

City University of Hong Kong

**Information on a Course
offered by Department of Management Sciences
with effect from Semester B in 2014/ 2015**

Part I

Course Title: Service Quality Management

Course Code: MS5314

Course Duration: One Semester

No. of Credit Units: 3

Level: P5

Medium of Instruction: English

Prerequisites: Nil

Precursors: Nil

Equivalent Courses: Nil

Exclusive Courses: Nil

Part II

1. Course Aims

This course aims to:

- a) provide a comprehensive understanding of service quality management
- b) expose students to the key trends and quality issues of the service industry
- c) provide students with the requisite quality knowledge and the corresponding management skills to pursue a career in the service industry such as in banks, retail chains, restaurants, food and beverage operations, casinos, theme venues, and entertainment centres.

2. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting
1	Discuss the major roles in managing service quality in the service industry. (Attitude)	10%
2	Critically explore management issues, technology and key trends and developments in the service industry from a quality perspective. (Ability)	15%
3	Effectively plan and manage service quality by applying multi-disciplinary thinking skills, key concepts and problem-solving tools to create workable solutions to real-world problems in the service industry. (Ability)	25%
4	Evaluate the quality of service systems by applying recent multi-disciplinary analytical tools to increase productivity and enhance service quality. (Ability)	25%
5	Analyze challenges and competitive forces in order to make improvements to the quality of service. (Accomplishment)	25%

3. Teaching and learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	TLAs	Hours/week (if applicable)
1-4	1. Lectures Concepts and relevant knowledge of managing service operations in the service industry are explained during lectures.	
1-4	2. Think-pair-share Students are asked to pair up to discuss and explore possible solutions to case problems which may be in real-life settings. The lecturer provides instant feedback based on students' responses.	
1,2,4	3. Watching and critiquing video case studies Videos are shown to highlight service quality scenarios in real-life settings. Follow-up discussions provide students with the opportunity to create and evaluate alternative solutions to problems in the service industry	
2,3	4. Problem solving exercises / activities Students participate in in-class exercises and activities. They are required to exploit the activities by applying their own real-life examples or their own service experiences where relevant.	
2,3,5	5. Group discussion & case studies Students work in groups to research and brainstorm the latest issues and trends regarding quality in the service industry. The findings are then prioritised, synthesised and presented to the class.	

Constructive Alignment of CILOs and TLAs

	TLA1	TLA2	TLA3	TLA4	TLA5
CILO 1	✓	✓	✓		
CILO 2	✓	✓	✓	✓	
CILO 3	✓	✓		✓	✓
CILO 4	✓	✓	✓		✓
CILO 5					✓

4. Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	Types of Assessment Tasks (ATs)	Assessment Details	Weighting (if applicable)
1-5	1. Group project presentation and report	Students in a group collaborate to formally present the findings of their case studies in which they highlight their skills in being able to analyze and to solve service quality problems.	20%
2-5	2. In-Class Tutorial assignments	Students discuss and brainstorm the causes of service quality problems and possible alternative solutions. They are required to apply the theories and analytical frameworks they learned to these issues.	15%
1-5	3. Group assignment	Designed to check students' progress on their group project selection and analysis	5%
1,2,3	4. Mid-term test	The mid-term test is designed to assess students' understanding of the key concepts and subject matter of the course, especially those that are generic for both service and manufacturing	25%
1-5	5. Group Case Analysis	Case analysis is designed to cultivate students' comprehensive understanding and application of the key concepts and theories in quality management in a real-world setting described by the cases.	10%
1-5	6. Final Exam (2 hours)	Designed to assess students' understanding of the key concepts and subject matter of the course, especially those that are specific for services.	25%

Constructive Alignment of CILOs and ATs

	AT1	AT2	AT3	AT4	AT5	AT6
CILO1	✓		✓	✓	✓	✓
CILO2	✓	✓	✓	✓	✓	✓
CILO3	✓	✓	✓	✓	✓	✓
CILO4	✓	✓	✓	✓	✓	✓
CILO5	✓	✓	✓	✓	✓	✓

5. Grading of Student Achievement:

AT1: Group projects presentation and reports

There are two parts to this presentation. Part one – Students in a group are free to choose any three contemporary issues or phenomena in the hospitality industry and identify the reasons for the emergence of the issues. Part two – Students are allocated one of the key topics (e.g. restaurant operations) for which they have to identify management problems and possible alternative solutions.

Letter Grade	Grade Point	Grade Definitions	
A+ A A-	4.3 4.0 3.7	Excellent:	Strong evidence of knowing how to apply the key concepts of managing services in a real life setting. High engagement in the assigned activities and excellent presentation skills. Able to apply effective communication and reflective learning skills to pursue new knowledge and acquire new skills proactively to achieve lifelong learning and employability.
B+ B B-	3.3 3.0 2.7	Good:	Evidence of knowing how to apply the key concepts of managing services to real life cases. Active participation and engagement in the assigned activities and good presentation skills. Able to apply good communication and reflective learning skills to pursue new knowledge and acquire new skills proactively to achieve lifelong learning and employability.
C+ C C-	2.3 2.0 1.7	Adequate:	Some evidence of knowing how to apply the key concepts of managing services to real life cases. Participation and engagement in the assigned activities and adequate presentation skills. Able to apply adequate communication and reflective learning skills to pursue new knowledge and acquire new skills to achieve lifelong learning and employability.

D	1.0	Marginal:	Sufficient familiarity with the subject matter to enable the student to progress without repeating the assessment. Low participation and engagement in the assigned activities and fair presentation skills. Able to apply marginal level of communication and reflective learning skills to pursue new knowledge and acquire new skills to achieve lifelong learning and employability.
F	0.0	Failure:	Little or no evidence of familiarity with the subject matter. No or low participation and engagement in the assigned activities and poor presentation skills. No evidence of demonstrating communication and reflective learning skills to pursue new knowledge and new skills to achieve lifelong learning and employability.

AT2: In-class tutorial problem-solving exercises

Letter Grade	Grade Point	Grade Definitions	
A+ A A-	4.3 4.0 3.7	Excellent:	Strong evidence of showing familiarity with key concepts and definitions. Clearly and correctly structures most critical points and makes important contributions to the assigned questions or problems. Critically discusses issues and draws most relevant implications to apply daily life examples of service experiences. Critical problem solving skills and excellent presentation skills are expected.
B+ B B-	3.3 3.0 2.7	Good:	Evidence of showing familiarity with key concepts and definitions. Clearly and correctly state some critical points and contributions of the assigned questions or problems. Critically discuss issues and draw some relevant implications to apply daily life examples of service experiences. Critical problem solving skills and good presentation skills are expected.
C+ C C-	2.3 2.0 1.7	Adequate:	Evidence of showing adequate review of literature and key concepts. Understanding of the subject, ability to develop solutions to simple and basic problems in the assigned questions and problems.

D	1.0	Marginal:	State a few critical points and marginal contributions of the assigned questions and problems.
F	0.0	Failure:	State no critical points and no contributions of the assigned questions and problems.

AT3: Group assignments

Letter Grade	Grade Point	Grade Definitions	
A+ A A-	4.3 4.0 3.7	Excellent:	Strong evidence of knowing how to apply the key concepts of managing services into real life setting. High participation and engagement in the assigned activities and excellent presentation skills. Able to apply effective communication and reflective learning skills to pursue new knowledge and acquire new skills proactively to achieve lifelong learning and employability.
B+ B B-	3.3 3.0 2.7	Good:	Evidence of knowing how to apply the key concepts of managing services into real life case studies. Active participation and engagement in the assigned activities and good presentation skills. Able to apply good communication and reflective learning skills to pursue new knowledge and acquire new skills proactively to achieve lifelong learning and employability.
C+ C C-	2.3 2.0 1.7	Adequate:	Some evidence of knowing how to apply the key concepts of managing services into real life case studies. Participation and engagement in the assigned activities and adequate presentation skills. Able to apply adequate communication and reflective learning skills to pursue new knowledge and acquire new skills to achieve lifelong learning and employability.

D	1.0	Marginal:	Sufficient familiarity with the subject matter to enable the student to progress without repeating the assessment. Low participation and engagement in the assigned activities and fair presentation skills. Able to apply marginal level of communication and reflective learning skills to pursue new knowledge and acquire new skills to achieve lifelong learning and employability.
F	0.0	Failure:	Little or no evidence of familiarity with the subject matter. No or low participation and engagement in the assigned activities and poor presentation skills. No evidence to demonstrate communication and reflective learning skills to pursue new knowledge and new skills to achieve lifelong learning and employability.

AT4: Mid-term test

Letter Grade	Grade Point	Grade Definitions	
A+ A A-	4.3 4.0 3.7	Excellent:	Strong evidence of understanding the key concepts and definitions of the learned subject; capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.
B+ B B-	3.3 3.0 2.7	Good:	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.
C+ C C-	2.3 2.0 1.7	Adequate:	Student who is profiting from the university experience; understanding of the subject; ability to show some evidence of familiarity with literature.
D	1.0	Marginal:	Sufficient familiarity with the subject matter to enable the student to progress further.
F	0.0	Failure:	Little evidence of familiarity with the subject matter; limited or irrelevant use of literature.

AT5 : Group Case Analysis

Letter Grade	Grade Point	Grade Definitions	
A+ A A-	4.3 4.0 3.7	Excellent:	Clearly and correctly states case situations and identify problems facing the company. Discusses issues critically. Good presentation skills. Strong evidence of relevant use of theory learnt. Strong evidence of team work.
B+ B B-	3.3 3.0 2.7	Good:	Clearly and correctly states some case situations and identify some problems facing the company. Discusses issues critically. Good presentation skills. Evidence of relevant use of theory learnt. Evidence of team work.
C+ C C-	2.3 2.0 1.7	Adequate:	Somehow correctly states some critical points and identify some problems facing the company. Good presentation skills. Evidence of familiarity of the case and team work.
D	1.0	Marginal:	States a few critical points and identify some problems facing the company. Evidence of some preparation for the case presentation and team work.
F	0.0	Failure:	Little evidence of understanding of the subject matter; weakness in critical and analytic skills. Lack of preparation and team work.

AT6 : Final Exam

Letter Grade	Grade Point	Grade Definitions	
A+ A A-	4.3 4.0 3.7	Excellent:	Strong evidence of understanding the key concepts and definitions of the learned subject; capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base. Roughly the top 35% in class.
B+ B B-	3.3 3.0 2.7	Good:	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature. Roughly the top 35% and 70% in class.
C+ C C-	2.3 2.0 1.7	Adequate:	Student who is profiting from the university experience; understanding of the subject; ability to show some evidence of familiarity with literature. Be the top 90% in class.

D	1.0	Marginal:	Sufficient familiarity with the subject matter to enable the student to progress further. Below 10%.
F	0.0	Failure:	Little evidence of familiarity with the subject matter; limited or irrelevant use of literature. Fail to take the exams or significantly below the average.

Part III

Keyword Syllabus:

Fundamental Concepts of Services

Service Characteristics. Classification of Service Operations.

Fundamental Concepts of Quality

Definition of quality. Dimensions of quality. Cost of quality. Motivation for quality. Management philosophy of quality gurus.

Approaches and Tools

Basic tools. New seven tools. Quick and simple statistical techniques. Basic SPC tools.

Tools and Techniques for Improving Service Quality

Service gaps analysis. QFD Quality function deployment. SERVQUAL and its applications. Taguchi method.

Models for Continuous Improvement

Interpretation ISO9000 in Service Industries. The Japanese Quality Revolution. Six-sigma.

Recommended Reading:

Textbook

S. Thomas Foster, *Managing Quality, Integrating the Supply Chain*, latest edition, Pearson International, Pearson Education.

Supplementary Readings

J. Fitzsimmons and M. Fitzsimmons (2010) *Service Management*, McGraw Hill.

V. Zeithaml, M. J. Bitner, and D. Gremler (2008) *Services Marketing*, McGraw Hill.

James R Evans and William M Lindsay (2002) *The Management and Control of Quality*, South-Western, Thomson Learning.

Benjamin Schneider and Susan S. White (2004) *Service Quality: Research perspectives*, Sage

Publications, Inc.

Valarie A Zeithaml, A Parasuraman and Leonard L Berry (1990), *Delivering Quality Service*, The Free Press, A Division of Macmillan, Inc.