NUS BUSINESS SCHOOL
NATIONAL UNIVERSITY OF SINGAPORE

Course Outline
BZ3612 - Services Marketing

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A. Course Objectives, Expectations & Assessment

The objectives of this module are:

- To provide an in-depth appreciation and understanding of the unique challenges inherent in managing and delivering quality services. Participants will be introduced to and have the opportunity to work with tools and strategies that address these challenges.

- To develop an understanding of the 'state of the art' service management thinking.

- To promote a customer service-oriented mindset.

Expectations from Participants

- Come to each class well prepared to be able to discuss the required readings and assigned cases in detail. For each case discussion in class, write up your analysis and recommendations beforehand.

- Provide the respective groups with their data/reports by the due date (e.g., service encounter journals, complaint/complement letters, analysis of loyalty/membership programs, mobile phone pricing questionnaire, and churn diagnostic questionnaire).

- Actively participate in lectures and tutorials as much of the learning will come from discussions during class. Display a name sign in all lectures!

- Give a professional group presentation that is relevant to the lecture topics and interesting for the class.

- Internalise the concepts covered in the course, and be able to creatively use them in an applied context. This course is all about understanding and application to the real world.

- 'House Rules' for everyone to follow:

  - Do not come late for class
  - Switch off your pager and/or handphone during class
  - Do not pack up your notes until class is dismissed
  - Do not talk while fellow students are presenting or asking questions
  - Respect everyone's opinion

Components of Assessment

• Final Examination (open book)	:	50 %
• Group Presentation	:	25 %
• Individual Assignments	:	15 %
• Class Participation	:	10 %

B. Time Table

Session	Topic
1	Introduction to Services Marketing – Trends & Opportunities
2	Consumer Behaviour Related to Services – Understanding the Service Experience
3	Marketing Mix I: Pricing of Services & Yield Management Marketing Mix II: Distribution of Services **Case – Westin in Asia – Distributing Hotel Rooms Globally**
4	Marketing Mix III: Communications for Services Marketing Mix IV: Designing Service Environments **Group Presentation 1: Case – Develop a Yield Management Strategy for Prego** **Due date of Mobile Phone Pricing Questionnaire** **Due date of Complaint & Compliment Letters**
5	Marketing Mix V: Designing Customer Service Processes **Case - Shouldice Hospital**
6	Marketing Mix VI: Managing Service Personnel I **Group Presentation 2: Case – Pricing Models for Mobile Phone Services**
7	Marketing Mix VI: Managing Service Personnel II **Case – Bouleau & Huntley: Cross-selling Professional Services**
8	Marketing Implementation I: Understanding Service Quality **Due date of Loyalty/Membership Program Analysis**
9	Marketing Implementation II: Managing Service Quality Designing & Implementing Effective Customer Feedback Systems **Due date of Mobile Phone Churn & Retention Questionnaire** **Due date of Service Encounter Journal Analysis** **Due date of Company Response Analysis to Complaint & Compliment Letters**
10	Marketing Implementation III: Managing Customer Loyalty LTV, Churn Alert-based Retention and Loyalty Programs; CRM Strategies **Group Presentation 3:** Value Propositions for Loyalty Programs that Work
11	**Group Presentation 4: Case - Conduct a Churn Diagnostic & Retention Program for M1** **Group Presentation 5:** Analysis of Complaint/Compliment Letters & Managerial Implications Guest Speaker from MobileOne (to be confirmed)
12	**Group Presentation 6:** Service Encounter Journal Analysis – Drivers of (Dis)Satisfaction **Group Presentation 7:** Service Encounter Journal Analysis – How to Get Loyal Customers **Due date of Course Folder documenting individual assignments and case preparations** Wrap up of Course
13	Review

C. Overview – Assignments

In this module, you will have to do the following individual and group assignments – they are presented in approximate order of their due dates.

No.	**Assignments – Individual**
1.	Case write-up for each case: one to two pages write-up for each case in bullet point form
2.	Complaint & compliment letters
3.	Response to mobile phone pricing questionnaire
4.	Loyalty/membership program analysis
5.	Mobile phone churn & retention questionnaire, and analysis
6.	Six service journal encounters & their analyses
7.	Analysis of company response & your reaction to that response
8.	Submission of Course Folder, containing copies of all your individual assignments (see list above)
No.	**Assignments – Groups**
1.	One group presentation, submit PowerPoint charts and appendix with detailed analysis on the day of the presentation, but no report write-up

A lot of the individual assignments have to be handed to groups who will analyse those assignments for the class. Therefore the assignments have to be passed to the respective groups on time during the break at the respective classes as outlined in the time-table. The groups are not responsible for chasing individual students on their respective deliverables. Rather, on the due date, each group will submit a list of all students who submitted their deliverables on time. Please note that 10 marks will be conducted for late delivery of each item from the total grade for the Individual Assignment Grade.

D. Outline of Lectures and Readings

1. Introduction to Services Marketing

- Key Issues
  - Macroeconomics, Trends & Opportunities
  - Features of Services & The Servuction Model

- Required Readings
  - Lovelock, Wirtz & Keh, Chapters 1, 2 & 3
  - Wirtz & Lovelock (2001), "Asia's Growing Service Sectors," reprinted in Lovelock, Wirtz & Keh

2. Consumer Behaviour Related to Services

- Key Issues
  - The Three-Stage Model of Consumer Behaviour Applied to Services
  - Multi-attribute Models & Search, Experience, Credence and Ambiguous Attributes
  - Perceived Risk
  - Importance of the Consumption Stage for Services
  - Modelling Consumer Satisfaction with Services
  - Environmental Perspective of the Service Encounter
  - Perceived Control, Script & Role Theories Applied to Services

- Required Readings
  - Lovelock, Wirtz & Keh, Chapter 4

3. Marketing Mix I: Pricing of Services

- Key Issues
  - Pricing Strategies Applied to Services
  - Services Specific Issues on Price Discrimination
  - Cost Accounting for Services
  - Price Bundling and Cross-Selling
  - Yield Management

- Required Readings
  - Lovelock, Wirtz & Keh, Chapter 9
  - Wirtz, Ho & Patterson (2001), "Yield Management: Resolving Potential Customer and Employee Conflicts," NUS Business School Working Paper.
  - Kimes & Wirtz (2002), "Restaurant Revenue Management Strategy at Prego," NUS Business School Working Paper

4. Marketing Mix II: Distribution

- Key Issues
  - Distribution Channels for Services
  - Internationalisation of Service Firms
  - Global Distribution Systems

- Required Readings
  - Lovelock, Wirtz & Keh, Chapter 11
  - Wirtz & Ho (2001), "Westin in Asia – Distributing Hotel Rooms Globally," reprinted in Lovelock, Wirtz & Keh.

5. Marketing Mix III: Communications

- Key Issues
  - Setting Communication Strategies for Services
  - Services Specific Issues in Communication Strategies
  - Guidelines for Advertising of Services
  - Branding & Promotion of Services

- Required Readings
  - Lovelock, Wirtz & Keh, Chapter 10

6. Marketing Mix V: Designing the Service Environment

- Key Issues
  - A Theoretical Framework for Understanding the Impact of Service Environments on Customer Behaviour and Satisfaction
  - Engineering Customer Experiences

- Required Readings
  - Carbone & Haeckel (1994), "Engineering Customer Experiences," Marketing Management, Vol. 3, No 9, p 9-19

7. Marketing Mix IV: Designing Customer Service Processes

- Key Issues
  - Full-Service Models Versus Restricted Service Models
  - Isolating the Technical Core, Minimising the Servuction System & Production-Lining Services
  - Increasing Customer Participation
  - Trade-off between Marketing Effectiveness and Operations Efficiency
  - Managing Supply and Demand, Yield Management
  - Flow Charting as a Basis Tool for Understanding and Managing Service Encounters

- Two Basic Design Strategies: Complexity and Divergence of Service Processes

- Required Readings
  - Lovelock, Wirtz & Keh, Chapters 8, 13, 14, & 18
  - Heskett, Shouldice Hospital, Harvard Business School Case Series

8. Marketing Mix VI: The Service Product (self-study – not explicitly covered in lecture)

- Key Issues
  - Core and Supplementary Services
  - Adding Value via Supplementary Services

- Required Readings
  - Lovelock, Wirtz & Keh, Chapter 8

9. Marketing Mix VII: Service Personnel

- Key Issues
  - Importance of Service Personnel
  - Conflicts in Boundary-Spanning Roles & Implications of Role Stress
  - Reducing Role Stress with Marketing & Creating a Climate for Service
  - Selection, Training and Motivation of Service Staff
  - The Cycles of Failure, Mediocrity and Success
  - Internal Marketing to Build and Foster a Customer Service-oriented Culture

- Required Readings
  - Lovelock, Wirtz & Keh, Chapter 15
  - Ong, Wee & Wirtz (2001), "Training for Service Excellence Across Asia," reprinted in Lovelock, Wirtz & Keh.
  - Johnston & Wirtz (2002), "Singapore Airlines: What it Takes to Sustain Service Excellence – A Senior Management Perspective," NUS Business School Working Paper.
  - Berry (1999), "Investment in Employee Success", in: Discovering the Seoul of Service, Free Press, 156-159.
  - Lovelock & Wirtz (2001), "Bouleau & Huntley: Cross-selling Professional Services into the Philippines," reprinted in Lovelock, Wirtz & Keh.

10. Marketing Implementation I: Understanding Service Quality

- Key Issues
  - Defining and Measuring Service Quality
  - Importance of Quality: The Economics of Customer Retention
  - The Quality Model: Diagnosing Service Quality Failures
  - Diminishing Returns for Investment in Service Quality

- Required Readings
    - Lovelock, Wirtz & Keh, Chapters 5 & 12
    - Reichheld & Schefter (2000), “E-Loyalty: Your Secret Weapon on the Web,” in: Harvard Business Review, Volume 78, No. 4 (July/August), pp 105; reprinted in Lovelock, Wirtz & Keh.

11. Marketing Implementation II: Managing Service Quality

- Key Issues
    - Complaint Management, Service Guarantees & Service Recovery
    - Developing & Implementing Effective Customer Feedback Systems
    - Customer Service Process Redesign & Six Sigma
    - TQM Tools Applicable to Services
    - CRM Strategies

- Required Readings
    - Lovelock, Wirtz & Keh, Chapter 6
    - Heskett, Jones, Loveman, Sasser & Schlesinger (1994), "Putting the Service-Profit Chain to Work," Harvard Business Review, March-April, in Lovelock, pp. 582-593, reprinted in Lovelock, Wirtz & Keh.
    - Wirtz & Tomlin (2000), “Institutionalizing Customer-driven Learning Through Fully Integrated Customer Feedback Systems,” Managing Service Quality, Vol. 10, No. 4, 205-215, reprinted in Lovelock, Wirtz & Keh.
    - Romano, Speculand & Wirtz (2001), “Implementing Six Sigma Across Asia: The Citibank Experience,” reprinted in Lovelock, Wirtz & Keh.

12. Marketing Implementation III: Managing Customer Loyalty

- Key Issues
    - The Wheel of Loyalty
    - Membership and Loyalty Marketing Programs
    - Churn Diagnostic and Management, and CRM

- Required Readings
    - Douglas Hoffman (2001), “An Introduction to E-Service: The ABC of an E-CRM Ecosystem.”

E. Case & Group Presentation Questions

All questions to cases and presentations are listed in order of their coverage. They are as follows:

Case: Westin in Asia – Distributing Hotel Rooms Globally

1. See questions raised in the case.

Case: Develop a Yield Management Strategy for Prego

1. See questions raised in the case, plus go and visit the restaurant so that you have a better understanding of its operations and potential for yield management strategies.

Case: Shouldice Hospital

1. What is the market potential for Shouldice Hospital in Canada and the US?

2. How does Shouldice Hospital control and manage service quality? Can this way of managing quality be transferred to potential new sites?

3. As Dr. Shouldice, what actions, if any, would you take to expand the hospital's capacity?

4. Would you recommend any changes to its current marketing mix?

After working through the case and dealing with the questions, have a look at Shouldice Hospital's Website at: www.shouldice.com, to see how they are doing today.

Case: Pricing Models for Mobile Phone Services

Collect the comprehensive pricing plans of MobileOne, SingTel Mobile, StarHub and Virgin Mobile for their mobile GSM services. Then answer the following:

1. Identify which services are billed and which are offered free, what is the unit/basis for charges, and how much is billed for all services provided by the three mobile operators.

2. Build a usage profile (number of calls, call duration distribution profile, profile of call distribution across the day and days of the week, incoming/outgoing profile, usage of voicemail and other VAS, etc.) for a typical student. Then develop an Excel spreadsheet that computes the total monthly bill for this user segment for all four service operators using their most suitable subscription plan.

3. Build a sensitivity model that shows the total bill difference for this segment across all four service providers on key pricing dimensions, for example:
   - Switching from a per-minute billing to per second billing

- Switching from charging for all calls, to for incoming calls only,
- Giving the first 12 seconds for incoming calls free, vs giving up to 12 seconds incoming calls free but charge the full time should the call exceed 12 seconds, to non incoming call seconds are free.
- Explore pricing changes for VAS pricing plans (e.g., SMS, voice mail, caller ID). Show potential pricing options and show their impact on total charges.

4. Design a questionnaire and conduct a survey on the awareness and sensitivity of your Services Marketing class mates by posting a questionnaire with explicit instructions on IVLE for downloading. Pass me a list of all students who did not submit their questionnaire by the submission deadline specified in the Course Time Table.

5. Based on your sensitivity analysis and user survey, what changes to Virgin Mobile's current pricing strategy would you recommend if the provider were to design a specific pricing plan for students?

Case: Bouleau & Huntley: Cross-selling Professional Services into the Philippines

1. Why did the cross-selling not work? Can B&H make cross-selling work? If yes, how?

2. What actions should B&H take now?

Case: Value Propositions of Loyalty Programs that Work and those that Don't

1. Design a questionnaire and conduct a survey asking about two loyalty programs. The first is about a membership/loyalty programs your class mates or their families like best and which makes them loyal to that firm. The second is about a loyalty program that is not well perceived, and does not seem to add value to the customer. Use open-ended questions, such as "why are you using this program," "how loyal are you to that firm," "what role does the loyalty program play in making you loyal," "what are the three things you like best about this loyalty/membership program," "liked least," "suggested improvements," etc.

2. Conduct the survey by posting a questionnaire with explicit instructions on IVLE for downloading, and also collect brochures and descriptions of these loyalty programs from your class mates. Pass me a list of all students who did not submit their questionnaire by the submission deadline specified in the Course Time Table.

3. Analyse what features make loyalty/membership programs successful, and what features do not achieve the desired results. Use frameworks such as the Wheel of Loyalty to guide your analysis and presentation.

Case: Designing a Churn Diagnostic & Retention Program for MobileOne

1. Conduct a churn diagnostic (do a few in-depth case studies of recently churned customers). Then design a questionnaire and conduct a survey of your class mates asking about past churn behaviour of either themselves, or their family members/friends (they have to find someone who churned over the past six months). Use open-ended questions, such as "why did you churn," "why did you sign up with the new provider," etc.

2. Conduct the survey by posting a questionnaire with explicit instructions on IVLE for downloading. Pass me a list of all students who did not submit their questionnaire by the submission deadline specified in the Course Time Table.

3. Analyse what features make loyalty/membership programs successful, and what features do not achieve the desired results. Use frameworks such as the Wheel of Loyalty to guide your analysis and presentation.

Case: Analysis of Complaint/Compliment Letters and Company Responses

1. Every student in this class has to write a complaint and compliment letter based on a real service encounter (either their own experiences or those of a family member or friend). Obtain a response from the company, and provide a summary analysis of his/her feelings about the companies' responses. Collect copies of these letters and summary reports from every student at the deadline. Pass me a list of all students who did not submit their deliverables by the submission deadline specified in the Course Time Table.

2. The group will analyse all Complaint & Compliment letters and the firms' responses, and prepare a presentation on (please feel free to change the questions if you wish):

   - What is it that makes Singaporeans complain and compliment (please focus on a few key issues)? Present concrete examples of complaints and compliments to support your points.

   - How well do Singapore firms handle customer feedback. Analyse and evaluate the types of responses. Which are good, poor? Why? Show us concrete examples.

Case: Analysis of Service Encounter Journals – (a) Drivers of Satisfaction & Dissatisfaction
Case: Analysis of Service Encounter Journals – (b) How to Get Loyal Customers

1. Every student in this class has to write a service encounter journal with six journal entries (service encounter entries) and provide a summary analysis of his/her six journal entries. Collect copies of the journals and the 2 to 3 page-analysis from every student at the deadline. Pass me a list of all students who did not submit their questionnaire by the submission deadline specified in the Course Time Table.

2. Please post a form (in MS Word or Excel) with explicit instructions on IVLE and ask all course participants to use these as templates for the recording of their service encounter journals. This will ease your analysis tremendously! Pass me a list of all students who did not submit their questionnaire by the submission deadline specified in the Course Time Table.

3. Each journal entry should contain data on:

   - Name of student, Name of service firm, Type of service (e.g., airline, bank)
   - Date & time of encounter
   - Price of service (for relationship-type services, e.g., your mobile phone or banking service, provide your average monthly bill or fees)
   - Describe your encounter briefly, so that someone who was not there would know what happened
   - How would your rate your level of satisfaction with this encounter on a scale of 1 ‘extremely dissatisfied’ to 7 ‘extremely satisfied’.
   - How would you describe your reaction to this encounter? Include in your description your feelings and emotions at that time (e.g., angry, sad, happy, etc.). Why exactly did you feel that way?
   - How likely is it that you will go back to that service provider/firm? Rate on a scale from 1 ‘definitely not’ to 7 ‘definitely yes’.
   - Why would you return or not return to that firm? (provide details, especially when there is a big discrepancy between your satisfaction and your repeat patronage intention)

4. Group A will focus their analysis on the drivers of satisfaction and dissatisfaction for services in your class. Present concrete examples from journal entries that support your conclusions, and then derive managerial implications from there.

5. Group B will focus on the drivers of loyalty and repeat purchase. Examine the correlation between satisfaction and loyalty, and analyse why some dissatisfied customers are loyal, and why some satisfied customers are not loyal/do not intent to repeat purchase.

6. Both groups present their conclusions. Focus especially on any managerial implications for service providers in Singapore – what do you have to do to satisfy and keep your customers? Please do not produce a complete rerun of the course (service personnel, quality, etc. – this takes too long and is tedious), rather focus on a few key issues that you feel stand out from the many issues covered in the journals.

F. Guidelines for Group Presentations

Follow these guidelines, and your grade will jump:

- Make your presentation interesting and involving for the class by:

  - focusing on the key issues and do not spend (much) time on long, detailed, complete and boring checklists; avoid listing all issues you can think of. You can produce an appendix to your presentation to show that you thought of many more issues, but do not bore the class with these.

  - using media wisely to communicate your message (legible transparencies with minimum 18-sized font and not too much text; use company brochures, newspaper and magazine clippings, self-produced video clips, samples, etc.).

  - encouraging class participation via direct questioning, discussion of problems/issues, presentation of controversial statements, etc. Open your presentation with relevant questions to the class.

  - Note that class interest and participation created are a key component of your grade. You have to communicate your messages and involve your audience!

- Plan for no more than half of the total time available for presentation time - leave the other half for discussion and questions! Dry run your presentation to time it properly! You should have no more than 1 transparency/slide per 2/3 minutes of presentation time! This means, a presentation of 20 minutes should not have more than 10 transparencies. The maximum time you have available is 30 minutes, consisting of a maximum of 20 minutes presentation time and some 10 minutes for class discussion and Q&A.

- Feel free to suggest changes to the order of questions presented and even the questions to be addressed. Furthermore, if you wish to present any issues you think add value to the case and are if interest to the class (e.g., topical events, and examples), do include them in your presentation. However, any changes to the presentation content should be discussed with me beforehand.

Submission of Transparencies and Assessment Forms

- Submit a copy of all transparencies at the beginning of the class ***before*** your presentation. This avoids that I ask questions or make comments that pre-empt what you intend to present later.

- Copy a sufficient number of the "Student Assessment of Group Presentations Form" and distribute them to the class before your presentation. Each student in the audience will then provide in-depth feedback to one of your group members for personal development. The form is provided in a later section of this course outline.

- Submit your "Student Self-assessment Form" directly after your presentation.

G. Guidelines for Individual Assignments

The following assignments are to be done by each student individually:

Preparation Notes and Answers to Discussion Questions for Each Case

For all case studies, every student needs to write up case preparation notes and answers to the discussion questions (hand-written answers in point form are acceptable). At the instructor's discretion, and without prior warning, students may be required to submit these notes at the beginning of each class.

Complaint & Compliment Letters

The objective of this assignment is for students to experience real life customer feedback processes and company responses to this feedback.

Every student is asked to write one complaint and compliment letter each based on ***a real service encounter*** (either own experience or that of a family member or friend) at the beginning of the term. The letters should be written in the name of the person having experienced the service problem (of course they have to agree and sign the letter). The letters should be written in a professional style, clearly and objectively stating what happened (e.g., the taxi was late by 30 minutes), what the personal consequences were of this service failure (e.g., I was late for my Service Marketing class and felt terrible about it), and what you would like the firm to do to recover this service (requests may range from just wanting an explanation of what happened, up to perhaps a refund of the price or even some form of compensation). Copies of these letters have to be handed to a member of the group in charge of this presentation by the due date as specified in the Time Table.

Every student is asked to submit the firms' responses and a short analysis of the way the firms handled the customer feedback to a member of the group in charge of this presentation by the due date as specified in the Time Table.

Mobile Phone Pricing Questionnaire

Every student is asked to complete a questionnaire on mobile phone pricing. The group in charge will post this questionnaire on IVLE at least two weeks before the submission deadline.

Loyalty/Membership Program Analysis

Every student is asked to complete a questionnaire on two loyalty/membership programs, and conduct an analysis of the program. The group in charge will post a questionnaire and guidelines on IVLE at least two weeks before the submission deadline.

Mobile Phone Churn & Retention Questionnaire

Every student is asked to complete a questionnaire on mobile phone switching. The group in charge will post this questionnaire on IVLE at least two weeks before the submission deadline.

Service Encounter Journals & Their Analysis

The purpose of this assignment it to understand and evaluate service encounters from your own perspective as a customer. Also, keeping the journal will sensitise you to the various service issues we will be covering in this module.

Every student in this class has to write a service encounter journal with six journal entries (service encounter entries) and analyse his/her journal entries. The group in charge will post a template for the service encounter recording on IVLE at by week four of the term.

One copy of the journals and the 2 to 3 page-analysis from every student has to be handed to a member of the group in charge of this presentation by the due date specified in the Time Table.

We all have a number of service encounters every week, everything from restaurants, banks, airlines, dry cleaners, copy centres, taxi services and libraries to medical services. Each journal entry will correspond to one service encounter you have during the first few weeks of the term. Collect a variety of types of incidents (i.e., don’t do only restaurants), including some that you find very satisfying and some that are very dissatisfying. The best way to complete your journal forms is to fill out each one immediately following a particular encounter, and to try to do one or two per week right from the beginning of the term. If you do your entries from memory or do too many at one time, the quality of the entries will suffer.

Analyse your entries by dividing them into ‘satisfying’ and ‘dissatisfying’ piles. Look through each pile and try to identify common threads that seem to exist for each group. Write a short 2 to 3 pages report in which you analyse each group and draw conclusions. Focus especially on any managerial implications which might exist.

Course Folder Containing all Individual Assignments

In the last lecture, submit a folder containing the documents on your individual assignments as listed below. Write your full name as on your matriculation card onto the cover page of the folder. Please submit the same documents as you had to the groups responsible for the various analyses in the following order:

- Case write-up: one to two pages write-up for each case in bullet point form.
- Response to mobile phone pricing questionnaire.
- Loyalty/membership program questionnaire and your analysis of both programs.
- Mobile phone churn & retention questionnaire and your analysis.
- Service Encounter Journals and your analysis.
- Complaint and Compliment Letters, the firms’ responses and your analysis.

H. Required Text & Supplementary Readings

Required Text

- Christopher H. Lovelock, Jochen Wirtz, and Tat Hean Keh (2002), Services Marketing in Asia: Managing People, Technology, and Strategy, Singapore: Prentice Hall.

Supplementary Readings (in order of relevance to the course)

- John E.G. Bateson and K. Douglas Hoffman (1999), Managing Services Marketing, 4th edition, London: Dryden Press.
- Valarie Zeithaml and Mary Jo Bitner (2000), Services Marketing, 2nd ed., Boston: McGraw-Hill.
- Leonard L. Berry (1995), On Great Service - A Framework for Action, Free Press.
- James L. Heskett, W. Earl Sasser, Jr., and Leonard A. Schlesinger (1997), The Service Profit Chain, Free Press.
- Benjamin Schneider and David E. Bowen (1995), Winning the Service Game, Harvard Business School Press.
- Leonard L. Berry (1999), Discovering the Soul of Service: The Nine Drivers of Sustainable Business Success, Free Press.
- Roland T. Rust, Valarie A. Zeithaml, Katherine N. Lemon (2000), Driving Customer Equity: How Customer Lifetime Value is Reshaping Corporate Strategy, Free Press

I. Assessment Forms

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Student Self-Assessment of Group Presentation

Please submit ***one form per group*** immediately after your presentation.

Names of Group Members:

________________________________ ________________________________

________________________________ ________________________________

________________________________ ________________________________

Group Presentation (specify case/presentation title): ___________________________________

Self-Assessment of Group Presentation (please assess and give grades from E to A+):

Assessment Criteria	Weighting	Suggested Grade
• Content of answers (identification of key problem(s), correctness and creativity of recommendations)	33%	________
• Clarity in presentation of ideas and concepts	33%	________
• Class interest and discussion generated	33%	________

Overall, our presentation deserves a grade of: ________

Describe two ways in which your presentation was good:

Describe two ways in which your presentation could have been improved:

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Peer Evaluation Form on Group Assignments

This form is for you to evaluate your group members. Please submit the completed form to me at the end of your presentation in a sealed envelope.

Your name: ____________________________________

Group Presentation (specify case/presentation title): ____________________________________

Name of Project Group Member	No contribution			Average contribution			Outstanding contribution
1.	1	2	3	4	5	6	7
2.	1	2	3	4	5	6	7
3.	1	2	3	4	5	6	7
4.	1	2	3	4	5	6	7
5.	1	2	3	4	5	6	7

Please elaborate on your evaluation for group members who scored exceptionally low (2 marks or less) or high (6 marks or more):

Your signature: ________________________ Date: ______________

Student Assessment of Group Presentations – Part I

This form is for each audience member to evaluate one of the presenters.

Instructions: One objective of the group presentations is to improve and fine-tune our presentations skills. For this, we need your feedback on what is good, and what can be improved. Please select one group member and provide feedback on the effectiveness of his/her presentation style and make suggestions for improvement.

Please note – all feedback is ***confidential*** and will only be given to the presenter him/herself. The instructor will not see your feedback, and the group presentation grade will therefore be independent from your feedback. The sole purpose of this feedback it to help your class mates to develop their presentation skills.

Name of Presenter: ____________________________________

Describe two ways in which his/her presentation was good:

____

____

____

____

Describe two ways in which his/her presentation could have been improved:

____

____

____

____

P.T.O.

Student Assessment of Group Presentations – Part II

Please circle: E = Excellent; S = Satisfactory; N = Needs Improvement

Organization of His/Her Section:		
Well thought-out and rehearsed opening	E S N	Slow, shaky start, not well rehearsed
Good structure and logical flow	E S N	Disjointed – does not flow well.
Used hot spice to get attention and keep interest	E S N	Lost attention and interest of audience
Good summary, with strong close	E S N	Did not summarize, inconclusive finish
Began on time, finished on time	E S N	Began late, ran over time
His/Her Preparedness:		
Well prepared, well rehearsed, knows material	E S N	Not well prepared, not well rehearsed, not sure of material
Presentation Skills:		
Friendly, relaxed, confident	E S N	Nervous, defensive
Enthusiastic, inspiring	E S N	Dull, dry, and boring
Good questions and audience participation	E S N	No questions, little or no audience participation
Used good examples and analogies	E S N	Poor examples, few analogies
Strong audible voice with variations	E S N	Weak monotone voice
Good eye contact	E S N	Stares at floor, ceiling, or space
Natural stage movement	E S N	Frozen in one spot or paces about
Smooth, strong gestures	E S N	Few gestures or jerky and unnatural
No bad habits or distracting mannerisms	E S N	You have the following bad habits: ________________________ ________________________ ________________________
Visual Aids		
Used to clarify, simplify and emphasize	E S N	Too many, too wordy, too busy
Used multiple visual media/aid devices	E S N	Used only one visual aid device
Good use of pictures, diagrams, graphs	E S N	Mainly words and numbers

Source: Adapted from David A. Peoples, Presentations Plus, John Wiley & Sons.