

**THE UNIVERSITY OF HONG KONG  
FACULTY OF BUSINESS AND ECONOMICS**

**School of Business  
BUSI0038 Services Marketing  
MKTG3525 Services Marketing  
(Semester 1, 2016 -17)**

*For 3-Year / 4-Year Intake*

**Course Outline**

**GENERAL INFORMATION**

**Instructors:**

Instructor: Dr. Helen Si Wang

Semester 1, 2016 -17:

BUSI0038 Services Marketing

MKTG3525 Services Marketing:

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**Pre-requisites:**

BUSI1004 Marketing /MKTG2501 Introduction to Marketing

**Consultation:**

By appointment

**COURSE DESCRIPTION**

Services dominate the Hong Kong economy, and most other developed economies, and are becoming critical for competitive advantage in companies across the globe and in all industry sectors. For manufacturers like General Electric services represent their primary growth and profitability strategies in the 21st century. Over 60% percent of GE's current profits come from services. Superior service quality drives the competitive advantage of excellent companies like Li and Fung, The Peninsula hotel chain, Starbucks, and FedEx – traditional service businesses. In fact, recent award-winning publications espouse the view that “all businesses are service businesses.”

The course focuses on challenges of managing service brands and delivering quality service to customers across industry sectors. The attraction, retention, and building of strong customer relationships through quality service (and services) are all at the heart of the course content. The course is equally applicable to organizations whose core product is service (e.g., banks, transportation companies, hotels, hospitals, educational institutions, professional services, telecommunication, etc.) and to organizations that depend on services for competitive advantage (e.g., high technology manufacturers, automotive, industrial products, etc.).

In this course you will learn critical skills and gain knowledge needed to implement quality and service strategies for competitive advantage across industries. You will learn frameworks for customer-focused management, and how to increase customer satisfaction retention through service strategies. You will learn about the strong linkages between service quality, customer lifetime value and profitability. You will learn to map services, understand customer expectations and develop service and customer-focused relationship marketing strategies that lead to strong service brands

<b>COURSE OBJECTIVES</b>			
<p>1. In today's competitive environment, employers expect you to have a variety of skills when you graduate. They are consistently saying that they make hiring/promotion decisions based on:</p> <ul style="list-style-type: none"> <li>• excellent critical thinking/problem solving skills,</li> <li>• excellent written and oral communication skills, and</li> <li>• good listening skills as well as a willingness to understand the viewpoint of others.</li> </ul> <p>2. This course is designed to help you improve your skills in these areas while gaining depth of knowledge about services marketing.</p> <p>3. At the conclusion of the course, you should be able to:</p> <ul style="list-style-type: none"> <li>• effectively describe and utilize key services frameworks and concepts including the 3 services Ps, the Gaps Model, customer satisfaction, loyalty, and customer lifetime value,</li> <li>• analyze environment and marketing information to make well reasoned service marketing decisions, and</li> <li>• understand the interconnectedness among business disciplines that is needed to achieve service excellence and the implications for managers.</li> </ul> <p>4. To achieve these objectives, classroom sessions will involve a mixture of lectures, student discussions and presentations, videos, case analyses, applied problem solving. Your active presentation in class discussion is important.</p>			
<b>COURSE LEARNING OUTCOMES</b>			
<b>Programme Learning Outcomes (PLO)</b>			
PLO1: Acquisition and internalization of knowledge of the programme discipline PLO2: Application and integration of knowledge PLO3: Inculcating professionalism and leadership PLO4: Developing global outlook PLO5: Mastering communication skills			
<b>Course Learning Outcomes</b>		<b>Aligned Programme Learning Outcomes</b>	
CLO1: Performing customer analyses (including analysis of customers' service expectations & requirements, analyzing a service process, including making a blueprint of it.  CLO2: Apply services marketing tools to develop service quality & customer satisfaction surveys to address service problems.  CLO3: Utilize key services frameworks and concepts to demonstrate managerial leadership and competency in managing a service operation.  CLO4: Perform real-world service business cases analyses through writing, presentation, and team work.		PLO1, PLO2,  PLO1, PLO3, PLO4  PLO1, PLO2, PLO3, PLO4,  PLO1, PLO2, PLO3, PLO4, PLO5	
<b>COURSE TEACHING AND LEARNING ACTIVITIES</b>			
<b>Course Teaching and Learning Activities</b>	<b>Expected contact hour</b>	<b>Study Load (% of study)</b>	
T&L1. Interactive Lectures with Discussions/Class Work	36	26%	
T&L2. Service Encounter Report	20	14%	
T&L3. Group Case Study and New Service Design Project (Analysis and Recommendations)	48	34%	
T&L4. Self Study	36	26%	
Total	140	100%	
<b>Assessment Methods</b>	<b>Brief Description (Optional)</b>	<b>Weight</b>	<b>Aligned Course Learning Outcomes</b>

AT1. Class Participation		10%	CLO1, CLO2, CLO3, CLO4
AT2. Service Encounter Report		10%	CLO1, CLO2, CLO3, CLO4
AT3. Group Project (Case Studies and New Service Design Presentations & Written Reports)		40%	CLO1, CLO2, CLO3, CLO4
AT4. Final Examination		40%	CLO1, CLO2, CLO3, CLO4
	Total	100%	

**Peer Evaluation for Group Work:**

In real-world working environment, you rarely can get work done alone. You will often find yourself working in a project team with people from the same department or even across functions. A can-do attitude and teamwork ability are critical for today's business leader. To encourage a constructive team work culture, each group member will be evaluated based on two scores: (1) a group performance score (worth 70% of the total score in each group project assignment). This score will be the same for each group member based on the overall group performance; (2) an individual contribution score (worth 30% of the total score in each group project assignment). This score will be given based on the peer evaluation from the group members (see Syllabus Appendix II).

**STANDARDS FOR ASSESSMENT**

**Course Grade Descriptors**

A+, A, A-	Consistently demonstrate a thorough grasp of the subject as evidenced by achieving an outstanding performance in understanding of marketing principles and concepts, critical analysis and synthesis, application of knowledge, formulation of marketing solutions, written and verbal communication and teamwork skills.
B+, B, B-	Frequently demonstrate a substantial grasp of the subject as evidenced by achieving a proficient performance in understanding of marketing principles and concepts, critical analysis and evaluation, application of knowledge, formulation of marketing solutions, written and verbal communication and teamwork skills.
C+, C, C-	Occasionally demonstrate a general grasp of the subject as evidenced by achieving a moderate performance in understanding of marketing principles and concepts, analysis and evaluation, application of knowledge, formulation of marketing solutions, written and verbal communication and teamwork skills.
D+, D	Demonstrate a partial grasp of the subject as evidenced by achieving an adequate performance in understanding of marketing principles and concepts, analysis and evaluation, application of knowledge, formulation of marketing solutions, written and verbal communication and teamwork skills.
F	Demonstrate a poor grasp of the subject as evidenced by achieving a poor performance in understanding of marketing principles and concepts, analysis and evaluation, application of knowledge, formulation of marketing solutions, written and verbal communication and teamwork skills.

**Assessment Rubrics for Each Assessment**

Please refer to page 5-9.

**COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE**

Please refer to page 10.

**REQUIRED/RECOMMENDED READINGS & ONLINE MATERIALS (e.g. journals, textbooks, website addresses etc.)**

**Textbook:** Zeithaml, Valarie A. Mary Jo Bitner, and Dwayne Gremler (2012), Services Marketing: Integrating Customer Focus Across the Firm 6th Edition, McGraw-Hill

**MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE**

- conducting mid-term survey in additional to SETL around the end of the semester
- Online response via Moodle site
- Others: \_\_\_\_\_ (please specify)

**COURSE POLICY** (e.g. plagiarism, academic honesty, attendance, etc.)

**Course Policies on Academic Dishonesty:**

We are serious in students' ethical conducts. The University Regulations on academic dishonesty will be strictly enforced.

- We do not tolerate students engaging in academic dishonesty which includes, but is not necessarily limited to, the following types:  
plagiarism, paraphrasing of someone else's ideas,  
unauthorized collaboration on out-of-class projects, cheating on in-class exams, and unauthorized advance access to an exam
- Students are expected to be aware of what plagiarism is and how to avoid it. Please refer to the HKU Policies on Plagiarism.
- Students should also be familiar with the HKU regulations and policies particularly on attendance, absence, examination, and copyright.  
Please refer to the HKU Undergraduate Student Handbook and HKU Examination Unit webpage.

**ADDITIONAL COURSE INFORMATION** (e.g. e-learning platforms & materials, penalty for late assignments, etc.)

**Moodle Course Web Site :**

- Students are expected to access the Moodle course frequently for learning supports and new announcements.

**Turnitin Check:**

- Students should avoid plagiarism and have proper citations for their work. Students' written assignments and reports will be sent to the Turnitin for originality check.

**Late Assignment Penalty:**

All assignments are required to be submitted on or before the specified due date and time to the assignment submission destination. The penalty policy for any late assignments will be as follows:

<u>No. of days later than the due date:</u>	<u>Deduction of the total point</u>
1 day	deduct 25%
2 days	deduct 50%
3 days	deduct 100%

**Assessment Rubrics for Each Assessment:**

**A1: Class Participation:**

<b>Performance Level</b>	<b>Assessment Rubrics for Class Participation</b>
A+, A, A-	<ul style="list-style-type: none"> <li>▪ All or almost all oral/written responses are clear, accurate, and/or with sufficient elaboration as required.</li> <li>▪ Consistently actively contribute to the class discussions and activities by providing relevant and helpful examples and analyses, suggesting creative and insightful solutions, raising thoughtful questions, synthesizing across readings and discussions, appropriately challenging assumptions and perspectives, expanding the class's perspective, and/or reflecting the group process and individual contributions to the group work with thoughtful improvement suggestions in the future.</li> </ul>
B+, B, B-	<ul style="list-style-type: none"> <li>▪ Most oral/written responses are clear, accurate, and/or with sufficient elaboration as required.</li> <li>▪ Actively contribute to the class discussions and activities by providing relevant examples and analyses, suggesting creative solutions, raising some thoughtful questions, occasionally synthesizing across readings and discussions, appropriately challenging assumptions and perspectives, expanding the class's perspective, and/or reflecting the group process and individual contributions to the group work with good improvement suggestions in the future.</li> </ul>
C+, C, C-	<ul style="list-style-type: none"> <li>▪ Some oral/written responses are clear, accurate, and/or with sufficient elaboration as required.</li> <li>▪ Contribute to the class discussions and activities by providing some relevant examples and analyses, suggesting solutions but lacking of creativity, raising questions for clarification, sharing ideas only based on required readings, and/or describing the group process and individual contribution to the group work with limited improvement suggestions in the future.</li> </ul>
D+, D	<ul style="list-style-type: none"> <li>▪ Few oral/written responses are clear, accurate, and/or with sufficient elaboration as required.</li> <li>▪ Contribute to the class discussions and activities by providing limited relevant examples and analyses, suggesting incomplete solution, raising questions and sharing ideas not closely related to the topic being discussed, and/or including incomplete descriptions of the group process and individual contribution to the group work without improvement suggestions in the future.</li> </ul>
F	<ul style="list-style-type: none"> <li>▪ Very few or no oral/written responses are clear, accurate, and/or with sufficient elaboration as required.</li> <li>▪ Do not contribute or have limited contribution to the class discussions and activities by providing irrelevant examples, analyses, and solutions, raising questions and sharing ideas unrelated to the topic being discussed, and failed to reflect on the group process and individual contribution to the group work and to suggest improvement in the future or the reflection is unrelated to the objectives.</li> </ul>

**A2: Service Encounter Journal Report:**

<b>Performance Level</b>	<b>Assessment Rubrics for Group Case Study Report</b>
A+, A, A-	<p><u>Problem Identification and Analysis</u> (50%)</p> <ul style="list-style-type: none"> <li>▪ All or almost all important marketing problems, key managerial decisions, and/or critical issues are accurately identified and clearly addressed.</li> <li>▪ The analysis is insightful, critical, thorough, systematic, consistent, with sufficient supports of relevant and helpful facts/data, and effective application of appropriate concepts /techniques/examples which are nicely integrated to the analysis.</li> </ul> <p><u>Recommendations</u> (40%)</p> <ul style="list-style-type: none"> <li>▪ Recommendations are well thought-out and well-articulated with logical flow, consistent, feasible, and highly innovative.</li> <li>▪ Almost all pros and cons of alternatives are thoroughly and critically evaluated.</li> </ul> <p><u>Effectiveness of Writing</u> (10%)</p> <ul style="list-style-type: none"> <li>▪ The report is well organized with clear coherence and smooth progression of ideas, appropriate length and tone, and free of most writing errors.</li> </ul>
B+, B, B-	<p><u>Problem Identification and Analysis</u> (50%)</p> <ul style="list-style-type: none"> <li>▪ Most important marketing problems, key managerial decisions, and/or critical issues are accurately identified and clearly addressed.</li> <li>▪ The analysis is critical, thorough, systematic, and consistent with supports of relevant and helpful facts/data and application of appropriate concepts /techniques/examples.</li> </ul> <p><u>Recommendations</u> (40%)</p> <ul style="list-style-type: none"> <li>▪ Recommendations are generally clear, logical, consistent, feasible, and innovative.</li> </ul>

	<ul style="list-style-type: none"> <li>Most pros and cons of alternatives are sufficiently examined.</li> </ul> <p><u>Effectiveness of Writing</u> (10%)</p> <ul style="list-style-type: none"> <li>The report is well organized with coherence and progression of ideas, appropriate length and tone, and generally free of most writing errors.</li> </ul>
C+, C, C-	<p><u>Problem Identification and Analysis</u> (50%)</p> <ul style="list-style-type: none"> <li>Some important marketing problems, key managerial decisions, and/or critical issues are accurately identified and clearly addressed.</li> <li>The analysis is systematic, with insufficient elaboration, some inconsistency, supported by relevant facts/data but not directly helpful to the analysis, and application of some appropriate concepts /techniques/examples.</li> </ul> <p><u>Recommendations</u> (40%)</p> <ul style="list-style-type: none"> <li>Recommendations are logical, consistent, with insufficient depth of thoughts and elaborations, and showing attempts to look for feasible and innovative solutions</li> <li>Some pros and cons of alternatives are examined with some elaboration.</li> </ul> <p><u>Effectiveness of Writing</u> (10%)</p> <ul style="list-style-type: none"> <li>The report is generally organized with some coherence and progression of ideas, appropriate length and tone, and a few noticeable writing errors.</li> </ul>
D+, D	<p><u>Problem Identification and Analysis</u> (50%)</p> <ul style="list-style-type: none"> <li>Less important marketing problems/managerial decisions and/or basic issues are identified and addressed.</li> <li>The analysis lacked of a clear focus, insufficient consistency, largely descriptive, with limited support of helpful and relevant facts/data and application of appropriate concepts/techniques/examples.</li> </ul> <p><u>Recommendations</u> (40%)</p> <ul style="list-style-type: none"> <li>Recommendations are basically logical, but with insufficient thoughts and elaborations, some inconsistency, and showing only adequate attempt to look for feasible and innovative solutions</li> <li>Some pros and cons of alternatives are identified with limited elaborations.</li> </ul> <p><u>Effectiveness of Writing</u> (10%)</p> <ul style="list-style-type: none"> <li>The report is adequately organized with some lapses in coherence or progression of ideas, inappropriate length and/or tone, and/or some noticeable writing errors.</li> </ul>
F	<p><u>Problem Identification and Analysis</u> (50%)</p> <ul style="list-style-type: none"> <li>Marketing problems, managerial decisions, and/or issues identified are superficial, inadequate, irrelevant, or absent.</li> <li>The analysis is missing or descriptive with no or little supports of relevant facts/data and application of appropriate concepts/techniques/examples.</li> </ul> <p><u>Recommendations</u> (40%)</p> <ul style="list-style-type: none"> <li>Recommendations are not well thought-out, lack of logical flow, inconsistent, impractical, not innovative, and/or even biased.</li> <li>Very few or no pros and cons of alternatives are identified.</li> </ul> <p><u>Effectiveness of Writing</u> (10%)</p> <ul style="list-style-type: none"> <li>The report is poorly organized with serious problems in coherence or progression of ideas, inappropriate length and tone, and writing errors so serious that meaning is obscured.</li> </ul>

**A3: Group Case Study Presentation and Report; Group New Service Design Plan Presentation and Report:**

<b>Performance Level</b>	<b>Assessment Rubrics for Group Marketing Plan Presentation (P) and Report (R)</b>
A+, A, A-	<p><u>Executive Summary</u> (R: 5%)</p> <ul style="list-style-type: none"> <li>The executive summary is thorough, precise, articulated with clarity and fluency, and consistent with the analyses and recommendations followed.</li> </ul> <p><u>Situation analysis</u> (P: 30%; R: 40%)</p> <ul style="list-style-type: none"> <li>All or almost all critical issues of the company's current situation are clearly and accurately identified.</li> <li>The analysis is insightful, critical, thorough, systematic, consistent, with sufficient supports of relevant and helpful fact/data, and effective application of appropriate concepts /techniques/examples which are nicely integrated to the analysis.</li> <li>The overall situation analysis demonstrates a profound understanding of the company's current situation and generates insightful overall findings by sophisticatedly synthesizing across analyses.</li> </ul> <p><u>Recommendations</u> (P: 40%; R: 40%)</p> <ul style="list-style-type: none"> <li>Recommendations are well thought-out and well-articulated with logical flow, consistent, responsive,</li> </ul>

	<p>feasible, and highly innovative.</p> <ul style="list-style-type: none"> <li>▪ Almost all pros and cons of alternatives are thoroughly and critically evaluated.</li> <li>▪ The overall recommendations of the marketing plan are closely aligned to all of the objectives - profitability, competitiveness, and sustainability – and explicitly and clearly addressed.</li> </ul> <p><u>Effectiveness of Presentation</u> (P: 30%)</p> <ul style="list-style-type: none"> <li>▪ The presentation is well organized with clear coherence, smooth progression of ideas, articulated and polished with clarity and fluency, effective use of presentation aids, and appropriate length, pace, and tone.</li> <li>▪ The presentation group skillfully engages the audience and demonstrates consistently high level of creativity, confidence, enthusiasm, and capability of handling Q&amp;A session.</li> </ul> <p><u>Effectiveness of Writing</u> (R: 15%)</p> <ul style="list-style-type: none"> <li>▪ The report is skillful at arousing and maintaining interests, well organized with clear coherence and smooth progression of ideas, very effective introduction and conclusion, articulated with clarity and fluency, appropriate length and tone, free of most writing errors, and proper and consistent referencing and citations without errors.</li> </ul>
B+, B, B-	<p><u>Executive Summary</u> (R: 5%)</p> <ul style="list-style-type: none"> <li>▪ The executive summary is generally thorough, precise, clear, fluent, and consistent with the analyses and recommendations followed.</li> </ul> <p><u>Situation analysis</u> (P: 30%; R: 40%)</p> <ul style="list-style-type: none"> <li>▪ Most critical issues of the company’s current situation are clearly and accurately identified.</li> <li>▪ The analysis is critical, thorough, systematic, and consistent with supports of relevant and helpful fact/data and application of appropriate concepts /techniques/examples.</li> <li>▪ The overall situation analysis demonstrates a good understanding of the company’s current situation and a capability of generating overall findings with some insights by synthesizing across analyses.</li> </ul> <p><u>Recommendations</u> (P: 40%; R: 40%)</p> <ul style="list-style-type: none"> <li>▪ Recommendations are generally clear, logical, consistent, responsive, feasible, and innovative.</li> <li>▪ Most pros and cons of alternatives are sufficiently examined.</li> <li>▪ The overall recommendations of the marketing plan are aligned to most of the objectives - profitability, competitiveness, and sustainability – and clearly addressed.</li> </ul> <p><u>Effectiveness of Presentation</u> (P: 30%)</p> <ul style="list-style-type: none"> <li>▪ The presentation is well organized with coherence, generally effective use of presentation aids, generally clear and fluent, and appropriate length, pace, and tone.</li> <li>▪ The presentation group is generally able to engage audience and demonstrated creativity, confidence, enthusiasm, and capability of handling Q&amp;A session.</li> </ul> <p><u>Effectiveness of Writing</u> (R: 15%)</p> <ul style="list-style-type: none"> <li>▪ The report is generally able to arouse and maintain interests, well organized with coherence and progression of ideas, good introduction and conclusion, generally clear and fluent, appropriate length and tone, generally free of most writing errors, and consistent referencing and citations with only a few minor mistakes.</li> </ul>
C+, C, C-	<p><u>Executive Summary</u> (R: 5%)</p> <ul style="list-style-type: none"> <li>▪ The executive summary is moderately thorough, precise, clear, fluent, and consistent with the analyses and recommendations followed.</li> </ul> <p><u>Situation analysis</u> (P: 30%; R: 40%)</p> <ul style="list-style-type: none"> <li>▪ Some critical issues of the company’s current situation are clearly and accurately identified.</li> <li>▪ The analysis is systematic, with insufficient elaboration, some inconsistency, supported by relevant fact/data but not directly helpful to the analysis, and application of some appropriate concepts /techniques/examples.</li> <li>▪ The overall situation analysis demonstrates a moderate understanding of the company’s current situation and progress in generating overall findings with developing skills in synthesizing across analyses.</li> </ul> <p><u>Recommendations</u> (P: 40%; R: 40%)</p> <ul style="list-style-type: none"> <li>▪ Recommendations are logical, consistent, with insufficient depth of thoughts and elaborations, and showing attempts to look for responsive, feasible, and innovative solutions</li> <li>▪ Some pros and cons of alternatives are examined with some elaboration.</li> <li>▪ The overall recommendations of the marketing plan are aligned to some of the objectives - profitability, competitiveness, and sustainability – and addressed.</li> </ul> <p><u>Effectiveness of Presentation</u> (P: 30%)</p> <ul style="list-style-type: none"> <li>▪ The presentation is organized with some coherence, moderately clear and fluent, moderately effective use of presentation aids, and some inappropriate length, pace, or tone.</li> <li>▪ The presentation group shows attempts to engage audience and moderate creativity, confidence, enthusiasm, and/or capability of handling Q&amp;A session.</li> </ul>

	<p><u>Effectiveness of Writing</u> (R: 15%)</p> <ul style="list-style-type: none"> <li>▪ The report shows attempts to arouse and maintain interests and is organized with some coherence and progression of ideas, moderately clear introduction and conclusion, moderately clear and fluent, some inappropriate length or tone, a few noticeable writing errors, and some inconsistent referencing and citations with a few noticeable mistakes.</li> </ul>
D+, D	<p><u>Executive Summary</u> (R: 5%)</p> <ul style="list-style-type: none"> <li>▪ The executive summary is adequately thorough, precise, clear, fluent, and consistent with the analyses and recommendations followed.</li> </ul> <p><u>Situation analysis</u> (P: 30%; R: 40%)</p> <ul style="list-style-type: none"> <li>▪ Few critical issues of the company's current situation are clearly and accurately identified.</li> <li>▪ The analysis lacks of a clear focus, with insufficient elaboration, insufficient consistency, largely descriptive, with limited support of helpful and relevant data/facts and application of appropriate concepts/techniques/examples.</li> <li>▪ The overall situation analysis demonstrates a limited understanding of the company's current situation and needs further work to generate overall findings by synthesizing across analyses.</li> </ul> <p><u>Recommendations</u> (P: 40%; R: 40%)</p> <ul style="list-style-type: none"> <li>▪ Recommendations are basically logical, but with insufficient thoughts and elaborations, some inconsistency, and showing only adequate attempt to look for responsive, feasible, and innovative solutions</li> <li>▪ Some pros and cons of alternatives are identified with limited elaborations.</li> <li>▪ Limited alignment of overall recommendations of the marketing plan to the objectives - profitability, competitiveness, and sustainability - is shown.</li> </ul> <p><u>Effectiveness of Presentation</u> (P: 30%)</p> <ul style="list-style-type: none"> <li>▪ The presentation is adequately organized with some lapses in coherence or progression of ideas, adequately clear and fluent, adequately effective use of presentation aids, and inappropriate length, pace, and/or tone.</li> <li>▪ The presentation group shows adequate effort to engage audience, creativity, confidence, enthusiasm, and/or capability of handling Q&amp;A session.</li> </ul> <p><u>Effectiveness of Writing</u> (R: 15%)</p> <ul style="list-style-type: none"> <li>▪ The report shows adequate effort to arouse and maintain interests and is adequately organized with some lapses in coherence or progression of ideas, introduction and conclusion with some inconsistency, adequately clear and fluent, inappropriate length and/or tone, some noticeable writing errors, and/or inconsistent referencing and citations with some noticeable mistakes.</li> </ul>
F	<p><u>Executive Summary</u> (R: 5%)</p> <ul style="list-style-type: none"> <li>▪ The executive summary is missing most important parts, imprecise, unclear, halting, and/or inconsistent with the analyses and recommendations followed.</li> </ul> <p><u>Situation analysis</u> (P: 30%; R: 40%)</p> <ul style="list-style-type: none"> <li>▪ All or almost all issues of the company's current situation identified are uncritical and irrelevant.</li> <li>▪ The analysis is missing or descriptive with no or little supports of relevant data/facts and application of appropriate concepts/techniques/examples.</li> <li>▪ The overall situation analysis does not demonstrate an understanding of the company's current situation and any work to generate overall findings by synthesizing across analyses.</li> </ul> <p><u>Recommendations</u> (P: 40%; R: 40%)</p> <ul style="list-style-type: none"> <li>▪ Recommendations are not well thought-out, lack of logical flow, inconsistent, not responsive, impractical, not innovative, and/or even biased.</li> <li>▪ Very few or no pros and cons of alternatives are identified.</li> <li>▪ The alignment of overall recommendations of the marketing plan to objectives - profitability, competitiveness, and sustainability - is not shown.</li> </ul> <p><u>Effectiveness of Presentation</u> (P: 30%)</p> <ul style="list-style-type: none"> <li>▪ The presentation poorly organized with serious problems in coherence or progression of ideas, unclear, halting, ineffectively use of or lack of use presentation aids, and inappropriate length, pace, and/or tone.</li> <li>▪ The presentation group shows no or little effort to engage audience, creativity, confidence, enthusiasm, and/or capability of handling Q&amp;A session.</li> </ul> <p><u>Effectiveness of Writing</u> (R: 15%)</p> <ul style="list-style-type: none"> <li>▪ The report shows no or little effort to arouse and maintain interests and is poorly organized with serious problems in coherence or progression of ideas, missing introduction and/or conclusion, unclear, halting, inappropriate length and tone, writing errors so serious that meaning is obscured, and/or many inconsistent referencing and citations with a number of noticeable mistakes.</li> </ul>

**A4: Final Exam:**

<b>Performance Level</b>	<b>Assessment Rubrics for the Written Final Exam</b>
A+, A, A-	<p><u>Multiple Choice Questions</u> (50%)</p> <ul style="list-style-type: none"><li>▪ 80-100% of the responses are accurately and clearly marked.</li></ul> <p><u>Essay Questions</u> (50%)</p> <ul style="list-style-type: none"><li>▪ All or almost all of the required questions are clearly and accurately responded.</li><li>▪ All or almost all of the responses are well organized, clear, fluent, and with sufficient elaboration.</li></ul>
B+, B, B-	<p><u>Multiple Choice Questions</u> (50%)</p> <ul style="list-style-type: none"><li>▪ 70-79% of the responses are accurately and clearly marked.</li></ul> <p><u>Essay Questions</u> (50%)</p> <ul style="list-style-type: none"><li>▪ Most of the required questions are clearly and accurately responded.</li><li>▪ Most of the responses are well organized, clear, fluent, and with sufficient elaboration.</li></ul>
C+, C, C-	<p><u>Multiple Choice Questions</u> (50%)</p> <ul style="list-style-type: none"><li>▪ 60-69% of the responses are accurately and clearly marked.</li></ul> <p><u>Essay Questions</u> (50%)</p> <ul style="list-style-type: none"><li>▪ Some of the required questions are clearly and accurately responded.</li><li>▪ Some of the responses are well organized, clear, fluent, and/or with sufficient elaboration.</li></ul>
D+, D	<p><u>Multiple Choice Questions</u> (50%)</p> <ul style="list-style-type: none"><li>▪ 50-59% of the responses are accurately and clearly marked.</li></ul> <p><u>Essay Questions</u> (50%)</p> <ul style="list-style-type: none"><li>▪ Few of the required questions are clearly and accurately responded.</li><li>▪ Few of the responses are well organized, clear, fluent, and/or with sufficient elaboration.</li></ul>
F	<p><u>Multiple Choice Questions</u> (50%)</p> <ul style="list-style-type: none"><li>▪ Fewer than 50% of the responses are accurately and clearly marked.</li></ul> <p><u>Essay Questions</u> (50%)</p> <ul style="list-style-type: none"><li>▪ Very few of the required questions are clearly and accurately responded.</li><li>▪ Very few of the responses are well organized, clear, fluent, and/or with sufficient elaboration.</li></ul>

Tentative Course Schedule

<u>Wk</u>	<u>Topic</u>	<u>Reading Assignments</u>	<u>Group Project Due</u>
	<b>Introduction</b>		
1	Why study services? The Gaps Model of Service Quality	Chapter 1&2 Case 2 (Page 516)	
	<b>Understanding the Customer</b>		
2	Customer Expectations and Perceptions of Service	Chapter 3,4 & Case 1 (Page 495)	Case Study 2
3	Customer Research and Building Customer Loyalty	Chapter 5.6 & Case 3 (Page 537)	Case Study 1
4	Creating Lifetime Customers - Chris Zane (Video)	Chapter 7	
5	Building Customer Loyalty	Case 6 (P573)	Case Study 3
	<b>Designing Services</b>		
6	Service Recovery	Chapter 9 & 10	Case Study 6
7	University Reading Week		
8	Servicescape and Physical Evidence of Service	Chapter 8 & Case 5 (Page 563)	Service Encounter Reports Due
	<b>Delivering Services</b>		
9	Service Design and Blueprinting	Chapter 11, 12 & Case Handouts	Case 5
10	Employees' and Customers' Roles in Effective Service Delivery		
11	Managing Demand and Capacity	Chapter 13	Case Study Handouts
	<b>Managing Service Promise</b>		
12	Integrated Communication and Service Branding	Chapter 14	New Service Design Update
13	Pricing and Financial Impact of Service and Quality	Chapter 15 &16	
14	<b>*** NEW SERVICE DEISGN FINAL *** PRESNETATION DUE</b>		

