

Kingdom of Saudi Arabia

Al Baha University

Faculty of Administrative & Financial Sciences

Business Administration

COURSE SPECIFICATION

Management of Service Operations

16011408

2015

Course Specification

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| Institution: | AlBaha University |
| College/Department: | Faculty of Administrative and Financial Sciences Business Administration department |

A Course Identification and General Information

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| 1. Course title and code: | Management of Service Operations (16011408) |
| 2. Credit hours: | 3 |
| 3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) | Business Administration |
| 4. Name of faculty member responsible for the course: | Dr. Balsam Ahmed Babiker Zarroug |
| 5. Level/year at which this course is offered: | 7 th level/4 th year (elective course) |
| 6. Pre-requisites for this course (if any): | none |
| 7. Co-requisites for this course (if any): | none |
| 8. Location if not on main campus: | |

B Objectives

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| <p>1. Summary of the main learning outcomes for students enrolled in the course.</p> <p>This course is a general introduction to Service Operation Management as an information development and communication function that supports economic-decision making. Students will become familiarized with fundamental operation management concept, terms, and procedures; service facility design, layout, and location, service quality, managing queues, managing capacity and demand, the service encounter, forecasting and project management. Students will study and become familiar with a variety of service industries including health care, financial services, consulting, hospitality, higher education, and environmental services.</p> |
| <p>2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)</p> <p>A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, and panels, conferencing, and performance. Methodology will be selected to best meet student needs.</p> |

C. Course Description (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

| 1 Topics to be Covered | | |
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| Topic | No of Weeks | Contact hours |
| Course Introduction: -definition of service - definition od service operations management - importance of service operations management | 2 | 6 |
| Managing customer expectations | 1 | 3 |
| Designing the service process | 1 | 3 |
| Understanding the challenges for operation managers | 1 | 3 |

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| Developing and using the service concept | 1 | 3 |
| Managing service resources | 2 | 6 |
| Creating and implementing service strategy | 1 | 3 |
| Service quality | 1 | 3 |
| Queues and waiting time management | 1 | 3 |
| Services industries | 1 | 3 |
| Service management in the international arena | 1 | 3 |
| The effect of technology of services and their management | 1 | 3 |
| Building a world- class service management | 1 | 3 |

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| 2 Course components (total contact hours per semester): | | | |
| Lecture: 45 hrs | Tutorial: Varies | Practical/Fieldwork/Internship: none | Other: none |

3. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week)

(4-6) hours per semester

4. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate:

- **A brief summary of the knowledge or skill the course is intended to develop;**
- **A description of the teaching strategies to be used in the course to develop that knowledge or skill;**
- **The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.**

a. Knowledge

(i) Description of the knowledge to be acquired

Upon completion of course, students will be able to gain understanding of the nature and importance of service sector in the various economies and countries; Understand effective decision making in the management of service organization; Understand the decision-making process in both domestic and international service organizations; Understand the decision making process in both for- profit and not-for-profit service organizations; Become aware of the environment impacts of a service organization's actions; Become aware of the ethical issues involved in a service organization's actions; Expose students to primary and secondary research tools utilized by service managers to effectively run their organizations.

(ii) Teaching strategies to be used to develop that knowledge

The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation. Lectures will provide the framework for directing independent student learning activity and skills development. As such, students will be presented with relevant information, tasks and source material in lectures that will enable self-directed learning.

(iii) Methods of assessment of knowledge acquired

The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered. Although a specific length is not mandated, responses should be well thought out and add value to the class discussion.

Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.

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| <p>b. Cognitive Skills</p> |
| <p>(i) Cognitive skills to be developed</p> <p>Upon completion of course, students will be able to formulate and describe the function of the Service Operations Management discipline in the various sectors of the economy through case study; ability to organize, develop and advance a service operation business plan vision using critical thinking through writing at a business level, as opposed to an academic level; gain analytical ability to apply the techniques, tools and topics from the course in decision- making situations that production and operations managers face, and discuss their managerial implications.</p> |
| <p>(ii) Teaching strategies to be used to develop these cognitive skills</p> <p>The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation. Lectures will provide the framework for directing independent student learning activity and skills development. As such, students will be presented with relevant information, tasks and source material in lectures that will enable self-directed learning.</p> |
| <p>(iii) Methods of assessment of students cognitive skills</p> <p>The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered. Although a specific length is not mandated, responses should be well thought out and add value to the class discussion.</p> <p>Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.</p> |
| <p>c. Interpersonal Skills and Responsibility</p> |
| <p>(i) Description of the interpersonal skills and capacity to carry responsibility to be developed</p> <p>Students will integrate processes of thinking, communication, leadership, and management in order to apply interpersonal relationships knowledge and skills. Students will also learn to evaluate effectiveness of communication processes, demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members; apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities;</p> |

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| <p>examine interrelationships among thinking, communication, leadership, and management processes to address individual, family, community, and workplace issues. Students will develop and demonstrate ethical behavior that is appropriate for the business professional in today's society.</p> |
| <p>(ii) Teaching strategies to be used to develop these skills and abilities</p> <p>The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation.</p> |
| <p>(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility</p> <p>Student's contributions to the topic-related discussions will be assessed by instructor who will lead, oversee, and/or facilitate class discussions. Instructor will assess students ability and willingness to apply standards of ethical behavior when making judgments or taking personal actions and demonstrate effective listening and feedback.</p> |
| <p>d. Communication, Information Technology and Numerical Skills</p> |
| <p>(i) Description of the skills to be developed in this domain.</p> <p>Upon completion of course, students will be able to explore and critically analyse the interface of Service Operation Management with the other management functions, such as marketing, procurement& sourcing, outsourced goods & services and customers, apply principles of quality and statistical quality control to analyse, evaluate and recommend management practices that meet the quality expectations of the customers.</p> |
| <p>(ii) Teaching strategies to be used to develop these skills</p> <p>The teaching strategies are lecture, discussion and problem solving oriented. Students will be encouraged to ask questions and provide comments as considered appropriate.</p> |
| <p>(iii) Methods of assessment of students numerical and communication skills</p> <p>The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered.</p> <p>Assignments and examination questions will consist of problem-solution and objective</p> |

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| type questions and will be derived from text and lecture material and class handouts. |
| e. Psychomotor Skills (if applicable) |
| (i) Description of the psychomotor skills to be developed and the level of performance required |
| (ii) Teaching strategies to be used to develop these skills |
| (iii) Methods of assessment of students psychomotor skills |

| 5. Schedule of Assessment Tasks for Students During the Semester | | | |
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| Assess ment | Assessment task (eg. essay, test, group project, examination etc.) | Week due | Proportion of Final Assessment |
| 1 | Short Assignments | 10-12 | 10% |
| 2 | Quizzes | 1- 12 | 10% |
| 3 | Examination (midterm) | 7 | 25% |
| 4 | Final Examination | 17 | 50% |

D. Student Support

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| <p>1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)</p> <p>Instructor will be available for student consultation and academic advice on all free working hours(office hours) . Additional assistance by appointment only.</p> |
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E Learning Resources

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| <p><u>1. Required Text(s)</u> Robert Johnston/ Graham Clark/ Michael Shulver, Service Operations Management (improving service delivery), 4th edition, Pearson, 2012.</p> |
| <p><u>2. Essential References</u> -Robert Johnston/ Graham Clark/ Michael Shulver, Service Operations Management</p> |

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| <p>(improving service delivery), 4th edition, Pearson, 2012. - David W. Parker, Service Operation Management(the total experience). Edward Elarg publishing. USA, 2012</p> |
| <p><u>3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)</u> International journal of service industry management Journal of service research International journal of operations and production management Wall Street Journal Harvard Business Review International Journal of Human Resource Management Personnel Review People Management Oxford English Dictionary or Collins Dictionary and a Thesaurus.</p> |
| <p><u>4-Electronic Materials, Web Sites etc</u> http://www.socialpsychology.org/io.htm http://www.siop.org/</p> |
| <p><u>5- Other learning material such as computer-based programs/CD, professional standards/regulations</u> Window 8 – Internet explorer(google chrome) last version – Micro soft office2007 or above- Adobe acrobat reader 5 or later – Flash play – Flash driver.</p> |

F. Facilities Required

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| <p>Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)</p> |
| <p>1. Accommodation (Lecture rooms, laboratories, etc.) Classes will be held in classroom, and will accommodate approximately thirty-five (35) students.</p> |
| <p>2. Computing resources Students will have access to Google chrome, Microsoft ward, and Microsoft power point.</p> |

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| <p>3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)</p> <p>Not Required</p> |
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G Course Evaluation and Improvement Processes

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| <p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <p>Evaluations of performance and teaching effectiveness will be administered to the students at the end of the course. A questionnaire will be used in order to determine appropriateness of communication of course expectations (learning objectives), communication of course requirements (e.g., assessment), student perception of the quality of classroom teaching, adequacy of assessment feedback, and accessibility of learning resources and support.</p> |
| <p>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <p>Evaluations will be conducted by colleagues of the instructor who have expertise in the course/discipline. Evaluations will result from information obtained through classroom visits and review of course materials and instructional contributions.</p> |
| <p>3 Processes for Improvement of Teaching</p> <p>Instructor will conduct evaluations from a number of sources including, but not limited to, student questionnaires, peer reviews, department focus groups, and self-evaluations. Instructor will collect and respond to feedback on their teaching from colleagues, peers, and students on a continual basis. Instructor and department will utilize a systematic approach to evaluate information obtained from feedback to make appropriate improvement of teaching that is firmly based on professional practices.</p> |
| <p>4. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)</p> <p>To help instructor review the extent of the students achievement, a mid-course and end of course rating scale will be utilized in an effort to survey goals for student learning. Based on the survey results, instructor will collect data to verify student's perceived strengths and weaknesses. The purpose of collecting evidence of student achievement is to help to establish baseline data to monitor improvements in student learning over time. A summary of a description of students' current levels of achievement of will be provided to student upon completion. Conference between instructor and student will be available, upon request, to discuss students' achievement review.</p> |
| <p>5 Describe the planning arrangements for periodically reviewing course effectiveness and</p> |

planning for improvement.

Periodic focus groups will be conducted by instructor, faculty of the department, and department administrators to critique appropriateness of learning outcomes, content choice and currency, teaching and assessment methods, match between all of the above.

The required text covers a percentage of: 100% of the course

Faculty In charge

Dr. Balsam Zarroug

Vice Dean (Academic Affairs)

Dr. Najeeb Al Mater

Head of Department

Dr. Mohammed Makni

The Dean

Dr. Mohammed Al Zehrani