

**Service Science
MGMT 150 / COGS 152
University of California, Merced
Fall 2013**

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office	TBD	office	TBD
office hrs	Weds & Thurs 3:00–4:00PM	office hrs	Tuesday 3:00–5:00PM

Lecture Tuesday, 6:00 – 8:45 PM, SSB 160

UCMCROPS F13-COGS 152/MGMT 150 LEC

URL <http://cogsci.ucmerced.edu/sites/pmaglio/home/courses>

Grades	Five short papers	5 points each
	Two exams	25 points each
	Attendance and Participation	10 points
	Final paper	15 points
	(Extra credit available	20 points)

Assignments

- Sept 10 Service Journal.** Two-page paper due: Describe **two specific services** you've used, one that you think is good and one that you think is not-so-good. Describe how each works and your interactions with them, showing why you think one is better than the other and how you might improve the not-so-good one.
- Oct 1 Real Complaints.** Two-page paper due: Analyze a set of actual customer complaint letters. Complaint letters for a specific industry (e.g., banking) or firm (e.g., American Airlines) can be downloaded from the customer feedback site www.complaints.com. A sample of 20 letters should be used. Read each carefully and classify the complaints along dimensions of service quality, such as reliability, responsiveness, assurance, empathy, tangibles, and so on. Also classify the types of solutions suggested in the letters, and perhaps suggest your own. Your paper should outline the complaints and suggested improvements, classifying and tallying types of complaints and improvements, and reporting the numbers.
- Oct 29 Service Interview.** Two page paper. Interview a front-stage or back-stage worker at a service business. Describe what the worker's environment is like (climate, culture, internal services), what the business's priorities (values) are, and how service operations work, including the role of the customer. Relate what you learn to concepts we've discussed and read about this term (such as culture, productivity, satisfaction, recovery, and anything else that seems relevant – this is critical, be reflective and logical). Assess the business based on your discussion. Be clear on what business and what kind of worker you interviewed – no need to name names, but be clear as to what you did.
- Nov 12 Service Design.** Two-page paper due: Create and describe **either a service blueprint or a PCN diagram** for one of the services you've encountered. For a blueprint, consider both front-stage and back-stage processes to some extent; for a PCN diagram, detail processes from both customer and operations perspectives. Describe how each process works, where the decision points are, how problems or errors may be handled, and so on.
- Nov 26 Service Innovation.** Two-page paper due: Invent a new innovative service based on an existing service you have experience with. Your description should focus on differences from the existing service and on how your suggestions make it better. Innovation in service results from systematic reconfiguration of the roles and responsibilities in a service system (see Normann & Ramirez, 1993). For example, take an existing offline service and identify modifications to enhance the service using interactive capabilities of online technologies, consider some ways in which service customers can take on more or less responsibility, or support your description with a PCN diagram. Many other approaches are possible.
- Dec 10 Final Paper.** Five-page (plus references) paper due: The final paper must (1) pose a question about **service quality or service operations from a service systems perspective**, and (2) provide a thoughtful, well-reasoned discussion of the issues related to it. All papers must include references to at least six published articles, chapters, or books that are **not** on the *required* reading list. Of course, you can refer to items on the required list, but you **must** refer to at least six items

not on the required list. You can find plenty of potential references on the *optional* reading list, at the end of the chapters in the Fitzsimmons & Fitzsimmons text, and in the reference lists of most assigned readings. You cannot cite web sources (such as Wikipedia), but must cite traditionally published materials. References must be formatted in a standard style, either following *The Chicago Manual of Style*, the *Publication Manual of the American Psychological Association*, or some other standard.

Ground Rules and Other Useful Information

Being in Class

When you're in class, be in class. If you have a laptop, use it to take notes or look up things related to the class or to the discussion, but please don't use it for any non-class activities. It's simple: Show up, pay attention, ask questions, participate.

Attendance and Participation

Attendance and in-class participation is required. So show up. Raise your hand. Get called on. You don't have to answer questions. You can ask them. Or you can take part in online polls and surveys. Just take part in the discussion somehow. Be an active part of the class. You'll learn more. There are ten points for attendance and participation, and if we don't know who you are, you cannot get too many of them.

Guest Speakers

We have lined up great guest speakers this term, including practitioners and professors. The guest speakers may not always be tightly related to the lecture topic of the day (scheduling is hard), but will always be relevant to service. These folks have gone out of their way and traveled to be here for you. So show up, be polite, and participate.

Readings

There are four required texts and many other readings, both required and optional (listed later in this document). One of the texts and all of the other readings are accessible via the library (see UCMCROPS). To access these materials you will have to be connected to the campus network, either physically on campus or through the university's VPN software. Readings should be completed by the day they are listed on the syllabus.

Exams

There will be two exams, one on Oct 15 and one on Nov 19. Exams are worth 25 points each. All questions will be multiple-choice, based on both required readings and lectures. Extra-credit questions will be based on optional readings. They will be closed-book exams.

Papers

All papers must be single-spaced with one-inch margins on all sides, and formatted in a legible font (such as Times Roman) with font-size 12. All papers must be clearly written and proofread so they contain no typos.

Short Papers: Maximum length, two pages

There are five assignments. Each is a short, two-page paper worth 5 points: 1 point for turning it in on time, up to 2 points for reasonably clear and grammatical writing, and up

to 2 points for coherent and appropriate content. Please put your name on your paper, and upload it in a standard format, such as pdf, doc, docx, odt, and so on.

Final Paper: Maximum length, 5-pages (plus references)

The final paper is due on the last day of class. It paper is worth 15 points: 4 for clarity of thought and writing; 3 for execution in terms of formatting, organization, and logic; and 8 for effort, which depends on how interesting, well thought out, and supported the paper is. Please put your name on your paper, and upload it in a standard format.

Extra Credit

On most weeks, there will be a short quiz related to the week's required readings. These quizzes plus some extra credit questions on the exams will add up to a possible 20 extra points for the term. If you don't come to class, you can't take the quiz.

Turning in Work; Late or Missing Work

Papers must be turned in using the Assignments feature of UCMCROPS by 6:00 PM the day they are due. Short papers can be turned in up to a week late, but the maximum score for a late paper is 4 points. The final paper cannot be turned in late. If you have a problem with any of this, contact Paul, Justin, or Morgan.

Cheating and Academic Honesty

Don't cheat. Don't copy off your friend's exam's in class, and don't copy your roommate's assignment from last year. We'll know. UC Merced has a formal policy on cheating: <http://studentlife.ucmerced.edu/what-we-do/student-judicial-affairs/academicy-honesty-policy>.

Disability Services

UC Merced is committed to ensuring equal academic opportunities and inclusion for students with disabilities (see <http://disability.ucmerced.edu/>). If you need any assistance, please contact Paul, Justin, or Morgan.

Office Hours and Contact

Paul's office hours are before class on Tuesday 5:00 – 6:00 PM. To schedule an appointment at a different time, contact Paul by email at pmaglio@ucmerced.edu.

Justin's scheduled office hours are Tuesday 3:00 – 5:00 PM. For other times, contact Justin at jmatthews@ucmerced.edu.

Morgan's scheduled office hours are Wednesday and Thursday 3:00 – 4:00 PM. For other times, contact Morgan at mflaming2@ucmerced.edu.

And please feel free to contact Paul, Justin, or Morgan with any type of issue or question you have about the class.

If you send email, please put *MGMT 150* or *COGS 152* in the subject line or else we may miss it.

Course Outline: So what is service science?

The US economy – and economies of all industrialized nations – are made primarily of service jobs (more than 80% of jobs in the US are service jobs). So chances are that when you get out of school, you are going to be working in a service job or in the service sector.

Service science is the study of service, which can be broadly defined as actions that one takes on behalf of another (such as washing a car or managing web servers). There really is no such thing as service science today – there is no single accepted, integrated, interdisciplinary scientific study of the service economy or of service jobs. Service science is more like a movement whose goal is to focus attention on service-related problems. Service science is emerging. Its basic unit of analysis is the *service system*, made of configurations of people, technologies, and other resources that interact with other configurations to create mutual value. Many systems can be viewed as service systems, including families, cities, and companies.

More precisely, *service* is the application of resources (including competences, skills, and knowledge) to make changes that have value for another entity. For instance, in information technology (IT) outsourcing services, a service provider operates computing infrastructure for a service client. The provider augments the client's capabilities, taking on responsibility for monthly service-level agreements and year-over-year productivity improvements. The formal representation and modeling of service systems is nascent, largely because of the complexity of modeling people, their knowledge, activities, and intentions. Service system complexity is a function of the number and variety of people, technologies, and organizations linked in value-creation networks, such as professional reputation systems of a single kind of knowledge worker or profession, work systems composed of multiple types of knowledge workers, enterprise systems, industrial systems, national systems, and even the global service system. Knowledge workers depend on their knowledge, tools, and social-organizational networks to solve problems, be productive, continually develop, and generate and capture value. Service science must combine formal models with models of human behavior to understand service systems.

Course Learning Goals: What will you learn in this course?

In this course, you will learn about service. You will learn what service is, why it is different from other sectors and other jobs, and why it is important. You will learn about problems in service, such as measuring performance, increasing quality, and creating innovation. You will learn how some have recently begun to study service from a variety of different perspectives – including social sciences, cognitive science, management, engineering, and others – to address these problems. This new approach is called *service science*. You will learn how this kind of interdisciplinary research might be effective in studying and understanding service. In the end, you will be able to have an informed and intelligent conversation about the nature of service, how to think about measurement in service, and how to increase innovation in service. And you will be (at least a little more) ready for the workforce you are about to enter.

Course Learning Outcomes: Wait... what will you be learning?

By the end of this course, you will be able to:

1. Define “service” and articulate the study of service science.
2. Differentiate service from other sectors and other jobs, and articulate why this differentiation is important.
3. Describe problems in the service sector and their origins.
4. Use disciplinary perspectives of the social sciences, cognitive science, management, and engineering to interpret the study service and address problems within the sector.
5. Describe measurement practices in service and how to increase innovation in service.

To support success across the Service Science minor coursework, these course learning outcomes will help you reach the Service Science *Program Learning Outcomes* (see the SSHA Service Science webpage for more information):

1. Describe through a multidisciplinary lens the process of how knowledge is converted to value in the services sector
2. Assess how goods and services can be improved, administered, and optimized
3. Apply appropriate information technology to analyze basic business processes and recommend strategies for improvement and optimization
4. Present basic knowledge of the relationship between IT and service systems
5. Use professionalism in writing and speaking that is consistent with the discipline

To support success across the Management coursework, these course learning outcomes will help you reach the Management *Program Learning Outcomes* 2, 3, and 5 (see the SSHA Management webpage for more information):

2. Apply theories and concepts from the discipline of Management and related fields (e.g. accounting, economics, statistics, finance, marketing, human resource management, strategy and business law) to management situations.
3. Use effective written and oral communication consistent with the discipline and professional environments.
5. Evaluate ethical, social, and external issues as they relate to the organization, operations, and people.

To support success across the Cognitive Science coursework, these course learning outcomes will help you reach the Cognitive Science *Program Learning Outcomes* 1 and 3 (see the SSHA Cognitive Science webpage for more information):

1. Explain and apply knowledge of landmark findings and theories in cognitive science, and use that knowledge as context for understanding the current state of affairs.
3. Interpret and appreciate formal and computational approaches in cognitive science.

Required Readings

Books (available at the UC Merced Bookstore)

Hsieh, T. (2010). *Delivering happiness: A path to profits, passion, and purpose*. New York: Business Plus.

Kandogan, E., Maglio, P. P., Haber, E. & Bailey, J. (2012). *Taming information technology: Lessons from studies of system administrators*. New York: Oxford University Press.

Teboul, J. (2006). *Service is front stage: Positioning services for value advantage*. Insead Business Press/Palgrave Macmillan.

Note: This text is also available online for free through the UC Merced library at

<http://www.ucm.ebib.com/patron/FullRecord.aspx?p=370470>

Book Chapters (eBook available for purchase on web)

Fitzsimmons, J. A. & Fitzsimmons, M. (2011). *Service Management: Operations, Strategy, and Information Technology* (Seventh Edition). McGraw Hill.

Note: To purchase this eBook (\$34.41), go to

<https://create.mcgraw-hill.com/shop/-/catalog/details/?isbn=9781121924666>

(If you have trouble, see the site instructions

http://create.mcgraw-hill.com/shopresources/pdfs/eBookstore_instructions.pdf

and search the site for ISBN 9781121924666)

Articles and Chapters (Available through UCMCROPS)

Bitner, M. J., Ostrom, A. & Morgan, F. (2008). Service blueprinting: A practical technique for service innovation. *California Management Review*, 50, 66 – 94.

Campbell, C. S., Maglio, P. P. & Davis, M. M. (2011). From self-service to super-service: How to shift the boundary between customer and provider. *Information Systems and eBusiness Management*, 9(2) 173-191.

Chase, R. B. (1978). Where does the customer fit in a service operation? *Harvard Business Review*, 56, 137 – 142.

Chase, R. B. & Dasu, S. (2001). Want to perfect your company's service? Use behavioral science. *Harvard Business Review*, (June), 79 – 84.

Clark, H. H. & Brennan, S. E. (1991). Grounding in communication. In L. B. Resnick, J. M. Levine & S. D. Teasley (Eds.), *Perspectives on Socially Shared Cognition*. APA Press.

Frei, F. X. (2006). Breaking the trade-off between efficiency and service. *Harvard Business Review*, 84, 93 – 101.

Frei, F. X. (2008). The four things a service business must get right. *Harvard Business Review* (April): 70-80.

- Glushko, R. J. (2010). Seven contexts for service system design. In P. P. Maglio, C. A. Kieliszewski, & J. C. Spohrer (Eds.), *Handbook of service science*. New York: Springer.
- Gummesson, E. (2010). The future of service is long overdue. In P. P. Maglio, C. A. Kieliszewski, & J. C. Spohrer (Eds.), *Handbook of service science*. New York: Springer.
- Heskett, J. L., Jones, T. O., Loveman, G. O., Sasser, W. E., Schlesinger, L. A. (1994). Putting the service profit chain to work. *Harvard Business Review*, 72, 164 – 174.
- Hutchins, E. (1995). How a cockpit remembers its speeds. *Cognitive Science*, 19, 265 – 288.
- Lovelock, C. & Gummesson, E. (2004). Whither services marketing? In search of a new paradigm and fresh perspectives. *Journal of Service Research*, 7, 20 – 41.
- Maglio, P. P., Srinivasan, S., Kreulen, J. T., Spohrer, J. (2006). Service systems, service scientists, SSME, and innovation. *Communications of the ACM*, 49, 81– 85.
- Maglio, P. P. & Spohrer, J. (2008). Fundamentals of service science. *Journal of the Academy of Marketing Science*, 36, 18-20.
- Normann, R. & Ramirez, R. (1993). From value chain to value constellation: Designing interactive strategy. *Harvard Business Review*, 71, 65 – 77.
- Sampson, S. E. (2012). *Essentials of Service Design*. Chapter 3.
- Spohrer, J. & Maglio, P. P. (2010). Service science: Toward a smarter planet. In W. Karwowski & G. Salvendy (Eds.), *Introduction to service engineering*. New York: Wiley & Sons.
- Spohrer, J., Maglio, P. P., Bailey, J. & Gruhl, D. (2007). Steps toward a science of service systems. *Computer*, 40, 71-77.
- Vargo, S. L. & Lusch, R. F. (2004). Evolving to a new dominant logic for marketing. *Journal of Marketing*, 68, 1 – 17.

Optional Readings (Available through UCMCROPS)

- Bitner, M. J., Ostrom, A. L., & Meuter, M. L. (2002). Implementing successful self-service technologies. *Academy of Marketing Executive*, 16, 96 – 109.
- Chesbrough, H. & Davies, A. (2010). Advancing services innovation: Five key concepts. In P. P. Maglio, C. A. Kieliszewski, & J. C. Spohrer (Eds.), *Handbook of service science*. New York: Springer.
- Gadrey, J. (2002). The misuse of productivity concepts in services: Lessons from a comparison between France and the United States. In J. Gadrey & F. Gallouj (Eds). *Productivity, Innovation, and Knowledge in Services: New Economic and Socio-economic Approaches*. Cheltenham UK: Edward Elgar, pp. 26 – 53.
- Hagel, J. & Singer, M. (2000). Unbundling the corporation. *The McKinsey Quarterly*, 2000/3, 148 – 161.
- Herzenberg, S., Alic, J. & Wial, H. (1999). A new deal for a new economy. *Challenge*, 42, 102 – 129.
- Hill, P. (1977). On goods and services. *Review of Income and Wealth*, 23, 315 – 338.

- IfM & IBM (2008). *Succeeding through service innovation: A service perspective for education, research, business and government*. Cambridge, UK: University of Cambridge Institute for Manufacturing. ISBN: 978-1-902546-65-0
- Johnson, B. C., Manyika, J. M., & Yee, L. A. (2005). The next revolution in interactions. *The McKinsey Quarterly*, 2005/4, 20 – 33.
- Lovelock, C. (1983). Classifying services to gain strategic market insights. *Journal of Marketing*, 43, 10 – 20.
- Maglio, P. P. & Spohrer, J. (in press). A service science perspective on business model innovation. *Industrial Marketing Management*.
- Maglio, P. P., Vargo, S. L., Caswell, N. & Spohrer, J. (2009). The service system is the basic abstraction of service science. *Information Systems and e-business Management*, 7, 395-406.
- Miles, I. (2008). Patterns of innovation in service industries. *IBM Systems Journal*, 47, 115 – 128.
- Palmisano, S. J. (2006). The globally integrated enterprise. *Foreign Affairs*, 85, 127 – 136.
- Prahalad, C. K. & Ramaswamy, V. (2000). Co-opting customer competence, *Harvard Business Review*, 78, 79-93.
- Sampson, S. E. (2010). The unified service theory: A paradigm for service science. In P. P. Maglio, C. A. Kieliszewski, & J. C. Spohrer (Eds.), *Handbook of service science*. New York: Springer.
- Sampson S. E. (2011). Introduction to PCN analysis. Technical report Brigham Young University.
- Schneider & Bowen (2010). Winning the service game: Revisiting the rules by which people co-create value. In P. P. Maglio, C. A. Kieliszewski, & J. C. Spohrer (Eds.), *Handbook of service science*. New York: Springer.
- Spohrer, J. & Maglio, P. P. (2008). The emergence of service science: Toward systematic service innovations to accelerate co-creation of value. *Production and Operations Management*, 17(3), 1-9.

Syllabus

- Sept 3 **Lecture 1: What is Service?**
 Reading: Fitzsimmons & Fitzsimmons (2011), Chapter 1 (pp. 1-14)
 Teboul (2006), Chapter 1
 Optional: Hill (1977), Lovelock (1983), Herzenberg et al (1999)
- Sept 10 **Lecture 2: Service Culture**
 Reading: Fitzsimmons & Fitzsimmons (2011), Chapter 9 (pp. 15-33)
 Heskett et al (1994)
 Teboul (2006), Chapter 3
 Optional: Schneider & Bowen (2010)
 Assignment due: **Service Journal**
- Sept 17 **Lecture 3: Service Customers**
 Guest Speaker: **Michael Dixon**, Naval Postgraduate School
 Reading: Chase (1978)
 Fitzsimmons & Fitzsimmons (2011), Chapter 2 (pp. 35-52)
 Teboul (2006), Chapter 2
 Optional: Chase & Dasu (2001)
- Sept 24 **Lecture 4: "Delivering Happiness"**
 Guest Speaker: **Steve Shackelton**, National Park Service and UC Merced
 Reading: Hsieh (2010)
 Optional: Prahalad & Ramaswamy (2000), Sampson (2010)
- Oct 1 **Lecture 5: Service Quality**
 Reading: Fitzsimmons & Fitzsimmons (2011), Chapter 6 (pp. 53-86)
 Frei (2006)
 Teboul (2006), Chapter 6 – 7
 Optional: Gadrey (2002)
 Assignment due: **Real Complaints**
- Oct 8 **Lecture 6: Service Technology**
 Guest Speaker: **Joe Serna**, Bank of America
 Reading: Campbell, Maglio & Davis (2011)
 Fitzsimmons & Fitzsimmons (2011), Chapter 5 (pp. 87-103)
 Teboul (2006), Chapter 4
 Optional: Bitner et al (2002)
- Oct 15 **Exam**
- Oct 22 **Lecture 7: Service Cognition**
 Reading: Clark & Brennan (1991)
 Hutchins (1995)
 Kandogan, Maglio, Haber & Bailey (2012), Chapters 1, 2, 4, 5, 8
 Optional: Johnson et al (2005)
 Kandogan, Maglio, Haber & Bailey (2012), Chapters 3, 6, 7

- Oct 29 ***Lecture 8: Service Design***
 Guest Speaker: **Pat Selinger**, Allstate Insurance
 Reading: Fitzsimmons & Fitzsimmons (2011), Chapter 4 (pp. 105-128)
 Glushko (2010)
 Teboul (2006), Chapter 5
 Optional: Bitner, Ostrom & Morgan (2008)
 Assignment due: **Service Interview**
- Nov 5 ***Lecture 9: Service Innovation***
 Guest Speaker: **Jeff Welser**, IBM Research
 Reading: Chesbrough & Davies (2010)
 Normann & Ramirez (1993)
 Sampson (2012), Chapter 3 (pp. 19- 30)
 Optional: Miles (2008), Sampson (2011)
- Nov 12 ***Lecture 9: Service Optimization***
 Reading: Fitzsimmons & Fitzsimmons (2011), Chapter 12 (pp. 129-148)
 Teboul (2006), Chapter 8
 Optional: Hagel & Singer (2000)
 Assignment due: **Service Design**
- Nov 19 **Exam**
- Nov 26 ***Lecture 11: Service Thinking***
 Guest Speaker: **Christoph Breidbach**, UC Merced
 Reading: Frei (2008)
 Lovelock & Gummesson (2004)
 Vargo & Lusch (2004)
 Optional: Maglio et al (2009)
 Assignment due: **Service Innovation**
- Dec 3 ***Lecture 12: Service Science***
 Reading: Maglio et al (2006)
 Maglio & Spohrer (2008)
 Spohrer et al (2007)
 Optional: Maglio & Spohrer (in press)
 Spohrer & Maglio (2008)
- Dec 10 ***Lecture 13: Future***
 Reading: Fitzsimmons & Fitzsimmons (2011), Chapter 14 (pp. 149-167)
 Gummesson (2010)
 Spohrer & Maglio (2010)
 Optional: IfM & IBM (2008), Palmisano (2006)
 Assignment due: **Final Paper**