Faculty of Commerce and Economics
School of Marketing

MARK6005
ADVANCED SERVICES MARKETING & MANAGEMENT

COURSE OUTLINE
SESSION 2, 2005
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1. COURSE STAFF
Course coordinator and lecturer: Dr Rita Di Mascio
Consultation time: Monday 5-6pm
Location: John Goodsell Bldg, Room 306
Contact ph: 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: http://www.marketing.unsw.edu.au/TIMETABLE/S2MM.pdf
Please check the website for most current information.

2.2 Units of Credit
MARK6005 is a 3 credit-point subject.

2.3 Relationship of this course to other course offerings
This course expands on marketing concepts covered in other marketing courses and adapts them to the services sector. The course should be helpful for businesses that provide a service as their core offering (such as hotels and consultancies), or as a supplement to a manufactured-good offering.

2.4 Approach to learning and teaching
While the text covers the basic concepts of the subject, we will use the class time to explore some of these concepts in detail. Our sessions will be mostly discussion-based, often led by you, and will draw on readings, the experiences of students, teaching staff and guest lecturers. The project assignment will give you the opportunity to apply the concepts to a problem that is of interest to you.

3. COURSE AIMS AND OUTCOMES

3.1 Course Aims
Imagine you receive a brochure in your mailbox describing a home-cleaning service. Though you normally do the house-cleaning yourself, you are attracted by the price and the convenience of the service, and ring to make a booking. Your call is answered promptly. The operator who takes your call is pleasant and efficient, taking your details and negotiating a mutually-acceptable time with you. The cleaner arrives at the appointed time, is pleasant and completes the work
efficiently and to an acceptable standard. You pay him his fee and close the door, feeling that you got your money's worth.

The above is a fairly ordinary scenario. Or is it? Many things could have gone awry. To begin with you may have thrown the brochure away, uninterested; or you may had to wait too long for the operator to take the call; or the operator was gruff with you; or...

Delivering good service involves the synchronisation of good marketing, operations, and human resources strategy – this is the premise upon which this course is based. For instance, if you were managing the cleaning business described above, to set a good price, you would need to know how customer perceive value, which is a classic marketing problem. To ensure calls are answered promptly, you would need to balance supply and demand, which is a classic operations problem. And having friendly, competent staff, you would need to recruit service-oriented people, which is a classic human resource problem.

Hence, the course aims to develop knowledge and understanding about:
• service consumers, products and markets
• key elements of the services marketing mix
• key elements of operations and human resource strategy that impact service delivery
• implementation of service strategy

Besides developing service-specific knowledge, the course also aims to enhance research and critical analysis skills, to help you in your role as manager of, or consultant to, a service business.

3.2 Student Learning Outcomes
By the end of the course, you should be able to:
• describe a typology of service types and the implications for service strategy and implementation
• evaluate the role of the services marketing mix in service delivery
• critically analyse the role of operations strategies in service delivery
• critically analyse the role of human resources strategies in service delivery
• evaluate tools and models that aim to increase customer/client perceptions of satisfaction, service quality and value
• plan and conduct an investigation into a service business, using primary and/or secondary research methods, and communicate findings in an appropriate format.

3.3 Teaching Strategies
The course consists of seven three-hour sessions, held over seven weeks. Each session will be conducted in a seminar-style format, during which we will discuss questions from the previous week, and readings for the week’s topic. Service industry professionals will often guest lecture on their area of specialisation.
During each session, I will also introduce the key points in the text and readings for the following week, drawing on the experiences of everyone in the class to provide examples. I won't go through thousands of slides detailing the textbook chapters of that week (as this implies a monologue), but rather we will have a conversation about important concepts.

My ultimate goal in teaching is to get you to think critically about concepts, and to appreciate other people's views. I myself like to learn in a lecture and be challenged intellectually, so 'difficult' questions are welcome. In real life, answers to difficult questions often aren't 'black-and-white'. Instead, many perspectives are needed to yield light on an issue; and putting these perspectives together generates a more complete answer. In this class, we will each contribute our perspective to a discussion, and hopefully see how the world looks from other points of view. Everyone in the class has different experiences and prior knowledge, influencing how we interpret what we see and hear. This means that each one of us sees an issue in a different way.

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. [http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=_Current_Policies](http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=_Current_Policies)

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. Any of the assessment components may be scaled to a mean of 60%.

5.2 Assessment Details

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>70</td>
</tr>
<tr>
<td>Written report</td>
<td></td>
</tr>
<tr>
<td>Oral presentation</td>
<td>15</td>
</tr>
<tr>
<td>Reading and discussion reports</td>
<td>10</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
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</table>
Project (oral presentation worth 15%; written report worth 70%)
Working either individually or in groups, you are required to research a topic chosen from a list distributed in week 1, or a topic that is relevant to you in your workplace. I will meet with you to ensure the topic is 'do-able'. Your findings will be presented as an oral presentation and a written report.

Oral presentation (worth 15%, due in week 7)
You will make an oral presentation of your project in week 7. The oral presentation has three purposes:
a) to share learning with the class
b) to obtain feedback which can be used in writing up the report. Please submit a hard-copy of any presentation slides that you will be using, so that I can write my feedback on them and return them to you.
c) to enhance presentation skills

Marking criteria include:
• Topic description: clear, concise statement; importance of topic stated
• Research: appropriateness, extent, depth, limitations discussed.
• Results and/or discussion: relevant to topic; supported by evidence; discussion of implications
• Style: visual aids are clear and appropriately used; logical structure; within time limit; eye contact made with audience; ability to answer questions from class.

Written report (worth 70%, due Friday December 9)
You will write up the findings of your research in a report of 3000 words. This word limit excludes title page, tables, diagrams, references, and appendices.

The purpose of the written report is to enhance written communication skills.

The report will be assessed on:
• Topic description: clear, concise statement; importance of topic stated
• Research: appropriateness, extent, depth, limitations discussed.
• Results and/or discussion: relevant to topic; supported by evidence; discussion of implications for customer relationship management
• Presentation: tidiness; clear expression, grammar and syntax; logical structure; appropriate use of graphs, tables, and appendices; use of non-discriminatory language; within word limit; references cited

Reading and discussion report (10%, due date as assigned)
Students will be assigned readings or discussion questions to critically review, and discuss and present to the class.

A write-up of the readings summarising your views (of about 2-3 typed pages) is expected containing: a summary of the main points of the article; a critical evaluation of the argument(s) and the evidence used to support the argument(s); and inclusion of other relevant readings and/or professional experience; identification of other issues arising from your deliberations.
A write-up of discussion questions is expected to contain: a statement of your point of view on the question, providing arguments supporting your view; identification of weaknesses in your view; inclusion of other relevant readings and/or professional experience; identify other issues arising from your deliberations.

5.3 Assignment Submission Procedure
Unless otherwise indicated on WebCT, 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 report should be typed in single spacing, 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**


**Web-CT**

Assignment instructions, course announcements and some additional material will be posted on WebCT throughout the course. Please check Web-CT regularly, and at least twice a week.
Readings and cases
The readings below are available in the University library. Additional cases and readings will be made available either online or in hard copy.


BA Gutek, M Groth and B Cherry (2002) Achieving service success through relationships and enhanced encounters. Academy of Management Executive 16(4) 132-144.


Additional content resources
Many journals contain articles about services marketing and management.

Examples that can be found in the library include:
Academy of Management Executive * European Journal of Marketing *
Australasian Journal of Marketing * Harvard Business Review * Journal of
Consumer Satisfaction/Dissatisfaction and Complaining Behavior * International
Journal of Service Industry Management * Journal of Business Research * Journal
of Marketing * Journal of Retailing * Journal of the Academy of Marketing Science
* Journal of Service Marketing * Journal of Services Research * Industrial
Marketing Management * Sloan Management Review

Many newspapers and trade magazines also contain service-related articles.
Examples that can be found in the library include: Australian Financial Review *
Morning Herald (Business) * The Australian * Fortune

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 [note School
web pages where this information is presented]

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.
## 9. Course Schedule

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<th>- Week -</th>
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<th>Class topic</th>
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<tr>
<td></td>
<td>October 3</td>
<td>No class. Public holiday</td>
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<tr>
<td>- 1 -</td>
<td>October 10</td>
<td>Introduction and overview of course (L&amp;W&lt;sup&gt;a&lt;/sup&gt; Ch 1, Ch 2, Ch 3, Ch 15 p438-452)</td>
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<td>- 2 -</td>
<td>October 17</td>
<td>Service product and communications (L&amp;W Ch 4, Ch 5)</td>
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<td>- 3 -</td>
<td>October 24</td>
<td>Lecture: Service pricing and distributing services (L&amp;W Ch 6, Ch 7)</td>
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<tr>
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<td></td>
<td>Readings: Berman 2005, Bitner et al 2002</td>
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<tr>
<td>- 4 -</td>
<td>October 31</td>
<td>Lecture: Designing and managing service processes (L&amp;W Ch 8, Ch 9)</td>
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<tr>
<td>- 5 -</td>
<td>November 7</td>
<td>Lecture: Managing service staff and environment (L&amp;W Ch 10, Ch 11)</td>
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<tr>
<td>- 6 -</td>
<td>November 14</td>
<td>Lecture: Improving service (L&amp;W Ch 13, Ch 14)</td>
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<tr>
<td>- 7 -</td>
<td>November 28&lt;sup&gt;b&lt;/sup&gt;</td>
<td>Project presentations</td>
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<sup>a</sup> denotes chapters from textbook by Lovelock and Wirtz

<sup>b</sup> November 28 is a make-up class to make up for 'lost' week October 3 due to a public holiday.

### Changes to this outline

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