

## Programme: BSc Hons International Hospitality Management

### Course Title: SERVICE OPERATIONS MANAGEMENT

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Course Code:	MNGT 301	Scheduled for semester:	7
Prerequisite/s:	Nil	Credit hours:	3
Co-requisite/s:	Nil	Nominal Contact Hours:	46

#### Hours Breakdown:

Lectures, Tut/Sem	46	Directed Learning	
Self Managed Learning, Project/s & Assignment/s	90	Exam/s	2

**Total Course hours: 137**

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#### Rationale:

The service sector represents the largest segment of most industrial economies. Hospitality and tourism are now the second largest of the service sectors. Operational excellence is critical for success in tourism and hospitality industries today, and its importance is increasing due to industry deregulation, global competition and rapidly evolving information technology. However, understanding service operations is not easy. Services are intangible, highly variable, not storable or transportable and often involve distributed operations with a significant amount of customer contact. This means that most service operations end up looking quite a bit different than manufacturing operations, and they often require specialized analysis frameworks and tools. The process orientation of service operations has developed beyond that found in manufacturing mainly because of customer participation in the service delivery process. In fact, customers are often considered co-producers because of their contribution to the value of the service offered. The concept of a "service profit chain" with high levels of consumer participation can be used to explain the links between elements of the service process, such as attention to internal service quality and employee satisfaction to customer satisfaction and loyalty resulting in the firm's growth and profitability.

In this course, we will introduce several tools for analyzing service operations and examine approaches for achieving operational competitiveness in a service business. We will apply these tools and ideas to cases from service sectors such as, restaurants, hotels, airlines, health care, and financial services. In addition, you will have the opportunity to apply ideas from class to a project on a topic of your choice.

This course addresses both strategic analysis and operational decision making. Among the topics we will cover are:

- Introduction to Service Operations Management
- The Service Concept
- Customer and Supplier Relationships
- Service Processes and Service People
- Total Quality Service Management
- Performance Measurement
- Operations Strategy & Performance
- Service Innovation
- Monitoring the Service System

### **Teaching Philosophy**

I uphold teaching as an opportunity to inspire and empower. As a teacher, it is my goal to enhance student learning as a transformative experience. Ideally, I want students to feel personally changed by their participation in a course I am teaching. In my current classroom my philosophy of teaching relies on stimulating and generating discussions within the curriculum topics. Promoting an understanding of the forces that shape the construction and utilization of knowledge is central to my philosophy of teaching because it helps students sharpen critical thinking skills in order to enable them to transgress limitations. It is this movement “against and beyond boundaries” that both empowers and transforms learners.

It is the goal of every student and the task of every teacher to increase knowledge and understanding in the classroom. I feel that the concept of learning should be focused around four main areas.

1. Independent thought is essential to the development of each student. Being able to form unique independent ideas to solve problems will serve them both in and outside of the classroom.
2. Group interaction is also an important part of learning. Being able to share ideas, validate them with those of others, and teamwork are important processes in social and mental development.
3. The teacher should also be prepared to lead students in the direction they should go to reach correct conclusions and answers, without always providing the answers themselves.
4. Finally, stressing the use of learned ideas and processes in new situations is essential. By using information, students should be able to apply what they have learned to new life or learning situations. Transfer of this sort is what really determines what has been learned.

**Aims:**

Management of Service Operations deals with the systematic approach to the control process of transformation of inputs into outputs (finished products and services). This uses 5 basic notions, which allow the correct selection of analytical techniques and methods applicable to operations in a structured manner. These five notions characterize the operational activities of an enterprise:

1. Potential (capacity of production)
2. Policies
3. Planning
4. Stocks
5. Control of operations

In order to understand the role of operational management, it is necessary to comprehend clearly these notions and see how the techniques common to production-based industries can be used in a service environment to provide competitive advantage.

***Specific learning outcomes:*** *By the end of the course learners will be able to:*

- LO 1. Examine the main concepts of services operations through a systematic approach highlighting the interrelations between these concepts.
- LO 2. Analyse service policies to grasp the importance of such policies in relation to gaining competitive advantage.
- LO 3. Summarize the main interconnections between the functions, operations, production and others by stressing the importance of management and the influence of external environments.
- LO 4. Demonstrate the use of services operations management techniques to real examples and exercises.
- LO 5. Investigate the transferability of the services operations concepts from the industrial sector to the services.
- LO 6. Identify the issues affecting operations and production, provide the correct solutions to these issues and foresee what effects such solutions may have on the company as a whole.

## Course Schedule

Week No	Hours	Topic	Textbook Chapter
1.	4	Introduction to Service Operations Management	1
2.	4	The Service Concept	2
3.	4	Customer and Supplier Relationships	3, 4 & 5
4.	4	Service Processes and Service People <b>[Group Project Proposal Due]</b>	6 & 7
5.	4	Total Quality Service Management	8
6.	4	Performance Measurement	10
7.	4	Operations Strategy & Performance	11 & 12
8.	4	Service Innovation	13
9.	4	Monitoring the Service System	14
10.	4	Group Project Presentation	
11.	4	Revision, Exam Preparations and Closing Comments	
12.	2	Final Examination	
<b>Total</b>	<b>46 hours</b>		

### Teaching and learning strategies

The course involves a combination of lectures, case studies, video material and experiential exercises. These classes will be supplemented with both printed and electronic learning materials. Additional readings and assignments will be handed out in class or uploaded onto Moodle. The workload consists of class participation, group case studies and a group project with presentation.

### Format, Policies and Procedures

The class will meet twice weekly for 2 hours per session. One session will be based around lectures and discussion to provide a theoretical underpinning of the subject – the second session will be workshop / seminar based and will focus on case analysis, exercises and the group project etc.

Much of the course will be based on class discussions of text readings and cases. Active class participation is not only encouraged, but expected in this course. Reading assignments in the text should be completed *prior* to the class session devoted to a particular topic.

**Attendance** will be recorded for all classes. Students are expected to be in class on time. Absence will be recorded when a student is late. Any students who are on academic probation will be subject to Level 1 attendance policy (16.03) for this course.

It is the responsibility of the student to inform the lecturer regarding the reason for absence from class, and to discuss this with the lecturer in advance, whenever possible. The lecturer has the right to require documentation in support of a student's request to be excused from class.

## Assessment

Your grade in the course will be based on both your individual and group efforts and performance.

Assessment Component	Weightage	Marking
Group Project (Coursework)	60%	One mark per team
Final Exam	40%	Individual mark
Total	100%	

Both the Group Project (Coursework) and the Final Exam will assess all learning outcome **L1-L6**

### Group Project (Coursework) – 60%

Groups of at most five students will conduct a study of a particular service organization. The project will involve using concepts and tools studied in this class to evaluate the operations of the firm. For example, specific tools that may be applied include walk-through service auditing, service blueprinting, quality control charting, service layout analysis, waiting line analysis, and technical and functional quality assessment. The analysis will focus on identification of what the organization is doing right, what could be improved, and how the suggested improvements should be implemented.

**Topics are subject to approval by the lecturer.**  
**Your group is to submit a one-page Proposal by Week 4.**

The intention of the project is to allow you to apply (or expand on) some of the ideas you have learned during the course and which are in an area of special interest to you. It is intended as a form of facilitated self-study.

Groups are to consist **of 4 - 5 students only**. Any exceptions must be approved in advance.

Here are some common types of study of a service organization you can consider:

1. Service Diagnosis/Problem-Solving - This type of project involves a specific application of methodology from class to solve (or at least understand) a service operations problem.
2. New Service Operations Plan - For the entrepreneurs in the class, this is your opportunity to lay out an operations plan with supporting analysis for a new service business.
3. Methodology Study - This is a good choice for those who want to delve deeper into some particular methodological area covered in class.
4. Industry/Company Profile - A report which describes an industry, the key operational problems in that industry, how various firms have managed these operating problems, etc? Alternatively, the report may focus on a single firm, describing its service concept, competitive position, the main characteristics of its operations, key operational choices it has made, operational policies, etc.

All groups will submit a **Written Report** as well as make an **Oral Presentation** to the class.

***Notes about the Written Report and Oral Presentation:***

- Should be between 10 to 12 pages (approximately 2,500 words) plus exhibits, references and appendices.
- Double spaced, Times New Roman font size 12, Margins top/bottom 1.00" and left/right 1.25"
- Report is to be handed in during the presentation week (Week 10). No late reports will be accepted.
- Referencing style to be used is APA style.
- The duration of the Oral Presentation should be 15 minutes + 5 minutes of Q&A
- All group members must participate in the group's oral presentation.
- In addition to visual aids (e.g. slides, videos, white board, etc.) you may use team members in supporting roles, i.e. role-plays.
- Students are reminded that presentation aids must be prepared in advance of the class and that efficient setting-up procedures are part of the overall presentation assessment.

***Grading of Group Project:***

Written Report 45 marks  
Oral Presentation 15 marks  
Total Coursework 60 marks

***\*Download the Group Project Marking Scheme from Moodle for further details on the grading criteria.***

***Grading Notes***

- The module will be assessed summatively via the written report and the presentation.
- This is a group report and each group member will be awarded the same mark.
- Group members will be involved in peer group assessment, rating the contribution of their peers either satisfactory or unsatisfactory.
- Where the contribution of a group member is deemed to be unsatisfactory by more than half the group, the mark for that individual will be reduced by 15%.
- Refer to the Group Project Marking Scheme (available on Moodle) for the grading criteria of the Written Report and Oral Presentation.

## **Final Exam – 40%**

The final exam will assess all of the learning outcomes. The examination paper will take the form of **FOUR compulsory essay questions that may contain sub-questions and you will have TWO hours to write the exam plus 10 minutes of reading time at the beginning of the exam.**

This exam is closed book and no dictionaries will be allowed. You will be tested on all topics covered during class, including videos, class handouts; possible talk(s) of guest speaker(s) etc. Please note that, due to time constraints, it is impossible to cover each and every slide of the lecture notes during lecture time. It is incumbent upon all students to read the relevant textbook chapters as part of the overall course requirements and to study material not specifically discussed during class on their own (since this could also be tested).

## Grading Criteria for Assessments

- A The student's work is outstanding in every respect showing an excellent ability to define the problem, analyse the problem using sophisticated analytical techniques and draw conclusions that are wholly located in the literature showing contributions to the literature and/or management practice. The number of references used will display ability to search the literature. Grammar and text structure is excellent and proper referencing is adopted with the provision of clear examples where appropriate. In cases of projects this implies that a potential exists for a student to be a sole author of a conference or journal paper. The conceptualisations go significantly beyond those discussed in class and are innovative in nature and strongly argued.
- A- The student's work is of an excellent standard but minor errors of a typographical or referencing nature are found. The student will have shown an excellent ability to define the problem, analyse the problem using sophisticated analytical techniques and draw conclusions that are wholly located in the literature showing contributions to the literature. Grammar is excellent and proper referencing is adopted. The number of references used will display ability to search the literature. In cases of projects this implies that a potential exists for a student to be a sole author of a conference or journal paper. Conceptualisation goes beyond that discussed in class and new ideas are introduced and strongly argued.
- B+ The work is significantly above average in standard, showing an above average ability to define the problem, analyse the problem using sophisticated analytical techniques and draw conclusions that are wholly located in the literature showing contributions to the literature. There may be minor typographical and referencing errors. The candidates provide evidence of being able to develop conceptualisation beyond that done in class.
- B The work is of a good to above average standard showing good understanding of concepts, issues and literature beyond the obvious, thereby showing good evidence of additional learning. It is conscientious, well presented but possibly has not fully integrated concepts into a whole. Answers may be serial in nature without fully attempting a holistic assessment of the response to a problem. The work will draw upon an appropriate number of references but there may be some omissions in the literature. There may be a small number of typographical errors. There are clear, logical arguments identifying some of the clear critical issues for analysis with a clear thesis/hypothesis statement.
- B- The work is of average standard showing a clear understanding of the concepts and issues that is to be expected of a student at a given standard of work. There may be a few factual errors, but these are not sufficient in number or significant in nature to generally detract from the main thrust of the argument. The main hypotheses are clearly stated, but some nuances may be left unattended. Writing is still clear with few errors of grammar and syntax, but there may be some typographical errors.

- C+ The work is of an average standard to slightly below average. It is generally conscientious and the number of references used will be acceptable in number but do not provide evidence of detailed search for information/authorities. The analysis is acceptable but shows little innovative thinking being generally conventional and dependent upon a comparatively small number of authorities. The work will be generally properly displayed and contain a conclusion and bibliography but may contain omission of expected authorities and typographical errors of a minor nature. Arguments may be partial and not fully developed.
- C The work is of below average level but sufficient to obtain a pass standard. It displays misunderstandings of the concepts and issues being discussed and an inability to correctly frame argument and draw conclusions. It contains errors of fact and/or interpretation that are sufficient to partially nullify the answer being provided. It may draw upon very few references, contain a significant number of typographical errors and be incorrectly referenced. Nonetheless it will be conscientious in that it shows basic levels of understanding and awareness to permit a pass grade. It identifies the main issues, even if incomplete in nature. The text is still readable and sound, even if containing typographical errors and a few errors of grammar.

**Fail Grades** - these will be characterised a number of faults that may include:

- Poor research skills demonstrated by inappropriate or few references.
- Poor standards of grammar and syntax.
- Inadequate referencing.
- Misunderstanding the nature of the task given and the means appropriate to completing the task.
- A failure to focus on the main concepts/arguments/issues set in the task
- Misunderstandings about the content of references used.
- Undue brevity.
- An inability to develop an argument in a logical and rational manner – the argument may be disjointed, comprise non sequiturs, and be irrelevant to the task in hand.
- Misunderstandings of the nature of the task set, the problems posed, the solutions required.
- A failure to provide evidence to support contentions.
- Non-performance in that work is not submitted in the time required with no valid reason being provided.

## **Academic Integrity**

Each student in this course is expected to abide by TEA's Code of Academic Integrity. All students must ensure that they are familiar with Article 21 of the TEA catalogue.

Plagiarism, in any form is not permitted, and correct citation policy should be followed at all times (APA format)

For this course, collaboration is allowed only in Group Project work

## **Required text(s)**

- **Johnston, R., and Clark, G. (2008) Service Operations Management – Improving Service Delivery, (3rd Ed.) FT Prentice Hall**

## **Journals**

- International Journal of Service Industry Management
- Journal of Service Research (New)
- Manufacturing & Service Operations Management (New)

## **Useful Journal Articles**

- Chase, B.R., - Where Does the Customer Fit In a Service Operation? Harvard Business Review, November-December 1987, pp.137-142
- Hart, C., - The Power of Unconditional Service Guarantees, Harvard Business Review, July-August 1998, pp. 54 - 62, 1990
- Lovelock, C.H., - Strategies for Managing Capacity-Constrained Service Organizations, Service Industries Journal, November 1984, pp. 163-175
- Reichard, F.F., Sasser, W., Zero Defections: Quality Comes to Services, Harvard Business Review, September-October, 1990, pp.105-111
- Sasser, W., - Match Supply and Demand in Service Industries, Harvard Business Review, November-December 1996, pp.133 - 140
- Sill, T.B., - Capacity Management: Making Your Service Delivery More Productive Restaurant Management, February 1991, pp.77-8