

1.0 Welcome to Service Chinese.

How firms offer service to customers is of central importance to management. Customers do not always think about neat categories of ‘products’ or ‘services’ but how the firm helps them solve a need or a desire. Increasingly customers participate directly in partnership with the firm to create the service solution to these needs. At a simple level visiting a hair salon requires the customer to express how they want to look and then give inputs about how the stylist is living up to those expectations. Moving to the more complex, customers become direct participants in producing products (e.g., designs for the game maker Lego) or in co-development of software. Services are interactive, dynamic and *social*. For firms a strategy of service is a means to differentiation – good service is hard to copy - and profitability – good service creates repurchase, referral and increased purchase over time. So this builds the logic for investing in service. What it does not answer, though, is the management challenge of reaching this goal.

In the last 30 years theory has rapidly evolved around managing service. Driven by research in the West the explanations are wedded to Western cultural norms and values. Service, as a distinctly social process, anchors in cultural norms and values about how it should be delivered, assessed and organized for. What is important in one culture may not even register or have significance in another. We need to be extremely wary about assuming one size fits all: theories of service management might flatter the shape of a Western American wearer but become a fashion faux pas for the Chinese. In the late 1980s Albrecht and Zemke published a book: “Service America” as a call to arms to stimulate managers to up their American service game. In an echo of that aspiration our class is called “Service Chinese” – we set out to move into the little charted waters of theory and practice in serving the Chinese customer.

The Chinese are found across a broad diaspora that includes Taiwan, China, Hong Kong, Singapore and Korea. Hofstede described culture as the ‘software of the mind’ and notes Chinese characterize as collectivists (i.e., giving significance to the group) rather than individualist (i.e., valuing and acting on individual preference). Going deeper we see Chinese ‘software’ is programmed on a legacy of Confucian and Taoist thought that frames how customers and organizations think and behave. In this course we draw on this foundation to see how these norms and values impact a series of service management agendas.

2.0 Course deliverables

Participants in this course will:

- Appreciate the nature of service management and national culture.
- Understand the basic nature of Chinese culture.
- Explore a series of key issues in managing service for Chinese customers.
- Relate practice to theory.

3.0 Course materials

- *Basic materials, course reference and project feedback*
- Course materials and various reference materials are found on line at <https://stanworth.site> You should take a look at the page for this class. You should check the section on ‘getting started’. This syllabus, mini-introduction and course project briefs are there. As a first step *you should complete and upload the mini introduction*. At the bottom of the page you will find the upload function. There are other resources on the page including example projects. When I give feedback on projects this will also be posted to this website.
- *Class by class reading – check the syllabus*
- The specific reading for each class is given below. Some of the materials I will put on line. Others that are easily available (like Harvard Business Review articles) you should download **yourself** from the library.
- *Case studies*
- During class we will use a number of case studies. These are mainly from Harvard (<http://www.hbsp.harvard.edu>) and need to be purchased. I would suggest that you co-ordinate this purchase *as a class early on*.

4.0 Course teaching approach

The course will build on a basic understanding of service management and culture. The morning session will generally focus on theoretical aspects that are then explored in practise through case studies in the afternoon session. In the morning the teaching style will involve both lectures and participation. Students will be drive discussions through presentations discussing video material and in participating in class exercises. In the afternoon groups will present different aspects of the case study and I will facilitate discussion and highlight key issues.

It is essential that the reading / preparation is completed before each class. In class discussion will rely on all participants doing this. The success of the whole class relies on everyone making this investment in time.

5.0 Roles and responsibilities

In this class we are in a service relationship: you are the service customer and I am the service provider. In order to create an effective class we both need to perform their roles well. Let me set some expectations for each.

5.1 My role as the service provider

As the service provider I will aim to:

- Offer useful knowledge theoretical insight into the management of people in service settings
- Facilitate discussion and sharing of practical real world examples
- Provide a safe environment in which all can contribute
- Answer queries (generally I respond to e-mail within 24 hours)
- Provide feedback within a reasonable time frame on course work – but note this can only be done if work is uploaded (see your role below).
- Assess work in a clear explicit way
- Avoid sudden unexpected changes to the schedule

5.2 Your role as the service customer

As a service customer you should:

- **Prepare a name card.** This should be easily **Visible** from the front of the class (use cardboard or the like to make this). The teaching assistant, myself and other class participants need to see this. You should display this in every class.
- Please arrive on time for class. Part of the assessment is based on your participation: if you are late I believe you cannot effectively participate.
- Complete the readings and effectively prepare the case studies
- During presentations show appropriate respect to others (consider your feeling if you are talking to someone and they ignore you and start talking to someone else). Courtesy suggests listening to others when they are presenting.
- Aim to make positive contributions based on your experience in class.
- Provide objective feedback to other class members using the feedback form.
- Use of laptops is necessary in class. However this should be *limited to class related activity*. If you find yourself drifting away from class activities – then shut it down ☺

- At the end of each class your presentation files, and feedback should be uploaded to the web. This should be done *before leaving* class. This also applies to mid-term and final projects.

6.0 Assessment

The following table shows the breakdown of class assessment. Please note I may change this depending on how class actually functions.

Assessment	%	Detail
Individual participation	5	In class contribution (TA log)
Individual quiz	15	Various quizzes
Individual report	5	
Group class presentations	15	
Mid Term and Final (equal split)	60 (30+30)	<p>Note: In group peer review. Individual scores are weighted as per peer assessment.</p> <p>E.g., Group score 85%. Team member A with peer review = 100% scores 85%; Team member B with peer review of 40% scores 34%</p>

7.0 Getting started

The following will help prepare us for class:

1. Please browse for the reading for the first class – which is *partly* on my website. To download material the username is nckusmps and the password is ncku2022.
2. You should input your details on the class Google sheet here: shorturl.at/deA05
3. Have a browse for other class information on my website. I look forward to meeting you and having an exciting semester of joint learning and fun during this course.

Professor James Stanworth

8.0 Syllabus

Class	Topic area	Readings Note – some readings are on my website <i>others</i> you need to download from the library C = core i.e., expected to read D = Doctoral addition S = supporting i.e., scan / read parts	Case study / other preparation
Class 1	<ul style="list-style-type: none"> • What is service • Understanding service as a cultural phenomenon 	<p>C e.g., Zeithaml, V., & Bitner, M. J. (20xx). <i>Service Marketing, Integrating Customer Focus Accross the Firm</i>. Irwin: Mc Graw Hill. (my web)</p> <p>C Vargo, S. L., & Lusch, R. F. (2004). Evolving to a new dominant logic for marketing. <i>Journal of Marketing</i>, 68(1), 1–17. (library)</p> <p>D Warden, C. A., Stanworth, J. O., Huang, C. W., & Chen, J. (2012). Strangers in strange lands: The importance of local observation in retail positioning. <i>International Journal of Market Research</i>. 54(6), 799-820 (library)</p> <p>D Schein (2004). <i>Organizational culture and leadership</i> (3rd Ed.), Chapters 2, 7 & 8.</p> <p>S Robert Lusch on service dominant logic http://www.youtube.com/watch?v=BegxLWmKapU&feature=share&list=PLBAB282A379CD3837</p> <p>S Value in use – Christian Gronroos http://youtu.be/TNE6wNEeTJk</p>	<ul style="list-style-type: none"> • Case McDonalds and KFC in China from “Services Marketing in Asia: a case book”, Christopher Lovelock and Jochen Wirtz (my web)
Class 2	<ul style="list-style-type: none"> • The notion of culture. • Western and Chinese worldviews • Thinking about thinking: Western 	<p>C Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. <i>Psychological review</i>, 98(2), 224-253.</p> <p>C Nisbett, R. E., Peng, K., Choi, I., & Norenzayan, A. (2001). Culture and systems of thought: Holistic versus analytic cognition. <i>Psychological review</i>, 108(2), 291</p>	<ul style="list-style-type: none"> • In class exercises

Class	Topic area	Reading	Case study / other
	and Chinese patterns of thought.	C Weisz, J. R., Rothbaum, F. M. & Blackburn, T. C. (1984). Standing out and standing in. The psychology of control in America and Japan. <i>American Psychologist</i> , 39(9), 955	
<i>Class 2 (cont.)</i>		D Yang, K.-S. (1995). Chinese social orientation: An integrative analysis. <i>Chinese societies and Mental Health</i> (pp. 19–39). Hong Kong: Oxford University Press. C Shun, K. L. (2010). Mencius. In E. N. Zalta (Ed.), <i>The Stanford Encyclopedia of Philosophy</i> (Winter 2010.). Retrieved from http://plato.stanford.edu/archives/win2010/entries/mencius/	
<i>Class 3</i>	<ul style="list-style-type: none"> Service quality – American and Chinese perspectives 	<p>C Stanworth, J. O., Hsu, R. S. & Chang, H. T. (2015). Interpersonal service quality of the Chinese: determinants and behavioral drivers. <i>Service Business</i>, 9(3), 515-540</p> <p>C Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1988). SERVQUAL: A Multiple-Item Scale For Measuring Consumer Perceptions. <i>Journal of Retailing</i>, 64(1), 12.</p> <p>D Smith, A. M., & Reynolds, N. L. (2002). Measuring cross-cultural service quality. A framework for assessment. <i>International Marketing Review</i>, 19(5), 450–482.</p> <p>D Imrie, B. C., Cadogan, J. W., & McNaughton, R. (2002). The service quality construct on a global stage. <i>Managing Service Quality</i>, 12(1), 10–18.</p>	<ul style="list-style-type: none"> Case study to purchase: Shanzhai (“Bandit”) mobile phone companies: The guerilla warfare of product development and supply chain management. Stanford Case GS-75
<i>Class 4</i>	<ul style="list-style-type: none"> Listening to customers 	<p>C Zeithaml, V. & Bitner, M. J. <i>Service Marketing. Integrating customer focus across the firm.</i> (Third or later edition). Chapter: Understanding customers’ expectations and perceptions through marketing research.</p> <p>C Bitner, M. J., Booms, B. H. & Tetrault, M. S. (1990). The service encounter: diagnosing favourable and unfavourable incidents. <i>Journal of Marketing</i>, 54, 71-84.</p>	<ul style="list-style-type: none"> Class exercises

Class	Topic area	Reading	Case study / other
Class 5	<ul style="list-style-type: none"> MID TERM – PRESENTATION REPORTS AND DISCUSSION 		
Class 6	<ul style="list-style-type: none"> Technology adoption – American and Chinese perspectives 	<p>C Davis, F. D. (1989). Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology. <i>MIS Quarterly</i>, 13(3), 319–340.</p> <p>C Parasuraman, A. (2000). Technology Readiness Index (TRI). <i>Journal of Service Research</i>, 2(4), 307–320.</p> <p>C Stanworth, J. O., Hsu, R. S., & Wang, J. T. (2018, June). Chinese metaphors and narratives in self-service technology adoption. 15th International Research Conference in Service Management. 15th International Research Conference in Service Management, La Londe (France).</p> <p>D Venkatesh, V., Morris, M., Davis, G., & Davis, F. (2003). User Acceptance of Information Technology: Toward a Unified View. <i>Management Information Systems Quarterly</i>, 27(3).</p> <p>D Bagozzi, R. P. (2007). The Legacy of the Technology Acceptance Model and a Proposal for a Paradigm Shift. <i>Journal of the Association for Information Systems</i>, 8(4), 244–254.</p>	<ul style="list-style-type: none"> Please Google “TAM” and see the model Please look at the questionnaire items in Davis (1989) Case: Alaska Airlines (Harvard Case No. 9-800-004)
Class 7	<ul style="list-style-type: none"> Motivation and predisposition to service 	<p>C Hsu, R. S. & Stanworth, J. O. (2017). Work as good-minded undertaking and effortless assignment: Chinese meaning of work for hospitality workers and its motivation implications. <i>Journal of Organizational Behavior</i>.</p> <p>S Johns, N., Chan, A., & Yeung, H. (2003). The impact of Chinese culture on service predisposition. <i>Service Industries Journal</i>, 23, 107–122.</p> <p>D Any text book on organizational behavior (e.g., Robbin’s) – review chapter on theories of motivation</p>	<ul style="list-style-type: none"> Case: The Wang Ping Group (To be provided)

Class	Topic area	Reading	Case study / other
Class 8	<ul style="list-style-type: none"> Service design 	<p>C Lovelock, C., Wirtz, J., Keh, H. T. & Lu., X. (2005). <i>Service Marketing in Asia</i>. Chapter 2 (part). Chapter 8.</p> <p>C Mahesh, V. S., & Stanworth, J. O. (1995). <i>Service Concept Delivery Through System Design: The Case of Anglian Water Services</i>. In <i>Service Management: New Directions, New Perspective</i>. London: Cassell.</p> <p>S Video on my website.</p>	<ul style="list-style-type: none"> Haier: Taking a Chinese company global (Harvard Case No. 9-706-401)
Class 9	FINAL – PRESENTATION REPORTS AND DISCUSSION		