Service management in hospitality education: Review and reflection

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Abstract

**Purpose** – To review the current status of Service Management in tertiary hospitality education at university level, and to provide a framework for discussion in a Special Session at the first International Research Symposium in Service Management.

**Design/methodology/approach** – This paper is a general review, utilising mainly secondary data to provide information about the current status of Service Management education. The paper also incorporates a small exploratory case study, reporting on student perceptions following the completion of a final year Service Management university course.

**Findings** – The Service Management field is still disorganised and lacking consensus in terms of the way it is taught at universities, particularly in the service-intensive hospitality area. A series of reflections are drawn as the result of the review.

**Practical implications (if applicable)** – All education stakeholders (including students, industry and academics), would benefit from further refinement of the role of Service Management in hospitality management education.

**Originality/value** – There have been few if any reviews (none published in the past ten years) about Service Management in the context of hospitality management education.

**Keywords** – Service Management Education, Hospitality, Service-Dominant Logic

Introduction

Le Meridien Hotel, Mauritius, 24-27 August 2010
The ‘World of Service’ has been expanding for many years (Schneider, 2004). Corresponding to this increase has been a steady rise in leisure time, tourism and concomitant growth in demand for hospitality and tourism education (Breakey & Craig-Smith, 2007). Despite this, university education in the Service Management field lags behind, and is often still based on managerial and economic assumptions from decades past (Bitner & Brown, 2006; Ford & Bowen, 2008; Gronroos, 1993). Educators, students and industry would all benefit from a more coordinated effort to create a coherent approach to Service Management education, particularly in the way it is integrated and positioned in hospitality education.

The growth of service as a share of economic value and employment has been evident for many years, perhaps originating with the works of economist Ernst Engel and his ‘curve’ (Engel’s Curve), which describes the way household spending for goods is often linear (as a proportion of total spending), but highly nonlinear for services and other spending (e.g., education, travel, healthcare, entertainment) (Engel, 1895; Kandampully, 2007; Working, 1943). It is not uncommon to hear that around 80% of all economic output in developed countries (and approaching this figure in developing countries) is comprised of services (Cleveland, 1999). The factors driving the growth in services (such as increased demand for health services, demographic factors leading to increased leisure time, economic growth of countries like China and India) are not likely to change. In fact, China, in its recent Five Year Economic Plan made the transition to a modern service economy a national priority, a path that has been followed by most other developing countries (Ford & Bowen, 2008).

Many are unfamiliar with Service Management terminology. This may be due to the newness of the field, but also that many of today’s leaders did not receive formal education in Service Management or Marketing because little or no formal education in the field existed before the mid to late 1980’s (Fisk, Brown, & Bitner, 1993). There is still a lack of consensus as to what Service Management is, how it should be integrated into management learning, and more specifically, how this evolving management science should be incorporated into hospitality management education.

Confusion even about ‘service’ is understandable. This confusion has pervaded since the initial calls for definitions and discussion about ‘services’ versus ‘goods’ (Judd, 1964; Rathmell, 1966), continued enquires as to distinctions (Shostack, 1977), robust research into definitions and quality measures (Cronin Jr. & Taylor, 1994; Parasuraman, Zeithaml, & Berry, 1985), a plethora of accomplished scholars who have devoted years of work in this area (e.g., Berry, 1999; Booms & Bitner, 1981; D. E. Bowen & Schneider, 1988; Fisk, et al., 1993; Gronroos, 1990; Gummesson, 1994; Kandampully, 2002; Lovelock & Wright, 1999; Rathmell, 1966; Rust & Oliver, 1994), recent suggestions of service as the ‘dominant-logic’ for business (Vargo & Lusch, 2004b), and calls for a new ‘Services Science’ (Bitner & Brown, 2006; Chesbrough & Spohrer, 2006; Davis & Berdrow, 2008).
Evidence of confusion in the field can be seen by the varying use of different, but often overlapping terminologies in the context of service. Examples include services marketing (customer definitions of quality, loyalty, service encounters, servicescapes), services management (service culture and climate, leadership, strategy) service operations (productivity, managing capacity, waiting times, design) and service human resource management (hiring service-minded people, training, remuneration based on service performance). A review of leading service textbooks (See Table 1) underscores the overlap in content across the fields and provides strength to the argument that one broad service since umbrella term may be useful (Bitner & Brown, 2006). A review of other texts in the field provides similar overlap in terms, regardless of whether the book is positioned as an operations, marketing or management text (e.g., Fitzsimmons & Fitzsimmons, 1998; Normann, 2000; Zeithaml, Bitner, & Gremler, 2009).

Insert Table 1 here

Table 1: Sample Service Management/Marketing Textbooks with Chapter Headings

Service Management is inexorably linked to the hospitality industry because of the sector’s reliance on service provision as central to customer perceived value and long-term business sustainability (Kandampully, 2002, 2006). Service scholars have for many years utilized the hospitality industry as the context for their research (e.g., Bitner, 1990; Bitner, Booms, & Tetreault, 1990; Brown & Dev, 2000; Gummesson, 1994; Hartline & Ferrel, 1996; Mattila & Enz, 2002). In order for higher education to maintain relevance in the ‘new economy’, effective and focused integration of Service Management principles into curricula is critical. The importance of such integration is magnified in tourism and hospitality education.

The focus of this paper is on management education in the context of hospitality. Despite a call in the early 1990s (Barrows & Hobson, 1993) and discipline specific texts (Ford & Heaton, 1999; Kandampully, 2002), the integration of Service Management in hospitality management curricula has generally been disjointed and haphazard. Although the principles of Service Management have indeed begun to infiltrate hospitality management education, this paper suggests that its integration lacks coordination and consistency, thus weakening the message, short-changing students and negatively impacting managerial skill and knowledge.

The purpose of this paper is to argue to need for more and continued robust discourse on Service Management education in hospitality management learning, and to provide a framework for discussion in a Special Session at the first International Research Symposium in Service Management in August 2010. First, an overview of the historical development and definitions of service and Service Management is provided. Second, a brief assessment of the way in which Service Management has been incorporated into university education is offered. Third, a case study, outlining
how Service Management is delivered at an Australian University is provided. Finally, suggestions for future research and debate are offered.

**Definition and evolution**

The term Service Management was not introduced into mainstream scholarship until the early 1980s (Fisk, Brown, & Bitner, 1993). Because academia by its nature is conservative, the ideas contained within Service Management, as with many other new concepts, gained acceptance slowly (Fisk, et al., 1993; Gummesson, 1994; Heineke & Davis, 2007). Delays between Service Management practice, research and integration into curricula are no different than the field of Psychology in early 20th century, Marketing in the mid 20th century, and most recently, Computer Science (Chesbrough & Spohrer, 2006). In the past few years, a new science has been proposed – Service Science – a interdisciplinary field that “combines organization and human understanding with business and technological understanding to categorize and explain the many types of service systems that exist as well as how service systems interact and evolve to co-create value” (Maglio & Spohrer, 2008, p. 18). This new science might be one way in which service can gain traction as a discipline rather than a perspective.

Service Management has been defined as a multidisciplinary field of practice and research on service quality that includes services marketing, services operations management, and services human resources management (Schneider, 2004). It is a total organizational approach that makes quality of service, as perceived by the customer, the primary driving force for a business (Albrecht, 1988). The total organizational approach views many or all management functions and responsibilities through a service oriented conceptual lens (see Figure 1). The key tenet of this approach is that enterprises and markets would gain competitive advantage if they were to adopt a service-oriented approach (rather than viewing service as only a value-add proposition).

**Insert Figure 1 here**

**Figure 1 – The Service Management Overlap (author’s rendition)**

Since Shostack’s (1977) call for marketing to ‘break free’ from a product approach, new and paradigmatic changes in marketing and management scholarship have lead to an increased acceptance of terms such as ‘service-dominant logic’ (Lusch, Vargo, & O'Brien, 2007; Vargo & Lusch, 2004b). This logic questions the value of ‘breaking free’ but instead proposes a new paradigmatic approach which incorporates all marketing and management based on service, exchange and value. These new service logics have called for a close examination of the most fundamental terminology, such as ‘service’. The word has its roots in the Latin word servus, meaning slave or servant, and prior to the 20th century, services were often menial work performed for little compensation by unskilled
workers (butlers, maids, clerks, laborers) (Heineke & Davis, 2007). One important issue is the distinction between the word ‘service’ and its plural, ‘services’. Vargo and Lusch argue that the term ‘services’ is a remnant of the old ‘goods’ or ‘manufacturing’ approach, whereby one can buy or sell ‘goods’ or ‘services’. They suggest that ‘services’ represent a unit of output rather than the singular term ‘service’ which holistically represent the transfer of value through deeds, processes and performance. In their new logic, the word ‘service’ is a more appropriate designation for exchange (Vargo & Lusch, 2008, p. 26). This paper adopts such a position and as such, generally uses the singular ‘service’.

Recently, another iteration of service logic – ‘Customer-Dominant Logic’ – has been proposed (Heinonen, Strandvik, Mickelsson, Edvardsson, & Sundström, 2010). These authors suggest that the center of interest is not exchange and service, but rather how a company’s service is and will become embedded in the customer’s context. Heinonen and her colleagues call for a review of still “unexploited opportunities to apply customer-dominant marketing logic rather than a service-dominant logic” (p. 5), a view that positions the customer, rather than the service, in the center.

Integration into university education
Despite the domination of services in the economy, the degree to which this is reflected in management education is limited (Ford & Bowen, 2008). From unclear definitions, varying logics, confusing links to marketing, operations and other business areas – the delivery of service-related theory at University level, much like other new academic areas (Barney, 2002) does not followed a consistent pathway. Some universities have embraced the addition of service ‘sciences’ into their curricula (Bitner & Brown, 2006; Chesbrough & Spohrer, 2006; Davis & Berdrow, 2008), while many others have seemingly resisted, perhaps viewing service as more of a subsection of broader disciplines such as marketing and management. Business schools in particular are often comprised of vertically organized functions (or silos), such as production, marketing, and finance, with each silo operating largely independently of the others. Within this traditional silo-structured environment, it is often difficult to properly develop courses in new and developing areas such as Service Management (Ford & Bowen, 2008).

Service Management education has spread into the hospitality and tourism sectors via a few notable textbooks (Kandampully, 2002, 2007; Kandampully, Mok, & Sparks, 2001; Lashley & Lee-Ross, 2003; Laws, 2002) and book chapters in tourism texts (e.g., Solnet, 2008). However Service Management in hospitality education remains inconsistent and lacking coordination, not dissimilar to its position nearly 20 years ago (Barrows & Hobson, 1993). The current wave of interest in ‘service-dominant’ logic (Vargo & Lusch, 2004a) and the arguments for its acceptance by industry and academe suggest the importance of its adoption, or in the least strong consideration, for all management and marketing education (Ford & Bowen, 2008).
There are important differences between traditional management / business courses (e.g., Management Principles, Introduction to Human Resource Management) and courses that focus principally on the challenges and opportunities of managing in the service economy. Ford and Bowen (2008) identify seven key differences between traditional management logic and service-dominant logic which should inform tertiary management education.

2. Customer coproduction and overall cocreation of value (elevated importance).
3. The highly visible and significant role of employee and customer attitudes and relationships as a factor in organizational effectiveness (impermeable boundaries between customer and employee, importance of emotional labor).
4. The need to manage all the “evidence” visible to the customer – ironically with a particular emphasis on tangibles.
5. Creating customer-driven metrics of effectiveness and organizational practices, supported by cross-functional integration to achieved customer satisfaction.
6. An emphasis on organizational culture as a mechanism of both control and inspiration.
7. Emphasis on finding/fixing failures.

To date, there has been little research on the integration of service-related education in hospitality curricula. Barrows and Hobson (1993) proposed a new hospitality education approach, one focused on the unique aspects and complexities of service companies and management in a hospitality industry context, and the critical need for a Service Management subject area in its own right. Kandampully’s textbook Services Management: The New Paradigm in Hospitality (Kandampully, 2002, 2007) was the first to couch hospitality management in the context of a Service Management theoretical framework. His argument was that hospitality managers have to change their entire way of thinking – that once it was understood that hospitality offerings were service offerings, a whole new way to view management would be necessary.

To gain an understanding about current Service Management education in hospitality management curricula, Table 2 provides an overview of names and descriptions from a number of reputable university programs in hospitality management. In the left column is listed the name of the University, drawn from a recent research paper that ranked hospitality management programs (Severt, Tesone, Bottorff, & Carpenter, 2009). The middle column is the name of the course most closely related to Service Management (see notes below Table for information on data). The right-hand column provides a brief description of each course. Note that most of these courses are at undergraduate level, and that only some are compulsory for the respective degree, while many are electives.

Of particular interest is the variety of course names and the overlap in the course descriptions. As highlighted earlier, there is a blend of marketing, management, operations and human resource
management in this list, but the basic principles appear to be similar. While it is encouraging that these particular universities are teaching Service Management, it is a concern that there is such a lack of consistency in terminology, sequence and whether or not the courses are compulsory or electives.

**Insert Table 2 here**

**Table 2 – Sample list of Service Management (and related) courses at 10 Universities***

The next section provides a brief overview of the evolution, development and current delivery of Service Management at the University of Queensland’s School of Tourism in Brisbane, Australia.

**Case Study**

Although this paper is primarily conceptual, encouraging further discussion on the topic, an exploratory case study approach was adopted for the purpose of encouraging further discussion on the topic, and providing additional insights into Service Management education. A cohort of students at the University of Queensland’s School of Tourism were asked to complete a short questionnaire designed to provide a basis for further research by identifying themes designed to identity prevailing attitudes toward Service Management amongst one cohort from one university. 176 usable surveys were collected and analyzed. This paper provides information drawn only from the ‘open-ended’ questions.

The course delivered at the University of Queensland is a third (final) year course, and it is a compulsory course for all students in the School of Tourism (around 600 undergraduates in the program). The course is titled Service Management in Tourism. A thematic content analysis is used in this paper because it enables researchers to assess a wide variety of information in a systematic manner and thereby increases accuracy in gaining a broad and general understanding of data (Boyatzis, 1998). Conducting such analysis allows researchers to reduce the data into manageable categories related to commonalities in content (Weber, 1990) and enables the researcher to guide and channel the research toward conceptual themes that can be explored further in subsequent studies. This process is congruent with the research aims of this paper.

Three themes emerged from the analysis described above. There was one clear link between each of the themes, that of surprise. Nearly every written comment (over 90% of the questionnaires had hand-written comments) provided insights to expectations about the course and how interesting and relevant the topics had been. For example, one student remarked,

“I was not expecting anything more than another boring class... boy was I surprised! I found myself actually looking forward to the readings and lectures...”

The three themes identified are –
1. Complexity of Topics
2. Relevance
3. New Understanding on Customer Perceptions of Service

The first theme to unfold from the student remarks was labeled ‘complexity of topics’. Table 3 provides a list of the topics covered in this particular class (note similarities with chapter headings in Table 1), along with relevant readings in the right column. The brief description provided to students before they enroll in the course does not offer any insights into the depth of information and knowledge which exists about topics as seemingly logical as Customer Centricity, Empowerment, Service Recovery and the like. This was repeatedly indicated through comments such as,

“When I enrolled in Service Management, I thought it would be simple class, after all, how hard could it be to learn about customer service when compared to subjects like accounting and finance? But I soon found out how complex managing service can be – that underneath each basic concept there are so many considerations; this has been a real eye-opener for me.”

The next theme identified was labeled ‘relevance’. Students were not only pleasantly surprised by the course, taken by the complexity of the research and readings, but also conveyed the relevance of the subject matter to their current jobs in industry. Although a final year course, students recognized that there were many topics and streams of research underneath the banner of Service Management which had not been adequately covered in other parts of the curriculum. Although issues of service quality may have been mentioned in other classes, the opportunity to thoroughly understand the comprehensive manner in which this research problem was first identified and then examined added a great deal to the student learning experience. This was evident by comments such as,

“All business students should be required to take this class and understand these concepts; being nearly graduated, I would have been terribly short-changed had I not been given the chance to view the world through a service lens. I was very surprised by the way the content of this course has made me rethink businesses and management – I only wish my bosses at work would have to do this subject!”

Finally, the lectures, case studies and assessment (which requires students to analyze Service Management concepts based on real service encounters from a customer point of view), seemed to have given many students a very new understanding of customer service. Remarks such as the one below were repeated across nearly all of the student surveys –

“I will never view customer service the same way again!”

Table 3 – Sample Topics and Readings for Service Management
Reflections and Future Discussion

There is little doubt that increased interest, understanding and the ongoing growth of Service Management in the context of hospitality education will continue. More and more university programs are now embedding variations of Service Management into their core curriculum, viewing this subject on par with other business core disciplines such as accounting, finance and human resource management. With this growth at university level comes an enhanced understanding of the next generation in hospitality and tourism leadership.

Like business school curricula where there are traditionally structured functions (e.g., finance, accounting, marketing) (Davis & Berdrow, 2008), hospitality programs tend to have similar traditionally based silos (business core, practical food and beverage programs, specific operational classes). Within these silos, it is difficult to properly develop courses in emerging areas such as Service Management. It is frequently argued that since hospitality management is by nature a service-oriented subject, most courses would integrate service concepts / principles into courses even though the course may not be termed ‘service’. Whilst this may be the case in some instances, it appears more likely that the Service Management theoretical frameworks are only given a cursory review when they are used within ‘other’ courses. Given the depth of material now available underneath the general subheadings provided in Table 3, this paper argues that there is a significant gap between the education received by hospitality university graduates and the skills and knowledge necessary to succeed in today’s service environment.

In the words of Heineke and Davis (2007), we must acknowledge the service pioneers who have blazed a previously unmarked trail that many have since followed. Although the trail would have been more difficult and risky in the early stages (Berry & Parasuraman, 1993; Fisk, et al., 1993), much remains to be done. Service still has relatively little coverage in top management texts and journals (Ford and Bowen 2008). Coverage is better in the marketing arena (e.g., The Journal of the Academy of Marketing Science – which recently ran a Special Issue on Service Science, and other top Marketing journals seem to provide more opportunities for service research than management journals), but its delivery in university curricula remains inconsistent and haphazard (Bittner & Brown, 2006; Davis & Berdrow, 2008; Fisk, 2009; Heineke & Davis, 2007).

This paper has provided a ‘lay of the land’ about Service Management in hospitality education, highlighting its growth but also its failure to keep pace with the growth of services as a share of economic expenditure. A number of recent papers have reported the lack of a coherent educational approach in business schools, while this paper has identified the paucity of research focused on Service Management’s role in hospitality and tourism university education. The paper does not suggest that Service Management education is missing from hospitality education altogether but rather, that its growth, integration and curriculum planning is uncoordinated and lacking in research.
and collaboration. While not necessarily calling for a new discipline, this paper suggests that more is needed to improve the way in which Service Management is integrated and delivered at the university level. Collaboration and communication are critical steps in this process. If service is to become the “new paradigm” of hospitality (Kandampully, 2007), further discussion, unity and consensus are necessary. Listed below are seven key issues which would benefit from further discussion.

Consistent terminology
This paper has highlighted the many variations in course names (see Table 2), and lack of consensus in the use of terms such as service and services, service science and even service management to name a few. It would be useful for like-minded researchers and educators to further consolidate and create a united front in terms of course names and terminologies. In constructing and revising curricula, academics often refer to other universities for cues. If the terminology and course names were more consistent, it would assist those considering introduction such courses to make a more informed decision. Similarly, the adoption of a name which encapsulates all of the integrated areas of Service Management should be considered – such as ‘Service Science’ (Maglio & Spohrer, 2008). If the various perspectives on service were combined into one science it would create more focus in teaching and research.

Position of Courses
Further discussion on the positioning of Service Management within hospitality curricula is warranted. Is it best placed in the early stages of a degree program, thus proving a service framework for understanding the rest of the curriculum? Or should it be more of a capstone course, bringing the rest of the learning experiences together at the end of the program, thus being more of an advance study? Should anything more than a basic introduction of concepts and principles be left to the Master’s level? There are good arguments for both sides of this issue, and although this decision can be left to each institution, further discussion about whether Service Management is a ‘principles’ class or an ‘advanced studies’ class would help inform educators about the role of Service Management in the context of a hospitality management degree.

Awareness of Service Management in Industry
Service education in the hospitality area is faced with another challenge – overcoming the ‘you don’t know what you don’t know’ syndrome in industry. Many of today’s senior industry leaders surely appreciate the complexity of the problems they face, but they are often ill-equipped to solve them using Service Management principles because they were not educated and brought up with the current service sciences knowledge, conceptualizations and frameworks. Academics must work to bridge this gap through articles in industry and trade publications, industry seminars, and other engagement and outreach opportunities.

Informed Critical Thinking
There is consensus that effective contemporary higher education should assist in facilitating critical thinking skills in students, that “good thinking in any area involves being able to identify questions worth pursuing, being able to pursue one’s questions through self-directed search and interrogation of knowledge.” (Pithers, 2000, p. 238). If good thinking is a critical attribute for successful managers, then such thinking informed by the effective integration of service mindedness seems an important step worthy of further examination. This paper proffers the view that critical thinking, informed by Service Management, is essential in the hospitality sector.

**Service Management at Hospitality / Tourism Academic Conferences**

Another way to create strength and consensus through collaboration is through academic conferences. Yet there is still a notable weakness at the major international hospitality conferences (e.g., iCHRIE) in regards to Service Management. At the 2010 conference, for example, there are ten sessions titled ‘Services Management and Marketing’ (including some poster sessions), but no connecting thread or formal communication between service scholars at this conference. There have been service special interest groups in the past, but such attempts have failed to maintain momentum. Many service-related papers and presentation at hospitality conferences are simply embedded into other parts of the program rather than being standalone (see remarks below about Human Resource Management). One day, service may not be a ‘special’ interest, but rather, the ‘dominant logic’, but in the meantime, service scholars need to take active leadership in enhancing service understanding at hospitality and tourism conferences (as well as at industry conferences). Another related challenge is the subject overlap between sessions labeled ‘service management’ and those in the Human Resource Management area. Discussion is required in terms of which areas should be responsible for various aspects of research and teaching that potentially overlap.

**Who Should Teach Service Management?**

Continued dialogue about who is best placed to teach in the Service Management area is needed. Being a new area, many of the lecturing staff involved in the deliver of Service Management do not have research backgrounds in the area. Because Service Management has matured such that there are fairly complex concepts and issues which require high levels of knowledge and in depth information across a range of academic literature (see this paper’s reference list and Table 3), finding qualified academic staff to deliver the courses is a challenge. Faced with existing traditional silos of hospitality management education, how can new courses be added without impacting other areas and interests? Because the process of obtaining a PhD is an extension of an existing academic’s specific area of research, it is difficult for emerging areas to gain traction until more researchers gain their PhDs in the emerging areas such as Service Management.

**Journal Rankings and Research Outlets**
With the growing utilization of research quality frameworks and corresponding lists of journals, it would be helpful if the service journals were better incorporated into the list for hospitality and tourism academics. Rankings and targeting outlets for research are inescapable realities, and journals such as The Journal of Service Research, The Journal of Service Management, The Journal of Services Marketing, Managing Service Quality (and others), should be acceptable (encouraged) outlets for hospitality researchers. Such integration might encourage greater acceptance and understanding about the role of Service Management theory into contemporary hospitality management education.

Whether or not Service Management or Service Science is to become its own academic field or discipline remains to be seen. What is clear, however, is the importance of ensuring that tomorrow’s hospitality leaders are introduced to Service Management; that service mindedness is central to their attitudes and behaviors; that research and innovation in service continue; and that coordination and knowledge-sharing take place. This paper, informed further by the case study, calls for all stakeholders in hospitality management education to stop, take stock, assess curricula and economic realities of the new economy, then move ahead with curriculum design and planning accordingly.

A service scholar would argue that learning the basic elements of Service Management are as critical to management and marketing as the ‘Period Table of Elements’ is to chemistry. The Periodic Table is now ubiquitous within the academic discipline of chemistry and provides the basis of all chemistry teaching and research. Service Management education can provide such a ‘Table’ to Service Management education. Applying Service Management basics into other courses, rather than viewing them from a Service Management perspective, can actually risk minimizing the importance of the concepts and thereby diminish the opportunity for students to critically assess the many elements of service management. Let us hope that tomorrow’s hospitality leaders continue to be enlightened by Service Management!

References


Table 1: Sample Service Management/Marketing Textbooks with Chapter Headings

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<td>The Metamorphosis of Services</td>
<td>The Service Relationship Imperative: Managing in Service Competition</td>
<td>Distinctive Aspects of Service Management</td>
<td>The Basics of Wow! The Guest Knows Best</td>
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<td>Quality – The Core Service</td>
<td>The Nature of Services and Service Consumption, and its Marketing Consequences</td>
<td>Managing Service Encounters</td>
<td>Setting the Scene for the Guest Experience</td>
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<td>Understanding Customer Needs</td>
<td>Service and Relationship Quality</td>
<td>Targeting Customer, Managing Relationships, and Building Loyalty</td>
<td>Developing the Hospitality Culture: Everyone Serves!</td>
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<td>The Service Vision</td>
<td>Quality Management in Services</td>
<td>Complaint Handling and Service Recovery</td>
<td>Staffing for Service</td>
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<td>Modern Marketing – External Service Implications</td>
<td>Return on Service and Relationships</td>
<td>Positioning a Service in the Marketplace</td>
<td>Training for Service</td>
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<td>Modern Marketing – Internal Management Implications</td>
<td>Managing the Augmented Service Offering</td>
<td>Creating the Service Product and Adding Value</td>
<td>Serving with a Smile: Motivation and Empowerment</td>
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<td>Empowerment, Guarantees, and Recovery</td>
<td>Service Management Principles</td>
<td>Pricing Strategies for Services</td>
<td>Involving the Guest: Coproduction</td>
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<td>Global Strategies for Hospitality Services</td>
<td>Managing Productivity in Service Organizations</td>
<td>Customer Education and Service Promotion</td>
<td>Communicating for Service</td>
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<td>Technology and its Applications</td>
<td>Managing Marketing or Market-Oriented Management</td>
<td>Creating Delivery Systems in Place, Cyberspace, and Time</td>
<td>Delivering the Service</td>
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<td>Implications of the New Paradigm in Hospitality</td>
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<td>Enhancing Value by Improving Quality and Productivity</td>
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<td>Managing Brand Relationships and Image</td>
<td>Balancing Demand and Capacity</td>
<td>Fixing Service Problems</td>
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<td>Customer-focused Organization: Structure, Resources and Service Processes</td>
<td>Managing Customer Waiting Lines and Reservations</td>
<td>Serving Perfectly</td>
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<td>Managing Internal Marketing: A Prerequisite for Successful Customer Management</td>
<td>Managing People in Service Organizations</td>
<td>Service Excellence: Leading the Way to Wow</td>
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<td>Managing Service Culture: The Internal Service Imperative</td>
<td>Organizing for Service Leadership</td>
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<td>Transforming a Manufacturing Firm into a Service Business</td>
<td>International and Global Strategies in Service Management</td>
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<td>Conclusions: Managing Services and Relationships</td>
<td>Technology and Service Strategy</td>
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Figure 1 – The Service Management Overlap (author’s rendition)
Table 2 – Sample list of Service Management (and related) courses at 10 Universities*
<table>
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<tr>
<th>Institution</th>
<th>Name of Service Course(s) / Description of Course</th>
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<tr>
<td>Cornell University (USA)</td>
<td><strong>Marketing Management for Services</strong> Students develop an understanding of marketing management: the process through which organizations analyze, plan, implement, and control programs to develop and maintain beneficial exchanges with target buyers. Students learn about marketing management through a mix of readings, lectures, class discussions, individual and group exercises, industry guest speakers, and exams. A key element of the course involves students working to create a marketing plan. Students will develop critical analytic skills and knowledge for implementing service strategies to create and manage the customer experience. Topics include services consumer behavior and decision processes; services research methods; service quality analysis; customer-relationship management and service recovery; service experience design (analysis of “service as theatre,” service “blueprinting,” and the “servicescape”); and integrated marketing communication strategies for services.</td>
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<td>Hong Kong Polytechnic University</td>
<td><strong>Service Management</strong> Students develop an understanding of marketing management: the process through which organizations analyze, plan, implement, and control programs to develop and maintain beneficial exchanges with target buyers. Students learn about marketing management through a mix of readings, lectures, class discussions, individual and group exercises, industry guest speakers, and exams. A key element of the course involves students working to create a marketing plan. Students will develop critical analytic skills and knowledge for implementing service strategies to create and manage the customer experience. Topics include services consumer behavior and decision processes; services research methods; service quality analysis; customer-relationship management and service recovery; service experience design (analysis of “service as theatre,” service “blueprinting,” and the “servicescape”); and integrated marketing communication strategies for services.</td>
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<td>Hong Kong Polytechnic University</td>
<td><strong>Customer Relationship Management</strong> This subject is to understand the nature of service and the scope of service industry…. examines the concept of service encounters and its impact on customer satisfaction…. discusses the service gap model and examines and reviews the process and impacts of each gap in the gap models on service satisfaction…. examines the steps and process in handling customer complaints and identifies methods in balancing the demand and capacity. Topics include customer loyalty, information technology, data warehousing, customer acquisition and retention strategies, sales force automation, automated customer service centers and data mining.</td>
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<td>Michigan State University (USA)</td>
<td><strong>Service Management Principles</strong></td>
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<td>University of Nevada at Las Vegas (USA)</td>
<td><strong>Management of Hospitality Service Delivery Systems</strong> Evaluation, design, and management of service delivery systems through operations management topics from a service perspective. Included are other related topics such as customer satisfaction and managing organizational change.</td>
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<td>Pennsylvania State University (USA)</td>
<td><strong>Hospitality Services Management</strong> Service is the cornerstone of the hospitality industry. New managers need to know how to organize employees and resources that will meet the goals of effective organization and delivery of quality service. This course helps students understand management’s role in developing and administering a service program.</td>
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<td>Virginia Polytechnic and State University (USA)</td>
<td><strong>Introduction to Service Management</strong> An overview of the service industry, history, current status, and future trends. Emphasizes the unique characteristics and operations of service organizations. Application of marketing principles and practices for the specialized needs of the hospitality industry.</td>
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<td>Purdue University (USA)</td>
<td><strong>Hospitality and Tourism Marketing</strong> This course teaches students a customer-oriented approach to marketing in hospitality and tourism. The role of marketing in an organizations’ overall strategic planning is emphasized…techniques available to hotels, restaurants, and other businesses are described and evaluated including packaging, the travel trade, advertising, sales promotion, positioning and branding. The principles and practices of managing human resources for effective operations of hospitality and tourism businesses are covered including: Analysis and design of work, recruiting, selection, training and development, performance management, compensation, employee relations, and strategies for supporting organizational strategies.</td>
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<td>University of Surrey (UK)</td>
<td><strong>Managing the Hospitality Business</strong> The Management of employees: employee diversity, emotional and aesthetic labour, role ambiguity, communication… The Management of customers: vision &amp; mission, values, segmentation and positioning, branding, competitive sets, distribution channels, customer expectations, customer relationship management, internal marketing and service culture, new product development.</td>
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</table>
The study of making decisions from the guest’s point of view in the hospitality industry … explores the dimensions of successful Service Management of hospitality organizations…. prepares students for enlightened Service Management and suggests creative approaches…studies Service Management from an integrated view, with a focus on customer satisfaction; integrates operations, marketing, strategy, IT, and organizational issues.

This course is designed to introduce students to service operations and their application within the tourism and hospitality industry, and integrates operations, marketing, strategy, IT and organizational issues. This course introduces students to the highly competitive and changing hospitality marketing environment, and provides them with an awareness and understanding of the unique challenges faced by marketing organizations with this sector of the services industry.

This course is designed to provide students with an understanding of a range of Service Management fundamentals. It brings together operations, marketing and human resources as a unified system for effective management and explores Service Management theory and its practical applications in tourism and hospitality. This course aims to examine the particular problems faced by service managers in producing, marketing and delivering services as opposed to physical goods.

**Note: The University of Queensland was not in the Top 10 list, but this entry is provided as background for the Case Study below.**

**Notes:**
- Information drawn from information available via University websites and email requests during July 2010.
- Information used based on key words and phrases that identify with Service Management concepts. In some cases, courses about Organizational Behavior and HRM which had the phrase ‘for the service industry’ are shown.
- Principally undergraduate courses shown.
- Note: US Universities are generally four-year programs, UK and Australia, three years
- This list does not take into account the way in which Service Management concepts are integrated into other courses.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Sample readings</th>
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<tr>
<td>Definitions, historical evolution of service, distinctive characteristics</td>
<td>(J. Bowen &amp; Ford, 2002; Fisk, et al., 1993; Gronroos, 1993; Schneider, 2004; Vargo &amp; Lusch, 2004b, 2008)</td>
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<tr>
<td>Customer Centricity</td>
<td>(Ford &amp; Heaton, 2001; Kumar, Lemon, &amp; Parasaruman, 2006; Shah, Rust, Parasaruman, Staelin, &amp; Day, 2006; Solnet, Kandampully, &amp; Kralj, in press)</td>
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<td>Customer Value</td>
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<td>Customer Research</td>
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<td>Service Strategy</td>
<td>(Crofts, Dickson, &amp; Ford, 2005; Homburg, Hoyer, &amp; Fassnacht, 2002)</td>
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<td>Service Vision / Alignment</td>
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<tr>
<td>The Service Encounter</td>
<td>(Biter, Booms, &amp; Mohr, 1994; Biter, et al., 1990; Chung &amp; Schneider, 2002; Crosno, Rinaldo, Black, &amp; Kelley, 2009; Harris &amp; Reynolds, 2004; Mattia &amp; Enz, 2002)</td>
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<td>Service Experiences</td>
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<td>Emotions in Service</td>
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<td>Customer Satisfaction</td>
<td>(Anderson &amp; Sullivan, 1993; Bodet, 2008; Gupta, McLaughlin, &amp; Gomez, 2007; Ries, Pena, &amp; Lopes, 2003)</td>
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<td>Customer Delight</td>
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<td>Loyalty</td>
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<td>Internal Service Quality</td>
<td>(Dietz, Pugh, &amp; Wiley, 2004; Evans; Lytle &amp; Timmerman, 2006; Pugh, Dietz, Wiley, &amp; Brooks, 2002; Solnet, 2006)</td>
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<tr>
<td>People / HR Management</td>
<td>(D. E. Bowen &amp; Lawler Ill, 1995; Hogreve &amp; Gremler, 2009; Kamdampully, 2001)</td>
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<td>Personality influences</td>
<td>(Andreasson, 2000; Lewis &amp; McCann, 2004; Tax &amp; Brown, 1998; Voorhees, Brady, &amp; Horowitz, 2006)</td>
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<td>Service Orientation</td>
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<td>Service Culture / Climate</td>
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<td>Service Guarantee</td>
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<td>Empowerment</td>
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<td>Service Failure / Recovery</td>
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<tr>
<td>OTHER TOPICS:</td>
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<td>Cultural differences</td>
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<td>Leadership</td>
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<td>Work groups and teams</td>
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<td>Managing knowledge</td>
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<td>Technology applications and performance</td>
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<td>Alliances</td>
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<td>Branding</td>
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<td>Globalization / competitiveness</td>
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<td>Online servicescapes</td>
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