

1.0 Welcome to this semester's course on Service and People

In the following sections you will find details of the course, including reading, assessment and expectations for participant behaviour. *Please take time to read this.* It is important and will maximize our ability to have a productive and interesting course together.

According to Professor Lovelock, of Yale University, delivering excellent service is result of marketing, operations, and human resources working together to focus on delivering benefits to customers. Marketing is concerned with understanding and monitoring customer reactions to ensure high satisfaction, customer retention, and referral behaviour. Operations is focused on providing resource, apparatus and procedures to facilitate delivery. Human resources (HR), in turn, embeds the service concept into the organisation and aims to quality assure service delivery through the use of HR techniques. What makes one organization different from another is often dependent on the quality delivered by its people. What sets consistently excellent organizations apart from others is their ability to integrate Operations, Marketing and HR seamlessly and consistently.

In this course we will be particularly concerned with HR aspects of delivering service excellence. The aim of the course is to help you understand the conceptual foundations of managing people effectively in a service business.

2.0 Course deliverables

Participants in this course will:

- Understand what makes services unique and why they require service-centric approaches to management of people
- Appreciate the nature of the service concept and HR's role in embedding it into the organization's culture
- Explore quality assurance through motivation and support of staff
- Understand issues related to managing performance, particularly training needs analysis and performance review
- Explore the challenges and pitfalls of rewarding staff
- Consider empowerment of staff and its challenges in different cultural settings

3.0 Course materials

Basic materials, course reference and project feedback

Course materials and various reference materials are found on line at www.j--s.net. 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.

Useful reference text

Participants should make sure they have access to a good quality Human Resource Management text book. This will be a reference text for the course.

One I suggest using is:

- G. Dessler, “Human Resource Management”, 9th / 10th (international) edition, Prentice Hall

Class by class reading

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 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: normally the cost is around US\$2-3. 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 business and human resource management concepts. 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*. This makes use of MSN questionable. If you do not need the computer please shut it off.
- 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 break down of class assessment.

Assessment	Points	Detail
Mid term	350	Scored on your group project work
Final	350	Scored on your group project work
Class contribution	50	Attendance and general visibility (TA's record)
Individual participation	150	Contribution to discussion in class (TA's record)
Individual assessment	100	Based on individual assessments I expect that you all will make a large effort to be on the right hand side of the scale.
		Grade ranges
		0-30 31-50 51-60 51-70 71-80 81-90 91-100
		(A) Max for each range 30 50 60 70 80 90 100
		(B) Weight for each range 0.1 0.1 0.2 0.8 1.3 1.5 2
		A x B = points 3 5 12 56 104 135 200
		Contribution to total course 0.3% 0.5% 1.2% 5.6% 10.4% 13.5% 20.0%
	<u>1000</u>	<u>Total course points</u>

The detail of the mid-term and final project will be put on the web. These involve group based reports and presentations. Your contribution in class is important. You all have different experiences and views to share. The TA will record these contributions during class. *Twice* during the course I will have an unannounced in-class test. These will be short and focus on the reading for the previous weeks. Notice the favourable weightings given to the higher grades – where I am sure most of you will score.

In class we will discuss the meaning of different grades so that we have a common understanding of what different grades mean.

7.0 Getting started

There are a number of things to be done now:

1. Download the mini-introduction from the website. You should complete this and upload it.
2. Check the syllabus. Prepare the reading for the first and following class.
3. Download the in class assessment template.

I look forward to meeting you and having an exciting semester of joint learning and fun during this seminar series.

Dr. James Stanworth

8.0 Syllabus

Class	Topic	Reading	Case study / other preparation
Class 1	<i>The challenge of managing people for service delivery</i>	<ul style="list-style-type: none"> Chapter 1 – Service Marketing in Asia, Christopher Lovelock, Jochen Wirtz et al (2nd Ed.) Introduction – Thresholds of motivation, V. S. Mahesh Part 1 – Thresholds of motivation, V. S. Mahesh Chapter 18 – Services Marketing, Zeithaml and Bitner (3rd ed) 	<ul style="list-style-type: none"> Prepare to form groups (8 groups, 5 people). I would suggest trying to create cross cultural groups will maximize your learning. Various in class exercises
Class 2	<i>Developing service culture using the service concept</i>	<ul style="list-style-type: none"> Clark, G. L., R. Johnston, et al. (2000). Exploiting the service concept for service design and development. <i>New Service Design</i>. J. Fitzsimmons and G. Fitzsimmons. CA, Sage: 71-91. Kotter, J. P. (2007). “Leading change.” <i>Harvard Business Review</i> 85(1): 96-103. JP: Jeffrey Pfeffer, “Changing mental models: HR’s most important task”, <i>Human Resource Management</i>, 44(2), 2005 pp.123-128. “ORID” method from Laura J. Spencer, “Winning through participation”, Kendall/Hunt Publishing Studying and learning from cases in Stella Nkomo <i>et al</i>, “Applications in Human Resource Management”, Thomson 	<ul style="list-style-type: none"> Case study: Schlesinger, L. A. and R. A. Hallowell (1991). Taco bell, Harvard. No. 9-692-058

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Class	Topic	Reading	Case study / other preparation
Class 3	<i>Quality assurance through people – motivation</i>	<ul style="list-style-type: none"> Part 2 – Thresholds of motivation, V. S. Mahesh Part 3 – Thresholds of motivation, V. S. Mahesh 	<ul style="list-style-type: none"> Case study part (1) Gabarro, J. J. (2006). Wolfgang Keller (A). Boston, Harvard Business School. No. 9-498-045 Case study part (2) Gabarro, J. (2006). Wolfgang Keller (B). Boston, HBR. No. 9-498-046
Class 4	<i>Quality assurance through people – empowerment</i>	<ul style="list-style-type: none"> Part 4 – Thresholds of motivation, V. S. Mahesh Part 6 – Part 3 – Thresholds of motivation, V. S. Mahesh Kuo, R. (2007). Exploring Herzberg’s two-factor theory with foreign workers in the Taiwan Industry. International Institute of Management. Tainan, National Cheng Kung University. Bowen, D. E. and E. E. Lawler, III (1995). “Empowering service employees.” Sloan management review 36(4): 73-85. 	<ul style="list-style-type: none"> Case study (1) Paine, L. S. and R. J. Crawford (1998). Taiwan Sealed Air (A), Harvard. No. 9-399-058 Case study (2) Paine, L. S. and R. J. Crawford (2001). Sealed Air Taiwan (B), Harvard. No. 9-399-059
Class 5	<i>Mid-term report and presentation</i>	<ul style="list-style-type: none"> Morning group’s presentations 	<ul style="list-style-type: none"> Afternoon group’s presentations

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Class	Topic	Reading	Case study / other preparation
Class 6	<i>Pay and rewards</i>	<ul style="list-style-type: none"> Bennett, S. G., E. Applebaum, et al. (1993). "Rethinking Rewards." Harvard Business Review 71(6): 37-46. Kohn, A. (1993). "Alfie Kohn responds." Harvard Business Review 71(6): 48-49. Kohn, A. (1993). "Why incentive plans cannot work." Harvard Business Review 71(5): 54-63. Human Resource Management, Garry Dessler, 9th (international edition). Chapter 12, Pay for performance and financial incentives 	<ul style="list-style-type: none"> Case study (1) – 4 groups – Stella Nkomo et al, (2005). Rewarding volunteers in Applications in Human Resource Management Case study (2) – 4 groups –Stella Nkomo et al, (2005). Evaluating non traditional incentive systems: Howe 2 ski stores, in Applications in Human Resource Management
Class 7	<i>Managing performance</i>	<ul style="list-style-type: none"> Human Resource Management, Garry Dessler, 9th (international edition). Chapter 7, Training and developing employees (focus on training needs analysis) Human Resource Management, Garry Dessler, 9th (international edition). Chapter 9, Appraising and managing performance (particularly for those who have not read on performance appraisal) Exercise: Margolis, J. D. and A. Molinsky (2005). Necessary Evils: A Diagnostic Exercise, Harvard. 9-404-027 	<ul style="list-style-type: none"> Outside speaker
Class 8	<i>Service leadership</i>	<ul style="list-style-type: none"> Chapter 15 - Service Marketing in Asia, Christopher Lovelock, Jochen Wirtz et al (2nd Ed.) Schneider, B. and D. E. Bowen (1993). "The service organization: human resource management is crucial." Organizational dynamics 21(4): 39-52. 	<ul style="list-style-type: none"> Case study: Singapore Airlines, from, Services Marketing in Asia, a case book. Jochen Wirtz and Christopher Lovelock, Pearson PrenticeHall, Singapore, 2005

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Class	Topic	Reading	Case study / other preparation
<i>Class 9</i>	<i>Final report and Presentation</i>	<ul style="list-style-type: none">• Morning group's presentations	<ul style="list-style-type: none">• Afternoon group's presentations