

# MS5314: SERVICE QUALITY MANAGEMENT

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## Effective Term

Semester B 2024/25

## Part I Course Overview

### Course Title

Service Quality Management

### Subject Code

MS - Decision Analytics and Operations

### Course Number

5314

### Academic Unit

Decision Analytics and Operations (DAOS)

### College/School

College of Business (CB)

### Course Duration

One Semester

### Credit Units

3

### Level

P5, P6 - Postgraduate Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

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.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Discuss the major roles in managing service quality in the service industry.	10	x		
2	Critically explore management issues, technology and key trends and developments in the service industry from a quality perspective.	15		x	
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.	25		x	
4	Evaluate the quality of service systems by applying recent multi-disciplinary analytical tools to increase productivity and enhance service quality.	25		x	
5	Analyze challenges and competitive forces in order to make improvements to the quality of service.	25			x

#### A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

#### A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

#### A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)	
1	Lectures	Students will understand the concepts and relevant knowledge of managing service operations in the service industry.	1, 2, 3, 4	2 hrs

2	Think-pair-share	Students will 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, 3, 4	30min
3	Watching and critiquing video case studies	Students will watch videos 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	1, 2, 4	10min
4	Problem solving exercises / activities	Students will 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	20min
5	Group discussion & case studies	Students will 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.	2, 3, 5	1.5 hr for one week

**Assessment Tasks / Activities (ATs)**

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Group project presentation and report	1, 2, 3, 4, 5	20	
2	In-class tutorial assignments	2, 3, 4, 5	15	
3	Group assignment	1, 2, 3, 4, 5	5	
4	Mid-term test	1, 2, 3	25	
5	Group case analysis	1, 2, 3, 4, 5	10	

**Continuous Assessment (%)**

75

**Examination (%)**

25

**Examination Duration (Hours)**

2

**Assessment Rubrics (AR)**

**Assessment Task**

Group project presentation and report (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

**Criterion**

They highlight their skills in being able to analyze and to solve service quality problems.

**Excellent**

(A+, A, A-) High

**Good**

(B+, B, B-) Significant

**Fair**

(C+, C, C-) Moderate

**Marginal**

(D) Basic

**Failure**

(F) Not even reaching marginal levels

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**Assessment Task**

In-class tutorial assignments (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

**Criterion**

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

**Excellent**

(A+, A, A-) High

**Good**

(B+, B, B-) Significant

**Fair**

(C+, C, C-) Moderate

**Marginal**

(D) Basic

**Failure**

(F) Not even reaching marginal levels

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**Assessment Task**

Group assignment (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

**Criterion**

Designed to check students' progress on their group project selection and analysis

**Excellent**

(A+, A, A-) High

**Good**

(B+, B, B-) Significant

**Fair**

(C+, C, C-) Moderate

**Marginal**

(D) Basic

**Failure**

(F) Not even reaching marginal levels

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**Assessment Task**

Mid-term test (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

**Criterion**

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

**Excellent**

(A+, A, A-) High

**Good**

(B+, B, B-) Significant

**Fair**

(C+, C, C-) Moderate

**Marginal**

(D) Basic

**Failure**

(F) Not even reaching marginal levels

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**Assessment Task**

Group case analysis (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

**Criterion**

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.

**Excellent**

(A+, A, A-) High

**Good**

(B+, B, B-) Significant

**Fair**

(C+, C, C-) Moderate

**Marginal**

(D) Basic

**Failure**

(F) Not even reaching marginal levels

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**Assessment Task**

Examination (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

**Criterion**

Designed to assess students' understanding of the key concepts and subject matter of the course, especially those that are specific for services

**Excellent**

(A+, A, A-) High

**Good**

(B+, B, B-) Significant

**Fair**

(C+, C, C-) Moderate

**Marginal**

(D) Basic

**Failure**

(F) Not even reaching marginal levels

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**Assessment Task**

Group project presentation and report (for students admitted from Semester A 2022/23 to Summer Term 2024)

**Criterion**

They highlight their skills in being able to analyze and to solve service quality problems.

**Excellent**

(A+, A, A-) High

**Good**

(B+, B) Significant

**Marginal**

(B-, C+, C) Moderate/Basic

**Failure**

(F) Not even reaching marginal levels

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In-class tutorial assignments (for students admitted from Semester A 2022/23 to Summer Term 2024)

**Criterion**

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

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**Good**

(B+, B) Significant

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(B-, C+, C) Moderate/Basic

**Failure**

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Group assignment (for students admitted from Semester A 2022/23 to Summer Term 2024)

**Criterion**

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**Assessment Task**

Mid-term test (for students admitted from Semester A 2022/23 to Summer Term 2024)

**Criterion**

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

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(B+, B) Significant

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(F) Not even reaching marginal levels

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**Assessment Task**

Group case analysis (for students admitted from Semester A 2022/23 to Summer Term 2024)

**Criterion**

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.

**Excellent**

(A+, A, A-) High

**Good**

(B+, B) Significant

**Marginal**

(B-, C+, C) Moderate/Basic

**Failure**

(F) Not even reaching marginal levels

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**Assessment Task**

Examination (for students admitted from Semester A 2022/23 to Summer Term 2024)

**Criterion**

Ability to address operations management practices and solve relevant analytical problems using knowledge and tools learned.

**Excellent**

(A+, A, A-) High

**Good**

(B+, B) Significant

**Marginal**

(B-, C+, C) Moderate/Basic

**Failure**

(F) Not even reaching marginal levels

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## Part III Other Information

**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.

### Reading List

#### Compulsory Readings

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

#### Additional Readings

Title	
1	J. Fitzsimmons and M. Fitzsimmons (2010) Service Management, McGraw Hill.
2	V. Zeithaml, M. J. Bitner, and D. Gremler (2008) Services Marketing, McGraw Hill.
3	James R Evans and William M Lindsay (2002) The Management and Control of Quality, South-Western, Thomson Learning.
4	Benjamin Schneider and Susan S. White (2004) Service Quality: Research perspectives, Sage Publications, Inc.
5	Valarie A Zeithaml, A Parasuraman and Leonard L Berry (1990), Delivering Quality Service, The Free Press, A Division of Macmillan, Inc.