1. General Information

Course Subject	MKTG
Course Number	3525
Course Title	Services Marketing
Academic Years	2023-2024
Grading Method	Letter

2. Instructors

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Subclasses: 1A,1B

4. Course Description

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 Peninsula hotel chain, Starbucks, and Haidilao. 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.
Prerequisites	MKTG2501: Introduction to Marketing

5. 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 participation in class discussion is important.

6. Faculty Learning Goals

Goal 1: Acquisition and internalization of knowledge of the programme discipline

Goal 2: Application and integration of knowledge

Goal 3: Inculcating professionalism

Goal 4: Developing global outlook

Goal 5: Mastering communication skills

Goal 6: Cultivating leadership

7. Course Learning Outcomes

Course Teaching and Learning Activities	Aligned Faculty Learning Goals					
	1	2	3	4	5	6
CLO1. Develop skills in 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 such as service quality & customer satisfaction surveys to address service problems.	✔	✔	✔	✔		✔
CLO3. Develop managerial leadership and competency in managing a service operation.	✔	✔	✔	✔		✔
CLO4. Develop skills in case analysis and writing, presentation, and teamwork.	✔	✔	✔	✔	✔	✔

8. Course Teaching and Learning Activities

Course Teaching and Learning Activities #	Expected Study Hours	Study Load (% of study)
T&L1. 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	36	25.7

8. Course Teaching and Learning Activities		
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.		
T&L2. Service Encounter Journal Students will complete two service encounter journals about their own real-life experience of service, students are expected to integrate the learned concepts in class and apply services marketing tools in their reports.	20	14.3
T&L3. 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: – Assume that you are a cross-functional taskforce of a company with members coming from different departments appointed to develop a new service design or re-design an existing service for the company. You are requested to develop a sense-making service blueprint that creates excellent service experience for customers. CEO of your company expects an innovative while pragmatic proposal from you which includes the followings: A background analysis of the current situation of the concerned company or service with critical issues, important marketing problems and service gaps for a revamp that may enhance customer experience and strengthen its competitive advantages in the market. A distinctive, new service design or re-design of an existing service that is relevant to customer expectations and in alignment with the critical issues, important marketing problems or service gap. Recommendation of service marketing strategies and marketing program for your proposed initiatives that help the company stay competitive and sustainable with enhanced service design/ re-design. – Each group will first select a company and define the service to be studied. Then conduct a background analysis by collecting and analyzing relevant information, suggest a new service design or re-design 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: Submit a group background analysis report [Maximum of 5 pages (A4-size	48	34.3

8. Course Teaching and Learning Activities

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 report. make a 15-minute group project presentation in class followed by a 5-minute Q&A session and submit a group service design proposal [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.		
T&L4. 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 service encounter journal, group project, and final test.	36	25.7
	Total: 140	Total: 100

9. Assessment Methods

Assessment Methods	Description	Weight %	Aligned Course Learning Outcomes
A1. Class Participation		20%	1,2,3,4
A2. Service Encounter Journal		10%	1,2,3,4
A3. Group Project	• Background Analysis Report (10%) • Oral Presentation (15%) • Service Design Proposal (15%)	40%	1,2,3,4
A4. Final Exam	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.	30%	1,2,3,4

Assessment Rubrics

A1. Class Participation	
A+,A,A-	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

Assessment Rubrics	
B+,B,B-	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.
C+,C,C-	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.
D+,D	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.
F	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.
A2. Service Encounter Journal	
A+,A,A-	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. Effectiveness of Writing and Layout (10%) The report is well organized with clear coherence and smooth progression of ideas, appropriate length and tone, and free of writing errors.
B+,B,B-	Problem Identification and Analysis (50%) 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-	Problem Identification and Analysis (50%) 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. Some pros and cons of alternatives are examined with some elaboration. 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.

Assessment Rubrics

D+,D	**Problem Identification and Analysis (50%)** 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	**Problem Identification and Analysis (50%)** 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.
A3. Group Project	Assessment Criteria for Group Project Background Analysis Report (100%) Oral Presentation (100%) Service Design Proposal (100%) 1. Introduction / Executive summary 10% 10% 10% 2. Foundational Analysis 70% 30% / 3. Recommendations & Rationales / 20% (a summary of key points) 50% (full version with details) 4. Execution Strategies/Tactics / 20% 20% 5. Overall Quality and Engagement 20% 20% 20% Total: 100% 100% 100%
A+,A,A-	**Introduction / Executive Summary (B: 10%; P: 10%; Pr: 10%)** Introduces and highlights the key issues, findings, and recommendations in a captivating manner, and is articulated with clarity, fluency, and brevity. **Foundational Analysis (B:70%; P: 30%; Pr: /)** All or most critical issues of the company's current situation and important marketing problems 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 (B:/; P:20%; Pr: 50%)** 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. All or most pros and cons of relevant alternatives are thoroughly and critically evaluated. **Execution Strategies/Tactics (B:/; P: 20%; Pr: 20%)** The guidance provided to tangibly express the strategy across key touchpoints is clear, inspirational, and well-connected to the company's positioning and other key recommendations. **Overall Quality and Engagement (B: 20%; P: 20%; Pr: 20%)** The background analysis report, presentation and service design proposal arouse and maintain interest. They are well organized with clear coherence, a smooth progression of ideas, articulated and polished, show effective use of layout and presentation aids, and

	appropriate length, pace, and tone. The background analysis report is free of writing errors, with proper and consistent referencing and citations. The presentation group skillfully engages the audience and demonstrates consistently high level of knowledge, confidence, enthusiasm, creativity, and capability of handling Q&A session. The service design proposal is free of writing errors, with proper and consistent referencing and citations.
B+,B,B-	Introduction / Executive Summary (B:10%; P: 10%; Pr: 10%) Introduces and highlights most of the key issues, findings, and recommendations in a captivating manner, and is largely articulated with clarity, fluency, and brevity. Foundational Analysis (B:70%; P: 30%; Pr: /) Quite a lot of critical issues of the company's current situation and important marketing problems 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. Recommendations & Rationale (B:/; P:20%; Pr: 50%) 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. Execution Strategies/Tactics (B:/; P: 20%; Pr: 20%) 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. Overall Quality and Engagement (B: 20%; P: 20%; Pr: 20%) The background analysis report, presentation and service design proposal are generally able to arouse and maintain interest. They are well organized with coherence, a smooth progression of ideas, articulated and polished, show quite effective use of layout and presentation aids, and appropriate length, pace, and tone. The background analysis report is free of most writing errors, with proper and consistent referencing and citations with only a few minor mistakes. The presentation group is generally able to engage the audience and demonstrates quite a high level of knowledge, confidence, enthusiasm, creativity, and capability of handling Q&A session. The service design proposal is free of most writing errors, with proper and consistent referencing and citations with only a few minor mistakes.
C+,C,C-	Introduction / Executive Summary (B: 10%; P: 10%; Pr: 10%) Introduces and highlights key issues, findings, and recommendations and is at times articulated with clarity, fluency, and brevity. Foundational Analysis (B:70%; P: 30%; Pr: /) Quite a few issues of the company's current situation and important marketing problems 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. Recommendations & Rationale (B:/; P:20%; Pr: 50%) 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. Execution Strategies/Tactics (B:/; P: 20%; Pr: 20%) 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.

Assessment Rubrics		
		Overall Quality and Engagement (B: 20%; P: 20%; Pr: 20%) The background analysis report, presentation and service design proposal 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 background analysis report contains a few writing errors, some inconsistent referencing and citations, and/or a few noticeable mistakes. The presentation group is sometimes able to engage the audience and demonstrates some knowledge, confidence, enthusiasm, creativity, and capability of handling Q&A session. The service design proposal contains a few writing errors, some inconsistent referencing and citations, and/or a few noticeable mistakes.
	D+,D	Introduction / Executive Summary (B:10%; P: 10%; Pr: 10%) Adequately introduces and highlights key issues, findings, and recommendations. Foundational Analysis (B:70%; P: 30%; Pr: /) Some issues of the company's current situation and important marketing problems 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 (B:/; P:20%; Pr: 50%) 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 (B:/; P: 20%; Pr: 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 (B: 20%; P: 20%; Pr: 20%) The background analysis report, presentation and service design proposal 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 background analysis report contains noticeable writing errors, some inconsistent referencing and citations, and begins to detract from the overall content or message. 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 service design proposal contains noticeable writing errors, some inconsistent referencing, and citations, and begins to detract from the overall content or message.
	F	Introduction / Executive Summary (B:10%; P: 10%; Pr: 10%) Missing important issues, findings, and recommendations or is unclear, unfocused, rambling. Foundational Analysis (B:70%; P: 30%; Pr: /) Issues of the company's current situation and important marketing problems 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 (B:/; P:20%; Pr: 50%) 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.

Assessment Rubrics		
	Execution Strategies/Tactics (B:/; P: 20%; Pr: 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 (B: 20%; P: 20%; Pr: 20%) The background analysis report, presentation and service design proposal 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 background analysis report contains substantial writing errors, inconsistent or insufficient referencing and citations, and significantly detracts from or obscures the overall content or message. 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 service design proposal contains substantial writing errors, inconsistent or insufficient referencing and citations, and significantly detracts from or obscures the overall content or message.	
A4. Final Exam		
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.	
B+,B,B-	Multiple Choice Questions 70-79% of the responses are accurately and clearly marked. Essay Questions Most of the required questions are clearly and accurately responded. Most of the responses are well organized, clear, fluent, and with sufficient elaboration.	
C+,C,C-	Multiple Choice Questions 60-69% of the responses are accurately and clearly marked. Essay Questions Some of the required questions are clearly and accurately responded. Some of the responses are well organized, clear, fluent, and with sufficient elaboration.	
D+,D	Multiple Choice Questions 50-59% of the responses are accurately and clearly marked. Essay Questions Few of the required questions are clearly and accurately responded. Few of the responses are well organized, clear, fluent, and with sufficient elaboration.	
F	Multiple Choice Questions Fewer than 50% of the responses are accurately and clearly marked. Essay Questions Very few of the required questions are clearly and accurately responded. Very few of the responses are well organized, clear, fluent, and with sufficient elaboration.	

10. Course Grade Descriptors	
A+,A,A-	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.
B+,B,B-	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.

10. Course Grade Descriptors

C+,C,C-	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.
D+,D	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, 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 services marketing theories and methods, critical analysis and synthesis, application of knowledge, formulation of marketing, written and verbal communication and teamwork skills.

11. Course Content and Tentative Teaching Schedule

Topic/ Session	Date	Content	Readings	Assignments	Other information
1	2023-09-01	Course Overview Introduction - Why study services?	Ch 1		
2	2023-07-05	Overview of Services Marketing	Ch 1, 2		
3	2023-09-08	Overview of Services Marketing	Ch 1, 2		
4	2023-09-12	The Gaps Model of Service Quality	Ch 2	Choice of Studied Company, Sep 15, via Moodle	
5	2023-07-15	The Gaps Model of Service Quality	Ch 2	Choice of Studied Company, Sep 15, via Moodle	
6	2023-09-19	Customer Expectations and Perceptions of Service	Ch 3, 4		
7	2023-09-22	Customer Expectations and Perceptions of Service	Ch 3, 4		
8	2023-09-26	Service Recovery	Ch 7	1st Individual Service Encounter Report, Sep 26 Moodle	
9	2023-09-29	Service Recpvery	Ch 7	1st Individual Service Encounter Report, Sep 26 Moodle	
10	2023-10-03	Building Customer Loyalty	Ch 5, 6		
11	2023-10-06	Building Customer	Ch 5, 6		

11. Course Content and Tentative Teaching Schedule

			Loyalty			
	12	2023-10-10	Service Design and Blueprinting	Ch 8		
	13	2023-10-13	Service Design and Blueprinting	Ch 8		
			Reading Week			
	14	2023-10-24	Customer-defined Standards	Ch 9		
	15	2023-10-27	Customer-defined Standards	Ch 9		
	16	2023-10-31	Servicescape and Physical Evidence of Service	Ch 10	2nd Individual Service Encounter Report, Nov 3, via Moodle	
	17	2023-11-03	Servicescape and Physical Evidence of Service	Ch 10	2nd Individual Service Encounter Report, Nov 3, via Moodle	
	18	2023-11-07	Managing Demand and Capacity	Ch 13		
	19	2023-11-10	Managing Demand and Capacity	Ch 13		
	20	2023-11-14	Integrated Communication Financial Impact of Service	Ch 14, 16		
	21	2023-11-17	Integrated Communication Financial Impact of Service	CH 14, 16		
	22	2023-11-21	Group Project Presentations			
	23	2023-11-24	Group Project Presentations			
	24	2023-11-28	Group Project Presentations			
	13	2023-12-05	Final Test Time: 14:30pm - 16:30pm		Service Design Proposal, Dec. 7, Hardcopy & Moodle	

13. 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

14. Course Policy

HKU Regulations on Academic Dishonesty:
- We are serious about students' ethical conduct. 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, plagiarism, paraphrasing of someone else's ideas, unauthorized collaboration on out-of-class projects, cheating on in-class activities (both individual and group work), and unauthorized advance access to quizzes/tests/exams.
- 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.
- Students should avoid plagiarism and have proper citations for their work. Student work with plagiarism will be seriously handled according to the University and Faculty policies.

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: Deduction of the total point
1 day deduct 25%
2 days deduct 50%
3 days deduct 100%

15. Additional Course Information

The course content (e.g., teaching schedule) is tentative and subject to changes made by the instructor. Students will be informed of the changes (if any) in class