

# PIA2308: WORKING WITH CLIENTS IN PUBLIC SERVICE

---

## Effective Term

Semester A 2023/24

## Part I Course Overview

### Course Title

Working with Clients in Public Service

### Subject Code

PIA - Public and International Affairs

### Course Number

2308

### Academic Unit

Public and International Affairs (PIA)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

SA2308 Customer Service in a Diverse Society

POL2308 Customer Service in a Diverse Society

POL/PIA2308 Working with Clients in Public and Nonprofit Sectors

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course aims to introduce students to the key concepts, theories and best practices of service management, with the goal of enabling them to effectively apply service tools to a wide range of public services. Throughout the course, students will develop essential skills for managing service encounters with clients, from developing and implementing service-orientated strategies to measuring service performance. The curriculum will cover current and emerging issues in the management of public service, including delivering value-added service, assessing service quality, the relationship between service expectation and satisfaction, managing productive and counterproductive service behaviour, fostering the participation of service users and handling service failure and recovery in different settings. By the end of this course, students will have a comprehensive understanding of the dynamics of public service management and be well-equipped to apply these concepts in practice.

### Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1 Become conversant with the key concepts, theories and best practices of service management and the application of service-oriented strategies in different public service environments.		x		
2 Develop a deep and holistic understanding of client needs, expectations and satisfaction in relation to services provided by public service organisations.			x	
3 Apply practical skills and techniques to effectively manage specific service situations, from routine encounters, enquiries, complaints to conflicts, in a service-oriented work environment.				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.

### Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	1, 2, 3	3 hours
2	Readings	1, 2, 3	2 hours

3		Consultations to enhance the understanding of lecture handouts and reading materials and to advise students to undertake a case study	1, 2, 3	Subject to request/need
4		A piece of 5000-word group written essay and presentation based on a case study of a selected service organisation. (Students have to go through the problem-solving process as well as apply the concepts and theories that they have learnt from this course to 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.)	2, 3	
5		Quizzes and examination	1, 2	

**Assessment Tasks / Activities (ATs)**

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Group Presentation	2, 3	20	
2	Group Essay	2, 3	30	
3	Quizzes	1, 2	20	

**Continuous Assessment (%)**

70

**Examination (%)**

30

**Examination Duration (Hours)**

2

**Additional Information for ATs**

If a course has both coursework and examination components, students are required to pass BOTH the coursework assessment AND the examination before they can be awarded an overall passing grade of the course

**Assessment Rubrics (AR)****Assessment Task**

Group presentation

**Criterion**

Organization, Content, Use of Presentation Tools, Ability to Respond to Audience Questions, Style of Presenters

**Excellent (A+, A, A-)**

Excellent organization of the presentation, insightful content, strong ability to respond to audience questions, excellent presentation skills

**Good (B+, B, B-)**

Good organization of the presentation, good content, good ability to respond to audience questions, good presentation skills

**Fair (C+, C, C-)**

Fair organization of the presentation, adequate content, weak ability to respond to audience questions, weak presentation skills

**Marginal (D)**

Poor organization of the presentation, weak content, inadequate ability to respond to audience questions, very poor presentation skills

**Failure (F)**

Very poor organization of the presentation, inadequate content, almost no ability to respond to audience questions, almost no presentation skills

---

**Assessment Task**

Group Essay

**Criterion**

Main ideas, Representation of understanding and Integration, Analysis, Structure, Conventions of Standard English

**Excellent (A+, A, A-)**

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.

**Good (B+, B, B-)**

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.

**Fair (C+, C, C-)**

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.

**Marginal (D)**

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.

### **Failure (F)**

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.

---

### **Assessment Task**

Quizzes and examination

### **Criterion**

Subject knowledge and skills, Innovativeness, Analytical skills, Ability to manage the crisis in customer-driven service environment

### **Excellent (A+, A, A-)**

Knowledge and skills in the customer service & service marketing is excellently demonstrated and applied to customer service situation. 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.

### **Good (B+, B, B-)**

Knowledge and skills in the customer service & service marketing is fairly well demonstrated and applied to customer service situation. 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.

### **Fair (C+, C, C-)**

Knowledge and skills in the customer service & service marketing is adequately demonstrated and applied to customer service situation. Little innovative ideas 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.

### **Marginal (D)**

Only limited knowledge and skills in the customer service & service marketing is demonstrated and applied to customer service situation. Very little innovative ideas 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.

### **Failure (F)**

Knowledge and skills in the customer service & service marketing cannot be demonstrated and applied to customer service situation. No innovative idea and 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**

### **Keyword Syllabus**

public service, service management, service design, administrative burden, administrative discretion, service quality, customer behaviour, customer satisfaction, service culture, service failure, customer complaint, service recovery, emotional labour.

### **Reading List**

**Compulsory Readings**

	<b>Title</b>
1	Babin, B. J., & Harris, E. G. (2016). <i>CB: Consumer Behavior</i> . (Student edition 7.). Cengage Learning.
2	Brandsen, T., Steen, T., & Verschuere, B. (2018). <i>Co-production and co-creation: Engaging citizens in public services</i> (T. Brandsen, T. Steen, & B. Verschuere, Eds.). Routledge.
3	Daring, M. (2020). 'Explain, but make no excuses' : Service recovery after public service failures. <i>Public Management Review</i> , 1-19.
4	Denhardt, J. V., & Denhardt, R. B. (2015). <i>The new public service: Serving, not steering</i> . Routledge.
5	Favero, N., & Kim, M. (2021). Everything is relative: How citizens form and Use expectations in evaluating services. <i>Journal of Public Administration Research and Theory</i> , 31(3), 561-577.
6	Frederickson, H. G., & Hart, D. K. (1985). The public service and the patriotism of benevolence. <i>Public administration review</i> , 547-553
7	Guy, M., Newman, M., & Mastracci, S. (2008). <i>Emotional labor: Putting the service in public service</i> . Armonk, N.Y.: M.E. Sharpe
8	Herd, P., & Moynihan, D. P. (2018). <i>Administrative Burden Policymaking by Other Means</i> . Russell Sage Foundation
9	Harris, E. (2013). <i>Customer service: A practical approach</i> (6th ed.). Boston: Pearson.
10	Lipsky, M. (1980). <i>Street-level bureaucracy: Dilemmas of the individual in public services</i> . New York: Russell Sage Foundation.
11	Lucas, R. (2015). <i>Customer service: Skills for success</i> (Sixth ed.). New York: McGraw-Hill Education.
12	Moore, M. H. (1995). <i>Creating public value: Strategic management in government</i> . Harvard university press.
13	Oliver, R. (2010). <i>Satisfaction: A behavioral perspective on the consumer</i> (2nd ed.). Armonk, N.Y.: M.E. Sharpe.
14	Parasuraman, A. B. L. L., Zeithaml, V. A., & Berry, L. (1988). SERVQUAL: A multiple-item scale for measuring consumer perceptions of service quality. <i>Journal of Retailing</i> , 64(1), 12-40.
15	Perry, J. L., & Wise, L. R. (1990). The motivational bases of public service. <i>Public administration review</i> , 367-373.
16	Stickdorn, M., Hormess, M. E., Lawrence, A., & Schneider, J. (2018). <i>This is service design doing: Applying service design thinking in the real world</i> . O'Reilly Media, Inc
17	Timm, P. (2014). <i>Customer service: Career success through customer loyalty</i> (6th ed.). Boston: Pearson.
18	Van Ryzin, G. G. (2006). Testing the expectancy disconfirmation model of citizen satisfaction with local government. <i>Journal of Public Administration Research and Theory</i> , 16(4), 599-611

**Additional Readings**

	<b>Title</b>
1	Efficiency Unit, HKSAR Government. 2008. <i>Customer Service in the Delivery of Public Services: International Experience</i> . Hong Kong: Government Logistics Department.
2	Hirschman, A. O. (1970). <i>Exit, voice, and loyalty: Responses to decline in firms, organizations, and states</i> (Vol. 25). Harvard university press.
3	Hong Kong Association for Customer Service Excellence. 2001. <i>A Practical Guide to Delivering Excellent Customer Service</i> (3). Hong Kong: HKACSE. <a href="http://www.hkace.com.hk/files/publication_detail/hkace_publication%20-%203.pdf">http://www.hkace.com.hk/files/publication_detail/hkace_publication%20-%203.pdf</a> .
4	Hong Kong Association for Customer Service Excellence. 2002. <i>A Practical Guide to Satisfying Customers in Service Recovery</i> (1). Hong Kong: HKACSE. <a href="http://www.hkace.com.hk/files/publication_detail/hkace_publication%20-%201.pdf">http://www.hkace.com.hk/files/publication_detail/hkace_publication%20-%201.pdf</a>
5	Hong Kong Association for Customer Service Excellence. 2003. <i>Development of People Competencies for Customer Service Excellence</i> (4). Hong Kong: HKACSE. <a href="http://www.hkace.com.hk/files/publication_detail/hkace_publication%20-%204.pdf">http://www.hkace.com.hk/files/publication_detail/hkace_publication%20-%204.pdf</a>
6	Hong Kong Association for Customer Service Excellence. 2003. <i>EQ and Communication</i> (5). Hong Kong: HKACSE. <a href="http://www.hkace.com.hk/files/publication_detail/hkace_publication%20-%205.pdf">http://www.hkace.com.hk/files/publication_detail/hkace_publication%20-%205.pdf</a>

7	Hong Kong Association for Customer Service Excellence. 2007. Challenges to Achieving Service Excellence (12). Hong Kong: HKACSE. <a href="http://www.hkace.com.hk/files/publication_detail/hkace_publication%20-%2012.pdf">http://www.hkace.com.hk/files/publication_detail/hkace_publication%20-%2012.pdf</a>
8	Hsieh, C. W. (2014). Burnout among public service workers: The role of emotional labor requirements and job resources. <i>Review of Public Personnel Administration</i> , 34(4), 379-402.
9	James, O. (2009). Evaluating the expectations disconfirmation and expectations anchoring approaches to citizen satisfaction with local public services. <i>Journal of public administration research and theory</i> , 19(1), 107-123.
10	McColl-Kennedy, J. R., Daus, C. S., & Sparks, B. A. (2003). The role of gender in reactions to service failure and recovery. <i>Journal of Service Research</i> , 6(1), 66-82.
11	Smith, A. K., Bolton, R. N., & Wagner, J. (1999). A model of customer satisfaction with service encounters involving failure and recovery. <i>Journal of marketing research</i> , 36(3), 356-372.
12	Van de Walle, S. (2016). When public services fail: a research agenda on public service failure. <i>Journal of Service Management</i> .
13	Yap, K. B., & Sweeney, J. C. (2007). Zone - of - tolerance moderates the service quality - outcome relationship. <i>Journal of services marketing</i> .