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

BMA606
SERVICES MARKETING

12.50 Credit points

Semester 1, 2019

Unit Outline

Gauri Laud
# CONTACT DETAILS

**Unit coordinator**

<table>
<thead>
<tr>
<th>Unit coordinator:</th>
<th>Dr. Gauri Laud</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus:</td>
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<td>03 62265716</td>
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<td>Room location and number:</td>
<td>Centenary Room 411</td>
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<tr>
<td>Consultation hours:</td>
<td>By Appointment only</td>
</tr>
</tbody>
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WHAT IS THE UNIT ABOUT?

Unit description

Services dominate the global economy. Australia is a service economy, with the fastest growth rates in job formation, are in service industries. Even in emerging economies services contribute to half of the GDP growth. As a service consumer, you use an array of services, e.g. talking on the phone, social media services, using a credit card or ATM, navigating through University services and more. Services have unique characteristics that they are not as tangible as consumer products. Service marketers are required to sell experiences and value propositions to customers, which makes it difficult to ‘hook’ customers. Often, consumers do not know how to evaluate the value of a service or how it actually works to make their lives easier before buying and using it. This calls for better understanding of the uniqueness of nature of services and development of service-oriented marketing strategies.

The focus of this unit is to provide an overview of key strategic concepts and distinctive issues in modern services management and marketing. The unit will help students to develop knowledge about a specific characteristic of services across various industries and how to manage and market them. The unit will help students to learn how to create and develop relationships with customers by providing meaningful service solutions and plan to recruit and retain qualified service professionals. Students will also acquire knowledge about contemporary service thinking both in scholarly research and practice (e.g. service innovation and design thinking) and its implications for managing new age service firms. Students will develop skills for resolving service-oriented issues faced by service providers.

Intended Learning Outcomes

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

1. Explain theories and concepts related to the service sector and how to distinguish the unique characteristics of services
2. Apply specific marketing and management principles and practices to manage service firms
3. Develop strategies to build and enhance the service brands
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

The unit covers a wide range of service marketing concepts, theories and applications. This is different to the previous unit of Professional services marketing which was niche with focus on understanding the peculiarities of professional services firms.

Prior knowledge &/or skills

It is strongly recommended that you complete BMA506 Foundations of Marketing and BMA604 Consumer Decision-Making before undertaking this unit, to ensure you have the necessary level of knowledge to successfully complete assessments.
## 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>Assessment Task 1</td>
<td>On-going</td>
<td>30</td>
<td>LO1, LO2, LO3</td>
</tr>
<tr>
<td>Workshop Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service Scavenger Hunt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly individual reading and presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Task 2</td>
<td>Week 8</td>
<td>25</td>
<td>LO1, LO2, LO3</td>
</tr>
<tr>
<td>Individual Case Study Analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Task 3</td>
<td>Week 12 and 13</td>
<td>45</td>
<td>LO1, LO2, LO3</td>
</tr>
<tr>
<td>Service Problem Solving Project and presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Assessment details

**Assessment Task 1: Workshop**

**Task description**

**Workshop Activities Week 2-7**

**Service Scavenger Hunt (10 marks)**

Student groups will scavenge for **significant** news about services firms, service consumers, service processes, failures/recovery etc. The sources might include news articles, trade journal articles, adverts, blog post, audio/video clips about any aspects of services marketing. Students will share the information on the source and write a paragraph of **100-150 words** describing why it is a good source for everyone in the class to read. Students must find and comment on at least one source for each week. The purpose of this task is to enable us to devote a part of our workshop time to interpretation of current events in services marketing. Student groups should nominate a member each week to complete source summary and presentation. Presenting student should be prepared to lead the discussion for any source you selected. The entire class will participate in discussing these resources as part of their participation grade. There will be seven scavenger hunts discussions throughout the semester.

**Weekly Readings and presentation (15 marks)**
Each group is required to write a **300-word summary each week** of the nominated article (or if there are two nominated, then you can choose one). Your summary (with the title of the article, plus your group number and student numbers at the top) must be **submitted via MyLo by Thursday 7.00am** of the following week (just prior to workshop). You will bring the article summary to the class to present and discuss in the class. Student groups should nominate a member each week to complete summary and presentation. It is your submission - on time - that will get you the mark. There will be seven article readings and presentations throughout the semester. To maintain consistency in your submissions each article summary should include the following components:

- **Header:** include your full name, the course number, week, and assignment description
- **Complete Citation:** in bold, at the top of the page (following Harvard format)
- **Purpose statement:** should describe why the article was written, and how this reading fits in or builds upon a broader stream of research
- **Theoretical foundation:** should summarize the theoretical argument of the reading, its basic assumptions, and major hypotheses or propositions
- **Methodology:** should summarize the research design and methodology (if applicable)
- **Findings and/or Conclusions:** should summarize the results and major discussion points
- **Research and Managerial Implications:** identify those future research suggestions forwarded by the author(s) that are particularly insightful and/or meaningful managerial implications

The purpose of this task is to enable us to better understand service marketing concepts and theories.

**Distance Mode:** Distance students will post their scavenger hunt sources and weekly reading summaries in their respective Mylo group area. Group space will be allotted to your team at the beginning of the semester. While one student each week may be responsible for writing summaries for scavenger hunt and readings, other group members will contribute by commenting on that post or postings from other groups.

**Participation and Professionalism Mark (5 marks) applies for assessment 1 and 3.**

A professional is a person of true character who conducts him or herself in a dignified, appropriate manner. However, professional conduct is sometimes rare in business. The best business firms
tolerate nothing less than professional conduct. They also hire and keep only those who are capable of behaving professionally.

A separate participation and professionalism mark will be allocated to each student at the end of the semester, depending on your level of participation in scavenger hunt, weekly reading activities and assessment three. This assessment includes how you have managed group work, conducted yourself with your teammates and professor, managed conflicts, quality (clarity, relevance, importance, etc.) and quantity (frequency of your discussion) of your participation, attendance in weekly workshops. The objective of this task to familiarise you with professional conduct in business world.

**Student groups will draw up a team agreement for assessment one and three which will be submitted via Mylo in week 2. More details will be posted on Mylo in week 1.**

**Note:** Students will be assessed individually for assessment one. The average of all markings forms the total mark for this assessment. Final marks for the assessment will be available on MyLo at the end of the semester.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Measures Intended Learning Outcome:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion 1</strong></td>
<td>Identify the unique characteristics of service firms</td>
</tr>
<tr>
<td><strong>Criterion 2</strong></td>
<td>Identify the factors that affect consumers’ choice and evaluation of service firms.</td>
</tr>
<tr>
<td><strong>Criterion 3</strong></td>
<td>Explain and identify customers’ expectations of service promises and performance.</td>
</tr>
<tr>
<td><strong>Criterion 4</strong></td>
<td>Explain 7Ps of extended marketing mix</td>
</tr>
<tr>
<td><strong>Task length</strong></td>
<td><em>On-going from Week 2 to Week 7</em></td>
</tr>
<tr>
<td><strong>Due by date</strong></td>
<td><em>Varies</em></td>
</tr>
</tbody>
</table>
Assessment task 2:

**Individual Case Study Analysis (25 marks)**

This is an individual assessment. The case study analysis report will assess students’ ability to analyse a case, marshal their thoughts and ideas and communicate them via a written report. The aim of the case study analysis report is to apply theory to solve the case and answer the case questions. Students are expected to write an individual report on the assigned case. The report should focus on the key issues identified in the case and must specifically answer the case study questions. Students can choose one case study from three options posted on MyLo in Week 8. Case-studies used will be from outside your prescribed textbook. Students are expected to conduct research about the organisation and develop in-depth understanding of its situation.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Measures Intended Learning Outcome:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion 1</strong></td>
<td>Identify the factors that affect consumers’ choice and evaluation of service firms.</td>
</tr>
<tr>
<td><strong>Criterion 2</strong></td>
<td>Describe the elements of consumer behaviour that a service provider must understand and apply them to design service encounter</td>
</tr>
<tr>
<td><strong>Criterion 3</strong></td>
<td>Explain how the application of the marketing mix in a service environment has to be built up from relationship episodes between customers and their service providers.</td>
</tr>
<tr>
<td><strong>Criterion 4</strong></td>
<td>Analyse the effect of relationship marketing in managing service expectations for customer satisfaction</td>
</tr>
</tbody>
</table>

**Task length** 2000 words (+/- 10%) (excluding references)

**Due by date** Week 8, 18th April, 11 pm
### Assessment Task 3:

<table>
<thead>
<tr>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Service Problem Solving Project: Report and Presentation</strong></td>
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</table>

**Report: (35 marks)**

This is a major group assessment. Two or more service-related problems will be pitch to student teams in Week 2. These problems will be related to some service providers. Details of service provider context and problem briefing will be provided in Week 2. Students will form teams of **4 members** and develop a comprehensive report recommending solutions to service provider to alleviate their service-related problems. Such a report will require a carefully researched situation analysis followed by the formulation of marketing objectives, target markets, and a marketing strategy, that includes clear solutions which are practical in nature.

Your strategy should use the expanded 7Ps version of the marketing mix: product, price, promotion, place, physical evidence, people, and process. Particular attention should be given to the unique aspects of services provider's market and especially the role of co-creating services. Your report should include a design of the organization's service system.

In developing solutions for the service provider, I recommend considering the following possibilities: conducting situation analysis to describe the nature of problem in context of service providers’ market/industry, giving your own insight and opinion about the problem, conducting market research using interviews, surveys, mystery shopping or service design thinking tools, blueprinting service processes, developing service role scripts, considering their training procedures, and other service processes, to check where innovative solutions can be plugged to resolve the concerns. You should especially search for ways the service organization can serve the customer needs by relieving burdens or enabling opportunities. Then suggest ways to improve the service. More details about how to complete the assessment, structure of report, team management information, timelines etc. will be posted on MyLo.

**Presentation to the Service provider: (10 marks)**

In week 12 and 13, student groups will present their solutions in the class. The focus of your presentation will be methods you adopted to develop solutions for service provider, actual proposed solutions, its implications for service providers business.

Distance Students will complete video presentations which will be viewed by the reviewing panel.
### Criterion

<table>
<thead>
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<tr>
<td>Criterion 1</td>
<td>Explain and identify customers’ expectations of service promises and performance.</td>
</tr>
<tr>
<td>Criterion 2</td>
<td>Explain 7Ps of extended marketing mix</td>
</tr>
<tr>
<td>Criterion 3</td>
<td>Develop skills in service delivery and problem diagnosis</td>
</tr>
<tr>
<td>Criterion 4</td>
<td>Devise service management strategy plan for service firms to resolve service related problems</td>
</tr>
</tbody>
</table>

### Task Length

- Report: 3000 words (+/- 10%) (excluding references and appendices)

### Date

- Presentations due: Week 12, 23rd May, 11 pm
- Report due: Week 13, 30th May, 11 pm

### 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:

Your overall mark in this unit will be determined by combining your results from each assessment task. These marks are combined to reflect the percentage weighting of each task. You need to achieve an overall score of at least 50% to successfully complete this unit. It is expected that you will seek help (from the unit coordinator in the first instance), well before the due date, if you are unclear about the requirements for an assessment task.

- PP (pass) at least 50% of the overall mark but less than 60%
- CR (credit) at least 60% of the overall mark but less than 70%
- DN (distinction) at least 70% of the overall mark but less than 80%
- HD (high distinction) at least 80% of the overall mark

All grades are provisional, until confirmation by the Assessment Board at the end of semester.
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

Before starting your assignments, you are advised to familiarise yourself with the following electronic resources.

The first is the Harvard Referencing System Style Guide, which can be accessed from the UTAS library: http://utas.libguides.com/content.php?pid=27520&sid=199808. The Harvard style is the appropriate referencing style for this unit and the guide provides information on presentation of assignments, including referencing styles. 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 maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The second is the Tasmanian School of Business and Economics’ Writing Assignments: A Guide, which can be accessed at: http://www.utas.edu.au/business-and-economics/student-resources. This guide provides you with useful information about the structure and style of assignments in the TSBE.

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.
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

Prescribed Textbook


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 Consumer Research
- Australasian Marketing Journal
- European Journal of Marketing
- International Journal of Service Industry Management
- Journal of business research
- Journal of Marketing
- Journal of Marketing Research
- Journal of Retailing
- Journal of service management
- Journal of Services Marketing
- Journal of Services Research
- Journal of Service Theory and Practice
- Service Industries Journal
- Annals of Tourism
- Tourism Research
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

The unit includes face-to-face workshops (2 hours) built around theories, exercises, case discussions and applied problems in service management. Development of subject-specific knowledge and skills are introduced and further developed through workshops, and readings are consolidated by the use of study materials and other examples. You are in control of your learning in this unit. You are recommended to take part positively and actively in all the workshops. In this unit, theory and practice go together.

**Workshops**

There will be a series of thirteen 2-hour workshops commencing in week 1, with students divided into groups of four (4). Workshops provide you with the chance to practice the theory you learn through analysing, discussing and practising service management issues.

**Blended Learning Mode**

The unit will be delivered in blended learning mode. The unit is topic centred, rather than textbook chapter focussed. This means you will have to review different chapters in part to develop a coherent understanding of the week’s topic. Prior to coming to the class, you are required to review the chapters from the prescribed textbook, MyLO reading resources, and lecture slides. Every week the workshop will start with a lecture for one hour discussing the week’s topic. The workshop will then proceed to interactive discussion of workshop exercises and assessments.

Self-directed study is important. In addition to the prescribed textbook, lecture slides, workshop activities provided by the lecturer, you are expected to do your own search in order to enhance your knowledge, and also support your arguments in class discussions, workshop activities, and group/individual assessments. You can share your 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

Study material, resources, lecture recordings for this unit will be provided to distance students through MyLO. Lecturer will provide a separate assessment submission schedule for distance students on MyLO. Distance students will also have access to group discussion boards to collaborate with their group members on various assessments in the unit. Distance students are expected to check MyLO announcements regularly.

Specific attendance/performance requirements

In this unit, your active engagement will be monitored in the following way:

1. Your class attendance, engagement, and contribution in the workshop activities.
2. Your timely completion and assessment submission.

If you do not demonstrate evidence of having engaged actively with this unit by completing these two activities by Week 4 of semester, your enrolment may be cancelled, or you may be withdrawn from the unit.

Teaching and learning strategies

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 the 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 2-hour workshop per week over 13 weeks. The total time commitment required for this unit is a minimum of 156 hours. Specifically, in addition to the 2 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. Group work is a focus of analysing, developing, and implementing different service solutions for service provider problems pitched in Week 2. Students should make sure to allocate the necessary time and attention needed to work with their group during the semester.
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 and policy.

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/.

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.
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.
### Unit schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date Beginning</th>
<th>Topic/ Module/ Focus Area</th>
<th>Activities</th>
<th>Due Date</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>25 February</td>
<td><strong>Foundations to Services</strong> &lt;br&gt;Chapter 1: Introduction to Services &lt;br&gt;Chapter 2: The GAP model of Service Quality</td>
<td>Housekeeping and group formation</td>
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<td>2</td>
<td>4 March</td>
<td><strong>Focus on the Customers</strong> &lt;br&gt;Chapter 3: Customer Expectations of Service &lt;br&gt;Chapter 4: Customer Perceptions of Service</td>
<td>Service Scavenger Hunt &lt;br&gt;Weekly reading and presentation &lt;br&gt;Service provider context and problem briefing</td>
<td>7th March, 7 am</td>
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<td>3</td>
<td>11 March</td>
<td><strong>Understanding Customer Requirements</strong> &lt;br&gt;(Extra topic: Service Design Thinking Tools) &lt;br&gt;Chapter 5: Listening to Customers &lt;br&gt;Chapter 6: Building Customer Relationships</td>
<td>Service Scavenger Hunt &lt;br&gt;Weekly reading and presentation</td>
<td>14th March, 7 am</td>
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<td>4</td>
<td>18 March</td>
<td><strong>Aligning Service Design and Standards</strong> &lt;br&gt;Chapter 8: Service Innovation and Design &lt;br&gt;Chapter 10: Physical Evidence and Servicescapes</td>
<td>Service Scavenger Hunt &lt;br&gt;Weekly reading and presentation</td>
<td>21st March, 7 am</td>
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<td>5</td>
<td>25 March</td>
<td><strong>Delivering and Performing Service</strong> &lt;br&gt;Chapter 11 and 12: Employee and Customer Roles in Service</td>
<td>Service Scavenger Hunt &lt;br&gt;Weekly reading and presentation</td>
<td>28th March, 7 am</td>
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<tr>
<td>WEEK</td>
<td>DATE BEGINNING</td>
<td>TOPIC/ MODULE/ FOCUS AREA</td>
<td>ACTIVITIES</td>
<td>DUE DATE</td>
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| 6    | 1 April        | **Managing Service Promises**  
Chapter 14: Integrated Marketing Communications  
Chapter 15: Pricing of Services | Service Scavenger Hunt  
Weekly reading and presentation | 4th April, 7 am |
| 7    | 8 April        | **Managing Service Promises**  
Chapter 13: Managing Demand and Capacity  
Chapter 7: Service Recovery | Service Scavenger Hunt  
Weekly reading and presentation | 11th April, 7 am |
| 8a   | 15 April       | No lecture                  | Work on major project  
Individual Case study submission | 18th April, 11 pm |
|      |                |                            |            |          |

Mid-semester break 18 April to 24 April (inclusive)

| 8b   | 25 April       | No lecture                  | Work on major project |          |
| 9    | 29 April       | Drop-in session for major project queries | Work on major project |          |
| 10   | 6 May          | Drop-in session for major project queries | Work on major project |          |
| 11   | 13 May         | No lecture                  | Work on major project |          |
| 12   | 20 May         | **Solving Service Problem presentations** | Presentations due on Mylo | 23rd May, 11 pm |
| 13   | 27 May         | **Solving Service Problem presentations to service provider** | Final submission of project report | 30th May, 11 pm |

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.