



Australian School of Business

Marketing

Never Stand Still

Australian School of Business

**MARK6005
SERVICES MARKETING MANAGEMENT**

**Master of Marketing Elective Course
3 UOC (units of credit)**

**Course Outline
Semester 1, 2013**

**Part A: Course-Specific Information
Part B: Key Policies, Student
Responsibilities and Support**

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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer-in-charge: Professor Paul Patterson
Room: Quadrangle Bldg 3rd Floor, Rm 3042
Phone No: 9385 1105
Email: p.patterson@unsw.edu.au
Consultation Times – Tues 3-4pm, Wed 2-4pm (or by appointment)

2 COURSE DETAILS

2.1 Teaching Times and Locations

Lectures start in Week 2 (to Week 7):

Lecture: Thursday 6.00 – 9.00 pm

Venue: ASB 115

2.2 Units of Credit

The course is worth 3 units of credit.

2.3 Summary of Course

Today, services are the growth engine of developed economies. A central theme then of this course is that services (the focus is on consumer services rather than B2B) possess a set of unique characteristics that 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 marketing management concepts and models and adapt them to the services sector. We will use marketing frameworks 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 services marketing mix), we devote time to examining successful internal marketing and the pivotal role of front line employees.

2.4 Course Aims and Relationship to Other Courses

This course builds upon and expands marketing concepts and models that you would have studied in other marketing courses and adapts them to the services sector. A study of service markets also complements the wider array of subjects taught in the Master of Marketing program.

Student Learning Outcomes

At the completion of this course students should be able to:

1. Demonstrate and explain how the characteristics of consumer service products differ from tangible goods, and how this impacts on design and execution of marketing strategies.
2. Explain a range of emerging issues and challenges facing service marketing management.
3. Apply tools and models that managers might employ to increase customer (client) perceptions of satisfaction, service quality and value
4. Apply the 7 Ps of the services marketing mix to develop a product or marketing strategy for a service organisation.

2.5 ASB Graduate Attributes

This course contributes to your development of the following Australian School of Business Graduate Attributes, which are the qualities, skills and understandings we want you to have by the completion of your degree.

1. Critical thinking and problem solving
2. Communication
3. Teamwork and leadership
4. In-depth engagement with relevant disciplinary knowledge
5. Professional skills

To see how the ASB Graduate Attributes relate to the UNSW Graduate Attributes, refer to the ASB website ([Learning and Teaching >Graduate Attributes](#)).

3 LEARNING and TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

The course will be highly interactive with the aim of engaging students in classroom discussion, and problem solving. The cultural mix of students will be used to provide practical examples of how culture impacts on a range of customer service issues.

3.2 Learning Activities and Teaching Strategies

This course will be conducted on a discussion and lecture basis, with the occasional guest speaker. Importantly it will draw upon the experience of both students and lecturer, via classroom discussion, to provide relevance via real world services marketing examples of concepts and models. It is your responsibility to study the reading assignments prior to class in order that you may contribute, participate intelligently and thus gain maximum value from the course.

Mobile devices are not allowed to be used in class (unless the instructor indicates otherwise) – surfing and texting emerge as an inevitable and regrettable result, and is highly distracting for everyone.

4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:

- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

4.2 Assessment Details

Assessment Task	Weighting	Learning Outcomes assessed	ASB Graduate Attributes assessed	Due Date
1. Computer simulation game (Weeks 5 – 6)	15%		1, 4	Reflective journal due Week 6 (18 April)
2. Written major assignment	45%		1, 2, 4	Week 9 (13 May)
3. Participation & discussion of weekly cases & readings	40%		1, 3, 5, 6	Ongoing
TOTAL	100%			

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.

4.3 Assessment Format

Master of Marketing grades and mark ranges

Grades for progressive assessment during the session (either by assignments, participation and/or a mid-session examination) will be provided to students in a form of a letter grade (not as a mark) as follows. This follows the grading system used on other postgraduate degrees in ASB.

Grade	Mark	Explanation
A	75 - 100	A superior to outstanding performance
B	60 - 74	A good performance
C	50 - 59	An acceptable level of performance
Fail	0–49	Performance below minimum level of competence

Course results are released to students and are available via MyUNSW as a mark following a ASB Faculty sub-committee meeting to approve distribution of marks.

(1) Computer Simulation game (played Weeks 5-6; reflective journal due 18 April)

(15%) 5% will be automatically given to every student for completing the simulation. A further 10% (maximum) will be awarded for completing the 500 word reflective diary (guidelines to be provided)

The simulation game centres around pricing decisions you must make each month for a car rental company operating in a competitive market and in several cities. It draws heavily on Chapters 6 & 7 in your textbook (understanding pricing decisions, revenue management concepts and balancing capacity and demand).

(2) Major Written Assignment (Due 13 May) (45%)

Option 1: Service Encounter Diary

You are to document your experiences with an extended service encounter - i.e., describe *what happened and how you felt*. This extended service encounter might, for example, be an 8 hour flight from Jakarta or Bangkok to Sydney; an extended stay in hospital; a series of visits to a bank to get a housing loan, an overnight (or longer) stay in a hotel; or it might be a series of transactions with a business service provider (architect, accountant, consultant). The encounters might be in Australia or in your home country (if an overseas student). Each of these examples involves multiple 'service encounters'. Refer to the Appendix of this course outline for examples.

The Service Encounter Diary is designed to help you understand customer expectations, and why as consumers we are sometimes satisfied or dissatisfied with the service experience. By recording and analysing your own experiences, particularly in reference to the theories, tools and techniques of services marketing, you should begin to discover what is truly needed to satisfy a customer.

You are required:

1. To document what happened at each service encounter and how you felt. You are also required to give a satisfaction rating, a value for money rating and whether you would recommend this service provider to a close friend or family member (all using 5 point scales). This should not exceed five (5) pages. Two examples are shown in the Appendix.
2. To analyse your overall (dis)satisfaction, quality and value judgements about the service provided in terms of services theory and concepts. Based on this analysis make a series of recommendations for improvement (please use bullet points and keep it to a maximum half page) or if your experience was a very satisfying one, then indicate what lessons are there for other service organisations. This analysis phase must not exceed six (6) typed pages.

OR

Option 2: Customer Experiences Value Chain

Conduct your own research (qualitative) and develop a customer experience management (CEM) strategy for a service firm of your choice. The underpinning framework for your analysis and strategy should be based on the CEM and services marketing literature, lectures and text.

Your plan should identify all customer touchpoints and where customer value is created (and, of course, with the relative value 'weights'). Further, the service firm you choose may be large or small, profit or not for profit. It may be an Australian company or one from your home country (in the case of overseas students).

Your final report should be structured around three (3) main headings. First should be a half page Introduction, briefly describing the organisation and its products (services). Second is an audit (description and critique) of the current state of CEM in the organisation. The third section should be a plan of action (strategy) for the next 1-2 years.

OR

Option 3: Process Improvement Audit

Service firms typically struggle in dealing with the competing priorities of cost reduction (improving productivity) and delivery of good customer perceived service quality.

You are to select an organisation and:

(1) undertake a process improvement audit using 'lean' production improvement techniques. Your focus should be on a particular unit/function (e.g. contact call centre) rather than the entire organisation; and

(2) based on your audit, recommend changes to design and implementation of the service delivery processes.

The overriding purpose of your audit and subsequent recommendations is to configure a way that the service organisation can deliver better (or at least equal) quality service at a reduced cost of operation.

Note: Your report should include a blueprint of both the existing and recommended service delivery processes.

References

1. Abdi, F. Shavarini, S. and Hoseini, S. (2006), "Glean lean: how to use lean approach in services industries?" *Journal of Services Research*, 6 (Special Issue), 191-206.
2. Allway, M. and Corbett, S. (2002), "Shifting to lean service: stealing a play from manufacturers' playbooks", *Journal of Organisational Excellence*, 21(2), 45-54.
3. Atkinson, P. (2004), "Creating and implementing lean strategies", *Management Services*, 48 (2), 18-33.
4. Bitner, M. J. , A. L. Armstrong and F. E. Morgan (2008), *California Management Review*, "Service Blueprinting: A Practical Technique for Service Innovation".

5. Piercy, N. and Rich, N. (2009), "High quality and low cost: the lean service centre," *European Journal of Marketing*, 43 (11/12), 1477-1497.
6. Patricio, L., R. P. Fisk and J. Falcao e Cunha, (2008), *Journal of Service Research*, 10 (4), May, 318-334.
7. Swank, C. (2003), "The lean service machine", *Harvard Business Review*, October, 123-129.

Assignment Format:

Clearly show your name, student number and course name/number. Your report should be 10 – 11 pages in length, typed in double spacing, 12 point font and should contain appropriate headings and an appropriately annotated bibliography (4-6 different references). Technical appendices are not included in this page count.

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

(3) General Participation and Discussion of Weekly Cases & Readings (40%)

Each week you will be assigned a case study or other readings that you should read thoroughly before you come to class. In class you will, as part of a group, be assigned one question to answer and present in class. You will be given 20 minutes to develop a 10 minute presentation that addresses the set question. You are also required to consider the other questions being answered by the other groups and be prepared to participate in discussion.

Your weekly presentation will be assessed on:

- Have you identified the key issues?
- Does your answer show evidence of sound analysis of the material?
- Did you show evidence of creativity in your answer?
- Was your group able to defend your answer?
- Were you able to clearly communicate your answer?

Note that half of the grade for weekly participation and discussion will be awarded for your presentation of the set case question, and the other half for general class participation.

4.4 Assignment Submission Procedure

The major written assignment should be lodged in the essay box located opposite the School of Marketing Office (Room QUAD3038) on level 3 of the Quadrangle Building.

Assignments will generally be marked and made available for student collection, two weeks after the due date.

Marked assignments that are due after the completion of the course can be collected during office hours (Monday to Thursday) from the School of Marketing Office. It is the student's responsibility to collect them. In the case of group assignments, students should nominate one group member to collect their marked group assignment. If you are making a special trip to the UNSW you should first check with School of Marketing Office to confirm assignments are available for collection at the time you are coming to the School.

4.5 Late Submission

Information about late submission, including penalties, is available on the School of Marketing's website.

http://www.marketing.unsw.edu.au/contribute2/Marketing/current/Late_Submission.htm

5. COURSE RESOURCES

Prescribed text

Lovelock, Christopher. H., Paul G. Patterson and Jochen Wirtz (2011), *Service Marketing: An Asia Pacific and Australian Perspective*, 5th edition, Pearson Education: Sydney.

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.

7 COURSE SCHEDULE

Week #, Date	Topic	Readings
2. Thur 14 March	The nature of service products; Value creation in services; Customer experience management (CEM)	LPW Ch1, 2; Reading by Haeckel et al. (Marketing Management)- posted on Blackboard Discussion of MK Restaurants case (p491 in LPW text)– come prepared to answer questions on this in class.
3. 21 March	Customer satisfaction, service quality & productivity	LPW Ch 11; Readings by Dasu & Chase (Sloan Management Review); Heracleous & Wirtz, 'Singapore Airlines Balancing Act', (Harvard Business Review)- on Blackboard
4. 28 March	Social media & transformation of service delivery	LPW 5; Guest Speaker (Prof Ko de Ruyter, University of Maastricht) Reading by Kleijnen, Lievens, de Ruyter & Wetzels, (<i>Journal of Service Research</i>), 2009- on Blackboard Class exercise around today's social digital media will be handed out <u>in class</u> on 21 March
	--Mid semester break--	
5. 11 April	Pricing strategies for intangible services	LPW Ch 6 & 7; "Singapore hotel lets guests pay what they want" -on Blackboard
6. 18 April	Consumer complaining behaviour & service recovery	LPW Ch 13; Readings by: Patterson et al, (California Management Review); Tax, Colgate & Bowen (Sloan Management Review) -on Blackboard
7. Tue 23 April	Managing the customer service function; Service profit chain	LPW Ch 9, 14 ; Article by Kabachnick -on Blackboard

Note: LPW = Lovelock, Patterson and Wirtz, (2011) textbook (5th edition)

Additional Reference Material

- Barlow, Janelle and Claus Moller, *A Complaint is a Gift*, Berrett-Koehler Publishers, San Francisco, 2008.
- Berry, L. *Discovering the Soul of Service*, The Free Press, 1999.
- Christopher, M., A. Payne and D. Ballantyne, 2nd ed. *Relationship Marketing*, Butterworth Heinemann, 2002.
- Schmitt, B. H. & B. Schmidt, 2003. *Customer Experience Management*, John Wiley and Sons
- Smith, S. & J. Wheeler, 2004. *Managing the Customer Experience: Turning Customers into Advocates*, Prentice Hall.
- Zeithaml, V., M. J. Bitner and D. Gremler, *Services Marketing*, 5th ed. McGraw Hill, 2009.

Journals

- *California Management Review*
- *Harvard Business Review*
- *Journal of Service Management*
- *Journal of the Academy of Marketing Science*
- *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*

Journal Publications (Optional Readings)

Frei, Frances X., "Breaking the Trade-off Between and Service", *Harvard Business Review*, November, 2006, 92-101.

Hallowell, Roger, David Bowen, and Carin-Isabel Knoop (2002), "Four Seasons Goes to Paris," *Academy of Management Executive*, 16 (4), 7-24.

Hoffman, K. Douglas, L. W. Turley, and Scott W. Kelley (2002), "Pricing Retail Services," *Journal of Business Research*, 55, 1015-1023

Kaplan, Andreas and Michael Haenlein, "MiUsers of the world, unite! The challenges and opportunities of Social Media", *Business Horizons*, 2010

Kleijnen, Mirella, Anouk Lievens, Ko de Ruyter and Martin Wetzels, (2009), Knowledge Creation Through Mobile Social Networks and Its Impact on Intentions to use Innovative Mobile Services, *Journal of Service Research*.

Köhler, C.F., Rohm, A.J., de Ruyter, J.C. & Wetzels, M. (2011), "Return on Interactivity: The Impact of Online Agents on Newcomer Adjustment," .

Lanjananda, P. & P. Patterson, (2009), "Determinants of Customer-Oriented Behavior in a Health Care Context", *Journal of Service Management* , 20 (1) 5-32.

McColl-Kennedy, J., S. Vargo, T. Dagger, J. Sweeney and Y van Kasteren (2012), "Health care Customer Value Cocreation Practice Styles", *Journal of Service Research*, 1-20.

Mathwick, Charla, Caroline Wiertz and Ko de Ruyter, (2008) Social Capital Production in a Virtual P3 Community, *Journal of Consumer Research*, *Journal of Consumer Research*, 34 (6), 832-849.

Mudambi, S., and D. Schuf, (2010), what makes a helpful online review? A study of customer reviews on Amazon.com, *MIS Quarterly*, 34, 185-200

Pine, B. J and J. Gilmore, (1998), "Welcome to the Experience Economy", *Sloan Management Review*, July-Aug., 97-105.

Polo, Yolanda and F. Javier Sese, (2009), How to Make Switching Costly: The Role of Marketing and relationship Characteristics, *Journal of Service Research*.

Robertson, Nicola and R. Shaw, (2009), Predicting the Likelihood of Voiced Complaints in the Self-Service Technology Context, *Journal of Service Research*, 12 (1),100-116.

Schau, Hope Jensen, Albert M. Muniz, Jr., and Eric J. Arnould (2009), "How Brand Community Practices Create Value," *Journal of Marketing*, 73 (September), 30-51.

Sirdeshmukh, Deepak, Jagdip Singh, and Barry Sabol (2002), "Customer Trust, Value, and Loyalty in Relational Exchanges," *Journal of Marketing*, 66 (January), 15-37.

Surachartkuntokum, J., P. Patterson and J. Mc Coll-Kennedy "Customer Rage Back-Story: Linking Needs-Based Cognitive Appraisal to Service Failure Type", *Journal of Retailing*, available online: <http://dx.doi.org/10.1016/j.jretai.2012.06.001> 2013.

Tam, Jackie L. M. (2004), "Customer Satisfaction, Service Quality, and Perceived Value: An Integrative Model," *Journal of Marketing Management*, 20, 897-917.

Tombs, Alastair and Janet R. McColl-Kennedy (2003), " Social-servicescape Conceptual Model," *Marketing Theory*, 3 (4), 447-475.

Van Beuningen, Jacqueline, Ko de Ruyter, Martin Wetzels and Sandra Streukens, (2009), " Customer Self-efficacy in Technology-Based Self-Service Assessing Between- and Within-person Differences", *Journal of Service Research*.

Varki, S., and M. Colgate, (2001), The Role of Price Perceptions in an integrated model of behavioral intentions, *Journal of Service Research*, 3, 3, 232-240.

Voorhees, Clay, Tom Baker, Bourdeau, Brocato and Cronin, Jr, (2009), "It Depends: Moderating the Relationships Among Perceived Waiting Time, Anger and Regret", *Journal of Service Research*.

Whitla, Paul," (2009),Crowdsourcing and Its Application in Marketing Activities", *Contemporary Management Research* 5, No. 1.

Appendix

Example #1

Service encounter diary - Laser (LASIK) eye surgery

Scenario

I, Sook Ambon, a 26 year old office worker decided to operate a laser (LASIK) surgery to get rid of a pair of glasses in 2004. I had to choose one among many hospitals. Eventually I decided visiting Gangnam Bright Eye Hospital (GBEH) near my office.

As eyes are sophisticated and sensitive it is required to test whether the eyes are suited for operating or not. As all hospitals offered free tests I could do the test in GBEH but then I could operate in a different hospital if I were not happy with GBEH.

Customer experience

1. After deciding to do the surgery, I spent most time to search on the internet for information. Visiting hospital's websites, reading other's customer's stories and awaking of side effects. I chose GBEH because it was close to my office and I liked their website. There were the stories of surgeries not only of customers but also of the hospital's doctors & nurses.
2. March 2004; Rang the hospital to make an appointment for testing my eyes. I wanted to visit after 7:00pm and the receptionist said every Thursday and Friday, the hospital opens until 9:00pm. Good! I was able to book on Friday 7:30pm in the following week.
3. I got a reminder text message from the hospital.
4. The hospital was located near my office. It took 5min by subway and two more minutes on foot from the station.
5. Arriving at the hospital 7:35pm. Checking my reservation, filling a customer's card. There were three receptionists, calling customer's names, checking reservations and talking on the phone. They looked formal and professional but didn't smile.
6. The hospital was kind of small, bright and clean. There were chairs and sofas with magazines, client's computers, a TV, and a coffee machine in the waiting room. It looked cozy and well-organized. I felt comfortable. I was called after 10 min.
7. A nurse, Park, asked how I feel today and kept chatting with me during the test. She didn't talk much but continued. I asked some questions and she answered me back. She told me about the surgery she had which was good to hear. After the test, I was waiting for my result.
8. Talking with another customer. She said it was the third hospital to visit. She was hesitating to choose one hospital and would visit another one next day.

(what??) She said this hospital is smaller compared with others but offers a reasonable price.

9. I was called and talked with a consultant, Ahn. She said that I can do the operation! (Yepp!) She explained about the laser surgery's key issues, side effects, and cost etc. She explained it calmly, didn't persuade me to operate. I decided to operate after talking with her. I didn't hesitate at all (I guess I am an easy customer☺)
10. She informed me about an optional procedure called 'wave front' that helps me to distinguish colors more efficiently after operating. It costs 500 bucks more! I said YES immediately! **(Up-selling worked for me?!)** I booked the surgery at 11:00am on the following Saturday. I was happy about the smooth process
11. Meeting with Dr. Kim who was in charge of the operation. He was calm and quite. He seemed nice and skillful.

Overall satisfaction with Hospital before the surgery (OSH) : 4.5 (satisfied)

12. The surgery day, the receptionist asked if somebody will pick me up after the surgery or not and I said NO. She told me that as I am alone, she will arrange a taxi to get me to my home after the surgery and will pay for it! ☺
13. Meeting Ahn. She asked me to pay before the surgery. I paid over 2,000\$\$\$. And at the same time, she gave me a paper for my signature. It was a written promise that I am a person who will take all responsibility of the surgery. I was a bit scared, but signed it anyway.
14. Meeting Dr. Kim. He explained the process of the surgery and told me what I have to be careful about after the surgery. He said I can see what is going on my eyes during the surgery. (it was actually awful, smells like something is burning!) He said it is going to be fine, I trusted him.
15. After the surgery (it was successful!) I was brought to the rest room for a rest. It was hard to open my eyes but everything was very clear to see without the glasses. I was so glad.
16. 2 hours later, a nurse told me that the taxi is ready for me. She assisted me to get to the taxi and asked me to come back in 2days.
17. I visited the hospital regularly for 4 months. Even though the hospital was busy with many customers everything went by smoothly. I never waited more than 20 min.
18. After the four months, I didn't have to visit the hospital anymore unless the condition of my eyes is not fine.

Overall satisfaction with hospital (OSH) =4

Overall satisfaction with doctor, nurses and receptionist (OSP) = 4
Overall value for money = 4

Epilogue

19. From 2005 to 2008 I visited the hospital two times a year for regular checking. It was good to meet the same nurse Park all the time.
20. Before coming to Australia (will stay in Australia for a year) I wanted to check my eyes. I visited the hospital and met Dr. Kim. He said my eyes were quite dry that I had to use artificial tear for a month. He asked me to see him after one month.
21. I booked the date with the receptionist but she didn't give me the exact date, just told me that visiting anytime between 22nd and 25th of January. I felt a bit strange but I trusted.
22. 25th of January 2009, I arrived the hospital 4:00 pm. But it was closed! They didn't give me any information! I was so upset!
23. I visited the hospital 2nd of Feb, 2009 again and complained that didn't get any information. But the receptionist insisted they phoned all customers who booked that day. What? I was so upset but she didn't say sorry and didn't want to listen to me. I felt, they didn't care much about former customers
24. There was no more chance to visit the hospital before coming to Australia.
25. On 16th of May 2009, as my eyes hurt I sent an email to ask what I can do here in Australia and I got a reply on 18th of May.

Overall Satisfaction with the receptionist (OSR) = 1

Overall satisfaction with hospital (OSH) = 2

Value for Money = 2

Would I recommend to a close friend? = Probably not

Example #2

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SATISFACTION/DISSATISFACTION WITH A SERVICE EXPERIENCE: AN OVERNIGHT STAY IN A PRIVATE HOSPITAL

Scenario: Following a sporting accident, the 36 year old patient (customer) was having knee surgery under a general anaesthetic. The patient was required to stay overnight in the Sydney private hospital (nominated by the specialist as one of only 2 hospitals where he preferred to operate) following the operation. The patient had not had a stay in hospital for some 10 years. He had private medical insurance covering private hospital and choice of own doctor (but not physiotherapy, nor pharmaceutical)

Question: The following documented thoughts and emotions of the patient were recorded during and after his stay in hospital. You are required to analyse the patient's reported experiences, thoughts, reactions and evaluations, and: (1) analyse and explain what happened in terms of services marketing theory; (2) assuming this scenario is typical of a number of recent patient experiences, what marketing and management implications are there for the hospital?; (3) describe in detail how your recommendations might be implemented.

Patient Experience:

1. Rang hospital to book-in at Admissions Office, 4 weeks prior to surgery (money was immediately mentioned, seemed more concerned with payment of bills than me - made clear the need to pay on day; no literature was sent; I was told to ring day before surgery; they were not keen on me staying overnight - I must get permission of Dr J; person in Admissions was a bit abrupt.

2. Rang hospital day before admission. OK to stay overnight; must be in by 8am! When asked why? I was told "because surgeon insists!" But I was told by surgeon's office I was 8th in line - also I was driving from Wollongong! (some 80 km away) "It is for the surgeon's convenience!" Also she (receptionist) told me surgeon is "abrupt and lacks bedside manner but is technically excellent". No instruction was given re fasting.

3. I was told admission Office 8am on day of surgery - on arrival at hospital. Hospital appears very new, modern and clean. Well organised (much better than I expected). Judi was admissions officer - very nice and apologised about always speaking about money, but that some patients don't pay. They explained things well and I paid by Bankcard. She was "human" and we briefly discussed her customer relations training - which was really only on-the-job and technical training not customer relations. She called another lady who escorted me to my room. Both were in nice uniforms (grey & white).

4. Ward Sister (Margaret - an Irish lady) came in and explained procedures. She was friendly but a little flustered as she forgot to get a specimen (urine) from me and apologised. She took my pulse, blood pressure etc, and gave me antiseptic shampoo

to shower with. She was friendly and somewhat efficient. She also said she would lock my valuables in the draw and hand me the key for me. She helped me relax.

5. Male nurse came in and shaved my knee - yuk! Well at least he was chatty and friendly.

6. Ward Sister-in-charge came in with forms to sign re operation and anaesthesia. She was not as friendly but still friendly, but a little bit more officious. Still I was treated with a lot of respect. She gave the impression of knowing her job. She also answered a few questions I had. Told me I should not drive, not even tomorrow. I mentioned previous blood clots on my lungs following a previous operation. She attended to this by informing anaesthetist.

7. The anaesthetist arrived. Discussed my general health and told me procedure. He also answered the questions I had (length of operation, etc). We discussed previous clotting. He explained the precautions they would take.

8. Sister-in-charge returned and put special stocking on me to prevent clotting following operation.

How do I feel pre-op?? Reasonably relaxed, but a bit nervous. Hospital and staff give impression of knowing their job - gives me confidence. Hospital ambience is very clean, professional. Card from Sisters of Mercy explaining their philosophy with patients is reassuring.

9. Irish sister (Margaret) called into my room to say she was going to lunch - but "pre-medication' tablets would be given to me as soon as anaesthetist calls (I felt reassured).

10. All nursing staff introduce themselves by their first name.

11. Margaret offered to stay and chat immediately prior to going into surgery if I was anxious (even though she was obviously very busy).

12. Orderly came and took me to operating room. He was friendly and called me by my first name.

13. Dr J. visited me 30 min after I was returned from recovery room and explained things - but I was non compos mentis!!

14. Staff forgot I was staying, at dinner time (ie evening meal) did not deliver my meal until specifically requested.

15. Physiotherapist came and spent only a few minutes with me. She did not really tell me anything I did not already know. She seemed a bit miffed when I didn't agree with everything she said, nor when I asked her several questions.

16. Check-out. I was presented with a bill for \$169 for medication, which came as quite a shock as I thought this was covered by the hospital bill per se. I was informed that because this was part of the hospital stay, it would be refunded under private insurance. One drug on the bill was \$89 although the admissions/exiting officer could not explain what it was. Thrombosis (anti-clotting) stockings were charged at \$39 which seemed excessive.

Overall Satisfaction with Hospital (OSH): 4 (satisfied)*

17. Ten days later - returned to surgeon for checkup. Both he and I were happy with the knee; surgeon explained in detail what he did in operation. He gave me (for my records) two 'internal' photographs showing torn cartilage & other damage.

Overall Satisfaction with Surgeon (OSS): 4*

18. Upon claiming at my medical fund for the \$169 medication bill which was paid upon leaving hospital, I was informed that it was not claimable even though it was during a hospital stay. This contradicted the advice from the hospital. So I am out of pocket \$169. OSH:3*

19. Received a \$40 bill for physiotherapist which was totally unexpected .

20. I wrote to the hospital complaining about 'excessive' bill for medication and the unexpected physiotherapy bill. A week later I received a letter (a) justifying the medication costs and (b) informing me that the surgeon "had authorised" the physiotherapy - however since the physiotherapist was only with me for a mere 5 minutes, this bill was reduced from \$40 to \$20.

Epilogue

21. Well 3 months later - How do I feel about my experience with Dr J. and the private hospital? The knee surgery seems to have been very successful – it's feeling good. Some of the surprises I received (costs for medication, etc) I guess I should have expected - or at least made more assertive enquiries upon admission. So to some extent I guess I'm to blame.

Overall Satisfaction with Hospital (OSH) = 4

Overall Satisfaction with Surgeon (OSS) = 4

(Using scale: 1 = very dissatisfied to 5 = very satisfied.)

Overall value for Money = 4 where **(1 = poor value to 5 = excellent value)**

Would I recommend this surgeon and this hospital to a close friend? Well, I recently recommended Dr J. to a colleague who required similar knee surgery. Would I recommend the Sydney private hospital? Only if you could afford it!!

Surgeon = 5 Hospital = 4

(Scale: 1= highly unlikely to 5 = certainly recommend)

PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

1 PROGRAM LEARNING GOALS AND OUTCOMES

The Australian School of Business Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all ASB students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.

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.

2 ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: <http://www.lc.unsw.edu.au/plagiarism/index.html> as well as the guidelines in the online ELISE and ELISE Plus tutorials for all new UNSW students: <http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm>.

To see if you understand plagiarism, do this short quiz:

<http://www.lc.unsw.edu.au/plagiarism/plagquiz.html>

For information on how to acknowledge your sources and reference correctly, see:

<http://www.lc.unsw.edu.au/onlib/ref.html>

For the *ASB Harvard Referencing Guide*, see [ASB Referencing and Plagiarism](#) webpage (ASB >Learning and Teaching>Student services>Referencing and plagiarism)

[More detailed information on plagiarism is available on the Course Outline Website.]

3 STUDENT RESPONSIBILITIES and CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

Information and policies on these topics can be found in the 'A-Z Student Guide':

<https://my.unsw.edu.au/student/atoz/A.html>. See, especially, information on 'Attendance and Absence', 'Academic Misconduct', 'Assessment Information', 'Examinations', 'Student Responsibilities', 'Workload' and policies such as 'Occupational Health and Safety'.

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3.1 Workload for Master of Marketing Courses

For a Master of Marketing **elective course** (3UOC) it is expected that you will spend at least **ten hours** per week studying including 3 hours in class sessions. This time includes reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

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Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment.

3.2 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: <https://my.unsw.edu.au/student/atoz/BehaviourOfStudents.html>

3.3 Occupational Health and Safety

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see <http://www.ohs.unsw.edu.au/>.

3.4 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

4 SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS

You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

General Information on Special Consideration:

1. For assessments worth 20% or more, all applications for special consideration must go through UNSW Student Central (<https://my.unsw.edu.au/student/academiclife/StudentCentralKensington.html>) and be lodged within 3 working days of the assessment to which it refers.
2. If an assessment task is worth less than 20% of the total course assessment, UNSW Student Central will not accept the special consideration unless the student can provide a Medical Certificate that covers three consecutive days.
3. Applications will **not** be accepted by teaching staff, but you should notify the lecture-in-charge when you make an application for special consideration through UNSW Student Central;
4. Applying for special consideration **does not** automatically mean that you will be granted a supplementary exam;

5. Special consideration requests **do not allow** lecturers-in-charge to award students additional marks.

5 STUDENT RESOURCES AND SUPPORT

The University and the ASB provide a wide range of support services for students, including:

- **ASB Education Development Unit (EDU)** (www.business.unsw.edu.au/edu)
Academic writing, study skills and maths support specifically for ASB students. Services include workshops, online and printed resources, and individual consultations. EDU Office: Room GO7, Ground Floor, ASB Building (opposite Student Centre); Ph: 9385 5584; Email: edu@unsw.edu.au
- **Blackboard eLearning Support:** For online help using Blackboard, follow the links from www.elearning.unsw.edu.au to *UNSW Blackboard Support / Support for Students*. For technical support, email: itservicecentre@unsw.edu.au; ph: 9385 1333
- **UNSW Learning Centre** (www.lc.unsw.edu.au)
Academic skills support services, including workshops and resources, for all UNSW students. See website for details.
- **Library training and search support services:**
<http://info.library.unsw.edu.au/web/services/services.html>
- **IT Service Centre:** Technical support for problems logging in to websites, downloading documents etc. <https://www.it.unsw.edu.au/students/index.html>
UNSW Library Annexe (Ground floor)
- **UNSW Counselling and Psychological Services**
(<http://www.counselling.unsw.edu.au>)
Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as 'Coping With Stress' and 'Procrastination'. Office: Level 2, Quadrangle East Wing; Ph: 9385 5418
- **Student Equity & Disabilities Unit** (<http://www.studentequity.unsw.edu.au>)
Advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Ph: 9385 4734