MKTG207
Services Marketing
Semester 2, 2011

Department of Marketing & Management
Year and Semester: Semester 2, 2011

Unit convenor: Dr. Jana Bowden

[Prerequisites / Corequisites:]
MKTG101, or BBA101; Entry to BCom or BCom-Mktg

Students in this unit MUST read this unit outline carefully at the start of semester.

It contains important information about the unit and tips on getting through the assessments. If anything in it is unclear, please consult one of the teaching staff in the unit.

1.0 ABOUT THIS UNIT

This course in Services Marketing is intended to broaden your view of marketing and how it is increasingly being practised in business today. It is designed to cause you to question the prevailing conceptualisation of marketing as it has been studied and practised over the past 40 years or so. The course will examine marketing as it applies in industries which deal primarily in services, but also from the perspective of virtually all organisations in recognition of the fact that service is an integral part of the offerings of every organisation. The course builds on the material previously discussed in MKTG101 Marketing Fundamentals, a pre-requisite subject for this course.

2.0 TEACHING STAFF

- Unit Convenor, Lecturer, Tutor:
  - Dr Jana Bowden
  - Department of Business, Faculty of Business & Economics
  - Room 650, Level 6, Building E4A
  - Email: Jana.Bowden@mq.edu.au (preferred contact)

3.0 CLASSES

This course will be conducted in a weekly two hour lecture and weekly one hour tutorial format. Students will form into groups during the tutorials in Teaching Week 2 commencing the 8th August 2011.

Lectures will generally follow a seminar format in which the emphasis will be on interactive discussion. A high level of involvement and constructive participation in classroom discussions is therefore expected of all students.

Students are expected to attend and participate in all tutorials during the semester. Attendance and participation in tutorials will contribute to 10% of the course assessment for this Unit. Three or more missed tutorials will result in students
obtaining a 0% mark for attendance and participation during the semester. A weekly class roll will be kept.

The course will involve a number of different approaches to achieving its objectives. The course evaluation scheme reflects the fact that this is a multifaceted course, with several different elements contributing to the total grade.

- The timetable for classes can be found on the University web site at: http://www.timetables.mq.edu.au/

- Once the tutorial groups are formed, students cannot change their classes.

- Attendance will be taken in the tutorials.

- Medical certificates must be provided if you are not able to attend a class without incurring a penalty.

- Students are expected to arrive on time, and not to leave until the class ends.

- If you have a recurring problem that makes you late, or forces you to leave early, have the courtesy to discuss this with your lecturer/tutor.

- Mobile phone must be turned OFF and not simply set to ‘silent’.

- Students who disturb or disrupt in lectures and tutorial class will be asked to leave.

- The lecturer has the final say in the adjustment of group-work marks taking into account peer assessment ratings.

3.1 Tutorial/ Group Sessions
Tutorials/ group sessions in this course are conducted each week commencing in Teaching Week 2 commencing the 8th August 2011. Class sizes are limited to 25 students maximum per tutorial. This is a strict cap limit on capacity. You must enrol for your preferred session electronically. Once you are included in a tutorial, you should attend that tutorial and group only each week.

3.2 Consultation
The Unit Coordinator Dr Jana Bowden is available for consultation in person during class. Consultation outside of these times is by appointment only and can be arranged via email.

An online forum is also available via the Blackboard site for this Unit. You may use this site to seek assistance from your peers or from your teachers by posting a message in the relevant discussion forum. There are six forums for discussion in which you may post questions. These include:

1. General Administration Discussion
2. Student-to-Student Discussion
3. Report Discussion
4. Journal article Discussion
5. Case Discussion
6. Exam Discussion

All important messages and announcements will be posted on the Blackboard site regularly by staff and you must take the time to read these each week. The Blackboard site is a public forum that everyone in the unit is able to access and read. The site can be found at the following link:
http://learn.mq.edu.au

### 4.0 Required and Recommended Texts and/or Materials

#### 4.1 Required Textbook
The textbook to accompany this unit is:


Copies are available in library in the reserve section.

Please note that old editions of this text do exist. You are welcome to use these, however you will need to cross-check the content of older versions with the 5th edition of the text on a weekly basis to ensure that you are reading the correct material. Cases in the old versions are different.

#### 4.2 Highly Recommended Reading

**Writing Skills**
The major assessment for this unit revolves around writing a report. This report allows students to develop their research and writing skills.

With regard to the development of writing skills students are advised to read the following resource available in the library in the reserve section. There are ten copies available for loan. If you wish to own your own copy, you are also welcome to purchase a copy from the Co-Op Bookshop on campus. These resources will be of great use to you throughout your studies, not just in MKTG207.

Burton, L. 2010. *An Interactive Approach to Writing Essays and Research Reports in Psychology*, John Wiley & Sons, Australia

This source also covers information on topics such as; writing style, critical thinking, report writing, referencing, structure, and plagiarism.

**Researching Skills - Journals**
In addition to the required textbook for this Unit, you should familiarise yourself with the relevant periodical section of the library. Journals recommended for your study in marketing include:

- Journal of Marketing
- Journal of Consumer Research
- International Journal of Research in Marketing
- Harvard Business Review
• Journal of the Academy of Marketing Science
• Journal of Services Research
• Australian Business Monthly
• Business Review Weekly

You can access these resources through the Library home page. Under 'research' select search for 'journals' and type the name of the journal.

4.3 Recommended Research Databases
You should also familiarize yourself with key research databases available for access through the library. Databases recommended for your study in marketing include:

- Ebscohost:
  - Academic Search Elite
  - Business Source Premier
- Wiley Interscience
- Global Market Information Database (Industry Reports)
- Google Scholar (only when logged in via the Macquarie University website)

5.0 UNIT WEB PAGE

Please note the unit’s logon Blackboard address is: http://learn.mq.edu.au

To log on, you must first obtain a log on password from IT services or the library then click through to Services Marketing MKTG207.

Please check this site each week for lecture slides and journal article readings. These will be made available for downloading and printing on a week by week basis. In addition, important announcements and documents will be posted on the site on a regular basis. It is each students’ responsibility to regularly check Blackboard. It is strongly recommended that you do so at least once per week throughout the semester.

6.0 LEARNING OUTCOMES & GRADUATE CAPABILITIES

6.1 Learning Outcomes
The course will seek to apply the principles of services marketing to organisations in the private, public and not-for-profit sectors. It will also examine the characteristics and the unique problems caused by the differences between the marketing of tangible goods and the marketing of services. It will endeavour also to communicate the need for understanding in detail consumer behaviour as it applies to the purchase of services and to the interaction between customers and service providers.

The course will communicate the fact that the successful marketing of services and the successful delivery of service are critical elements in the development of customer satisfaction and the long-term success of an organisation. In this regard, the concept of service quality and its measurement will be discussed, as will the link between service quality and customer satisfaction. The factors that contribute to perceived service quality lie within the areas of responsibility of virtually all
employees of an organisation. The provision of superior service, therefore, becomes the responsibility of other departments of the organisation (eg operations and human resources) in partnership with marketing.

The course is designed to assist the student in gaining a comprehensive understanding of the nature of services, of how the consumer buys and evaluates service, and of the multi-dimensionality of service. Furthermore an additional dimension of the course will be to explore the range of issues within particular service industries or sectors (for example, financial services, tourism, public sector, professional services, retail services etc.)

In addition to the discipline-based learning objectives, all academic programs at Macquarie seek to develop students’ generic skills in a range of areas. One of the aims of this unit is that students develop their skills in the following:

*Communication skills, Critical analysis skills, Problem-solving skills*

After successfully completing this course you should be able to:

1. Outline the scope of services marketing and recognise services marketing as an organisation-wide philosophy.
2. Appreciate the role of services marketing in business and understand that marketing begins and ends with the customer.
3. Assess the marketing environment and understand its impact upon key theoretic marketing principles including product, pricing, place and promotion and importantly people, processes and physical evidence.
4. Understand and evaluate the differences between marketing a product versus a service.
5. Apply marketing techniques and theories to develop creative solutions to services marketing problems.
6. Critically evaluate and reflect upon specific services marketing decisions and services marketing strategies through the use of applied questions and case study analysis.
7. Formulate solutions to services marketing problems.
8. Use oral skills to educate and engage a target audience.
9. Participate as an effective and involved member of a small group.
10. Demonstrate use of written skills to integrate key services marketing theoretic concepts and to create a coherent and theoretically rigorous argument.
11. Use primary research skills to collect, collate and integrate data analysing the performance of services firms.
12. Demonstrate use of written skills to integrate services marketing theoretic concepts with the findings from field research.

**6.2 Graduate Capabilities – Critical, Analytical and Integrative Thinking**

Macquarie Universities stated Graduate Capabilities may be viewed as a mix of cognitive capabilities, and personal, interpersonal, and social capabilities. In addition to the abovementioned learning outcomes, the MKTG207 Services Marketing unit has been designed to develop your skills within the specific graduate capability area of *critical, analytical and integrative thinking*.

We want our graduates to be capable of achieving the following;

a) To be able to reason, question and analyse information
b) To be able to integrate and synthesise learning and knowledge from a range of sources and environments

c) To be able to critique constraints, assumptions, and limitations

d) To be able to think independently and systematically in relation to scholarly activity in the workplace and in the world in general

e) To be able to develop advanced skills in information and technology literacy

The graduate capability concerning critical, analytical and integrative thinking will therefore be developed throughout the MKTG207 Services Marketing unit through both the unit’s content and through its assessment.

7.0 Teaching and Learning Strategy

This unit employs a combination of seminars and tutorials. You are expected to attend all seminars and tutorials and to contribute to the discussions that are encouraged in both. To make the best contribution, and to receive the greatest benefit from this unit, you are expected to be alert outside seminars and tutorials for every-day applications of the services marketing principles discussed. **You are expected to complete the unit weekly reading of the text, case and journal articles prior to classes.** Please refer to the schedule of learning activities by teaching week. This schedule outlines the key content to be discussed in each weeks seminars and tutorials. It additionally outlines the required weekly reading schedule for the Unit.

8.0 Relationship between Assessment and Learning Outcomes

8.1 Assessment Summary
Throughout this Unit, students will gain an appreciation for the nature of Services Marketing and the way in which it is studied and practiced today. Students will develop a detailed understanding of the theoretical aspects of marketing service organisations via the examination of key concepts within services marketing theory. Students will additionally obtain a practical understanding of the implementation of service marketing principles through both the presentation and critical analysis of weekly cases and journal articles, as well as through the investigation and measurement of the service in a sector of their choice.
A summary of the assessment for this Unit is provided in the table below. Please see section 8.2 onwards for details of each assessment task.

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Due Date</th>
<th>Weight</th>
<th>Graduate Capability</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial attendance, participation and homework</td>
<td>Discussed and presented during tutorials. See weekly schedule on page 12 for dates.</td>
<td>10%</td>
<td>A, B, C, D, E</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</td>
</tr>
<tr>
<td>Specialist service report (3,500 words max)</td>
<td>Due Friday 11 Nov to BESS by 4pm sharp.</td>
<td>35%</td>
<td>A, B, C, D, E</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</td>
</tr>
<tr>
<td>Final Examination</td>
<td>See University Examination Timetable.</td>
<td>40%</td>
<td>A, B, C, D</td>
<td>1, 2, 3, 4, 5, 6, 7, 10</td>
</tr>
<tr>
<td>Reflective essay (1500 words max)</td>
<td>Due 11 Nov 4 to Blackboard assignment dropbox</td>
<td>15%</td>
<td>A, B, C, D</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</td>
</tr>
</tbody>
</table>

### 8.2 Details of Assessment

#### 8.2.1 Tutorial participation, homework and attendance 10%

Each week a specific journal article from the literature or case from the text will be set for discussion, analysis and presentation. Each week the class will be asked to discuss, analyse, debate and present the content to the class.

You must come prepared to your tutorials each week. This means that you must read the set material for your tutorial **BEFORE CLASS**.

You must also write a **half page synopsis of each set reading task** and bring it to class in readiness for discussion (bullet points are acceptable). You will be called on by the tutor to present your analysis. Those students who have not prepared prior to class will be asked to leave the class.

Please note this material **IS EXAMINABLE**.

Aside from analysis of the case material, students are expected to actively engage with their class audience in order to generate meaningful class discussion and active class debate. Involvement in this discussion, analysis, presentation and debate process will contribute strongly to each students semester participation mark.

You are expected to attend and participate actively in all of your tutorials throughout semester. This includes:

- Attendance at tutorials
- Reading the weekly assigned tutorial materials. You are also required to actively and informally debating the materials each week
This will facilitate your learning and prepare you for the final exam. An attendance mark of 10% will be allocated.

The following chart shows the allocation of marks for attendance, and participation in class including completion of homework during the semester:

<table>
<thead>
<tr>
<th>Attendance at a minimum of 10 out of 12 tutorials</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 = 3 or more missed tutorials without Doctors certificate</td>
<td></td>
</tr>
<tr>
<td>2 = missed 1 or 2 tutorials and didn't participate actively</td>
<td></td>
</tr>
<tr>
<td>4 = missed 1 or 0 tutorials and didn't participate actively</td>
<td></td>
</tr>
<tr>
<td>6 = missed 1 or 0 tutorials, minimal participation</td>
<td></td>
</tr>
<tr>
<td>8 = missed 1 or 0 tutorials, good participation</td>
<td></td>
</tr>
<tr>
<td>10 = missed 1 or 0 tutorials, excellent participation</td>
<td></td>
</tr>
</tbody>
</table>

NB. 3 or more missed tutorials without medical certification results in a 0% grade

NB. ‘Participation’ means verbal participation in class (opinions, debate, commentary) and not just attendance

8.2.2 Specialist Service Report 35%

Students will be placed into groups in Teaching week 2 commencing the 8th August 2011. Groups can choose to study one of the following sectors:

- Banking, hospitality, communications, higher education, retail, insurance, entertainment, personal services (e.g. medical, beauty, fitness etc)

The major objectives are:

1. To demonstrate an excellent understanding of key services marketing concepts presented throughout the course

2. To strongly support your understanding of these concepts using current journal article research (literature review)

3. To identify the relevance of this material to your chosen service sector

4. To critically evaluate the service provided within your chosen sector using qualitative methods including:
   a. in depth interviews (minimum of 10 x 1hr)
   b. focus group research (maximum of 2 groups, 8 participants per group)
   c. OR a mixture of both interviews and focus groups

NB. Your sample must be current users of services within the service category you have selected. You must develop an interview guide
5. To develop managerial implications based on your theoretical and strategic critical analysis to improve service performance for providers within your chosen sector.

**Content of report – ROUGH GUIDE & INITIAL THOUGHT STARTERS**

**Service Marketing Theory – The big questions**
- Why is understanding service management and marketing important?
- What are the benefits if service provision is done well eg. Loyalty, retention, satisfaction, word of mouth recommendation?

- Select one of the following focal theoretical aspects of service marketing:
  - Managing customer complaints & service recovery
  - Managing customer service & customer relationship management
  - Managing positioning & promotion

- Why is this aspect important and what needs to be understood about it?
- Provide a literature review of services marketing theory in this focal area
- What does the literature say about this area, definitions, what has been investigated, what are the challenges, what are the opportunities, what needs to be better understood?
- What does the literature say about your focal theoretical aspect relative to your chosen sector/industry
- What are the unique service challenges that it faces (i.e. contextualise the study)
- What are you going to therefore focus your qualitative research on in this report?
- What do you wish to investigate and how?

**Analysis & Discussion**
- Context – category; who, what, where, why, how?
- Key service issues defined, described, and their importance outlined
- Methodology – how did you collect your sample, table summary of their characteristics, demographics etc, how did you thematically analyse the material
- Discussion of findings in detail grouped around key themes identified by your research and linked back to the services marketing theory and/or theoretical framework you have presented
- Critical and integrated use of qualitative verbatim excerpts to illustrate your points – remember your task is to ‘tell the story’ of your participants and present rich, insightful analysis
- Critical evaluation of service challenges and major issues of concern highlighted

**Recommendations & Managerial Implications**
- Detailed recommendations developed for the category relative to your theoretical and practical findings – so what should firms in your sector do or focus on etc?
- Recommendations linked to critical evaluation of theory and data

The report should be no more than 3,500 words (excluding appendices). Reports should be submitted in hardcopy (double-spaced; 12 pt). Referencing should be based on the Harvard Author-Date convention. Appendix should contain ALL INTERVIEW TRANSCRIPTS as well as INTERVIEW GUIDE.
8.2.4 Synoptic essay 15%

There is only one question for this task:

1. Reflecting on your learning in this unit as well as your personal experiences with service use and consumption, what, in your view, was the key theme or themes of MKTG207: Services Marketing for you? Give examples to support your view.

You may make use of any material from the unit, unit lectures, or any of the electronic readings to support your claims. Remember to write and reference your paper in accordance with the Harvard Author date convention.

You will also need to complete a self-assessment form, a copy of which is included at the back of this unit guide. Self-assessment will be taken in to account in the marking of all synoptic papers. This paper will not be returned. Grades for the paper will be listed by student number on Jana Bowden’s door.

9.0 FINAL EXAMINATION

Students are required to sit a final examination for the Unit. This examination is worth 40% of your course assessment. The final examination will consist of short-answer questions. The final examination will occupy two and a half hours.

The weighting of your final exam is as follows:

<table>
<thead>
<tr>
<th>4 Short Answer Questions</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Worth 40% of your total assessment</strong></td>
<td></td>
</tr>
</tbody>
</table>

The exam will cover all Chapters from the textbook outlined in the course schedule, all journal articles posted to blackboard, the case studies during tutorials as well as all material discussed during lectures and tutorials. It is the students’ responsibility to read the relevant materials.

The University Examination period commences 14th November 2011.

A final examination is included as an assessment task for this unit to provide assurance that:

i) the product belongs to the student and

ii) the student has attained the knowledge and skills tested in the exam.

A 2.5-hour final examination for this unit will be held during the University Examination period.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations [http://www.timetables.mq.edu.au/exam](http://www.timetables.mq.edu.au/exam)

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may
wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at: 
http://www.mq.edu.au/policy/docs/special_consideration/policy.html

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period. (Individual Divisions may wish to signal when the Division's Supplementaries are normally scheduled.)

The Macquarie university examination policy details the principles and conduct of examinations at the University. The policy is available at:
http://www.mq.edu.au/policy/docs/examination/policy.htm

ACADEMIC HONESTY

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- all academic work claimed as original is the work of the author making the claim
- all academic collaborations are acknowledged
- academic work is not falsified in any way
- when the ideas of others are used, these ideas are acknowledged appropriately.

Further information on the academic honesty can be found in the Macquarie University Academic Honesty Policy at:
http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

GRADERS

Macquarie University uses the following grades in coursework units of study:

HD - High Distinction
D - Distinction
CR - Credit
P - Pass
F - Fail

Grade descriptors and other information concerning grading are contained in the Macquarie University Grading Policy which is available at:

GRADING APPEALS AND FINAL EXAMINATION SCRIPT VIEWING

If, at the conclusion of the unit, you have performed below expectations, and are considering lodging an appeal of grade and/or viewing your final exam script
please refer to the following website which provides information about these processes and the cut off dates in the first instance. Please read the instructions provided concerning what constitutes a valid grounds for appeal before appealing your grade.  
http://www.businessandeconomics.mq.edu.au/new_and_current_students/undergraduate/how_do_i/grade_appeals

**SPECIAL CONSIDERATION**

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at:  
http://www.mq.edu.au/policy/docs/special_consideration/procedure.html

**STUDENT SUPPORT SERVICES**

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at:  
http://www.student.mq.edu.au

**IT CONDITIONS OF USE**

Access to all student computing facilities within the Faculty of Business and Economics is restricted to authorised coursework for approved units. Student ID cards must be displayed in the locations provided at all times.

Students are expected to act responsibly when utilising University IT facilities. The following regulations apply to the use of computing facilities and online services:

- Accessing inappropriate web sites or downloading inappropriate material is not permitted. Material that is not related to coursework for approved unit is deemed inappropriate.
- Downloading copyright material without permission from the copyright owner is illegal, and strictly prohibited. Students detected undertaking such activities will face disciplinary action, which may result in criminal proceedings.

Non-compliance with these conditions may result in disciplinary action without further notice.

Students must use their Macquarie University email addresses to communicate with staff as it is University policy that the University issued email account is used for official University communication.
### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>WEEK COMMENCING:</th>
<th>L. P &amp; W Chapters</th>
<th>Tutorial Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1: 1 Aug</td>
<td>NA</td>
<td>No tutorial this week</td>
</tr>
<tr>
<td>Course Introduction</td>
<td></td>
<td>What is Services Marketing?</td>
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<tr>
<td>VIDEO: Wellbeing</td>
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<tr>
<td>Session 2: 8 Aug</td>
<td>1</td>
<td>Allocation of groups</td>
</tr>
<tr>
<td>New Perspectives - The Service Economy</td>
<td></td>
<td>Journal article analysis</td>
</tr>
<tr>
<td>VIDEO: Mayo Clinic</td>
<td></td>
<td>LOVELOCK: Classifying services to gain strategic marketing insights</td>
</tr>
<tr>
<td>Session 3: 15 Aug</td>
<td>2</td>
<td>Journal article analysis</td>
</tr>
<tr>
<td>Behaviour, Culture &amp; Service Encounters</td>
<td></td>
<td>KOTZE: Students as co-producers of higher education</td>
</tr>
<tr>
<td>Session 4: 22 Aug</td>
<td>11</td>
<td>Journal article analysis</td>
</tr>
<tr>
<td>Customer Satisfaction and Service Quality</td>
<td></td>
<td>DELUCCHI: A postmodern explanation of student consumerism</td>
</tr>
<tr>
<td>VIDEO: Ritz Carlton</td>
<td></td>
<td>LOVELOCK: Classifying services to gain strategic marketing insights</td>
</tr>
<tr>
<td>Session 5: 29 Aug</td>
<td>14</td>
<td>Announce Industry selections</td>
</tr>
<tr>
<td>Managing People for Service Advantage</td>
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<td>Kiwi Experience case</td>
</tr>
<tr>
<td>VIDEO: Mobilizing People for Breakthrough Service</td>
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<tr>
<td>Session 6: 5 Sept</td>
<td>3</td>
<td>Banyan Tree Case</td>
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<tr>
<td>Positioning Services in Competitive Markets</td>
<td></td>
<td></td>
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<tr>
<td>VIDEO: Mariott Hotels</td>
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<tr>
<td>Session 7: 12 Sept</td>
<td>4</td>
<td>Starbucks Case</td>
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<tr>
<td>Developing Service Products</td>
<td></td>
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<tr>
<td>VIDEO: McDonalds expansion</td>
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<tr>
<td>Session 8: 3 Oct</td>
<td>NA</td>
<td>Journal article analysis</td>
</tr>
<tr>
<td>Report Session</td>
<td></td>
<td>BOWNEN: Customer engagement – a framework for assessing customer brand relationships</td>
</tr>
<tr>
<td>About qualitative research – What is it, how do we do it</td>
<td></td>
<td>FOUENIER: Consumers and their brands – developing relationship theory in consumer research</td>
</tr>
<tr>
<td>Journal articles - Paradigms lost, reliability/validity &amp; critical incident technique</td>
<td></td>
<td></td>
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<tr>
<td>Session 9: 10 Oct</td>
<td>8</td>
<td>HENNIG-THURAU: The impact of new media on customer relationships</td>
</tr>
<tr>
<td>Integrated Communications</td>
<td></td>
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<tr>
<td>VIDEO: UBS</td>
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<tr>
<td>Session 10: 17 Oct</td>
<td>9 &amp; 12</td>
<td>Journal article analysis</td>
</tr>
<tr>
<td>Managing Customer Service &amp; Managing Customer Relationships</td>
<td></td>
<td>REICHFIELD: The one number you need to grow</td>
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<td></td>
<td></td>
<td>MAI: Dissolution of a person brand relationship</td>
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<tr>
<td>Session 11: 24 Oct</td>
<td>Customer Complaints and Service Recovery</td>
<td>13</td>
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<tr>
<td>Session 12: 31 Oct</td>
<td>Crafting the service environment</td>
<td>10</td>
</tr>
<tr>
<td>Session 13: 7 Nov</td>
<td>Course Review</td>
<td>NA</td>
</tr>
</tbody>
</table>
Assessment Marking Guide

Assessment Task: Specialist Report
Unit Code: MKTG207
Group Members/Number:
Assessor Name: Date:

Assessed Unit Learning Outcome(s)

Primary Learning Outcomes:
- Demonstrate use of written skills to integrate key service marketing theoretic concepts and to create a coherent and theoretically rigorous argument (learning outcome 11)
- Use primary research skills to collect, collate and critically analyse data on customer perceptions and firm performance (learning outcome 6; learning outcome 12)

Secondary Learning Outcomes:
- Outline the scope of services marketing and recognise it as an organisation-wide philosophy (learning outcome 1)
- Appreciate the role of marketing in service businesses and understand that marketing begins and ends with the customer (learning outcome 2)
- Assess the marketing environment and understand its impact upon key theoretic marketing principles (learning outcome 3)
- Understand and evaluate the differences between marketing a product versus a service (learning outcome 4)
- Apply marketing techniques and theories to develop creative solutions to marketing problems (learning outcome 5)

General Standards as Applied to this Assignment

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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</thead>
</table>
| High Distinction 85-100% | The group demonstrates the competencies in Distinction standard and in addition demonstrates;  
- Insightful and comprehensive identification and discussion of key scholarly literature concerning the specialist services marketing topic.  
- Insightful and comprehensive identification and discussion of data concerning the selected competing firms.  
- Demonstrates capacity to use new insights to critically appraise literature, ideas and results, drawing well-supported conclusions.  
- Demonstrates deeply insightful analysis and integration of the qualitative data leading to new discovery.  
- Evidence of advanced analysis of primary data leading to the development of viable, and fully justified strategic recommendations.  
- Excellent integration of data analysis with services marketing theory.  
- The work has been written, referenced and presented to an exemplary professional standard, and presents a compelling and effective argument/discussion. |
| Distinction 75-84% | The group demonstrates the competencies in Credit standard and in addition;  
- Demonstrates selectivity and uses judgement in determining the importance of theoretical concepts.  
- Integrates data and research.  
- Develops a progressive, convincing, and clear argument throughout the work.  
- Shows evidence of a critical understanding of relevant services marketing theory.  
- Demonstrates competency in data analysis to extract relevant insights and recommendations.  
- Qualitative data analysis integrated to provide insight.  
- Demonstrates capacity to evaluate ideas and arguments, and draw appropriate conclusions.  
- Strategic recommendations clearly linked to both findings of the data analysis and theory presented.  
- The work has been written and presented to a high academic standard, and presents a coherent argument. |
<table>
<thead>
<tr>
<th>Credit</th>
<th>The group demonstrates the competencies in Pass standard, and in addition;</th>
</tr>
</thead>
<tbody>
<tr>
<td>65-74%</td>
<td>- Demonstrates an ability to identify key services marketing concepts, theories, and issues.</td>
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<tr>
<td></td>
<td>- Theoretical analysis may at times lack depth.</td>
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<td></td>
<td>- Shows some evidence of research.</td>
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<td></td>
<td>- May sometimes lapse into description rather than providing analysis and evaluation.</td>
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<td></td>
<td>- Demonstrates sound capacity to undertake basic data analysis.</td>
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<td></td>
<td>- Limited integration of qualitative data analysis.</td>
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<td></td>
<td>- Draws limited conclusions and recommendations that are loosely related to the findings of the data analysis phase.</td>
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<tr>
<td></td>
<td>- Provides a satisfactorily structured, sourced, and referenced work which is clearly written and grammatically accurate. Some significant improvements needed to meet a standard suitable for distinction level. Argument/discussion is credible.</td>
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</table>

<table>
<thead>
<tr>
<th>Pass</th>
<th>The group demonstrates the following;</th>
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<tbody>
<tr>
<td>50-64%</td>
<td>- Conveys a basic understanding of the relevant theory.</td>
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<td>- Limited research included.</td>
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<td></td>
<td>- The work demonstrates a limited capacity to appraise literature, ideas and arguments, draw appropriate conclusions and apply relevant theory.</td>
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<td></td>
<td>- The work provides little or no evidence of critical analysis and may simply restate or describe.</td>
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<td></td>
<td>- The work is not synthesised or integrated and lacks depth of analysis.</td>
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<td></td>
<td>- Relies extensively on text, or limited readings providing little evidence of research. May demonstrate a narrow focus.</td>
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<td></td>
<td>- Limited insight generated from qualitative analysis and poor integration.</td>
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<td></td>
<td>- Recommendations may not be appropriately or clearly related to findings of the data analysis.</td>
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<tr>
<td></td>
<td>- Recommendations may be lacking grounding in theory.</td>
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<td></td>
<td>- The work is presented with sufficient coherence and clarity for the reader to understand the ideas and arguments being proposed. Improvements to writing such as structure, grammar and referencing are required to meet academic writing standards. Argument/discussion has some flaws.</td>
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<table>
<thead>
<tr>
<th>Fail</th>
<th>The group may demonstrate some or all of the following;</th>
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<tr>
<td>0-44%</td>
<td>- Has not identified key scholarly literature concerning the services marketing topic.</td>
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<td></td>
<td>- The work conveys little evidence of the capacity to appraise literature, ideas and arguments, to draw appropriate conclusions and apply relevant theory.</td>
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<td>- Demonstrates a failure to identify the key issues associated with firm performance.</td>
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<td>- Demonstrates a failure to analyse strategic issues in any depth.</td>
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<td>- Poor data analysis resulting in failure to produce insight.</td>
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<td></td>
<td>- Failure to collect required qualitative data sample.</td>
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<td></td>
<td>- Provides recommendations that are not linked to the findings of the data analysis or which are not grounded in theory.</td>
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<td></td>
<td>- The work demonstrates little understanding or appreciation of standards required for academic writing. Improvements in terms of clarity, grammar, spelling, quotations, referencing or presentation/structure are required to achieve an acceptable standard. Argument/discussion is fundamentally flawed.</td>
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<td>- Assessment is not handed in on time.</td>
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### Communication and Referencing

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<td>Pagination</td>
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**Comments**

Pagination: Yes
MKTG207: Services Marketing

Self-Assessment: Synoptic Paper

<table>
<thead>
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<td>Grasp of the task and focus</td>
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<td>Knowledge of content and research</td>
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<td>Creativity</td>
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<td>Judgment</td>
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<td>Communication</td>
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<td>Referencing and ethical use of</td>
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**Comments:** In your comments, it would be helpful for you to note
- How, if at all, your understanding of services marketing has changed as a result of doing this unit
- What things you have done well
- What skills and ideas you wish to develop further
- Strategies you might use to develop those skills or ideas

________________________________________________________________________
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