Faculty of Commerce and Economics
School of Marketing

MARK2055
SERVICES MARKETING & MANAGEMENT

COURSE OUTLINE
SESSION 1, 2006
1. COURSE STAFF

Lecturer: Dr Tracey Firth
Consultation Time: Tuesday 10-1
Location: John Goodsell Bldg, Room 307
Contact Ph: 93853242
Email: t.firth@unsw.edu.au

1.1 Communication with Staff
For contact outside class and consultation times please phone or email the lecturer to make an appointment at another time.

2. INFORMATION ABOUT THE COURSE

2.1 Teaching times and Locations
Updated information about class times and locations can be found on the School of Marketing website:

www.marketing.unsw.edu.au/TIMETABLE/S1UG.pdf

The lectures will be at the following times and locations. Students must only attend their selected lecture time. This means EITHER Tuesday (pm) OR Wednesday (am).

Tuesday 2-5pm in OMB 145
Wednesday 9-12 in RC MO32

2.2 Units of Credit
MARK2055 is a 6 credit point subject.

2.3 Parallel teaching in the course
The pre-requisite for studying this course is MARK1012 Marketing Fundamentals

2.4 Relationship of this course to other course offerings
Services Marketing and Management (MARK2055) builds on the concepts taught in Marketing Fundamentals (MARK1012) and applies them within the services industries context.

2.5 Approach to learning and teaching
The services sector is expanding in every advanced economy of the world, thus making an understanding of services marketing increasingly important. Whether in the services sector or the goods sector, service has never been so important to business, and service has never been so central to marketing. As future managers it is essential that you not only have a comprehensive understanding of the ideas and principles of services marketing but can apply those principles to the diverse range of situations faced by service marketers in a rapidly changing environment. This course therefore uses a combination of lectures and participative workshop activities including class discussions and group case analysis to apply the key concepts, theories and models to practice.
3. COURSE AIMS AND OUTCOMES

3.1 Course Aims
The main aim of this course is to introduce students to services marketing and to discuss in detail the fundamental concepts and strategies that differentiate the marketing of services from the marketing of tangible goods. The main aim can be broken down into three parts. They are:

i. To establish a core knowledge base of services marketing concepts and principles.

ii. To identify service strategies that can be used to manage the service encounter.

iii. To identify and evaluate methods for assessing and improving service delivery.

3.2 Student Learning Outcomes
By the end of this course, you should be able to:

1. Demonstrate an understanding of the key concepts and principles of services marketing.

2. Demonstrate how the characteristics of service products differ from tangible goods, and how this impacts on the design and execution of marketing strategies for services.

3. Identify the individual sectors that make up the services industry

4. Further develop critical analysis and problem solving competencies in the area of marketing management through the use of case studies.

5. Flowchart the service experience of an organisation to assist management in improving the service encounter.

6. Describe the problems faced by services marketing professionals as well as tools and models managers might employ to increase customer (client) perceptions of service quality, value and satisfaction.

7. Employ effective and efficient group work strategies in a problem solving environment.

8. More confidently present your work in both oral and written format.

3.3 Teaching Strategies
This course will be conducted as a 3-hour workshop. The first 90 minutes will involve a lecture where the lecturer will introduce the key concepts and principles of services marketing. The second half of the workshop will be more interactive and will utilise a set activity such as a discussion question or a case study to provide relevance via real world examples of concepts and models. During this time students will be expected to actively participate in small groups to complete the set task. It is hoped that the discussion stimulated in the second part of the workshop will allow students to share their everyday experiences and draw on the experience of their peers and the lecturer in order to apply the relevant theory to practice. The lecture topics will closely relate to the relevant chapters in the set text. The workshop activity will be used to solve problems through a series of case studies. It is your responsibility to have read the
relevant chapter for each week’s lecture topic. You should also come to the workshop prepared to discuss each week's case study or set task. The relevant chapters and workshop activities are listed on the course structure outline on page ? of this document. Questions related to each case study will be provided by the lecturer on the day of the workshop.

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 workshops 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, workshops 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. It is your responsibility to download the lecture notes from WebCT prior to coming to class each week. If you have any difficulty accessing WebCT please contact the lecturer immediately.

5. LEARNING ASSESSMENT

5.1 Formal Requirements
Insert the formal requirements to pass the course – an example below:

‘In order to pass this course, you must:

- achieve a composite mark of at least 50;
- make a satisfactory attempt at all assessment tasks (see below); and
- achieve at least 50% of allocated marks in the final exam.
5.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Weighting</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid term test</td>
<td>10%</td>
<td>Week 4</td>
</tr>
<tr>
<td>Flowcharting the service experience (Group)</td>
<td>20%</td>
<td>7 April</td>
</tr>
<tr>
<td>Black Stump project (Group)</td>
<td>30%</td>
<td>5 May</td>
</tr>
<tr>
<td>Final exam</td>
<td>40%</td>
<td>in exam period</td>
</tr>
</tbody>
</table>

1. **Midterm test – 10% (To be held in class in Week 4)**

   This assessment relates to student learning outcomes 1, 2, and 3. It will involve a 1-hour test based on the first 3 weeks of lectures, comprising multiple choice and short answer questions, to be held during your scheduled workshop, in Week 4. Study for the test should be based on the relevant chapters from the text, PowerPoint slides and the lecture notes made during class time in the first 3 weeks of class.

2. **Flowcharting the service experience – 20% (Due Friday 7 April, Week 6)**

   This assignment relates to student learning outcomes 5, 6 and 7. In groups of 3-4 students you are to choose a medium to large service organisation (20 or more employees), in a service sector of your choice and flow chart the service experience from a customer and employee perspective. The flowchart should highlight the front and backstage activities and interactions that take place for the service encounter to occur.

   Next you are to identify the critical incidents during the service encounter that impact on the service delivery process from a customer and employee perspective. Based on this analysis evaluate and discuss how well the organisation is performing in terms of its service delivery system. What does it do well? What aspects require improvement? How could the service delivery system be improved? (You should draw on the relevant service marketing theory when discussing these aspects of the assignment).

   Finally, based on the original flow chart you have drawn for that organisation, redraw it and this time show any adjustments you would make as a manager from a customer and employee perspective to improve the quality of the service delivery process. There are no rules regarding the written format of this assignment. However it should be no more than 3000 words and should address all of the questions above.

   See Appendix 1 for the marking criteria for this assignment.

3. **Black Stump Project – 30% (Due Friday 5 May, Week 9)**

   This project relates to student learning outcomes 4, 6, 7 and 8 and is to be completed in groups of 4. The Black Stump restaurant chain has had a stable thirty-five year history in NSW. However certain poor strategic marketing decisions and increased competition have impacted on the financial performance of the chain...
over the last decade. As a marketing consultancy company you have been hired by the new owner of a recently established restaurant in the Black Stump chain to provide solutions to several services marketing problems. In this role you are required to draw on the services marketing concepts and theories and any other relevant secondary research and personal observations to address the following issues and provide solutions for the new owner.

The new owner is concerned that the current image of the company in the minds of consumers is largely responsible for the chain not performing as well as its competitors. At present the Black Stump is perceived as less expensive and of lower quality than its competition. This perception has largely been created because of a strategic decision many years ago to promote the restaurant using a shopper docket campaign. While this campaign was successful in increasing patronage at the chain of restaurants it has greatly eaten into the company’s profit as customers are no longer willing to pay full price for a meal at the restaurants.

The owner would like to change the current image of the restaurant chain to one of good quality food, great service and value for money. However the owner is concerned that if they drop the shopper docket promotion then they might lose a lot of their existing customers as this is what happened when they tried to remove the shopper docket promotion in the past.

As the marketing consultants hired by this restaurant chain you are to develop a marketing strategy to address these issues. You will need to address the following specific questions.

1. Identify the Black Stump’s main competitors. Compare the Black Stump dining experience to that offered by its key competitors. What does it do well? What do its main competitors do better?
2. Who would you consider as the Black Stump’s main target market? Why?
3. Is the current target market the most viable market segment? What other markets could the Black Stump chain be targeting?
4. How can the restaurant chain change its current promotional strategy to remove the shopper docket campaign without losing a lot of its existing customers and without having to outlay a large amount of money? Justify your chosen promotional strategy.
5. What aspects of the business other than the promotional mix, could the owner change to improve the current image of the company, without outlaying a lot of money?

You should write the report as an external consultant hired by the restaurant owner to help them improve the financial performance of the business. The report should be structured as a formal report of no more than 5000 words, inclusive of the following components:

- A title page
- A letter of transmittal
- Executive summary
- Table of contents
The marking criteria for this assignment are presented in Appendix 2.

4. Final exam – 40% (To be held in the formal exam period)
This assessment relates to student learning outcomes 2, 4, and 6. It will involve a 2-hour closed book exam. The exam will be based on the lectures from week 4 onwards including Power point slides, relevant chapters from the set text and notes taken in class. The format of the exam will be short answer questions and a case study. More information about the exam format will be given in class closer to the end of semester. Students will need to achieve a mark of 50% or better in the final exam in order to pass the course.

5.3 Assignment Submission Procedure
Assignments are to be handed in to Assignment Box # 1, on Level 3, John Goodsell building by 5pm on the due date, unless otherwise stated.

5.4 Late Submission
Assignments are to be handed in by 5pm on the due date. Late submission of assignments will attract a penalty of 10% per day. If an extension is required due to extenuating circumstances the lecturer should be notified by email or in writing well before the due date. Similarly if you are experiencing problems with your group members for any reason you must approach the lecturer early in the assignment process. Any complaints or excuses made on the due date of submission will fall on deaf ears.

5.5 Special Consideration and Supplementary examinations
UNSW policy and process for Special Consideration applies (see: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html). Specifically:

- Applications for special consideration (including supplementary examinations) must go through UNSW Central administration (within 3 working days of the assessment to which it refers) – applications will not be accepted by teaching staff;
- Applying for special consideration does not automatically mean that you will be granted additional assessment or that you will be awarded an amended result;
- If you are making an application for special consideration (through UNSW Central Administration) please notify your Lecturer in Charge;
- Please note: a register of applications for Special Consideration is maintained. History of previous applications for Special Consideration is taken into account when considering each case.
5.6 Assignment Format

See appendix relating to the marking criteria and presentation guidelines for each assignment.

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:  
http://www.lc.unsw.edu.au/plagiarism/index.html

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
7. STUDENT RESOURCES

7.1 Course Resources

- Prescribed text:

- Additional readings/materials:
  Assignment instructions, course announcements and any additional material that becomes important throughout the semester will be posted on WebCT

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**
  - FCE Education Development Unit (http://education.fce.unsw.edu.au)
  - UNSW Learning Centre (http://www.lc.unsw.edu.au)
  - EdTec – WebCT information (http://www.edtec.unsw.edu.au)

- **Counselling support** - http://www.counselling.unsw.edu.au

- **Library training and support services** - http://info.library.unsw.edu.au

- **Disability Support Services** – Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the Course Coordinator or the Equity Officer (http://www.equity.unsw.edu.au/disabil.html). Early notification is essential to enable any necessary adjustments to be made.

In addition, it is important that all students are familiar with University 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;
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 ([http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm](http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm)) 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.

9. **COURSE SCHEDULE**

**Services Marketing & Management Lecture/workshop Program**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Chapter</th>
<th>Workshop Activity</th>
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<tr>
<td>1</td>
<td>28 Feb</td>
<td><strong>Part 1: An overview of services marketing</strong></td>
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<td>Intro to services marketing</td>
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<td>2</td>
<td>7 March</td>
<td>Fundamental differences between goods &amp; services, an overview of the services sector</td>
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<td>Review Questions p28 text</td>
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<td>3</td>
<td>14 March</td>
<td>Buyer behaviour in the services context</td>
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<td>Mini-case p53 text</td>
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<td>4</td>
<td>21 March</td>
<td><strong>Part 2: Service strategy, managing the service experience</strong></td>
<td>2, 9</td>
<td>Mid term test</td>
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<td>The Service delivery process</td>
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<td>5</td>
<td>28 March</td>
<td>The pricing of services</td>
<td>10, and reading on p453</td>
<td>Case Study: Federal Express p532 text</td>
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<td>6</td>
<td>4 April</td>
<td>Developing the service communications mix</td>
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<td>Case: Westin Hotels in Asia: Global distribution</td>
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<td>7</td>
<td>11 April</td>
<td>Managing the Firm’s physical evidence</td>
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<td>Case: Kiwi experience p480</td>
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<td>Mid-session break</td>
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<td>8</td>
<td>25 April</td>
<td>Managing service employees and customers</td>
<td>13</td>
<td>Case: Electronic banking services: High-Tech, Low touch?</td>
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<td>9</td>
<td>2 May</td>
<td><strong>Part 3: Assessing &amp; improving service delivery</strong></td>
<td>4</td>
<td>Case: Is it worth the wait? Sizzler restaurants</td>
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<td>Defining and measuring customer satisfaction</td>
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<td>9 May</td>
<td>Defining and measuring service quality</td>
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<td>Case: Citibank</td>
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<td>11</td>
<td>16 May</td>
<td>Service failures &amp; Recovery strategies</td>
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<td>Case: Being a patient: health care service quality</td>
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<td>12</td>
<td>23 May</td>
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<td>13</td>
<td>30 May</td>
<td>Putting the pieces together, creating the Seamless Service firm</td>
<td>Case: Qantas Airlines p494</td>
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<td>14</td>
<td>6 June</td>
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### APPENDIX 1 – ASSIGNMENT MARKING SHEET FLOWCHARTING THE SERVICE EXPERIENCE 20%

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<th>Content</th>
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<th>D 75-84</th>
<th>CR 65-74</th>
<th>P 50-64</th>
<th>F &lt;50</th>
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<td>Flow chart of customer experience too simplistic, lacks sufficient detail &amp; analysis</td>
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<tr>
<td>A clear, detailed flow chart of the service employee experience</td>
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<td>Clear detailed identification of the critical incidents in the service encounter</td>
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Other comments: ________________________________________________________
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Mark__________/100
## APPENDIX 2 – ASSIGNMENT MARKING SHEET BLACK STUMP REPORT – 30%

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<th>CR 65-74</th>
<th>P 50-64</th>
<th>F &lt;50</th>
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<td>Professional report</td>
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