MNGT8356
Services Marketing

Course Outline
Session 4, 2015

Part A: Course-Specific Information

Part B: Key Policies, Student Responsibilities and Support
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1. STAFF CONTACT DETAILS

Lecturer-in-charge: Professor Paul Patterson  
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Email: p.patterson@unsw.edu.au

Paul G. Patterson, PhD., is Professor in the School of Marketing at UNSW Australia. Prior to his academic career, he spent 18 years in industry in banking, market research, public sector, telecommunications and management consultancy. His research, teaching and consulting interests revolve around marketing issues in the service sector. His most recent research publications can be found via the School of Marketing webpage. His research and consulting interests focus on service quality, consumer complaining behaviour, the internationalisation of service firms and productivity issues. Much of his recent work has examined service issues in a cross-cultural context in consumer behaviour in S-E Asia. He has been a visiting Professor at various universities in USA, China, Vietnam and Thailand.

2. COURSE DETAILS

2.1 Teaching Times and Locations

<table>
<thead>
<tr>
<th>#</th>
<th>Day</th>
<th>Date</th>
<th>Lecture time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Saturday</td>
<td>14 November 2015</td>
<td>2:00pm – 8:00pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>2</td>
<td>Sunday</td>
<td>15 November 2015</td>
<td>10:00am – 7:00pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>3</td>
<td>Monday</td>
<td>16 November 2015</td>
<td>7:00pm – 10:15pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>4</td>
<td>Wednesday</td>
<td>18 November 2015</td>
<td>7:00pm – 10:15pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>5</td>
<td>Friday</td>
<td>20 November 2015</td>
<td>7:00pm – 10:15pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>6</td>
<td>Saturday</td>
<td>21 November 2015</td>
<td>1:00pm – 8:00pm</td>
<td>Cliftons, HK</td>
</tr>
<tr>
<td>7</td>
<td>Sunday</td>
<td>22 November 2015</td>
<td>10:00am – 7:00pm</td>
<td>Cliftons, HK</td>
</tr>
</tbody>
</table>

2.2 Bad Weather Policy

Classes will be cancelled if a No. 8 or higher tropical cyclone warning signal or black storm warning is raised at any time from 3 hours before the start of the class. In the event of cancellation due to bad weather, make up classes may or may not be held depending on room/lecturer availability.

2.3 Units of Credit

The course is worth 6 units of credit.
### 2.4 Course Aims and Objectives

Today, services are the growth engine of developed and developing economies. A central theme of this course is that services (we focus mainly on consumer services, although most lectures have high relevance in a B2B context) possess a set of unique characteristics that require a distinctive approach to marketing strategy – both in its development and execution. This course focuses on the key elements (services marketing mix, communications, strategy, operations, people and technology) that marketers must integrate to establish and sustain service excellence and provide customer value. The concepts and frameworks in this course explain success in marketing services and create a platform for the later integrative strategy courses.

### 2.5 Student Learning Outcomes

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

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all postgraduate coursework students in the UNSW Business School.

<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>
<tr>
<td><strong>Learning Goal 6: Leadership</strong></td>
</tr>
<tr>
<td>Students should be able to reflect upon their own personal leadership style and the leadership needs of business and of teams</td>
</tr>
<tr>
<td><strong>Learning Goal 7: International Perspective</strong></td>
</tr>
<tr>
<td>Students should understand the needs of undertaking business within a global context</td>
</tr>
<tr>
<td>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</td>
</tr>
</tbody>
</table>
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 learning goals for all ASB postgraduate students:</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>Refer section 2.5 above</td>
<td>Lectures; service diary project; exam</td>
</tr>
<tr>
<td>2 Critical Thinking</td>
<td>Refer section 2.5 above</td>
<td>Case presentations; simulation game</td>
</tr>
<tr>
<td>3 Communication</td>
<td>Refer section 2.5 above</td>
<td>Case presentations</td>
</tr>
<tr>
<td>4 Teamwork</td>
<td>Refer section 2.5 above</td>
<td>Case presentations</td>
</tr>
<tr>
<td>5 Responsible Business</td>
<td>Refer section 2.5 above</td>
<td>Service diary project</td>
</tr>
<tr>
<td>6 Leadership</td>
<td>Refer section 2.5 above</td>
<td>Case presentations</td>
</tr>
<tr>
<td>7 International Perspective</td>
<td>Refer section 2.5 above</td>
<td>Lectures; case presentations</td>
</tr>
<tr>
<td>8 Risk Management</td>
<td>Refer section 2.5 above</td>
<td>Lectures; service diary</td>
</tr>
</tbody>
</table>

3. LEARNING AND TEACHING ACTIVITIES

The course will consist of lecture sessions, some discussion of key models, concepts and frameworks accompanied by individual and team application exercises, case studies and guest speakers

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:

- simulate, as far as possible, real-world problem solving and practice in an environment in which you feel safe to experiment and learn;
- synthesise and integrate the core services marketing concepts and issues raised in the course materials, lectures and activities.

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Learning Outcomes assessed</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion of ‘service’ news item</td>
<td>5%</td>
<td>1,3,7</td>
<td>4–5 mins</td>
<td>In-class Sunday 15 November</td>
</tr>
<tr>
<td>Participation &amp; discussion of in-class cases</td>
<td>15%</td>
<td>2,3,6,7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-class computer simulation game (pricing)</td>
<td>20%</td>
<td>1,5</td>
<td>500 words</td>
<td>Played 16–21 Nov; reflective journal due 22 Nov</td>
</tr>
<tr>
<td>Individual written assignment</td>
<td>25%</td>
<td>1,2,3,8</td>
<td>10–12 pages</td>
<td>Monday, 30 November</td>
</tr>
<tr>
<td>Final Examination (open book)</td>
<td>35%</td>
<td>1,3</td>
<td>2.5 hrs</td>
<td>9 January</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.2.1 Presentation of Service News Item
(In-class Sunday 15 November) (5%)

Each student is to bring to class on Sunday 15 November a cutting from a recent (past 6 months) newspaper, magazine (or a hard copy of a story off the internet) that deals with Services Marketing issues/topics covered in the course.

You are required to:

- Lead a 4–5 minute discussion on the topic in class. You are expected to link it to some model or theories in the course. Your discussion should also focus on the managerial and practical implications.

You will need to read the relevant chapter in the text before being able to lead the discussion.

4.2.2 Computer Simulation Game
(played 16–21st Nov; reflective journal due 22 Nov) (20%)

Marks will be awarded equally for your pricing decisions & completing the 500 word reflective diary (marking guide shown in Appendix 2)

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 on Chapters 6 & 7 in your textbook (determinants pricing decisions, revenue management concepts and balancing capacity and demand).
4.2.3 Individual Written Assignment  
(Due Monday 30 November)  (25%)

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 Hong Kong 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). Each of these examples involves multiple ‘service encounters’ over a period of time.

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 describe what happened at each service encounter and how you felt. This should not exceed five (5) pages. At the conclusion 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 (using 5 point rating scales). Samples are shown in Appendix 1.

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 five (5) typed pages. Note that this analysis phase is where the majority of marks (80%) are awarded.

OR

Option 2: Customer Experience Management 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.

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:** If you choose this option your report should include a blueprint of both the existing and recommended service delivery processes.

**References**


**Assignment Format (for Options 1, 2, 3)**

Your report should be 10–12 pages in length typed in double spacing, 12-point font and should contain headings (and sub-headings) and an appropriately annotated bibliography (4–6 different references). Technical appendices are not included in this page count.

**4.2.4 Participation and Discussion of Cases & Readings (15%)**

As part of a group/team you will be assigned a case study, class exercises or articles that you should read before coming 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 15 minutes to develop a 10-minute presentation that addresses the set question. At the end of your presentation you should hand in a (hand written or Power Point presentation) bullet point summary of your answer. You are also required to consider the questions being answered by the other groups and to participate in discussion.
List of Case Studies (all in LPW text)
1. Dr Becket’s dental office
2. A mother’s diary- Sydney Children’s Hospital
3. Starbucks Failure in Australia
4. MK Restaurants
5. Revenue management of Gondalas
6. Managing WOM: referral incentive program
7. Bouleau & Huntley

Appendix 3 shows the evaluation criteria.

Note that two thirds of the mark for case participation will be awarded for your presentation of the set case question, and the other third for general class discussion of answers presented by other groups.

4.2.5 Final Exam (35%)
This is a 2.5-hour, essay style exam. It comprises:
- A compulsory case study (worth 10%), and
- Four (4) essay questions. You will be given 6 questions on the exam paper and you are to choose any 4 (worth 25% in total).

4.3 Assignment Submission Procedure (Written individual assignment)
1. It is your responsibility to keep a copy of your assignment.
2. The major individual assignment is to be delivered to the AGSM Hong Kong office by 5pm Monday 30 November, 2015.

4.4 Late Submission
AGSM requires students to submit their work at the designated time in order to maintain a fair and equitable system. Failure to submit assessment on time, where approval of an extension has not been granted, and where grounds for an extension do not exist, will result in a daily penalty of 5% of the total marks of the assessment item being applied.

Quality Assurance
The UNSW Business School 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 UNSW Business School programs. All material used for such processes will be treated as confidential and will not be related to course grades.
5. COURSE RESOURCES

- The text: *Services Marketing: An Asia-Pacific & Australia Perspective, 6th* edition by Lovelock; Patterson & Wirtz [LPW] (Pearson Education Australia 2015) is required. Text and case studies for this course are contained in this textbook.
- A list of suggested additional readings, mostly from sources such as Harvard Business Review, California Management Review, Journal of Service Research and Sloan Management Review, will be provided prior to the course start date.

6. COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW’s Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback through a) encouraging you to maintain in close contact with your instructor and provide early feedback as to how you are responding to the course b) an evaluation on the final day of the program.

7. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday 14 Nov</td>
<td>Introduction to services marketing.</td>
<td>LPW p459</td>
</tr>
<tr>
<td>2–8 pm</td>
<td>Nature of service products.</td>
<td>Chap.1</td>
</tr>
<tr>
<td></td>
<td>Consumer involvement in service processes; Consumer</td>
<td>Chap. 2.</td>
</tr>
<tr>
<td></td>
<td>behaviour in service settings.</td>
<td>Reading: Dasu &amp; Chase “Designing the Soft Side of … Service”;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading: McColl-Kennedy et al, “Value Co-creation in Healthcare”</td>
</tr>
<tr>
<td></td>
<td>In class case: Dr Beckett’s dental office</td>
<td></td>
</tr>
<tr>
<td>Sunday 15 Nov</td>
<td>Customer satisfaction, service quality &amp; value;</td>
<td>Chap.12;</td>
</tr>
<tr>
<td>10 am – 7 pm</td>
<td>Productivity vs quality.</td>
<td>Reading: (1) Tax, et al. “How to Prevent Your Customers From Failing”;</td>
</tr>
<tr>
<td></td>
<td>Customer experience management (CEM) and value</td>
<td>Reading: Pine and Gilmore, “Customer experience...” and</td>
</tr>
<tr>
<td></td>
<td>creation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Case study presentations</td>
<td></td>
</tr>
<tr>
<td>Monday 16 Nov</td>
<td>Pricing strategies &amp; revenue management</td>
<td>Chap. 6 &amp; 7</td>
</tr>
<tr>
<td>7–10.15 pm</td>
<td>Introduction to Pricing simulation game</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Topic</td>
</tr>
<tr>
<td>-----------------------</td>
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<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Wednesday 18 Nov</td>
<td>7–10.15 pm</td>
<td>Customer service function  Service-profit-chain  LPW Ch 9,11. Read “Should your business be less productive?” By Ming-Hu Huang and Rust.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Case study presentation</td>
</tr>
<tr>
<td>Friday 20 Nov</td>
<td>7–10.15 pm</td>
<td>Target marketing &amp; positioning  Product strategy  Case study presentation</td>
</tr>
<tr>
<td>Saturday 21 Nov</td>
<td>1–8 pm</td>
<td>Relationship Marketing  Crafting the Service Environment  Service branding  Case study presentations</td>
</tr>
<tr>
<td>Sunday 22 Nov</td>
<td>10 am – 7 pm</td>
<td>Consumer complaining behaviour &amp; service recovery  Feedback &amp; discussion session on Pricing simulation game results</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Impact of information technology &amp; Self-service technology – how to get it right</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course Revision &amp; Student Consultation</td>
</tr>
</tbody>
</table>
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

8. PROGRAM LEARNING GOALS AND OUTCOMES

The UNSW Business School 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

9. 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 UNSW Business School Referencing and Plagiarism webpage (UNSW Business School > Learning and Teaching > Student services > Referencing and plagiarism)

10. 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.


10.1 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.

We strongly encourage you to connect with your Blackboard or Moodle course websites in the first week of semester. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.

10.2 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.

10.3 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

10.4 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/

10.5 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course website. 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.

11. 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:

- All applications for special consideration must be lodged online through myUNSW within 3 working days of the assessment (Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration). Please contact the AGSM Hong Kong Office to make formal application for Special Consideration for the course/s affected as soon as practicable after the problem occurs. You will need to submit the originals or
certified copies of your completed Professional Authority form (pdf – download here) and other supporting documentation

- Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.
- Applications will not be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.
- Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
- Special consideration requests do not allow lecturers-in-charge to award students additional marks.

12. STUDENT RESOURCES AND SUPPORT

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

- **AGSM MBA Hong Kong Office**
  Hong Kong students please contact the office directly for immediate support:
  
  Address:  
  Unit 2006, 20/F, Kinwick Centre, 32 Hollywood Road, Central, Hong Kong,  
  Ph: +852 2841 2802,  
  E: contact@agsm.com.hk  
  Office Hours: Mon–Wed, Fri 9:00am – 6:00pm  
  Thursday(s) 9:00am – 7:30pm

- **eLearning support**
  Should you have any difficulties accessing your course online, please contact the eLearning support below:

  For login issues
  **UNSW IT Service Centre.**
  
  Hours:  
  Monday to Friday: 8.00 a.m. to 8.00 p.m.  
  Saturday and Sunday: 11 a.m. to 2.00 p.m.
  
  Email: ITServiceCentre@unsw.edu.au  
  Phone:  
  Internal – extension 51333  
  External – +61 2 9385 1333

  For assistance in using Moodle, including how to upload assessments.

  **The AGSM eLearning Coordinator**
  
  Hours:  
  Monday–Friday, 9.00 a.m. to 5.00 p.m.
  
  Email: elearning@agsm.edu.au
Phone: Internal – x19541  
    External – 02 9931 9541  
    International – +61 2 9931 9541

For help with technical issues and problems.

**External TELT Service Centre**

Hours: Monday to Friday: 7.30 a.m. to 9.30 p.m.  
    Saturday and Sunday: 8.30 a.m. to 4.30 p.m.

Email: externaltelltsupport@unsw.edu.au  
Phone: Internal – x53331  
    External – 02 9385 3331  
    International – +61 2 9385 3331

- **ASB Education Development Unit (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: +61 2 9385 5584; Email: edu@unsw.edu.au  
  Visit us on Facebook: [www.facebook.com/educationdevelopmentunit](http://www.facebook.com/educationdevelopmentunit)

- **UNSW Learning Centre**  
  [www.lc.unsw.edu.au](http://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](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](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](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: +61 2 9385 5418

- **Student Equity & Disabilities Unit**  
  [http://www.studentequity.unsw.edu.au](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: +61 2 9385 4734
Example #1

A Dissatisfactory Service Experience with an International Airline.

Scenario:

The following represents the recorded and reported experiences of a frequent Qantas business traveller.

I was returning from one of my many overseas trips with Qantas in recent years. This time I was returning from Los Angeles to Sydney after being away on a business trip. The following case study relates to my experiences on the flight returning from the United States.

Experiences

1. Approximately 2 hours flying time out of Sydney, the Captain of the Qantas flight (QF12) informed the passengers (which happened to be half full of American tourists coming to Australia for a visit) that we would be 2 hours delayed because of bad weather in Sydney and there was a possibility that we may even have to fly on to Brisbane, if we couldn't land in Sydney. About 1 hour out of Sydney, we were informed the flight would be going direct to Brisbane. Upon arriving in Brisbane and letting off some passengers, we put up with a 90 minute delay before then starting off to Sydney. The Qantas Boeing aircraft then circled Sydney Airport for some 45 minutes, until the Captain informed us that weather conditions would not permit a visual landing – Qantas pilots were not permitted by law to do an instrument landing. We were informed that we would have to fly on to Melbourne, which we promptly did.

2. All passengers disembarked at Melbourne's International Airport and were told to stay in the Transit Lounge where we would be looked after. Nobody was told how to get to the transit lounge – there was not a Qantas employee in sight to direct 300 very tired passengers to where this transit lounge which we were supposed to be herded into was located! Of course by this time, everybody was tired after a 15-hour flight across the Pacific plus a 1 hour detour to Brisbane, another 1 hour to Sydney, another 45 minutes circling Sydney and another 1 hour trip to Melbourne. We had already spent something like 18–20 hours in the air, so you can imagine how I felt – pretty tired, pretty annoyed, pretty stressed. Upon arrival at the transit lounge at Melbourne’s International Airport, the situation was explained to us by what appeared to be a relatively junior and somewhat inexperienced female employee of Qantas. It was explained that Qantas at this point were not sure when they could get us to Sydney due to bad weather conditions which were beyond their control. By this time some of the passengers, particularly the American passengers, were getting quite annoyed, because they had connecting flights in Sydney, or some other arrangements in Sydney, or maybe had people waiting for them. Consequently, some of the passengers were getting a bit edgy.

3. The passengers were then informed that they would be given a $15 food coupon, which we could go to the cafeteria some 50 metres away to buy food or drink to the value not exceeding $15.
4. So, I went to the cafeteria with my coupon and to my annoyance found that a $15 coupon in an International Airport lounge is lucky to buy you 2 cup of coffees (where they charge you extra for the sugar!). Having ordered a sandwich and a large cup of coffee, I found that came to $19.50. Not having any Australian money on me I said what will I do? – she said you just have to pay, so then I exploded – had gone from a passive to a very aggressive state. I told her I had no intention of paying and that the passenger before me had only in fact spent $10 of their $15 coupon, therefore the organisation (that is the cafeteria) was ripping people off and making an excessive profit from this situation. She wasn't happy about that, and about me getting aggressive, so she got aggressive, so I got aggressive and told her "you can do what you like" and walked off with my sandwich and my cup of coffee and sat down. I also told the other passengers to be careful because they were being ripped off. The mood was pretty tense. I went and sat down and ate my million dollar sandwich. Nothing more was heard, but needless to say I was very annoyed and even upset off.

5. By this time rumours were spreading amongst the 300 passengers who were still in the transit lounge some 21–22 hours after leaving Los Angeles, still not knowing when they were going to get to Sydney, yet Qantas had made no announcement. I walked up to what appeared to be the most senior person in charge and suggested to them that all sort of rumours were spreading around as to when flights might go, how many people would get onto that flight, and that people were pretty tense, edgy and p...ed off with Qantas. Upon my suggestion, believe it or not, a relatively senior Qantas employee got on the microphone, thank God, and made an announcement.

6. Lo and behold, when the new plane arrived, which was a plane going from Melbourne to Sydney to Los Angeles, therefore was already half-full, arrived we found out that not all of the stranded passengers could get on this plane to Sydney. Well, you can imagine, that caused pandemonium. Only about half of those waiting in transit would get on this flight to get to Sydney. At this point, some of the American passengers in particular got abusive – in fact, one of them pushed a Qantas employee demanding he be allowed on this flight as he had contacts in Sydney who were waiting for him urgently. Again the situation was pretty tense. How did I feel – not much change, except I was getting grumpier, but resigned to the fact that I had better accept the situation and just try and relax. So I didn't join the cattle queue, and was quite happy to get on the second plane up to Sydney and not the first., as I was not in any hurry as I had probably missed my connection in Sydney.

7. Finally after waiting 4 hours in Melbourne’s transit lounge, I was transferred to another Qantas flight (QF1) to Sydney. By this time, Qantas was not my most favourite airline. However upon boarding the Qantas flight, the senior steward seemed to be aware of our plight and the fact that we had been 24 hours out of Los Angeles now and still hadn't got to our destination. He seemed to be aware of that, and lo and behold transferred me and a dozen other people up into 1st Class for the flight back to Sydney. 1st Class in a jumbo jet is quite nice, so it started to alleviate some of my pent up aggression. Anyway, no sooner had I sat down than the 1st class steward poured some drinks – I said I'll have an orange juice, but somehow something happened and he splnt the entire glass of orange juice all over me. Please don't laugh.

8. By this time I was too tired to care. I said don't worry about it. He brought me something, he was apologetic etc. Anyway having being in the same clothes for the last 24 hours a glass of orange juice didn't really matter one way or the other, and when you're that tired! However, the Qantas steward was genuinely, in my view,
apologetic and that meant a bit to me at this tired stage. I accepted that, sat down, drank my orange juice, had a glass of champagne, had a very nice meal. Then about half-way to Sydney out of Melbourne, the steward that had spilt the orange juice over me, beckoned me to come to the back of 1st Class. He explained that he was not in the habit of spilling orange juice or any other thing over people and that Qantas apologise and proceeded to give me a $40 bottle of champagne to take home. How did I feel? Still tired, not so grumpy, certainly forgiving of the Qantas steward for spilling the orange juice.

9. Well, I finally arrived at Sydney at 8pm that night for a flight that was due to get into Sydney at 7am, so what does that mean? – I was 13 hours overdue!!

Customer satisfaction rating.

Satisfaction rating with Qantas on this trip: 3
(using scale: 1=very dissatisfied – 5=very satisfied)

When contacted 3 months later: Would you recommend Qantas to a friend? “Definitely yes”.

Question:
The following documented thoughts and feelings of an experienced business traveller were recorded immediately following a return trip from USA. Analyse the reported experiences and post-consumption evaluation (satisfaction ratings both immediately post-consumption AND the overall rating 3 months later) and explain in terms of service marketing theories why this customer was not highly dissatisfied, and why he was happy to recommend Qantas to a close friend – despite some very upsetting experiences. As part of your answer use a path diagram to show the determinants of satisfaction/dissatisfaction and service quality.
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)

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 mind 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.
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.

Well 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. I received a card from Sisters of Mercy explaining their philosophy with patients which was very 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 compus 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 check-up. 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 – its 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)
APPENDIX 2

Universal Rental Car – Pricing Simulation

At a Florida rental car agency, students assume the role of a district manager responsible for setting prices for rental cars across three Florida cities: Miami, Orlando, and Tampa. Over 12 months, students must analyze price sensitivity between leisure and business travelers and consider strategies that maximize rentals across weekdays and weekends in each city. Demand for rental cars can vary depending on the month and whether the location is more popular with business or leisure travelers. Unrented cars have associated holding costs while running out of cars is lost opportunity for profit. The market for rental cars in Florida is intensely competitive and students must also consider the likely competitive response to their pricing decisions. Ultimately, students must analyze the economic, seasonal, and competitive forces of the rental car market and develop a pricing strategy to maximize the cumulative profit for the firm. Students benefit from running the simulation multiple times with increasing complexity.

- **Learning Objective:**
  - Understand the nature and dynamics of consumer response to price (price elasticity). Account for demand differences across customer segments and regions.
  - Understand and plan for seasonal variations in demand. Explore the impact of pricing decisions on firm profitability. Use pricing strategies to optimize inventory.
  - Anticipate and understand competitive reactions to pricing decisions. Understand how price and general economic conditions affect overall market demand.

- **Your aim:** Develop a pricing strategy to maximise cumulative profit for Universal Rentals

Read: Chaps 6, 7 of LPW6

Industry/ company characteristics

- One competitor
- Fixed capacity
- Consider behaviour of competitor and consumer
- Access to market research & competitor data

**You must:**

- Set weekday and weekend prices for Orlando office only
- Make price decisions each month for 12 months
- Nb: you may attempt the exercise 5 times.
Reflective Journal (500 words max. An appendix of spreadsheet analysis is optional)

This should address three things:

1. What did you learn from this pricing simulation? (50%)
2. What were your pricing objectives? (30%)
3. What do you think of your result? (20%)

Note1: Add an attachment showing your prices and net profit for each month for your ‘best’ run.

Note2: marks will be awarded equally for the quality of the reflective journal AND the financial result.
APPENDIX 3

EVALUATION OF CASE PRESENTATIONS

1. Identification of Key Issues ............................... 1 ................. 10

2. Answer Effectively Addressed Using Services Concepts/ Frameworks ............................... 1 ................. 10
   - Services marketing concepts integrated with case analysis?
   - Options for resolving the case issues identified?
   - Rationale provided for choosing an option(s)? or

3. Presentation .......................................................... 1 ................. 10
   - Well-organised and presented?
   - Convincing and interesting?

4. General Creativity in your answer ........................................ 1 ................. 10

5. Were you able to defend your answer? ......................... 1 ................. 10

CASE: _______________________________________________________

TEAM: _______________________________________________________

GRADE: ______________________

COMMENTS: