Tasmanian School of Business & Economics (TSBE) (School)

College of Business and Economics (College)

BMA258
SERVICES MARKETING

12.50 Credit points

Semester 1, 2019

Unit Outline

Gauri Laud
CONTACT DETAILS

Unit coordinator

Unit coordinator: Gauri Laud
Campus: Sandy Bay
Email: Gauri.Laud@utas.edu.au
Phone: 03-62265716
Room location and number: Centenary Building, Room: 411
Consultation hours: By Appointment

Other teaching staff

Unit coordinator: Kevin Swarts
Campus: Launceston
Email: Kevin.swarts@utas.edu.au
Phone: TBA
Room location and number: A-257, Newnham Campus
Consultation hours: By Appointment
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WHAT IS THE UNIT ABOUT?

Unit description

The service industry is increasingly identified as contributing to worldwide business growth and is seen as a critical source of employment. Furthermore, the provision of services is playing an increasingly important role in the marketing strategies of goods manufacturing companies, because B2B manufacturers seek to differentiate their offerings by including significant value-adding service components. However, services possess unique characteristics, justifying the consideration of whether traditional marketing management concepts and models need to be adapted to better account for service-dominant economies, and for the successful marketing of services.

This unit focuses on developing your knowledge of the specific characteristics of services, and how to manage and market them. This unit will help you to create and manage relationships with customers to deliver superior services. It will focus on the processes underpinning the creation and delivery of high-quality services, the extended services marketing mix, and managing internal marketing within service firms. This unit also examines the service environment, and managing capacity and demand to develop the necessary knowledge and skills to market service firms. This unit will integrate the necessary knowledge and skills to market service firms.

Intended Learning Outcomes

On completion of this unit, you will be able to:

1. Explain the specific characteristics of service offerings and markets and discuss how marketing services differs from goods.
2. Critically analyse service products and delivery to position a service firm in a target market.
3. Recommend different strategic options to improve customer performance in service firm.
Graduate Quality Statement

Successful completion of this unit supports your development of course learning outcomes, which describe what a graduate of a course knows, understands and is able to do. Course learning outcomes are available from the Course Coordinator. Course learning outcomes are developed with reference to national discipline standards, Australian Qualifications Framework (AQF), any professional accreditation requirements and the University of Tasmania’s Graduate Statement.

The University of Tasmania experience unlocks the potential of individuals. Our graduates are equipped and inspired to shape and respond to the opportunities and challenges of the future as accomplished communicators, highly regarded professionals and culturally competent citizens in local, national, and global society. University of Tasmania graduates acquire subject and multidisciplinary knowledge and skills, and develop critical and creative literacies and numeracies and skills of inquiry. They demonstrate the ability to apply this knowledge in changing circumstances. Our graduates recognise and critically evaluate issues of social responsibility, ethical conduct and sustainability, are entrepreneurial and creative, and are mindful of their own wellbeing and that of the community. Through respect for diversity and by working in collaborative ways, our graduates reflect the values of the University of Tasmania.

Alterations to the unit as a result of student feedback

Based on previous student feedback some changes were made to this unit to provide a better learning experience. In assessment three, students will include a service blueprint of their chosen service. A service blueprint is an operational tool that describes the nature and the characteristics of the service interaction in enough detail to verify, implement and maintain it. It is based on a graphical technique that displays the service process functions above and below the line of visibility to the customers; all touchpoints and the backstage processes are documented and aligned for customer experience. Including a service blueprint will allow students to demonstrate their understanding of service encounter, allied service processes, etc. in a methodical way. It also allows students to identify fail points in the service delivery thus provide a foundation for them to develop meaningful recommendations for their service providers. Overall, the inclusion of a service blueprint will aptly enable students to apply relevant theories and concepts to demonstrate attainment of the Learning Outcomes.

Prior knowledge &/or skills

BMA101 Introduction to Management and BMA151 Principles of Marketing.
HOW WILL I BE ASSESSED?

Assessment schedule

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Date due</th>
<th>Percent weighting</th>
<th>Links to Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Workshop Assessment</td>
<td>Week 2 to 13 prior, during and after workshops</td>
<td>30</td>
<td>LO1, LO2, LO3</td>
</tr>
<tr>
<td>2. Group case-study analysis and presentation</td>
<td>Week 5 to 12 (except Week 10)</td>
<td>20</td>
<td>LO1, LO2, LO3</td>
</tr>
<tr>
<td>3. Service Audit report</td>
<td>30 May, 2019</td>
<td>50</td>
<td>LO1, LO2, LO3</td>
</tr>
</tbody>
</table>

Assessment details

**Assessment Task 1: Workshop Assessment**

Task Description

Individual or group tasks, depending on the type of in-class activities.

**Face to face students:** A range of assessment tasks will be completed as part of the workshop program. Tasks include multiple choice tests, short essay questions, service encounter journal, service collage, servicescape observations, service mystery shopping, mind maps, debates, group discussions, short case analysis, application activities etc. Tasks will be completed during the allocated workshop times. Details about these assessment tasks will be provided during the first workshop for the semester (held during week two).

**Distance students:** Distance students are expected to undertake the same exercises and practices as face to face students. Distance students will participate in online sessions that are run through the “Collaborate Platform” which is a platform provided by university for online workshops. The lecturer/tutor will provide more detail on MyLO and support students in using collaborate to work on the exercises and participate in seminar/workshop sessions through the platform in online workshops. The due date for this task depends on the type of the task. The lecturer informs students about the submission due date of that workshop task.
Your final mark for this assessment item will be an average of your scores for all the workshop activities. If you miss a workshop activity, you will receive zero for that piece of assessment. The overall result for this assessment piece will be announced at the end of semester when all workshops and assessment tasks are completed.

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<td>11</td>
<td>Manage the process of service recovery and complaint handling.</td>
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**Task Length**
This will vary depending on the type of task.

**Due by date**
On-going Week 2 – Week 13.
Details of individual workshop tasks deadlines will be posted on MyLO.

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**Assessment Task 2: Case Study**

**Task Description**
Group assignment - case study analysis.
The case study analysis presentation will assess students’ ability to analyse a case, marshal their thoughts and ideas and communicate them via an oral presentation. The aim of case study analysis presentation is to apply theory to solve the case and answer the case questions. For each case study, two groups will be involved: presenters and reviewers.

**Face to face students:**
Students must develop their presentation in terms of addressing an audience. This is to be done in groups of 4 which will be established by the end of the second week of semester by the lecturer. Students will form their own groups and register their groups on MyLO group.
enrolment tabs by the end of second week. Students will not be permitted to change groups.
Students will be briefed in workshop about the content and format of this assessment task. Groups must submit their PPT slides and minute of meetings to the lecturer prior to the presentation. However, students will be marked individually based on their ability to answer case questions and lead the discussion/question section. Other student groups are expected to ask questions to the presenting group. Asking questions to the presenting group will be a part of your workshop participation marks.

**Distance Students:**
From weeks 5 to 12 groups will be assigned to do the case presentation. Presenting groups must post their answers to the questions in the allocated case. Each group member can select one of the allocated questions to their group through the initial meeting with group members. The answers for each question should be 200 to 250 words. Once you have posted your answers you will be able to see the answers of other students. Other student groups are expected to ask questions to the presenting group. Asking questions to the presenting group will be a part of your workshop participation marks.

**Peer-review: (for assessment 1 and 2)**
In peer-review students will consider the quality and quantity of team members’ contribution towards group in workshop-based activities and group case-study presentation.
Each student will evaluate the contributions of their group members (not themselves) in Week 12 using a Peer Assessment Tool on the unit MyLo site. Each group member will be required to complete and submit a Peer Assessment form. Distance students will be required to submit a soft-copy of their peer assessment forms to assignment box in MyLO. No marks will be allocated unless all members submit a peer assessment form. A Peer Assessment form, including criteria for assessment, will be available on the MyLO site.

To assist in assessing the contribution of each of group member, brief minutes should be made for each group meeting, noting who was assigned what task and if completed. Further, individual group members should keep a journal detailing all the activities undertaken in relation to their project. It is important that each member of the group records their activities and contribution to the project on a regular basis in a journal. If there are any complaints or disputes about the performance of a group member, the lecturer can request that an individual submit his/her journal. The journal is not for marking purposes, it is only used if any dispute arises.

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**Task Length**

Face to face students: 15 minutes presentation and 5 minutes Q&A. These are firm times and groups going over or under time will be penalised. Distance Students: Distance students will prepare their presentation and also submit 200 to 250 words

**Due by date**

Weeks 5-12 (except week 10)

**Face to face students**

- during workshop hours

**Distance Students:**

Post for answering the question: Mondays 5 PM.

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**Assessment Task 3: Service Audit Report**

**Task Description**

Individual Assignment - Service audit report

This assessment item is designed to test your application of services marketing theory to a real-life service organisation of which you have been a customer.

Students must register their choice of service organisation by end of Week Three of the semester on MyLO (information about this process will be provided in Week One of semester). Once this has been approved, you can commence researching your chosen service organisation using ONLY secondary data and participant observation. Please note you are not permitted to interview staff or customers.
Part One of your service audit should contain a critical analysis of your service experience, including discussion of the strengths and weaknesses of the organisation’s service delivery. You should select services marketing theories that best underpin your analysis and discussion, therefore selection of the theory is your obligation. You should outline and discuss the issues relating to quality management in this service organisation, the extended marketing mix (i.e., physical evidence, people, process, product, promotion, price and place), and any issues that relate to the involvement of customers in service delivery. Service blueprint should also be developed for the chosen service and included in the audit as a separate section. This section of your report should be 1500 words.

Part Two of your service audit is dedicated to your recommendations. Based on your knowledge of the extended marketing mix, make at least three (3) recommendations as to how your service organisation could improve the customer experience and the overall quality of their service. You should discuss each recommendation separately, and use headings, where necessary. It is very important that your recommendations relate clearly to your critical analysis. Your recommendations must also be logical, applicable, and supported by evidence (e.g., photos, recall of your experience, and references to theory). This section of your report should be 1000 words.

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**Task Length** 2500 words +/- 10% (excluding references, appendices)

**Due by date** 30 May, 2019
How your final result is determined

To pass this unit, you need to demonstrate your attainment of each of the Intended Learning Outcomes.

Your grade will be determined in the following way:

**Submission of assignments**

The act of submitting your assignment will be taken as certification that it is your own work.

Assignments must be submitted electronically through the relevant assignment tab in MyLO. You must ensure that your name, student ID, unit code, tutorial time and tutor’s name (if applicable) are clearly marked on the first page. If this information is missing, the assignment will not be accepted and, therefore, will not be marked.

Where relevant, Unit Coordinators may also request you to submit a paper version of your assignment. You will be advised by the Unit Coordinator of the appropriate process relevant to your campus.

Please remember that you are responsible for lodging your assessment items on or before the due date and time. We suggest you keep a copy. Even in a perfect system, items sometimes go astray.

**Requests for extensions**

In this Policy:

1. (a) ‘day’ or ‘days’ includes all calendar days, including weekends and public holidays;
   (b) ‘late’ means after the due date and time; and
   (c) ‘assessment items’ includes all internal non-examination based forms of assessment

2. This Policy applies to all students enrolled in TSBE Units at whatever Campus or geographical location.

3. Students are expected to submit assessment items on or before the due date and time specified in the relevant Unit Outline. The onus is on the student to prove the date and time of submission.

4. Students who have a medical condition or special circumstances may apply for an extension. Requests for extensions should, where possible, be made in writing to the Unit Coordinator on or before the due date. Students will need to provide independent supporting documentation to substantiate their claims.
Penalties

Late submission of assessment items will incur a penalty of 10% of the total marks possible for that piece of assessment for each day the assessment item is late unless an extension had been granted on or before the relevant due date.

Assessment items submitted more than five (5) days late will not be accepted.

Academic staff do NOT have the discretion to waive a late penalty, subject to clause 4 above.

Review of results and appeals

Review of Assessment is available to all students once the University has released the final result for a unit. If you are dissatisfied with your final result, you may apply to have it reviewed. Applications for a review of assessment are due within 10 working days of the release of the final result in the unit. When applying for a review, you must pay a $50 fee.

If you wish to have a piece of internal assessment reviewed as part of the review process, please state this clearly on the application form referred to above and include that assessment item with your application.

Please read and follow the directions provided by the University at:

Academic referencing

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others, and how to maintain academic integrity.

The University library provides information on presentation of assignments, including referencing styles and should be referred to when completing tasks in this unit.

Please read the following statement on plagiarism. Should you require clarification please see your unit coordinator or lecturer.

Plagiarism

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines. You may also find the Academic Honesty site on MyLO of assistance.

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see the Plagiarism and Academic Integrity page on the University web site or the Academic Honesty site on MyLO.
Academic misconduct

Academic misconduct includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination, and any other conduct by which a student:

a. seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or

b. improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline, and this can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in Ordinance 9: Student Discipline – Part 3 Academic Misconduct.
WHAT LEARNING OPPORTUNITIES ARE THERE?

MyLO

MyLO is the online learning environment at the University of Tasmania. This is the system that will host the online learning materials and activities for this unit.

Getting help with MyLO

It is important that you are able to access and use MyLO as part of your study in this unit. To find out more about the features and functions of MyLO, and to practice using them, visit the Getting Started in MyLO unit.

For access to information about MyLO and a range of step-by-step guides in pdf, word and video format, visit the MyLO Student Support page on the University website.

If something is not working as it should, contact the Service Desk (Service.Desk@utas.edu.au, phone 6226 1818), or Request IT Help Online.

Resources

Required readings

You will need the following text [available from the Co-op Bookshop]:

Lovelock, CL, Patterson, PG, & Walker, R 2014, Services marketing: an Asia-Pacific and Australian perspective, 6th edn, Pearson Australia, NSW.

Recommended readings


Fisk, RP, Grove, S J & John, J 2012, Services marketing self-portraits: introspections, reflections, and glimpses from the experts, Marketing Classics Press, USA.


Wilson, A, Zeithaml, VA, Bitner, MJ & Gremler, DD 2012, Services marketing: integrating customer focus across the firm, 2nd European edn, McGraw Hill, Maidenhead, UK.

Reading Lists

Reading Lists provide direct access to all material on unit reading lists in one place. This includes eReadings and items in Reserve. You can access the Reading List for this unit from the link in MyLO, or by going to the Reading Lists page on the University Library website.
Other Required Resources

In addition to the texts/software recommended above, you are also expected to be familiar with the key academic journals in the discipline from which useful insights may be derived. In particular, you are encouraged to review regularly the relevant papers that are published in:

- Journal of Services Research
- Journal of Services Marketing
- Journal of Service Management
- Journal of Retailing & Consumer Services
- Service Industries Journal
- Journal of Service Theory and Practice
- International Journal of Service Industry Management
- Australasian Marketing journal
- European Journal of Marketing
- Journal of the Academy of Marketing Science
- Journal of the Market Research Society
- Journal of Marketing
- Journal of Retailing
- Journal of Business Research

It is also advised that you read publications such as Marketing Magazine, B&T, AdNews, and Business Review Weekly (BRW), or subscribe to their electronic newsletters and email updates.
Activities

Learning expectations

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.

Details of teaching arrangements

Whilst this unit is offered to both internal and external (distance) students, those enrolled to study in the distance mode will be required to maintain the same level of progress. This unit is therefore not, at this stage, a self-paced unit. If you are studying this unit in a distance mode, you should ensure you are able to dedicate sufficient time on a weekly basis for completing the required readings, workshops, and assignment preparation and submission.

Specific attendance/performance requirements

The University is committed to a high standard of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers. The University’s Code of Conduct for Teaching and Learning states:

Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.

During the first four weeks of this semester, your participation and engagement in this unit will be monitored. If you do not demonstrate evidence of having engaged actively with this unit by Week 4 of semester, your enrolment may be cancelled or you may be withdrawn from the unit.

These are some of the expectations we have of you as a student enrolled in this unit:

This is a 12.5% credit point unit with two-hour workshop per week over 13 weeks. The total time commitment required for this unit is a minimum of 160 hours. Specifically, in addition to the two hours of class contact per week, students are expected to devote an additional 10 hours in self-directed study. This includes time spent in preparing for
classes, preparing for and completing assessment tasks, together with time spent in general study, and revision. Students should make sure to allocate the necessary time and attention needed to work during semester. Students are expected to come to workshops fully prepared to actively participate in discussions. Distance students should ensure they are able to dedicate sufficient time on a weekly basis for completing the required readings, workshops, and assignment preparation and submission.

During the first four weeks of this semester, your participation and engagement in this unit will be monitored. If you do not demonstrate evidence of having engaged actively with this unit by Week 4 of semester, your enrolment may be cancelled or you may be withdrawn from the unit.

Teaching and learning strategies

Whilst this unit is offered to both internal and external (distance) students, those enrolled to study in the distance mode will be required to maintain the same level of progress. This unit is therefore not, at this stage, a self-paced unit. If you are studying this unit in a distance mode, you should ensure you are able to dedicate sufficient time on a weekly basis for completing the required readings, workshops, and assignment preparation and submission.

Lecture/Tutorial Mode

This unit will be delivered in form of face-to-face lectures and workshops. Throughout the semester (weeks 1 to 13) echo-links of the lecture recordings will be available for all students on MyLO.

The purpose of the workshops is to apply your knowledge of theory and concepts gained from your readings and materials placed on MyLO to practical services marketing situations. Students are expected to be active participants in the workshops, and should come to workshops prepared to engage in discussion. Details about each workshop are outlined in the BMA258 Services Marketing Study Guide.

Blended Learning Mode

This unit will be delivered based on a blended learning mode. Prior to coming to the class, students are required to have reviewed the chapter(s) from the prescribed textbook and read through lecture slides posted on MyLo. In addition, students are expected to participate workshop activities that involve online quizzes and other in-class activities such as interactive group discussions, debates, mind mapping exercises, individual questions and answers and more. Please note that the face-to-face workshops will not be recorded however lecture recordings will be available on MyLo.

Also, one part of the workshop time will be allocated to giving feedback on assessment items or any other learning issues students may have.

For distance students, online workshops will focus on answering and discussing questions about the services marketing concepts from the textbook, assessment items, and giving feedback on assessment items or any other learning issues students may have.
Self-directed study is important. In addition to the prescribed textbook, lecture slides, workshop activities provided by the lecturer, students are expected to do their own search in order to enhance their knowledge, and also support their arguments in class discussions, workshop activities, and group/individual assessments. Students can share their resources (e.g., journal/trade articles, web links, etc.) with others on the online discussion platforms set up on MyLO for this unit.

**Distance Mode**

For *distance* students there will be weekly online workshops, which will be held from weeks 2 to 12 (inclusive). These workshops will be delivered using the University’s web-conferencing software package (more details about timing of and participation in these tutorials will be provided in the week prior to the start of semester). Students will be able to enrol in tutorials electronically through MyLO. Tutorial enrolments will not be open until the end of the first week of semester (25 February).

**Work Health and Safety (WHS)**

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University’s [Work Health and Safety website](http://www.universityoftasmania.edu.au/safety) and policy.

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**Communication**

**TO KEEP UP WITH ANNOUNCEMENTS REGARDING THIS UNIT**

Check the MyLO Announcement tool at least once every two days. The unit Announcement will appear when you first enter our unit’s MyLO site. Alternatively, click on the Announcement button (towards the top of the MyLO screen) at any time.

**WHEN YOU HAVE A QUESTION**

Other students may have the same question that you have. Please go to the *Ask the Class Discussion* forum on the unit’s MyLO site. Check the posts that are already there – someone may have answered your question already. Otherwise, add your question as a new topic. Students are encouraged to support each other using this forum – if you can answer someone’s question, please do. We will attempt to respond to questions within 48 business hours. If your question is related to a personal issue or your performance in the unit, please contact the appropriate teaching staff member by email instead.

**WHEN YOU HAVE AN ISSUE THAT WILL IMPACT ON YOUR STUDIES OR THE SUBMISSION OF AN ASSESSMENT TASK**

If you have a personal question related to your studies or your grades, please contact teaching staff by email.
For general questions about the unit, please add them to the *Ask the Class Discussion* forum on the unit’s MyLO site. This way, other students can also benefit from the answers.

**A NOTE ABOUT EMAIL CORRESPONDENCE**

You are expected to check your UTAS email (WebMail) on a regular basis – at least three times per week. To access your WebMail account, login using your UTAS username and password at [https://webmail.utas.edu.au/](https://webmail.utas.edu.au/).

You are strongly advised not to forward your UTAS emails to an external email service (such as Gmail or Hotmail). In the past, there have been significant issues where this has occurred, resulting in UTAS being blacklisted by these email providers for a period of up to one month. To keep informed, please use your UTAS email as often as possible.

We receive a lot of emails. Be realistic about how long it might take for us to respond. Allow at least TWO (2) business days to reply. Staff are not required to respond to emails where students do not directly identify themselves, are threatening or offensive, or come from external (non-UTAS) email accounts.

When you write an email, you must include the following information. This helps teaching staff to determine who you are and which unit you are talking about.

- Family name
- Preferred name
- Student ID
- Unit code (BMA258)
- Questions
- If your question is about an assessment task, please include the assessment task number or name.

**Concerns and complaints**

The University is committed to providing an environment in which any concerns and complaints will be treated seriously, impartially and resolved as quickly as possible. We are also committed to ensuring that a student may lodge a complaint without fear of disadvantage. If you have a concern, information about who to contact for assistance is available on the ‘[How to resolve a student complaint](#)’ page.

**Further information and assistance**

If you are experiencing difficulties with your studies or assignments, have personal or life-planning issues, disability or illness which may affect your course of study, you are advised to raise these with the unit coordinator in the first instance.
There is a range of University-wide support services available to you including Student Learning Support, Student Advisers, Disability Services, and more which can be found on the Student Support and Development page of the University website.

Should you require assistance in accessing the Library, visit their website for more information.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE BEGINNING</th>
<th>TOPIC/ MODULE/ FOCUS AREA</th>
<th>ACTIVITIES</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25 February</td>
<td>Lecture 1: Housekeeping.</td>
<td>No workshop</td>
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<td>Lecture 1: Marketing in</td>
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<td></td>
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<td>the service economy.</td>
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<td>2</td>
<td>4 March</td>
<td>Lecture 2: Customer</td>
<td>Workshop 1:</td>
<td>In-class</td>
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<td></td>
<td></td>
<td>behaviour, culture, and</td>
<td>Understanding the nature of services.</td>
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<td></td>
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<td>service encounters</td>
<td>Workshop Activities</td>
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<tr>
<td>3</td>
<td>11 March</td>
<td>Lecture 3: Positioning</td>
<td>Workshop 2: Role and script and different levels of service encounter.</td>
<td>In-class</td>
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<td></td>
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<td>services in competitive</td>
<td>Workshop Activities</td>
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<td>markets.</td>
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<td>4</td>
<td>18 March</td>
<td>Lecture 4: Developing</td>
<td>Workshop 3: Applying positioning strategies.</td>
<td>In-class</td>
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<td>service products: core</td>
<td>Workshop Activities</td>
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<td></td>
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<td>and supplementary service</td>
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<td>elements.</td>
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<td>5</td>
<td>25 March</td>
<td>Lecture 5: Distributing</td>
<td>Workshop 4: Identifying and managing service product.</td>
<td>In-class</td>
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<td>service through physical</td>
<td>Workshop Activities</td>
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<td>and electronic channels.</td>
<td>Case Study presentation</td>
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<td>6</td>
<td>1 April</td>
<td>Lecture 6: Balancing</td>
<td>Workshop 5: high-touch vs high-tech service delivery.</td>
<td>In-class</td>
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<td></td>
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<td>productive capacity and</td>
<td>Workshop Activities</td>
<td>Presentation for allocated groups begin</td>
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<td></td>
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<td>demand.</td>
<td>Case Study presentation</td>
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<tr>
<td>7</td>
<td>8 April</td>
<td>Lecture 7: Understanding</td>
<td>Workshop 6: Capacity management and demand smoothing.</td>
<td>In-class</td>
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<td>costs</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Lecture</td>
<td>Workshop Activities</td>
<td>Mid-semester break 18 April to 24 April (inclusive)</td>
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<td>8a</td>
<td>15 April</td>
<td>Lecture 8: Managing people for service advantage.</td>
<td>Workshop 7: pricing services and managing communication channels. Case Study presentation</td>
<td>In-class</td>
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<tr>
<td>8b</td>
<td>25 April</td>
<td>No lecture</td>
<td>No workshop</td>
<td>No case study presentations</td>
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<tr>
<td>9</td>
<td>29 April</td>
<td>Lecture 9: Crafting the service environment.</td>
<td>Workshop activities Case Study presentation</td>
<td>In-class</td>
</tr>
<tr>
<td>10</td>
<td>6 May</td>
<td>Lecture 10: Customer satisfaction and service quality.</td>
<td>Workshop 9: The functional and strategic role of the physical evidence. Workshop activities Outdoor activity</td>
<td>Outdoor activity No case study presentations</td>
</tr>
<tr>
<td>11</td>
<td>13 May</td>
<td>Lecture 11: Managing relationships and building loyalty</td>
<td>Workshop 10: Managing service quality. Case study</td>
<td>In-class Case-study presentations begin again</td>
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<tr>
<td>12</td>
<td>20 May</td>
<td>Lecture 12: Handling customer complaints and managing service.</td>
<td>Workshop 11: Managing relationships. Workshop activities Case Study presentation</td>
<td>In-class Class-study presentations end</td>
</tr>
<tr>
<td>13</td>
<td>27 May</td>
<td>Lecture 13: Managing the customer service function</td>
<td>Workshop 12: Service recovery.</td>
<td>In-class</td>
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<td></td>
<td>Workshop activities</td>
<td>Service Audit Report Submission</td>
<td>30 May, 11 pm</td>
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Exam Period 8 – 25 June (inclusive)
ACCREDITATION

AACSB Accreditation

The Tasmanian School of Business and Economics (TSBE) is currently in the process of applying for business accreditation with the Association to Advance Collegiate Schools of Business (AACSB) – the lead program for accrediting business schools globally. AACSB seeks to connect educators, students, and business to achieve a common goal – to create the next generation of business leaders.

By joining AACSB and going through the accreditation process, TSBE is joining a global alliance committed to improve the quality of business education around the world, and to share the latest innovations in business education. Gaining Business Accreditation with AACSB is a multi-year process involving TSBE demonstrating our performance against the 15 accreditation standards.

Once complete, TSBE will join a select community of accredited business schools, with only 7% of all business schools globally having completed the AACSB process. This will further enhance the reputation of TSBE, and further enhance the global recognition of your qualifications. To find out more about AACSB click here.