Faculty of Commerce and Economics
School of Marketing

SERV2002
SERVICES OPERATIONS MANAGEMENT

COURSE OUTLINE
SESSION 2, 2006
1. COURSE STAFF
Course coordinator and lecturer: Dr Rita Di Mascio
Consultation time: TBA
Location: John Goodsell BuildingRoom 306
Contact phone: 9385 3383
Email: r.dimascio@unsw.edu.au

1.1 Communication with Staff
For contact outside of class time, please email or telephone me, or see me during my consultation times.

2. Information about the course
2.1 Teaching times and Locations
Updated information regarding class time and location can be found on the School of Marketing website: https://my.unsw.edu.au/classutil/SERV_S2.html

Please check the website for most current information.

2.2 Units of Credit
SERV2002 is a 6 credit-point subject.

2.3 Relationship of this course to other course offerings
SERV2002 is a core course for students wishing to complete the Services Marketing – Tourism and Hospitality program. It draws on the information learnt in Accounting and Financial Management, Quantitative Methods A and B, and Marketing Fundamentals.

2.4 Approach to learning and teaching
The lectures, text and reading materials cover the core concepts of the course. To provide practical examples of these concepts, the lectures will draw on the experiences of students and teaching staff. The simulation and project assignment have been designed to give you the opportunity to apply the concepts to case studies.

3. Course Aims and Outcomes
3.1 Course Aims
All businesses transform inputs into some desired output. For example, a restaurant aims to convert hungry patrons into satisfied patrons, using its resources of staff, equipment and environment to name just a few. Service operations management regulates this transformation process.

The course aims to:
1. develop your knowledge about the concepts and methods related to the design, operation and improvement of systems that create and deliver a firm's services.
2. enhance your skills to analyse and synthesise information and issues from several perspectives.

3.2 Student Learning Outcomes
By the end of the course, you should be able to:
1. describe operations role in corporate strategy.
2. analyse service delivery processes for quality
3. describe how service processes are designed, and apply service design tools
4. evaluate service layouts
5. organise jobs and work to deliver quality service
6. calculate customer demand
7. plan and schedule resources to meet demand
8. formulate and assess strategic, operational and tactical operations decisions.
The outcomes are related to the university graduate attributes in the following manner:
- Learning outcome 1 aims to engage you with the relevant disciplinary knowledge in its interdisciplinary context (graduate attribute 2).
- Learning outcomes 2-7 aim to engage you with the relevant disciplinary knowledge in its interdisciplinary context (graduate attribute 2) and enhance the capacity for analytical and critical thinking and for creative problem solving (graduate attribute 3).
- Learning Outcome 8 aims to engage you with the relevant disciplinary knowledge (graduate attribute 2) and enhance your capacity for enterprise, initiative and creativity (graduate attribute 6).

3.3 Teaching Strategies
This course will be conducted on a lecture and simulation basis.

The lectures will present the main concepts of operations management, real-world examples and their managerial implications. To illustrate the concepts with practical examples, lectures will draw on the experiences of students and teaching staff. Lectures are designed to achieve Course Aim 1, described in Section 3.1

The lecture will be interspersed with short exercises. The purpose of the exercises is to help you apply the concepts in the lecture to a practical case, and to enhance critical thinking and analysis skills. Completing these exercises helps achieve Learning Outcomes 1-7, described in Section 3.2.

The business simulation will give you an opportunity to integrate the concepts covered in the lecture and apply them to the management of a operating business. You will need to formulate strategic, operational and tactical operating decisions, and assess the impact of these decisions on the business performance. The simulation supports Course Aim 2, described in Section 3.1, and Learning Outcomes 2, 4, 5, 6, 7 and 8, described in Section 3.2

4. Student responsibilities and conduct
For information on your responsibilities regarding workload, general conduct and behaviour, and keeping informed, please refer to the School of Marketing’s website.

4.1 Attendance
Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment.

5. Learning Assessment
5.1 Formal Requirements
In order to pass this course, you must:
* achieve a composite mark of at least 50%; and
* gain at least 30 of the 60 marks allocated to the mid- and final- examinations combined.

5.2 Assessment Details

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Individual project</td>
<td>10%</td>
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<tr>
<td>Simulation</td>
<td>25%</td>
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<tr>
<td>Examination</td>
<td></td>
</tr>
<tr>
<td>- midsemester</td>
<td>10%</td>
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<tr>
<td>- final</td>
<td>55%</td>
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**Individual project (worth 10% due in or before week 10)**

Working individually, you are required to research a topic distributed in week 1. Your findings will be presented as written report of 1000 words. This word limit excludes title page, tables, diagrams, references and appendices. A hard-copy of the report is to be handed to the lecturer at the beginning of the lecture. The project assignment supports Course Aim 2, described in Section 3.1.

The report will be assessed on:
- Results and discussion: relevant to topic; supported by evidence; discussion of implications for operations management
- Presentation: tidiness; clear expression, logical structure; appropriate use of graphs, tables, and appendices; use of non-discriminatory language; within word limit; references cited

**Simulation (Simulation results 18% at end Week 13, individual reflection 7% due in Week 14)**

Working in groups of 3 or 4 from Weeks 9-13, you will be managing a simulated service business. You will make operations management decisions such as forecasting, planning and scheduling of staff, work and parts inventory, while managing service quality and financial performance. The simulation supports Course Aim 2, described in Section 3.1, and Learning Outcomes 2, 4, 5, 6, 7 and 8, described in Section 3.2. More details about the simulation will be provided during the semester.

**Simulation results (worth 18%)**

This assessment component of the simulation will be assessed on a combination of key performance indicators achieved at the end of the simulation in week 13. More details of the assessment will be provided on Web-Vista.

**Individual reflection (worth 7% due in Week 14)**

Write a reflection (>1500 words) about your experience in using the business simulation, and what you learnt from this experience. Areas to include are:
- what you tried to achieve in the simulation, including ideas from the text or lectures that you tried to implement, what you actually achieved, and your assumptions about how the business operated
- your reflections on how the simulation went, what worked, what didn't and why.
- what you might do differently if you had the chance to do the simulation again.

The reflection will be assessed on:
- intellectual coherence: logical flow and clear presentation of ideas.
- evidence of critical reflection on own experience.
- where a specific incident is reflected on, the incident is described in sufficient detail to make the reflections meaningful.
- original views of understandings: sometimes reflections produce new understanding of operations management. This criterion is used to acknowledge this when it happens.

The individual reflection will not be graded (ie a mark out of 7 awarded will not be awarded). Instead, a full 7 marks will be awarded if the reflection is satisfactory. Hand in your reflection to the lecturer at the beginning of the lecture.

**Examinations (worth 65%)**

The examinations are designed to provide an individual assessment of the depth of your knowledge of customer relationship management. The examinations aim to support Learning Outcomes 1-8, described in Section 3.2.

The exams comprise:
- A mid-semester exam (worth 10%) will be held in the lecture in Week 8. More details will be posted on Web-Vista

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1 This assessment criteria is based on criteria used to assess reflection in PHCM9401 Introduction to University Learning and Teaching.
• The final exam (worth 55%) will be held during the formal exam period. It will be a three-hour closed-book exam. More details will be posted on Web-Vista later in the semester.

5.3 Assignment Submission Procedure
Unless otherwise indicated on Web-Vista, assignments are to be handed in to the lecturer in class on the due date. Please keep a copy of all work submitted.

5.4 Late Submission
Information about late submission of assignments, including penalties, is available on the School of Marketing’s website

5.5 Special Consideration and Supplementary examinations
Details relating to procedures for special consideration and supplementary exams can be found at:
http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd= Current_SpecialConsideration
NOTE: You only have 3 days from the due date of the assessment/exam in which to lodge a special consideration form.

5.6 Assignment Format
Your individual project report and reflection should be typed in 12 point-font and should contain appropriate headings throughout and an appropriately annotated bibliography.

6. Academic Honesty and Plagiarism
The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see: www.my.unsw.edu.au/student/atoz/Plagiarism

Plagiarism is the presentation of the thoughts or work of another as one’s own.* Examples include:
• direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgement;
• paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
• piecing together sections of the work of others into a new whole;
• presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
• claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.
The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.
Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.
The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at: www.lc.unsw.edu.au/plagiarism
The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:
correct referencing practices;
• paraphrasing, summarising, essay writing, and time management;
• appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre. Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle
† Adapted with kind permission from the University of Melbourne.

7. STUDENT RESOURCES

7.1 Course Resources

Prescribed text
> This text is available in the university bookshop.

Simulation software
Details will be provided in the lecture.

Web-Vista
Assignment instructions, course announcements and some additional material will be posted on Web-Vista throughout the semester. Please check Web-Vista regularly, and at least twice a week.

Additional content resources
Many journals contain articles about service operations management. Examples that can be found in the library include: *Academy of Management Executive* *International Journal of Operations and Production Management* *California Management Review* *International Journal of Service Industry Management* *Journal of Service Research* *Production and Operations Management* *Journal of Business Research* *International Journal of Retail and Distribution Management*

Many newspapers and trade magazines also contain articles related to service operations. Examples that can be found in the library include: *Australian Financial Review* *B&T Magazine* *Business Review Weekly* *Sydney Morning Herald (Business)* *The Australian*

7.2 Other Resources, Support and Information

The University and the Faculty provide a wide range of support services for students, including:
• Learning and study support;  
• Counselling support;  
• Library training and support services;  
• Disability support services.

In addition, it is important that all students are familiar with University and Faculty policies and procedures in relation to such issues as:
• Examination procedures and advice concerning illness or misadventure;
• Supplementary Examinations;
• Occupational Health and Safety policies and expectations;

For information and links relating to the above services, please see the School of Marketing homepage.

8. CONTINUAL COURSE IMPROVEMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students.
8. COURSE SCHEDULE

<table>
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<tr>
<th>Week - date -</th>
<th>Lecture^</th>
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| 1 July 26    | Introduction, and overview of course  
               Operations strategy Ch 2 |
| 2 August 2   | Quality in service operations Ch 3, Ch 4 |
| 3 August 9   | Service design Ch 5  
               Service facility layout Ch 7 |
| 4 August 16  | Service processes, technologies and capacity Ch 6  
               Human resources Ch 8 |
| 5 August 23  | Forecasting demand and aggregate planning Ch 11, Ch 13 |
| 6 August 30  | Resource and inventory management Ch 12, Ch 14 |
| 7 September 6 | Scheduling Ch 16 |
| 8 September 13 | Mid-semester exam |
| 9 September 20 | Waiting line management Ch 17 |
| Break September 29 | No lecture |
| 10 October 4 | Simulation  
               *Due: Individual project* |
| 11 October 11 | Simulation |
| 12 October 18 | Simulation |
| 13 October 25 | Simulation |
| 14 November 1 | Revision  
               *Due: Simulation reflection* |

^ Readings are from the Russell and Taylor text

Changes to this outline, if required, will be discussed in class and/or announced on Web-Vista.