MASTER'S THESIS

Service Recovery within a High Educational Organization

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2014

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Acknowledgements

We would like to show our appreciation and gratitude towards the people that made it possible for us to work on this thesis. We would like to thank our supervisor Mana Farshid for her guidance and support throughout the process, also our classmates and teachers for their input. We would like to thank all the people who participated in our interviews that helped us gather valuable data to make this thesis possible. We also thank our family and friends that supported us.

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Abstract

Service failures is a problem that every service company will face therefore service recovery strategies were introduced to retain customers and keep an edge against competitors. Many has debated over how a service recovery strategy should be developed and there are many different solutions but as many say the best way is to find a service recovery strategy that fits the company's culture, so every company has to find their own solution that fits their situation best. A area of service recovery that has not been researched much is the service recovery performance, the focus has only been on the strategy and not on how employees should perform in different situations. Customer satisfaction has been a important measure for a long time and is the most popular measurement when it comes to service markets but in the end it focuses on retention. It is important to understand how satisfaction works. The purpose of this thesis is to look on how high educational organizations can work with service recovery within the organization, explain the relationship between service recovery and satisfaction and describe the relationship between satisfaction and service recovery performance, three research questions were proposed:

1. how can service recovery strategy be used in high educational organizations?
2. how can the relationship between service recovery performance and satisfaction be described?
3. how the relationship between service recovery and satisfaction can be described?

This thesis is mainly descriptive and uses a qualitative approach. The strategy chosen in this thesis was embedded case study and uses Luleå Tekniska Universitet as the case, the data was gathered trough interviews with employees from Luleå Tekniska Universitet and employees from the IT-department. The data gathered suggest that a service recovery strategy should be used to a certain extent between the IT-department and the employees in high educational organizations and the most important part that they have to work on is the response time.

The data also proposes that failure severity will set the expectation level for how the employees has to perform during the service recovery, if expectations are met the customer will be satisfied to a certain level. Causes of failures explains why different service recovery activities should be used and satisfaction is described as causes of actions where actions are the service recovery activities.

Sammanfattning

Alla service företag kommer att möta problemet att de inte kan uppfylla det de har lovat därför introducerade man service recovery strategier för att behålla kunderna och få fördelar mot konkurrenterna. Många har debaterat över hur en service recovery strategi ska utformas och det finns många förslag men som många säger är det bästa att utforma en strategi som passar företagets kultur, så alla företag måste hitta deras egen lösning som passar deras situation. Ett område i service recovery där de inte har forskats så mycket är service recovery performance, de har endast fokuserat på hur en strategi ska utformas och inte hur de anställda ska jobba vid olika tillfällen. Kundnöjdhet har varit ett viktigt mått för en längre tid och det är även det vanligaste måttet när det kommer till service marknader men i slutändan fokuseras det på att behålla kunderna. Avsikten för denna avhandling är att undersöka hur man kan använda service recovery inom höga utbildningsorganisationer, förklara förhållandet mellan service recovery och tillfredställelse och beskriva förhållandet mellan service recovery performance och tillfredställelse, tre forskningsfrågor bestämdes för denna studie:

1. Hur kan man använda sig av service recovery strategi inom höga utbildningsorganisationer?
2. Hur kan man beskriva förhållandet mellan service recovery performance och tillfredstälelse?
3. Hur kan man beskriva förhållandet mellan service recovery och tillfredställelse?

Denna avhandling är mestadels beskrivande och använder en kvalitativ tillvägagångssätt. Strategin för denna avhandling är inbäddad fallstudie och använder sig av Luleå Tekniska Universitet som fall, datan var insamlad genom intervjuer med anställda vid Luleå Tekniska Universitet och anställda från IT-avdelningen. Den insamlade datan föreslår att en service recovery strategi ska användas till en viss del mellan IT-avdelningen och de anställda vid höga utbildningsorganisationer och den viktigaste delen i service recovery är svarstid.

Datan föreslår också att graden av hur kunden blir påverkad av felet kommer att sätta graden om hur anställda måste utföra service recoveryn, om förväntningar är mötta kommer kunden att bli tillfredställd till en viss grad. Orsaken av felet kommer att förklara varför olika service recovery aktiviteter kan användas och tillfredställelse är beskrivet som orsaker av handlingar, där handlingarna är service recovery aktiviteter.

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1. Introduction

In this chapter the background of the topic will be presented, a problem discussion will discuss the problem in this area and finally the purpose and research questions will be presented.

1.1 Background

"*Mistakes are a critical part of every service. Hard as they try, even the best service companies can't prevent the occasional late flight, burned steak or missed delivery. The fact is, in services, often performed in customer's presence, errors are inevitable.*" (Hart et al, 1989)

In service marketing today a very interesting topic is service recovery, the fact that every service company is trying to be perfect but as the human factor is involved in the producing of a service it is very hard to be perfect. Service failures has been around since the beginning of service markets, a service failure is when a company does not meet their standards they have set (Oliver, 1980). Oliver & Swan (1989) argues that a failure is when the input/output equilibrium is not met, this means that the customers' expectations is not met.

A good service recovery strategy is a very important tool to be able to keep long term customers. The first part of a strategy like this is to be able to get the customers to complain to the company instead of just changing to another. If the company is aware of a problem or a failure they have a chance to recover and compensate the affected customers If this compensation is good the company has a really good chance of keeping the customer. (Hart et al, 1989). A customer that is affected by a service failure and compensated in a way that makes the service exceed their expectations the chance of them returning is often greater than if no failure had happened at all.

When the customers' expectations is not met, the term service recovery comes in handy, service recovery is a well researched topic as the service market is growing. Miller, Craighead & Karwan (2000) defines service recovery as all activities that alters a customer's feelings towards the company after a service failure. A service recovery strategy includes activities towards customers, these activities is to make the customer feel treated fairly and in the end get them to stay with the company (Hart et al, 1989). A whole service recovery strategy includes activities within the company as a strategy, a clear view on what activities should take place when a failure happen and what every employee has the right to do for the customers (Hart et al, 1989).

A not so well known term is the employee service recovery performance, the most focus has been to develop good service recovery strategies but not to measure the performance of the service recovery. The service recovery performance is getting more important as more and more companies are using service recovery strategies and therefore it will be more important to take in mind of the service recovery performance, the service recovery performance is defined as how the employees acts and directly handles customer complaints after a service failure to recover the customer satisfaction and loyalty (Liao, 2007).

Customer satisfaction is a very popular viewpoint in marketing today. According to Peterson & Wilson (1992), over 15 000 articles have been written over the last 20 years. Giese & Cote (2000) says that there are a lot of different viewpoints when defining customer satisfaction. But also that there are three points that can be identified in most of the definitions. The three points are: Consumer satisfaction is a response (emotional or cognitive), The response pertains to a particular focus (expectations, product, consumption experience, etc.), the response occurs at a particular time (after consumption, after choice, based on accumulated experience, etc) (Giese & Cote, 2000). The most popular definition of customer satisfaction is the expectation/disconfirmation model which explains satisfaction as the difference between the customers' expectations and the actual service (Peterson & Wilson, 1992).

1.2 Problem discussion

One way to keep customers satisfied is to always exceed their expectations but this is at times impossible in the service market where failures are common (Miller et al, 2000). If failures occur, the risk of losing customers are high as the satisfaction will decrease and there is a risk that companies will receive bad marketing in form of bad word-of-mouth. Failures also give companies a chance to recover, if a failure is detected and a recovery is successfully made, customers could be more satisfied and more loyal than if there was no failure to recover from (Hart et al, 1989). Much research has been done on what a service recovery should include to keep customers satisfied and how the satisfaction with a service recovery should be measured (Hess et al, 2003; Hart et al, 1989; Miller et al, 2000).

There are many guidelines on how companies can set strategies on how to conduct service recovery but there are very little research done on how employees should perform within service recovery. Employee service recovery has been overlooked in many years as the focus has just been on the actual service recovery activities and how effective these are. More recent research from Liao (2007) and Boshoff & Allen (2000) has identified that it is important to look deeper in to how employees has to behave and interact with customers in service recovery to strengthen the effects of service recovery. Very little research about how to measure the performance in service recovery has been done, the two most common looks at employee performance in service recovery is satisfaction and if the customer is treated fairly (Liao, 2007).

Over time there has been argues whether an higher educational organization should be watched as a service business or not, one thing that is most consistently looked at is that some aspects could be looked at from a business perspective, those are the aspects that doesn't affect the class content determinations. Class content determinations cannot really be looked at from a business perspective (Iyer & Muncy, 2008). A service that can be looked at from a business perspective is IT-systems and IT-department that will help the educational organization with their core service that is teaching. This service could be looked at between the IT-department and the educational organizations as the IT-department are selling their services to the educational organization.

Teaching is a complex activity. A teacher has to take many decisions, some that are planned for some time but they also has to make some unprepared decisions to be able to teach

(Swanson & Davis, 2000). Research has been done to see how failures from a higher educational organization affects the students but no research has been done on how teachers could be affected if failures occur within the organization. The teachers are the once who delivers most of the service to the customers it is important to see how service failures within the organization could affect the teachers.

1.3 Purpose

The purpose of this report is to get a better knowledge about how a higher educational organization can work with service recovery between the IT-department and the teachers in the organization. Also to get insight how the relationship between satisfaction and both service recovery and service recovery performance could be explained in a higher educational organization.

1.4 Research questions

How can service recovery strategy be used in high educational organizations?

How can the relationship between service recovery performance and satisfaction be described?

How the relationship between service recovery and satisfaction can be described?

2. Literature review

In this chapter theories for service recovery, service recovery performance and satisfaction is discussed and explained. From the theories a frame of reference will be put up and this explains how the research questions will be answered.

2.1 Service recovery

"Service recovery involves those actions designed to resolve problems, alter negative attitudes of dissatisfied consumers and to ultimately retain these customers." (Miller et al, 2000)

The *service recovery paradox* explains that if a failure occur, the satisfaction with service performance will decrease a certain amount. It also explains that a well done service recovery could raise the satisfaction to a level that is higher than if no failure had occurred at all (McCcollough et al, 2000). If companies want to be certain that the satisfaction level does not decrease they need to have as little failures as possible, but if a failure occur the company has to perform a great service recovery to be able to restore the satisfaction level as much as possible. And as the service recovery paradox says, the satisfaction level could even be greater than before the failure. The service recovery will therefore be an important strategy to maintain or even raise the satisfaction level with the service performance of a organization. (McCollough & Bharadwaj, 1992).

As mentioned before it is hard to keep a service perfect at all times and failures will happen. This is why it is important to have a good recovery plan for the failures and make up for these failures. The most common measurement when looking at service recovery is satisfaction (Folkes et al, 1988), but in the end it focuses on loyalty and retention (Miller et al, 2000). This report focus on looking at satisfaction and how the service recovery performance can affect the satisfaction.

2.2.1 Encourage complaints

It is hard for companies to get dissatisfied customers to complain, every individual is different and has their own believes and attitudes, some are willing to complain and some does not have the confidence or are afraid that an awkward or embarrassing confrontation will take place when they complain to another individual in the company (Bearden & Teel, 1980). For companies to know what customers are dissatisfied with it is important to get complaints from some customers so they know what they could improve to make them satisfied. The dissatisfied customer who does not complain is the one that is the most likely to search for another option and use that instead, therefore it is really important for companies to take complaints seriously from those who are willing to complain (Fornell & Wernerfelt 1987).

To get a customer who is dissatisfied to complain, companies can use many different methods which is effective in their own ways. One of the easiest and cheapest method would be to ask the customers how everything was after the consumption, this will not always work to get a complain but it shows that the company cares about their experience (Hart et al, 1989). Other more time craving and expensive methods to gather complaints from customers is to use questionnaires, e-mails or even whole service centers, these will gather more ingoing complaints but at a higher cost (Hart et al, 1989; Johnston & Mehra 2002).

Over the years many have argued that to be successful in complaint management companies has to implement a culture that understand that complaints are important and has to be taken seriously at all times, companies also need a easy system to file and handle complaints so the customers feel that their opinions matter and the employees can receive and respond to the customer quickly. After the complaints are solved it is also important with a follow-up and check in with the customer so they can feel appreciated by the company. (Johnston & Mehra 2002).

2.2.2 Acknowledge

When a complaint is filed the company has to acknowledge that a failure in some sort has occurred, the acknowledge should at least be a quick response to the one who filed the complaint that the company has received the complaint and are looking in to this (Miller et al, 2000). The acknowledge is a small step in the service recovery but it is really important to give a quick answer to the customer that the complaint is received and the company is looking at it, it is also important to not blame anyone, a simple answer so the customer knows that the failure is being processed is enough at this time (Johnston & Mehra 2002).

2.2.3 Empowerment

As the customers are always meeting the frontline employees in a company, they get a relationship with the company through these employees and the frontline employees should be able to help dissatisfied customers in a fast and effective way as many argue companies has to do if they want to keep the customers (Bowen & Lawler, 1994; Hart et al, 1989). One effective way to solve this is to go from the product-line approach that was common before to a more empowered frontline that is a common approach for the most successful service companies (Bowen & Lawler, 1994). Empowerment is basically giving the frontline employees more freedom to do more, there are different levels on how much empowered the frontline can be: 1, suggestion involvement; the employees can give formal suggestions about the work. 2, job involvement: employees get more freedom over how they handle their work. 3, High involvement: The employees gets information about the whole organization instead of only their work and helps with managerial problems (Bowen & Lawler, 1994).

With empowerment the employees should be able to be more involved in the whole organization and with more freedom over their work they will be able to respond quickly if there comes a complaint or failure. As many have stated over the years it is really important to act quickly if someone complain or a failure occur to keep the customer satisfied. If this is not responded to quickly it is a high risk that customer will be even more dissatisfied than when they faced the failure (Miller et al, 2000). Empowerment does not only give quicker responds to failure it can also keep the employees more satisfied with their work as they get to do more and be a bigger part in the whole organization (Bowen & Lawler, 1994).

Empowerment may not fit in all business situations, depending on what culture the companies follow the grade of empowerment will be different. A business culture where the company is trying to serve at the lowest cost possible the line-production is the more fitting it promise the customer a service at low cost. A culture where a company promises a high quality standard it may be more fitting to have empowerment to get the best quality possible so the customers' expectations will be met. (Bowen & Lawler, 1994).

2.2.4 Train employees

As (Hart et al, 1989) mention the managers know how to solve customers' problem but they do not have the time to be at all places at once as they do other things too, therefore to be successful in service recovery, organizations should consider training the frontline employees to solve customers' problems so they do not need to ask the managers to fix it all the time when something happens. With proper training the frontline should be able to handle problematic situation in a fast and effective way without asking the manager what they should do (Miller et al, 2000). A effective way to train frontline employees is to do role play, managers set up a relevant but tricky situations that could happen in their day-to-day work, the employees has to solve the situation as they think is a good way to solve the situation, then discuss what else could be done in a situation like that (Hart et al, 1989).

If frontline employees is supposed to solve problems it is good if they know the company culture, what the company values are and what they really stands for. This can be solved by informing them but another way to learn how the whole organization works. A way to get out from a tunnel perspective that employees can get if they do the same thing all the time is to switch around the work activities. A employee get to test different things just to see how all the other people in the organization works and in this way get a better understanding how the whole organization works. (Hart et al, 1989)

2.2.5 Response time

As mentioned before the response time is essential in a service recovery, if a irritated and dissatisfied customer get to wait for a long time there will be a high risk that they will get even more irritated and dissatisfied (Hart et al, 1989). In contrast if the time customers has to wait to get help is really short the customer can feel that the company cares about them and in that way they will get more delighted and satisfied (Hart et al, 1989). The response time could be looked at as the time it takes for a organization to answer the customer after the knowledge about a failure has reached the company (Miller et al, 2000). It can also be the time it takes for a organization to fix the failure from the point that the organization has got knowledge about the failure (Miller et al, 2000). These two are the most common definitions when talking about response time.

2.2.6 Apology

When a failure occur and the customer is dissatisfied, Oliver & Swan (1989) argues that the input/output equilibrium is disturbed, meaning that the customers expectation is not met. After the acknowledgement of this happening, the best an organization can do is to apologies to the customer and to explain their condolences that the failure occurred (Boshoff & Leong, 1998). It is also important that the culture of no blame is implemented, a customer does not want to hear excuses, they want an apology that the organization could not meet the standards (Johnston & Mehra, 2002). The apology should be a genuine apology, not a half hearted apology. If the apology is genuine the customer will feel appreciated and not forgotten, the opposite could happen if the apology is not a genuine apology (Miller et al, 2000).

There are a lot of ways that an apology can take form, one example is to send a e-mail to the customer with an apology, the company could also make a phone call to the affected customer and apologize but the most effective way is to apologize face to face to the affected person (Boshoff & Leong, 1998). As mentioned it is important that the apology is genuine and not a half hearted apology and the most serious apology would be to get an apology face to face.

2.2.7 Fixing problem, Compensation

To complete the service recovery after a service failure the company has to at least fix the problem that occurred, but they can also choose to compensate the one who faced the failure. A compensation is something that the organization gives the customers to compensate for the failure that made the customers dissatisfied in the beginning. The compensation could be something in line with a coupon or free service next purchase (Miller et al, 2000).

The compensation should reflect the trouble the customer had to go through when the failure occurred, Grewal, Roggeveen & Tsiros (2008) says that the customer has to be fairly compensated to be satisfied with the compensation. Depending on the severity of the failure the organization has to decide what to compensate to give the customer a fair compensation. An estimation has to be done from the organization on how the failure affected the customer (Grewal, et al, 2008).

2.2.8 Service recovery phases

All these steps above is important when talking about a effective service recovery strategy, there are no perfect strategy that fits for every company because every company has different cultures and values and therefore companies has to find what degree they want to implement a service recovery strategy. The one thing that many has pointed out to be one big success factor in service recovery is a quick response time, it tends to be that customers does not like to wait to get help (Bearden & Teel, 1980; Grewal et al, 2008). The service recovery can be different every time it can vary from customer to customer but it can also differ from time to time for the same customer, even if it is the same type of failure. The recovery depends on many things like who are performing the recovery and maybe what mood this person is on that day (Bearden & Teel, 1980).

The *type of relationship* will therefore also affect the service recovery. Type of relationship means how much contact the organization have with the customers, the lowest level of relationship is purely transactional were the customers only buy the service and nothing else. The highest level of relationship is when the customer have a complex relationship with the organization where they will interact very often if the service is going to work. A service recovery will be more important in a complex relationship than if the relationship is purely transactional (Lin, 2009).

The stages above can be divided into different stages of service recovery, where the encourage complaints would be called the pre-recovery phase (Schweikhart, et al, 1992). The pre-recovery stage is before the actual recovery phase takes form, in this stage the customer will complain about a failure and the organization will be aware of that something has happened.

After the pre recovery phase the immediate recovery phase will take place, in this stage the most of the recovery will be handled as the organization has acknowledge something was wrong, they have to fix the problem and maybe compensate to make the customer satisfied (Schweikhart, et al, 1992; Hart et al, 1989). In this stage the response time is really important as Hart, Heskett & Sasser (1989) is arguing the faster the problem will be solved the better is the chance to raise the satisfaction level of the customers.

The last stage is the follow-up, this stage might not be necessary but the customer will feel more appreciated if the company is reaching out and explaining what they did to prevent that this failure will happen again (Schweikhart, et al, 1992). It also depends on the severity of the failure as a customer who has spent a lot of time and money will crave more from the company than if a customer almost did not spend anything at all (Schweikhart, et al, 1992).

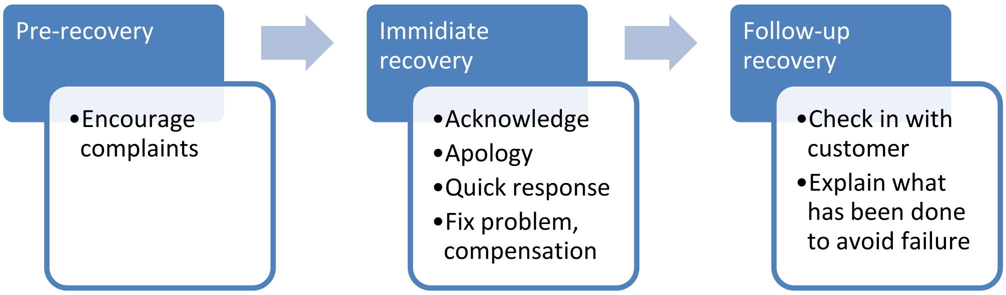

Figure 2.1: Three recovery phases

Source: Adapted from Schweikhart, et al, 1992.

To be able to conduct these phases in a recovery strategy as shown in figure x, organizations has to think about the underlying processes that will happen within a organization that the customer does not see. These processes includes to train their employees to be able to handle the failures that might occur, they also need to decide to what level of front-line empowerment the organization should have and they also has to take in mind the type of relationship they have with their customers. Together figure 2.1 and figure 2.2 conclude how an effective service recovery strategy would be decided upon.

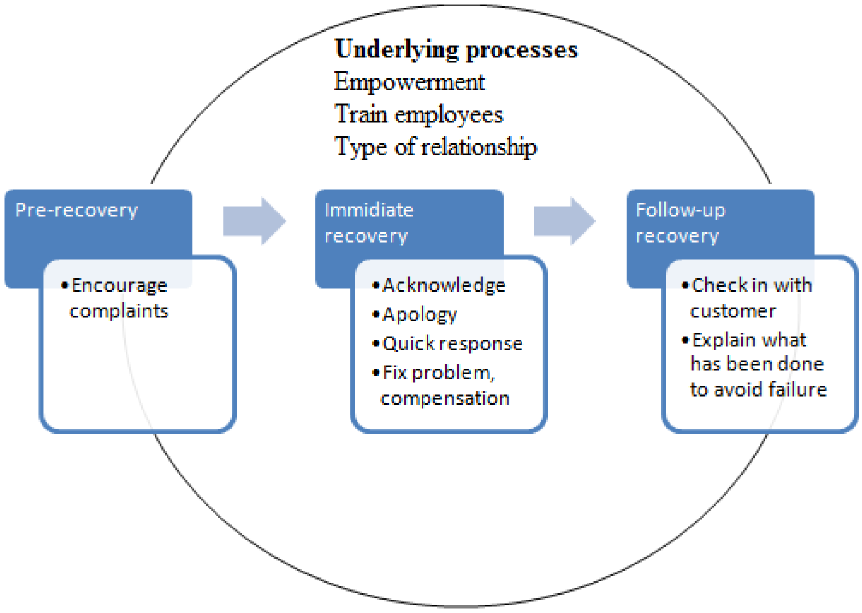

Figure 2.2: Service recovery strategy

Source: adapted from Schweikhart, et al, 1992 and Hart et al, 1989

2.3 Service recovery performance

The service recovery performance is defined as how the employees acts and directly handles customer complaints after a service failure to recover the customer satisfaction and loyalty (Liao, 2007). An important aspect in service markets has always been the meeting between customers and employees, the interaction between customer and employee is also important in a service recovery (Bitner et al, 1990). But according to Liao (2007) there has been made a lot of studies within the area of service recovery but very few are examining the outcomes and other important factors like how the service employee behaves towards a complaining customer.

To perform on a high level as a service employee is hard in the service recovery area. Knowledge about the failure is very important because a customers will expect to be treated different depending on how severe the failure is. If the customer was affected by a small failure, an apology generally positively impacted the relationship. But if the failure was severe, the relationship was not as positively impacted which means that the service employee needs to know how severe the failure was and from that treat the customers different depending on that knowledge (Liao, 2007). However, according to Boshoff & Allen (2000), there are few guidelines for marketing executives how to introduce a way to effectively recover from service failure which also means that it is hard to perform on a high level when it comes to service recovery as a service employee.

Service recovery performance is as mentioned before the performance of the employees, how they handle complaints and failures. There are aspects that managers can focus on to get the best performance out of their employees, the employees should be trained so these aspects should be covered when they are handling the failures and interacts with the customers

(Bitner et al, 1990; Tax et al, 1998). The definitions and meaning of the aspects are listed below:

Response time is how fast the service provider handles disruptions in the service process at the customers end. A fast response time is a necessity in today's competitive environment (Bitner et al, 1990).

Technical support is about how good support the service provider gives the consumer. Troubleshooting and repairing is a big part of this (Bitner et al, 1990).

Responsiveness of service is about how the service provider handles the need of the customer. It is about how effective the company can handle customer complaints (Bitner et al, 1990).

Repeated failures is how many times the failure has happened, is it one time only or does it occur more than just once, how should employees handle failures if it is the first time it happen or if it happened many times before (Tax et al, 1998).

Failure severity is about the magnitude of the failure, how can employees handle different situations depending on how much the customer will be affected by the failure (Tax et al, 1998).

These aspects can be used as guidelines to train employees so they can perform at a level that is needed for a good service recovery strategy, in the end the service recovery performance hopefully gets the customer satisfied with the service recovery (Liao, 2007). In earlier days the service recovery performance was just looked at if the service recovery was fairly conducted but later is been used to explain satisfaction too (Liao, 2007; Bitner et al, 1990).

2.4 Satisfaction

Customer satisfaction is important in every business, a satisfied customer is good advertising and with satisfied customers it is a high chance of repurchase and a healthy relationship. As mentioned before it is hard to be perfect when working with service, failures will occur. When failures occur customer satisfaction will be affected negatively (Wirtz & Mattila, 2004). Therefore it is important to know what will affect customer satisfaction and how companies can work with this.

First we will look at the **expectations-disconfirmation model:** The expectation-disconfirmation model is used to explain post-purchase behavior. The model is based on a paradigm, the paradigm says that before a purchase the customer will have certain expectations and after the purchase the customer will have a actual experience so they could tell if their expectations were met or not (Oliver, 1980).

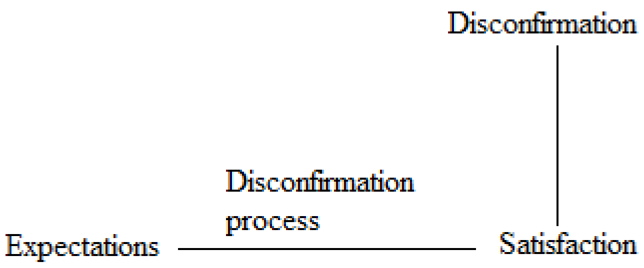

Figure 2.3: Relationship between expectation, disconfirmation and satisfaction

Source: Adapted from Oliver, 1980

Oliver (1981) defines satisfaction as an evaluation of surprises when purchasing or consuming a product, satisfaction will be the result between the prior feelings towards a product and the post-purchase feelings of the element of surprise when consuming or purchasing the product. The expectation-disconfirmation model explain satisfaction as a level depending on what expectations the customer will have before the purchase and different outcomes from the purchase. The expectations will come from previous encounters, marketing, someone else's experience or their own research about the products, from this the customer will set a standard for that type of purchase (Oliver, 1981).

According to Oliver (1980) and Oliver (1981) the expectation-disconfirmation model the customer could get three possible outcomes:

- Perceived actual performance > Expected performance: This is called positive disconfirmation.
- Perceived actual performance < Expected performance: This is called negative disconfirmation.
- Perceived actual performance = Expected performance: This is called simple confirmation.

Olivier (1980) showed that satisfaction would be explained by the expectation-disconfirmation model such as if the expectations is met the customer would feel satisfied but if the expectations was not met the customer would be dissatisfied. Olivier (1980) found that positive disconfirmation will make the customer satisfied and negative disconfirmation will make the customer dissatisfied, and to keep the customer satisfied it has to be simple confirmation.

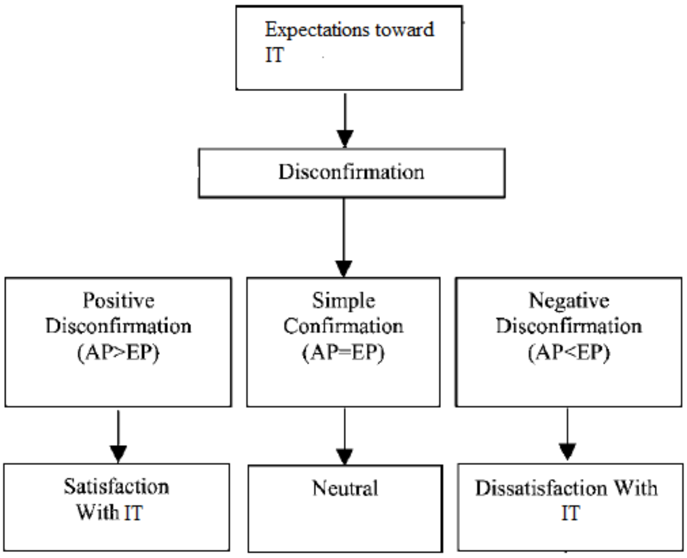

Figure 2.4: Expectation-disconfirmation model

Source: Adapted from Oliver, 1980 and Oliver 1981

Figure 2.4 explain that a customer with certain expectations will evaluate the purchase of a service or product from what they actually get, depending on if the company meet the expectation, exceed expectation or does not meet the expectation the disconfirmation will explain why a customer is satisfied or dissatisfied.

The expectation-disconfirmation has mostly over the years been used to explain satisfaction with a specific service or product and how high versus low expectations from customers has an impact on how companies has to perform better than the customer expects (Oliver, 1980; Oliver 1981). In the later years it has been used to more than just satisfaction with a service or product, it has been used to explain how the relationship between satisfaction and service recovery could be explained (Erevelles et al, 2003).

The attribution model: The attribution model is explaining that people tend to do as researchers, they are searching for an explanation why something happened, customers are searching an explanation why the cause of something had a certain consequence (Folkes 1988). The attribution model explain why customers are behaving in a certain way when organizations are doing efforts to succeed on the market. Why does people react in a certain way on a commercial or when a brand is mentioned in a conversation. The attribution model could therefore be used to understand why causes of success or failure for a certain product or service gives certain consequences from the customers (Folkes, 1988 ; Olivier & DeSarbo 1988). Customers will search for causes about why a service or product was a success or a failure form three different dimension (Folkes 1988):

- Locus of causality: the outcome of the purchase will be external or internal. Internal is when the customer is the cause for success or failure, the external is when the company, environment or situation is the cause of success or failure. The consequence of when the cause of failure is internal the satisfaction will not be as affected as if the cause were external, if the cause of success is internal the satisfaction will be more affected than if the cause of success is external. (Folkes, 1988)

- Stability: The causes can be stable or unstable, the stable causes will not vary over time and the unstable causes will vary over time (Erevelles et al, 2003). If the cause of failure vary over time the consequence will be that the customer is more satisfied than if the cause of failure is the same over a long time (Folkes 1988).
- Controllability: This is about where the causes volitional control lays, it can lay with the customer or the company (Olivier & DeSarbo 1988). Customers can have different levels of control when consuming the product or service, the more control the customer have in the outcome of consuming the product the cause of failure will have less impact on the satisfaction (Folkes 1988).

The attribution model has mostly been used for predicting customers reactions when they are dissatisfied with a purchase, but there are evidence that locus of causality is related with satisfaction, especially the internal part of locus of causality (Erevelles et al, 2003; Folkes, 1988). This will be helpful for us to understand the satisfaction and also help us with satisfaction for service recovery. The model (figure 2.5) explains how customers are evaluating the attributes of the service during and after the consumption, first the customer will purchase the service (in this case the service of the IT-department), during and after the purchase the customer will gather information from the different attributes of the service about the causes why the customer is either satisfied or dissatisfied with the service (Folkes, 1988). The attributes of the service will be evaluated from the three dimensions in the attribution model. The customer will tend to find the causes in each of these attributes to find if the consequences is satisfying or dissatisfying (Oliver & DeSarbo, 1988).

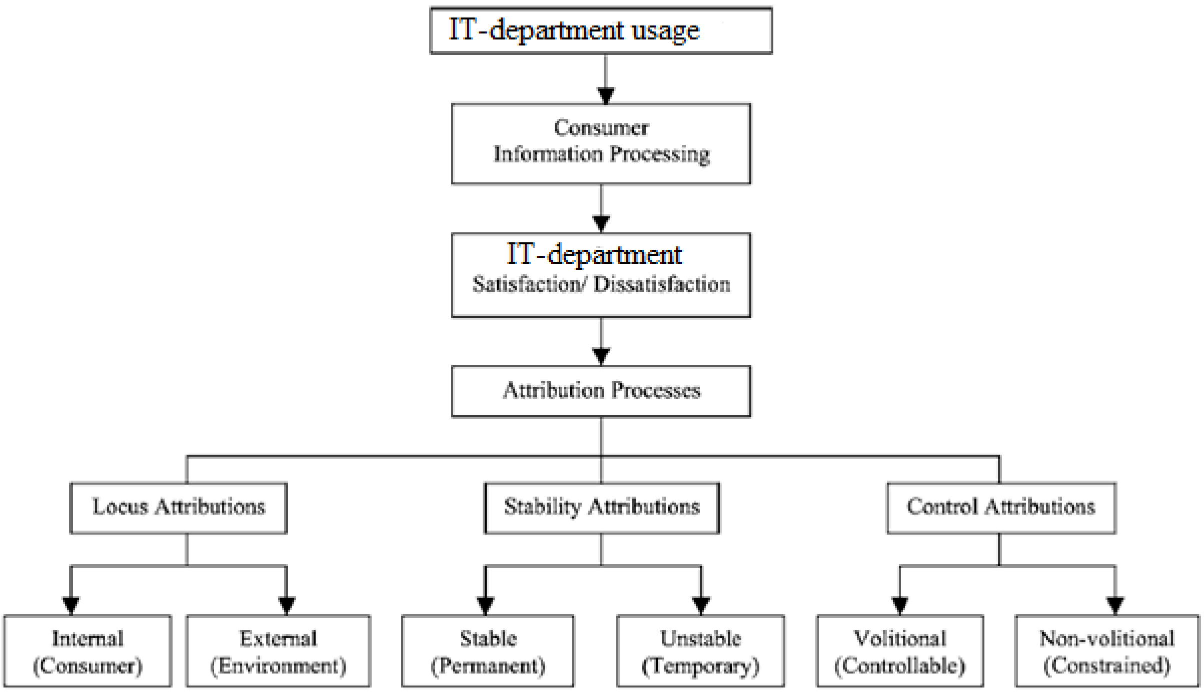

Figure 2.5: The attribution model

Source: Adapted from Folkes, 1988 and Oliver & DeSarbo, 1988

The five attributes explains why the customer is either satisfied or dissatisfied from the three dimension (locus, stability and control). This way the attribution model explains the satisfaction with a product or service.

The attribution model is deeply rooted in psychology, it started out to explain how people learn that something happen when doing something, when a action is taken people learn to expect something to happen when this action is taken and if the expected outcome of the action doesn't happen people is searching for a cause that will explain why it didn't happened (Erevelles et al, 2003). It was simply used to learn how people react from different actions and situations. Later it started to be used in trying to explain consumer behavior, in the same way they tried to explain why consumers behaved in a certain way in different situations and when different actions was taken by companies (Olivier & DeSarbo 1988). Later the use of the attribution model was to understand why a product performed in a certain way, the most use was to understand why the product failed but there was also research about product success. The attributes examined for product failure were product defects, delivery failures, environmental factors and misuse of the product (Folkes et al, 1988).

A more recent use of the attribution model is to examine success, failure, satisfaction and dissatisfaction, these are explained from the three dimensions: locus attribution, stability attribution and control attribution (Weiner, 1985). Causes explains why a customer is satisfied or dissatisfied, the causes will explain why customers feel in a certain way. In the same way the attribution model has been used to explain satisfaction and dissatisfaction with service recovery depending on what type of failure has occurred (Folkes et al, 1988; Erevelles et al, 2003).

2.5 Service recovery results

As mentioned before there are some measures that can be applied when looking at service recovery but this report will focus on satisfaction, we will go through how to measure satisfaction for service recovery. We will start at looking at some satisfaction models that applies for service recovery.

The first model that is going to be discussed it the expectations-disconfirmation model, it has been discussed before in this report as an explanation how satisfaction could be seen. The expectations-disconfirmation model could be used in the same way to measure satisfaction for service recovery (Erevelles et al, 2003). In the same way as for service satisfaction the customers will compare their expectations for service recovery against the perceived service recovery. The same as for service satisfaction there will be three different possible outcomes for the service recovery:

- Perceived actual service recovery > Expected service recovery: This is called positive disconfirmation, which means that the customer will be satisfied.
- Perceived actual service recovery < Expected service recovery: This is called negative disconfirmation, which means that the customer will not be satisfied.

- Perceived actual service recovery = Expected service recovery: This is called simple confirmation, which means that the customer will maintain the adaptation level.

With the expectations-disconfirmation model customers will evaluate the service recovery after the service recovery have taken place, the actual perceived service recovery has to be higher than the expected service recovery for customers to be satisfied (Erevelles et al, 2003).

The attribution model is explaining that customers tries to find where the cause of failure lies and what the causes are. Depending on what the causes are and where they lies the satisfaction with the service recovery will be different (Folkes, 1988). The three dimensions customers search from is locus of causality, stability and controllability as mentioned before in this report (Erevelles et al, 2003).

Locus of causality will tell if the cause lies with the customers or if the cause lies with the organization or environment. It is more important with an extensive service recovery if the cause is lying with the company to make the customers satisfied. If the cause lies with the customers they are more tolerant for the failure and therefore the service recovery is not as important to get the customers satisfied (Folkes, 1988).

If failures vary over time or if the same failure is reoccurring a lot, it is the *stability dimension,* as mentioned before it can be two different types of failures in this dimension. First there is the *unstable failure*, this means that the failure does not reoccur often, the failure could even only occur once (Erevelles et al, 2003). This means that customers who have a long relationship with the organization would be more tolerate for failure if the failure is a unstable failure. The second failure is the *stable failure*. The stable failure is the kind of failure that is re-occurring over time and might not be solved right away (Erevelles et al, 2003). If customers have had a long relationship and a failure will reoccur over some time it will affect the customer more than if the failure were only to occur once. Satisfaction with the service recovery could be explained at some point with the stability dimension, how an organization should handle service recovery could be explained with the stability dimension, the stability dimension explains how a customer could react when a failure occurs.

Who has the volitional control of the cause of the failure is called the *controllability dimension*, it can either lay with the customer or it can lay with the organization (Wirtz & Mattila, 2004). If the cause of the failure lays with the organization it is more important with a service recovery plan to raise the satisfaction, if the cause does not lay with the organization a service recovery plan could raise the satisfaction even more than if the cause lays with the organization (Folkes, 1988). The volitional control can also vary on the amount of control, organizations can have a certain amount of control and the more control they have the more a failure can hurt the satisfaction and the expectations for service recovery will increase (Folkes, 1988).

The attribution model explains the cause of failure and the severity of the failure, it also explains what customers will expect about how much recovery organizations needs to do to raise satisfaction to a higher level.

2.6 Frame of reference

In the literature review the background for this study has been set, the theories explained in the literature review is used to set up the frame of reference to understand how the research questions should be answered.

The first research question is (how can service recovery strategy be used?), to answer this question we have to use a model that explain what organizations can do in a service recovery. Service recovery is the activities that helps a company to alter the customers feelings towards the organization, the activities that is used in a service recovery strategy is defined in table 2.1. These are the activities that the customer will experience in first hand, the activities that the customer will not experience in first hand is called the underlying processes that the company will have in their strategy but it will be activities within the organization.

Table 2.1: Definitions for service recovery activities.

Activity	Operational definition	Source
Encourage complaints	Activities that makes it possible for customers to complain	(Johnston & Mehra 2002)
Acknowledge	Admit that something have been done wrong	(Miller et al, 2000)
Apology	Give a genuine apology to those who have been affected	(Boshoff & Leong, 1998)
compensation	Give a fitting compensation to the affected customers	(Miller et al, 2000)
Response time	How long does it take for the company to contact the customer after a failure	(Hart et al, 1989)

The model that will be used to explain service recovery strategy will be a model that describe the activities in three phases and the underlying process will be within the company as processes the customer does not experience in first hand but will affect the activities depending on how the company uses them. Figure 2.6 explains what different activities is in the different phases.

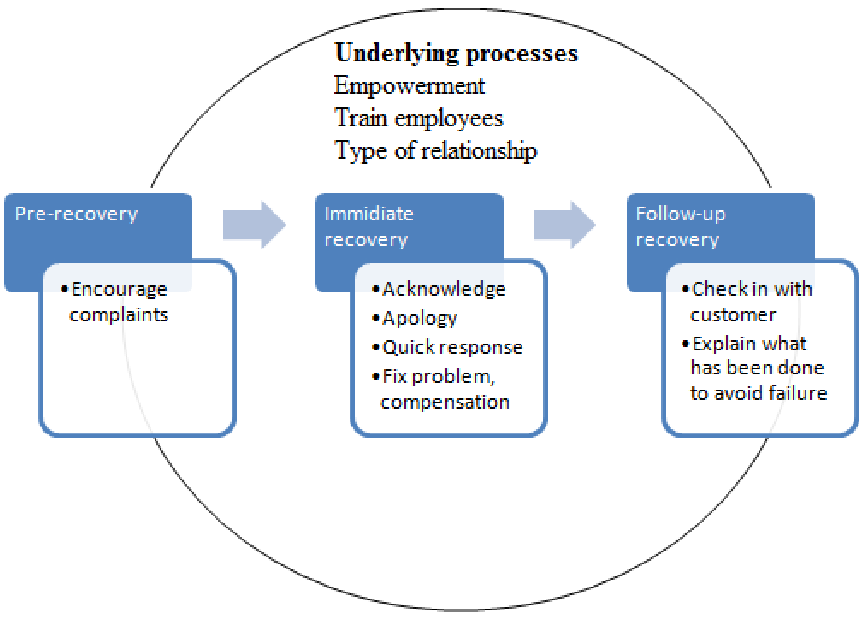

Figure 2.6: Service recovery strategy

Source: adapted from Schweikhart, et al, 1992 and Hart et al, 1989

The second research question is (how can the relationship between service recovery performance and satisfaction be described?) This question will be answered with expectation-disconfirmation model, as the customers will have certain expectations on how the employees should handle the failure for them (Oliver, 1980; Oliver, 1981). This will explain why the customer would be satisfied or dissatisfied with the employee service recovery performance.

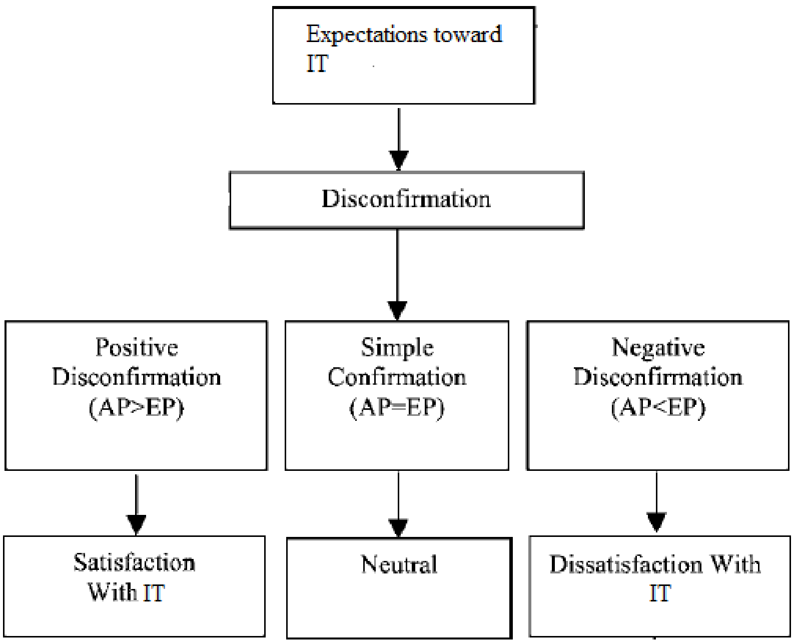

Figure 2.7: The expectation-disconfirmation model

Source: Adapted from Oliver, 1980 and Oliver 1981

The customer will have expectations about what the company has to do when a failure has occurred, they will have expectations about the performance listed in the table below. When customers get affected by service recovery they will evaluate the actual employee service performance from the aspects in table 2.2, this explains the relationship between service recovery performance and satisfaction.

Table 2.2: employee service recovery performance.

Performance	Definition	Source	Operational defintion
Response time	How fast the service provider handles disruptions in the service process	(Bitner et al, 1990)	How fast the service recovery is handled
Technical support	How good support the service provider gives the consumer	(Bitner et al, 1990)	The quality of handling failures that occures
Responsiveness of service	How effective the company can handle customer complaints	(Bitner et al, 1990)	How effective the service recovery is
Repeated failures	How often does the failure occur	(Tax et al, 1998)	How often does the failure occur
Failure severity	The magnitude of the failure	(Tax et al, 1998)	The magnitude of the failure

The outcome from a service recovery can be measured in a lot of different ways, the most common one is customer retention but as the third research question tries to explain (how the relationship between service recovery and satisfaction can be described?),we explore the relationship between satisfaction and service recovery, so the model that will be used to describe satisfaction with service recovery is: the attribution model (Folkes, 1988; Erevelles et al, 2003; Oliver & DeSarbo, 1988).

The thesis are using the attribution model because it could explain why certain service recovery activities could impact the satisfaction in different way, therefore this will be a fitting model that will be used. The attribution model explain why the attributions of the causes impact the service recovery in a specific way.

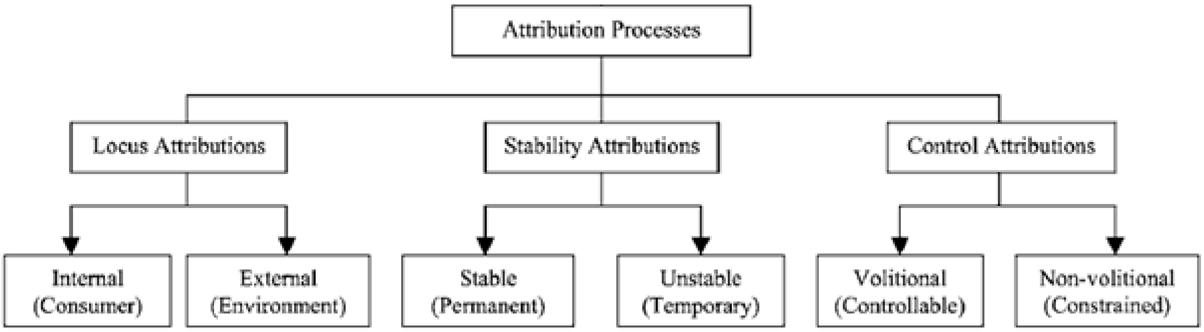

Figure 2.8:The attribution model

Source: Adapted from Folkes, 1988 and Oliver and DeSarbo, 1988

Figure 2.8 explains how the cause of failure will be evaluated from the three different attributes and its underlying nature, depending on the attributes the satisfaction level could be affected in different ways. Depending on the cause of failure organizations can lay different weight on the service recovery activities to influence the satisfaction in different ways. After the service recovery the customer will evaluate what the organization did to fix the failure, the attributions will explain why using a certain service recovery activity would affect the satisfaction in different ways.

Table 2.3: The definition of the different attributes in the attribution model.

Attributes	Operational Definition	Source
Locus	**Internal**: The cause of effect lies with customer. **External**: The cause of effect lies with company or envirnoment	(Folkes, 1988)
Stability	**Stable**: The cause of effect is permanent. **Unstable**: The cause of effect is temporary	(Folkes, 1988; Erevelles et al, 2003)
Control	**Volitional**: The cause of effect is controllable. **Non-volitional**: The cause of effect is constrained	(Folkes, 1988; Oliver & DeSarbo 1988)

3. Methodology

In this chapter the research method used for this thesis will be described. The method is discussed and explained why it suits this thesis.

3.1 Research approach

The two possible ways to approach the research are qualitative and quantitative. The thing that makes these two different are the way of gathering data and analyzing the data. The quantitative way of doing this is generating numeric data while qualitative approach will generate non-numeric data. The numeric data is often collected through surveys while the non-numeric data is collected through interviews (Saunders et al, 2009). This research will take a qualitative approach because it wants to get a better understanding about how the service recovery actually affects the employees at a university, and since it will use interviews which is a qualitative approach (Saunders et al, 2009).

The next choice of approach is to choose from a deductive or inductive research. Deductive approach is to use current theories and develop research questions and objectives. An inductive research approach is to gather data and develop theories from that data which is a more complicated approach and according to (Saunders et al, 2009) it is a risky approach to take if inexperienced (Saunders et al, 2009). This research will take a deductive approach since it will use existing theories, and from that build a frame of reference.

3.2 Research purpose

There can be three different types of research purpose: descriptive, exploratory and explanatory. The descriptive is to describe or portray situations, events or persons in a accurate way. Explanatory is to find casual relationships between variables that affect each other. Exploratory is to find insight by asking what is happening. (Saunders et al, 2009)

This thesis tries to describe how high educational organizations could work with service recovery within the organization, it also tries to describe the relationship between service recovery performance and satisfaction and the relationship between service recovery and satisfaction. So the research purpose for this thesis will be descriptive.

3.3 Research strategy

After setting research purpose and deciding on approach the next step is to chose a research strategy. According to (Sanders et al, 2009) there are a few different strategies which can be used depending on how the research questions will be answered, these strategies are: experiment, survey, case study, action research, grounded theory, ethnography and archival research.

- Experiment: An experimental research have the purpose to find casuals links between variables, tend to be most used in exploratory and explanatory studies and answers how and why research questions.
- Survey: A survey strategy collects quantitative data which is analyzed with quantitatively statistics to find reasons for relationships and behaviors. Often used for

exploratory and descriptive studies and answers who, what, how much, and how many research questions.

- Case study: A case study research looks at phenomenon within real life context of the present time, the research is made to explore and understand this context. Case studies is often used in explanatory and exploratory studies and answers what, who and why research questions but are most effective for why questions.
- Grounded theory: A grounded research is helpful when the research predict and explains behavior, the grounded theory starts with data collection and theory is developed from collected data from a series of observations, the data is used to get greater insight in existing theory.
- Archival research: An archival research focuses on using administrative records and documents as data. Archival research answers questions that focuses on the past and changes over time, archival research is used in descriptive, exploratory or explanatory depending on the records and documents.

This study focuses on exploring and understanding how a real-life context within a specific area at the present time and the research questions are how questions, therefore the most suiting research strategy would be a case study strategy.

There are four different case study strategies that are based on two different dimension. The first dimension is single case vs. multiple case, a single case is often used when the study is a critical, extreme or unique case. Multiple case is often used to establish findings from the first case in other cases, this gives the opportunity to generalize the findings (Saunders et al, 2009). This thesis will go in depth to try theories in a unique situation for Luleå Tekniska Universitet. The focus will be to understand and analyze how it works therefore the single case strategy will be more suitable than the multiple case strategy.

The second dimension is holistic case vs. embedded case. The holistic case strategy will only look at the organization as a whole, the embedded case strategy will look at the organization as a whole but also look at sub-groups within the organization (Saunders et al, 2009). This thesis will look at subgroups within the organization of Luleå Tekniska Universitet to analyze how these are working with the IT-department, therefore a embedded case strategy is the most suitable for this thesis.

3.4 Sampling method

This thesis will be a case study on Luleå Tekniska Universitet. The sample will be a non-probability sample because people will be chosen that fits the frame that the thesis has set up. This will be used since it is a certain type of questions that will be addressed. The type of non-probability sample that will be used is a judgmental sampling method. This is used when the researchers chooses people that they think will be appropriate for the study.

3.5 Data collection

There are a lot of different ways of collecting data. Focus groups, questionnaires, secondary data and interviews are some of the possible ways (Saunders et al, 2009). This thesis will use interviews because according to (Saunders et al, 2009), in exploratory studies in-depth interviews and semi structured interviews are very helpful, for this study a discussion is needed to get deeper understanding about the participants experience with service recovery. An interview guide will be used during the interviews and the questions will be trying to answer the research questions and will be written with help of the frame of reference.

Firstly employees from Luleå Tekniska Universitet will be interviewed to get a discussion on how they perceive the work of the IT-department and what their expectations are. From the information gathered the employees from the IT-department will get interviewed to get an understanding how they are working toward the university, this will give information from both sides.

In this report employees from Luleå Tekniska Universitet were interviewed, the participants from Luleå Tekniska Universitet is three male lecturer and one women professor, two of the males and the women has background in sales and marketing and the other one has a background in accounting. From the IT-department two women from the frontline employees and one man that work as a supervisor were interviewed.

3.6 Data analysis

There are four general strategies when analyzing data for case studies: relying on theoretical propositions, developing a case description, using both qualitative and quantitative data or examining rival explanations (Yin, 2009). The best one for this study is to rely on theoretical propositions, it will help the study to focus on specific things and ignore data that is irrelevant for the study, it is also helpful to finding alternative explanations (Yin, 2009).

To analyze the data specific analytic techniques can be chosen, the different groups that can be chosen is: pattern-matching, explanation-building, time-series analysis, logic models or cross-case synthesis (Yin, 2009). As the thesis are using a frame of reference that the data will be matched against the pattern-matching technique will be used. When doing a qualitative study it can bring difficulties in the analysis, the qualitative data should be analyzed through three steps (Miles & Huberman, 1994):

1. **Data reduction**: In this step the data is organized to make it easier to draw conclusions and verify them.
2. **Data display**: In this step the reduced data will be organized so conclusions can be drawn.
3. **Drawing conclusion**: In this step conclusions will be made, make sense of the data.

In this thesis a within-case analysis will be done to reduce the data, the data gathered from interviews will be compared against existing theories and models that is presented in the frame of reference. The data will be compared against the frame of reference to see if there are any patterns.

3.7 Quality standards

The credibility of the research findings depends on two variables, validity and reliability. There is no way of knowing if you get the right or the wrong answer, the only thing you can do is reducing the chance of a wrong answer and this is where validity and reliability need to be emphasized (Saunders et al, 2009).

3.7.1 Reliability

Reliability focuses on the tools and techniques that is used when collecting the data, and what way the data is analyzed. there are three questions that should be addressed to get an understanding about how reliable the research is (Saunders et al, 2009).

1. Will the measures yield the same results on other occasions?

2. Will similar observations be reached by other observers?

3. Is there transparency in how sense was made from the raw data?

According to (Saunders et al, 2009) there are four major threats to the reliability. The first threat is subject or participant error. This threat has to do with the mood the participant is in during the interview, the mood will be different on a Monday or a Friday. This is handled by choosing a neutral time and place to avoid this threat. Another threat is subject or participant bias. The interviewee might not want to give the right information because that makes them look bad or their employer might not want them to give out that information. Ensuring participant anonymity is a way to reduce the risk of this happening. The third threat to the reliability is observer error. The observer might understand the answers wrong, or ask questions in a way that makes the participant answer differently than what they would have done if asked in another way. This can be handled by making different people interview the participants because this will reduce the risk of misunderstandings. The fourth threat is observer bias. The person conducting the research might interpret the question in a way that suits the research the best and not what makes it true. This is handled by making more than one person make up their mind of what the answer means and then discuss the outcome (Saunders et al, 2009).

To increase the reliability of this research the participants are anonymous and during the interviews the information was documented and then discussed to make sure that there was no observer error.

3.7.2 Validity

Validity means that the conclusions made from the data gathered is linked or not. There are three different validities, construct validity, internal validity and external validity (Bryman and Bell, 2011).

Construct validity for case studies is challenging, it has been criticized that the operalization of the measurements are insufficient and that the data gathering is based on subjective judgments (Yin, 2009). Yin says that there are three different tactics that could be used to increase the construct validity.

First the researcher could use *multiple sources of evidence*, according to (Yin, 2009) a good way to use multiple sources of evidence is the usage of *data triangulation*. Data triangulation means to collect data from different sources but they should be aimed to confirm the same facts (Yin, 2009). In this study multiple interviews will be used, the interviews will be with different employees in Luleå Tekniska Univeristet. With this, the construct validity can be raised.

The second tactic that could be used for construct validity is *chain of evidence*. Chain of evidence is a record on what has been done in the research, the steps made throughout the research should be traceable from the first start with research questions and all the way to the conclusion (Yin, 2009). In this study the report is built with a chain of evidence as it starts with research question, from the research questions a theoretical framework is brought to give clarification on how the research question should be answered and how the data will be gathered that will bring the thesis to a conclusion.

The third tactic that could be used for construct validity is to have the draft report reviewed, this includes supervisors, investigators and participants in the research (Yin 2009). According to Yin this reviews will be valuable to see that the facts of the case increases the accuracy. This study will be reviewed by a supervisor and others before it is finished and we will also ask if respondents will take a look at it, that would solve a part of the construct validity.

Internal validity for case studies, the concerns is to making broader conclusions because in a case study there will be a need to make a conclusion an event cannot be directly observed. The researcher has to make a conclusion that an event resulted from some earlier occurrence (Yin, 2009). The internal validity is more focused for exploratory studies as it focuses on exploring the relationship between variables and how they affect each other (Yin, 2009). This thesis is focused on describing and understanding therefore the internal validity is not as important as external and construct validity.

External validity focuses on the generalisability of the research, will the research findings be applicable in different research settings such as other organizations (Saunders et al, 2009). External validity is a very important issue in case studies especially in single-case studies. To support the findings in a case study it's important to find theory that supports the findings (Saunders et al, 2009).

This study is qualitative and looking at one organization as a single-case study, the external validity is therefore a big threat against the study. The data in this study is analyzed against already existing theory. The study will not generalize the findings but it could be used in cases with similar situation.

4. Data presentation

In this part the data from the interviews will be presented, it will start with presenting the failures then how the service recovery is conducted and received to finish how the satisfaction is service recovery and the performance.

4.1 Failures

The failures pointed out by most of the teachers is the communication between the IT-department and the teachers, many mentioned that the communication between them can be complex as the IT-department are using another language than the teachers. Many said that this is a minor problem but they said that it takes time from their actual job when they have some problems to understand information and follow it when they are doing things. Some said that misunderstandings about what teachers want the IT-departments to do can be a big problem sometimes as they fix something else than the problem or giving them the wrong service. The IT-department are trying to get the teachers more involved in their services as they empower the teachers so they can alter and change their own things. One of the teachers said that, before they only could use PCs but now they can use all different computers, the problem with this empowerment is that the teachers are not IT people and the instructions that the IT-department gives the teachers are for IT people. This creates problems as the teachers does not really know how to do stuff and has to call the IT-department for help more than if the instructions would be more descriptive.

A major problem that affects the teachers in a way that their core work will suffer is when the technicalities that they are using during their lectures, the things that were mentioned by the teachers were that many times the technical tools for long distance airings were not working, another technical issue that was mentioned is that the instruments in different rooms have different problems so the teachers does not know how to operate the instruments they need to teach. If some of these failures occur the teachers has to wait for the IT-department to come and fix them and this will take time of their lectures, the major failures will affect the teachers in a way that they will not be able to deliver a good service to their students.

Failures that is not common but critical if they happen, as some pointed out has happened is when data goes missing like mails disappear, files disappear or a driver goes down. If a failure like this happen it will be critical to the teachers. If a teacher looses their e-mails it can be important information from students like hand ins or information about meetings and such, if e-mails like this disappears teachers cannot do their work. If data disappears from their computers like data that is going to be used in lectures it will be a huge problem to be able to teach in the classrooms and if a computer goes down it can be as critical that a teacher will not be able to do any work at all and if they are doing some research they can lose a lot of time were they cannot work at all.

4.2 Service recovery

All those who was interviewed said that there are mainly two ways to voice a problem to the IT-department, firstly they can fill in a form over the internet where they state their problem in writing. The second way to voice a problem is to talk directly to the employees either face to face at a service desk or talking with them on the telephone.

When talking to the IT-departments frontline personnel they confirmed as the teachers told us too, that there are two possibilities to get in contact with the IT-service (fill in a form over internet or contact them personally). The first that happens when someone comes with a complaint, it triggers a process where they start with putting the specific complaint in to their system with details about the problem. If there is a known problem the once who are taking the calls and registering from the internet forms can give fast help if they know what the solution is, this can be done without processing the complaint. If they cannot give a fast solution to the problem they have to register the problem and with the information given, an employee who has that as specialty has to take care of that problem.

Some teachers who has been working for a while and faced some problems over the years has developed a relationship with the once who are fixing the problems all over the university, this relationship can be beneficial for them as they skipping calling the frontline when they have problem with something instead they call the once they have a relationship with and asking them for help with their specific problem. This gives them an opportunity to get faster help with some problems but it is not certain that they can get help from them.

The IT-department said that some failures are prioritized depending on the severity of the failures and how these are affecting the teachers but they are a little prioritized depending on how the teachers are voicing their problems too. If the teacher comes and meet face to face at the service desk the failure will be prioritized before if a teacher calls in and voice their complaint, the least prioritized will be if teachers voice their complaint via the internet form. But it mostly depend on the severity of the problem and how much it can affect the teachers, it also depends on how the teacher sound, if they sounds calm and easy it may not be as important with a fast fix but if the teacher sound stressed over the problem the IT-department will set a higher priority with that specific problem.

The IT-department does not have any clear surveys, the IT-department says that they have a survey that everybody can answer but they said that this survey is really general about the overall situation. The thing is that the teachers did not know anything about the survey at all, they thought that there was no one that actively asked for complaints or input about things they can do better, as one of the lecturers said "They put a bunch of stuff on the internet in the scroll down menus and think that everybody will see it". The IT-department did mentioned that in the future more surveys will be used to gather information from the teachers and other positions in the university, they were not sure what these surveys would include as the higher ups did not mentioned that. Lecturers also criticized that when you are in a classroom and something does not work it is different numbers to call when different problems occur. For example if there is problem with long distance sending you have to call one number and if there is problem with showing stuff on the board there is another number to call. This creates confusion amongst the teacher as they can call the wrong number sometimes and there they does not get any help so they need to call someone else and this takes time from their lectures.

Teachers felt that it is a problem to get in contact with the right people in the IT-department to get failures fixed as there are much specialization within the IT-department. The frontline can only fix the most common problems that everybody in the IT-department has knowledge about, if the failure is not common the frontline will not be able to help the teachers and has to find someone that can fix it. The employees said that they will take the failure and call the once who can fix the problem but the teachers mentioned that sometimes they have to call some different numbers to get the right employee that can help them with the problem. Teachers also said that they get information about which number they should call with specific failures but as one said "sometimes you call the wrong number and is met by irritation that the wrong number was called". Many teachers mentioned that it would be a lot easier if a call centre was established so only one number would work for every failure that occur. Sometimes the failure was not really fixed, some teachers told us that it has happened that a employee that were to fix the problem only made it worse. The teachers then have to try to find another employee that can fix the original failure and cover for the one who have made the failure worse.

Teachers felt that the failure can bounce around to different people before it could be solved and fixed, for the IT-department the failure has to come to the right employee because every employee is specialized in different areas and the frontline who takes all the calls and often meet the teachers only can fix the minor problems. Many said the problem were that they cannot reach the right person can be irritating as it takes some time from their actual work trying to find employees that can help them fix the problem.

4.3 Satisfaction with service recovery performance

The general opinion of the teachers were that when the IT-department comes to fix a problem, they get it done when they come over. But many were concerned that it could take a long time for them to come and fix the problems, especially in classrooms where it is really important that they get help as soon as possible so it does not take any time form their lecture time. One of the teachers mentioned that sometimes he gets to wait for about fifteen minutes to get some help and it can take some time to get the problem fixed too and much of the lecture will be lost. Aside from the classroom they said that the minor problems that occur gets solved in an acceptable manor, as many gets help directly when they call to the service desk if they get in contact with the right person right away. Some of the more major problems takes a lot more time to get fixed but they said that was something that you have to be aware of as they can be more complicated, but the general consensus from the teachers is that the problems get fixed in an acceptable way.

Teachers felt that they often get positively met when they voicing problems to the IT-department, they felt that the most of the employees show empathy with the teachers for the inconvenience that has occurred and recognize that a failure has occurred. The general perception on how the IT-department meets the teachers are that they are humble, helpful and understanding when the teachers need help. Some teachers mentioned that if they were stressed and a little rude when asking for help from the IT-departments employees they could be a little bit rude back, but they were understanding that they could be a little rude when they treated them the same way.

As the teachers said the minor failures does not affect the teachers actual job very much, it will delay their work when they are waiting for the employees to fix the problem. If the instructions are hard to understand for the teachers it will take them some time to understand and use the programs and it will take time from their actual work. If major failures occur the teachers will be affected in a way that they will lose lecture time and this affects their core work much as they looses time in the classroom, as one teacher said if this happens often it is a risk that they will not be able to teach everything that they need but this is really rare. One teacher said that this failure had happened five times for him in six months so he thought that it mostly was irritating to wait for the employees to come and fix it. If a critical failure happens it could affect the teacher that works disappear so they cannot do their work at all or that their work gets delayed a lot. If researchers loses data their work will be a lot harder for them to do, as mentioned by some teachers the most important thing they think is that the failures should be fixed fast so the delay is as short as possible when they are working on something.

4.4 Satisfaction with service recovery

The cause of failures is varying from time to time, as many said the communication between teachers and the IT-department was the biggest cause for the minor failures. Many teachers felt that the IT-department thought that the teachers had more knowledge about IT-systems than they really do, therefore this failure will occur as long as they does not find a common language to rely on. The teachers feel that the IT-department should simplify the information to make it easy for the teachers to understand changes and how to use the IT-systems.

The importance of communication between teachers and the IT-department was expressed as a problem for both parts as the teachers had some problems describing what they had problems with and the IT-department cannot understand and describe how to fix it. Teachers said that they sometimes get really irritated when information is hard to understand.

The teachers complaint about that there are different technology in different classrooms and this is a problem as they cannot do the same things when they are in different classrooms, the technology works in different ways and the teachers does not know what to do in different classrooms when they really want to do the same in the different classrooms. They have some understanding about that it is not the same but it can really complicate their work as it takes time from lectures if this happens often. The teachers said that these failures are reoccurring and it seems like the IT-department are only working to fix the problem at the moment, the frontline from the IT-department also said that there are well known problems that they can help the teachers with but none the less they occur often. Many teachers think that the failure with different problems in different classrooms could be avoided if the IT-department put the same technology in every classroom and work with the teachers to make the technological part effective and easy to use for them.

A teacher said "It is not their fault that failures occur" when explaining the work of the frontline employees, the teacher said that they are doing a good work trying to fix failures that occur because of the systems are not developed for teachers. The systems are developed by IT-people for IT-people and the teachers are not IT-people so they does not know how to use the systems. Other teachers mentioned the same thing that the systems will occasionally fail because of the teachers does not know how to use it.

5. Data analysis

In this chapter the data gathered and presented in the data presentation part will be analyzed against the frame of reference. From the data analysis conclusions will be drawn.

5.1 Service recovery

The theory say that an effective service recovery should start with actively encourage complaints to get input about what customers have problems with and how the organization could improve the service (Hart et al, 1989). The teachers pointed out that no or very little data is gathered by the IT-department, as the interviewees pointed out there are some miscommunication because of language barriers between the teachers and IT-department. The usage of active encourage complaints can be used to understand what the teachers really need from the IT-department and how they could decrease the language barrier to minimize misunderstandings between the teachers and the IT-department. As the theory state a easy way the IT-department can encourage complaints is trough questionnaires or just asking face to face (Hart et al, 1990; Johnston & Mehra, 2002).

The immediate recovery phase, this phase is the things a organization does immediately after a customer voice a problem this phase includes acknowledge, apology, quick response, fix the problem and compensation. The interviewees mentioned that most of them use the telephone to get in contact with the IT-department, this gives the IT-department a opportunity to show sympathy and acknowledge that a failure has occurred. They also mentioned that the IT-department are acknowledging when something has gone wrong with their service with a humble and helpful attitude, as the literature says the acknowledge should include a quick empathetic response to the customer (Johnston & Mehra, 2002).

The apology part of the immediate phase should include a genuine apology from the company to the customer where they show that they really care for the customers (Boshoff & Leong, 1998). The teachers said that the employees does not directly apologize to the affected but they thought that it was not necessary for the employees to apologize, they thought the most important thing was that they fixed the failure as fast as possible and treats the teachers with a good attitude.

A quick response is the time it takes for a company to give the customers response about the failure, it can be the time it takes for the company to acknowledge the problem or fix the problem (Hart et al, 1989; Miller et al, 2000). This could be the most important step in the service recovery for a IT-department in a high educational organization as the teachers are depending on everything to work so they can focus on teaching or researching. As the interviewees said they sometimes have to wait for fifteen minutes for the IT-departments employees to come and start to fix the problem in the classrooms and this will affect how they can distribute their time in the classroom to teach.

The last phase of immediate recovery includes fixing the problem and compensating for the inconvenience that the customer had from the failure (Miller et al, 2000). The interviewees pointed out that the most important thing is that the failure is fixed fast so the teachers can focus on their actual work. Compensation is not the important thing within high educational organizations as the importance is with fixing the problem so the teachers can focus on their actual work. If failures occur their actual work be delayed and this can be hard to compensate as the important thing for teachers is to perform in the classrooms to teach the students in a effective way, a compensation for the teachers might not affect how a teacher perform in a classroom and how they could teach to the students. The more important thing is to fix the problem so the teacher will not be as affected in the classrooms.

The follow up phase consists of check in with the customer and an explanation if something has been done to fix the failure for long-term, in the check in the company should check up with the customer if the failure is fixed and if they are satisfied with the recovery (Schweikhart, et al, 1992). The employees from the IT-department said that they are checking up if the nature of the failure is of that if a checkup is needed because of the teachers has to do something to see if it is fixed. If the nature of failure is not like that mentioned before they told that a follow-up is not necessary. The interviewees mentioned that follow-ups are rarely done by the IT-department, it sounds like the teachers would like to give the IT-department some input so they could get an effective process on how to handle failures and fix problems.

For service recovery to be effective the frontline employees has to be empowered so they can fix problems fast and does not need to ask the superiors what they can do and not do all the time (Bowen & Lawler, 1994). As understood by the interviews with the teachers if talking to the frontline employees they can only help with the simple failures, if the failure is more complex the frontline employees has to find someone else to fix the problem. This can take some time to find the once with the right specialization to fix the problem, if the teacher voice the problem through the internet form the problem will be filed to the once who are specialized in that type of failures if this is done the teachers has to wait for the employees to have time for their specific failure. It can be hard for an IT-department to empower the frontline as they need specialists to fix some problem, but the empowerment should be as much as possible in the IT-department.

The employees who has been in the university for a while has a relationship with many from the IT-department and know what problems they can fix, many of these teachers skip the frontline employees and go directly to the employees who can fix the failures or can get a employee who can fix the problem faster than if they went to the frontline employees. The frontline employees is only empowered to help the teachers with the simple failures, the little empowerment the frontline employees have will make the process slow and as the theory about empowerment say, frontline empowerment is to give the frontline employees more power to fix failures that occurred to make the process with service recovery to lessen the response time (Bowen & Lawler, 1994).

The activities that can be used in a service recovery strategy is those discussed above, a company does not need to use all those activities to be effective but many of these should be used if it is going to be effective. Within a high educational organization many of these activities will help the teachers to make a better job, some activities seems to not be needed as they does not help with the actual performance. The steps that the IT-department are using right now and what activities that could be included in a service recovery strategy.

Table 5.1: The service recovery activities

Service recovery activities	Using right now	Doesn't use	Partly using
Encourage complaints			x
Acknowledge	x		
Apoogy		x	
Quick response	x		
Fix problem	x		
Compensation		x	
Follow-up		x	
Empowerment		x	
Train Employees			x

As we understood from the interviews the IT-department are not trying to encourage complaints to get input about the service from the teachers, the teachers in the other hand would like to get some input to the IT-department so they could make a better service for them. The interviewees thought that the acknowledge part worked as some sort of apology when the employees of the IT-department are humble and helpful, so the apology part is not really necessary. The most important part of the service recovery is the quick response and fixing the problem, they mentioned that fixing the problem fast is the most important part so the teachers can do their actual work in the classrooms. The compensation part of the recovery does not seem important to the teachers as it does not help them doing a better job in the classroom.

The follow-up part is not used by the IT-department but as the teachers pointed out the communication between teachers and IT-department could be better if a follow-up was done to reinsure that the failure is fixed and the teachers are happy with the recovery. The interviewees pointed out that it can be hard to find the right employees who can fix the problem, the teachers said it would be easier if there was only one number instead of many to get to the right employee that can fix the failure.

5.2 Satisfaction with service recovery performance

When a failure occur the customer will have certain expectations how the recovery should be handled, the customer has expectations on what the employees of the company will do to make up for the failure. The response time to answer a complaint and fix the problem is a really important a customer who is irritated and has to wait for a while can get more and more irritated (Bitner et al, 1990). From the interviews we understood that the response time is crucial for the teachers when they are working in classrooms as they have limited time in the classrooms the response time from the IT-department has a really big impact on what the teachers has time to do in that specific lecture. If a failure occur during a lecture the teachers expect to get help really fast so the problem can be fixed so the lecture time does not suffer, if the lecture time gets cut short, the teachers will not be able to do all the things that they have planned for that session. If the teacher has to wait for a longer time for the problem to get fixed the students will get impatient and the teacher will be irritated that the technology is not working and they cannot do their job fully. The response time will therefore have a big impact on how teachers perception is about the service recovery performance. As we were told the teachers has many numbers to call if a failure occur in the classrooms and it is not always they call the right number, this takes time of their lecture time and they are expecting that the failure will be fixed right away so they can continue with their lecture.

The interviewees thought that when the employees are helping them fix failures they are really humble and helpful, also when the right employee is reached the teachers thought that they are effective on fixing the problem right away. The problem is to get in contact with the right employee that can fix the problem as many of the employees in the service department is specialized in certain areas it can take a while to reach this person with the right specialization, but as soon as this person is reached and informed about the failure the problem is fixed fast and effective. The theory for responsiveness of the service and technical support say that the faster and easier it is to contact the company to get help from them the performance perceived by the customer will be high (Bitner et al, 1990). The fact that the teachers think it is hard and it can take some time to get in contact with the right person who can help them, this can be looked as the performance perceived is lower than the expected service recovery performance. Apart from the classrooms the tolerance for perceived actual performance seems to be higher as the teachers have lower expectations for these failures.

As we understood there are failures that are reoccurring and the theory say that a reoccurring failure should make the customer more dissatisfied when this failure happens often for this person (Tax et al, 1998). The interviewees mentioned that one reoccurring problem is the lack of common language between them and the IT-department, some of the teachers were irritated that this was a problem but many of them were understanding because they felt it can be hard to find a common language when it involves complex technology. The reoccurring failure in classrooms bothered the teachers more because of the severity of the failure, they get a lot more frustrated when the lecture time is affected by a reoccurring failure. The theory says the bigger the effect the failure has on the customer the more the customer expects of the company to do to fix the failure (Oliver, 1980; Oliver, 1981), this seems to be the case in the high educational setting too. The teachers expects the IT-department to be faster and more effective to fix the problem when their work gets more affected than if it is a smaller failure that does not affects their work as much.

The relationship can mostly be described as the difference between expectations and actual performance, except the failure severity will set the level of expectations. When the level of expectations are set the satisfaction will be the difference between expectation and actual performance as the expectation-disconfirmation model states, as in figure 2.7.

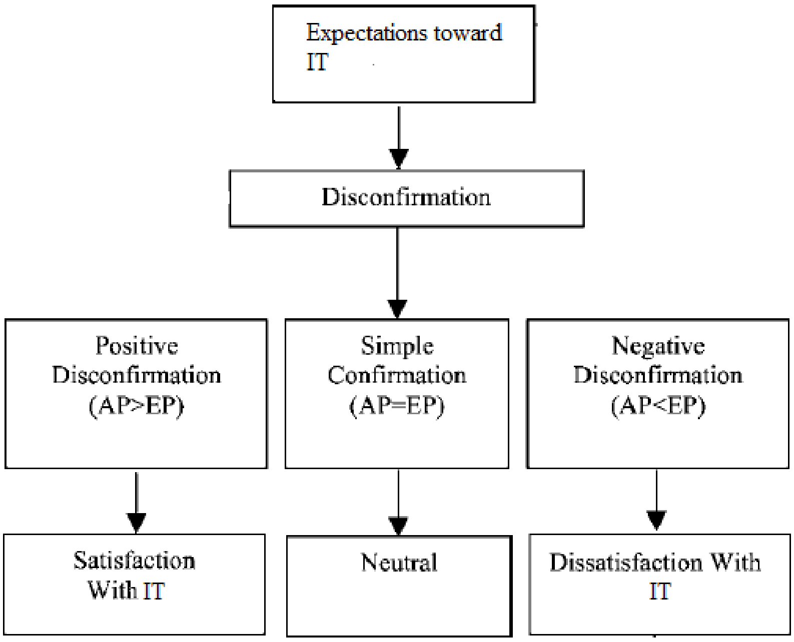

Figure 2.7: The expectation-disconfirmation model

Source: Adapted from Oliver, 1980 and Oliver 1981

Every part in service recovery performance will be evaluated from the actual performance and if the actual performance meet or exceed the expectation the customer will be satisfied with the service recovery performance.

5.3 Satisfaction with service recovery

The people we talked to in our interviews seemed to all agree that the communication between them and the IT-department was not working which we see as a service failure from the IT side since they are the experts and they need to make it an easier language that a person that is not an expert at for example computers can understand. From what we heard it could sometimes take a lot of time to explain the problem and therefore take time from the teachers normal work which they said was frustrating. This might not have a large impact on the satisfaction of the teachers but it still has an effect and with many minor things that frustrates a person, it will have a larger impact. In this case, the IT department needs to try to learn that everyone will not be as good as they are in their area and try make it easier for the customer to understand what they are talking about.

As the attribution model says, if the customer feels that the company has control over the failure it will have a harder time accepting the failure and will be less satisfied (Olivier & DeSarbo 1988). In this case the IT-department should be able to control the communication that they use towards the teachers and therefore avoid these incidents. Another thing that was mentioned during the interviews was that no one asked what the teachers wanted when choosing technology for the classrooms which would be a great idea since it is the teachers that will use it and a lot of good advice about how to make the setup better would probably be revealed if they used the teachers more. This is also something that will affect the satisfaction of the teachers since if they would feel that they had helped choosing the technology of the classrooms, they would not be as dissatisfied if they had problems with it. This is verified by the attribution model that says that if the customer is involved in the service, they will not be as dissatisfied because that they will have been able to impact the outcome of the service (Folkes 1988; Olivier & DeSarbo 1988).

The theory says that if the cause of failure lye with the customer the satisfaction will not be as affected as if the cause lye with the company or environment (Folkes, 1988). One of the participants mentioned that some crucial failures like that its computer had broken down was sometimes their own fault where they misused it, other crucial failures like the data went missing could be seen as the environments or company's fault. We understood those who had faced failures where the cause of failures were themselves that they did expect less from the IT-department, those who had faced failures where the cause of failure laid with the company or the environment expected little more from the IT-department but the difference in these two cases were not big. In minor failures the cause did not play any big role at all, those who had faced minor failures did not care if the cause of failure laid with them or the company or environment the expectations towards the IT-department were the same for both.

A failure that just happens once will not have a huge impact on the satisfaction while a failure that occurs often and does not get a long-term solution will have a greater impact on the satisfaction (Erevelles et al, 2003; Folkes 1988). There is a lot of reoccurring failures within a high educational organization, especially the failure within the classrooms, the participants mentioned that this can be a bit annoying it is not a huge problem. It is a problem for the IT-department to get a long-term solution to this problem as the employees from the high educational organization does not all have the same experience with technology. Some of them are really good with technology and some does not know anything about technology and have problems learning how the technology works.

6. Findings and Conclusion

The findings and conclusion will be presented in this chapter. The purpose of this study is to gain better knowledge how a higher educational organization can work with service recovery and describe the relationship between satisfaction and service recovery and satisfaction and service recovery performance, which has been done by answering the research questions that were presented in the first chapter. This final chapter will show the theoretical implications, ideas for future research as well as implications for practitioners.

6.1 how can service recovery strategy be used in high educational organizations?

It is hard to set a standard in any industry for service recovery, every company has to evaluate from their preference what they need to create a successful service recovery strategy. The data gathered suggest that within a high educational organization a service recovery strategy between the IT-department and the employees of the organization should be useful to a certain extent. Some of the service recovery activities seems to be more important than others and some of the activities can be really hard to conduct. In many service markets a compensation for the inconvenience can be really helpful to keep the customers satisfied but within a high educational organization the most effective way to keep their customers satisfied is to fix the problem as fast as possible.

The thesis certain specific conclusions

- Encourage complaints is a important activity to have so the educational employees can give input for a better service.
- Quick responses are essential for the employees in the high educational organization so they are able to focus on their actual work.
- An apology is not necessary if employees in the IT-department are humble in the acknowledge activity.
- As long the problems are getting fixed it is not necessary for the IT-department to focus on compensations.
- Follow-ups are good to include both for input and showing the high educational employees that they care about their problems getting fixed long-term.
- Empower the frontline can be hard because some failures that occurs in a high educational organization only experts in a certain area can fix.
- Training employees in handling customers can really be helpful so especially the frontline can handle different types of situations.

6.2 how can the relationship between service recovery performance and satisfaction be described?

It is clear that service recovery is really important in today's competitive service markets, to get an edge against competitors it is important to perform at a high level. Understood from the interviews customers will have expectations on how a company should handle service recovery after service failures. Both employees from the IT-department and Employees from the high educational organization pointed out that response time is the one single most important attribute when working with service recovery, the expectations of response time will therefore be high. The other attributes was also important for the employees of the high educational organization, the expectations however was not as high as the response time. The level of expectation the employees from the high educational organization will have for service recovery performance is explained by the severity of the failure, all respondents were consistent that the worse the failure were for them the more they expected the IT-department to do for them. If it was a reoccurring problem or if it was the first time the failure happened did not matter for the respondents as they expected the same performance for both types of failures.

The relationship between satisfaction and service recovery performance could mostly be described with the expectations/disconfirmation model, as we understood the severity of the failure will always have an impact on the expectation level. The severity of the failure will set the expectation level on the service recovery performance attributes, the severity of the failure will decide on what level the IT-department has to perform. The expectations for response time, technical support and responsiveness of service will be decided by the severity of the failure.

Certain specific conclusions

- Severity of failure will set the level of expectations for the performance attributes.
- The response time is the most important performance attribute.
- Other performance attributes also important but will not have as much impact as the response time.
- Reoccurring failures will not have an impact on the satisfaction

6.3 how the relationship between service recovery and satisfaction can be described?

As the participants said the biggest problem between the IT-department and the employees from the high educational organization is that there is no common language, the IT-department are using terms that employees from the high educational organization cannot understand. The employees from the high educational organizations are in turn using too simple vocabulary for the IT-departments employees to understand what they have problem with. The common thoughts of this is that it can be hard to find common language but the IT-department should try to simplify their language as much as they can.

The cause of failures could be hard to point out as the company often does not take the blame and the customers often blame the company. In this specific case there was very little blaming each other, almost all the participants from the high educational organization said that they had been the cause of failure at least once and often they did not really care if the IT-department was the cause of failure either but in a few cases they felt more irritated when the IT-department were the cause of failure. The data showed that failures often could have been avoided if there was better information distribution in a simplified language so all could understand the information. It had also been easier to fix problems if information between the two departments had been simplified. There are some reoccurring problems that are hard to find a long-term solution to and therefore there are not a lot of impact on the satisfaction but if the failure is reoccurring and they feel that a long-term solution is possible the impact on satisfaction will be greater.

Certain specific conclusions

- Where the cause of failure lays has little impact on the satisfaction with service recovery.
- If the cause of failure is stable or reoccurring can have a impact on satisfaction on service recovery if they feel a long-term solution is possible.
- If the failure can be avoided to a certain extent the impact on satisfaction with service recovery will be pretty big.

6.4 Limitations

This thesis is only focused on Luleå Tekniska Universitet. This makes it hard to generalize the findings for a couple of reasons. The university is fairly small and the people we have been interviewing has had personal relationships with people from the IT-department. There is a chance that the interviewees might have left some things out to protect the reputation of their friends, or that they simple have a higher tolerance with failures when it is a friend that makes them.

The time has also been limited which has limited the amount of interviews and analysis.

6.5 Theoretical implications

The biggest contribution to the theory is that this thesis suggest that unlike as (Folkes, 1988) says the locus attribution is the cause that impacts satisfaction while the others does not impact satisfaction. This thesis conclusions were that controllability and stability attributes was the causes that had impact on satisfaction.

This thesis has looked at a topic that has been researched for a while but in a different context and different focus. Overall this thesis are contributing to a better general understanding how service recovery strategies can impact customer satisfaction.

6.6 Implications for practitioners

- ***Create a service recovery strategy***

As the data and literature shows, a service recovery strategy would make it easier to fix problems within a high educational organization. A effective service recovery has to start with gather information from the customer so they know what they value the most in a service recovery, from this information a service recovery strategy will be developed with focus on the customers values so the service recovery will be effective.

- ***Relationship is similar to consumer and producer***

The relationship within a high educational organization is similar to a relationship between consumer and service provider, as the data supports most of the theories that is from consumer and service provider relationship. The relationship between IT-department and employees of a high educational organization should be handled like in situations between consumer and producer, the IT-department has to be service minded and always think of what is best for the customers.

- ***Reduce the wait time as much as possible***

The research point out that wait time is a big factor that will impact satisfaction, today people does not like to wait. Customers will value time, they do not want to spend their time on waiting while something get fixed or trying to get in contact with certain people who can help them. It will be important to have easy access to help and it has to go fast to find a person who can fix the problem.

- ***Work towards long-term solutions and avoid unnecessary failures***

If a customer gets exposed for the same failure more than once satisfaction will be impacted, therefore it is really important to work towards a long-term solution. Show customers that the company is working towards a long-term solution and customers will feel that they matter to the company. To strive towards perfection should be a goal for every company therefore it is really important to avoid unnecessary failures, unnecessary failures will get customers irritated as they feel it can be avoided by the company.

6.7 Future research

- ***Repeating the same research***

The time has been a big limitation for this research and therefore some limitations has been inevitable. The time limit has influenced the sample selection and the analysis. Because it has been a qualitative research the result might not be a general result and because of these limitations we propose future research to focus on: Quantify the research, Focus on other universities

- ***Use more than one model to explain relationship between service recovery and satisfaction***

The attribution model only focuses on the causes of actions and how it impacts the satisfaction while the expectations/disconfirmation only focuses on how expectations impact the satisfaction. We propose that both these models should be used together to explain the relationship between service recovery and satisfaction.

- ***Use more than one model to explain relationship between service recovery performance and satisfaction***

As mentioned before the models are focusing on different things and very little research has been done on the relationship between satisfaction and service recovery performance. It will be important for the future to understand the relationship between these two because most companies know what to do in service recovery but not how to work with service recovery.

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Appendecies

Appendix 1 - interview guide English version

Service recovery RQ1:

Have you ever been exposed for a failure from the IT-department? When they couldn't deliver what they promised to deliver?

What did they do to fix this problem? (tell us about the process when they fixed the problem if they did)

Did you get any confirmation that they did something wrong?

Did they apologize anything about the inconvenience that you had to go through?

Have the IT-department offered you something extra over their standard service after a failure?

How fast did it take them to fix the failure?

Do they have anything that encourage you to complain, like surveys, asking if everything is ok and such?

Did they tell you something about a follow-up, did they check in after a while to see if everything worked as it should?

How do they work when failures occur, can anybody fix it? or does a higher positioned employee fix the problem?

Satisfaction with service recovery performance RQ2:

How do you feel about the speed of fixing the failure?

How did they meet you when you pointed out that a failure had occurred?

Did they solve the problem in a effective way? (did they do the right thing?)

Is it easy to get in contact with the ones that can fix the failure?

Do same failure occur often?

How did this failure affect you?

Satisfaction with Service recovery RQ3:

Do you feel that the service recovery was enough? Should they've done something more? Could you have helped them to solve the problem?

Do you feel that the problem is solved for a long time or is it possible that this will occur often?

Do you feel that this failure could have been avoided in some way?

Appendix 2- interview guide Swedish version

Service recovery RQ1:

Har du någon gång blivit utsatt för ett failure från IT-avdelningen? När de inte har kunnat leverara vad de lovat?

Vad gjorde de för att fixa problemet? (berätta om processen de hade för att lösa problemet)

Gav IT-avdelningen någon antydan till att det var de som gjort fel?

Har du fått någon ursäkt från IT-avdelningen för det du fick gå igenom för att problemet uppstod?

Har IT-avdelningen erbjudit dig något extra utöver deras standard service efter ett fail?

Hur lång tid tog det för dem att fixa problemet?

Gör de något för att få input om deras problem och service, som enkäter eller att någon anställd frågar personligen?

Har de berättat något om follow-up, har de efter ett tag då de fixat problemet kollat upp med dig så allt funkar som de ska och du är nöjd?

Hur arbetar IT-avdelningen när ett failure uppstår, kan vem som helst fixa det? Eller måste en som har en högre position fixa det?

Satisfaction with service recovery performance RQ2:

Hur känner du att tiden det tog för dom att fixa felet var?

Hur blev du bemött när du påpekade att ett fel har uppstått?

Löste de problemet på ett effektivt sätt? (löste de rätt saker?)

Är det lätt att komma i kontakt med den som kan fixa problemet?

Händer samma failure ofta?

Hur påverkade detta failure dig?

Satisfaction with Service recovery RQ3:

Känner du att service recoveryn var tillräcklig? Skulle de ha gjort något mer? Kunde du ha hjälpt dem att lösa problemet på nåt sätt?

Känns det som att de löste problemet för framtiden eller bara just för det tillfället?

Tror du att felet kunde ha undvikts på något sätt?