

MACQUARIE
UNIVERSITY



FACULTY OF
BUSINESS AND ECONOMICS

MKTG207
Services Marketing

Semester 2, 2010

Department of Business

MACQUARIE UNIVERSITY
Faculty of Business & Economics
UNIT OUTLINE

Year and Semester:	Semester 2, 2010
Unit convenor:	Dr. Jana Bowden
Prerequisites / Corequisites:	MKTG101, or BBA101; Entry to BCom or BCom-Mktg

Students in this unit MUST read this unit outline carefully at the start of semester.

It contains important information about the unit and tips on getting through the assessments. If anything in it is unclear, please consult one of the teaching staff in the unit.

1.0 ABOUT THIS UNIT

This course in Services Marketing is intended to broaden your view of marketing and how it is increasingly being practised in business today. It is designed to cause you to question the prevailing conceptualisation of marketing as it has been studied and practised over the past 40 years or so. The course will examine marketing as it applies in industries which deal primarily in services, but also from the perspective of virtually all organisations in recognition of the fact that service is an integral part of the offerings of every organisation. The course builds on the material previously discussed in MKTG101 or BBA101 Marketing Fundamentals, a pre-requisite subject for this course.

2.0 TEACHING STAFF

- Unit Convenor:
 - Dr Jana Bowden
Department of Business, Faculty of Business & Economics
Room 650, Level 6, Building E4A
Email: Jana.Bowden@mq.edu.au (preferred contact)

- Tutors
 - Dr Jana Bowden
Email: jana.bowden@mq.edu.au

 - Dr Ray Welling
Email: Ray.Welling@gmail.com

PRIZES

- A prize is available to the top performing student in MKTG207 for academic excellence in the unit. The prize is the “**John Wiley & Sons Excellence in Services Marketing**”. **The prize consists of a cash prize of \$500.**
- http://www.businessandconomics.mq.edu.au/undergraduate_degrees/prizes_scholarships

3.0 CLASSES

This course will be conducted in a weekly two hour lecture and weekly one hour tutorial format. Students will form into groups during the tutorials in teaching Week 2 commencing the 9th August 2010.

Lectures will generally follow a seminar format in which the emphasis will be on interactive discussion. A high level of involvement and constructive participation in classroom discussions is therefore expected of all students.

Students are expected to attend and participate in all tutorials during the semester. Attendance and participation in tutorials will contribute to 10% of the course assessment for this Unit. Three or more missed tutorials will result in students obtaining a 0% mark for attendance and participation during the semester. A weekly class roll will be kept.

The course will involve a number of different approaches to achieving its objectives. The course evaluation scheme reflects the fact that this is a multifaceted course, with several different elements contributing to the total grade.

The timetable for classes can be found on the University web site at:

<http://www.timetables.mq.edu.au/>

3.1 Tutorial/ Group Sessions

Tutorials/ group sessions in this course are conducted each week commencing in Teaching Week 2 commencing the 9th August 2010. Class sizes are limited. Times for these sessions are available through the timetable link for the University:

<http://www.timetables.mq.edu.au/>

You must sign on for your preferred session electronically. Should you experience problems, please contact the teaching staff in Week 1 commencing the 2nd August 2010. Once you are included in a tutorial, you should attend that tutorial and group only each week. Changes will be permitted only in exceptional circumstances, and only after discussion with teaching staff. It is the staffs' expectation that tutorials in this course will be conducted in a professional and conscientious manner.

3.2 Consultation

Teaching staff are there to assist you. Staff members have set consultation times during which you may see them without making an appointment. The Unit Coordinator Dr Jana Bowden is available for consultation in person on Thursday between 5-6pm. Consultation outside of these times is by appointment only.

All tutors are available for consultation via email. If you have questions or points that require clarification leave a message with your tutor via email. Your tutor is your primary point of contact.

An online forum is also available via the Blackboard site for this Unit. You may use this site to seek assistance from your peers or from your teachers by posting a message in the relevant discussion forum. There are six forums for discussion in which you may post questions. These include:

1. General Administration Discussion

2. Student-to-Student Discussion
3. Report Discussion
4. Applied Question Discussion
5. Case Presentation Discussion
6. Exam Discussion

All important messages and announcements will be posted on the Blackboard site regularly by staff and you must take the time to read these each week. The Blackboard site is a public forum that everyone in the unit is able to access and read. The site can be found at the following link: <http://learn.mq.edu.au>

4.0 REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

4.1 Required Textbook

The textbook to accompany this unit is:

Lovelock, C. H., Patterson, P.G. and Walker, R.H., *Services Marketing: An Asia-Pacific and Australian Perspective* (4th Edition), Sydney: Pearson Education Australia, 2007.

Copies are available in library in the reserve section.

Please note that old editions of this text do exist. You are welcome to use these, however you will need to cross-check the content of older versions with the 4th edition of the text on a weekly basis to ensure that you are reading the correct material. Cases in the old versions are significantly different.

4.2 Highly Recommended Reading

Writing Skills

The major assessment for this unit revolves around writing a report. This report allows students to develop their research and writing skills.

With regard to the development of writing skills students are advised to read the following resource available in the library in the reserve section. There are ten copies available for loan. If you wish to own your own copy, you are also welcome to purchase a copy from the Co-Op Bookshop on campus. These resources will be of great use to you throughout your studies, not just in MKTG207.

Burton, L. 2010. *An Interactive Approach to Writing Essays and Research Reports in Psychology*, John Wiley & Sons, Australia

This source also covers information on topics such as; writing style, critical thinking, report writing, referencing, structure, and plagiarism.

Researching Skills - Journals

In addition to the required textbook for this Unit, you should familiarise yourself with the relevant periodical section of the library. Journals recommended for your study in marketing include:

- Journal of Marketing
- Journal of Consumer Research
- International Journal of Research in Marketing

- Harvard Business Review
- Journal of the Academy of Marketing Science
- Journal of Services Research
- Australian Business Monthly
- Business Review Weekly

You can access these resources through the Library home page. Under 'research' select search for 'journals' and type the name of the journal.

4.3 Recommended Research Databases

You should also familiarize yourself with key research databases available for access through the library. Databases recommended for your study in marketing include:

- Ebscohost:
 - Academic Search Elite
 - Business Source Premier
- Wiley Interscience
- Global Market Information Database (Industry Reports)
- Google Scholar (only when logged in via the Macquarie University website)

5.0 UNIT WEB PAGE

Please note the unit's logon Blackboard address is: <http://learn.mq.edu.au>

To log on, you must first obtain a log on password from IT services or the library then click through to Services Marketing MKTG207.

Please check this site each week for lecture slides. These will be made available for downloading and printing on a week by week basis. In addition, important announcements and documents will be posted on the site on a regular basis. It is each student's responsibility to regularly check Blackboard. It is strongly recommended that you do so at least once per week throughout the semester.

6.0 LEARNING OUTCOMES & GRADUATE CAPABILITIES

6.1 Learning Outcomes

The course will seek to apply the principles of services marketing to organisations in the private, public and not-for-profit sectors. It will also examine the characteristics and the unique problems caused by the differences between the marketing of tangible goods and the marketing of services. It will endeavour also to communicate the need for understanding in detail consumer behaviour as it applies to the purchase of services and to the interaction between customers and service providers.

The course will communicate the fact that the successful marketing of services and the successful delivery of service are critical elements in the development of customer satisfaction and the long-term success of an organisation. In this regard, the concept of service quality and its measurement will be discussed, as will the link between service quality and customer satisfaction. The factors that contribute to perceived service quality lie within the areas of responsibility of virtually all employees of an organisation. The provision of superior service, therefore, becomes the responsibility of other departments

of the organisation (eg operations and human resources) in partnership with marketing.

The course is designed to assist the student in gaining a comprehensive understanding of the nature of services, of how the consumer buys and evaluates service, and of the multi-dimensionality of service. Furthermore an additional dimension of the course will be to explore the range of issues within particular service industries or sectors (for example, financial services, tourism, public sector, professional services, retail services etc.)

In addition to the discipline-based learning objectives, all academic programs at Macquarie seek to develop students' generic skills in a range of areas. One of the aims of this unit is that students develop their skills in the following:

Communication skills, Critical analysis skills, Problem-solving skills

After successfully completing this course you should be able to:

1. Outline the scope of services marketing and recognise services marketing as an organisation-wide philosophy.
2. Appreciate the role of services marketing in business and understand that marketing begins and ends with the customer.
3. Assess the marketing environment and understand its impact upon key theoretic marketing principles including product, pricing, place and promotion and importantly people, processes and physical evidence.
4. Understand and evaluate the differences between marketing a product versus a service.
5. Apply marketing techniques and theories to develop creative solutions to services marketing problems.
6. Critically evaluate and reflect upon specific services marketing decisions and services marketing strategies through the use of applied questions and case study analysis.
7. Formulate solutions to services marketing problems.
8. Use oral skills to educate and engage a target audience.
9. Participate as an effective and involved member of a small group.
10. Demonstrate use of written skills to integrate key services marketing theoretic concepts and to create a coherent and theoretically rigorous argument.
11. Use primary research skills to collect, collate and integrate data analysing the performance of services firms.
12. Demonstrate use of written skills to integrate services marketing theoretic concepts with the findings from field research.

6.2 Graduate Capabilities – Critical, Analytical and Integrative Thinking

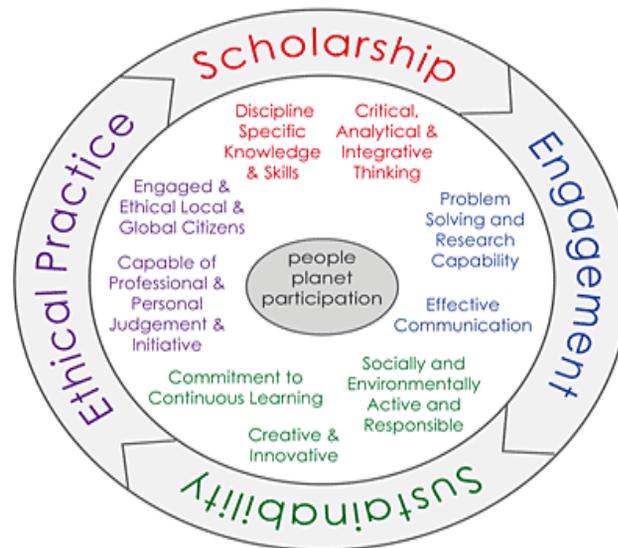
Macquarie Universities stated Graduate Capabilities may be viewed as a mix of cognitive capabilities, and personal, interpersonal, and social capabilities. In addition to the abovementioned learning outcomes, the MKTG207 Services Marketing unit has been designed to develop your skills within the specific graduate capability area of *critical, analytical and integrative thinking*.

We want our graduates to be capable of achieving the following;

- a) To be able to reason, question and analyse information
- b) To be able to integrate and synthesise learning and knowledge from a range of sources and environments
- c) To be able to critique constraints, assumptions, and limitations

- d) To be able to think independently and systematically in relation to scholarly activity in the workplace and in the world in general
- e) To be able to develop advanced skills in information and technology literacy

The graduate capability concerning critical, analytical and integrative thinking will therefore be developed throughout the MKTG207 Services Marketing unit through both the unit's content and through its assessment.



7.0 TEACHING AND LEARNING STRATEGY

This unit employs a combination of seminars and tutorials. You are expected to attend all seminars and tutorials and to contribute to the discussions that are encouraged in both. To make the best contribution, and to receive the greatest benefit from this unit, you are expected to be alert outside seminars and tutorials for every-day applications of the services marketing principles discussed.

Please refer to the schedule of learning activities by teaching week. This schedule outlines the key content to be discussed in each week's seminars and tutorials. It additionally outlines the required weekly reading schedule for the Unit.

8.0 RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

8.1 Assessment Summary

Throughout this Unit, students will gain an appreciation for the nature of Services Marketing and the way in which it is studied and practiced today. Students will develop a detailed understanding of the theoretical aspects of marketing service organisations via the examination of key concepts within services marketing theory. Students will additionally obtain a practical understanding of the implementation of service marketing principles through both the presentation and critical analysis of weekly case studies and applied questions, as well as through the investigation and measurement of the service quality levels of two firms of their choice.

A summary of the assessment for this Unit is provided in the table below. Please see section 8.2 onwards for details of each assessment task.

Assessment Task	Due Date	Weight	Graduate Capability	Learning Objectives
Group Case Study Presentation (20 Minutes)	Presented during tutorials. See weekly schedule on page 12 for dates.	15%	A, B, C, D, E	1, 2, 3, 4, 5, 6, 7, 8, 9
Service Quality Industry Report (3,000 words)	Due Friday 12th Nov by 4pm sharp.	10% presentation 25% report	A, B, C, D, E	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Final Examination	See University Examination Timetable.	40%	A, B, C, D	1, 2, 3, 4, 5, 6, 7, 10
Tutorial attendance, participation, question completion	Week 2-13 inclusive	10%	A, B, C, D	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

8.2 Details of Assessment

8.2.1 Group Case Study Presentation 15%

Students will be placed into groups in teaching week 2 commencing the 9th August 2010. Each student group will then be assigned a specific case study from the text. The case study must be thoroughly analysed and all questions answered. All answers must be justified and should be supported by additional research from outside of the textbook. This may include journal article research as well as industry research (the Global Market Information Database is useful in this latter regard). The case study presentation must not exceed 20 minutes.

Aside from analysis of the case material, students are expected to actively engage with their class audience in order to generate meaningful class discussion and active class debate. A significant proportion of the grade assigned for this presentation task will relate to students' ability to comprehensively analyse and present the case material as well as to include class members in their presentation. Students may utilize question and answer time, class activities, games, split class debates etc which are designed to educate and involve the audience in the case material.

It is expected that all non-presenting class members will engage in critical analysis and debate of the presented case. Involvement in this analysis and debate process will contribute strongly to each students semester participation mark. Students are therefore expected to read every case during the course and be prepared to discuss them in class even if they are not scheduled to present.

Each member must be actively and equally involved in the preparation and presentation of the case. Cases will be presented according to the case presentation schedule contained in the course schedule.

8.2.2 Industry Service Quality Report 35%

Each group is to present an analysis of the customer service provided within a service context. Groups can choose to study one of the following industries/retail groupings:

- Hotel chains (eg. Sheraton, Hilton, Sebel etc)
- Fast food (eg. McDonalds, Krispy Kreme, KFC etc)
- Retail Fashion (eg. Myer, David Jones etc)
- Airlines (eg. Qantas, Virgin, Singapore Airlines, Malaysian Airlines, SAS etc)
- Banking (eg. ANZ, Commonwealth, St George etc)
- Online retailers (e.g. Amazon, Ebay etc)
- Other industries/retail groupings can also be studied with prior approval by the tutor

Please note students will be individually marked on the basis of their individual contribution to the Service Quality Report. Each student's contribution mark to the assessment will be assessed by a formal group voting procedure conducted in the final tutorial. 'Free riding' of other members' contributions to the report is not tolerated in this unit and all group members are required to have equal input into all components of this assessment task.

The major tasks of the group are:

1. To evaluate **CRITICALLY** the customer service provided by your two chosen competing organisations using the SERVQUAL survey instrument as well as focus groups or in-depth interviews and,
2. From the perspective of **BOTH** firms, but in particular the lesser performing firm, to derive strategies based on your critical analysis to improve service quality and marketing performance.

Suggested (Guide) Structure of Report

Company background & context

- Industry research
- Company background
- Competitive positions
- Major strategic industry and/or competitor issues highlighted

Analysis

- Methodology described
- Comparative summary of SERVQUAL or service performance by component (eg. Reliability, Assurance, Tangibles, Empathy, Responsiveness) and by question item
- Critical evaluation of service standards
- Major issues of concern highlighted
- Marketing mix factors (7P's) covered
- Application of services marketing theory and literature to data analysis

Recommendations & Strategies

- Detailed recommendations developed for both firms but especially lesser performing firm
- Recommendations based on service quality and marketing mix factors
- Recommendations linked to critical evaluation of theory and data
- Commentary on viability and/or feasibility of recommendations

The report should be no more than 3,000 words (excluding appendices). Reports should be submitted in hardcopy (double-spaced; 12 pt). Referencing should be based on the Harvard Author-Date convention

The first group presentations reporting the critically analysed findings from your SERVQUAL survey and interviews will be presented in tutorial sessions 8, 9 and 10 depending on your group allocation. Students should allow 15 minutes for presentations. **Marks will be allocated as follows: Presentation 10%; Final report 25%**

Suggested (Guide) Structure of Presentation

Industry context

- Brief background overview of competitive space & chosen firms
- Discussion of competitive positions in market (positioning map included)
- Brief 7P's comparison

Analysis

- Measurement of service quality using SERVQUAL perceived performance questionnaire
- *Critical* comparison of performance between chosen firms i.e. comparative averages with *analytical* commentary on similarities and differences at RATER component level and also at item level
- Clear graphical representation of results
- Discussion of qualitative research findings using excerpted verbatim
- Strengths & weaknesses of two firms

Reports are due 4pm sharp to the BESS office in building E4B on the 12th November. Late submissions will not be accepted.

8.2.4 Attendance, Verbal Participation in Case Studies, Written completion of Applied Question Homework (10%)

You are expected to attend and participate actively in all of your tutorials throughout semester. This includes:

- Attendance at tutorials
- Reading the weekly assigned case study. You are also required to actively and informally debating the case study presentations each week with the presenting group.
- Completing a half page bullet point written answer to the applied questions **in advance** of your tutorial in readiness for tutorial discussion when **randomly** called upon by the tutor. Your tutor will also collect this for review.

This will facilitate your learning and prepare you for the final exam. An attendance mark of 10% will be allocated if ten out of twelve tutorials are attended. Students will be randomly selected by the tutor during question time within tutorials to provide answers to any one of the set case or applied questions for that week.

The following chart shows the allocation of marks for attendance, and participation in class including completion of homework during the semester:

Attendance at a minimum of 10 out of 12 tutorials 0 = 3 or more missed tutorials without Doctors certificate 2 = missed 1 or 2 tutorials and didn't participate actively 4 = missed 1 or 0 tutorials and didn't participate actively 6 = missed 1 or 0 tutorials, minimal participation 8 = missed 1 or 0 tutorials, good participation 10 = missed 1 or 0 tutorials, excellent participation NB. 3 or more missed tutorials without medical certification results in a 0% grade NB. 'Participation' means verbal participation in class (opinions, debate, and commentary) as well as written completion of applied question homework.	10%
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9.0 FINAL EXAMINATION

Students are required to sit a final examination for the Unit. This examination is worth 40% of your course assessment. The final examination will consist of three parts: (1) multiple-choice questions; (2). short-answer questions; and (3) one case study. The final examination will occupy two and a half hours.

The weighting of your final exam is as follows:

1 Case	40%
40 Multiple Choice Questions	40%
3 Short Answer Questions	30%
Worth 40% of your total assessment	100%

The exam will cover **all Chapters from the textbook outlined in the course schedule** as well as all material discussed during lectures and tutorials. It is the students' responsibility to read the relevant textbook chapters.

The University Examination period commences 15th November 2010.

Students are expected to present themselves for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations.

<http://www.timetables.mq.edu.au/exam>

The only exception to not 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>

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period. (Individual Faculties may wish to signal when the Faculties' Supplementary Exams are normally scheduled.)

Students are advised that it is Macquarie University policy not to set early 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 examination period.

10.0 PLAGIARISM

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 Undergraduate 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.

11.0 STUDENT SUPPORT SERVICES

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

12.0 ACADEMIC HONESTY

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- all academic work claimed as original is the work of the author making the claim
- all academic collaborations are acknowledged
- academic work is not falsified in any way
- when the ideas of others are used, these ideas are acknowledged appropriately.

Further information on the academic honesty can be found in the Macquarie University Academic Honesty Policy at:

http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

13.0 GRADES

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. In fact it does something like the opposite, in requiring examiners to explain their actions if more than 20% of students fail in a 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://senate.mq.edu.au/rules/Guidelines2003.doc> or

<http://senate.mq.edu.au/rules/detailedguidelines.doc>

14.0 GRADING APPEALS AND FINAL EXAMINATION SCRIPT VIEWING

If, at the conclusion of the unit, you have performed below expectations, and are considering lodging an appeal of grade and/or viewing your final exam script please refer to the following website which provides information about these processes and the cut off dates in the first instance. Please read the instructions provided concerning what constitutes a valid grounds for appeal before appealing your grade.

http://www.businessandconomics.mq.edu.au/for/new_and_current_students/undergraduate/admin_central/grade_appeals.

15.0 SPECIAL CONSIDERATION

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at:

http://www.mq.edu.au/policy/docs/special_consideration/procedure.html

16.0 IT CONDITIONS OF USE

Access to all student computing facilities within the Faculty of Business and Economics is restricted to authorised coursework for approved units. Student ID cards must be displayed in the locations provided at all times.

Students are expected to act responsibly when utilising University IT facilities. The following regulations apply to the use of computing facilities and online services:

- Accessing inappropriate web sites or downloading inappropriate material is not permitted. Material that is not related to coursework for approved unit is deemed inappropriate.

- Downloading copyright material without permission from the copyright owner is illegal, and strictly prohibited. Students detected undertaking such activities will face disciplinary action, which may result in criminal proceedings.

Non-compliance with these conditions may result in disciplinary action without further notice.

Students must use their Macquarie University email addresses to communicate with staff as it is University policy that the University issued email account is used for official University communication.

COURSE SCHEDULE

<u>WEEK COMMENCING:</u>	<u>L, P & W Chapters</u>	<u>Tutorial Topic</u>
<u>Session 1: 2 Aug</u> Course Introduction What is Services Marketing? VIDEO: Wellbeing	NA	No tutorial this week
<u>Session 2: 9 Aug</u> New Perspectives - The Service Economy VIDEO: Mayo Clinic	1	Allocation of case studies & groups Discussion of service quality report
<u>Session 3: 16 Aug</u> Customer Behaviour	2	Applied Question 1 Structure of Service Quality Report
<u>Session 4: 23 Aug</u> Customer Satisfaction and Service Quality VIDEO: Ritz Carlton	3	Kiwi Experience Case p 495 Applied Question 2
<u>Session 5: 30 Aug</u> Managing People for Service Advantage VIDEO: Mobilizing People for Breakthrough Service	4	Announce Industry selections The Cape House p 515 Applied Question 3
<u>Session 6: 6 Sept</u> Target Marketing and Positioning VIDEO: Marriott Hotels	5	Aussie Pooch Mobile p 519 Applied Question 4
<u>Session 7: 13 Sept</u> Developing a Product Strategy	6	Giordano Case p 530 Applied Question 5
<u>Session 8: 4 Oct</u> Costs and Pricing & Demand Management	8+9	Group Project Presentations (first round)
<u>Session 9: 11 Oct</u> Communicating and Promoting VIDEO: UBS	10	Group Project Presentations (first round)
<u>Session 10: 28 Oct</u> Managing Customer Service & Managing Customer Relationships	11+12	Group Project Presentations (first round)
<u>Session 11: 25 Oct</u> Customer Complaints and Service Recovery VIDEO: Saving Customers with Service Recovery	13	Starbucks Case p 540 Applied Question 6
<u>Session 12: 1 Nov</u> International Services Marketing VIDEO: McDonalds Expansion	14	Air Asia Case p 554 Applied Question 7
<u>Session 13: 8 Nov</u> Course Review, Exam Preparation	NA	Exam Review Questions Service Quality Reports Due

Applied Questions

Each of these questions is to be prepared in a half page written or typed bullet point response prior to the designated tutorial in which it is to be discussed. Your tutor will then collect your response, look over it and if sufficient, mark you as having completed the homework for that task. Your tutor will provide you with written feedback on your homework for week one to ensure you are answering appropriately.

Week	Date (w/c)	Applied Question – prepare 1/2 page written/typed bullet point answer
3	16 aug	Read the case study Dr Becketts Dental Surgery. Discuss the four distinctive aspects of services (intangibility, inseparability, heterogeneity, and perishability) as they apply to Dr. Beckett’s practice. What strategies has Dr. Beckett used to address these four issues?
4	23 aug	Read the article ‘Co-Creation of Experiences: The next practice in value creation’. Critically reflect on the concept of co-creation of value in the service sector. Is co-creation of value possible in higher education? How may it be implemented?
5	30 aug	<p style="text-align: center;">“From a customers perspective the encounter with service staff is often the most important aspect of a service...”</p> <p>Approach a retail service provider as a potential customer to enquire about a product that you are interested in buying from them. Analyse the customer service experience you received using the RATER model of service quality (Reliability, assurance, tangibles, empathy, responsiveness). Was there any evidence of a service oriented culture? Provide examples.</p>
6	6 sept	Read the article ‘Exploring Service Sabotage.’ How important are frontline service staff? What steps might organisations take to reduce the risk of employee service sabotage?
7	13 Sept	Think of a hotel or backpackers where you have recently stayed. Or think of a hotel chain that you are familiar with generally. Develop a list of the supplementary facilitating and supplementary supporting services that it offers. Rank these services in terms of importance. Which of them if not provided might affect your decision to stay there? Which do you consider unnecessary extras?
11	25 Oct	Consider a recent occasion when you were dissatisfied with an organisations service. What did you do about it? If you complained to the organisation how did you go about registering your complaint and how did the organisation handle it? If you did not complain why not?
12	1 Nov	Think of a global service organisation with which you are familiar. To what extent does the company standardise its operations globally, versus adapt its operations to the local market?

Assessment Marking Guide

Assessment Task: Specialist Industry Service Quality Report

Unit Code: MKTG207

Group Members/Number:

Assessor Name:

Date:

Assessed Unit Learning Outcome(s)

Primary Learning Outcomes:

- Demonstrate use of written skills to integrate key service marketing theoretic concepts and to create a coherent and theoretically rigorous argument (learning outcome 11)
- Use primary research skills to collect, collate and critically analyse data on firm performance firms (learning outcome 6; learning outcome 12)

Secondary Learning Outcomes:

- Outline the scope of services marketing and recognise it as an organisation-wide philosophy (learning outcome 1)
- Appreciate the role of marketing in service businesses and understand that marketing begins and ends with the customer (learning outcome 2)
- Assess the marketing environment and understand its impact upon key theoretic marketing principles including the 7 P's (learning outcome 3)
- Understand and evaluate the differences between marketing a product versus a service (learning outcome 4)
- Apply marketing techniques and theories to develop creative solutions to marketing problems (learning outcome 5)

General Standards as Applied to this Assignment

<p><u>High Distinction</u></p> <p>85-100%</p>	<p>The group demonstrates the competencies in Distinction standard and in addition demonstrates;</p> <ul style="list-style-type: none"> • Insightful and comprehensive identification and discussion of key scholarly literature concerning the specialist services marketing topic. • Insightful and comprehensive identification and discussion of industry statistics and data concerning the selected competing firms. • Demonstrates capacity to use new insights to critically appraise literature, ideas and results, drawing well-supported conclusions. • Demonstrates deeply insightful analysis and integration of the qualitative and quantitative primary data leading to new discovery. • Evidence of advanced analysis of primary data leading to the development of viable, and fully justified strategic recommendations. • Excellent integration of data analysis with services marketing theory. • The work has been written, referenced and presented to an exemplary professional standard, and presents a compelling and effective argument/discussion.
<p><u>Distinction</u></p> <p>75-84%</p>	<p>The group demonstrates the competencies in Credit standard and in addition;</p> <ul style="list-style-type: none"> • Demonstrates selectivity and uses judgement in determining the importance of theoretical concepts. • Integrates industry data and research. • Develops a progressive, convincing, and clear argument throughout the work. • Shows evidence of a critical understanding of relevant services marketing theory. • Demonstrates competency in data analysis to extract industry relevant insights and recommendations. • Qualitative and quantitative data analysis integrated to provide insight. • Demonstrates capacity to evaluate ideas and arguments, and draw appropriate conclusions. • Strategic recommendations clearly linked to both findings of the data analysis and theory presented. • The work has been written and presented to a high academic standard, and presents a coherent argument.

<p><u>Credit</u></p> <p>65-74%</p>	<p>The group demonstrates the competencies in Pass standard, and in addition;</p> <ul style="list-style-type: none"> • Demonstrates an ability to identify key services marketing concepts, theories, and issues. • Theoretical analysis may at times lack depth. • Shows some evidence of industry research. • May sometimes lapse into description rather than providing analysis and evaluation. • Demonstrates sound capacity to undertake basic data analysis. • Limited integration of qualitative and quantitative data analysis. • Draws limited conclusions and recommendations that are loosely related to the findings of the data analysis phase. • Provides a satisfactorily structured, sourced, and referenced work which is clearly written and grammatically accurate. Some significant improvements needed to meet a standard suitable for distinction level. Argument/discussion is credible.
<p><u>Pass</u></p> <p>50-64%</p> <p><u>Conceded Pass</u></p> <p>45-49%</p>	<p>The group demonstrates the following;</p> <ul style="list-style-type: none"> • Conveys a basic understanding of the relevant theory. • Limited industry research included. • The work demonstrates a limited capacity to appraise literature, ideas and arguments, draw appropriate conclusions and apply relevant theory. • The work provides little or no evidence of critical analysis and may simply restate or describe. • The work is not synthesised or integrated and lacks depth of analysis. • Relies extensively on text, or limited readings providing little evidence of research. May demonstrate a narrow focus. • Limited insight generated from qualitative and quantitative analysis and poor integration. • Recommendations may not be appropriately or clearly related to findings of the data analysis. • Recommendations may be lacking grounding in theory. • The work is presented with sufficient coherence and clarity for the reader to understand the ideas and arguments being proposed. Improvements to writing such as structure, grammar and referencing are required to meet academic writing standards. Argument/discussion has some flaws.
<p><u>Fail</u></p> <p>0-44%</p>	<p>The group may demonstrate some or all of the following;</p> <ul style="list-style-type: none"> • Has not identified key scholarly literature concerning the services marketing topic. • The work conveys little evidence of the capacity to appraise literature, ideas and arguments, to draw appropriate conclusions and apply relevant theory. • Demonstrates a failure to identify the key issues associated with firm performance. • Demonstrates a failure to analyse strategic issues in any depth. • Poor data analysis resulting in failure to produce insight. • Failure to collect required quantitative and qualitative data sample. • Provides recommendations that are not linked to the findings of the data analysis or which are not grounded in theory. • The work demonstrates little understanding or appreciation of standards required for academic writing. Improvements in terms of clarity, grammar, spelling, quotations, referencing or presentation/structure are required to achieve an acceptable standard. Argument/discussion is fundamentally flawed. • Assessment is not handed in on time.

Communication and Referencing

		Good	Need to improve	Comments	
Spelling		<input type="checkbox"/>	<input type="checkbox"/>		
Sentence Structure		<input type="checkbox"/>	<input type="checkbox"/>		
Punctuation		<input type="checkbox"/>	<input type="checkbox"/>		
Vocabulary		<input type="checkbox"/>	<input type="checkbox"/>		
Structure		<input type="checkbox"/>	<input type="checkbox"/>		
Referencing		<input type="checkbox"/>	<input type="checkbox"/>		
Word count	Yes	<input type="checkbox"/>	Pagination	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>		No	<input type="checkbox"/>