THE UNIVERSITY OF HONG KONG
FACULTY OF BUSINESS AND ECONOMICS

School of Business
BUSI0038 – Services Marketing
MKTG3525 – Services Marketing
(Semester 1, 2017-18)

GENERAL INFORMATION

Instructor: Buston CHU
Email: buston@hku.hk
Consultation: By appointment
Assignment Box to be confirmed

Course Website:
Other important details:
Course Perquisite: BUSI1004/ MKTG2501 Introduction to Marketing

COURSE DESCRIPTION

Services dominate the Hong Kong economy and many other developed economies. It becomes critical in creating competitive advantage for companies in different industries around the globe. 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. Some 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.

COURSE OBJECTIVES

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:
   • excellent critical thinking/problem solving skills,
   • excellent written and oral communication skills, and
   • good listening skills as well as a willingness to understand the viewpoint of others.

2. This course is designed to help you improve your skills in these areas while gaining depth of knowledge about services marketing.

3. At the conclusion of the course, you should be able to:
   • effectively describe and utilize key services frameworks and concepts including the 3 services Ps, the Gaps Model, customer satisfaction, loyalty, and customer lifetime value,
   • analyze environment and marketing information to make well-reasoned service marketing decisions, and
   • understand the interconnectedness among business disciplines that is needed to achieve service excellence and the implications for managers.

4. To achieve these objectives, classroom sessions will involve a mix of lectures, student discussions and presentations, videos, case analyses, applied problem solving. Your active presentation in class discussion is important.
### Programme Learning Outcomes

- 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

### Course Learning Outcomes

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>Aligned Programme Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>On completion of this course, students should be able to:</td>
<td></td>
</tr>
<tr>
<td>CLO1. Develop skills in performing customer analyses (including analysis of customers’ service expectations &amp; requirements, analyzing a service process, including making a blueprint of it.</td>
<td>PLO1, PLO2</td>
</tr>
<tr>
<td>CLO2. Apply services marketing tools such as service quality &amp; customer satisfaction surveys to address service problems.</td>
<td>PLO12, PLO3, PLO4</td>
</tr>
<tr>
<td>CLO3. Develop managerial leadership and competency in managing a service operation.</td>
<td>PLO1, PLO2, PLO3, PLO4</td>
</tr>
<tr>
<td>CLO4. Develop skills in case analysis and writing, presentation, and team work.</td>
<td>PLO1, PLO2, PLO3, PLO4, PLO5</td>
</tr>
</tbody>
</table>

### Course Teaching and Learning Activities

<table>
<thead>
<tr>
<th>Course Teaching and Learning Activities</th>
<th>Expected contact hour</th>
<th>Study Load (% of study)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T&amp;L1. Interactive Lectures with Discussions/Class Work</td>
<td>36</td>
<td>26%</td>
</tr>
<tr>
<td>T&amp;L2. Service Encounter Journal</td>
<td>20</td>
<td>14%</td>
</tr>
<tr>
<td>T&amp;L3. Group Case Study Report and Group Project</td>
<td>48</td>
<td>34%</td>
</tr>
<tr>
<td>T&amp;L4. Self-Study</td>
<td>36</td>
<td>26%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>140</td>
<td>100%</td>
</tr>
</tbody>
</table>

**TL1: Interactive Lectures with Discussions/Class Work**

Instructor will provide interactive lectures to illustrate and reinforce key services marketing concepts. Students are expected to complete pre-class readings and preparations, and they are encouraged to share their views and experience actively in class discussions to deepen their learning.

Examples of company cases/videos and applied marketing scenarios will be integrated in the lectures and class discussions. Students will be challenged to view marketing from different perspectives (e.g., consumer, company, competitors) to enhance their critical thinking skills.

Class work will be used to deepen students’ learning and develop their application capability on specific topics. Students are expected to address issues posted in these class exercises and share their thoughts in class. Verbal/written feedback from lecturer, peer, and/or self will be used to facilitate continuous learning.

**TL2: Service Encounter Journal**

Students will complete five service encounter journals about their own real-life experience of service, students are expected to integrate learned concepts in class and apply services marketing tools in their reports.
Group Case Study Report
Case study is used to provide students with opportunities to (1) apply their learned services marketing principles and tools to analyze the business situations, identify critical issues and/or problems, evaluate alternatives, and make recommendations in applied marketing settings; and (2) reinforce the learning with formative feedback for continuous assessment.

Group Project (Service Design)
Group project will allow students to go through the steps of the services marketing process from the perspective of a marketing manager/consultant and integrate the learned services marketing concepts and skills in an applied business situation.

Major goals:
- to promote students’ active learning
- to develop students’ skills on critical thinking, analytical, and problem-solving
- to stimulate students’ creativity
- to enhance students’ skills on communication, presentation, and teamwork

Project Background and Requirements:
- Assuming that you are a cross-functional taskforce of a company with members coming from different departments appointed to develop a new service design or redesign an existing service for the company. You are requested to develop a sense-making service blueprint that in creating excellent service experience for customers. CEO of your company expects an innovative while pragmatic proposal from you which includes the followings:
  1. An analysis of the current situation of the concerned company or service with identified gaps and potential opportunities for a revamp that may enhance customer experience and strengthen its competitive advantages in the market,
  2. A distinctive, a new service design or resign of an existing service that is relevant to customer expectations
  3. Recommendation of service marketing strategies and marketing program for your proposed initiatives that help the company stay competitive and sustainable with enhanced service design/ redesign.
- Each group will first select a company and define the service to be studied. Then conduct a situation analysis by collecting and analyzing relevant information, suggest a new service design or resign an existing service, and make recommendations on the strategies and integrated marketing program to establish a unique and desirable presence, as well as, a set of systematic tracking measures to audit the services marketing effectiveness.
- Each group is required to
  1. make a 15-minute group project presentation in class followed by a 5-minute Q&A session and
  2. submit a group written project report [Maximum of 5 pages (A4-size paper, typed, 1” margins, 1.5 line spacing, and font size 11), excluding cover page, appendices/exhibits of diagrams, figures, tables, and graphs, and references]. Although appendix is not mandatory, students are encouraged to make good use of the appendices to supplement with relevant details, information, or anything that will help explain your proposal.
- Individual groups can seek instructor’s feedback on its presentation performance and areas for improvement after the completion of group presentation.

TL4: Self Study
- For each class, students are expected to complete pre-class readings (including assigned textbook chapters and supplementary materials) and preparations for class discussions/activities.
- Students are also expected to review and integrate the learned services marketing topics for their case study, group project, and final test.

<table>
<thead>
<tr>
<th>Assessment Methods</th>
<th>Weight</th>
<th>Aligned Course Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Class Participation</td>
<td>15%</td>
<td>CLO1, CLO2, CLO3, CLO4</td>
</tr>
<tr>
<td>A2: Service Encounter Journal</td>
<td>10%</td>
<td>CLO1, CLO2, CLO3, CLO4</td>
</tr>
<tr>
<td>A3. Group Case Study Report</td>
<td>15%</td>
<td>CLO1, CLO2, CLO3, CLO4</td>
</tr>
<tr>
<td>A4. Group Project</td>
<td>30%</td>
<td>CLO1, CLO2, CLO3, CLO4</td>
</tr>
<tr>
<td>A5. Final Test</td>
<td>30%</td>
<td>CLO1, CLO2, CLO3, CLO4</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
Peer Evaluation for Group Work:
In normal cases, each individual group member receives the same total score for his/her group work. However, in some cases, individual group members' scores will be adjusted depending on their efforts, performance, and contributions to the group work.

At the end of the semester, each student is required to evaluate her/himself and other group members independently and submit the Self and Peer Evaluation Form. The group’s overall peer evaluation results will be used as one of the references for determining an individual student’s total score of group work.

STANDARDS FOR ASSESSMENT

Course Grade Descriptors

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+, A, A-</td>
<td>Consistently demonstrate a thorough grasp of the subject as evidenced by achieving an outstanding performance in understanding of services marketing theories and methods, critical analysis and synthesis, application of knowledge, formulation of marketing solutions, written and verbal communication and teamwork skills.</td>
</tr>
<tr>
<td>B+, B, B-</td>
<td>Frequently demonstrate a substantial grasp of the subject as evidenced by achieving a proficient performance in understanding of services marketing theories and methods, critical analysis and synthesis, application of knowledge, formulation of marketing solutions, written and verbal communication and teamwork skills.</td>
</tr>
<tr>
<td>C+, C, C-</td>
<td>Occasionally demonstrate a general grasp of the subject as evidenced by achieving a moderate performance in understanding of services marketing theories and methods, critical analysis and synthesis, application of knowledge, formulation of marketing solutions, written and verbal communication and teamwork skills.</td>
</tr>
<tr>
<td>D+, D</td>
<td>Demonstrate a partial grasp of the subject as evidenced by achieving an adequate performance in understanding of services marketing theories and methods, critical analysis and synthesis, application of knowledge, formulation of marketing solutions, written and verbal communication and teamwork skills.</td>
</tr>
<tr>
<td>F</td>
<td>Demonstrate a poor grasp of the subject as evidenced by achieving a poor performance in understanding of services marketing theories and methods, critical analysis and synthesis, application of knowledge, formulation of marketing solutions, written and verbal communication and teamwork skills.</td>
</tr>
</tbody>
</table>

Assessment Rubrics for Each Assessment (Please provide us the details in a separate file if the space here is not enough)

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Assessment Rubrics for Class Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+, A, A-</td>
<td>Actively contribute to class discussions and activities. Focused, engaged, and without distractions or disruptions. Present and on-time. Consistently provide relevant and helpful analyses and examples, suggest insightful solutions, raise thoughtful questions, and/or synthesize across readings and discussions</td>
</tr>
<tr>
<td>B+, B, B-</td>
<td>Quite actively contribute to class discussions and activities. Focused, engaged, and without distractions or disruptions. Present and on-time. Provide relevant and helpful analyses and examples, suggest insightful solutions, raise thoughtful questions, and/or synthesize across readings and discussions most of the time.</td>
</tr>
<tr>
<td>C+, C, C-</td>
<td>Sometimes contribute to class discussions and activities. Focused, engaged, and without distractions or disruptions. Present and on-time. Provide some relevant examples and analyses, suggest some reasonable solutions, raise questions for clarification, and/or sharing ideas only based on limited required readings.</td>
</tr>
<tr>
<td>D+, D</td>
<td>Occasionally contribute to class discussions and activities. Without distractions or disruptions. Usually present and on-time. Providing limited relevant examples and analyses, suggest incomplete solution, raise questions and sharing ideas not closely related to the topic being discussed, and/or share ideas based on limited required readings.</td>
</tr>
<tr>
<td>F</td>
<td>Rarely contribute to class discussions and activities. Not focused, not engaged, and/or a source of distractions or disruptions. Sometimes present and on-time. Provide irrelevant examples, analyses and solutions, raise questions and share ideas unrelated to the topic being discussed.</td>
</tr>
</tbody>
</table>

**AT1: Class Participation**

**Problem Identification and Analysis (50%)**
All or almost all important marketing problems, key managerial decisions, and/or critical issues are accurately identified and clearly addressed.
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 well integrated to the analysis.

**Recommendations (40%)**
Recommendations are well thought-out and well-articulated with logical flow, consistent, feasible, and highly innovative.
Almost all pros and cons of alternatives are thoroughly and critically evaluated.

**AT2: Service Encounter Journal**

<p>| A+, A, A- | <strong>Problem Identification and Analysis (50%)</strong> At all or almost all important marketing problems, key managerial decisions, and/or critical issues are accurately identified and clearly addressed. 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 well integrated to the analysis. <strong>Recommendations (40%)</strong> Recommendations are well thought-out and well-articulated with logical flow, consistent, feasible, and highly innovative. Almost all pros and cons of alternatives are thoroughly and critically evaluated. |</p>
<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Assessment Rubrics for Group Case Study Report and Group Project</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AT3: Group Case Study Report</strong></td>
<td></td>
</tr>
<tr>
<td><strong>A+, A, A-</strong></td>
<td><strong>Problem Identification and Analysis (50%)</strong>&lt;br&gt;Almost all important marketing problems, key managerial decisions, and/or critical issues are accurately identified and clearly addressed.&lt;br&gt;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 well integrated to the analysis.&lt;br&gt;<strong>Recommendations (40%)</strong>&lt;br&gt;Recommendations are well thought-out and well-articulated with logical flow, consistent, feasible, and highly innovative.&lt;br&gt;Almost all pros and cons of alternatives are thoroughly and critically evaluated.&lt;br&gt;<strong>Effectiveness of Writing and Layout (10%)</strong>&lt;br&gt;The report is well organized with clear coherence and smooth progression of ideas, appropriate length and tone, and free of writing errors.</td>
</tr>
</tbody>
</table>
**AT4: Group Project:**

### Performance Level

<table>
<thead>
<tr>
<th>Assessment Criteria for Group Project</th>
<th>Oral Presentation (100%)</th>
<th>Written Report (100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction / Executive summary</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>2. Foundational Analysis</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>3. Recommendations &amp; Rationales</td>
<td>20% (a summary of key points)</td>
<td>20% (full version with details)</td>
</tr>
<tr>
<td>4. Execution Strategies/Tactics</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>5. Overall Quality and Engagement</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Introduction / Executive Summary (10%)**
- Introduces and highlights the key issues, findings, and recommendations in a captivating manner, and is articulated with clarity, fluency, and brevity.

**Foundational Analysis (30%)**
- All or most critical issues of the company’s current situation are clearly and accurately described, with sufficient support of relevant and helpful facts/data, and effective application of appropriate concepts/techniques/examples.
- The analysis is logical, thorough, consistent, with sufficient support of relevant and helpful facts/data, and effective application of appropriate concepts/techniques/examples which are well integrated to the analysis.
- Overall understanding and findings synthesized across analyses are insightful.

**Recommendations & Rationale (20%)**
- Recommendations are well thought-out, logical, relevant, concrete, feasible, and innovative. The importance of the recommendations is sufficiently supported with relevant and helpful facts/data, and effective application of appropriate concepts/techniques/examples.

### Problem Identification and Analysis (50%)

- **B+, B, B-**
  - Quite a lot of important marketing problems, key managerial decisions, and/or critical issues are accurately identified and clearly addressed.
  - The analysis is critical, thorough, systematic, and consistent with supports of relevant and helpful facts/data and application of appropriate concepts/techniques/examples.
  - Recommendations (40%)
    - Recommendations are generally clear, logical, consistent, feasible, and innovative. Quite a lot of pros and cons of alternatives are sufficiently examined.
  - **Effectiveness of Writing and Layout (10%)**
    - The report is well organized with coherence and progression of ideas, appropriate length and tone, and generally free of most writing errors.

- **C+, C, C-**
  - Some important marketing problems, key managerial decisions, and/or critical issues are accurately identified and clearly addressed.
  - 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.
  - Recommendations (40%)
    - Recommendations are logical, consistent, with insufficient depth of thoughts and elaborations, and showing attempts to look for feasible and innovative solutions
  - **Effectiveness of Writing and Layout (10%)**
    - The report is generally organized with some coherence and progression of ideas, appropriate length and tone, and a few noticeable writing errors.

- **D+, D**
  - Less important marketing problems/managerial decisions and/or basic issues are identified and addressed.
  - The analysis lacks a clear focus, insufficient consistency, largely descriptive, with limited support of helpful and relevant facts/data and application of appropriate concepts/techniques/examples.
  - Recommendations (40%)
    - Recommendations are basically logical, but with insufficient thoughts and elaborations, some inconsistency, and showing only adequate attempt to look for feasible and innovative solutions Some pros and cons of alternatives are identified with limited elaborations.
  - **Effectiveness of Writing and Layout (10%)**
    - 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.

- **F**
  - Marketing problems, managerial decisions, and/or issues identified are superficial, inadequate, irrelevant, or absent.
  - The analysis is missing or only descriptive with no or little support of relevant facts/data and application of appropriate concepts/techniques/examples.
  - Recommendations (40%)
    - Recommendations are not well thought-out, lack of logical flow, inconsistent, impractical, not innovative, and/or even biased.
  - Very few or no pros and cons of alternatives are identified.
  - **Effectiveness of Writing and Layout (10%)**
    - 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.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Introduction / Executive Summary (10%)</th>
<th>Foundational Analysis (30%)</th>
<th>Recommendations &amp; Rationale (20%)</th>
<th>Execution Strategies/Tactics (20%)</th>
<th>Overall Quality and Engagement (20%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+, B, B-</td>
<td>Introduces and highlights most of the key issues, findings, and recommendations in a captivating manner, and is largely articulated with clarity, fluency, and brevity.</td>
<td>Quite a lot of critical issues of the company's current situation are clearly and accurately described, with sufficient support of relevant and helpful facts/data, and effective application of appropriate concepts/techniques/examples. The analysis is largely logical, thorough, consistent, with sufficient support of relevant and helpful facts/data, and effective application of appropriate concepts/techniques/examples. Quite a lot of understanding and findings synthesized across analyses are insightful.</td>
<td>Recommendations are largely well thought-out, logical, relevant, concrete, feasible, and innovative. The importance of the recommendations is largely supported with relevant and helpful facts/data, and effective application of appropriate concepts/techniques/examples. Quite a lot of pros and cons of relevant alternatives are thoroughly and critically evaluated.</td>
<td>The guidance provided to tangibly express the strategy across key touchpoints is mostly clear, inspirational, and connected to the company's positioning and other key recommendations.</td>
<td>The presentation and written report generally able to engage the audience and demonstrates quite a high level of knowledge, confidence, enthusiasm, creativity, and capability of handling Q&amp;A session. The written report is free of most writing errors, with proper and consistent referencing and citations with only a few minor mistakes.</td>
</tr>
<tr>
<td>C+, C, C-</td>
<td>Introduces and highlights key issues, findings, and recommendations and is at times articulated with clarity, fluency, and brevity.</td>
<td>Quite a few issues of the company's current situation are clearly and accurately described, with some support of relevant and helpful facts/data, and effective application of appropriate concepts/techniques/examples. The analysis is moderately logical, thorough, consistent, with some support of relevant and helpful facts/data, and some application of appropriate concepts/techniques/examples. Some understanding and findings synthesized across analyses are insightful.</td>
<td>Recommendations are moderately well thought-out, logical, relevant, concrete, feasible, and innovative. The importance of the recommendations is supported with some relevant and helpful facts/data, and effective application of appropriate concepts/techniques/examples. Some pros and cons of relevant alternatives are evaluated.</td>
<td>The guidance provided to tangibly express the strategy across key touchpoints is moderately clear, inspirational, and connected to the company’s positioning and other key recommendations.</td>
<td>The presentation and written report are sometimes able to arouse and maintain interest. They are organized with some coherence, a progression of ideas, show effective use of layout and presentation aids, and appropriate length, pace, and tone. The presentation group is sometimes able to engage the audience and demonstrates some knowledge, confidence, enthusiasm, creativity, and capability of handling Q&amp;A session. The written report contains a few writing errors, some inconsistent referencing and citations, and/or a few noticeable mistakes.</td>
</tr>
<tr>
<td>D+, D</td>
<td>Adequately introduces and highlights key issues, findings, and recommendations.</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Foundational Analysis (30%)
Some issues of the company’s current situation are clearly and accurately described, with limited support of relevant and helpful facts/data, and limited application of appropriate concepts/techniques/examples.
The analysis is relevant but lacks clear focus, insufficient elaboration, insufficient consistency, is largely descriptive, with limited support of facts/data and/or limited application of appropriate concepts/techniques/examples.
Further work is needed to synthesize understanding and generate insightful findings.

Recommendations & Rationale (20%)
Recommendations are basically logical, but with insufficient thoughts and elaborations, some inconsistency, and showing only an adequate attempt to identify relevant, concrete, feasible, and innovative recommendations.
The importance of the recommendations is only supported with limited facts/data, and limited application of concepts/techniques/examples.
Limited pros and cons of alternatives are evaluated.

Execution Strategies/Tactics (20%)
The guidance provided to tangibly express the strategy across key touchpoints has limited clarity and/or insufficient connection to the company’s positioning and other key recommendations.

Overall Quality and Engagement (20%)
The presentation and written report demonstrate an adequate attempt to arouse or maintain interest.
They are organized but with some lapses in coherence, show an attempt to use layout and presentation aids, and may address appropriate length, pace, and/or tone.
The presentation group shows an adequate attempt to engage the audience but demonstrates some lack of knowledge, confidence, enthusiasm, creativity, and/or capability of handling Q&A session.
The written report contains noticeable writing errors, some inconsistent referencing and citations, and begins to detract from the overall content or message.

Introduction / Executive Summary (10%)
Missing important issues, findings, and recommendations or is unclear, unfocused, rambling.

Foundational Analysis (30%)
Issues of the company’s current situation are unclear or inaccurate.
Insufficient support or irrelevant facts/data, and insufficient application of concepts/techniques/examples.
The analysis lacks focus, is insufficiently elaborated, is inconsistent, only descriptive, lacking support of facts/data and/or lacking application of concepts/techniques/examples.
There are few attempts to synthesize or share insightful findings.

Recommendations & Rationale (20%)
Recommendations are not well thought out, lack flow, are inconsistent, impractical, generic, and/or biased.
The importance of the recommendations is not supported with facts/data or lacks application of concepts/techniques/examples.
Few pros and cons of alternatives are identified.

Execution Strategies/Tactics (20%)
The guidance provided to tangibly express the strategy across key touchpoints is unclear and/or lacks connection to the company’s positioning and other key recommendations.

Overall Quality and Engagement (20%)
The presentation and written report are difficult to follow or understand. They are poorly organized with lapses in coherence, show an insufficient attempt to use layout and presentation aids, and fail to address appropriate length, pace, and/or tone.
The presentation group shows little effort or ability to engage the audience and demonstrates little knowledge, confidence, enthusiasm, creativity, and/or capability of handling Q&A session.
The written report contains substantial writing errors, inconsistent or insufficient referencing and citations, and significantly detracts from or obscures the overall content or message.

AT5: Final Test
The final test is cumulative and closed book. The format includes multiple choice questions, brief write-in questions or lists, and essay questions that test students' understanding of the theories and examples from the readings and from the class and how they can be applied to solve services marketing challenges.

Performance Level | Assessment Rubrics for Final Test
--- | ---
A+, A, A- | Multiple Choice Questions
80-100% of the responses are accurately and clearly marked.

Essay Questions
All or almost all of the required questions are clearly and accurately responded.
All or almost all of the responses are well organized, clear, fluent, and with sufficient elaboration.
### COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE

- Students are expected to familiarize themselves with the material below BEFORE class sessions (in weeks 2 through 12).
- Instructor will update and detail the course schedule, contents, and readings further during the course.

<table>
<thead>
<tr>
<th>Week: Date</th>
<th>Topics</th>
<th>Assigned Text</th>
<th>Assignment Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep 4, 7</td>
<td>Course Overview &amp; Introduction</td>
<td>Ch 1</td>
<td></td>
</tr>
<tr>
<td>Sep 11, 14</td>
<td>Why study services? The Gaps Model of Service Quality</td>
<td>Ch 2</td>
<td></td>
</tr>
<tr>
<td>Sep 18, 21</td>
<td>Customer Expectations and Perceptions of Service</td>
<td>Ch 3, 4</td>
<td></td>
</tr>
<tr>
<td>Sep 25, 28</td>
<td>Building Customer Loyalty</td>
<td>Ch 5, 6</td>
<td></td>
</tr>
<tr>
<td>Oct 9, 12</td>
<td>Service Recovery</td>
<td>Ch 7</td>
<td></td>
</tr>
<tr>
<td>Oct 16 – 21</td>
<td>Reading Week –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 23, 26</td>
<td>Servicescape and Physical Evidence of Service</td>
<td>Ch 9, 10</td>
<td><strong>Group Case Study Report, Oct. 24, Moodle</strong></td>
</tr>
<tr>
<td>Oct 30, Nov 2</td>
<td>Service Design and Blueprinting</td>
<td>Ch 8</td>
<td></td>
</tr>
<tr>
<td>Nov 6, 9</td>
<td>Employees' and Customers' Roles in Effective Service Delivery</td>
<td>Ch 11, 12</td>
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<tr>
<td>Nov 13, 16</td>
<td>Managing Demand and Capacity</td>
<td>Ch 13</td>
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<td>Nov 20, 23</td>
<td>Integrated Communication and The Financial Impact of Service</td>
<td>Ch 14, 16</td>
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<tr>
<td>Nov 27, 30</td>
<td>Group Project Presentations</td>
<td></td>
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<tr>
<td>Dec 7</td>
<td><strong>Final Test</strong>&lt;br&gt;(Morning, exact time and venue to be confirmed)</td>
<td></td>
<td><strong>Final Report, Dec 7, Hardcopy &amp; Moodle</strong></td>
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</tbody>
</table>
### REQUIRED/RECOMMENDED READINGS & ONLINE MATERIALS (e.g. journals, textbooks, website addresses etc.)

- **Required Textbook:**

- **Suggested Extended Reading:**
  - The Experience Economy – by Pine & Gilmore
  - A Complaint is a Gift – by Janelle Barlow & Claus Moller
  - The New Gold Standard – by Michelli
  - Uplifting Service – by Ron Kaufman

### MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE

- Conducting mid-term survey in addition 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.)

- No photography, video, or audio recording during the class
- Distractions – digital, mobile, social, or others – will not be tolerated
- Be present and on-time

Course Policies on Academic Dishonesty:
- The University Regulations on academic dishonesty will be strictly enforced.
- Academic dishonesty 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, 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.)

- **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:
  - No. of days later than the due date:
    - 1 day = deduct 25% of the total points
    - 2 days = deduct 50% of the total points
    - 3 days = deduct 100% of the total points