MNGT5356
Services Marketing

Course Outline
Session 4, 2015

Part A: Course-Specific Information

Part B: Key Policies, Student Responsibilities and Support
# Table of Contents

## PART A: COURSE-SPECIFIC INFORMATION

1. STAFF CONTACT DETAILS  
2. COURSE DETAILS
   - 2.1 Teaching Times and Locations  
   - 2.2 Units of Credit  
   - 2.3 Summary of Course  
   - 2.4 Course Aims and Relationship to Other Courses  
   - 2.5 Student Learning Outcomes  
3. LEARNING AND TEACHING ACTIVITIES
   - 3.1 Approach to Learning and Teaching in the Course  
   - 3.2 Learning Activities and Teaching Strategies  
4. ASSESSMENT
   - 4.1 Formal Requirements  
   - 4.2 Assessment Details  
   - 4.3 Assessment Format  
   - 4.4 Assignment Submission Procedure  
   - 4.5 Late Submission  
5. COURSE RESOURCES  
6. COURSE EVALUATION AND DEVELOPMENT  
7. COURSE SCHEDULE

## PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

1. PROGRAM LEARNING GOALS AND OUTCOMES  
2. ACADEMIC HONESTY AND PLAGIARISM  
STUDENT RESPONSIBILITIES AND CONDUCT
   - 1. Workload  
   - 2. Attendance  
   - 3. General Conduct and Behaviour  
   - 4. Occupational Health and Safety  
   - 5. Keeping Informed  
SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS  
STUDENT RESOURCES AND SUPPORT
PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS
Lecturer-in-charge: Craig Tapper
Phone: 0414 616 012
Email: craig.tapper@unsw.edu.au
Consultation Times – Before or after scheduled classes (or by appointment)
Outside of class contact times students should feel free to email or call on the mobile
phone number provided to make contact and discuss issues with me. Appointment
times can be arranged for face-to-face meetings as required.

2 COURSE DETAILS

2.1 Teaching Times and Locations
Classes will be conducted from 9:30am – 12:30pm on Fridays in the Boral Lecture
Theatre. Updated information about class times and locations can be found on the
AGSM website and by logging in to the Google Calendar.

2.2 Units of Credit
The course is worth 6 units of credit.

2.3 Summary of Course
The course is structured around understanding and applying key concepts and models
that identify why the management of marketing of services is different to the
management of marketing of tangible goods. In particular with the emergence of digital
marketing, customisation and co-creation of value with ‘always on, networked
customers’, real-time customer and channel insights derived from data analytics and
‘big data’ the course will use a particular focus on marketing services using a omni-
channel (through the line) mind-set. The course involves not only understanding
theoretical concepts but applying them in class to case studies, presentations by guest
speakers from industry, in-class and between class simulations and a team project to
develop a services marketing strategy for a client business. Students will be involved
not just by listening and absorbing concepts and frameworks but by delivering content
sessions, conducting research on key issues and practices in the marketing of services
and in applying the knowledge in a management/consulting setting.

2.4 Course Aims and Relationship to Other Courses
This course focuses on the key elements (channels, culture, communications, strategy,
operations, people and technology) that services marketers must integrate to establish
and sustain ‘signature value’ exchanges. While the course examines broad issues in
managing service businesses and the service component of manufacturing firms, a
core theme is a service quality perspective, in particular in a digital marketing omni-
channel, real time, agile marketing environment.

This course flows from and more deeply develops a number of concepts that students
will have completed in their core Marketing Management subject. This course is built
on the understanding that services play an important and significant part of the global
economy, indeed in many national economies they contribute more to GDP and
employ significantly more people than manufacturing, mining and agriculture. This
course is based on the recognition that the strategies needed to market services such
as software services, entertainment, banking, finance and investment, legal and
consulting advice, public and private health, tourism, travel and accommodation, insurance, music distribution, retail, search engines and on-line social networking are different from marketing automobiles, refrigerators, confectionary, warehouses, transformers, MP3 players and clothing. Extending the understandings generated in the study of Marketing Management this course will investigate the unique challenges and particular disciplines and approaches that lead to success in marketing services and create a platform for the later integrative strategy subjects.

2.5 Student Learning Outcomes

By the end of this course, you should be able to:

1. Explain the ingredients necessary to create service excellence.
2. Describe the characteristics of successful marketing in a digital enabled, omni-channel, real time marketing environment.
3. Collaborate in a team to generate an effective services marketing plan.
4. Analyse and apply tools to identify issues and create superior service performance.
5. Communicate a recommended services marketing solution to an executive or executive team.
6. Explain the characteristics and challenges of managing service firms in an agile, real time evolving industry environment.
7. Apply the tools appropriate to design and operate an effective services marketing plan.

The Course Learning Outcomes are focused on 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 undergraduate postgraduate coursework students in the UNSW Business School. 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’).

<table>
<thead>
<tr>
<th>MBA Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Goal 1: Business Management Knowledge</strong></td>
</tr>
<tr>
<td>Students should be able to identify and apply current knowledge of disciplinary and interdisciplinary theory and professional practice to general management and business within diverse situations</td>
</tr>
<tr>
<td><strong>Learning Goal 2: Critical Thinking</strong></td>
</tr>
<tr>
<td>Students should understand and be able to identify, research and analyse complex issues and problems in business and develop appropriate solutions</td>
</tr>
<tr>
<td><strong>Learning Goal 3: Communication</strong></td>
</tr>
<tr>
<td>Students should be able to produce written documents and oral presentations that communicate effectively complex disciplinary ideas and information for the intended audience and purpose</td>
</tr>
<tr>
<td><strong>Learning Goal 4: Teamwork</strong></td>
</tr>
<tr>
<td>Students should be able to participate collaboratively and responsibly in teams and to reflect upon their own contribution to the team and on the necessary processes and knowledge within the team to achieve specified outcomes</td>
</tr>
<tr>
<td><strong>Learning Goal 5: Responsible Business</strong></td>
</tr>
<tr>
<td>Students should be able to appraise ethical, environmental and sustainability considerations in decision making and in practice in business</td>
</tr>
<tr>
<td>Students should be able to consider the social and cultural implications of management practices and of business activities</td>
</tr>
</tbody>
</table>
Learning Goal 6: Leadership
Students should be able to reflect upon their own personal leadership style and the leadership needs of business and of teams

Learning Goal 7: International Perspective
Students should understand the needs of undertaking business within a global context
Students should be able to apply business management knowledge to business situations within global markets with due recognition for differences in cultural, legal, commercial and other issues

Learning Goal 8: Risk Management
Students should be able to demonstrate an understanding of the limits in precision and the risks associated with business models
Students should be able to appraise risk and to develop risk mitigation strategies applicable to business undertaken within uncertain and volatile environments

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 practised in tutorials and other activities):

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following MBA Program Learning Goals</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
<tr>
<td>1 Business Management Knowledge</td>
<td>• Explain the ingredients necessary to create service excellence.</td>
<td>• Reflective Report &amp; Individual Assignment</td>
</tr>
<tr>
<td></td>
<td>• Apply the tools appropriate to design and operate an effective services marketing plan.</td>
<td>• Reflective Report &amp; Individual Assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Team Presentation</td>
</tr>
<tr>
<td>2 Critical Thinking</td>
<td>• Analyse and apply tools to identify issues and create superior service performance.</td>
<td>Reflective Report &amp; Individual Assignment</td>
</tr>
<tr>
<td></td>
<td>• Explain the characteristics and challenges of managing service firms.</td>
<td></td>
</tr>
<tr>
<td>3 Communication</td>
<td>Demonstrate effective communication in presenting information in a written, audio or video format</td>
<td>Reflective Report &amp; Individual Assignment</td>
</tr>
<tr>
<td></td>
<td>Communicate a recommended services marketing solution to an executive or executive team</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Team Presentation</td>
</tr>
<tr>
<td>4 Teamwork</td>
<td>Collaborate in a team to generate an effective services marketing plan.</td>
<td>Individual Reflection on the effectiveness of Team Activities</td>
</tr>
</tbody>
</table>
3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course
The approach to learning and teaching is highly interactive and will involve in-class activities, guest speakers and debates as well as preparation before class and reflection after class using multi-media and readings. All students are expected to offer insights and to share their experiences, as will the Facilitator who is not only an experienced teacher of marketing (and services marketing in particular) but has a multi-decade career as a services marketing practitioner and consultant in Australia and internationally in a range of services industries including telecommunications, management consulting, commercial services, retail management, public health services, banking, conferences and events, and executive education.

I believe that the most effective learning for adults in higher education comes via interactive and applied experiences – therefore whilst some lectures and content discovery will play a foundation part of activities (not necessarily always in class) the exploration of practical applications via case studies, field research, guest speakers and individual and team research will play just as important a role. The key challenges from each class will be how to apply models, concepts, frameworks and research to the practice of managing services in a national and international setting. Students will be expected to come to class prepared having studied class materials, read key readings and sections of relevant texts, researched relevant examples and prepared to discuss, challenge and debate the application of what they are reading to the practices of services marketing management.

3.2 Learning Activities and Teaching Strategies
The course will include presentations typically accompanied by PowerPoint presentations, some short in-class information sessions, some discussion of key models, concepts and frameworks accompanied by individual and team application exercises, case studies and field research activities. These will be integrated each week to create a platform of reasoned conclusions about (1) what strategies in services marketing are most effective (2) why they are effective and (3) how does this shape and guide the role of marketing managers in services organisations.
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
The assessment for this course has been designed to help all students to maximise their individual learning opportunities. The assessment items cover and apply all the main knowledge and skills areas in the course. In particular, they provide you with an opportunity:
• to practice, display and improve individual business report communication and presentation skills relevant to services marketing management using traditional (textual) and non-traditional (audio and video) media;
• to develop skills in gathering information through research, analysing and evaluating data and using it as the basis for reasoned arguments and strategy recommendations;
• to share ideas, knowledge and to consider and evaluate different perspectives on common issues;
• to receive ongoing feedback as the basis for adjusting and improving your independent learning;
• to simulate, as far as possible, real-world problem solving and practice in an environment in which you feel safe to experiment and learn;
• to synthesise and integrate the core concepts and issues raised in the course materials, lectures and activities.

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Length</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Report</td>
<td>20%</td>
<td>A Reflective Report of 5 pages double-spaced 12 point font detailing key lessons gained in the first ¼ of the course</td>
<td>Week 4 - to be submitted by not later than 5:00pm on the Sunday of Week 4 (8 February 2015)</td>
</tr>
<tr>
<td>Individual assignment</td>
<td>35%</td>
<td>10 pages double spaced in 12 point font or equivalent audio or video presentation</td>
<td>By not later than 5:00pm on the Sunday of Week 9 (15 March)</td>
</tr>
<tr>
<td>Team presentation</td>
<td>35%</td>
<td>30 minutes</td>
<td>In-class in Week 11 (Friday 27 March)</td>
</tr>
<tr>
<td>Individual Reflection on the learning(s) from Team Activities</td>
<td>10%</td>
<td>5 pages double spaced in 12 point font or equivalent audio or video presentation</td>
<td>By not later than 5:00pm on the Friday of Week 13 (10 April)</td>
</tr>
</tbody>
</table>

A summary of the assessment tasks is provided above. The criteria against which the team presentation, team report and individual assignment will be evaluated are detailed in the following section. Each nominated assessment criterion will be evaluated using the following scale:
• **Superior** – your response to this assessment task indicates a level of competence clearly greater than that expected of MBA students at this point in their studies.

• **Above Average** – your response to this assessment task in places (but not consistently) indicates a level of competence that at times is greater than that expected of MBA students at this point in their studies.

• **Satisfactory** – your response to this assessment task indicates a level of competence consistent with that expected of MBA students at this point in their studies.

• **Below Average** – your response to this assessment task indicates a level of competence that is in places less than that expected of MBA students at this point in their studies.

• **Poor** – your response to this assessment task indicates a level of competence consistently below that expected of MBA students at this point in their studies.

Detailed explanations of the various assignment tasks follow:

**Reflective Report (20% of marks for the course)**

Students are required to submit a report of no more than 5-pages, double-spaced in 12-point font by 5PM on the Sunday concluding week 4. The report is required to capture and detail **at least one** key lesson or insight derived from any of the materials covered in Weeks 1-4.

The report should address the following three issues:

1. What was the model, concept or framework covered in any one of the first four weeks that you thought was most valuable or insightful? (10 marks)

2. Explain in detail how the model, concept or framework is used or applied? This means detail the model, concept or framework in sufficient depth to demonstrate you understand the detail of the model, concept or framework (30 marks)

3. Outline how the use of the model, concept or framework that you have selected should influence the practice of Marketing Management in a specific service management setting? Note: In demonstrating this last criterion you are required to specifically relate the concept to a particular service setting such as “marketing for a major retail bank...” or “marketing a professional advisory firm such as a major management consultancy...” and not simply recount generalised lessons. However the choice of setting or illustration has no impact on the mark – you are free to use any relevant services marketing setting to illustrate the practical application. (60 marks)

**Individual Assignment (35% of marks for the course)**

Students will be asked to identify and critique the services marketing strategies of an organisation of their own choosing (i.e. each student can nominate the organisation whose services marketing strategies they wish to critique) against concepts, models and frameworks covered in weeks 1-8 of the course. The organisation can be an Australian organisation or one that the student nominates from another country. The subject of the assignment should be agreed with the Course Facilitator by not later than Week 3.

Each student is required to present a report based on the critique of the services marketing strategies used by the organisation or a business unit or brand controlled by the organisation. The report can be in a written form or the equivalent amount of content in an audio or video format (i.e. a limit of 10 pages double-spaced in 12 point font amounting to approximately 2,000 words is set for a written format report – any student who prefers to submit a pod cast/audio or video report would be required to deliver content of about the same number of words and images).
Whilst the assignment topic (target organisation) can vary, the issues that must be addressed in the assignment are as follows:

**Issue 1 (15% of assignment marks):**
What is the focus or what are the services marketing activities, practices and strategies being employed in the organisation’s marketing program?

**Assessment criteria:**
- Appropriate services marketing analysis tools and techniques are used to describe the organisation’s marketing program focus.

**Issue 2 (35% of assignment marks):**
Are the services marketing activities, practices and strategies being employed in the organisation’s marketing program effective considering:
- the targeted segment needs and wants
- the objectives that the organisation is seeking to achieve

**Assessment criteria:**
- Appropriate services marketing analysis tools and techniques are used to critique and analyse the services marketing activities, practices and strategies being employed in the organisation’s marketing program.
- The answer indicates that the student has understood and can apply the relevant services marketing techniques appropriately.
- The answer uses reasoned arguments and factual evidence rather than opinion to present an answer.

**Issue 3 (25% of assignment marks):**
Given the insight and analyses of the services marketing activities, practices and strategies being employed in the organisation’s marketing program obtained earlier, what are they doing right and what are they doing that could be improved?

**Assessment criteria:**
- Conclusions about what is being done well and what could be done better are connected to, and consistent with, the analyses in Q1 and Q2.
- The answers offered are justified through reasoned arguments rather than simple opinion and conjecture.
- The answer displays an understanding of the use of appropriate services marketing, models, concepts, tools and techniques to analyse and identify effective and ineffective strategies.

**Issue 4 (25% of assignment marks):**
Recommend ways you think that the organisation can improve its services marketing efforts.

**Assessment criteria:**
- Conclusions about improved services marketing efforts are connected to, and consistent with the analyses in Q1, Q2 and Q3.
- The answers offered are justified through reasoned arguments rather than simple opinion and conjecture.
- The answer demonstrates an understanding of services marketing strategy and techniques covered in sessions 1-8 of the course.

In evaluating your report, feedback will be given on how well you address each of the assignment tasks. The following table provides feedback on your assignment against the nominated assessment criteria.
Superior | Above Average | Satisfactory | Below Average | Poor
---|---|---|---|---

**Issue 1 (15% of assignment marks):**
What is the focus or what are the services marketing activities, practices and strategies being employed in the organisation’s marketing program?

**Issue 2 (35% of assignment marks):**
Are the services marketing activities, practices and strategies being employed in the organisation’s marketing program effective considering:
- the targeted segment needs and wants
- the objectives that the organisation is seeking to achieve

**Issue 3 (25% of assignment marks):**
Given the insight and analyses of the services marketing activities, practices and strategies being employed in the organisation’s marketing program obtained earlier, what are they doing right and what are they doing that could be improved?

**Issue 4 (25% of assignment marks):**
Recommend ways you think that the organisation can improve its services marketing efforts.

In addition your report will be evaluated using the following assessment criteria:

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>The extent to which the presentation indicates that you have selected and understood relevant theory, frameworks, models and concepts from the course.</td>
<td></td>
</tr>
<tr>
<td>The extent to which you have explicitly APPLIED the relevant models, frameworks, tools and concepts to the assignment task.</td>
<td></td>
</tr>
<tr>
<td>The extent to which you have created reasoned arguments and justified or substantiated any findings or recommendations that you offer through analysis of facts and evidence.</td>
<td></td>
</tr>
<tr>
<td>How effectively you communicate and the quality of the presentation skills demonstrated.</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Grade**
Team Presentation (35% of marks for the course)

All students are required to participate fully in a team of 3-5 members. The team is required to develop and present a creative presentation related to the following issues and scenario:

**Scenario:** You will be briefed and asked to present services marketing strategies to address a real ‘live’ services marketing problem being experienced by an organisation operating in the Australian market. The class will be briefed by a member of the senior management team of the organisation in Week 5 and will be asked to develop a services marketing plan to resolve the problem that the organisation is facing in the marketplace.

Your team is to conduct necessary research and analyses to understand the issues and the market, and based on the analyses that you conduct you are to prepare and present a services marketing plan to aid an organisation to develop and position a superior value proposition to their targeted audiences and resolve an issue highlighted by the senior manager in the Week 5 briefing. You are required to incorporate all models, frameworks and concepts in Weeks 1-10 that you identify as being specifically relevant to the problems detailed by the organisation’s senior management team.

Your team is required to develop and deliver a 30-minute presentation structured to communicate your key findings and recommendations. Your presentation must address the following:

- Based on the analyses that your team conducts, develop and recommend services marketing strategy options available to the organisation to achieve its objectives and address the issues raised in the brief.
- Recommend and justify a particular set of services marketing strategies to achieve the objectives.
- Outline the implementation, coordination and control processes that you identify that the organisation will require to ensure that the recommended services marketing strategy is effective.

Note: All recommendations must be justified and reasoned arguments must be offered to support them.

In evaluating your team’s presentation, feedback will be given on how well your team addresses each of the issues detailed below. The following table provides feedback on your assignment against the nominated assessment criteria.

| Based on the analyses that your team conducts, develop and recommend services marketing strategy options available to the organisation to achieve its objectives and address the issues raised in the brief | Superior | Above Average | Satisfactory | Below Average | Poor |
| Recommend and justify a particular set of services marketing strategies to achieve the objectives | Superior | Above Average | Satisfactory | Below Average | Poor |
| Outline the implementation, coordination and control processes that you identify that the organisation will require to ensure that the recommended services marketing strategy is effective. | Superior | Above Average | Satisfactory | Below Average | Poor |
In addition your presentation will be evaluated using the following assessment criteria:

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>The extent to which the presentation indicates that you have selected and demonstrated understanding of relevant services marketing theory, frameworks, models, tools &amp; concepts from the course.</td>
<td></td>
</tr>
<tr>
<td>The extent to which your team have explicitly APPLIED the relevant concepts, models, etc to the assignment task.</td>
<td></td>
</tr>
<tr>
<td>The extent to which your team have created reasoned arguments and justified or substantiated any findings or recommendations that you offer through analysis of facts and evidence.</td>
<td></td>
</tr>
<tr>
<td>The extent to which your presentation indicates effective teamwork.</td>
<td></td>
</tr>
<tr>
<td>How effectively your team communicate and the quality of the presentation as a services marketing strategy communication mechanism to a target audience (The organisation's senior management team).</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Grade**

Presentations are to occur in Week 11 of the course. Further details will be discussed in class.

**Individual Reflection on the learning(s) from Team Activities (10% of marks for the course)**

As you will have noted from the Program Learning Goals and Outcomes amongst these we are looking to help you to develop skills in:

- Critical Thinking, and
- Teamwork

To help you achieve these learning goals (and to allow us to assess you against these) during those parts of the semester when you are working in a team, you are encouraged to keep a regular journal or blog in which you should reflect and capture insights on the experiences that you encounter during the team assignment, what you learn about your own contribution to teams and the management of teams generally.

At the conclusion of the semester (by not later than 5:00PM on the Friday of Week 13) you are required to submit a reflective report summarising what you learned about your own team participation and about working effectively in teams as a result of being involved in the team assignment.

In particular your reflective report should address the following three issues:

- What strengths did you identify from observing your ‘best’ contributions to the team. This is about what you think you did that helped the team perform, and how this behaviour proved useful in collaborating in a team project (3 marks)
- What areas you think you could improve upon in the way in which you work when you are collaborating in teams – and what you plan to do about improving your skills for contributing to teams? (3 marks)
- What have you learned about the management of teams from the experience of this team – what broader lessons did this experience reveal for you and how can you use these lessons as part of your management practice in the future? (4 marks)

A marking rubric for this report will be published before Week 3 of semester.
4.3 Assessment Format

Limits to the number of words, time or equivalents are specified above. Please refer to the Policies and procedures section of the AGSM website for details and a template for assignment format.

For guidelines on formatting and presenting your assignment, see http://www.asb.unsw.edu.au/currentstudents/agsmmba/academicinformation/assessmentsandexaminations/Pages/default.aspx

4.4 Assignment Submission Procedure

Written assignments are to be submitted via TurnItIn in the Assessment section of the class Moodle website prior to the deadline specified. Students must also save and keep available a back-up copy of their assignment as submitted until such time as grades and feedback are returned following marking.

4.5 Late Submission

AGSM MBA Programs applies a daily penalty of 5% to late assignments. This policy was reviewed in October 2009 in light of the fact that certain schools within the Australian School of Business apply a 10% penalty. The decision of AGSM MBA Programs following this review was that current 5% penalty is appropriate to all of our programs and will remain unchanged.

Refer to policy at: http://www.asb.unsw.edu.au/currentstudents/agsmmba/academicinformation/assessmentsandexaminations/Pages/default.aspx

---

### 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.

For example:

The website for this course is on UNSW Moodle at: https://moodle.telt.unsw.edu.au/

There is no set textbook for this course, however a recommended reference is: Services Marketing, 5th edition by Lovelock; Patterson & Wirtz (Pearson Education Australia 2011).

6 COURSE EVALUATION AND DEVELOPMENT

Mid- and end-of-Session feedback is sought from students about the courses offered in the AGSM MBA Program, and continual improvements are made based on this feedback. The mid-Session feedback is collected in weeks 3 or 4, and communicated to students in the class following its collection. Significant changes to courses and programs within the Program based on end-of-Session feedback are communicated to subsequent cohorts of students.
# 7 COURSE SCHEDULE

**Lecture Schedule**
Lectures start in Week 4 and finish in Week 11.

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>References</th>
<th>Other Activities/Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction – New perspectives on marketing in the service economy. Digital marketing and big data – how the world of marketing has changed?</td>
<td>Lovelock et al Chapter 1 Readings 1 &amp; 2 accessed via Moodle</td>
<td></td>
</tr>
<tr>
<td>16 January</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Customer behaviour culture and service encounters. The customer decision journey and the digitizing of the journey.</td>
<td>Chapter 2 Readings 2 &amp; 3 accessed via Moodle</td>
<td>Case Study 1 Workshop</td>
</tr>
<tr>
<td>23 January</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Developing service products and positioning services in a competitive market. The role of products in an omni-channel value proposition</td>
<td>Chapter 4 Reading 4 accessed via Moodle</td>
<td></td>
</tr>
<tr>
<td>30 January</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Distributing services – including understanding the impact of mobile and online channels</td>
<td>Chapter 5 Reading 5 accessed via Moodle</td>
<td>Assessment: Reflective Report due by not later than 5:00PM Sunday 8 February</td>
</tr>
<tr>
<td>6 February</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Developing a pricing strategy; Balancing productive capacity and demand. Co-creating price in real time.</td>
<td>Chapters 6 &amp; 7 Readings 6 &amp; 7 accessed via Moodle</td>
<td>Case Study 2 Workshop</td>
</tr>
<tr>
<td>13 February</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Integrated Marketing Communication for services marketing. Communicating in digital channels (including insight driven integration of social media)</td>
<td>Chapter 8 Readings 8 &amp; 9 accessed via Moodle</td>
<td>Case Study 3 Workshop</td>
</tr>
<tr>
<td>20 February</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Managing the customer service function and crafting the service environment</td>
<td>Chapter 9 &amp; 10</td>
<td>Case Study 4 Workshop</td>
</tr>
<tr>
<td>27 February</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Customer satisfaction and service quality. Managing customer relationships</td>
<td>Chapters 11 &amp; 12 Readings 10 &amp; 11 accessed via Moodle</td>
<td>Case Study 5 Workshop</td>
</tr>
<tr>
<td>6 March</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Handling customer complaints and managing service recovery</td>
<td>Chapter 13</td>
<td>Assessment: Individual Assignment due by not later than 5:00PM Sunday 15 March</td>
</tr>
<tr>
<td>March 13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Services Marketing Planning – elements of effective plans</td>
<td></td>
<td>Team-based Simulation Workshop</td>
</tr>
<tr>
<td>March 20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Services Marketing Practical Applications</td>
<td></td>
<td>Assessment: Team Assignment Presentations and Feedback</td>
</tr>
<tr>
<td>March 27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Course Wrap-Up – the importance of Services Marketing and key learning about management practice – particularly in a digitally enabled omni-channel marketing world</td>
<td></td>
<td>Assessment: Individual Reflection on the learning(s) from Team Activities due at 5:00PM Friday 10 April</td>
</tr>
<tr>
<td>April 3 (God Friday – a Make Up Class TBA)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MNGT5356 – Services Marketing
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.
MBA Program Learning Goals and Outcomes

Learning Goal 1: Business Management Knowledge
Students should be able to identify and apply current knowledge of disciplinary and interdisciplinary theory and professional practice to general management and business within diverse situations.

Learning Goal 2: Critical Thinking
Students should understand and be able to identify, research and analyse complex issues and problems in business and develop appropriate solutions.

Learning Goal 3: Communication
Students should be able to produce written documents and oral presentations that communicate effectively complex disciplinary ideas and information for the intended audience and purpose.

Learning Goal 4: Teamwork
Students should be able to participate collaboratively and responsibly in teams and to reflect upon their own contribution to the team and on the necessary processes and knowledge within the team to achieve specified outcomes.

Learning Goal 5: Responsible Business
Students should be able to appraise ethical, environmental and sustainability considerations in decision making and in practice in business.
Students should be able to consider the social and cultural implications of management practices and of business activities.

Learning Goal 6: Leadership
Students should be able to reflect upon their own personal leadership style and the leadership needs of business and of teams.

Learning Goal 7: International Perspective
Students should understand the needs of undertaking business within a global context.
Students should be able to apply business management knowledge to business situations within global markets with due recognition for differences in cultural, legal, commercial and other issues.

Learning Goal 8: Risk Management
Students should be able to demonstrate an understanding of the limits in precision and the risks associated with business models.
Students should be able to appraise risk and to develop risk mitigation strategies applicable to business undertaken within uncertain and volatile environments.

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 UNSW Business School Harvard Referencing Guide, see the ASB Referencing and Plagiarism webpage (ASB >Learning and Teaching>Student services> Referencing and plagiarism)
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.

AGSM MBA Programs and UNSW policies
In general, UNSW policies apply to staff and students of AGSM MBA Programs. Where there are additional points or procedures which apply specifically to AGSM MBA Programs they are set out on the AGSM website:
https://www.business.unsw.edu.au/agsm/students/resources/students-rights-responsibilities

If students are in doubt about the policy or procedure relating to a particular matter they should seek advice from the Student Experience.


1. Workload
It is expected that you will spend at least ten hours per week studying this course. This time should be made up of 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.

2. 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. https://www.business.unsw.edu.au/students/resources/accept-enrol/agsm-student-enrolments#class attendance

3. 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
4. **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/](http://www.ohs.unsw.edu.au/).

5. **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.

**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. For both general and specific information on 'special considerations' contact Student Experience and the lecturer-in-charge: Also see https://www.business.unsw.edu.au/agsm/students/resources/assessments-and-examinations

and myUNSW

https://student.unsw.edu.au/exams

**General Information on Special Consideration:**

1. All applications for special consideration must be lodged online through myUNSW within 3 working days of the assessment due date (Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration). You will then need to submit the originais or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central. For more information, please study carefully the instructions and conditions at: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html.

2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct.

3. Applications will not be accepted by teaching staff. Student Experience will be automatically notified when you lodge an online application for special consideration.

4. Decisions and recommendations are only made by Student Experience, not by tutors.

5. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
Special Consideration and the Final Exam:
Applications for special consideration in relation to the final exam are considered by an AGSM @ UNSW Business School Student Experience panel to which lecturers-in-charge provide their recommendations for each request.

If you attend the regular final exam, you are extremely unlikely to be granted a supplementary exam. Hence if you are too ill to perform up to your normal standard in the regular final exam, you are strongly advised not to attend. However, granting of a supplementary exam in such cases is not automatic. You would still need to satisfy the criteria stated above.

STUDENT RESOURCES AND SUPPORT

UNSW and the Business School provide a wide range of support services for students, including:

- **AGSM @ UNSW Business School Student Experience**
  Advice and direction on all aspects of enrolment, timetables and graduation.
  Ground Floor – Red Counter, AGSM Building (G27),
  Phone: (02) 9931 9400
  Email: studentexperience@agsm.edu.au

- **eLearning Support**: For online help using Moodle, follow the links from [http://teaching.unsw.edu.au/moodle-students](http://teaching.unsw.edu.au/moodle-students)
  **For login issues**
  Contact the **UNSW IT Service Centre**:  
  - **Hours**: Monday – Friday, 8am – 8pm  
    Saturday – Sunday, 11am – 2pm  
  - **Email**: ITServiceCentre@unsw.edu.au  
  - **Phone**: (02) 9385 1333 - International: +61 2 9385 1333

  **For assistance in using Moodle, including how to upload assessments**
  Contact the **AGSM @ UNSW Business School Elearning Coordinator**:  
  - **Hours**: Monday – Friday, 9am – 5pm  
  - **Email**: elearning@agsm.edu.au  
  - **Phone**: (02) 9931 9541 - International: +61 2 9931 9541

  **For help with technical issues and problems**
  Contact the **External TELT Service Centre**:  
  - **Hours**: Monday – Friday, 7.30am – 9.30pm  
    Saturday – Sunday, 8.30am – 4.30pm  
  - **Email**: externalteltsupport@unsw.edu.au  
  - **Phone**: (02) 9385 3331 - International: +61 2 9385 3331
UNSW Business School Education Development Unit (EDU)
https://www.business.unsw.edu.au/
Academic writing, study skills and maths support specifically for UNSW Business School students. Services include workshops, online and printed resources, and individual consultations. EDU Office: Room GO7, Ground Floor, UNSW Business School Building (opposite Student Centre); Phone: (02) 9385 5584; Email: edu@unsw.edu.au.
Consultation online booking: https://booking.online.unsw.edu.au/booking/asb_consultation.login
Visit us on Facebook: www.facebook.com/educationdevelopmentunit

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; Phone: (02) 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; Phone: (02) 9385 4734.