



THE UNIVERSITY OF  
WESTERN AUSTRALIA  
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# Unit Outline\*

**MKTG8463**

## Marketing of Services



**Semester 2, 2011  
Crawley**

**Winthrop Professor Jill Sweeney**



Business School

[www.business.uwa.edu.au](http://www.business.uwa.edu.au)

\* This Unit Outline should be read in conjunction with the Business School **Unit Outline Supplement** available on the Current Students web site <http://www.business.uwa.edu.au/students>

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# UNIT DESCRIPTION

## Introduction

Welcome to Marketing of Services. This unit aims to provide the student with an appreciation of the marketing of services using both a theoretical and practical approach to the unit. The following general areas are addressed:

- The importance of service quality to organisations.
- The marketing management problems involved with implementing and maintaining service quality.
- The service product as an interactive experience.
- The general skills required for the marketing of services.

## Unit content

The unit covers the core building blocks of services marketing, frameworks and structures for managing services, and the development of marketing strategies to differentiate and maximise the value of the organisation. The focus of the unit is consumer services and hence the unit complements other units such as MKTG8406 Buyer Behaviour and Decision Making, while also complementing units such as MKTG8408 Marketing Analysis and Planning in its analytical approach.

## The Goal of the unit

The goal of this unit is to enhance students' understanding, practical knowledge and application of services marketing principles. As service organisations employ over 75% of the Australian workforce, students are likely to work in this industry at least once in their career.

## Learning outcomes

On completion of this unit you should be able to:

- Understand the unique aspects of services marketing compared to traditional goods marketing and apply these in the business environment;
- Understand the various services model and theories and practice of such models and theories;
- Be able to develop marketing strategy recommendations based on a given scenario;
- Be aware of where services marketing as a paradigm fits with previous dominant paradigms (agrarian, manufacturing) and directions for the future.

Hence for example, the Visual Illustration exercise assessment reflects the second learning outcome, while the case studies and readings in class are consistent with the third learning outcome.

## Unit philosophy

The unit is student-centred. As post-graduates, students are encouraged to take responsibility for their own learning, to develop an independent research orientation and to develop intellectual independence. Intellectual independence is the factor that distinguishes universities from other tertiary institutions. Intellectual independence means developing confidence in your ability to think through a situation logically and decide whether you agree or disagree with others' viewpoints and be able to support your position. In many cases there are no right answers, only well thought out arguments supported by sound evidence.

Unit assessment will therefore be on the basis of individual effort. What you receive from the unit will correspond to your own contribution. Different modes of teaching (lecture, workshop, and seminar) will be used to achieve active learning. There will also be one site visit, which will take the place of a weekly lecture session, although it will not be at the same time. The class will meet weekly for a 3-hour seminar. You are expected to have some knowledge of services marketing. Anyone who needs to refer to an introductory textbook, I recommend the Lovelock or Palmer books, such as "Services Marketing" (Lovelock, Patterson and Walker, 2007) two, and Palmer (2005). Both are available in closed reserve. In addition, key articles are listed at the end of this outline. Articles are available in the library.

Note that for most weeks there will be readings which you are expected to read and synthesise beforehand (nothing needs to be handed in) and answer questions as appropriate. It is important to note that the readings are a mixture of articles and spotlights from the text.

## Educational Principles and Graduate Attributes

In this unit, you will be provided with the opportunity to:

- Critically evaluate and solve services marketing challenges.
- Develop more effective communication skills through a class presentation (Visual or Case) and through responding to any questions that arise following that presentation.
- Develop competencies to work more effectively in teams through the completion of a group case analysis project relating to your selected service context.
- Demonstrate self-management and independent learning skills through the completion of the prescribed weekly exercises.
- Develop an awareness of differences in the culture surrounding services through class exercises among students from a diverse range of backgrounds.

# ***TEACHING AND LEARNING RESPONSIBILITIES***

## **Teaching and learning strategies**

**Real life projects:** This unit includes two class assessments; one is to be chosen from two types of projects. In both cases this requires a class presentation. One requires analysis of a website, newspaper article or cartoon; the second is a group project based on the cases in the book/readings. Both require an application of theory or models to practice. The second project requires working with a service organisation to develop what we call a “service industry project”. One potential client will come in and talk to you in week 2.

**Exam:** a final exam of two hours ensures that you can explain and apply the concepts, models and theories discussed in this unit.

**Jill, the lecturer,** has significant experience in the services sector, having worked in the marketing research industry for some years before joining academia. Her PhD and subsequent research is in services marketing. Her role in this unit is to teach you, to facilitate class learning and to enable you to take command of your assignments.

## **Teaching and learning evaluation**

You may be asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and the Students’ Unit Reflective Feedback (SURF). The SPOT is optional and is an evaluation of the lecturer and the unit. The SURF is completed online and is a university wide survey and deals only with the unit. You will receive an email from the SURF office inviting you to complete the SURF when it is activated. We encourage you to complete the forms as your feedback is extremely important and can be used to make changes to the unit or lecturing style when appropriate. Based on past SPOTs, we have reduced the reading load concerning complex articles, and have a more applied approach to the readings.

## **Attendance**

Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process, therefore it is important that you attend classes. More formally, the University regulations state that ‘to complete a course or unit students shall attend prescribed classes, lectures, seminars and tutorials’. Where a student, due to exceptional circumstances, is unable to attend a scheduled class, they are required to obtain prior approval of the unit coordinator to be absent from that class. Any student absent from class without having had such absence approved by the unit coordinator may be referred to the faculty for advice and may be required to withdraw from the unit. 10% of the marks are allocated to participation in class (beyond attendance).

## ***CONTACT DETAILS***

We strongly advise students to regularly access their student email accounts. Important information regarding the unit is often communicated by email and will not be automatically forwarded to private email addresses.

<b>Unit coordinator/ lecturer</b>	
<b>Name:</b>	Professor Jill Sweeney
<b>Email:</b>	jill.sweeney@uwa.edu.au
<b>Phone:</b>	6488 1438
<b>fax:</b>	6488 1004
<b>Consultation hours:</b>	Tuesday 12-1pm
<b>Class time &amp; venue</b>	<u>Lecture:</u> Tuesday, 9.00am-10.30am <b>BUSN:G42</b> <b>and</b> <u>Tutorial:</u> Tuesday, 10.30am-12.00pm <b>BUSN:G42</b>

## ***TEXTBOOK(S) & RESOURCES***

### **Unit Website**

See WebCT: <http://www.webct.uwa.edu.au>

### **Recommended/required text(s)**

ZEITHAML, V. A., BITNER M. J., & GREMLER, D. D. (2009), *Services Marketing: Integrating Customer Focus across the Firm*, 5<sup>th</sup> Edn., New York, McGraw-Hill Irwin.

### **Additional resources & reading material**

Unit reader – Co-op Bookshop

All the following books cover important material and offer a good basis for services marketing:

FISK, R., GOUNTAS, S., HUME, M., GOUNTAS, J., GROVE, S. & JOHN, J. (2007). *Services Marketing: First Asia Pacific Edition*, Wiley and Sons.

LOVELOCK, C. H., WIRTZ, J. & CHEW, P. (2009), *Essentials of Services Marketing*, Singapore, Prentice Hall.

LOVELOCK, C. H., PATTERSON, P. G., & WALKER, R. H. (2007). *Services Marketing: An Asia Pacific Perspective*, 4th Edn, Sydney: Prentice Hall Australia Pty Ltd. (Earlier editions also available – e.g. second = 2001).

GRONROOS, Christian (2000) *Service Management and Marketing : A Customer Relationship Management Approach*. Chichester: John Wiley, 2<sup>nd</sup> edition.

GUMMESSON, E. (2002) *Total Relationship Marketing*. Oxford, Boston: Butterworth-Heinmann, 2<sup>nd</sup> edition.

PINE J, & GILMORE, J. (1999) *The Experience Economy: Work is Theatre and Every Business a Stage*. Boston: Harvard Business School Press.

## UNIT SCHEDULE

To summarise some background theory of services, a brief lecture will be conducted in class. Not all aspects of these chapters will be incorporated. However, the essential points will be selected from each. You are expected to read the full chapter, unless otherwise stated in class.

Week # & date	Topic	Lecture	Text Chapters	Class activity (see details on following pages for preparation you are expected to do)
1 2 Aug	Introduction	Understanding the importance and nature of services, distinctive aspects of services (inc. 7 Ps)	ZBG Ch 1 Fisk Ch 1, 10 (p216+), 16 (p373+)	
2 9 Aug	Managing the Experience	The customer experience, the service offering (inc. Blueprinting)	ZBG Ch 3 (60-64), Ch 5(118-129), Ch 9 (264-274) Fisk Ch 2, 3, 10 (p226+)	3 readings for class exercise
3 16 Aug		Customer behaviour and interactions	ZBG Ch 3 (50-59, 65-69) Fisk 4, 6 (p129+), 16 (p370+)	2 readings for debate preparation. Debate 2 Visual Illustration presentations.
4 23 Aug		Customers' and employees' roles in delivering services  Note: guest lecture Tuesday 9am, content lecture Tuesday 10.30-12.	ZBG Ch 12 and 13 Fisk Ch 5 and 6, 10 (p220+)	<b>Guest lecturer</b> Michael Smith "Services Marketing from the Managerial/Board Level" SOP proposal due in.
5 30 Aug		The service setting	ZBG Ch 11 Fisk Ch 7	Case presentation – Air Asia Lovelock, Patterson and Walker (2007) Case 9
6 6 Sept		Integrated Services Marketing Communications), guarantees	ZBG Ch 16, Ch 3 (65-69), Ch 8 (235-239), Ch 18 (549-550) Fisk Ch 9 and Ch 11	2 readings 2 Visual Illustration presentations.

7 13 Sept	Perceptions	The customer perceptions (inc perceived service quality)	ZBG Ch 5 (102-104, 111-115), Ch 4 Fisk Ch 11(238-255).	Case 5: Shouldice.
8 20 Sept	Perceptions	The customer perceptions (satisfaction, perceived value)	ZBG Ch 5 (104-111), Ch 2 Ch 17(528-537) Fisk Ch 8	Instructions for case in week 9 Other class work as required.
Mid semester break				
9 4 Oct	Case	Dubai Internet City Case – Analysis and full discussion		2 Visual Illustration presentations.
10 11 Oct	Delivery	Delivery: Supply and demand	ZBG Ch 15 Fisk Ch 8, 15	Case presentation – Starbucks. Lovelock, Patterson and Walker (2007) case 8.
11 18 Oct		Relationship marketing, service recovery	ZBG Ch 7 and 8 Fisk Ch 12	Case presentation – Jet Blue Case 3
12 25 Oct	The future and strategic issues	Market research in services Experience economy/the future of experiences in services	Pine and Gilmore text  Tsai, Shu-Pei (2005) Integrating Marketing as Management of Holistic Customer Experience. Business Horizons, 48: 431-441 (in reader).  ZBG Ch 6	Case presentation – “Integrating “Conservation ..” Lovelock, Patterson and Walker (2007) case.
13 1 Nov		Service Innovation and design Impact and Strategic Outcomes of service	ZBG Ch 9, Ch 18  Fisk Ch 14, 16 (p375+)	2 readings 2 Visual Illustration presentations SOP due in Friday 4 Nov



## SEMINAR DETAILS

### Seminar 1

1. Introduction
2. Assignment choice
3. Discussion of presentation dates (visual illustration of course concepts, cases)

Articles available at:

<http://www.library.uwa.edu.au/> - under 'find course materials for your unit' or a hard copy can be purchased at the bookshop.

#### **Activity:**

Think about a recent service encounter you have experienced (this could include a trip to a doctor's surgery). Write down:

- two intangible elements of the service that were experienced
  - consider their role in the production of the service (i.e. what did you say to the service provider)
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### Seminar 2

#### **1 Articles for class exercise:**

- Shostack, G. Lynn (1977). "Breaking Free from Product Marketing." *Journal of Marketing*. 41 (Summer), 73-80 (a classic, useful for class exercise)
- Tom Ferguson (2000) "Online patient-helpers and physicians working together: a new partnership for high quality health care", *BMJ* 321,1129-32
- Discussion of articles/ class exercise

#### **2 Activity:**

Identify an organisation which has used supplementary elements to enhance its core service and keep it competing successfully with larger players in its industry.

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### Seminar 3

#### **1 Class debate - Is the customer always right?**

Readings to read in support:

- Kornik, J. (2006) "Putting the Customer First", *Training*, 43 (5), 49-50.
- Zemke R. and Anderson K. (1990) "Customers From Hell", *Training*, 26-33

#### **2 2 visual illustration presentations**

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## **Seminar 4**

Guest Lecturer: Michael Smith

Michael has an extensive and very successful career in marketing in Western Australia. He was MD of the very successful Marketing Centre for a number of years, was Chairman of the West Coast Eagles, and is currently on several boards including Linet and the Perth International Arts Festival (PIAF). Michael will talk to the class about his experiences of services marketing from the senior level.

Note all students will attend Tuesday 9-12 session (not Wednesday).

### **I Proposals for SOP Project due in.**

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## **Seminar 5**

### **I Case presentation: AirAsia LPW case 9 (see reader).**

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## **Seminar 6**

### **I Two Articles:**

Schadler, Josh and Bernoff, Ted (2010) "Empowered" Harvard Business Review, 88 (7/8): 94-101.

Article questions:

- What are the pros and cons of empowering staff?
- What was different about Best Buy to other organisations? Why was this effective?
- What take away message do you get from the other examples?
- Are the frameworks helpful? Which is most helpful?

Berry, Len L. and Seltman, Kent D. (2007) "Building a Strong Service Brand: Lessons from Mayo Clinic" Business Horizons, 50, 199-209.

Article questions:

- Why is the Mayo Brand so Successful?
- What sorts of things did they do to achieve this?
- Do you find the study model helpful?
- Are there any downsides or notes of caution in this case/article?

### **2 Visual illustration presentations**

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## **Seminar 7**

### **Case presentation: Shouldice ZBG Case 5**

Case questions:

1. What is the bundle of benefits purchased by the consumer? In other words, what is the Shouldice value proposition? In what ways is Shouldice's offering different from other hospitals?
2. What is the target group of customers, and what do they have in common apart from a hernia?
3. How are the benefits delivered to those customers—how does the production process work? You might like to think of this as a factory with people as the work in process. Consider blueprinting a portion of the process. Does the production or delivery process match the value proposition?
4. Analyse Shouldice's performance and processes on the five dimensions of service quality: reliability, responsiveness, empathy, assurance, and tangibles. How does each dimension contribute to Shouldice's overall image or position in the marketplace?
5. Does Shouldice offer a superior value proposition relative to its competitors? How successful is the Shouldice Hospital? How do they balance low cost with high quality?
6. What is it like to work there? How does the work environment compare to a typical hospital?
7. What are the growth alternatives available to Shouldice? Which would you recommend?

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## **Seminar 8**

Support material for case week 9

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## **Seminar 9**

### **Dubai Internet City (DIC)**

#### **1 Questions**

1. Who does DIC serve? Are the needs of its customers the same or do you see different segments?
2. What is the breadth of DIC's value proposition? Can it match all customer needs? Does it communicate the value proposition well?
3. What do you think of DIC's pricing strategy?
4. How well is DIC doing on customer retention? How would you evaluate its performance?
5. What does DIC do to support its value proposition? How might it improve its value delivery?
6. Should DIC go international? If so, what options would you suggest and who would you choose as a partner?

#### **2 Visual illustration presentations**

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## **Seminar 10**

1. **Case presentation:** Starbucks LPW case 8 (see reader)
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## **Seminar 11**

2. **Case presentation:** Jetblue ZBG case 3

Questions:

Before the Ice Storm

1. Describe the “JetBlue Experience.” How is it related to the company’s overall business strategy?
2. What challenges did David Neeleman and his executive team face in managing the customer experience as the airline grew rapidly? How did they respond to those challenges?

After the Ice Storm

3. What exactly went wrong? Why did it go wrong? Who, or what, is responsible?
4. Did the airline handle the crisis well? Why or why not? What else could JetBlue have done to improve the situation?
5. What are the potential negative consequences for JetBlue resulting from the situation?
6. What do you think of the Customers’ Bill of Rights as a service guarantee? Do you think it will help the company regain customer loyalty?

Looking Ahead

7. What further strategic and/or leadership actions should JetBlue take to ensure the company’s viability and future success?
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## **Seminar 12**

**Case presentation:** Integrating “Conservation and Commercialism and the Importance of Internal Marketing: Perth Zoo LPW case 2 (see reader)

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## **Seminar 13**

### **I Two Articles:**

Reinartz, W. and Ulaga, W. (2008) "How to Sell Services MORE Profitably". Harvard Business Review, 86 (5), 90-96.

Article questions:

- Why are some product-focussed organisations developing a service strategy?
- How can it go wrong? Give an example.
- What is best practice in this case?

Frei, Frances X (2008) "The Four Things a Service Business Must Get Right." Harvard Business Review, 86 (4), 70-80.

Article questions:

- What best practice is as recommended in this article?
- Should all organisations read this? Why? Are there some it is not relevant to?
- What examples can you think of that follow the recommendations (from your knowledge or experience)?

### **2 Visual Illustration presentations.**

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## ***ASSESSMENT MECHANISM***

### **The purpose of assessment**

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work provides you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process. Given the various learning outcomes and educational principles that underlie the unit, a variety of assessments are included. The assessment summary in the next section describes the various assessments.

### **Assessment mechanism summary**

<b>Item</b>	<b>Weight (%)</b>	<b>Due date</b>
*Case Analysis <b>OR</b> *Visual illustration of course concepts (group)	25% (written analysis -20%; presentation style 5%)  25% (written analysis -20%; presentation style 5%)	Submit the powerpoint slides and the written summary in class and via UniPrint by 5.00pm on the Wednesday of the week your assessment is due.
Major Project - Service Organisation Report (individual)	30%	Submit via Uniprint by 5.00pm, Wednesday 2 November 2011 (Week 13).
Participation in class discussion	10%	
Final exam	35% (2 hrs) – see note 2 below	TBA

**Note 1:** Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.

**Note 2:** To pass this unit, students are required to achieve a score of at least 45% in the final exam. Students who fail to achieve the minimum standard in the final exam but achieve an accumulated score based on all assessment components for the unit of 50 and above will be awarded a final mark of 48%.”

**Note 3:** Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning outcomes as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the unit.

**\* Choice of the two, not both. So, you can either do a visual illustration presentation (25%) or a case (25%).**

**Please note** you need to be professional in presentations – dress, style presentation manner (no hats, hands in pockets, etc.). Dress can be casual but need to be smart.

## Assessment components

### Case Analysis (groups of 2-3 students)

(25 marks- 5 for presentation, 20 for written summary).



**Where are the cases?** The cases are either in the reader or the unit text book.

### Requirements

#### Oral Participation

A total of 5 cases will be discussed during the classes, as well as a selection of academic and practitioner articles. The *case questions* at the end of the case will be discussed in class. Active participation in the case discussions is essential to the learning process. All students will be expected to be prepared for and contribute to the case discussion, by preparing the answers to the questions. However, for each case, two students will be assigned to be 'leaders' on the case.

These students will be given priority in the discussion of the case, and will be expected to generate discussion by asking fellow students questions, offer points of view and answer other student's questions or comments. This should be done via a set of PowerPoint slides (to be handed in after the presentation – worth 15%). Oral discussion and leadership for the case experts will comprise 5%. **Timing for the presentation of the case – max 20 mins.**

**Note:** You will therefore hand in two documents, 1) PowerPoint slides (2 per page) answering your case questions and answers and 2) your written summary addressing the questions and answers (approx 6 pages, 1.5 spacing).

Hand in **via UniPrint and in class** – see the 'Submission of Assignments' section on p19.

## **Visual Illustration of Course Concepts (2 students)**

(25 marks- 5 for presentation, 20 for written summary)

Students are to seek out visual materials that could be used to supplement services marketing issues related to our class discussions. Such materials might include (1) a comic strip (cartoon) that relates to a specific point or concept related to this class or (2) a clip from a movie or television show that visually depicts a services marketing concept or (3) use of a website (online access provided in class for demonstration) or (4) presentation of advertisements or other materials (e.g. from website).

The project is to be presented in a week to be selected by the student in week 1. This will be using a powerpoint presentation and written summary (approx 6 pages 1.5 spacing is sufficient). Please use the points below as headings in your write up and presentation.

- 1 The importance/relevance of the chosen concept to services marketing (i.e. regardless of the material selected. In fact in point 1, you will not be mentioning the material selected). Here you will be discussing the concept before starting discussion of the material (examples are the service marketing triangle, service cascade, the 5 dimensions of service quality, relationship marketing, retention strategies, service recovery, the physical environment). If the concept is from the book, identify the page number of the idea/model you are using.
- 2 The key point/purpose/message of the cartoon/ TV show/website/material.
- 3 How the material relates to/addresses the service concept discussed at 1 (above)  
If a website, also address 4 and 5 below:
- 4 How well or poorly the site addresses the concept, could it be better?
- 5 The target market for the site.

Please copy material for the class if appropriate (e.g. cartoon, - if TV show, no need to copy video, but lecturer will need to have access to video after the class for a few days). If website, give site address. Photocopies can be arranged through the Postgraduate Student Centre if 24 hours notice is given (or at the worst 6.00pm Monday evening). Any handouts should be handed out to all students and the lecturer at the commencement of the presentation.

The presentation topic can be from any week of the unit, it does not have to match what we are discussing in that week.

The presentation, using powerpoint, should be about 10 minutes long, a maximum of 12 minutes. Also absolute maximum of 15 slides or equivalent – such as webpages, overheads of visual material, up to 10 preferred.

**Note:** You will therefore hand in two documents, 1) PowerPoint slides (2 per page) and 2) your written summary addressing answers (approx 6 pages, 1.5 spacing).

Hand in via UniPrint and in class – see the ‘Submission of Assignments’ section on p19.



**Major Project – Service Organisation report (individual project)**  
(30 marks)

The major project will be done individually. It involves studying a service organisation at the Perth, WA, Australia or international level. Students will become ‘experts’ in a specific industry and demonstrate understanding of marketing concepts in that industry. Data will be collected via formal or informal interviews and/or secondary data. You can choose to do a project on a firm in an industry of your choice, typically focussing on one contact within that organisation. You may be setting up your own business in a certain industry and choose that.

Note that you will be expected to use references – see below for details.

**Directions**

In order to gain expertise, students will be expected to complete written assignments that illustrate key concepts from class in their chosen industry. Students will investigate a service industry of particular interest to them. The purpose of report is two-fold. First, it allows students to apply various concepts introduced during the semester. Second, it allows students to acquire a deeper understanding of one particular service industry (hopefully one you are interested in).

**Requirements**

These sections are to help you demonstrate your understanding of the concepts from class and ability to apply them in a particular industry. You are expected to bring your expertise to the class through this semester, so that your classmates may benefit from the insight you have gained.

Choose 3 of the following to report on (you must do SOP1; you can choose any other two but only one of SOP6 or SOP7):

**SOP1 Industry analysis (5-7 pages)**

- What is the industry you have selected?
- What are the current trends in the industry?
- What role does technology play in this industry?
- Who is the competition? (think broadly)
- Where would you locate this industry on the “tangibility” spectrum? Why?
- What are the unique challenges this industry faces?

**SOP2 Typical Service offering (4-5 pages)**

- What are customer expectations of service in this industry?
- What “bundle of benefits” are typically received by customers?
- What is the typical service “performance” of firms in this industry?
- Explain the experience for a typical customer in this industry.

**SOP 3 Employee and customer roles (5-7 pages)**

- What are the roles of customers and employees in coproducing the service?
- Does this the same for all customers?
- Explain if internal marketing is appropriate and whether and how it is practiced.
- Explain whether customers are empowered and/ or managed in delivering the service?

**SOP4 Customer Loyalty (4-5 pages)**

- What does it mean to be a loyal customer in this industry?
- What is the lifetime value of a loyal customer in this industry?
- What is currently being done to encourage customer loyalty and retention in this industry?
- What could be done to build customer relationships in this industry?

**SOP5 Physical Evidence (4-5 pages)**

- What role does the servicescape play in this industry?
- What aspects of the servicescape significantly influence the service delivery process? (Pictures may be helpful here)
- How might the servicescape be used as a source of competitive advantage?

**SOP6 Innovation (4-5 pages)**

- What innovations have been introduced in this industry? (use illustration and/or examples)
- How successful have this/these innovations been?
- What others might be used?

**SOP7“Speculation” Section (4-6 pages)**

- In general, what are strengths/weaknesses of this industry? (Be sure to provide evidence to defend and support your opinions)
- What opportunities do you see in this industry?
- What do you think the future holds for this industry?
- What advice would you give to a person/company planning to enter this industry?

**Note:** You need to include theory and/or models discussed in class and in the texts, to obtain a high grade.

The final report should include all of the following:

Table of contents. You may put the report together in any order you like, provided there is some logical reasoning (apparent to the reader) for the sequence you have chosen. (not included in page count) (1 page)

Main body of report. Students are expected to include their 3 SOP components, in the final report. You should revise each section, as necessary, as you develop the final report. The main body of the report should include an introduction (1-2 pages) that sets up what is going to be discussed in the later pages. (page limits as above).

Conclusion. The report should end with a brief conclusion section that ties the entire project together and reveals major insights gained during the research process about your chosen service industry (2-4 pages).

References. You need to reference your work or ideas. At least 10, preferably nearer 20. Lecture notes can be included as 1-2 references max (not included in page count)

**Page limits:**

Sections: Main body total: as above (TOC=1, Intro =1-2, SOP as above, conclusion 2-4).

1.5 or double spaced, 12 point font.

**Proposal - Due date:**

**5.00pm on Wednesday 24 August 2011 (Week 4) via UniPrint and also submit in class.**

You should hand in a written summary (2-3 pages) of:

- Selected industry.
- How information will be collected to develop the case.
- Summary of issues facing industry.

(Note that there are no marks associated with this proposal, it is for me to ensure that you have a viable project).

**Note** that you may work in pairs to select the organisation but the content sections (apart from SOP) need to be different.

**Report - Due date:**

**5.00pm on Wednesday 2 November 2011 (Week 13)**

Hand in via Uniprint – see the 'Submission of Assignments' section below on p19.

**Participation**

(10 marks)

There are 13 3-hour seminars. Attendance is formally required. More than three absences (without adequate explanations) will result in a lower grade and may lead to a failing grade. Each topic of this unit requires a substantial amount of reading and preparation thus it is essential to keep up to date with the schedule. Students are expected to participate. As mentioned, for discussion purposes all students, whether presenting or not are required to read and analyse the case study and also summarise all set readings. Worth 10%.

**Exam**

(35 marks)

The 2-hour exam will be based on unit readings, the text as well as some course content. More details will be given later in the unit. Worth 35%.

**Submission of assignments**

Submit your assignment in an electronic format by going to the Uniprint web site [www.uniprint.uwa.edu.au](http://www.uniprint.uwa.edu.au), then click on "Student Assignments" and follow the instructions.

For the in-class presentations, please submit the powerpoint slides and the written summary in class and via UniPrint by 5.00pm on the Wednesday of the week your assessment is due.

**Student Guild**

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**Charter of Student Rights and Responsibilities**

The Charter of Student Rights and Responsibilities outlines the fundamental rights and responsibilities of students who undertake their education at UWA (refer <http://handbooks.uwa.edu.au/undergraduate/poliproc/policies/StudentRights>).

## **Appeals against academic assessment**

The University provides the opportunity for students to lodge an appeal against assessment results and/or progress status (refer <http://www.secretariat.uwa.edu.au/home/policies/appeals> ).