

Winter 2014 – BYU Marriott School of Management

BusM 462 - Services Management

MW 2:00-3:15pm – W118 TNRB

General Course Information

rev 12/31/2013

Instructor:

Dr. Scott E. Sampson, 660 TNRB, ses3-cxi@sm.byu.edu, cell 722-9222.
Office Hours: Monday & Wednesday, by appointment, office 422-9226
See Learning Suite for course announcements and updates.

Books:

Understanding Service Businesses, Second Edition, by Dr. Sampson. (John Wiley & Sons, 2001. Called the “workbook.” To help keep the price down Dr. Sampson has refused royalties from the sale of this book. It is probably the least expensive 500 page textbook you will buy.)

(optional, but highly recommended. Required for students selecting the ESDI enrichment option described below) *Essentials of Service Design and Innovation*, Third Edition, by Scott Sampson. Called the “ESDI book.” Available from the BYU bookstore.

Course Objectives:

1. Learn principles that lead to successful services management.
2. Understand analytical frameworks that provide rigor to your study of services.
3. Apply service principles and analytical frameworks to actual business situations.
4. Complete an enrichment project that demonstrates your ability to use your knowledge in making significant business decisions.

The principles and analytical frameworks will integrate topics from strategy, marketing, operational design, human resource management, and quality management.

Course objectives will be assessed through written Analysis Exercises, report presentations, class activities, a reading assessment, and a project of your choice.

Customizing the Course to Your Interests:

Each student will need to select an industry as his or her “target industry” for applying Service Business Principles, as described on page 8 of the workbook. Each selected industry must have the instructor’s approval. Sign up by the second week of the semester. I will occasionally allow students to work in teams. The airline industry is not available, since I have selected it in the workbook.

About half of your course activities will involve the workbook, including completing “Analysis Exercises” pertaining to your target industry. The other half of the course is composed of “Enrichment Activities” that vary depending upon the needs and interests of individual students. Enrichment Activity options will be described below.

Weekly Schedule

The course generally meets twice per week, and we usually spend one week on each workbook unit, except for the first few units (due to the odd class days).

Unit Day One – Introduce Unit and Q&A

The first meetings of each unit are for discussion and clarification of Service Business Principles for the unit. Send any questions you have about the assigned unit to the instructor before class.

Unit Day Two – Analysis Exercises

Analysis Exercises are due at the start of class the second day of any unit, as shown in the semester schedule in Appendix B. You may complete up to **three** Analysis Exercises from each unit for credit, as explained below. You should study all of the principles for each unit.

The second day for each unit is for discussing specific applications of Service Business Principles from that unit. This includes occasional sharing of student assignments with the class. On some days we will have guest speakers. On other days I will review important topics from the ESDI book.

Course Components

There are four components of the semester evaluation, which will be described below.

Grade Component	Percent
A. Class preparation, participation, and contribution.	15%
B. Analysis Exercises on-time and good quality.	30%
C. Team progress reports.	5%
Team Presentation.	20%
D. Project and/or Final exam.	30%

A. Class Preparation, Participation, and Contribution

This includes attendance, punctuality, presentation of ideas when called upon, and expressed willingness to contribute to class discussions. This is a participation course, not a spectator course. All students will be expected to share insights and experiences relating to the class material. If you are ever wondering how you are doing in your class participation, see me.

Class attendance is important. You can have up to two unexcused absences without it affecting your grade. (In rare circumstances I will let students do significant makeup work). Also, be on time. The TA takes roll at the start of class based on displayed name cards. Since unexpected emergencies happen on the way to class, it is good to save your unexcused absences for such emergencies.

It is especially bad to miss class when a guest speaker is present, since I take notes about who is present and asks the guest *relevant, interesting, and appropriate* questions. (Which is part of class participation.) Asking shallow questions just for air time is inappropriate, so use good judgment. Also, I pay attention to which students have their hands up, even if the speaker does not take time to call on them.

B. Analysis Exercises

Throughout the semester you are to complete Analysis Exercises. These are found in the PowerPoint file posted on the course website. **Analysis Exercises are similar to but NOT the same as Application Exercises from the workbook.** There are 56 Analysis Exercises, but you do not need to complete them all, although you should study all of them. It would be good to complete the Analysis Exercises for Service Business Principles we cover in class, if you choose to. To learn even more, you should complete Analysis Exercises for Service Business Principles **not** covered in class, which will require diligent study of the workbook material on your own (let me know if you have questions). **You can receive credit for up to 3 Analysis Exercises per unit for each of 14 units (total of 42 possible over the semester).**

Analysis Exercises will impact your overall semester evaluation two ways. First, they should be on-time and complete. You are expected to make a good attempt for any Analysis Exercises you chose to complete by the due day (as shown on the schedule). At the start of each AE due day you should turn in your Analysis Exercises for that unit at the front of the class or mark them on the honor card (when provided). Those turned in and adequately completed will be recorded and returned to you. You are free to redo any Analysis Exercises for the end of semester overall workbook review. Also, you are free to complete any Analysis Exercises after the due day so that they might be considered at the end of the semester review.

The last day of the semester you are to turn in a manila folder with all Analysis Exercises you had done on time and any Analysis Exercises you completed after-the-fact (in page order, up to 3 per unit). In front should be the Analysis Exercise Grade sheet (which I will provide near the end of the semester) with indications of which Analysis Exercises you want to count toward your grade. I will review a sample of them in detail and return them at the final exam (or pick up within a month).

What constitutes quality work on Analysis Exercises? This will become apparent as the semester progresses and we share Analysis Exercises in class. Upon request, you will receive feedback for any Analysis Exercises you turn in during the semester. If you desire more specific feedback, you should schedule an appointment with the instructor. It will be very difficult to hurriedly complete an Analysis Exercise, giving little thought to the exercise, and have it be adequate. The three things I am looking for in an Analysis Exercise are: (see rubric on the next page)

- **clarity** - Is it clear to read and understand? Since I sometimes display student work to the class, you should avoid tiny writing or fonts. (Use more pages if you need more space.) For diagrams it means they are organized and tidy (and not too cluttered). I am looking for substance that is readable. Lack of substance that is beautifully printed will do great in legibility but suffer in the other two areas...
- **thoughtfulness** - Does it demonstrate thoughtfulness and correct application of the corresponding Service Business Principle? Superficial answers are often revealed in that they overlook what should be obvious.
- **completeness** - Does the answer address all of the questions or issues being proposed in the Analysis Exercise statement? (Superficial answers will likely not get full credit.)

Most Analysis Exercises can be completed right on the PowerPoint page. If you put more answers in the Notes section than will fit on one page, another page will automatically be printed (using a recent version of PowerPoint). Please staple multiple-page Analysis Exercises when you turn them in.

Even though you may complete your Analysis Exercises in PowerPoint, I cannot accept electronic submissions of student work. (Too many times I have heard “I emailed it to you” when I have never seen it.) If you complete it in PowerPoint, print it out. See me if you have questions about how to complete a particular Analysis Exercise.

At the end of the semester Analysis Exercises will be evaluated roughly according to the following rubric:

Dimension	A	A-	B+	B or lower
legibility	Answers (and diagrams) are tidy and clear to follow.	Answers are legible but are not clear in some instances.	Answers are mostly legible but occasionally unclear.	Answers are partially legible or regularly unclear.
thoughtfulness	Answers are well thought out and insightful, and correctly apply principles.	Answers are well thought out but not particularly insightful, yet are correctly applied.	Answers demonstrate some thoughtfulness but only a superficial application of principles.	Answers demonstrate cursory effort or incorrect application of principles.
completeness	It is very clear that all parts have been completed.	All parts have been completed, but it is often not easy to tell.	Mostly complete, but occasionally answers are not complete.	Regularly missed/omitted answers.

C&D. Enrichment Activities

The purpose of the enrichment activities is to allow students to enrich their education, increase their knowledge, and practice writing and presentation skills. The table below summarizes available enrichment activities. Appendix C provides specific guidelines for each of the three options.

Students differ in their needs and interests, so options are provided. Each student must pick one of the options by the end of the second week of class. The default enrichment activity is Option 1: ESDI Study.

Enrichment Activity Option Summary

	Option 1: ESDI Study	Option 2: Micro-franchise Plan	Option 3: Service Consulting Report
Brief description:	Read chapters 2-14 of the <i>Essentials of Service Design and Innovation</i> (ESDI) book. Present one chapter. Take ESDI final exam.	Develop and present a micro-franchise, which is a plan for operating a small-scale service business.	Produce a service consulting report, which analyzes a real service business and provides <u>educated</u> recommendations.
This option is typically for...	This option is for students who want to develop increased expertise in service analysis and design.	This option is primarily for Entrepreneurship students, or students interested in entrepreneurship.	This is a good option for students who are possibly interested in going into consulting.
Can work as teams? (student limit)	Reading/exam: No. Presentation: Yes (3).	Yes (3).	Yes (3).
Required presentation (20-30 minutes + Q/A)	Explain major points and application of one ESDI chapter (see schedule).	Present micro-franchise near end of semester.	Present consulting report near end of semester.
Required progress reports	Progress reports 3, 2, and 1 week prior.	Bring and show 1-3 slides every two weeks.	Activities list (done/to-do) due every two weeks.

	Option 1: ESDI Study	Option 2: Micro-franchise Plan	Option 3: Service Consulting Report
Written report.	None, just slide printout.	10-20 pages, not including exhibits.	5-15 pages (half can be value-added annotated analytical exhibits)
Written report due	Slides at presentation.	Wednesday, April 9th.	Wednesday, April 9th.
Written report counts in grade	(included in presentation grade)	1.5% per page (not including exhibits)	2% per page (including approved exhibits)
Final exam (in class during finals week)	Exam on ESDI chapters (individual effort).	None if 20 pages.	None if 15 pages.
USB workbook exam (individual)	Not necessary.	Required if report <20 pages.	Required if report <15 pages.

Note that Option 1 requires an ESDI final exam. For Options 2 and 3 the final exam is optional. Decisions about taking final exams must be confirmed by Wednesday, April 9th (since I need to turn in exams that week.)

Note that all enrichment activities involve a team presentation. Suggestions for providing an excellent presentation are covered in Appendix A. Appendix B shows progress report due dates for Options 2&3.

If you want to do some completely different enrichment activity, see me during the first week of class. Options must include elements of study, presentation, and evaluation. For example, an “Option 4” is not listed in the table: Advanced (Journal) Readings, which includes reading two articles each week from an advance readings list, report on two of the articles, and take an oral exam on read articles. This option is for students who are interested in pursuing a PhD and/or those who enjoy theory.

Honor Code Items

Please don't eat in class, unless you bring some for everyone. Please do not talk or text on your cell phone in class, unless you let everyone talk or text. This course complies with Marriott School classroom policies that are at: <http://marriottschool.byu.edu/students/classroompolicies> Highlights include:

- Do not cheat and do not allow others to cheat. We must preserve the integrity of BYU.
- If you encounter unlawful sexual harassment or discrimination, please talk to me or contact the campus harassment hotline (367-5689) or the Honor Code Office (422-2847).
- “Each Professor will establish the times when using laptops in class to take notes or work on class projects is allowed.... professionalism.”

See the instructor if you have any concerns about classroom policies or class activities.

Finally

I put a lot of effort into making this an interesting and valuable course, and encourage you to give your best effort. I want you to have an enriching educational experience, and appreciate feedback and suggestions.

Appendix A: Giving Great Presentations

Students are **highly** encouraged to review presentations with the instructor a week before the presentation date. If you are sufficiently prepared for the preview, I will tell you everything you need to do to get an “A” grade on your presentation. A preparation checklist for preview presentations is posted on the course website. An excellent presentation from a prior semester can be found on YouTube by searching for “Sampson Service Consulting Report Presentation.” Students are also encouraged to review the valuable information at:

<http://www.slideshare.net/thecroaker/death-by-powerpoint>

In evaluating the team presentations, I will look at three things:

- (1) Insightfulness: Did the presentation provide value-adding insights about important concepts from the course? (i.e., provide more than just regurgitation of course topics)
- (2) Presentation quality: Was the presentation interesting, clearly organized, and well-rehearsed?
- (3) Information quality: Were the information and answers clear and accurate? Was it clear how the information tied into course topics? (don’t make me have to guess)

Here is a rubric (including two hypothetical response dimensions)...

Dimension	A	A-	B+	B or lower
Insightfulness	Illustration of course concepts is compelling, insightful, and impactful.	Illustration of course concepts is solid and somewhat insightful.	Illustration of course concepts is okay, but not particularly insightful.	Illustration of course concepts is confusing.
Presentation quality	Presentation is very interesting, clearly organized, and obviously well-rehearsed.	Presentation is sufficiently interesting, moderately organized, and/or possibly rehearsed.	Presentation is marginally interesting, less than organized, and/or probably not rehearsed.	Presentation is uninteresting, unorganized and/or unrehearsed.
Information quality	Information presented is clear as glass, accurately tied to course topics, and to the point.	Information presented is quite understandable and mostly accurate.	Information presented is marginally understandable and somewhat accurate.	Information presented is clear as mud and/or inaccurate.
Instructor’s emotional response	“Wow, that presentation rocks!”	“Well, that was quite interesting!”	“That was okay, but could have been better.”	“Hmmm. Bring in the oxygen.”
Typical student response	“That presentation was brilliant. I am enlightened!”	“Okay, that makes sense and clarifies things. Thanks!”	“That pretty much just confirmed what I got from reading.”	“I think I know less as a result of the presentation.”

I do not post presentation grades, but interested team members can see me after the presentation.

Appendix B: Semester Schedule

(changes or updates will be announced in class and/or posted on the course website)

Date	Read	Due	Class Topic	*ESDI
Part I - Fundamentals of Services Management				
Mon, Jan 6			This course is a bidirectional supply chain.	ch.2
Wed, Jan 8	Unit 1		Unit 1 Q&A. This course is a Process Chain Network.	ch.3
Mon, Jan 13		Unit 1 AEs	PCN Analysis.	ch.4
Wed, Jan 15	Unit 2		Unit 2 Q&A. PCN Showcase.	
Mon, Jan 20		<i>Martin Luther King Jr. Day Holiday</i>		
Wed, Jan 22	Unit 3	Unit 2 AEs	Unit 3 Q&A: Services Fundamentals	
Mon, Jan 27		Unit 3 AEs	Challenges in the day-to-day management of services.	
Wed, Jan 29	Unit 4	<i>Prog Rep #1</i>	Unit 4 Q&A: Understanding Non-Services (manufacturing)	
Mon, Feb 3		Unit 4 AEs	Supply chain/network perspectives of services.	ch.14
Part II - Service Business Strategy				
Wed, Feb 5	Unit 5		Unit 5 Q&A: Identifying Strategic Opportunities	ch.5
Mon, Feb 10		Unit 5 AEs	Strategic process positioning and service innovation.	ch.13
Wed, Feb 12	Unit 6	<i>Prog Rep #2</i>	Unit 6 Q&A: Identifying Strategic Threats	
Mon, Feb 17		<i>Presidents Day Holiday</i>		
Tue, Feb 18		Unit 6 AEs	Deservitization and reservitization.	ch.12
Part III - Managing Service Processes				
Wed, Feb 19	Unit 7		Unit 7 Q&A: Service capacity, utilization, and costing	ch.6
Mon, Feb 24		Unit 7 AEs	Opportunities and limits to service process efficiency	
Wed, Feb 26	Unit 8	<i>Prog Rep #3</i>	Unit 8 Q&A: Human Resources Management	ch.7
Mon, Mar 3		Unit 8 AEs	Challenges in managing service labor.	ch.8
Wed, Mar 5	Unit 9		Unit 9 Q&A: Marketing in Services	ch.11
Mon, Mar 10		Unit 9 AEs	Methods of services marketing and pricing.	
Wed, Mar 12	Unit 10	<i>Prog Rep #4</i>	Unit 10 Q&A: Production and Inventory Control	
Mon, Mar 17		Unit 10 AEs	Mitigating the costs of customer waiting.	
Part IV - Service Quality and Value				
Wed, Mar 19	Unit 11		Unit 11 Q&A: Defining Service Quality	ch.9
Mon, Mar 24		Unit 11 AEs	Managing expectations and service performance.	
Wed, Mar 26	Unit 12	<i>Prog Rep #5</i>	Unit 12 Q&A: Challenges in Delivering Service Quality	
Mon, Mar 31		Unit 12 AEs	**Enablers and inhibitors of service quality.	
Wed, Apr 2	Unit 13		**Unit 13 Q&A: Service Recovery	
Mon, Apr 7		Unit 13 AEs	**Customer retention and service process improvement.	
Wed, Apr 9	Unit 14	project report	**Unit 14 Q&A: Measuring Service Quality and Productivity	ch. 10
Mon, Apr 14		all AEs due	Service measurement and motivation methods.	
Final exams will be in class Wednesday April 23, 2014, 11am-2pm – you must sign up by April 9 th .				

*ESDI=recommended reading schedule (and presentation days) for students electing to do enrichment option #1 – ESDI Study.

**=possible micro-franchise or consulting report presentation days.

Appendix C: Enrichment activity Option 1:

Service Design and Innovation (ESDI) Study

Book reading and final exam

Read and study chapters 2-14 of *Essentials of Service Design and Innovation*, 3rd Edition. See the course schedule (Appendix B) for a suggested reading schedule.

Team presentation

Present on a chapter from the book. Team presentations will take place on the day listed on the syllabus schedule.

In the past, teams have used a variety of presentations formats, including team-produced videos, role playing simulations, and PowerPoint presentations. This semester I have decided that rather than specifying the format for the presentation, I will leave it up to each team. The sky is the limit (within reason), but presentations should possess the following characteristics:

- It should introduce the given chapter.
- It should teach us about the meaning and implications of the chapter.
- It should demonstrate how the chapter topic might be applied in business situations.

The presentation should be 20 to 30 minutes. That time should include at least 5 minutes for the class to ask questions. The presentation can go outside of that time limit, but only with prior instructor approval.

If you choose to create a video, see me if you would like to borrow my camcorder or use my video editing software. Also, I have an instruction sheet about how to create a video, if you want it.

Progress reports

To facilitate preparation, I require progress reports according to the following deadlines:

- 3 weeks prior to presentation – team reports on which chapter they will do.
- 2 weeks prior to presentation – team provides a brief outline of the planned presentation for approval.
- 1 week prior to the presentation – team provides a list of “what is done” and “what needs to be done.”
- day of the presentation – team provides a printed description of the presentation, including any slides and an electronic copy of the video, as applicable.

These progress reports cannot be submitted by email (too many things get “lost in the email”) and should instead be submitted at the start of class **on paper** with the following heading:

ESDI Chapter ____ Presentation Progress Report for __ week prior to presentation
Team members: _____
Date: _____
Presentation date: _____
...

Final Exam

Students selecting this option will take a final exam in class on the appointed day and time (see AIM), covering ESDI chapters 2-14.

Appendix C: Enrichment activity Option 2: Micro-Franchise Plan

Franchising is a method for expanding a business by allowing franchisees to license the business trademarks and methods from a franchisor. Franchising provides advantages to franchisors by allowing them to quickly expand by drawing on the monetary and human capital of franchisees. Franchisees benefit from the proven concepts and detailed plans provided by the franchisor, as well as any regional and national brand support.

Services are particularly appropriate for franchising for various reasons.

- Services tend to have lower fixed costs than non-services.
- Services are often fragmented, with numerous providers and lower barriers to entry.
- Services are decentralized, allowing for providers at various locations.

The BYU Center for Economic Self Reliance has a particular interest in franchising. The center and the church provide funds and training for individuals in impoverished regions of the world. The one missing element is employment opportunities. The economies of less developed nations often do not provide employment opportunities even for those with skills and capital.

The idea of a micro-franchise is to develop a business operational plan that that does not require large labor or capital resources, and which could be practically implemented in the U.S. or a less developed economy. For emerging economies, the BYU Center for Economic Self-Reliance has a book of various possible plan ideas you can look at.

Students may elect to create a micro-franchise plan as a class project for Services Management. The plan should contain all of the elements of a good business plan, but with more focus on operational design issues—how to actually run the business. (Business plans tend to focus more on market and financial issues—with the goal of attracting funding.) Elements should include a clear definition of the service business, operational plans and procedures, a marketing strategy, employee management guidelines, and a brief financial summary. Additional details about developing a service-micro-finance plan will be provided to interested students.

The output of the project will be a written plan and a presentation. The presentation will be in class or out of class depending on schedule considerations. The presentation will be scheduled near the end of the semester. The presentation should be 20-30 minutes, followed by 5-10 minutes of questions and answers.

The written micro-finance plan report should normally be 10 and 20 pages in length not including exhibits. The number of textual pages times 1.5 represents the percentage of your overall course grade attributed to the report. The report counts towards your final exam score, which accounts for 30 percent of the overall course grade. The remainder of your final exam score will be from an exam on workbook readings.

The presentation and written plan will be graded on being:

- clearly written (including good spelling, grammar, and readability),
- substantive (not filler or fluff), and
- practical for implementation (reasonably capable of being executed by someone with basic knowledge and capital in the target region.).

A Micro-franchise Plan Writeup Checklist is on the next page.

Micro-Franchise Plan Writeup Checklist

To help you in your final preparation of your report, here is a checklist.

Sections for...

- clear definition of the service business
- operational plans and procedures (most important section!)
- a marketing strategy
- employee management guidelines
- financial summary (summary means brief)

Is it clearly written...

- good spelling
- good grammar
- good readability (you would be wise to have a non-author read it and comment on readability)

Is it substantive...

- Have you removed all filler/fluff?
- Does it relate to important and relevant principles covered in class? (you are wise to make this obvious and not leave it to the reader to imagine)

Is it practical for implementation?

- Have you provided enough information that a small-time entrepreneur could actually make it work?
- Have you left any major questions unanswered? (Like how do we hire and train our front line employees? How do we deal with seasonal fluctuations in demand? How do we deal with service failures? etc.)

Format of the Writeup

I want the format of these reports to be somewhat standardized, so that format is not a factor to adjust to come up with the overall report length. Report format specifications are as follows:

- Double Space throughout, including before and after headings except at the top of page 1.
- Twelve (12) point type.
- One (1) inch margins on all sides, including top of first page.
- Indent the first line of each paragraph one-half inch.
- Each page should be numbered in upper-right-hand corner. Adjust the top margin so that the first line of *non-page-number* text starts at the 1 inch margin. Do not number or count the title page.

Appendix C: Enrichment activity Option 3: Service Consulting Report

Services Management students may elect to do a Service Consulting Report, which will apply principles covered in the course to an actual service business situation. Information for the report should come from the course material, particularly the *Understanding Service Businesses* workbook as applied to the particular service business. This implies that the student knows something about the service business, based on on-the-job experience, on interviews with key business employees, and/or on other experience with the company. The chosen service business may be part of the target industry you selected at the start of the semester, or from another service industry.

Objective of the report: To provide managers at the chosen company with consulting about how to effectively operate the *particular* service business. This implies more than just presenting management principles in general form—the principles need to be *applied* to the specific situation of the chosen service business.

Report length: The report length can be from 5 to 15 pages. The number of pages times 2 represents the percentage of your overall course grade attributed to the report. The report counts towards your final exam score, which accounts for 30 percent of the overall course grade. The remainder of your final exam score will be from a regular final exam.

Evaluation: The report score will be a number representing how many report pages are:

- clearly written (including good spelling, grammar, and readability),
- substantive (not filler or fluff), and
- illustrating correct and meaningful application of principles (not merely quoting principles without identifying significant applicability).

In essence, the score of the report is based on a compression factor: If the unclear, non-substantive, and weakly applied text were removed from the paper, roughly how many pages of the report would be left? For example, if an 8-page report contained roughly 2 pages worth of unclear, non-substantive, and/or weakly applied text, the paper would score 6 out of 8. The judgment of compression is subjective, and will not require identifying exactly which specific words and sentences are candidates for removal.

Format of the Report

I want the format of these reports to be somewhat standardized, so that format is not a factor to adjust to come up with the overall report length. Report format specifications are as follows:

- Double Space throughout, including before and after headings except at the top of page 1.
- Twelve (12) point type.
- One (1) inch margins on all sides, including top of first page.
- Indent the first line of each paragraph one-half inch.
- Each page should be numbered in upper-right-hand corner. Adjust the top margin so that the first line of *non-page-number* text starts at the 1 inch margin. Do not number or count the title page.

Content of the Service Consulting Report

The following single-spaced heading should be at the top of page 1 (1-inch top margin):

Service Consulting Report
for (name of company)
by (student name)
date

Double space after the date, and double space throughout the remainder of the report.

The first paragraph should introduce the company, identifying what business they are in, who their typical customer is, and specific parts of the process being considered.

Subsequent paragraphs analyze the company based on the correct application of Service Business Principles. If you refer to a Service Business Principle, or to some other source, you should follow the reference with a citation. The following is an example: “XYZ Hotel’s front desk employees can play a key role in marketing efforts (see SBP 6d: Who Whose of Marketing). Upon determining if a customer is satisfied, the employee can ask if the customer would like information about other XYZ hotel properties. This marketing effort takes advantage of customer contact opportunities which otherwise limit the efficiency of the process (see Fitzsimmons page 35).”

Include section headings where appropriate, centered, bold, 12-point size, and double-spaced before and after (same as the rest of the document).

The last section of the paper should have the heading “**Summary**” and should *summarize* (not regurgitate) the major points of the report. It is good to do that section in *bulleted items*. As with everything else, even bulleted items should be double spaced within and between.

In front of page 1 of the finished document attach a title page, which is not numbered nor included in the counted pages. The top half of the title page should contain the same four lines of heading shown on page 1. The bottom half of the title page should contain the following four lines:

The course number
The course title (“Services Management”)
The semester
The university (“Brigham Young University”)

Submitting the Report

The report is due on the last day of the semester, and can be picked up in my office immediately following the final exam period, or in May.

Unless we specifically agree otherwise, I reserve the right to share report information with the organization the report is about, with future students, or others. I would hope that the quality and value of your report would be such that you would be eager to share it, so that it can make a positive impact. To facilitate my sharing of reports, please **turn in two identical copies** of the report. Also, keep a copy for your education portfolio, since I will write on the copy to hand back. You might someday use the report to show employers the value of your education.

Students may work in groups of two or three, with all of the above guidelines being followed, but with a higher expectation for quality of the finished report.