



**GRADUATE ACCOUNTING AND COMMERCE CENTRE**

**DIVISION OF ECONOMIC AND FINANCIAL STUDIES**

**UNIT No: MKTG 808**

**UNIT OUTLINE**

**Semester 2, 2007**

## ABOUT THIS UNIT

- Assumed knowledge (if any)
- Unit description and credit points
- Unit objectives

## TEACHING STAFF

Heather Crawford (Visiting lecturer. Email [hcrawfor@efs.mq.edu.au](mailto:hcrawfor@efs.mq.edu.au) )

## CLASSES

The timetable for classes can be found on the GACC web site at:  
<http://www.gacc.mq.edu.au/ttable.htm>

## REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

Prescribed text: Zeithaml, V.A. Bitner, M.J. and Gremler, D.D. (2006) *Services Marketing*, 4<sup>th</sup> ed., McGraw-Hill Irwin, New York

Recommended text: Lovelock, C.H., Patterson, P.G. and Walker, R.H. (2007) *Services Marketing: An Asia-Pacific and Australian Perspective*, 4<sup>th</sup> ed., Pearson Prentice-Hall, Sydney.

## UNIT WEB PAGE

WebCT <http://online.mq.edu.au>

## LEARNING OUTCOMES

### Unit Description

Service industries have emerged as a dominant force in most world economies, including Australia. In developed economies up to 70% of the labour force, 75% of the GNP and 45% of an average family's budget are accounted for by services.

Airlines, hotels and restaurants, tourism, education, medical services, professional services (such as management consultancy, financial services, information technology, engineering and legal services) - all these and more are categorised as services. Many product-based organisations (eg., IBM, Toyota, etc) have strong service components as well.

The course addresses the distinct needs and problems of such service organisations (both consumer and business-to-business services).

The theme of the course is that services (both commercial and not-for-profit) possess several unique characteristics that require a distinctive approach to marketing strategy - both in its development and execution. Therefore we build upon and expand the marketing management concepts and models and adapt them to the services sector.

We will use marketing to examine how to improve service quality, increase and maintain customer satisfaction levels, generate customer loyalty, and create a healthy service culture within the firm.

In services we discuss the 7 Ps of the 'Services Marketing Mix' (the traditional 4 Ps plus people, processes, and physical evidence). Since many services have a strong people or employee component (the fifth "p" of the marketing mix), we devote time to examining

successful internal marketing and relationship management, in addition to the more traditional customer-focused external marketing.

### Unit Objectives

1. To become more aware of the nature and characteristics of services, knowledgeable about the ways services need to be marketed due to their intangible core, as well as more informed regarding service quality issues and the success factors in services marketing and services delivery.
2. To understand the overlap of marketing with operations management and human resource systems in the design and management of service organisations.
3. To gain insight into the problems faced by service marketing professionals as well as strategies managers can employ to increase the effectiveness of services marketing.
4. To develop an understanding of services marketing from both a managerial and entrepreneurial viewpoint as well as the differences and commonalities between goods and services through discussion and case analysis of services in a broad range of private, non-profit, and public sector organisations.

*The Macquarie experience is designed to lead students to a career in the city and a place in the world. It encourages life-long learning and links teaching to cutting-edge research.*

*Macquarie seeks to develop generic skills for students, building flexible outcomes for life and for the workplace over a life's career. These skills include:*

- *foundation skills of literacy, numeracy and information technology;*
- *self-awareness and interpersonal skills, such as the capacity for self-management, collaboration and leadership;*
- *communication skills for effective presentation and cultural understanding;*
- *critical analysis skills to evaluate, synthesise and judge;*
- *problem-solving skills to apply and adapt knowledge to the real world; and*
- *creative thinking skills to imagine, invent and discover.*

Source: Macquarie University Handbook

### TEACHING AND LEARNING STRATEGY

The unit will consist of lectures, which will impart the required knowledge. There will also be discussion of case exercises and small group presentations. Discussion and case exercises will be carried on within the framework of assigned readings and contemporary case studies. It is your responsibility to study the reading assignments prior to class in order that you may contribute, participate intelligently and so gain maximum value from the course.

Lecture material will be presented primarily to summarise and synthesise the significant points in the reading assignments and to explain or elaborate upon the more difficult principles. Finally, case studies of service organisations and two practical projects will be used to achieve the course aims.

You are expected to take full responsibility for managing your own learning. Your results for this course will reflect the quality of your efforts to come to grips with the principles involved and your understanding of how they might be applied in real-world situations.

The teaching format is designed to enable you to develop or hone a wide range of analytical, communication (written and oral) and presentation skills in a "non-life threatening" environment.

You will develop your analytical and critical thinking skills through reading widely, actively participating in classroom and group exercises involving real-world situations and presenting the results of your deliberations in concise written and oral form.

## SCHEDULE

Date	Topic	Readings
30 July	Unit Introduction Activity: Orientation exercise, syndicate formation, setting of expectations	Unit Outline Zeithaml et al Ch 1 & 2
6 August	Consumer behaviour in services & Customer expectations	Zeithaml et al. Ch 3 & 4
13 August	Customer perceptions Activity: Syndicate group presentation	Zeithaml et al. Ch 5 & 6
20 August	Building customer relationships Activity: Syndicate group presentation	Zeithaml et al. Ch 7 & 8
27 August	Service recovery Activity: Syndicate group presentation	Zeithaml et al. Ch 8
3 September	Service development and design Activity: Syndicate group presentation	Zeithaml et al Ch 9
10 September	Consumer-defined service standards Activity: Syndicate group presentation	Zeithaml et al Ch 10
17 September	Semester break	
24 September	Semester break	
1 October	Integrated communications and the Servicescape Activity: Syndicate group presentation	Zeithaml et al Ch 11 & 16
8 October	Employees' and customers' roles in service delivery Activity: Syndicate group presentation	Zeithaml et al Ch 12-14
15 October	Managing demand and capacity Activity: Syndicate group presentation	Zeithaml et al Ch 15
22 October	Service and the bottom line	Zeithaml et al Ch 17 & 18
5 November	Exam in class	

## **SELECTED READINGS**

A list of selected relevant readings is available on WebCT. This list is designed as a starting place and significant further research is expected for completion of students assignments. In addition, it is recommended that students familiarise themselves with current research in the field by reading recent issues of the following journals.

Journal of Services Marketing  
Journal of Services Research  
International Journal of Service Industry Management  
Journal of retailing and consumer services

There are also industry specific journals such as:

Health Services Management Research  
Journal of Financial Services Marketing

Contemporary issues in services should also be researched in contemporary mass media such as television, radio, magazines and newspapers.

## **RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES**

### **Presentation**

Classes will be held during Semester 2, beginning on Monday evenings 6pm to 9pm.

Material will be introduced by way of presentation and discussion of the set readings. The discussion which follows, in both syndicate and plenary sessions, will provide an opportunity to question the assertions (and assumptions) of the material presented and to compare and contrast the experiences of class members. Case studies will also be utilised.

### **A Note on Case Study Teaching**

Case study teaching is not a recent invention. Apart from the exploration of the concepts, there are very real learning advantages to be gained in the areas of critical thinking, decision- making, argument, and interpersonal communication. These are crucial management skills.

In case study teaching, lecturer and class members have their respective roles to play:

- ◆ The lecturer facilitates the discussion and draws out issues, analysis and recommendations from the class members.
- ◆ The whole class will be expected to be ready to contribute to the discussion. In order to explore the issues thoroughly in each case, class members need to read the case and reflect on its contents before class.

### **Syndicate Groups**

Students form syndicate groups for class presentations on the first day of class.

Remember - effective group results require effective group processes.

## Course Requirements

Students are required to complete any assigned reading; prepare for and attend all classes; participate in class discussions; complete the assignments; and complete a final examination. Students will be expected to give impromptu presentations on aspects of the unit, conduct peer assessment of group presentations and actively take part in class discussions if they wish to gain marks from the lecturer's overall assessment (worth 20 percent of total marks).

Participation is an important contribution to the success of the classroom experience. It is expected that students will have completed at least the basic reading on each topic and have given some thought to the essential questions posed by the case studies that may have been selected for particular sessions.

(NB 80% attendance at classes is a prerequisite to passing the course, Please contact the lecturer by email if you are unable to attend classes on a particular day or session.)

## Course Assessment

The assessment system has been designed to help students learn and apply the concepts introduced during the course. The purpose is to assess:

- ◆ the extent to which you understand the concepts, ideas and theories introduced;
- ◆ your ability to apply these concepts to your own experience;
- ◆ your ability to develop and support an argument in terms of the word limit required; and
- ◆ your ability to present information and ideas before an audience, and to be able to support the arguments presented.

## Assessment items

Syndicate group paper	25%	(15% paper, 10% presentation)
Research report	25%	
Class contribution	20%	
Exam	30%	

Presentation by your syndicate group to the class (20-30 minutes) about the topic for the syndicate's allocated class session, plus a 1,500-word summary (25% of total assessment).

Individual preparation of a 2,000 word research report, to be handed in on (25% of total assessment).

Lecturer's assessment of participant's overall contribution (20% of total assessment).

Examination – there will be a 2-hour (closed book) examination, (30% of total assessment) to be held on 22 October in class.

## Syndicate Group Presentations

Syndicate Group presentations will be followed by a discussion lasting about 10-15 minutes. You should **NOT** assume that everyone in the class has read the material. Please use the following structure for your presentation:

- ◆ What? - What is the topic about? What are some of the important questions? This is a brief overview/summary of the major points only.

- ◆ So What? - What is the group's assessment of essential assumptions? What is the relevance of this topic to management practice? (try to use one or more of the group members' organisations to illustrate the potential application of the theory and research)
- ◆ Now What? - Identify a small number of issues/arguments that emanate from your presentation for class discussion. The group should then take charge of leading the class in discussion of the issues it has identified for about 10-15 minutes.

The lecturer will allocate each syndicate group a topic during the first day of class. Utilising the topic's required reading as a starting point, syndicates are required to read widely and come to grips with (develop an understanding of) their topic and its relevance to services marketing and operations.

Each group will then prepare a written summary of their research (1000 – 1500 words maximum, including appropriate Harvard style references) in the form of a 'Briefing Paper' suitable for presentation to senior management. The group will also turn the highlights of their Briefing Paper into a PowerPoint presentation of 8 to 12 slides, which they will present to 'management' (the balance of the class) at the time indicated in this Outline.

Note. Both the Briefing Paper summary and the physical PowerPoint presentation will be marked in accordance with the Criteria for Marking Group Assignments attached to this Unit Outline..

The emphasis here is on students developing or honing their skills at clearly and succinctly synthesising material from a variety of sources and expressing this in their own words, in both written and oral form. The result should be that a previously poorly informed audience now understands the essential elements of the topic and its strategic and or operational significance in its overall business context.

Please supply the lecturer (by email) with a copy of your Briefing Paper and PowerPoint slides at least two days prior to class and the lecturer will arrange photocopying for remaining class members. In this way class members will build up a portfolio of critical commentaries on the course materials.

Note.

Students should note that, in order to do your presentation, you will need to meet with your group colleagues in advance of the class meeting date on which your presentation is due so that you can prepare and rehearse your presentation. The set readings are a starting point only and you are encouraged to find supplementary material.

Group members are expected to contribute equally in the development of the presentation. You should explore creative methods of presentation (role play, video, debate, and so on) that will reflect an understanding of the material presented and be inclusive in the way in which group members' skills and talents are utilised.

At the time of handing in the assignment, the group should agree on what percentage of the final mark each person should receive. As part of the written submission, the group is also required to provide, on one page immediately following the cover sheet, a statement of exactly what each member did for the project, signed-off by each member of the group. If there are sizeable discrepancies concerning the contributions within the groups, the lecturer reserves the right to apportion marks unequally. You should indicate this information as follows:

Name of member 1 v% Name of member 2 w%

Name of member 3 x% Name of member 4 y%

Name of member n z%

If the group assesses the contribution of each member as equal, each would receive 100% of the final mark. In cases where the group decides that some did not contribute equally, you should reflect this in the percentages (again, if there is a problem in the group, please see the lecturer sooner rather than later to resolve the matter).

### **Peer Assessment**

Students will individually critique each syndicate group's presentation using the Peer Evaluation of Syndicate Groups assessment sheet attached to this Unit Outline. Verbal, constructive feedback will then be provided to the presenting group. The lecturer will collect individual assessment sheets for review and then provide them to the relevant group on the following class day.

### **Individual Essay in Report Style**

The individual research topic will discuss the following:

Choosing examples from service industries of your choice discuss the following statement "service organisations differ in many important ways from manufacturing businesses, and require a distinctive approach to planning and implementing marketing strategy."

It is expected you will produce a scholarly work. The report should be 2,000 words, clearly argued and supported from the contemporary literature. It must be referenced properly (using the Harvard Style of referencing) to indicate research as well as critical thinking skills. Note. This report will be marked in accordance with the Criteria for Marking Individual Written Assignments attached to this Outline. Students are strongly advised to keep these criteria in mind when preparing their submissions.

The emphasis here is on students developing or honing their skills at clearly and succinctly synthesising material from a variety of sources and expressing this in their own words, in a report format. ( for guidance on report formats use Communication Skill Handbook . Summers, J. and Smith, B Wiley 2004.

Essays should reflect the participant's own writing style and avoid the use of extensive quotations. Where direct quotations are unavoidable, they must be fully acknowledged (including page number). Diagrams, tables, etc. must be the original work of the student and not merely copied (whether acknowledged or not) from source articles.

Finally, the essay should be an interesting and informative read, providing useful insights for practicing managers.

All papers submitted must be proof read before being handed in. As word processing packages (eg those available in Faculty computer laboratories) now have spell check and grammar check programs, marks will be deducted for mistakes in spelling and grammar. Australian spelling is expected, rather than U.S. English.

**All papers must be submitted in both paper and electronic format and may be subject to plagiarism detection software.**

### **Examination**

The examination will be closed book and of two hours duration. Further details will be given in class, later in the course.

The exam will be held on **5 November** during class time and in your normal classroom.



Students must achieve a pass in the exam to gain a pass in the unit, irrespective of accumulated marks.

Calculators and dictionaries are permitted in the exam.

The only exception to sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at <http://www.reg.mq.edu.au/Forms/APSCon.pdf>

You are advised that it is Macquarie University policy not to set early or delayed examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester; that is the final day of the official University examination period, and can attend the exam at the designated time and place.

## **Assessment Criteria**

### **Referencing**

References to other publications must be in Harvard style. Where articles have been accessed using the World Wide Web, referencing should comply with the Harvard style, but include the Access date together with the complete <URL>. If you are unsure how to reference other publications correctly, ask or find out, do not guess. Part of the assessment relates to your ability to correctly cite other publications in your work.

### **Submission Guidelines**

All submissions are to be typed (Times New Roman or Arial font) 11 point and 1.5 line spacing on A4 paper with a 3.0-cm margin top, bottom and both sides. Submissions are to be stapled in the top left corner and are not to be bound or placed in plastic covers or folders. Students must attach the appropriate Cover Sheet to their assignment and complete and sign the certification. Papers without a correctly completed Cover Sheet may not be marked. A copy of the appropriate marking criteria must also be included, immediately behind the Cover Sheet.

Apart from the requirement to use Harvard style referencing within your submissions, all submissions should be to a standard you would be prepared to submit to the CEO of your enterprise. This will enable students to develop or hone skills in business writing where the ability to convey ideas or concepts clearly and concisely, is frequently lacking. It will also enable students to draw together material from many sources and succinctly synthesise this material (whilst appropriately acknowledging their sources).

Individual and group assignments may only be handed in late with prior written (email) permission of the lecturer. Unauthorised late submissions will be penalised 20 per cent of the available marks and if more than seven (7) days late, will not be marked.

Marks will be awarded according to the following grading system:

High Distinction	85%+
Distinction	75-84%
Credit	65-74%
Pass	50-64%
Fail	<50%

Students should be aware that their final mark and grade are subject to review and adjustment at the Examinations Committee meeting.

### **Academic Honesty**

Deliberate breaches of academic honesty constitute academic misconduct. These breaches include; plagiarism, fabrication of data, recycling previously submitted material, engaging someone else to complete an assessment on one's behalf and misconduct during supervised assessments. The penalties for academic misconduct may include; a mark of zero on the assessment, a fail grade in the unit of study, additional assessment (including an unseen exam) and / or reference of the matter to the University Registrar. Issues concerning breaches of academic honesty may be dealt with either through the process of determining academic results in a unit of study, or, in the most serious cases, by invocation of misconduct procedures. Students are expected to familiarise themselves with Macquarie University's Plagiarism policy.

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's practices and procedures on plagiarism. These can be found in the *Handbook of Postgraduate Studies* or on the web at: <http://www.student.mq.edu.au/plagiarism/>

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

### **Feedback and Evaluation**

Individuals and groups will receive progressive feedback on their performance in class, on an ongoing basis. Written feedback for the Individual Essay will be provided when the paper is marked and for the Group Presentation during the Review Session prior to the Final Examination.

Syndicate groups will receive peer feedback immediately following their presentations. The lecturer will make Peer Assessment sheets available to each group on the class day following the group's presentation

## **UNIVERSITY POLICY ON GRADING**

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results.

It is important that you realise that the policy does not require that a minimum number of students are to be failed in any unit.

The process of scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark.

For an explanation of the policy see <http://www.mq.edu.au/senate/MQUOnly/Issues/Guidelines2003.doc> or

<http://www.mq.edu.au/senate/MQUonly/Issues/detailedguidelines.doc>.

## **STUDENT SUPPORT SERVICES**

Macquarie University provides a range of Academic Student Support Services. Details of these services can accessed at <http://www.student.mq.edu.au>

## Mark Sheet for Individual Papers

Name: \_\_\_\_\_

Topic: \_\_\_\_\_

Mark: \_\_\_\_\_  
(Paper + Presentation)

	Excellent				Fail
Extent content relevant to topic					
Quality, accuracy and depth of critical analysis					
Breadth of ideas from literature, cases and/or experience					
Application of ideas & discussion of topic					
Comprehensive answer to the question					
Coherence of argument					
Prose style: sentence structure, grammar, spelling etc.					
Structure & presentation, paragraphing, layout etc					
Referencing – reference list and citing of sources in body of essay					

Appropriate Length **Yes / No**

Submitted on date set

**Yes / No**

**Comments:**

## Mark Sheet for Group Projects

**Names:** \_\_\_\_\_

**Names:** \_\_\_\_\_

**Names:** \_\_\_\_\_

**Topic:** \_\_\_\_\_ **Mark:** \_\_\_\_\_  
(Paper + Presentation.  
 Does not include Peer Evaluation)

	Excellent				Fail
Extent content relevant to topic					
Quality, accuracy and depth of analysis & interpretation					
Breadth of ideas from literature, cases and/or experience					
Application of ideas & discussion of topic					
Comprehensive coverage of required elements					
Coherence of argument, logical & easy to follow					
Prose style: sentence structure, grammar, spelling etc.					
Structure & presentation, paragraphing, layout etc					
Referencing – reference list and citing of sources in body of report					

Appropriate Length **Yes / No**

Submitted on date set

**Yes / No**

**Comments:**

## STUDENT EVALUATION OF GROUP MEMBER PARTICIPATION

(Separate form to be completed by each student)

Great teamwork enhances group outcomes. This form has two functions: to provide you with a guide to the behaviours expected of you as a team member AND as a means of evaluating your contribution and that of each other team member on completion of the project. Evaluations may be used by your lecturer to determine the final project mark for each person in your team. On formation of the team, examine the participation criteria carefully. Think about how you will contribute to the group effort and discuss this as a team. Write your own name below ('Self') and that of each other person. On completion of the project use the form to evaluate yourself and the team. Circle the letter that best describes the person's participation for each criterion, then give the form to your lecturer.

**Person 1 (self):** \_\_\_\_\_

**Person 2:** \_\_\_\_\_

**Person 3:** \_\_\_\_\_

**Person 4:** \_\_\_\_\_

**Person 5:** \_\_\_\_\_

**Person 6:** \_\_\_\_\_

Person						Participation criteria
1	2	3	4	5	6	
a	a	a	a	a	a	<b>Planning/organising of project</b> a) Took a leading role & gave time to planning b) Did fair share of planning work c) Did some planning work but less than others d) Did not participate in planning activities
b	b	b	b	b	b	
c	c	c	c	c	c	
d	d	d	d	d	d	
a	a	a	a	a	a	<b>Conceptualisation of the project</b> a) Took a leading role b) Contributed good ideas c) Contributed some ideas but less than others d) Did not contribute to project conceptualisation
b	b	b	b	b	b	
c	c	c	c	c	c	
d	d	d	d	d	d	
a	a	a	a	a	a	<b>Attendance at team meetings</b> a) Organised meetings & facilitated the involvement of team members b) Attended all scheduled meetings c) Missed one or more meetings but informed others in advance d) Missed one or more meetings but did not inform others in advance e) Poor attendance
b	b	b	b	b	b	
c	c	c	c	c	c	
d	d	d	d	d	d	
e	e	e	e	e	e	
a	a	a	a	a	a	<b>Meeting team deadlines</b> a) Always worked to deadlines b) Missed one or two deadlines but negotiated changes with others c) Missed one or two deadlines without discussion with others causing minor problems for team d) Poor in meeting team deadlines causing major problems for the team
b	b	b	b	b	b	
c	c	c	c	c	c	
d	d	d	d	d	d	
a	a	a	a	a	a	<b>Cooperation, flexibility &amp; resourcefulness</b> a) An excellent team member & facilitator b) A good team member c) Generally worked well as a team member with some lapses d) Difficult and uncooperative
b	b	b	b	b	b	
c	c	c	c	c	c	
d	d	d	d	d	d	
a	a	a	a	a	a	<b>Quality of work submitted to team</b> a) High quality contributions b) Good contributions c) Fair contributions with some lapses in the quality or amount of work submitted d) Submitted work but it was unsuitable for inclusion as part of team output e) Failed to submit work, or work not submitted in time
b	b	b	b	b	b	
c	c	c	c	c	c	
d	d	d	d	d	d	
e	e	e	e	e	e	



# MACQUARIE UNIVERSITY

## Assignment Coversheet Declaration

Student Name

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Student number

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Assignment Title

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Unit

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I certify that:

- This assignment is my own work, based on my personal study and/or research
- I have acknowledged all material and sources used in the preparation of this assignment, including any material generated in the course of my employment
- If this assignment was based on collaborative preparatory work, as approved by the teachers of the unit, I have not submitted substantially the same final version of any material as another student
- Neither the assignment, nor substantial parts of it, have been previously submitted for assessment in this or any other institution
- I have not copied in part, or in whole, or otherwise plagiarised the work of other students
- I have read and I understand the criteria used for assessment
- The assignment is within the word and page limits specified in the unit outline
- The use of any material in this assignment does not infringe the intellectual property / copyright of a third party
- I understand that this assignment may undergo electronic detection for plagiarism, and a copy of the assignment may be retained on the database and used to make comparisons with other assignments in future

Signature

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Date

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This declaration is a summary of the University policy on plagiarism. For the policy in full, please refer to Student Information in the Handbook of Undergraduate Studies or [www.student.mq.edu.au/plagiarism/](http://www.student.mq.edu.au/plagiarism/)