

Enterprise Models

Course Objectives:

This course deals with the provisioning of services¹ enabled by Information Technology.

This course teaches students how the business model and the firms positioning in the market is associated with the operations of the firm. Students learn how to classify service firms based on a number of dimensions and how that classification is associated with other operational aspects of the firm. Students also learn about how the service concept is different from service delivery, service standardization and service operations of the firm. In addition, students will also learn about the unique characteristics that challenge managers in the service industry. All firms are IT enabled firms and the class will encourage students to think of firms in the sharing economy. All of these firms are IT enabled and the focal firm are basically platform providers.

The course takes an entrepreneurial approach by engaging students in an exercise where students are required to apply each concept to a hypothetical startup service firm. This exercise is a running exercise that culminates in a final project.

The first part (week 1) of the course provides a broad high level view of service organizations while the second half of the course provides a detailed process management view of the firm with a focus on process optimization.

The underlying theme throughout the course is the role of IT. In most modern organizations business processes are encoded within information systems.

The course takes an entrepreneurial approach and therefore students will be asked to think of an IT enabled business and apply the concepts they learn in class to that business.

The case studies provide students exposure to a broad range of strategic and tactical issues that service firms have to face. The cases have been picked from the Healthcare sector. Most of the cases relate to IT implementations.

¹A service is a time-perishable, intangible experience performed for a customer acting in the role of co-producer (Fitzsimmons and Fitzsimmons, 2006: [Recommended Text](#)).

Logistics:

Course Dates:

	Monday	Tuesday	Wednesday	Thursday	Friday
Week # 1		July3, 20 18	July4,20 18	July5, 20 18	July6,20 18
Week # 2	July9,20 18	July10 ,20 18	July11,20 18	July12,20 18	

Class Times: 9:00 am – 1:30 pm on the days the classes are scheduled (See table above). Please note that the class may be extended if needed. Students are expected to come between 8:30 am and 9:00 am to load the presentations on the class computer.

The activities of the day will comprise of three distinct teaching units (See table below).

Activity	Time
Teaching Unit – 1	9:00 am until 10:00 am
15 minute Break	10:00 am until 10:15
Teaching Unit – 2	10:15 am until 11:45 am
15 minute Break	11:45 pm until 12:00 noon
Teaching Unit – 3	12:00 noon until 1:30 pm

Office Hours (Availability outside class times) - Location: *Amrita University Campus:*

	Monday	Tuesday	Wednesday	Thursday	Friday
Week # 1			July4, 20 18 [2:00 pm to 3:00 pm]	July5, 20 18 [2:00 pm to 3:00 pm]	
Week # 2	July9, 20 18 [2:00 pm to 3:00 pm]		July11, 20 18 [2:00 pm to 3:00 pm]		Final Exam

You can also reach me by e-mail via Sebastin or Prabha. While these are stipulated as office hours, I am available every day after class.

Course related assignments should be submitted to Prabha or via email to k_prabhavathi@mites.amrita.edu

Recommended Text:

Title: Service Management: Operations, Strategy and Information Technology
Authors: James A. Fitzsimmons and J. Mona Fitzsimmons
Publishers: McGraw-Hill Publishing Co.

Title: Managing Business Process Flows (*Recommended Reading*)

Authors: Ravi Anupindi, Sunil Chopra, Sudhakar D. Deshmukh, Jan A. Van Mieghem and Eitan Zemel

Publishers: Prentice Hall, Upper Saddle Rivers

From the Instructor's Desk:

I believe that time spent in the classroom should be both informative and fun. While a professor's role is not that of a stand-up comedian, he or she should never be recognized as a cure for insomnia. Students should not only look forward to attending class, but they should expect to participate as well.

Class participation is expected and will be used extensively in the assignment of class grade. I expect you to think, and support your arguments with facts (citable references with sources).

**Please do not ask me to make allowances for submitting the work late.
Coming late to class automatically leads to lower class participation points.
Please make it a point not to be on the phone or schedule appointments during class hours.**

I hold the view that if I acquiesce to your special requests (barring some exceptions), it is unfair to others who have worked to meet the guidelines specified.

Content Organization: The content is organized into four thematic areas:

<p>Theme 1</p>	<p style="text-align: right;">Understanding Processes, Services and</p> <p>An effective competitive strategy is particularly important for IT enabled service firms to compete in an environment where there are low barriers to entry. This module discusses a service vision about the purpose and place of a ITES service firm in this market. <i>Harvard Business Case McKesson</i> provide business contexts that requires of students to revisit some of the <u>Modules 1 and Module 2</u>.</p>
<p>Theme 2</p>	<p style="text-align: right;">Designing Sustain</p> <p>In <u>Modules 3 and 4</u>, students learn how to design sustainable service models given the concepts introduced in Module 1. Students are exposed to the process view of the firm. Students learn how to balance value creation to satisfy customer perceptions and expectations and the firm's profitability. The <i>Harvard Business Case Intermountain Health Care</i> case brings the lessons of the case with a sharper focus.</p>
<p>Theme 3</p>	<p style="text-align: right;">Managing</p> <p>This module provides insights into questions about why managing service operations is difficult. In an IT enabled service Management System the client often appears twice: once as a customer in the production environment. Customers introduce process variability in the production environment through differences in demand and unpredictability in demand. This module provides a system design to accommodate, understand and manage variability. IT also introduces students to tools for process control. The <i>Harvard Business Cases Tele-Monitoring at Visiting Nurse Health System and Wireless: Call Center Performance</i> informs students how to analyze this data. Class <u>and Module 6</u> are used to introduce these concepts.</p>
<p>Theme 4</p>	<p>Students apply lessons to their project and present their work</p>

<p>Module 1 (Tuesday July3, 2018)</p> <p>Introduction to Business and Service</p>	<table border="1"> <tr> <td>Teaching Unit – 1</td> <td rowspan="2"> 1. Introduction to the Course (Logistics and evaluation) 2. Discussion on the service Economy and Sharing e Reacj Chapter # 1. Come prepared to discuss the o PPT. </td> </tr> <tr> <td>15 minute Break</td> </tr> <tr> <td>Teaching Unit – 2</td> <td rowspan="2"> <ul style="list-style-type: none"> • Student Presentations – Teams 1, 2, 3, 4 and 5. {15 </td> </tr> <tr> <td>15 minute Break</td> </tr> <tr> <td>Teaching Unit – 3</td> <td> <ul style="list-style-type: none"> • Student Presentations – Teams 6, 7, 8, 9 and 10. { </td> </tr> </table>	Teaching Unit – 1	1. Introduction to the Course (Logistics and evaluation) 2. Discussion on the service Economy and Sharing e Reacj Chapter # 1. Come prepared to discuss the o PPT.	15 minute Break	Teaching Unit – 2	<ul style="list-style-type: none"> • Student Presentations – Teams 1, 2, 3, 4 and 5. {15 	15 minute Break	Teaching Unit – 3	<ul style="list-style-type: none"> • Student Presentations – Teams 6, 7, 8, 9 and 10. { 	
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<p>Module 2 (Wednesday July4, 2018)</p> <p><i>Service Strategy</i></p>	<table border="1"> <tr> <td>Teaching Unit – 1</td> <td rowspan="2"> Short Quiz # 1: (Chapter 1 and all material covered in Understanding two key concepts: Business Model and </td> </tr> <tr> <td>15 minute Break</td> </tr> <tr> <td>Teaching Unit – 2</td> <td rowspan="2"> Basic Business Concepts </td> </tr> <tr> <td>15 minute Break</td> </tr> <tr> <td>Teaching Unit – 3</td> <td> Understanding Service - Nature of Services (Chapter Take home assignment: Village Volvo </td> </tr> </table>	Teaching Unit – 1	Short Quiz # 1: (Chapter 1 and all material covered in Understanding two key concepts: Business Model and	15 minute Break	Teaching Unit – 2	Basic Business Concepts	15 minute Break	Teaching Unit – 3	Understanding Service - Nature of Services (Chapter Take home assignment: Village Volvo	
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<p>Module 3 (Thursday July5, 2018)</p> <p><i>Designing Sustainable IT Service Models</i></p>	<table border="1"> <tr> <td>Teaching Unit – 1</td> <td rowspan="2"> Short Quiz # 2 (Chapter 2 plus all material covered in Discussion of Village Volvo </td> </tr> <tr> <td>15 minute Break</td> </tr> <tr> <td>Teaching Unit – 2</td> <td rowspan="2"> Service Strategy (Chapter 3) Take Home exercise: Alamo Drafthouse </td> </tr> <tr> <td>15 minute Break</td> </tr> <tr> <td>Teaching Unit – 3</td> <td> Disney Videos </td> </tr> </table>	Teaching Unit – 1	Short Quiz # 2 (Chapter 2 plus all material covered in Discussion of Village Volvo	15 minute Break	Teaching Unit – 2	Service Strategy (Chapter 3) Take Home exercise: Alamo Drafthouse	15 minute Break	Teaching Unit – 3	Disney Videos	
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<p>Module 4 (Friday July6, 2018)</p> <p>Technology in Service</p>	<table border="1"> <tr> <td>Teaching Unit – 1</td> <td rowspan="2"> Short Quiz # 3 (Chapter 3 plus all material covered in Discussion of Alamo Drafthouse </td> </tr> <tr> <td>15 minute Break</td> </tr> <tr> <td>Teaching Unit – 2</td> <td rowspan="2"> New Service Development (Chapter 4) </td> </tr> <tr> <td>15 minute Break</td> </tr> <tr> <td>Teaching Unit – 3</td> <td> Videos Discussion about the test </td> </tr> </table>	Teaching Unit – 1	Short Quiz # 3 (Chapter 3 plus all material covered in Discussion of Alamo Drafthouse	15 minute Break	Teaching Unit – 2	New Service Development (Chapter 4)	15 minute Break	Teaching Unit – 3	Videos Discussion about the test	
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15 minute Break										
Teaching Unit – 3	Videos Discussion about the test									

Module 5 (Monday July 9, 2018) IT Service Process Control	Teaching Unit – 1	Test #1 (Chapters 1-5; Data collection and data analysis) (10:00 am to 11:00 am).
	15 minute Break	
	Teaching Unit – 2	Service Quality and Process Improvement (Chapter 10) (Note we may have a one hour session after lunch)
	15 minute Break	
Teaching Unit – 3	Exercise on Service Quality	
Module 6 (Tuesday July 10, 2018) IT Service Variability	Teaching Unit – 1	Service Quality and Process Improvement (Chapter 10)
	15 minute Break	
	Teaching Unit – 2	Video – Chase Bank
	15 minute Break	
Teaching Unit – 3	Managing Capacity and Demand (Chapter 11)	
Module 7 (Wednesday July 11, 2018) Applications: Case Studies	Teaching Unit – 1	<u>Team 1 and Team 2</u>
	15 minute Break	
	Teaching Unit – 2	<u>Team 3 and Team 4</u>
	15 minute Break	
Teaching Unit – 3	<u>Team 5 and Team 6</u>	
Module 8 (Thursday July 12, 2018) Applications: Case Studies and Wrap-up	Teaching Unit – 1	<u>Team 7 and Team 8</u>
	15 minute Break	
	Teaching Unit – 2	Discussion on Final Exam
	15 minute Break	
Teaching Unit – 3	<u>Wrap-up</u>	

Friday – July 13: Final Exam (9:00 am): In class written exam: all material covered in class. Pay close attention to Chapters 6, 7 and 8.
Final Class Project Report Due: (Sunday) July 15th, 2018 – 10:00 am.

Evaluation

Deliverables at a Glance

Please make sure that Ms. Prabha has a copy of all the deliverables. Late work is never graded.

Tuesday July 3, 2018	Chapter # 1 – Home Work # 1: Service economy and sharing economy – Write up	In Class Exercise (Requires preparation at home) (participation points only)
	Survey Presentation (PPT)	Due in Class (participation points only)
Wednesday July 4, 2018	Class Work – Business Concepts, Value Proposition and Business Model	Due in Class (participation points only)
	Short Exercise relating to Chapter 2	Due in Class (participation points only)
Thursday July 5, 2018	Mini Case: Village Volvo	Due prior to the start of Quiz 2– participation points only
	Disney Video related Questions	Due in Class (participation points only)
	Short Exercise relating to Chapter 3	Due in Class (participation points only)
Friday July 6, 2018	Mini Case: Alamo Drafthouse	Due prior to the start of Quiz 3– participation points only
	Video related Questions	Due in Class (participation points only)
	Short Exercise relating to Chapter 3	Due in Class (participation points only)
Monday July 9, 2018	Exercise on Service Quality (Chapter 6)	Due by 7:00 pm by e-mail to class account
Tuesday July 10, 2018	Homework problems from Chapter 6	Due prior to the start of Class. See grade sheet for points.– – Graded for Quality
	Exercise notes – Chase Bank	Due in Class (participation points only)
Wednesday July 11, 2018	PPT due – Your Project and Surveyed Business	Due prior to the start of class. See grade sheet for points– Graded for Quality

Thursday July 12, 2018	Survey – related work (PPT only)	Due by 5:00 pm– Graded for Quality
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Assessment – Point Distribution

Item	Points
Project	20 points
Test # 1: Monday July 9,20 18 (Content covered during Week 1)	20 points
Test # 2: Friday July 13,20 18 (Content covered during Week 1 and Week 2)	20 points
3 Short Quizzes conducted in class (5 points each)	15 points
Class Work + Class Participation	25points

***Please see Appendix A for details. Please note that in order to incentivize you attending all of the case presentations and discussions – for the pleasure of missing each case presentation and discussion – you position statement will not be accepted. You will obviously also loose points case discussion points as well.

Note:

- The instructor may give bonus points for additional work arising out of the discussion.
- Please note that mini-cases from the text book are only for in class discussion / class participation points as part of the regular class lecture.

APPENDIX – A Class Policy & Philosophy

Learning is an active process. Therefore, students are required to participate in classroom discussions and hands-on exercises as stipulated by the instructor.

- Late deliverables will not be graded. It tilts, what I call the ‘balance of fairness’ in your favor when I accept late work. I would like to be fair in all my ways.
- Copying /cheating in anyway constitutes academic dishonesty and you should refrain from this activity. When you cheat, you deprive yourself of an opportunity to learn. When you give others your work, you deprive them of a learning opportunity. Instead help them understand the concepts and encourage them to do their own work.
- Extenuating Circumstances: If you are facing extreme hardship I will work with you on all matters regarding the course. I will do my best to accommodate you to the maximum extent I can. However, you have to provide me evidence (documents needed) of extreme hardship.
- *In fairness to all the participants, you must resist asking me for favors that provide you an unfair advantage over others.*
- Common Courtesy
 - i. If you do have to leave early for good reason, you must inform the instructor.
 - ii. Please do not pursue any activity that is disturbing to the class.
 1. Do not eat in class – making loud chewing noise. If you have to eat do it quietly.
 2. Turn off your pagers, cell phones and other electronic devices. If you do have to take a call, please step outside the class room and have your conversation in a way that you are not disrupting the class. The break between sessions is only an hour away at the most. Most things can wait for the break.
 3. You may leave the classroom temporarily to use the restroom. It is very disruptive for others when there is constant motion of

participants walking in and out of the room while the lecture is in progress. Therefore keep it inconspicuous and to a minimum.

4. Avoid engaging in conversations during the lecture. It is distracting. It is also rude.
5. Discuss personal issues (including your test paper) if needed, on a one-on-one basis and offline.