

**Creating Centers that Serve:**  
**How Current Thinking in Hospitality Can Benefit Older People**

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## **Creating Centers that Serve: How Current Thinking in Hospitality Can Benefit Older People**

### **Introduction**

Service quality has become a competitive advantage in all segments of the hospitality industry. Economic, political, and social forces exert pressure on senior services as providers face the challenge of service delivery to an increasingly older customer base. This growing population is made up of diverse consumer groups who range from the aging baby boomers, who have high expectations with regard to their service needs, to the "oldest old," many of whom have more complex service requirements. Service quality becomes an increasing challenge as organizations struggle to serve these mixed groups with available financial and human resources.

This changing environment offers the opportunity to explore new paradigms of service delivery in search of best practices that will assist providers in meeting the challenges of the growing senior population. Leaders of aging services realize that existing models need to be revisited and are prepared to adopt innovative practices that are more responsive to the needs of the current and emerging customer bases.

Evidence-based practices that have emerged from research in hospitality provide models that can be tailored for senior service delivery. Meador (2007) vividly mapped the changing landscape in a model illustrating the move from conventional to responsive, asset-based service delivery to older adults (Figure 1). It is apparent that current research offers insights for evidence-based practices which can inform a responsive, needs-driven service delivery model that engages older consumers in programs leading to enhanced health and well-being. This paper moves through a number of topics related to service enhancement

and delivery and suggests how best practices from traditional hospitality organizations might be adapted to enhance the service experiences of older adults.

We begin by restating the importance of a service orientation, particularly in fostering customer loyalty or what has recently been called customer relationship management. Key elements of the specific service environment are discussed as they apply to hospitality settings. This is followed by a discussion of how service experiences are customized as well as the employee characteristics and competencies required in this new service environment. Current methods of evaluating service quality are then reviewed. Shifting our focus to the organization itself, we examine the concept of service within and present recent research on how strong service cultures are created and maintained. Finally, we move to a macro view as we discuss the importance of organizational learning and explore how customers form images of the organization as a whole—brand management. Throughout, questions are asked that assist readers/participants in “translating” research findings and in determining the usefulness of these applications to the senior living environment.

***Questions for Consideration:***

***(a) What specific attributes or unique characteristics of older people should be kept in mind as the hospitality-oriented customer service literature is “translated” into a senior service context?***

***(b) In what ways do older people themselves influence the service experience and create a unique dynamic?***

## Service Quality – Individual Level Concerns

### Quality Service and Customer Loyalty

Customers today are confronted with numerous choices. Decisions need to be made about nearly all aspects of their daily activities—where to eat, what to buy, how to travel. As service options increase, organizations have become increasingly interested in developing long term relationships with customers—they recognize the importance and impact of *customer loyalty*.

Researchers who have focused attention on this aspect of service suggest that the service relationship is mediated not by evidence and reasoning but rather by the customer's *emotional response* (Pullman & Gross, 2003). While psychologists have known for decades that emotions drive behavior, hospitality researchers and executives alike have largely neglected this important aspect of the service experience (White & Yu, 2005). Recently, however, the emotion-behavioral intention link has captured the attention of those interested in cultivating customer loyalty.

#### *Questions for Consideration:*

- (a) What would “customer loyalty” look like with regard to Senior Centers?*
- (b) What is the “choice set” with regard to senior services—what options are available to this market in addressing their needs?*
- (c) What specific emotions would be appropriate to cultivate in the senior population to encourage loyalty behavior?*

Just as emotions are associated with positive affect and the likelihood of repeat business and psychological ownership so, too, research has identified a relationship between specific emotions and consumer complaining behavior (White & Yu, 2005). It appears that

customers have a threshold over which they must move before voicing dissatisfaction regarding their service or service experience. As word of mouth travels quickly, understanding this dynamic becomes important to service providers.

***Questions for Consideration:***

***(a) With regard to the Senior Center service experience, what emotions are most likely to result in complaining behavior?***

***(b) Is it possible to reduce or eliminate factors that are likely to create these emotions?***

**Customer Relationship Management**

The increasing interest in creating loyal customers has led to a field of study called customer relationship management (CRM). Focus on long-term relationships has become increasingly critical as individuals have access to more information and resources that enable them to explore a greater number of options. Hospitality organizations today view a customer as a lifetime partner. As one author states (Cohen, 1997), it is important to treat every guest as if your relationship with him or her was permanent.

Among the desirable outcomes of repeated exchanges with the same employee or provider is for customers to experience *psychological ownership* of the service or provider. In this circumstance, the customer begins to feel as though the target is “theirs” (Asatryan, 2006). In such circumstances, the customer often refers to “my hairdresser” or “my doctor” or “my Senior Center.” As you might imagine, psychological ownership strengthens customer loyalty.

***Questions for Consideration:***

- (a) What are the most common reasons why clients do not stay “loyal” to a Senior Center?***
- (b) What are the benefits of older people’s psychological ownership of their Senior Center?***
- (c) How could this perception of “ownership” best be created or enhanced?***

Traditionally, service providers have aimed to satisfy customers by meeting their expectations. Satisfaction has been, in fact, defined as meeting customer expectations. Often, managers choose to terminate customer relationships in instances when they cannot fulfill expectations in order to avoid customer disappointment and the potential for word of mouth dissatisfaction (McCole, 2004). Recently, however, researchers have established the fact that customer satisfaction alone does not correlate with loyalty behavior. Satisfaction is insufficient to motivate customers to repeat their business (Torres & Kline, 2006). Only when service is distinctive—only when customers experience the emotion of *delight* or a *similar positive affect*—do providers benefit from behavioral loyalty intentions.

***Questions for Consideration***

- (a) Is it more difficult to “delight” older people than other demographic groups?***
- (b) What characteristics of a Senior Center are most likely to “delight”?***
- (c) What characteristics are most likely to cause dissatisfaction?***

“Customer delight” is a combination of joy and surprise in the service experience. Researchers have concluded that, in order for customers to promote a service organization by word of mouth, they must feel delighted by their experience. Delighting guests or clients requires that service providers explore innovative means of addressing customer needs.

Service innovation is consequently becoming another important area of research focus (Victanno, Verma, Plaschka, Dev, 2005).

One example of providing customer delight is by doing the unexpected. Cohen (1997) gives the example of the “wait party,” a mini-event provided to guests who had to wait a particularly long time for service at a restaurant. Hemmington (2007) suggests that employees provide “lots of little surprises,” and that customers feel safe and satisfied when service is personalized and they are in the “security of strangers.”

***Questions for Consideration:***

***(a) Are older people likely to respond favorably to surprises?***

***(b) Is there a way to “translate” the element of surprise—and this finding—to enhance the senior service experience?***

**Customizing the Service Experience**

The emphasis on service innovation fits well with the growing importance of service customization. As Bowen (1997) explains, service customization requires that those attributes that create value for a customer be identified and used to enhance the service delivery. Customer histories are particularly useful in providing detailed information which can be used to further tailor the service experience to meet individual client needs. In fact, Dreachslin (2007) argues that in industries such as healthcare, it makes sense to view the client base as “100 percent diverse.” That is, each individual has special needs and therefore requires individualized service.

***Questions for Consideration:***

***(a) In the Senior Center context, to what extent is customization possible? Desirable?***

***(b) In what specific ways might services be tailored to a “100 percent diverse” customer base?***

One problem in achieving greater service customization is that many organizations reward “conforming” employee behavior (Bowen, 1997). Individuals who follow rules, rather than those who make independent decisions, are viewed as performing their jobs well. Companies need practices and policies that encourage the empowerment required to provide individualized service (Shimko, 1994) and managers, in turn, need to support such initiatives in meaningful ways.

***Question for Consideration:***

***(a) Are senior service providers rewarded for providing individualized service, or for making independent decisions that customize the service experience?***

***(b) What does “adaptive behavior” look like in senior service environments?***

**Employee Characteristics Required to Deliver Quality Service**

As line employees become the center of attention (Kenagy, Berwick, Shore, 1999), managers find that not just anyone is capable of delighting customers (Torres & Kline, 2006; Kelly, 1992). Several authors (Gwinner, Bitner, Brown, Kumar, 2005) have focused on what they term ***employee adaptive behavior***. In many instances, this adaptive behavior is required for service customization. Employees must assess each service encounter and determine the customer’s needs, then behave in ways that address the individual’s unique set of service requirements.

Vilnai-Yavetz & Rafaeli (2003) studied adaptive behavior and suggested that it be understood as a skeleton-tissue distinction. Skeleton aspects of service consist of the content and behavior required to complete the encounter. Tissue aspects are the social, individualized behaviors that either enhance or damage the relationship and service

experience (for example, nonverbal communication such as facial expressions). Employees who are able to operate effectively at the tissue level were found to be strong in self-monitoring, tolerance of ambiguity, and service orientation. The researchers emphasized the importance of rewarding adaptive behavior. Financial resources are not the primary requirement in fostering this service orientation, as employees must be intrinsically motivated to provide consistent adaptive service delivery.

***Questions for Consideration:***

***(a) Is it possible and/or feasible to select employees with strong adaptive behavior for senior services? What changes would need to be made in current practices or philosophies?***

***(b) How might adaptive behavior be rewarded or fostered within a senior services environment?***

Recognizing the importance of front line employees in service delivery, numerous studies have focused on identifying employees with the “right stuff.” Effective service providers have been described as resilient, resourceful, empathetic, and creative. One study of the motivators that influenced the best service employees found that security and justice needs served as hygiene factors (employees were demotivated in the absence of these organizational factors) and esteem needs (feeling that their efforts were recognized and valued) were among the most essential motivators.

When Chang (2006) looked at personality traits of effective service employees, he determined that friendliness and enthusiasm were prerequisite to high quality service delivery. In addition, empathy, confidence, responsiveness, and reliability ranked high on the list of key traits. Similarly, in her research on service encounters Brownell (2006) has found that effective listening plays an important role in perceptions of customer care.

Service providers whose listening skills are perceived as excellent are rated significantly higher than their co-workers.

***Questions for Consideration:***

***(a) Currently, what are the key personal characteristics of service employees? i.e., what would a profile of the typical service provider look like?***

***(b) What competencies or personal characteristics distinguish excellent service employees in this environment? How are these critical competencies assessed?***

**Managing the Service Environment**

Findings from studies on customer loyalty have stimulated renewed interest in how providers can move beyond simply delivering a service to creating quality *service experiences*. In fact, several theorists suggest that hospitality be defined, as has been discussed, as *Behavior + Experience* (Hemmington, 2007). One element of this experience is influenced by the service provider; the other is determined largely by the environment or context in which the encounter occurs.

The term “*servicescape*” has been used (Pullman & Gross, 2003) to describe the place where service occurs, and research on “place” has become of increasing interest to those who seek to better understand the factors that influence an individual’s perceptions of his or her environment. Components of the experience include sights, sounds, textures, and other similar physical characteristics (Pullman & Gross, 2003; McCole, 2004). All elements contribute in some manner to the affective quality of the setting, and make it memorable. Researchers have found that the sequencing and duration of each attribute also effects the overall service experience.

***Questions for Consideration:***

- (a) What physical elements contribute to the “servicescape” of Senior Centers?***
- (b) What factors might be reduced or enhanced—sights, sounds, textures, etc.--to create the most positive environment possible?***

**Evaluating Service Quality**

Service is a series of independent episodes, and customer perceptions may well vary across the spectrum during one meal, one enrichment program, or one visit (Dagger & Sweeney, 2007). Determining which “moments of truth,” or contact experiences, are critical and which are less important is a key piece of information. As elusive as it may seem, focusing on the specific service encounter is essential. Simos’ (2007) findings are among those that support the importance of better understanding service episodes. He discovered, for instance, that nearly 70 percent of customers say they would not return to a provider who gave them poor service.

***Questions for Consideration:***

- (a) What are some examples of common service “episodes” in the Senior Center context?***
- (b) At what point is service most likely to derail? What are the consequences?***

While many hospitality organizations emphasize the importance of quality service, far fewer have measurement systems in place to assess the effectiveness of their efforts (Chowdhary & Prakash, 2007; Stumpf, 2007). Perhaps SERVQUAL is the most widely used approach to assessing customer satisfaction. Although this instrument does not capture all quality dimensions, it focuses on five that are felt to be among the most directly related to

customer perceptions of service (Saravanan & Rao, 2007). The five qualities measured by the Lodging Quality Index are:

- (1) tangibility,
- (2) reliability,
- (3) responsiveness,
- (4) confidence, and
- (5) communication.

While not fully operationalized, these indicators provide a starting point for managers looking to improve perceptions of service quality. Service organizations have also been interested in assessing the relative importance of each as it contributes to perceptions of service quality. Since service is often produced and consumed simultaneously, it becomes particularly difficult to isolate aspects of the delivery process (Getty & Getty, 2003).

Similarly, Gomes (2007) and his colleagues found that availability, quality, and efficiency were three aspects of operational effectiveness that customers valued. Bowen (1997) views two distinct aspects of the service experience or what he calls Functional Quality--the *process* of service delivery, and Technical Quality—the *product* resulting from the service experience (the meal, room, etc.).

Impediments to service delivery exist at all phases of the service cycle and include such factors as:

- 1) budgetary constraints,
- 2) staff attitudes,
- 3) lack of mentoring and performance feedback, and
- 4) high customer expectations (Presbury, Fitzgerald, Chapman, 2005).

Identifying the key obstacles to quality service is the first step in working to reduce or eliminate factors that interfere with high performance and customer satisfaction.

***Questions for Consideration:***

- (a) What service dimensions need to be evaluated in senior services?***
- (b) What systems might be put into place for the assessment of each dimension identified?***
- (c) What are the major impediments to delivery of the basic services provided by Senior Centers?***
- (d) What, specifically, might be done to reduce obstacles for each of the central service experiences?***

## Service Quality – Organization-Level Concerns

### **Internal Service: The Service Within**

Service within has been defined in a number of ways. One common approach is to recognize every employee as having a “customer.” The premise is that internal customers must be happy in order to provide excellent service to the final customer. Some theorists have gone so far as to propose that the internal customer must come first—that the internal customer service chain needs to be identified and nurtured if organizations are to deliver services successfully (Paraskevas, 2001; Lewis, 1989).

The service within concept also suggests a family metaphor. Researchers have found that making employees feel part of a family or community helps to reduce turnover (Gale, 2007) and promote employee commitment. Spending time together outside of work has numerous benefits and allows employees to see their future as a member of the company. As one company articulates the target philosophy: Play, Make their day, Be there.

### ***Questions for Consideration:***

- (a) Does the “service within” concept apply to Senior Centers?***
- (b) What service enhancements might be realized by focusing on service within?***
- (c) How can Senior Centers foster a family or community spirit among their staff?***
- (d) What specific changes in employee behavior might be anticipated as a result of these efforts to create a strong community?***

In a similar effort, another researcher (Cohen, 1997) suggests that managers might profitably think about service within as putting a WOW into the job for themselves, their employees, and their customers. Cohen talks about the importance of treating employees as

if they will “be around tomorrow.” He suggests that managers learn about each employee, take care of them, and show a sincere interest in their welfare.

In efforts to more precisely define the behaviors that characterize a positive service culture within, researchers (Paraskevas, 2001) have developed an internal service provider behavior framework by asking the employee (the receiver of the service) to describe in detail what someone did to create a positive experience on the job. This provider framework consists of five categories of behavior:

- Professionalism,
- Dependability,
- Conscientiousness,
- Communication, and
- Consideration.

***Questions for Consideration:***

***(a) Would this (or a similar) framework work for providers of senior services?***

***(b) How might it be adapted? What dimensions would be particularly important?***

Other studies (Sun, Aryee, & Law, 2007) have focused on citizenship behavior as an important variable in developing strong cultures of service within. Individuals who establish good will and “do their share” promote a positive service culture. In addition, trustworthiness is seen as an important quality not only in leaders but in line employees as well. Ensuring trustworthiness enables managers to operate in a team environment and, as one study revealed (Bowen & Shoemaker, 1998), customers “trust an organization that trusts its employees.”

***Questions for Consideration:***

***(a) How important is trust in the senior service environment? In what ways must providers demonstrate that they are trustworthy?***

***(b) What can be done to increase trust at an organizational level?***

**Creating a Service Culture**

The manager-employee relationship has been found to have a significant impact on organizational culture as well (Cowan, 2007). Service organizations today stay competitive and healthy only when their leaders create a culture for success (Macaulay & Clark, 1998). Strong service cultures can be built in many ways, but researchers agree that it requires a commitment to continuous improvement and a view toward the future (Zairi & Whymark, 2000). As one study reports, effective culture leaders develop a picture of the future that is easy to communicate. In addition, they trust their employees and establish a smooth information flow throughout the organization (Kyriakidou & Gore, 2005). In fact, taking a systems perspective (see Box 1) to creating service cultures seems essential to create and maintain service excellence (Testa & Sipe, 2006).

***Questions for Consideration:***

***(a) Would you describe current practices as a “systems approach”?***

***(b) What would a systems perspective look like in a senior services (Senior Center) context?***

When managers were asked to provide words that described strong hospitality cultures, they generated a list that included respect, integrity, pride, trust, commitment, and warmth (Anonymous, 2007). Regardless of the specific nature of the organization, clear values and a vision of the future were essential ingredients (Dreachslin, 2007). If leadership is a process of influencing others toward a particular goal, then one of the most essential goals is that of a clearly defined, strong and healthy organizational culture. Creating slogans is one common means through which culture can be communicated (Teare, et. al., 2002).

***Questions for Consideration:***

***(a) What words best describe the desirable Senior Center culture?***

***(b) What slogans might be developed that would clearly communicate key values to all employees?***

Zairi & Whymark (2000) have identified four steps to building a culture of continuous improvement. They propose that leaders focus on 1) making the culture visible, 2) implementing service initiatives, and 3) building on success. Goffee & Jones (1998) have described such a culture as characterized by sociability (friendliness) and solidarity (shared goals and tasks). Brownell (1994) termed the supportive environment required for employee empowerment a “Listening environment.”

After clarifying the vision and core values, all employees must be encouraged to participate in the visioning process. Empowerment of the workforce promotes a shared experience and a stronger commitment to the values of the culture. Focus groups, task forces, and other problem solving committees facilitate action learning and involvement (Teare, Ingram, Prestoungrange, Sandelands, 2002).

***Questions for Consideration:***

***(a) What specific action steps can be taken to support or facilitate the dimensions of vision?***

***(b) How might all organizational members be engaged in the visioning process?***

**Promoting Organizational Learning for High Quality Service**

The concept of learning organization has been defined in a number of ways (Ellinger, et. al., 1999; Hawkins, 2005; Henderson & McAdam, 2003; Yeo, 2005). Frahm and Brown (2006) envision an organization where employees work collaboratively to “continually expand their capacity to create the results they desire” (p. 202). Cornett (1998) proposes that learning organizations encourage employees to improve current practices and to challenge what and how things are done, resulting in a continuous improvement process (p. 9). Researchers focus on facilitating the continuous transfer of knowledge from one employee to another, which significantly increases the resources available to solve organizational problems and make effective decisions.

Whatever the specific definition, a learning organization is concerned with the process of gaining, sharing, and utilizing the knowledge accumulated by individuals and transferring it through the organization so that the information becomes a shared resource (Murray, 2002). Once established, a learning organization provides leaders with a solid foundation from which to readily introduce and implement their strategic plans.

***Questions for Consideration:***

***(a) Would you consider your Senior Center a “learning organization”? What brings you to that conclusion?***

***(b) What processes are strong in your Senior Center? Which need to be further developed or reconsidered?***

Because different employees may require different messages, organizational leaders must understand the nature of the workforce and tailor internal communication accordingly. In addition, employees often seek information through channels that are not aligned with those used by senior management to communicate key information (Brownell & Jameson, 2005). Studies have found, for instance, that while managers often communicate through printed material and training programs, employees are more likely to tap into informal channels as they observe their peers and engage in informal conversations to better understand “what is going on.”

***Questions for Consideration:***

***(a) What are the most common channels senior managers use to communicate important messages to employees?***

***(b) What are the most common ways employees seek out information about the organization and their specific roles?***

***(c) Do the responses to the above questions suggest any changes in how managers use communication channels to reach employees? What employee groups may require tailored messages?***

There is no question that organizations with strong learning environments have a clear competitive advantage (Halawi, et. al., 2006; James, 2003; Lustri, et. al., 2007). Knowledge, or collective learning, then becomes one of the organization’s core competencies; it is valuable and non-substitutable. Organizational learning facilitates the change process, increasing the overall adaptability and agility of the organization and enabling it to respond more quickly and smoothly. Further, as knowledge moves through an organization it increases employees’ confidence, reassuring them that things will go well and

increasing their self esteem and self efficacy (Henderson & McAdam, 2003). When there is continuous information sharing, every employee becomes a valued resource and feels ownership (Frahm & Brown, 2006; Harung, et. al, 1999).

Yet, as Lucas and Ogilvie (2006) warn, knowledge sharing typically occurs in impulsive and uncoordinated ways. In their view, success in establishing continuous knowledge transfer—the basic process of a learning organization—depends upon employees’ perceptions of one another and the nature of the relationships they establish (Small & Irvine, 2006; Marvin & Cavaleri, 2004). Learning is not something that is done “to” employees. Leaders, no matter how skilled, cannot make employees learn. Rather, learning is a voluntary process dependent upon each individual’s perceptions and subsequent interpretations of organizational messages and activities.

***Questions for Consideration:***

- (a) What could be done to further strengthen employees’ self-efficacy and self-confidence?***
- (b) What specific changes (organizational, social, economic, other) are taking place that would be facilitated through a strong learning environment?***
- (c) Do you agree with these statements—that no one can “make” employees learn? What kinds of knowledge are important for senior service providers to have?***
- (d) How can organizational learning be further encouraged, supported, and sustained?***

**Brand Management**

Promoting service quality and customer satisfaction leads to a strong brand. Branding is important because it is assumed that brands have a longer life and more salient image for both organizational members and the public (Kandampully & Hu, 2007). While

managers develop brand *concepts*, customers develop brand *images* which create strong messages in their minds about the organization and its services. In addition, customers are becoming increasingly involved in the branding process. Market surveys have traditionally been the most common approach to helping organizational leaders create a strong brand. Customers' opinions help target the services to the specific market and often yield surprising findings. "Healthy," for instance, was found to mean very different things to different market segments (Tanyeri, 2006).

***Questions for Consideration:***

- (a) What brand "images" should older people hold of their service providers?***
- (b) What questions might be asked to ensure that older peoples' images of the brand are those intended, and that important meanings are shared?***
- (c) Where are "disconnects" most likely to occur?***

McEnally and de Chernatoney (1999) report some unique findings with regard to branding in the hospitality industry. Their studies indicate that there has been a change in branding strategies as the focus has shifted from instrumental to terminal values. Whereas traditionally brands have emphasized values that help customers achieve something desirable—status, or a date, or reduced medical bills—brands today often exemplify terminal values or the desired end state. In other words, organizations are associating themselves with the end states that customers find important—peace, a safe environment, or sustainability.

***Questions for Consideration:***

- (a) What are the terminal values that might be associated with senior services?***
- (b) How could these values best be communicated to clients?***

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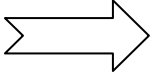

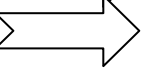
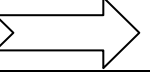
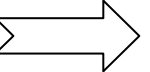
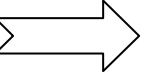
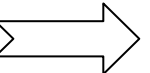
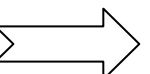
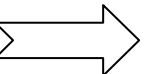
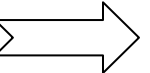
Box 1

**Lack of a Systems View:**

Two men were sitting at each end of a small boat when it struck a rock head on and the bow began to sink. One of the men in the stern then said to his companion, "I'm sure glad the problem is not on our end!"

Figure 1

**Transformative Continuum of Service Delivery to Older Adults**

	<i>Conventional</i>	<i>Transformative Continuum</i>	<i>Responsive/ Asset-based</i>
<b>Older consumers</b> are . . .	<b>Clients</b> with service needs		Diverse multi-dimensional consumers with social, physical, spiritual, knowledge capitol
Services are . . .	Pre-determined, static		Evolving, dynamic, based on consumer needs and desires
Staff at all levels. . .	Receive little ongoing staff development		Are capable, engaged people with ongoing learning needs
Resources . . .	Are limited, finite		Can be accessed from many different sources
Language used to describe services include . . .	Sometimes includes words like “feeding programs” “illness/disease” “dependence”		Descriptive, creative, desirable words including “café” “resources” “action” “wellness” “learning” ”independence”
Change is . . .	Sometimes seen as a threat to the status quo		An opportunity to evolve and create more responsive programs
The practice environment is . . .	Of limited importance		A integral element of service delivery and is welcoming, pleasant, stimulating, possibly virtual
The relationship between staff and consumers . . .	Is sometimes uni-dimensional, adds neutral value		Adds mutually-satisfying positive value to both groups
Communication between staff and consumers . . .	Is mono-directional		Is an ongoing bi-directional conversation between equals who engage in dialogue about needs and services
Outcomes can be. . .	social isolation		Social integration , engagement

\* Meador, 2006

Figure 2

**Integrated Model of Service Processes**

