsted Teisberg; Amy L. Tucker. "Four ways to reinvent service delivery." Harvard Business Review, **R1212H-PDF-ENG**

19		Services in the Social Sector	Stefan Thomke; Mona Sinha, "The Dabbawala System: On-Time Delivery, Every Time" Harvard Business School Case, **610059-PDF-ENG**
20		Project Presentations and Wrap up	

9. Practitioner Details

TBD

10. Assessment Scheme:

The course will follow a continuous assessment and feedback mechanism so that the students gain opportunities to test themselves intermittently and make improvement in the areas of weakness. The assessments would be done through a combination of case analysis reports, participation in classroom discussions and a term project.

EC No.	Evaluation Component	Weightage (%)	Date & Time
1	Class participation		
	Round I	10	1-5 weeks
	Round II	10	6- 10 weeks
2	Mid Term Written Exam	20	End of Week 5
3	Case Analysis	10	Every Week
4	Term Project	20	End of Week 9
5	Comprehensive Exam	30	TBD

Details about the assessment components and guidelines

Class Participation

The students will be expected to make thorough preparation about the case study and concepts for each session. The students will be given opportunities to put forward their ideas and opinions and also critique the opinions of others. The grading will be based on the quality of discussion generated by the students which will be a direct reflection of their preparedness. The following rubrics will be used while assessing the students. The students are expected to read the assigned reading material and the case (if any) thoroughly.

At the end of the session, students will be chosen to make a summary of the session. Choice of students would be made at the end of the session. The summary is to be submitted to the instructor by the midnight of the day the class was held. Portion of the class participation score will be based on the quality, comprehensiveness as well as brevity of the summary submitted.

	A	B	C	D
Preparation (20%)	Is well prepared for class with assigned reading material	Is usually prepared for class with assigned reading material	Is rarely prepared for the class	Is almost never prepared for the class
Quality of Input in Discussion (30%)	Voluntarily & frequently offers creative or original responses/ interpretations/ observations; Is consistently able to connect theory to the case; Is consistently able to relate concepts across cases & to other related disciplines	Offers consistently appropriate responses and occasionally creative or original responses; Is frequently able to connect theory to the case; Is occasionally able to relate concepts across cases & to other related disciplines	Occasionally offers responses, nothing that really challenges the class to think beyond the obvious; Is weakly able to connect theory to the case; Is unable to relate concepts across cases & to other related disciplines	Offers limited or no responses, or single word responses; Is unable to connect theory to the case; Is unable to relate concepts across cases & to other related disciplines
Level of Engagement in Class (30%)	Involves others in class discussions by asking questions and seeking others' responses; Offers follow up responses, builds on other ideas; Enhances class learning by consolidating ideas expressed at different points of time during the discussion	Responds to others' questions but does not raise any pertinent questions; Offers matter of fact responses and seldom builds on others' ideas; Merely paraphrases ideas already expressed	Rarely raises any questions; Is neither able to build on others' ideas nor able to comprehend or consolidate content discussed thus far	Never raises any questions; Shows no interest in class discussion and appears distracted
Behavior (20%)	Demonstrates leadership by being able to bring the class back on track during wayward discussions; Possesses the ability to diffuse conflicting situations	Can assist the leader in streamlining the class discussion once initiated by the leader and also assists the leader in diffusing conflicts	Is a mere spectator to a wayward point and keeps away from conflict situations	Goes back to an issue after it is already been discussed and settled; Raises unrelated points and disrupts the flow of the class; Does not give enough opportunity to assess class participation

Case Analysis:

Students should form 5 teams. Teams and team names have to be finalized and made available to instructor by the end of the first session of the course. Each team is required to submit their responses to specific questions raised by the instructor for every case. These responses would form the basis for discussion of the case in the class. The analysis needs to be sent to the instructor before the beginning of the session in which the case is going to be discussed.

Submissions should be in word format with file name <case name_team name.docx> not exceeding 3 pages excluding exhibits. Late submissions would not be accepted. Teams/individials might be randomly selected to lead the discussion on the case during the session.

Group Project Guidelines

Teams are expected to choose projects that involve application of the course concepts in practical scenarios. Submission would include a mid-term project report to be submitted at the time of the mid-semester exam, a presentation to be made in presence of the class in the last week of the course. The class presentation would be held during the last week of the course. Each team would have 20 minutes to present their work followed by upto 10 minutes for Q&A.

Mid Semester Exam:

Mid semester examination will be conducted in the middle of the course.

End Semester Exam:

End semester examination will be conducted at the end of the course and will be comprehensive in nature covering the whole course.

11. Plagiarism Policy

Copying of the language, structure, ideas, or thoughts of another and representing the same as one's own original work amounts to plagiarism. Examples of plagiarism include: failing to use quotation marks when directly quoting from a source; failing to document distinctive ideas from a source; fabricating or inventing sources; and copying information from books and the internet.

Students found guilty of plagiarism will not be evaluated. Instructor shall decide to give warning or grade cut or refer such students to the disciplinary committee for further action.

12. Consultation Hours: TBD

Note: Make-up may be given **only** on genuine grounds. Prior permission **has** to be obtained.