



Australian School of Business

**Marketing**

Never Stand Still

Australian School of Business

# **MARK 5816 Services Marketing**

## **Course Outline Semester 1, 2013**

### **Part A: Course-Specific Information**

Please consult Part B for key information on ASB policies (including those on plagiarism and special consideration), student responsibilities and student support services.

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# **PART A: COURSE-SPECIFIC INFORMATION**

## **1 STAFF CONTACT DETAILS**

**Lecturer-in-charge:** Dr Christine Mathies  
Office: Quadrangle Building, Room 3020  
Consultation hours: Wednesday, 9-11am, or by appointment  
Telephone: 9385 3376  
email: c.mathies@unsw.edu.au

Please contact Christine via email or phone if the consultation hours are not suitable for you. If I am unable to answer the phone, please send an email. I will respond to emails as soon as possible, but please keep in mind normal office hours and weekends.

I have set up discussion forums on the UNSW Blackboard site for this course for general enquiries, clarification questions, and questions about assignments and class exercises. Please use the discussion forums as the primary point of contact.

## **2 COURSE DETAILS**

### **2.1 Teaching Times and Locations**

Classes start in Week 1(to Week 12): The Time and Location are:  
Wednesday 6-9pm Webster Theatre B (Map ref G15)

### **2.2 Units of Credit**

The course is worth 6 units of credit.  
There is no parallel teaching in this course.

### **2.3 Summary of Course**

As consumers, we purchase services every day – be they retail banking, using a supermarket or restaurant, a holiday, medical services, transportation, visiting immigration consultants, travel agents or hairdressers (higher education is also a service!). Professional services (of a B2B or B2C nature) are also prominent – e.g., legal services, financial planning, accountancy, architects, management consultancy, financial services, information technology, market research, and engineering services. Experiential services (tourism, sport, theatre) are also growing, and many product-based organisations (e.g., IBM, Federal Express) have a strong service component.

A central theme of the course is that services pose unique challenges and require a distinctive approach to marketing strategy – both in its development and execution. This is not to say that the approach is unique, but rather distinctive. 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-focussed external marketing.

## **2.4 Course Aims and Relationship to Other Courses**

MARK 5816 is an elective course in the Master of Commerce, and requires an understanding of the basic marketing concepts. Services (in a business-to-consumer and business-to-business context) possess a set of unique characteristics that require a distinctive approach to marketing strategy. We therefore build upon and expand the marketing management concepts and models covered in MARK 5700 (Elements of Marketing) and other marketing subjects and adapt them to the services sector. Furthermore, many ‘product’ companies provide considerable added value by including service components to their product offerings. Hence a study of service markets complements the wider array of subjects taught in the MCom marketing specialisation and the MCom in general.

The general course aims are:

- To *inform* you about the best current thinking on services marketing and management, through contemporary readings, current case analysis, and lectures.
- To *sensitise* you to services operations, service quality, and other elements of services which customers and service providers experience.
- To *immerse* you in the services issues facing a particular service firm, so that you can apply your knowledge & skills in analysis and problem-solving.

Hopefully you will emerge from this course as a more knowledgeable services manager and/or consultant, a more demanding service consumer, and a more considerate and customer-aware service provider. You may even have a very enjoyable time in the process!

## **2.5 Student Learning Outcomes**

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all postgraduate coursework students in the ASB. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. ‘be an effective team player’). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. ‘participate collaboratively and responsibly in teams’).

## **ASB Postgraduate Coursework Program Learning Goals and Outcomes**

**1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.**

You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

**2. Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.**

You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.

**3. Communication: Our graduates will be effective communicators in professional contexts.**

You should be able to:

- a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and
- b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

**4. Teamwork: Our graduates will be effective team participants.**

You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.

**5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice.**

You should be able to:

- a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
- b. Consider social and cultural implications of business and /or management practice.

**6. Leadership: Our graduates will have an understanding of effective leadership. (MBA and MBT programs only).**

You should be able to reflect on your personal leadership experience, and on the capabilities necessary for leadership.

For more information on the Postgraduate Coursework Program Learning Goals and Outcomes, see Part B of the course outline.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in other activities):

Program Learning Goals and Outcomes		Course Learning Outcomes	Course Assessment Item
<i>This course helps you to achieve the following learning goals for all ASB postgraduate coursework students:</i>		<i>On successful completion of the course, you should be able to:</i>	<i>This learning outcome will be assessed in the following items:</i>
1	Knowledge	<ul style="list-style-type: none"> <li>- Demonstrate and explain how the characteristics of service products differ from tangible goods, and how this impacts on design and execution of marketing strategies for services.</li> <li>- Explain the overlap of marketing with operations management and human resource systems in the successful design and management of service organisations.</li> </ul>	<ul style="list-style-type: none"> <li>- Case Studies</li> <li>- Exam</li> </ul>
2	Critical thinking and problem solving	<ul style="list-style-type: none"> <li>- Distinguish different service types and draw implications for marketing strategy development.</li> <li>- Describe the problems faced by services marketing professionals as well as tools and models managers might employ to increase customers' perceptions of satisfaction, service quality and value.</li> <li>- Apply the 7 P's of the services marketing mix to develop a positioning strategy for any service organisation.</li> <li>- Critically analyse services marketing problems and apply your knowledge to develop and communicate recommended solutions.</li> </ul>	<ul style="list-style-type: none"> <li>- Case Studies</li> <li>- Class Exercises</li> <li>- Group Project</li> <li>- Exam (Case questions)</li> </ul>
3a	Written communication	<ul style="list-style-type: none"> <li>- Construct written work which is logically and professionally presented.</li> </ul>	<ul style="list-style-type: none"> <li>- Case notes</li> <li>- Group Project Report</li> </ul>
3b	Oral communication	<ul style="list-style-type: none"> <li>- Communicate ideas in a succinct and clear manner.</li> </ul>	<ul style="list-style-type: none"> <li>- Part of participation mark but not separately assessed.</li> </ul>
4	Teamwork	<ul style="list-style-type: none"> <li>- Work collaboratively to complete a task.</li> </ul>	<ul style="list-style-type: none"> <li>- Not specifically assessed.</li> </ul>
5a.	Ethical, environmental and sustainability responsibility	<ul style="list-style-type: none"> <li>- Not specifically addressed in this course.</li> </ul>	
5b.	Social and cultural awareness	<ul style="list-style-type: none"> <li>- Not specifically addressed in this course.</li> </ul>	

## 3 LEARNING AND TEACHING ACTIVITIES

### 3.1 Approach to Learning and Teaching in the Course

The learning experience in this course is based on an active, adult-learning approach that values interactive learning and teaching. The foundations of this approach are tailored readings for each topic, combined with and students' experiences from their workplace and as service consumers. The aim is to encourage student contributions through structured class activities, discussions, questions, and examples. In-class exercises focus on practical examples and case studies to help students explore and apply the learned services marketing concepts. This means classes are hands-on and usually require some preparation. Assignments and case notes are designed to reinforce and apply service marketing concepts in a range of contextual settings.

All class materials will be uploaded to UNSW Blackboard to allow you to preview lecture slides and readings to ensure you can concentrate on listening and critical thinking during class time. It is your responsibility to **study the assigned readings prior to class** to allow you to contribute, participate intelligently and thus gain maximum value from the course. Wherever possible, readings and useful additional material will be posted on the course website.

### 3.2 Learning Activities and Teaching Strategies

Each three hour class will begin with a lecture-style segment which will primarily summarise and synthesise the key points in the chapters and readings and explain and/or elaborate upon the more difficult principles. Furthermore this time will be used to provide real world examples and managerial implications of theories, concepts and models.

In the second half of the class, we will primarily focus on case studies of service organisations, practical exercises and discussion of assigned readings to reinforce concepts.

## 4 ASSESSMENT

### 4.1 Formal Requirements

In order to pass this course, you must:

- perform satisfactorily in all assessment tasks;
- achieve a composite mark of at least 50;
- achieve a composite mark of at least 50% (i.e., a minimum of 30 marks from your individual assessment components; and
- gain at least 50% of the allocated marks in the final exam.

## 4.2 Assessment Details

Assessment Task	Weighting	Length	Due Date
Case write-ups for class discussion	20%	2 pages	Weeks 3, 5, 8, 9, 10 (select 3/5)
Participation	10%	See (2) below	Ongoing
Group project	40%		
- Project plan	<i>n/a</i>	2 pages	Week 3 (20/3)
- Servicescape	5%	15 photos or video	Week 5 (10/4)
- Mystery shopping	10%	3 questionnaires	Week 7 (24/4)
- Report	15%	3500 words	Week 11 (20/05)
- Presentation	10%	max. 15 min	Week 11 (20/05)
Final Exam	30%	2 hours	University exam period
Total	100%		

### **(1) Case write-ups (worth 20%)**

For **three out of the five case** studies that will be discussed in class, every student needs to write up case preparation notes and answers to the discussion questions.

The objectives of the case write-ups are to engage students with the problems raised in the case study, to encourage exploration and application of relevant services marketing concepts, and to practice preparing concise summary notes.

Each case study write up should be no longer than two pages, typed in 12 point font and contain appropriate headings. Bullet point format is acceptable. A good case study write up should include:

- A brief statement summarising the main issue(s)
- Generation and evaluation of possible solutions to the case, anchored in the relevant literature where possible
- Recommended solution, including justification

### **(2) Participation (10%)**

My expectations are that this class is a standing business appointment and your presence and preparation is required. Discussion questions will be posted on UNSW Blackboard at least one week prior to each class.

In basic marketing, you learned about the 4 'Ps' of Marketing Management, these being Product, Price, Promotion and Place. There are four equally important 4 'Ps' of student involvement for in-class exercises. These are:

- Preparation. If you do not read and analyse the case and then formulate an action plan, prepare the assigned readings and any class discussion questions, the case discussion will mean little.
- Presence. If you are not present, you cannot learn and, more importantly, cannot add your unique thoughts and insight to the group discussion.

- **Promptness.** If you enter the classroom late, you will disrupt the discussion, make the organisation of group exercises difficult, and depreciate the decorum of the process.
- **Participation.** Your student learning is best facilitated by regular participation. More important, you have the responsibility to share your understanding and judgement with the class to advance the group's collective skills and knowledge.

Your attendance and participation throughout classes will be monitored. You are expected to actively participate in class activities, group discussions, and case analyses, and provide answers to questions. Please refer to the appendix for guidelines on how participation marks will be allocated.

### **(3) Group Project: Managing the Customer Experience through Mystery Shopping (worth 40%)**

The objectives of the semester group project are to give students an opportunity to critically apply services marketing theory to a real business, to experience a market research technique (Mystery Shopping) first hand, and to draw strategic implications for optimising the customer experience.

In groups of 4-5 students, you will **describe and analyse the customer experiences at a service firm of your choosing, and make specific recommendations how to improve and manage the customer experience.**

The group project has five distinct stages:

- Stage 1: Project plan
- Stage 2: Servicescape Collage
- Stage 3: Mystery shopping
- Stage 4: Customer Experience Management Report
- Stage 5: Executive Summary Presentation

#### **Stage 1: Plan your project (due in Week 3, 20/03/2013, ungraded prerequisite)**

In Weeks 1 and 2 you will be allocated into groups of 4-5 students (no more) for the group assignment.

To minimise the chance of problems and conflict occurring among team members in a group project, it is important that the team members formulate and agree upon a project plan and timeline from the beginning. It is best to organise the group into defined areas of responsibility to specialise the efforts, avoid duplication and improve communications.

There will be no marks allocated for your project plan, but the submission of a feasible and detailed project plan is a compulsory prerequisite to receive marks for the group project's assessable components (i.e. report and in-class presentation). This means: No project plan, **no** group marks (0/40).

Your project plan (max. 500 words) should include the following information:

- Names, student numbers and contact details of each individual group member; Nominate a designated group spokesperson to liaise with teaching staff when

required.

Select a minute keeper for group meetings.

- The service firm that you have chosen, with a brief justification of your choice, and confirmation that you have thought of the time and cost implications of consuming their service(s).
- Your group will need to select three mystery shopping tasks. Include a brief scenario description for each task (consumption visit or inquiry), following the guidelines in Stage 2 below.
- An outline of the roles and responsibilities of each group member (What tasks needs to be done? Who will do what?)
- A schedule of group meeting times and locations for working on the assignment;
- A schedule of deliverables (when, what and by whom?)
- A statement that you have read and understood the UNSW Plagiarism guidelines, signed by each group member.

### **Stage 2: Servicescape Collage (due in Week 5, 10/04/2013, worth 5%)**

The physical service environment, called the servicescape, is an important determinant of the overall customer experience. Please refer to the seminal article by Mary Jo Bitner (1992) and collect visual images of the various aspects of the environmental dimensions outlined in her article. You can present up to 15 photographs in your collage. Each photograph should be briefly annotated, i.e. what is shown and why it is relevant. You will need to bring **8 colour copies** of your collage to class in Week 5. Alternatively, you can create a short video clip (no more than 2:30 minutes) and upload it to UNSW Blackboard or YouTube – if students agree to bring laptops to class in Week 6.

Late submissions cannot be accepted for this part of your group assignment.

### **Stage 3: Become a mystery shopper (due in Week 7, 24/04/2013, worth 10%)**

To gain a better understanding of the customer experience at your chosen service firm, you will need to conduct some market research. Mystery shopping is a tool to observe, in a systematic way, how a service provider performs throughout each service encounter. It can be an excellent way to identify possible strengths and weaknesses.

Your task will be to make a total of three inquiries and visits to your chosen service firm, and pretend to be a potential customer seeking information and/or a visitor.

First, you need to **adapt** the generic mystery shopping questionnaire available on UNSW Blackboard to suit your chosen service firm.

Second, you need to complete the mystery shopping questionnaire for a total of three mystery shopping encounters. The three mystery shopping encounters are:

- Make a phone inquiry
- Make an inquiry in person
- Visit facilities to purchase and consume the service

You will need to define and report on the exact task for each of the encounters in your completed questionnaires. Please do NOT take the questionnaire with you – the idea is that you look and act like a normal customer! After your observation you need to complete the mystery shopping questionnaire for each encounter. Questionnaires have to be typed.

#### **Stage 4: Customer Service Experience Report (due in Week 11, 20/05/2013, 5pm, worth 15%)**

You need to submit a written report (**max. 3500 words**) summarising your case solution. Your report should include the following:

- A blueprint of the service experience (please refer to your textbook, pp.154-160)
- Using your mystery shopping observations, what are the strengths and weaknesses of the customer service experience at your chosen service firm? Use the service marketing system (Textbook, pp. 26-27) to systematically address **all** areas of the service system in your answer.
- How can the customer experience at your chosen firm be improved? Develop specific recommendations for managing the customer experience based on your analysis. You need to substantiate your answer with scholarly articles and reference your work accordingly.
- Briefly discuss the usefulness of the mystery shopping technique
  - a) As a market research tool
  - b) As a tool to learn about services marketing
- Copies of completed Mystery Shopping Questionnaires as an appendix.

**The evaluation criteria for the written report can be found in the appendix.**

#### **Stage 5: Executive Summary Presentation (held in Week 11, worth 10%)**

Each group is required to make an in-class presentation of your **key findings (max 15 minutes plus 5 minutes for questions)**. Groups will be randomly allocated to a presentation time slot when groups are formed in Week 2.

Make your presentation **interesting and engaging**. Here are a few tips:

- Time management is an important skill when preparing and delivering professional presentations. Marks will be deducted from presentations that run over time or presentations that fall well short of the 10 minutes.
- Focus on the key issues and do NOT spend your time on long, detailed, complete and boring lists. Present only the highlights!
- Engage your audience with eye contact and the spoken word. PowerPoint only supports your words. Don't simply read your slides.

- Minimise the number of slides! One slide per 2/3 minutes presentation is usually plenty. Consider using other media (self-produced photos and video clips, multi-media, etc.). Or move away from traditional powerpoint presentations!

**Please refer to the appendix for presentation evaluation criteria.**

**It is very strongly recommended that all groups...**

- Elect a spokesperson / chairperson to coordinate the individual efforts of the group. Please note that marks for individual group members may be adjusted based on their contribution to the group project.
- Document and minute all meetings. **Minutes should be kept, as these will be used in any dispute over the allocation of marks to group members.**
- Inform teaching staff before Week 10 if the group feels that the contributions of group members have been unequal. Adjustments to marks of individual group members to reflect their proportionate contribution cannot be considered after this point.
- **In the event of a group becoming dysfunctional, the course director must be informed as soon as possible so that remedial action can be taken.**

#### **(4) Final exam (during university exam period, worth 30%)**

The final exam will involve a 2-hour closed book exam. The exam will cover all lecture material, relevant textbook chapters, readings, and case studies. The format of the exam will be a selection of short answer questions, and a case study with several application questions. More information about the exam format will be given in class closer to the end of semester.

Students can undertake revision for the exam on a weekly basis by addressing the review questions provided at the end of each chapter from the textbook that relate to each week's lecture topic. These are a good indication of the style of short answer questions that will be asked in the final exam. We might also complete short un-marked quizzes in class occasionally to ensure an adequate understanding of class materials.

### **4.3 Assignment Submission Procedure**

Please submit your assignments (Case Write-ups and Group Project Files) on the due date in class. You are also expected to submit an electronic copy via UNSW Blackboard before attending class.

Note: It is your responsibility to keep a written copy of your assignment.

#### 4.4 Late Submission

Late submission will incur a penalty of 10% of the percentage weight of the assessment component per day after the due date and will not be accepted after 5 working days. An assignment is considered late if either the paper copy or the electronic copy have not been submitted on time.

Extensions will only be granted on medical or compassionate grounds under extreme circumstances, and will not be granted because of work and other commitments. Requests for extensions must be made to the lecturer prior to the due date. Medical certificates or other evidence of extreme misfortune must be submitted through a special consideration form and must contain information that justifies the extension sought.

#### **Quality Assurance**

The ASB is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of ASB programs. All material used for such processes will be treated as confidential and will not be related to course grades.

## 5 COURSE RESOURCES

- Textbook:  
Lovell, Christopher. H., Paul G. Patterson and Jochen Wirtz (2010), *Services Marketing: Text, Cases and Readings*, 5th edition, Pearson Education: Sydney. Available at the UNSW bookshop and library.
- Additional readings:  
All required readings are available electronically on UNSW Blackboard.
- Recommended journals in alphabetical order:
  - European Journal of Marketing
  - Harvard Business Review
  - Journal of the Academy of Marketing Science
  - Journal of Consumer Satisfaction/Dissatisfaction and Complaining Behavior
  - Journal of Management Consulting
  - Journal of Marketing
  - Journal of Professional Services Marketing
  - Journal of Retailing
  - Journal of Service Marketing
  - Journal of Services Research
  - Services Industry Journal
  - Sloan Management Review
- Additional material:  
Please visit the UNSW Blackboard space regularly, as all lecture notes and additional current material will be posted there.

The website for this course is on UNSW Blackboard at:  
<http://lms-blackboard.telt.unsw.edu.au/webapps/portal/frameset.jsp>

## **6 COURSE EVALUATION AND DEVELOPMENT**

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. In this course, we will seek your feedback through end of semester CATEI evaluations and also encourage any comments or suggestions throughout the semester.

## 7 COURSE SCHEDULE

<b>COURSE SCHEDULE</b>				
<b>Week</b>	<b>Lecture Topic</b>	<b>Class activities</b>	<b>Readings</b>	<b>Other Activities/ Assessment</b>
Week 1 6 March	Introduction to Services Marketing	Applying the 7Ps	(Chapter 1)	
Week 2 13 March	Service strategies for segmentation, targeting and positioning	<b>Practice Case:</b> ThoughtWorks	Chapter 3 HBR Module Note Case: Thoughtworks	
Week 3 20 March	Customer satisfaction and service quality	<b>Case study:</b> We can hear you <b>Exercise:</b> Mystery shopping	Chapter 11 Taylor (2002) Case: We can hear you	<b>Case notes due</b> <b>Group project plans due</b>
Week 4 27 March	<b>No classes – field work</b>			<b>Field Work</b>
<b>Mid-Session Break: Week 1 – 7 April</b>				
Week 5 10 April	Designing and managing service delivery processes and servicescape strategies	<b>Exercise:</b> Analysing the servicescape	Chapter 10 Bitner (1992)	<b>Servicescape collage due</b>
Week 6 17 April	Developing a service product strategy & the role of customer service	<b>Case Study:</b> Dabbawalas	Chapters 4 & 9 HBR Module Note Case:Dabbawalas	<b>Case notes due</b>
Week 7 24 April	Communicating and promoting services	<b>Exercise:</b> Social Media Marketing	Chapter 8 Mangold and Faulds (2009)	<b>Mystery Shopping Questionnaires due</b>
Week 8 1 May	Customer relationships and loyalty programs	<b>Case discussion:</b> Cineplex	Chapter 12 Shugan (2005) Berman (2006)	<b>Case notes due</b>
Week 9 8 May	Service failure, complaint behaviour, and service recovery	<b>Case discussion:</b> Mount Rundle Hotel Banff	Chapter 13 Wirtz (2011) Case: Mt Rundle Hotel	<b>Case notes due</b>
Week 10 13 May	Pricing Managing Capacity and Demand	<b>Case discussion:</b> Palapas. <b>Exercise:</b> Pay What you Want	Chapters 6 & 7 Case study Palapas Kim, Natter & Spann (2009)	<b>Case notes due</b>
Week 11 20 May	<b>Project presentations</b>			<b>Group project reports due</b>
Week 12 27 May	Capstone lecture Exam Q&A	<b>Exercise:</b> The Quality-Productivity Trade-off	Emerson & Powell (2011)	

**PLEASE NOTE THAT THIS SCHEDULE MIGHT CHANGE.**

## 8 APPENDICES

### EVALUATION OF GROUP Project (40%)

**Report Length:** max. 3500 words (excluding service blueprint).

**Presentation Time:** Maximum 15 minutes, plus 5 minutes for questions.

Content	HD 85- 100	D 75- 84	CR 65- 74	P 50- 64	F <50
<b>QUESTIONNAIRES (10%) AND REPORT (20%)</b>					
<b>Questionnaires</b> Meaningful adaptation of questionnaire to requirements of chosen firm? Each mystery shopping task correctly described and executed? Notes complete and accurate?					
<b>Strengths and Weaknesses</b> Strengths and weaknesses accurately and completely identified? Relative importance of strengths and weaknesses assessed? Adequate link to mystery shopping questionnaires provided?					
<b>Service Blueprint</b> Appropriate attention to detail? Bottlenecks and critical points identified? Clarity of diagram					
<b>Analysis of Customer Experience Management</b> Suitable literature used to analyse customer experience? Underlying causes for strengths and weaknesses identified? Recommended solutions to address problem areas?					
<b>Assessment of Mystery Shopping Tool</b> Critically assessed and compared suitability as a market research tool? Reflected on strengths and weaknesses of mystery shopping as a learning tool?					
<b>Creativity &amp; Presentation of Report</b> General creativity in arriving at a solution? Correct spelling and grammar? Correct referencing and bibliography? Well-structured and easy to follow?					
<b>PRESENTATION (10%)</b>					
<b>Content</b> Concise summary of key points rather than complete listing? Mystery shopping results and analysis appropriately presented Rationale provided for recommended action					
<b>Style</b> Well-organised and presented, easy to follow? Appropriate and effective use of exhibits and visual aids? Convincing, interesting and entertaining?					

TEAM: \_\_\_\_\_

GRADE: \_\_\_\_/40

COMMENTS:

### EVALUATION OF CASE WRITE-UPS (20%)

CRITERIA	MARKS
<p><b>Problem Definition</b></p> <p>Key issue(s) of each case study correctly identified and summarised in no more than three sentences.</p>	<b>(3x1)=3</b>
<p><b>Cases Analysed Using Services Concepts/Frameworks</b></p> <p>Appropriate theory(ies)/model(s) chosen to analyse case studies? Theory correctly used and interpreted, appropriate frameworks applied? Alternative solutions considered and evaluated? Selected solution/recommendation feasible and justified?</p>	<b>(3x4)=12</b>
<p><b>Presentation of Case Write-Ups</b></p> <p>Well-organised and presented? Convincing and interesting? Presentation appropriate, spelling, grammar, structure, adherence to page limit?</p>	<b>(3x1)=3</b>
<p><b>Creativity of Case solutions</b></p> <p>Creativity in analysis and interesting story to be told?</p>	<b>2</b>
<b>Total</b>	<b>20</b>

NAME: \_\_\_\_\_

GRADE: \_\_\_\_\_

COMMENTS:

### EVALUATION OF CLASS PARTICIPATION (10%)

Class participation will be assessed using the following guidelines:

<b>Level of Participation</b>	<b>Mark</b>
Attendance below minimum requirement of 80%	<b>0</b>
Attendance requirements met, but no contribution to class activities	<b>1-2</b>
Attendance requirements met and participation in team activities during classes	<b>3-4</b>
Attendance requirements met, participation in team activities during classes and contributions to class discussion	<b>5-6</b>
Attendance requirements met, participation in team activities during class, relevant and constructive contributions to class discussion.	<b>7-8</b>
Has satisfied all of the above and demonstrated excellence in their contribution that enhanced the quality of the learning experience	<b>9-10</b>