City University of Hong Kong
Course Syllabus

offered by Department of Public Policy
with effect from Semester A 2017 / 18

Part I   Course Overview

Course Title:	Customer Service in Public and Private Sectors
Course Code:	POL2308
Course Duration:	One semester
Credit Units:	3
Level:	B2
Proposed Area: *(for GE courses only)*	☐Arts and Humanities ☐Study of Societies, Social and Business Organisations ☐Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	Nil
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	SA2308 Customer Service in a Diverse Society POL2308 Customer Service in a Diverse Society
Exclusive Courses: *(Course Code and Title)*	None

Part II   Course Details

1.   **Abstract**

The aims of the course are to introduce key concepts and theories of customer service and the importance and role of customer service as well as application of customer orientated service strategy to human service professionals. New trends in human service towards understanding quality customer service, customer expectation and customer satisfaction, customer behaviour, marketing research, integrated marketing communications, physical evidence, provisions of value-added service, participation of service users and   handling specific customer service issues in service-oriented setting will all be explored.

2.   **Course Intended Learning Outcomes (CILOs)**
(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs#	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Detect the important role of customer service and the application of customer oriented service strategy in modern customer-driven service environment.		X		
2.	Examine and illustrate customer needs, expectation and satisfaction in relation to services provided by public and private organizations.			X	
3.	Apply practical skills and techniques to deal with specific customer service situations: service encounters and enquiry, customer complaints, service failure crisis and conflicts in customer-driven service environment with new perspectives.				X

* If weighting is assigned to CILOs, they should add up to 100%.   100%

 # Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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 self-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.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3				
1.	Lectures	X	X	X				3 hours
2.	Readings	X	X	X				2 hours
3.	Consultation: on understanding the lecture handouts and reading materials	X	X	X				Subject to request/need
4.	A piece of 3000-word group written essay, presentation and participation throughout the course. (Students have to go through the problem-solving process as well as apply the concepts and theories that they have learnt from this course into the case study. Moreover, they have to give recommendations on how to improve the current situation of the organization with innovative ideas and new perspectives.)		X	X				

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3					
Continuous Assessment: _50_%								
Class participation & attendance	X	X					10%	
Group Presentation		X	X				15%	
Group Essay		X	X				25%	
Examination: _50_% (duration: 2 hours)								

The weightings should add up to 100%.

100%

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Class attendance & participation	Punctuality, contributions of ideas, quality of the sharing	Excellent punctuality, high contributions of ideas and excellent quality of the sharing.	Good punctuality, fairly good contributions of ideas and good quality of the sharing.	Fair punctuality, little contributions of ideas and average quality of the sharing.	Poor punctuality, very little contributions of ideas and poor quality of the sharing.	Very poor punctuality, almost no contributions of ideas and very poor quality of the sharing.
Group presentation	Organization, Content, Use of Presentation Tools, Ability to Respond to Audience Questions, Style of Presenters	Excellent organization of the presentation, insightful content, strong ability to respond to audience questions, excellent presentation skills	Good organization of the presentation, good content, good ability to respond to audience questions, good presentation skills	Fair organization of the presentation, adequate content, weak ability to respond to audience questions, weak presentation skills	Poor organization of the presentation, weak content, inadequate ability to respond to audience questions, very poor presentation skills	Very poor organization of the presentation, inadequate content, almost no ability to respond to audience questions, almost no presentation skills
Group Essay	Main ideas, Representation of understanding and Integration, Analysis, Structure, Conventions of Standard English	Main idea is very clearly stated; consistently represents a high level of understanding in the field and application or integration of concepts, theories, principles, policies, practices, new trends; consistently demonstrates rigorous ability to analyze and evaluate issues and concepts; organization & structure are very evident; few minor errors in sentence construction, usage, grammar, or mechanics.	Main idea is clear but topic is partially defined; overall, represents a high level of understanding in the field and application or integration of concepts, theories, principles, policies, new trends; overall, demonstrates rigorous ability to analyze and evaluate issues and concepts in the field; organization & structure are clear; there may be a few minor or major errors in sentence construction, usage, grammar, or mechanics.	Main idea is not clear enough though topic is defined; overall, represents an adequate level of understanding in the field and application or integration of concepts, theories, principles, policies, new trends; adequately demonstrates ability to analyze and evaluate issues and concepts in the field; organization & structure are mostly clear; there are some common errors (major and minor) in sentence construction and mechanics but the writer generally demonstrates a correct sense of syntax.	Main idea is unclear and topic is not clearly defined. overall, does not represent an adequate understanding in the field and application or integration of concepts, theories, principles, policies, practices, new trends; overall, weak ability to analyze and evaluate issues and concepts in the field; the organization & structure are not clear; there are numerous minor errors and some major errors. Sentence construction is below mastery and may display a pattern of errors in usage and mechanics.	Main idea and topic cannot be defined; overall, represents a lack of understanding in the field and application or integration of concepts, theories, principles, policies, practices, new trends; overall, does not demonstrate the ability to analyze and evaluate issues and concepts in the field; the organization & structure must be inferred by the reader; there are many minor errors and major errors. Sentence construction is far below mastery and errors in usage and mechanics are found.
Examination	Subject knowledge and skills, Innovativeness, Analytical skills, Ability to manage the crisis in customer-driven service environment	Knowledge and skills in the customer service & service marketing is excellently demonstrated and applied to customer service situation.	Knowledge and skills in the customer service & service marketing is fairly well demonstrated and applied to customer service situation.	Knowledge and skills in the customer service & service marketing is adequately demonstrated and applied to customer service situation. Little innovative ideas	Only limited knowledge and skills in the customer service & service marketing is demonstrated and applied to customer service situation. Very little innovative ideas	Knowledge and skills in the customer service & service marketing cannot be demonstrated and applied to customer service situation. No innovative idea and

		Highly innovative ideas and critical attitude in analysing the customer service practice in different types of organization. Thorough analysis & excellent ability to successfully manage different crisis occurred in customer-driven service environment.	Fairly innovative ideas and critical attitude in analysing the customer service practice in different types of organization. Fairly good analysis and substantial effort & attempt to manage different crisis occurred in customer-driven service environment.	and critical attitude in analysing the customer service practice in different types of organization. General understanding and effort & ability to manage different crisis occurred in customer-driven service environment.	and critical attitude in analysing the customer service practice in different types of organization. Superficial understanding and insufficient effort & ability to manage different crisis occurred in customer-driven service environment.	critical attitude in analysing the customer service practice in different types of organization. Inaccurate understanding and no effort & attempt to trial for managing different crisis occurred in customer-driven service environment.

Part III   Other Information (more details can be provided separately in the teaching plan)

1.   **Keyword Syllabus**

Nature of 'Service', service marketing, marketing mix, marketing segmentation, quality customer service, customer behaviour, customer needs, customer perception, customer expectation, customer satisfaction, marketing research, customer-driven, service culture, customer loyalty, servicscapes, Customer Relationship Management, Gaps Model of Service Quality, benchmarking, integrated marketing communication, information technology, customer encounter & enquiry, customer complaint, crisis management, handling conflicts and service recovery.

2.   **Reading List**
2.1   **Compulsory Readings**
(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Harris Elaine K. 2010. *Customer Service: A Practical Approach* (5th Edition). New Jersey: Pearson Education Inc.
2.	Lucas Robert W. 2009. *Customer Service. Skills for Success*. (4th ed.) New York: McGraw Hill.
3.	Timm Paul R. 2011. *Customer Service: Career Success through Customer Loyalty*. (5th ed.) New Jersey: Pearson Education Inc.
4.	Zeithaml Vlarie, Mary Jo Bitner and Dwayne D. Gremler 2009. *Service Marketing. Integrating Customer Focus Across the Firm*. (5th ed.) Boston: McGraw-Hill.

2.2   **Additional Readings**
(Additional references for students to learn to expand their knowledge about the subject.)

1.	Antony Jiju, Frenie Jiju Antony and Sid Ghosh, 2004 Evaluating service quality in a UK hotel chain: a case study, International Journal of Contemporary Hospitality Management, Vol. 16 (6): 380 – 384.
2.	Bacal Robert. 2010 *Defusing Hostile Customers Workbook: A Self-Instructional Workbook For Public Sector Employees* (3rd ed.) Toronto: McGraw-Hill.
3.	Bitner Mary Jo. 1992. Servicescapes: The Impact of Physical Surroundings on Customers and Employees. *Journal of Marketing*, Vol. 56 Issue 2: 57-71.
4.	Brinkman Rick & Rick Kirschner. 2002. *Dealing with People You Can't Stand. How to Bring Out the Best in People at their Worst*. NY: McGraw Hill, Inc.
5.	Cooper Donald R. & Pamela S. Schindler. 2006. *Marketing Research*. NY: McGraw-Hill Companies, Inc.
6.	DeTienne K. and P.R. Timm. 1995. "How Well Do Businesses Predict Customer Turnoffs: A Discrepancy Analysis", *Journal of Marketing Management*. 5(2): 12-23.
7.	Efficiency Unit, HKSAR Government. 2008. *Customer Service in the Delivery of Public Services: International Experience*. Hong Kong: Government Logistics Department.
8.	Elliott Dominic, Kim Harris and Steve Baron. 2005. Crisis Management and Service Marketing. *Journal of Service Marketing*. 19(5): 336-345.
9.	Fish Raymond P. Stephen J. Grove and Joby John. 2008. *Interactive Service Marketing*. (3rd ed.) New York: Houhton Mifflin Co.
10.	Gross T. Scott & BiGresearch. 2005. *When Customers Talk. Turn What They Tell You into Sales*. Chicago: Dearborn Trade Publishing .
11.	Hayes Bob E. 2009. *Beyond the Ultimate Question: A Systematic Approach to Improve Customer Loyalty*. Milwaukee, Wisconsin: ASQ Quality Press. (Chapter 6 and Appendix B)
12.	Heung Vincent C.S and Terry Lam, 2003 Customer Complaint Behaviour towards Hotel Restaurant Services, *International Journal of Contemporary Hospitality Management*, Vol. 15 (5): 283 - 289
13.	Hightower Roscoe Jr. 2010. Commentary on Conceptualizing the Servicescape Construct in 'A Study of the Service Encounter in Eight Countries', *Marketing Management Journal*,

	Vol. 20, Issue 1:76-86.
14.	Hoffman K. Douglas & John E.G. Batson. 2006. *Service Marketing Concepts, Strategies, & Cases*. (3ʳᵈ ed.) US: Thomson South-Western.(Chapter 9, 14)
15.	Hong Kong Association for Customer Service Excellence. 2001. *A Practical Guide to Delivering Excellent Customer Service (3)*. Hong Kong: HKACSE.
16.	Hong Kong Association for Customer Service Excellence. 2002. *A Practical Guide to Satisfying Customers in Service Recovery (1)*. Hong Kong: HKACSE.
17.	Jain Nerra, Anjanee Sethi and Shoma Mukherji. 2009. Impact of Communication during Service Encounters on Customer's Perception of Organization Image. *Paradigm*. Vol. XIII (1): 56-65.
18.	Kamin, Maxine.2010. *10 Steps to Successful Customer Service*. Alexandria, VA: ASTD Press. (City University of Hong Kong /electronic resource).
19.	Knapp Donna. 2011. *A Guide to Customer Service Skills for the Service Desk Professional*. Boston, Mass.: Course Technology/Cengage Learning.
20.	Lucas Robert W. 2011. *Please Every Customer: Delivering Stellar Customer Service Across Cultures*. New York: McGraw Hill.
21.	Lundberg Christine and Lena Mossberg. 2008. Learning by Sharing: Waiters' and Bartenders' Experiences of Service Encounters, *Journal of Foodservice*. 19:44-52.
22.	Moschis George P. and Anil Mathur. 2007. *Boomers and Their Parents: Surprising Findings about Their Lifestyles, Mindsets and Well-being*. NY: Paramount Market Publishing. (E-book: HF5415.33.U6 M362 2007eb)
23.	National Consumer Council and CBI. 2005. *Future Services: A Consumer Blueprint for Responsive Public Services*. (http://www.ncc.org.uk/nccpdf/poldocs/NCC090_future_services_blueprint.pdf)
24.	National Consumer Council. 2004. *Making Public Services Personal*. (http://www.ncc.org.uk/nccpdf/poldocs/NCC054_making_public_services_personal.pdf.)
25.	Rosenbaum, Mark S. 2005. The Symbolic Servicescape: Your Kind is Welcomed Here. *Journa Consumer Behaviour*. No 4(4):257-267.
26.	Settersten, Richard A Jr. & Jacqueline L. Angel (ed.). 2011. *Handbook of Sociology of Aging*. NY: Springer. (Chapter 22 & 23)
27.	Timm Paul R. 2002. *50 Powerful Ideas You Can Use to Keep Your Customers* NJ: Career Press.
28.	Wong Yuwa Hedrick. 2007. *The Glittering Silver Market: The Rise of the Elderly Consumers in Asia*. Singapore: John Wiley & Sons, (Asia).