1. COURSE STAFF
Course coordinator and lecturer: Dr Rita Di Mascio
Consultation time: TBA
Location: John Goodsell Building Room 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 following 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 Parallel teaching in the course
There is no parallel teaching involved in this course.

2.4 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 information learnt in Accounting and Financial Management, Quantitative Methods A and B, Marketing Fundamentals, and Service Marketing and Management

It is your responsibility to ensure that you have successfully completed the following course, MARK2055 Service Marketing and Management, which is a pre-requisite. Any work done in courses for which prerequisites have not been fulfilled will be disregarded (unless an exemption has been granted), and no credit given or grade awarded.

2.5 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 project assignment has 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:
* 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.
* enhance your skills to critically 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. devise a service concept
2. critically analyse customer relationship management strategies
3. critically analyse supply chain management strategies
4. evaluate service delivery processes
5. assess human resource management strategies
6. calculate and improve resource utilisation
7. develop a performance measurement system
8. describe operations role in corporate strategy.
9. formulate and assess strategic, operational and tactical operations decisions.
The outcomes are related to the university graduate attributes in the following manner:

- Learning outcomes 1-8 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 9 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, tutorial and project 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 tutorials will be used to reinforce material covered in lectures. Each week we will usually have a group exercise, such as a case presentation. The purpose of these group activities is to allow you to: apply the concepts in the text and readings to a practical example; enhance critical thinking and analysis skills; enhance presentation skills; and engage with others in the class. The tutorial work supports Learning Outcomes 1-8.

The business project will give you an opportunity to integrate the concepts covered in the lecture and apply them to the management of an 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 project supports Course Aim 2, described in Section 3.1, and Learning Outcomes 2, 4, 5, 6, 7 and 9, described in Section 3.2

4. Student responsibilities and conduct

4.1 Workload
It is expected that you will spend at least ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater. Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

4.2 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.

4.3 General Conduct and Behaviour
You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: www.my.unsw.edu.au

4.4 Keeping informed
You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial exercise</td>
<td>5%</td>
</tr>
<tr>
<td>Research project</td>
<td>10%</td>
</tr>
<tr>
<td>Major project</td>
<td>25%</td>
</tr>
<tr>
<td>Examination</td>
<td></td>
</tr>
<tr>
<td>- midsemester</td>
<td>10%</td>
</tr>
<tr>
<td>- final</td>
<td>55%</td>
</tr>
</tbody>
</table>

**Tutorial exercise (worth 5%)**

This assessment component comprises a group-based presentation of a case/situation analysis in Weeks 3-6. The purpose of these group activities is to allow you to: apply the concepts in the text and readings to a practical example; enhance critical thinking and analysis skills; enhance presentation skills; and engage with others in the class. The tutorial work supports Learning Outcomes 1-8.

The exact number in the group, and presentation time available for the case/situation presentation depends on the tutorial size. Group members and topic/case allocation will be done in Week 2. Each case/situation analysis will require you to apply concepts discussed in the lectures of previous weeks to a practical situation. Emphasis should be placed on communication and class involvement to increase the class’ understanding of the topic area. This involvement may be in the form of activities and exercises. Assume that the class has read the case/situation materials.

The tutorial exercise will be assessed on:
* Identification of case issues, and their relative importance.
* Options for resolving the case issues identified; rationale provided for choosing the option(s)
* Presentation of appropriate additional research material
* Presentation: well-organised; appropriate use of exhibits and visual aids.
* Audience involvement: audience involvement encouraged; presentation appropriate for audience.
* Creativity of presentation
* The perception of group cohesion and equity in all aspects of the tasks.

**Research project (worth 10% due in week 11)**

In this component, you will be researching a topic distributed in week 2, and present the findings as a written report of 1000 words. The purpose of this assessment is to enhance your ability to analyse and synthesise information obtained from several perspectives. Thus, it supports Course Aim 2.

Additional details of the report format will be provided on Web-Vista. The report will be assessed on:
- Results and discussion: relevant to topic; supported by evidence; discusses 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

**Major project (results 20%, class debrief 2%, reflection 3%)**

In this project, you will be involved in managing a hypothetical business, and will make customer relationship management decisions such as customer, employee and technology decisions, while managing service quality and financial performance. The project supports Course Aim 2, described in Section 3.1, and Learning Outcomes 2, 4, 5, 6, 7 and 9, described in Section 3.2. More details about the project will be provided during the semester.

**Project results (worth 20%, week 13)**

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

**Class debrief (worth 2% conducted in week 14 lecture)**

In week 14, we will be conducting a debrief session during the lecture. More details of this assessment will be provided on Web-Vista.
Reflection (worth 3% due in week 14))
Write a reflection (>600 words) about what you learnt from the experience of managing 'your' business. I will provide a list of 'trigger concepts' on which to base the reflection. The reflection will not be graded (ie a mark out of three will not be awarded). Instead, a full three marks will be awarded if the reflection is satisfactory. The reflection will be assessed on:
- intellectual coherence: logical flow and clear presentation of ideas.
- evidence of critical reflection on own experience

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 7. More details will be posted on Web-Vista.
- 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 http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=_Current_Policies

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
R. Johnston and G Clark. 2005. Service operations management: Improving service delivery. Prentice-Hall. > This text is available in the university bookshop.

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

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; library training and support services; counselling support; and 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

- Occupational Health and Safety policies and student responsibilities;

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. Changes made to this course as a result of last year's evaluation include: a change of textbook; an improved introduction to the project; and incorporation of tutorial activities.

9. Course Schedule

<table>
<thead>
<tr>
<th>Week - date -</th>
<th>Lecture^</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 July 23</td>
<td>Overview of course Introduction to operations management Ch 1</td>
</tr>
<tr>
<td>2 July 30</td>
<td>Service strategy Ch 13</td>
</tr>
<tr>
<td>3 August 6</td>
<td>Service concepts Ch 2</td>
</tr>
<tr>
<td>4 August 13</td>
<td>Managing customer relationships Ch 3, Ch 4</td>
</tr>
<tr>
<td>5 August 20</td>
<td>Managing supplier relationships Ch 5</td>
</tr>
<tr>
<td>6 August 27</td>
<td>Service processes Ch 6</td>
</tr>
<tr>
<td>7 September 3</td>
<td>Mid-semester quiz</td>
</tr>
<tr>
<td>8 September 10</td>
<td>Operational improvement Ch 12</td>
</tr>
<tr>
<td>9 September 17</td>
<td>Service people Ch 7</td>
</tr>
<tr>
<td>Break September 24</td>
<td>Resource utilisation Ch 8</td>
</tr>
<tr>
<td>10 October 1</td>
<td>No lecture. Public holiday</td>
</tr>
<tr>
<td>11 October 8</td>
<td>Performance measurement Ch 10, Ch 11 Due: Research report</td>
</tr>
<tr>
<td>12 October 15</td>
<td>Project</td>
</tr>
<tr>
<td>13 October 22</td>
<td>Project</td>
</tr>
<tr>
<td>14 October 29</td>
<td>Revision and class debrief Due: Project reflection</td>
</tr>
</tbody>
</table>

^ Readings are from the Johnston and Clark text

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