

**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 Quality Management
Course Code:	MS5314
Course Duration:	One Semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. 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.

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.	Discuss the major roles in managing service quality in the service industry.	10%	✓		
2.	Critically explore management issues, technology and key trends and developments in the service industry from a quality perspective.	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.	25%		✓	
4.	Evaluate the quality of service systems by applying recent multi-disciplinary analytical tools to increase productivity and enhance service quality.	25%		✓	
5.	Analyze challenges and competitive forces in order to make improvements to the quality of service.	25%			✓
		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 (LTAs)

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

LTA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
Lectures	Students will understand the concepts and relevant knowledge of managing service operations in the service industry.	✓	✓	✓	✓		2 hrs
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.	✓	✓	✓	✓		30min
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	✓	✓		✓		10min
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.		✓	✓			20min
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.		✓	✓		✓	1.5 hr for one week

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: <u>75</u> %							
Group project presentation and report	✓	✓	✓	✓	✓	20%	
In-class tutorial assignments		✓	✓	✓	✓	15%	
Group assignment	✓	✓	✓	✓	✓	5%	
Mid-term test	✓	✓	✓			25%	
Group case analysis	✓	✓	✓	✓	✓	10%	
Examination: <u>25</u> % (duration: 2 hours, if applicable)							
Examination	✓	✓	✓	✓	✓	25%	
						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)
1. Group project presentation and report	They highlight their skills in being able to analyze and to solve service quality problems.	High	Significant	Moderate	Basic	Not even reaching marginal levels
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	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Group assignment	Designed to check students' progress on their group project selection and analysis	High	Significant	Moderate	Basic	Not even reaching marginal levels
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	High	Significant	Moderate	Basic	Not even reaching marginal levels

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.	High	Significant	Moderate	Basic	Not even reaching marginal levels
6. Examination	Designed to assess students' understanding of the key concepts and subject matter of the course, especially those that are specific for services	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)
1. Group project presentation and report	They highlight their skills in being able to analyze and to solve service quality problems.	High	Significant	Moderate/Basic	Not even reaching marginal levels
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	High	Significant	Moderate/Basic	Not even reaching marginal levels
3. Group assignment	Designed to check students' progress on their group project selection and analysis	High	Significant	Moderate/Basic	Not even reaching marginal levels
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	High	Significant	Moderate/Basic	Not even reaching marginal levels
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.	High	Significant	Moderate/Basic	Not even reaching marginal levels
6. Examination	Ability to address operations management practices and solve relevant analytical problems using knowledge and tools learned.	High	Significant	Moderate/Basic	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 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.

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

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

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.