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Jindal Global Business School  
*Course Outline*

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Course Title	Service Operations Management
Core or Elective	Elective
Program and Batch	BBA 2023, BBA-BA-2023, BBA-FM-2023, BBA-FB-2023
Semester & Academic Year	Spring 2026
Credits	3
Discipline/Area	Operations Management and Supply Chain
Name of the Faculty Member/Course Instructor	Prof. Sayan Datta (SD)
Contact Details of the Faculty Member	<a href="mailto:sayan.datta@jgu.edu.in">sayan.datta@jgu.edu.in</a> (SD)
Contact Details of Support Staff	<a href="mailto:jgbs-eo@jgu.edu.in">jgbs-eo@jgu.edu.in</a>
Faculty Member's Open Office Day/s & Time	To be communicated

### Introduction to the Course

This course examines the firms in the services sector. Differentiating a service from a product on dimensions, such as, intangibility, perishability, involvement and participation of the customer in the production or delivery of service, this course focuses on the structural and infrastructural aspects of managing service operations. Specifically, we will consider service delivery, service encounter, service quality and management of capacity and demand. Using a blend of cases, selected book chapters and articles from the business press and academic research, this course will explore these aspects in diverse service industries such as aviation, hospitality, retail and healthcare.

### Course Learning Objectives

**CLO1:** Understand and analyze various operations management concepts like waiting lines, performance measurement, process analysis, quality management, and forecasting for service-oriented domains.

**CLO2:** Evaluate and address inefficiency and ineffectiveness-related issues in service management using service operations concepts.

**CLO3:** Identify how service operations concepts can influence the strategic decisions of firms.

## Programme Competency Goals

BBA Programme Competency Goals (PCGs)		BBA Programme Learning Objectives (PLOs)
		Students will be able to
1	<b>Responsible Global Citizenship:</b> Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues	1. Understand local business issues
		2. Understand global business issues
		3. Demonstrate sensitivity towards ethical issues
		4. Demonstrate sensitivity towards social issues
2	<b>Effective communication:</b> Ability to effectively exchange ideas and information	5. Present their ideas with clarity
		6. Write in a coherent manner
		7. Use technology for communication
3	<b>Critical Thinking:</b> Ability to identify, analyze business problems and propose effective solutions	8. Identify main issues of business problems
		9. Examine information from different sources
		10. Draw inferences from analysis
4	<b>Teamwork:</b> Ability to work and contribute effectively in group -settings	11. Understand the factors to work effectively in groups
		12. Contribute effectively in groups

## PLO-PCG Assessments Mapping Matrix

Program Learning Objectives (PLOs)	Program Competency Goals (PCGs)	Course Assessment Item
This course helps you to develop the following Program Learning Outcomes:	This course helps you to develop the following Program Competency Goals:	This learning outcome will be assessed in the following items
PLO8, PLO9, PLO 10, PLO 12	PCG 3; PCG 4	A1, A2, A3, A4
PLO8, PLO9, PLO 10	PCG 3	A1, A2, A3, A4
PLO8, PLO9, PLO10, PLO 12	PCG 3; PCG 4	A1, A2, A3, A4

## Evaluation Schema

The course grade will be determined based on:

Assessment Task	Weightage (Marks)	Nature (Individual/ Group)	Week of Assessment	PLOs to be Assessed
A1: Class Participation	20% (20 Marks)	Individual	Continuous	PLO8, PLO9

A2: Midterm	20% (20 Marks)	Individual	In Examination Week	PLO9, PLO10, PLO11
A3: Case Analyses	30% (30 Marks)	Group	Continuous	PLO9, PLO10, PLO12
A4: End-term Examination	30% (30 marks)	Individual	In Examination Week	PLO8, PLO10

### Description of Assessments:

**A1 - Class Participation (20% - Individual)** - The participation of the students in class discussion, guest lectures, and experiential learning sessions shall be evaluated out of 20 marks.

**A2 - Midterm (20% - Individual)** - There will be a **pen-paper based midterm examination** of 20 marks during the examination week.

**A3 - Case analyses (30% - Group project)** –An important element of this class is teamwork. A group of no less than 3 students and no more than 4 students will be formed by the students themselves. Each team will be responsible for preparing and handing in the written analysis of two following two case studies – (a) Paediatric Orthopedic Clinic (**908D01-PDF-ENG**) and (b) Forecasting Uber’s Growth (**519097-PDF-ENG**).

### Written Analysis of Cases

The written analysis will address the case questions. I will be evaluating your papers using the attached “grading” template with particular attention paid to your application of course reading material and concepts to the case. The assigned questions must be addressed in the written analysis. Creative thinking that goes beyond will be rewarded.

Additional notes:

1. Papers should be printed, double-spaced, with normal margins. The name of the case should appear on the first page of the text with the group number, names of group members of that group, date, and course number. A summary is not required nor expected.
2. The page limit for each paper is five pages of text, plus exhibits. Papers should be concise and coherent.
3. Exhibits should contain supporting analysis and information that may be too detailed for inclusion in the main body of the report.
4. Please proofread/spell-check your paper before turning it in. Papers for this course should be of the same quality that you would provide to the management of the business.
5. Submit your paper by email to me. The paper should be in pdf format. There will be only one submission per group. The name of the paper should contain the group number and the case code (provided in the session plan). For instance, if the group number is 1 and the case code is **111**, then the name of the paper will be **Case\_111\_01.pdf**.

**A4 - End Term Examination (30%)** - The end term examination will be of 30 marks for 1.5 hours. This will be an invigilated exam held on the JGU campus according to the mode decided by CoE.

## Rubrics for assessment.

### Teaching Method

The course will consist of lectures, in-class discussions, and case analysis. The backbone of this course will be in-class discussions, which will aid in tying up the concepts taught in the class with examples from the practical world. Therefore, it is expected that the onus of learning will be with the student and the instructor will act as a facilitator.

Criteria	9 – 10: Outstanding	7 – 8: Proficient	4 – 6: Basic	3 (or lower): Below Expectations
Submission of the case analysis before the deadline.	The case analysis is submitted before the deadline. This is a pass / fail component. All or no points are awarded.			
The correctness of the case facts utilized for analysis.	The analysis is rigorous and covers all the case facts/data before coming up with any solution.	The analysis does not consider some of the case facts before coming up with any solution. However, the case facts considered are correct.	Many of the case facts utilized for proposing a solution are either incorrect or missing.	Most of the case facts utilized for proposing a solution are either incorrect or missing.
The uniqueness / innovativeness of the proposed solution and its backing by the case facts.	The proposed solution, backed rigorously by the case facts, is counter-intuitive.	The proposed solution, backed by the case facts, is not counter-intuitive but not straightforwardly intuitive.	The proposed solution is somewhat backed by the case facts and is intuitive.	The proposed solution is not backed by case facts and/or very intuitive.
Presentation of case analysis and adherence to the guidelines provided in the “Additional notes” above.	The analysis is very well presented by applying appropriate advanced formatting and all the guidelines have been adhered to.	The analysis is presented in an acceptable form but can be improved, and/or most of the guidelines are adhered to.	The analysis presented is difficult to comprehend, and/or many guidelines are not adhered to.	The analysis is incomprehensible, and/or almost none of the guidelines are adhered to.

### Text Book / Course Package / Other Readings

**Sanjeev K. Bordoloi, James A. Fitzsimmons, Mona J. Fitzsimmons - Service Management Operations, Strategy, Information Technology-McGraw Hill (2022)** - Chapters from this book are assigned as required readings in the class schedule below. It is assumed that you have done those readings when you come to the class. The lectures will take the book material as a starting point and probe deeper into the issues - it will not regurgitate the book material.

### Session Plan

Session Details	Topics	PLOs Covered
Session 1	Understanding services	PLO8
Objective of the session	To describe the features of the experience economy contrasting the consumer (B2C) with the business (B2B) service experience, identify and critique the six distinctive characteristics of a service operation, and explain the implications for managers.	
Subtopics to be covered	The experience economy, distinctive characteristics of service operations, service package and service-process matrix, open-systems view of service operations	
Readings	Chapter 01	

	Pine and Gilmore – “experience economy”	
Case Title & Number	N/A	
Pedagogy	Lectures, discussions, and applications	
Session 2	Service strategy	PLO8
Objective of the session	Formulating a strategic service vision, describing how a service competes using the three generic service strategies, explain what is meant by qualifiers, service winners, and service losers, and discussing the competitive role of information in services and its limits.	
Subtopics to be covered	Strategic service vision, competitive service strategies, role of information in services, virtual value chain, economics of scalability, sustainability in services	
Readings	Chapter 02	
Case Title & Number	N/A	
Pedagogy	Lectures, discussions, and applications	
Session 3	Competitive Positioning and using it as an advantage	PLO8, PLO9, PLO10
Objective of the session	To acquaint the students with solving current business problems (discussed in sessions 1-2)	
Subtopics to be covered	N/A	
Readings	N/A	
Case Title & Number	Competitive Positioning in the American E-Health Sector (Case Centre)	
Pedagogy	Discussions, problem-solving, and applications	
Session 4	Service quality – I	PLO8
Objective of the session	To describe and illustrate the five dimensions of service quality, use the service quality gap model to diagnose quality problems, construct a statistical process control chart for a service operation, and explain service recovery and it’s importance.	
Subtopics to be covered	Dimensions of service quality, measuring service quality, quality service by design, achieving service quality, service recovery	
Readings	Chapter 06	
Case Title & Number	N/A	
Pedagogy	Lectures, discussions, and applications	
Session 5	Service quality – II	PLO8, PLO9
Objective of the session	To describe and illustrate the five dimensions of service quality, use the service quality gap model to diagnose quality problems, construct a statistical process control chart for a service operation, and explain service recovery and it’s	

	importance.	
Subtopics to be covered	Dimensions of service quality, measuring service quality, quality service by design, achieving service quality, service recovery	
Readings	Chapter 06	
Case Title & Number	N/A	
Pedagogy	Lectures, discussions, and applications	
<b>Session 6</b>	The Evolution of the Hotel Industry	PLO8, PLO9, PLO10
Objective of the session	To acquaint the students with solving current business problems (discussed in sessions 4-5)	
Subtopics to be covered	N/A	
Readings	N/A	
Case Title & Number	The Evolution of the Hotel Industry (B): Blue Ocean Perspective W Hotels – The W Way Leading the Boutique Hotel Industry	
Pedagogy	Discussions, problem-solving, and applications	
<b>Session 7</b>	Process improvement - I	PLO8
Objective of the session	To describe and contrast corporate quality improvement programs, lead a team in a process improvement initiative. and measure the capability of a process.	
Subtopics to be covered	Quality and productivity improvement process, quality tools for analysis	
Readings	Chapter 07	
Case Title & Number	N/A	
Pedagogy	Lectures, problem-solving, and applications	
<b>Session 8</b>	Process improvement - II	PLO8, PLO9
Objective of the session	To conduct a Six Sigma process analysis, describe the philosophy of lean service, and conduct a data envelopment analysis (DEA) analysis for benchmarking and improvement.	
Subtopics to be covered	Benchmarking and improvement programs, measuring service productivity through Data Envelopment Analysis (DEA), DEA and strategic planning	
Readings	Chapter 07	
Case Title & Number	N/A	
Pedagogy	Lectures, problem-solving, and applications	
<b>Session 9</b>	Experiential Learning – I	PLO8, PLO9
Objective of the session	To acquaint the students with solving current business problems (discussed in sessions 1-8)	
Subtopics to be covered	Service strategy, service quality, and process improvement	
Readings	N/A	

Case Title & Number	N/A	
Pedagogy	Hands-on problem-solving and applications	
Session 10	Service facility location	PLO8, PLO9
Objective of the session	To describe how a geographic information system is used in service location decisions, differentiate between a Euclidian and metropolitan metric approach to measuring travel distance, locate a single facility using the cross-median and regression approach, and use the Huff retail location model to estimate revenue and market share for a potential site.	
Subtopics to be covered	Strategic location considerations, location modeling considerations and techniques, regression analysis in location decisions	
Readings	Chapter 08	
Case Title & Number	N/A	
Pedagogy	Lectures, problem-solving, and applications	
Session 11	Managing service relationships	PLO8
Objective of the session	To contrast the supply chain for physical goods with service supply relationships, identify the sources of value in a service supply relationship, discuss the managerial implications of bidirectional relationships, and classify a business service based on the focus of the service and its importance to the buyer.	
Subtopics to be covered	Distinction between manufacturing and service supply chain, customer–supplier duality, service supply bidirectional relationships	
Readings	Chapter 10	
Case Title & Number	N/A	
Pedagogy	Lectures, discussions, and applications	
Session 12	Guest Lecture I: Utkarsh Srivastava (Analyst, NatWest Group)	PLO8, PLO9
Objective of the session	To introduce the students to the requirements of the industry and how to prepare for them helps the students in gaining additional industrial knowledge	
Subtopics to be covered	Industry applications of concepts of OM in the business.	
Readings	N/A	
Case Title & Number	N/A	
Pedagogy	Online Guest Lecture & Discussion	
Session 13	Capacity and process analysis - I	PLO8, PLO9
Objective of the session	To describe the strategies for matching capacity and demand for services, and determine the overbooking strategy for a service that minimizes expected loss.	
Subtopics to be covered	Strategies for managing demand, strategies for managing	

	services	
Readings	Chapter 11	
Case Title & Number	N/A	
Pedagogy	Lectures, problem-solving, and applications	
<b>Session 14</b>	Capacity and process analysis - II	PLO8, PLO9
Objective of the session	To describe the strategies for matching capacity and demand for services, and determine the overbooking strategy for a service that minimizes expected loss.	
Subtopics to be covered	Strategies for managing demand, strategies for managing services	
Readings	Chapter 11	
Case Title & Number	N/A	
Pedagogy	Lectures, problem-solving, and applications	
<b>Session 15</b>	Capacity and process analysis - III	PLO8, PLO9
Objective of the session	Explain what yield management is, when its use is appropriate to enhance utilization of services, and how it can be accomplished using the critical fractile criterion.	
Subtopics to be covered	Utilization of services, yield management	
Readings	Chapter 11	
Case Title & Number	N/A	
Pedagogy	Lectures, problem-solving, and applications	
<b>Session 16</b>	Merger at American Airlines	PLO8, PLO9, PLO10
Objective of the session	To acquaint the students with solving current business problems (discussed in sessions 13–15)	
Subtopics to be covered	N/A	
Readings	N/A	
Case Title & Number	The Merger of American Airlines and US Airways	
Pedagogy	Discussions, and applications	
<b>Session 17</b>	Experiential Learning - II	PLO8, PLO9, PLO10
Objective of the session	To acquaint the students with solving current business problems (discussed in sessions 10-16)	
Subtopics to be covered	Facility location, capacity and process analysis	
Readings	N/A	
Case Title & Number	N/A	
Pedagogy	Problem-solving and applications	
<b>Session 18</b>	Managing waiting lines	PLO8, PLO9
Objective of the session	To describe the economics of waiting lines using examples, describe how queues form, apply strategies to address the different attributes of waiting, and describe the essential	



	features of a queuing system.	
Subtopics to be covered	Strategies for managing customer waiting, essential features of queueing systems (arrival and service process, birth and death model)	
Readings	Chapter 12	
Case Title & Number	N/A	
Pedagogy	Problem-solving and applications	
<b>Session 19</b>	Capacity planning and queueing lines - I	PLO8, PLO9
Objective of the session	To discuss the strategic role of capacity planning, describe a queueing model using the A/B/C notation, and use queueing models to calculate system performance measures.	
Subtopics to be covered	Strategic role of capacity decisions, relationships among system characteristics, analysis of system queues – M/M/1 model	
Readings	Chapter 13	
Case Title & Number	N/A	
Pedagogy	Problem-solving and applications	
<b>Session 20</b>	Capacity planning and queueing lines - II	PLO8, PLO9
Objective of the session	To describe the relationships between queueing system characteristics, and use queueing models and various decision criteria for capacity planning.	
Subtopics to be covered	Analysis of system queues – M/M/k and M/G/1 models, the self-service model	
Readings	Chapter 13	
Case Title & Number	N/A	
Pedagogy	Problem-solving and applications	
<b>Session 21</b>	Depth and Relevance of Service Industry	PLO8, PLO9, PLO10
Objective of the session	To acquaint the students with solving current business problems (discussed in sessions 18-20)	
Subtopics to be covered	N/A	
Readings	N/A	
Case Title & Number	HBPS: <i>Tirumala Tirupati – Wait a moment</i> (UV6959-PDF-ENG)	
Pedagogy	Discussions, problem-solving, and applications	
<b>Session 22</b>	Experiential Learning – III	PLO8, PLO9
Objective of the session	To acquaint the students with solving current business problems (discussed in sessions 18-21)	
Subtopics to be covered	Capacity planning and queueing lines	
Readings	N/A	
Case Title & Number	N/A	

Pedagogy	Hands-on problem-solving, and applications	
Session 23	Forecasting demand for services - I	PLO8, PLO9
Objective of the session	To understand forecasting of service demand through the Bass model of diffusion.	
Subtopics to be covered	Bass model framework	
Readings	Provided in the preceding week	
Case Title & Number	N/A	
Pedagogy	Lectures, problem-solving, and applications	
Session 24	Forecasting demand for services - II	PLO8, PLO9
Objective of the session	To understand forecasting of service demand through the Markov chain model and recommend the appropriate forecasting model for a given situation.	
Subtopics to be covered	Markov chain framework.	
Readings	Provided in the preceding week	
Case Title & Number	N/A	
Pedagogy	Lectures, problem-solving, and applications	
Session 25	Forecasting the demand and leveraging it for competitive advantage	PLO8, PLO9, PLO10
Objective of the session	To acquaint the students with solving current business problems (discussed in sessions 23-24)	
Subtopics to be covered	N/A	
Readings	N/A	
Case Title & Number	Enhancing Accuracy for FarmPro Corp's Supply Chain Success Tackling <u>Forecasting</u> Errors Part A& B	
Pedagogy	Discussions, problem-solving, and applications	
Session 26	Guest Lecture II: Arun Pratap Singh (Manager Mahindra & Mahindra)	PLO8, PLO9
Objective of the session	To introduce the students to the requirements of the industry and how to prepare for them helps the students in gaining additional industrial knowledge	
Subtopics to be covered	Industry applications of concepts of OM in the business.	
Readings	N/A	
Case Title & Number	N/A	
Pedagogy	Online Guest Lecture & Discussion	
Session 27	Omnichannel services	PLO8
Objective of the session	Understanding the impact of adding an online channel on the operational performance of the existing service systems	
Subtopics to be covered	Multiple channels for service delivery	

Readings	1. 1 million people now ordering Starbucks on mobile every month. 2. How Chipotle manages soaring mobile order demand. 3. Starbucks' success with mobile order and pay is too much of a good thing. 4. China's Luckin coffee tries to conquer a nation of tea drinkers. 5. Mobile-ordering apps create problems for restaurants.	
Case Title & Number	N/A	
Pedagogy	Lectures, discussions, and applications	
<b>Session 28</b>	Omnichannel Customer Service	PLO8, PLO9, PLO10
Objective of the session	To acquaint the students with solving current business problems (discussed in session 27)	
Subtopics to be covered	N/A	
Readings	N/A	
Case Title & Number	Navigating Omnichannel Retail: The Impact of Digitalization and the Importance of Performance Metrics	
Pedagogy	Discussions, problem-solving, and applications	
<b>Session 29</b>	Reading & Revision Week/ Examination Week*	
Objective of the session	NA	
Subtopics to be covered	NA	
Readings	N/A	
Case Title & Number	N/A	
Pedagogy	NA	
<b>Session 30</b>	Reading & Revision Week/ Examination Week*	
Objective of the session	NA	
Subtopics to be covered	N/A	
Readings	N/A	
Case Title & Number	N/A	
Pedagogy	NA	

\*Elective Endterm Examinations may take place in the last week of classes.

### **Note**

- 1) Please note that the session plan(s) may be modified partially/fully to suit the requirements of the learners. The instructor will have the sole discretion to modify session plan(s) as and when required.
- 2) In case of unavailability of the guest speaker in the planned sessions, the session plan(s) might be modified.

## Disability Support

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall wellbeing. These include physical and mobility-related difficulties, visual impairment, hearing impairment, mental health conditions, and intellectual/learning difficulties, e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last-minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to [disabilitysupportcommittee@jgu.edu.in](mailto:disabilitysupportcommittee@jgu.edu.in)