City University of Hong Kong
Course Syllabus

offered by Department of Management Sciences
with effect from Semester A 2024/25

Part I Course Overview

Course Title:	Service Operations Management
Course Code:	FB6726
Course Duration:	One Semester
Credit Units:	3
Level:	P6
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	FB5721 Operations Management
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	MS6726 Service Operations Management
Exclusive Courses: *(Course Code and Title)*	Nil

Part II Course Details

1. Abstract

This course aims to (1) provide the student with an overview of the operational concepts experienced mainly in service organizations and the issues they deal with in order to improve their competitiveness; (2) develop students' abilities to utilize concepts and tools necessary to effectively manage the planning, design, and delivery processes of services; (3) provide students with examples of current issues faced by local service/production organizations;

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.	Describe the characteristics of service operations management; explain how the operations function contributes to productivity growth;		✓		
2.	Explain the technical concepts related to service operations management; evaluate the complexities associated with the implementation of operations systems and appraise operations management theory and its relevance to different situations;			✓	
3.	Critically discuss academic literature and other information sources related to service and operations management;			✓	
4.	Identify service operations problems in real world business environments, select and apply appropriate methodologies and devise and evaluate solutions to these problems; conduct operational planning and service improvement, and provide justification of results and impact;			✓	
5.	Demonstrate the integration of the textual and numerical material and produce effective oral communication using a range of traditional and electronic media			✓	✓
		100%			

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.

3. Learning and Teaching Activities (LTA)

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

LTA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
Lecture	Students will gain the concepts and general knowledge of service operations explained to them.	✓	✓	✓				
Case/Paper Presentations	Students will conduct case/paper analyses and make presentations in class.	✓	✓	✓	✓	✓		
Peer-discussion	Students will engage in structured discussion with peers to identify areas to improve on in their returned assessment tasks.		✓	✓	✓	✓		
Readings	Students will critically engage with books and articles related to their course topics.		✓	✓		✓		

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	4	5			
Continuous Assessment: 65%								
1. Group Project and Presentation	✓	✓	✓	✓	✓		35%	
2. Case/Paper Analyses and Presentations		✓	✓	✓	✓		20%	
3. In-class Participation	✓	✓	✓	✓	✓		10%	
Examination: 35% (duration: 3 hours, if applicable)								
1. Examination	✓	✓	✓	✓	✓		35%	
							100%	

5. Assessment Rubrics

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

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Group Project and Presentation	Ability to prepare reports integrating textual and numerical material and produce effective oral communication	High	Significant	Moderate	Basic	Not even reaching marginal levels
Case/Paper Analyses and Presentations	Ability to apply appropriate operations management techniques and evaluate solutions	High	Significant	Moderate	Basic	Not even reaching marginal levels
In-class Participation	Contribution through readings, in-class exercises, and active and insightful class participation. Punctual and nearly full attendance	High	Significant	Moderate	Basic	Not even reaching marginal levels
Examination	Students are expected to solve the problems, as well as they can, with clear key points covered for open-end questions, with clear logic for computation-required questions, and with novel ideas for strategic level questions	High	Significant	Moderate	Basic	Not even reaching marginal levels

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
Group Project and Presentation	Ability to prepare reports integrating textual and numerical material and produce effective oral communication	High	Significant	Moderate	Not even reaching marginal levels
Case/Paper Analyses and Presentations	Ability to apply appropriate operations management techniques and evaluate solutions	High	Significant	Moderate	Not even reaching marginal levels
In-class Participation	Contribution through readings, in-class exercises, and active and insightful class participation. Punctual and nearly full attendance	High	Significant	Moderate	Not even reaching marginal levels
Examination	Students are expected to solve the problems, as well as they can, with clear key points covered for open-end questions, with clear logic for computation-required questions, and with novel ideas for strategic level questions	High	Significant	Moderate	Not even reaching marginal levels

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

1. Keyword Syllabus

(An indication of the key topics of the course.)

Fundamental Concepts of Operations Management
Operational Management defined. Historical development. Differences between services and production. Strategy and market position. Role of services in an economy. The nature of services. Integration of Marketing and Operations.

Product Design & Process Selection
Basic concepts of product development and process selection. Process flow design. Process Analysis.

Managing Waiting Lines
Queuing Systems. The Psychology of Waiting. The Economics of Waiting. Essential Features of Queuing Systems.

Service Quality Management and Service Operations Performance Measurement
Service Quality and Efficiency Concepts. Measurement Techniques. Control and Improvement Issues. Productivity (DEA).

Forecasting demand for Services
The Demand Forecast. Factors Affecting the Choice of Forecasting Method. Time Series Models. Causal Forecasting Techniques; Qualitative Methods.

Managing Supply and Demand
Yield management. Capacity Management. Inventory Management.

Service Location
Location Selection and Quantitative Methods for Location Selection. Site Selection.

Facility Layout
Product and Process Layout. Office, Retail Store.

Scheduling
Scheduling Capacity. Matching Delivery Process to Customers. Characteristics of Routing and Scheduling Issues; Routing and Scheduling Service Vehicles.

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.	James A. Fitzsimmons and Mona J. Fitzsimmons (2006), Service Management Operations: Operations, Strategy, and Information Technology, McGraw-Hill/Irwin
2.	Robert Johnston and Graham Clark (2005), Service Operations Management: Improving Service Delivery, Prentice Hall.

2.2 Additional Readings

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

1.	K.J. Klassen and T.R. Rohleder (2001), Combining Operations and Marketing to Manage Capacity and Demand in Services, The Service Industries Journal, Vol.21, No.2, pp.1–30.
2.	L Heracleous, J Wirtz, R Johnston (2004), Cost-effective Service Excellence: Lessons from Singapore Airlines, Business Strategy Review, Vol. 15 Issue 1, pp. 33-38.
3.	R. Johnston (2004), Towards a better understanding of service excellence, Managing Service Quality, Vol. 14 · No. 2/3, pp. 129-133.
4.	S.W. Brown, D.L. Cowles, and T.L. Tuten (1996), Service recovery: its value and limitations as a retail strategy, International Journal of Service Industry Management, Vol. 7 No. 5, 1996, pp. 32-46.
5.	S.B. Liden and P. Skalen (2003), The effect of service guarantees on service recovery, International Journal of Service Industry Management, Vol. 14 No. 1, pp. 36-58.
6.	R. Johnston (1999), Service transaction analysis: assessing and improving the customer's experience, Managing Service Quality, Vol. 9, No. 2, pp. 102-109.
7.	P. Jones and E. Peppiatt (1996), Managing perceptions of waiting times in service queues, International Journal of Service Industry Management, Vol. 7 No. 5, pp. 47-61.
8.	R.S. Schuler, L.P. Ritzman, and V. Davis (1981), Merging Prescriptive and Behavioral Approaches for Office Layout, Journal of Operations Management, no. 3, pp. 131-42.
9.	S.E. Kimes (1989), Yield Management: A Tool for Capacity-Constrained Service Firms, Journal of Operations Management, Vol.8, No. 4, pp. 348-363.
10.	P.F. Drucker (1991), "The New Productivity Challenge," Harvard Business Review, Nov-Dec., pp. 69-79.