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SRVM 111-001
INTRODUCTION TO GLOBAL SERVICE MANAGEMENT
Fall 2001

I. COURSE DESCRIPTION

This course is an introduction to principles of service management with an emphasis on the historical context, current trends and career opportunities, and the global economic impact of the service sector.

II. COURSE OBJECTIVES

Upon completion of this course students will be able to:

- A. Recognize what the service sector is.
 - 1. Interpret the definition of service.
 - 2. Identify distinctive characteristics of services.
 - 3. Identify the differences among the three principle sectors of the economy (extractive, manufacturing and service).
 - 4. Identify the characteristics of the five services subgroups (business, trade, infrastructure, social/personal, and public administration).
 - 5. Recognize the service package (supporting facility, facilitating goods, explicit services, and implicit services).

- B. Understand the historical and economic context of service industries.
 - 1. Interpret the stages of economic activity.
 - 2. Interpret the economic evolution of services.
 - 3. Identify the trends in service employment in post-industrial societies.
 - 4. Interpret the impact of deregulation on the service sector.
 - 5. Understand the role of services in global commerce.

- C. Discuss the current state and impact of the service sector.
 - 1. Analyze the role of the service manager.
 - 2. Identify electronic sources of service information and data.
 - 3. Recognize the “pull theory” and “push theory” of service innovation.
 - 4. Identify the nature of competition in the service sector.
 - 5. Recognize service economies of scale, economies of scope, complexity, boundary crossing and international competitiveness.
 - 6. Interpret the service process matrix.
 - 7. Recognize your own possibilities in the service management field.

III. COURSE OUTLINE

- A. Background and Orientation to the Service Sector
 1. What are Service Industries?
 2. Servant Leadership, Service Learning and Service Management
 3. The Economic and Historical Context of Service Industries
- B. The Service Sector Today
 1. Service Management Fundamentals
 2. Applying Service Management Concepts in a Global Context
 3. Careers in Service Management
- C. You and the Service Sector
 1. The Gifts you Bring
 2. Professional Skills and Abilities
 3. Gaining a Focus Within Service Management

IV. INSTRUCTIONAL METHODS AND EXPECTATIONS

I expect you to read material as assigned. You will be hampered in your ability to engage with me and with your classmates if you choose to come unprepared. I've selected items for readability and relevance.

A variety of learning tools will be used in this class, including lecture, discussion, small-group activities, case applications, on-line work, videotapes, service learning, application writings and exams. Students are expected to participate in class to facilitate their own, and others', learning. I request that you give me feedback on what helps and hinders your learning whenever you desire.

Speaking of participation, part of being successful in the service sector is the ability to build a community of trust and respect. Let's practice that here, in part, by being inclusive in our language and behavior, and demonstrating thoughtful regard for classmates with varying abilities and experience, and ethnic and religious backgrounds.

Some additional expectations I have of you:

- *Be prepared* mentally, physically and emotionally to engage in the learning process,
- Function effectively and responsibly in your service learning team, and *ask me to intervene* if you think that's necessary,
- *Be open* to challenging your own perspectives, and interacting with others about theirs,
- *Hand in your assignments on time*--typed, and using correct grammar, spelling, punctuation and sentence structure,
- *Bring your books* and related learning material to class with you to class,
- *Maintain your own record* of points you are accumulating.

Expectations I anticipate you'll have of me:

- *Be prepared* mentally, physically and emotionally to engage with you in the learning process,
- *Be open* to challenging my own perspectives, and interacting with you about yours,

- Be aware of what’s happening in your service learning team, and *available to intervene* as necessary,
- *Return your assignments* to you in a timely manner, likely at the following class meeting.

V. COURSE MATERIALS

Available in Instructional Resources:

Berry, Len. (1999). Discovering the Soul of Service. New York: Free Press.

Berry, Len. (1995). On Great Service. New York: Free Press.

Additional materials to be handed out in class or made available through web sites.

VI. EVALUATION

Course evaluation is based on several reflective and information-gathering assignments and a service learning team project. For the reflective and information-gathering assignments, points are earned based on your ability to summarize relevant information or express a concept, and discuss the application of the information and/or concept in your own life and in a service context. For the service learning team project, points are assigned based on the instructor’s, your teammates’ and client’s, and your own evaluation of your contribution to the project.

Get your assignments to me by the due date either in class, by fax or by e-mail. I won’t take them late. The maximum points to achieve in this course is 150. Points are distributed as follows:

Reflective and Information-Gathering Assignments:

- 80 points available through eight 10pt. assignments, one due nearly every week. The assignment will consist of a question asking you to apply to your own life, something we have been discussing in class, or a topic to investigate. You should be able to answer effectively in about 1 page. **These must be typed;** do pay attention to such matters as spelling, punctuation and sentence structure as you will be graded on “style” as well as content. **Hand them in on time.**
- 20 points available through the final. The questions are included in this syllabus. Their purpose will be to integrate what we’ve been learning and applying throughout the semester.

Class Participation:

- 25 points available; essentially two points per class meeting.

Service Learning Team Project:

- 25 points available, 12 to be awarded to you by your teammates and yourself, 13 to be awarded by the instructor and your client. Evaluation criteria will include such elements as cooperation, reliability, and participation.

<u>Grade Distribution of Points:</u>	150	100%	
	138	92%	A
	135	90%	A-
	132	88%	B+
	123	82%	B
	120	80%	B-

117	78%	C+
108	72%	C
105	70%	C-
102	68%	D+
93	62%	D
90	60%	D-

VII. COURSE CALENDAR

September 11: Orientation to the course and your classmates.
 Discussion of values as related to service management and to your own life.
 Service-learning project ideas.

September 18: Read Berry, *Discovering the Soul of Service*, chapters 1 and 2. Pay special attention to the values discussed in chapter 2. Also read Berry, *On Great Service*, chapter 2. Note values discussed here as well.

Read about servant leadership. Go to web site <http://www.greenleaf.org>. Click on the questions in the second paragraph and read their answers. Go back to the home page and click on *Servant-Leadership in Practice*. Read the article about TDIndustries. Go back to the home page and click on *Articles and Book Reviews*. Read the article titled *Servant Leadership: Quest for Caring Leadership*. Take good notes on what you read or print hard copies. Come to class prepared to discuss: what servant leadership is, the values that underlie servant leadership, and some examples from your own life experience of putting servant leadership into practice

Written Assignment 1: What are two or three of your core values? How do they fit, or not fit, and with servant leadership (as discussed at the Greenleaf web site) and service management (as described by Berry). Make sure you directly reference the web site material and Berry. Don't make me guess where you are getting your information.

Guest, Beth Knutson-Kolodzne, Student Services Office to speak on service and service-learning.

September 25: Web Resources. Meet in Library 111. Denise Madland will conduct a web-information session, focusing on: how to find and navigate through a web site, how to find solid articles on the web (as opposed to ads, conference announcements, and personal opinions), and service management resources available in the Library and on-line. TAKE NOTES.

Guests discussing service-learning opportunities.

October 2: Find an *article* about service management. This may be in print or on the web (if so, print a hard copy), but make sure it's an **article** and not an ad or a conference announcement or some other superficial piece.

Written Assignment 2: In a paragraph summarize what the article is about, in another paragraph discuss what there is about this article that **specifically** relates to service management (make sure to reference class discussion and/or the Berry readings.) In a final paragraph state why you think this information about service management is important. Attach a copy of the article to your Assignment. Come to class prepared to discuss your Assignment.

Guests discussing service-learning opportunities. Discussion and decisions to select service-learning projects and teams. Project planning.

Sign release waivers for next week's site visits.

October 9: Read the handout which is portions of chapters 1 and 2 of Fitzsimmons and Fitzsimmons. There is a lot of material here; don't get stuck. For your site visit, especially note the brief discussion of explicit and implicit services.

Field trips to service-learning sites. During the site visit be alert to information that will help you with **Written Assignment 3** due next week.

Instructions for **Written Assignment 3**:

- This is a **team** assignment, that means I only need one writing which all team members have helped with and signed.
- Identify the site you visited, explicit service(s) you plan to provide, and name of agency contact and/or agency host who guided you on your site visit.
- Indicate names of all team members attending, also those absent (there shouldn't be any)
- Respond to these questions:
 - 1. Who are the clients who will be the recipients of the service(s) you are providing?
 - 2. What special characteristics or needs do they have that are relevant to your project?
 - 3. Can you involve these clients in developing or delivering the service? If so, how?
 - 4. What are the facilitating goods you need to make sure you have?
 - 5. Based on what you learned at the site, what do you think is the implicit service(s) you should provide along with your explicit service?

October 16: Make sure to bring the Fitzsimmons handouts to class with you. Also read Berry, *On . . .*, pp. 79-89.

Written Assignment 4: Career Conference Assignment. Visit two booths of service companies. Discuss each company by answering these questions: 1) What service(s) does the company provide? 2) What type of service is this (business, trade, infrastructure, social/personal)? 3) Do the company's practices or material reflect any of the values we've talked about? If so—discuss and attach material if relevant. 4) Is this a company you would want to work for? Why/why not? **Written Assignment 3 is also due.**

October 23: Read Berry *On Great Service*, chapters 6 and 9-11, and teamwork handouts.

Written Assignment 5: What is the greatest contribution you think you bring to a team and to your service-learning team; what is the most important thing you could work on to be a better team member in general and to be a better member of your service-learning team? Be specific and refer directly to course material. Come to class prepared to discuss your Assignment.

October 30: Choose one of the frameworks we discussed from Fitzsimmons and Fitzsimmons, or Berry. Interact with a service provider in such a way that you get to try out the model, that you have a direct experience with it. Then use the model to think about your experience.

Written Assignment 6: Briefly describe your experience, then relate it specifically to the framework or model you chose. Come to class prepared to discuss your Assignment.

Service-learning project team discussions and updates incorporating material from Fitzsimmons and Fitzsimmons.

November 6: Read *On Great Service*, pp. 2-3 and chapter 13, and *Discovering the Soul of Service*, pp. 6-9 and chapter 12. Think about which of the companies discussed in these books you would like to know more about. We will group up in class (3 or 4 to a group) and you will choose a company and strategize how to proceed. Prepare a plan on what you want to know about the company and how you will find out, as well as some engaging ways that you might present the information. Obvious references are these two books and company web sites.

November 13: Service Execution—read *Discovering the Soul of Service*, chapter 5. Service Recovery—read *On Great Service*, pp. 94-120

Written Assignment 7: Do any one of the following—briefly describe a situation in which you have been involved: 1) where the service was executed (or delivered) poorly and indicate how

execution could be improved, or 2) where the service was executed well and indicate exactly what happened that makes you assess it this way, or 3) that required service recovery and indicate whether the service was recovered; if so, how; and if not, what the impacts of non-recovery where.

Service-learning project team discussions and updates incorporating material on execution and recovery.

Company Snapshot final preparation.

November 27: **Assignment 8:** Company Snapshots oral presentations.

December 4: Company Snapshots continued.

Service-learning team presentation preparation.

Final Exam Part I. Write up your own individual responses to the items your team will discuss with the class next week. Bring a copy for each teammate or at a minimum be prepared to discuss your responses with your team so you can formulate your team presentation.

December 11: Each service-learning team will discuss with us:

- the impact(s) of your site visit on your project,
- the explicit and implicit services you provided,
- your delivery on the service dimensions of reliability, responsiveness and empathy.
- what each of you and/or your team as a whole learned about service management (tie this directly to course material),
- what went especially well and why you think it did,
- any service recovery you engaged in
- what you would do differently next time.

Also due are your service-learning project evaluations of yourselves and your team members.

Final Exam Day: **Final Exam Part II.** Reflect on your learning throughout this semester. What are two things about service management that really stand out for you? Summarize the two aspects referring directly to course material, state why they are significant for you, and indicate how you will use them in your own service management responsibilities and career.