

TP. Hồ Chí Minh, ngày tháng năm 2019

ĐỀ CƯƠNG MÔN HỌC (COURSE OUTLINE)
SERVICES MARKETING

1. THÔNG TIN TỔNG QUÁT (GENERAL INFORMATION)

Bảng 1: Thông tin tổng quát về học phần

❖ Tên học phần:	
Tiếng Việt:	MARKETING DỊCH VỤ
Tiếng Anh:	Services Marketing
❖ Mã số học phần:	020309
❖ Thời điểm tiến hành:	
❖ Loại học phần:	
<input checked="" type="checkbox"/> Bắt buộc <input type="checkbox"/> Tự chọn	
❖ Thuộc khối kiến thức/kỹ năng:	
<input type="checkbox"/> Kiến thức đại cương	<input checked="" type="checkbox"/> Kiến thức cơ sở ngành
<input type="checkbox"/> Kiến thức cơ bản	<input type="checkbox"/> Kiến thức khác
<input type="checkbox"/> Kiến thức chuyên ngành	<input type="checkbox"/> Học phần khóa luận/luận văn tốt nghiệp
<input type="checkbox"/> Học phần chuyên về kỹ năng chung	
❖ Số tín chỉ:	3
Số tiết lý thuyết/số buổi:	45/11
Số tiết thực hành/số buổi:	
Số tiết tự học:	90
❖ Điều kiện tham dự học phần:	
Học phần học trước:	Nguyên lý Marketing, Nghiên cứu Marketing
Học phần song hành:	
Điều kiện khác:	
❖ Giảng viên phụ trách:	ThS. Đặng Huỳnh Phương
Khoa/Bộ môn:	Marketing/Marketing cơ sở
Email:	dhphuong@ufm.edu.vn
Điện thoại:	028 3872 6789 (462)

2. MÔ TẢ HỌC PHẦN (COURSE DESCRIPTIONS)

This subject introduces students to the special characteristics of services and how to develop strategies to deal with those special characteristics of services. The significant growth in the services sector has given rise to the need for a better understanding of service-oriented businesses. Service oriented businesses differ in many respects from manufacturing businesses and require a distinctive approach to its marketing strategy development and execution.

3. MỤC TIÊU HỌC PHẦN (COURSE OBJECTIVES)

Bảng 2: Mục tiêu của học phần

Mục tiêu (Objective)	Mô tả mục tiêu (Objective description)	CDR của CTĐT (Learning Outcome)	Trình độ năng lực (Learning Domains)
G1	Be able to demonstrate understanding of core characteristics of services and the unique nature of various service types;	Ks4	III, IV
G2	Be able to understand and develop appropriate marketing strategies for service firm;	Ks5	IV, V
G3	Analyse range of marketing situations and prepare written reports;	Ss1	IV, V
G4	Be able to conduct a formal business presentation including researching, structuring and presenting related topics	Ss4	III
G5	Students are supposed to be proactive in their learning, be responsible as a group member in order to complete group assignment	As1, As3, As4	IV, V

Bloom's Taxonomy of learning domains: knowledge 0.0-2.0 (I); comprehension 2.0-3.0 (II); application 3.0-3.5 (III); analysis 3.5-4.0 (IV); synthesis 4.0-4.5 (V); evaluation and creation 4.5-5.0 (VI).

4. CHUẨN ĐẦU RA HỌC PHẦN (COURSE LEARNING OUTCOMES)

Bảng 3: Chuẩn đầu ra của học phần

Chuẩn đầu ra	Mô tả chuẩn đầu ra	Chỉ định I, T, U
LO1.1	Phân biệt được dịch vụ (sản phẩm vô hình) với hàng hóa vật chất (sản phẩm hữu hình). Nhận biết bản chất của Marketing dịch vụ, đánh giá được hoạt động định vị dịch vụ dựa vào mối quan hệ giữa định vị – dịch vụ – cấu trúc và chất lượng dịch vụ cung cấp cho khách hàng	I, T
LO1.2	Phân tích về tổ chức việc quản lý chiến lược phát triển dịch vụ của một doanh nghiệp và đề xuất phương pháp nâng cao chất lượng dịch vụ của doanh nghiệp.	T, U
LO1.3	Thiết lập một chương trình marketing hỗn hợp dịch vụ	U
LO2.1	Phát triển được kỹ năng làm việc độc lập, làm việc nhóm, tư duy sáng tạo	T, U
LO2.2	Thuyết trình được một báo cáo nghiên cứu về quản trị hoạt động marketing trong doanh nghiệp	T, U
LO3.1	Tinh thần tích cực chủ động trong học tập (thể hiện trách nhiệm hoàn thành tốt nhiệm vụ trong việc thực hiện bài tập nhóm, đề tài nhóm)	U
LO3.2	Phát triển kỹ năng tư duy sáng tạo, khám phá tìm tòi và phát triển được năng lực cá nhân với thái độ tích cực học tập suốt đời	T, U

5. NỘI DUNG CHI TIẾT HỌC PHẦN (COURSE OUTLINE):

5.1. Kế hoạch giảng dạy (Lesson plan)

Bảng 4: Kế hoạch giảng dạy (Lesson plan)

Week	Content	Class Activities				Requirements for students before class	Course outcomes	Course Assessment
		Class time			Practice time			
		Theo-ry	Exer-cise	Discuss-ion				
Week 1	Chapter 1: New Perspectives On Marketing in the Service Economy 1.1.What are Services? 1.2. Service – A Process Perspective 1.3. Categories of Services 1.4. Marketing Mix for Services	2	1	1			LO1.1 LO2.1 LO3.1	A1.1 A1.3 A2.1
Week 2	Chapter 2: Consumer Behavior in a Services Context 2.1. The three-stage model of service consumption 2.2. Prepurchase stage 2.3. Service encounter stage 2.4. Postencounter stage	2	1	1			LO1.1 LO2.1 LO3.1	A1.1 A1.3 A2.1
Week 3	Chapter 3: Positioning Services in Competitive Markets 3.1. Achieve competitive advantage through focus 3.2. Developing an effective positioning strategy	2	1	1			LO1.1 LO2.1 LO2.2 LO3.1	A1.1 A1.2 A1.3 A2.1

	3.3. Changing competitive positioning							
Week 4	Chapter 4: Developing Service Products: Core and Supplementary Elements 4.1. Planning and creating service products 4.2. The flower of service 4.3. Branding service products and experiences 4.4. New service development	2	1	1			LO1.1 LO1.2 LO2.1 LO2.2 LO3.1	A1.1 A1.2 A1.3 A2.1
Week 5	Chapter 5: Distributing Services Through Physical and Electronic Channels 5.1. Distribution in a service context 5.2. Distribution options for serving customers 5.3. Delivering services in cyberspace 5.4. The role of intermediaries 5.5. The challenge of distribution in large domestic market 5.6 Distributing services internationally	2	1	1			LO1.1 LO1.2 LO2.1 LO2.2 LO3.1	A1.1 A1.2 A1.3 A2.1
Week 6	Chapter 6: Setting Prices and Implementing Revenue Management 6.1. Effective pricing is central to financial success 6.2. Pricing strategies 6.3. Revenue management 6.4. Ethical concerns in service pricing	2	1	1			LO1.1 LO1.2 LO2.1 LO2.2 LO3.2	A1.1 A1.2 A1.3 A2.1

Week 7	Chapter 7: Promoting Services and Educating Customers 7.1. The role of marketing communications 7.2. Challenges of services communications 7.3. Marketing communications planning 7.4. The marketing communications mix 7.5. Integrating marketing communications	2	1	1			LO1.2 LO1.3 LO2.1 LO2.2 LO3.2	A1.1 A1.2 A1.3 A2.1
Week 8	Chapter 8: Designing and Managing Service Processes 8.1. Flowcharting customer service processes 8.2. Service process redesign 8.3. The customer as co-producer 8.4. Balancing demand and productive capacity	2	1	1			LO1.2 LO1.3 LO2.1 LO2.2 LO3.2	A1.1 A1.2 A1.3 A2.1
Week 9	Chapter 9: Managing People for Service Advantage 9.1. Service employees are crucially important 9.2. Frontline work is difficult and stressful 9.3. Cycles of failure, mediocrity, and success 9.4. Human resources management 9.5. Service leadership and culture	2	1	1			LO1.2 LO1.3 LO2.1 LO2.2 LO3.1 LO3.2	A1.1 A1.2 A2.1
Week 10	Chapter 10: Implementing Profitable Service Strategies 10.1. Managing relationships and building loyalty	2	1	1			LO1.2 LO1.3 LO2.1 LO2.2	A1.1 A1.2 A2.1

	10.2. Complaining handling and service Recovery						LO3.1 LO3.2	
Week 11	Chapter 10: Implementing Profitable Service Strategies (cont.) 10.3. Improving service quality and productivity 10.4. Striving for service leadership	2,5	1,5	1			LO1.2 LO1.3 LO2.1 LO2.2 LO3.1 LO3.2	A1.1 A1.2 A2.1
Total: 45		22,5	11,5	11				

- **Giờ tự học (Self-study): 90 hours**

5.1. Nội dung phần tự học (Self-study)

Students are required to read chapter before class and do multiple-choice questions for each chapter at home after class

Group assignment: Each group will have to apply the knowledge they have learned, to examine a marketing plan for an existing business

6. NGUỒN HỌC LIỆU (LEARNING RESOURCES: COURSE BOOKS, REFERENCE BOOKS, AND SOFTWARES)

TEXTBOOK (Compulsory)

Lovelock, C. & Wirtz, J. (2012). Services marketing: Global Edition (7th ed.). Frenchs Forest, NSW: Pearson.

RECOMMENDED RESOURCES

For some of your assessments you will need to search for resources beyond your text and readings. The following resources are likely to be particularly useful:

Journal articles

You can access articles by searching databases (via CSU Library):

- EBSCOhost (Business)
- Emerald Management Xtra
- Factiva

The following journals are particularly relevant:

- International Journal of Service Industry Management
- Journal of Services Marketing
- Journal of Service Research
- Service Industries Journal
- Services Marketing Quarterly

Other services text books

Lovelock, C. H., Patterson, P. G., & Walker, R. H. (2007). Services marketing: An Asian Pacific and Australian perspective (4th ed.). Frenchs Forest, NSW: Pearson.

Bateson, J., & Hoffman, K. (1999). Managing services marketing: Text and readings (4th ed.). Orlando: The Dryden Press.

Fisk R., Gountas S., Hume M., Gountas J., Grove, J. S., & John, J. (2007). Services marketing: First Asia-Pacific edition. Brisbane: John Wiley & Sons Australia.

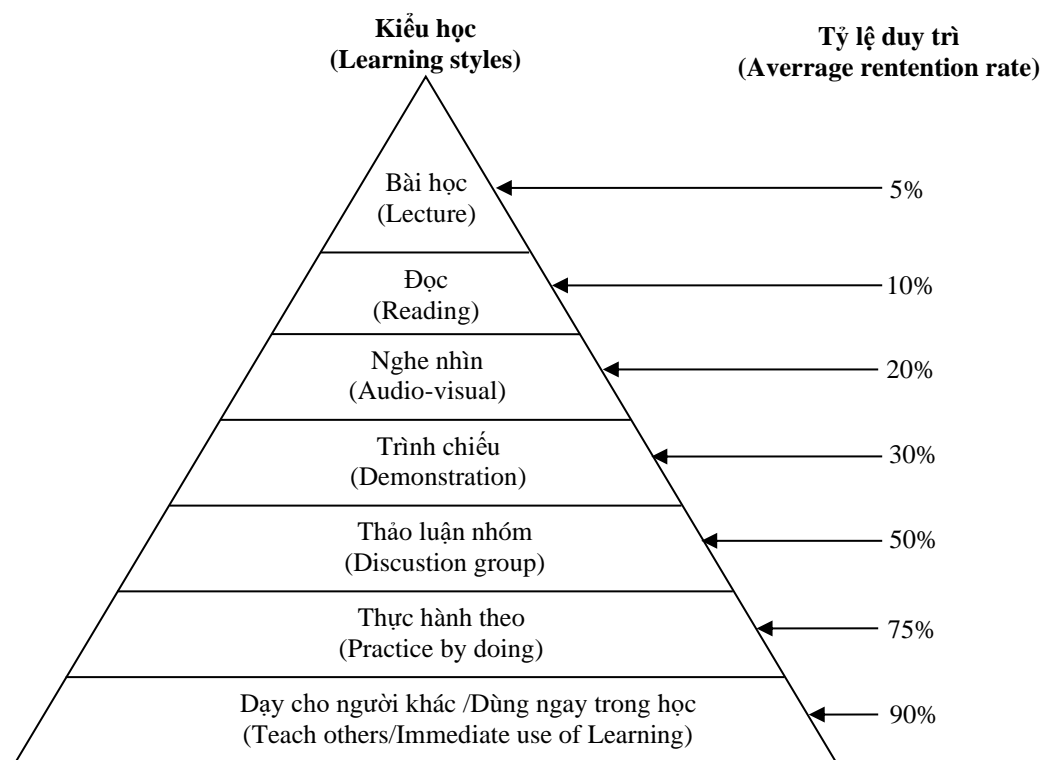
McColl-Kennedy, J. (Ed.). (2003). Services marketing: A managerial approach. Brisbane: John Wiley & Sons Australia.

Zeithaml, V., & Bitner, M. (2003). Services Marketing (3rd ed.). Boston: McGraw- Hill.

7. TRÁCH NHIỆM DẠY VÀ HỌC (TEACHING AND LEARNING RESPONSIBILITIES)

7.1. Chiến lược dạy và học (Teaching and learning strategies)

The focus of learning in this module will be investigating and analysing - using case study, small group discussions and group presentation. Lectures will be held each week to provide structured framework; however, it will emphasize on group learning and student engagement. The pyramid identified in Figure 1 below represents the teaching and learning philosophy of this module.



Hình 1: Mô hình duy trì học tập trong giáo dục
(A Learning Retention Model for Education)

7.2. Phương pháp giảng dạy (teaching techniques)

This subject is conducted by a combination of different methods: lecture, problem raising, mind map, case study, query, group discussion, industry analysis. There is significant interaction

between instructor and students and among students. Students will work independently and work in teams to solve problems, analyse issues, and be creative to solve their assignments.

Students must actively involve in discussing and solving analytical and strategic marketing issues.

Bảng 5: Chi tiết đánh giá kết quả học tập (Detailed course assessment)

Thành phần đánh giá (Evaluation components)	Bài đánh giá/thời gian	Nội dung đánh giá (Evaluation matter)	CĐR học phần (course outcome standard)	Số lần đánh giá/thời điểm (time)	Tiêu chí đánh giá (Evaluation criteria)	Tỷ lệ (%)
A1. Progressive Evaluation	A 1.1	Soft skills, self-responsibility and learning attitude	LO2.1 LO3.2	11 times/ every class	Diligence, learning attitude	10
	A 1.2	Group discussion and presentation	LO3.1 LO3.2 LO3.3	11 times/ every class	Topic, structure, content, creativity, presentation skills, teamwork	20
	A 1.3	Group presentation	LO1.1 LO1.2 LO2.1 LO2.2 LO3.1 LO3.2	1 time/ from week 8 th	Understanding/Explaining	10
A2. Final exam evaluation	A 2.1	Written exam	LO1.1 LO1.2 LO2.1 LO2.2 LO3.1 LO3.2	1 time/ final examination	Analytical skill, critical thinking, analysing, evaluating, creativity.	60

BAN GIÁM HIỆU

TRƯỞNG KHOA

TRƯỞNG BỘ MÔN

BẢNG 6: CHI TIẾT ĐÁNH GIÁ BÀI TẬP NHÓM – THUYẾT TRÌNH (GROUP ASSIGNMENT MARKING GUIDE)

Tiêu chí (Criterion) Trọng số (%)	Marks				
	0 - <3	3 - <5	5 - <7	7-<9	9 - <10
1. Scope & structure (20%)	Topic not covered, discussion too brief, little justification.	Balanced summary of the issues, logical flow of ideas.	Fuller and more systematic treatment of the topic.	Comprehensive treatment of the topic.	Well structured description. Sets the scene in an outstanding and sophisticated way.
2. Synthesis (Critical analysis and creative synthesis) (30%)	Little or no analysis of theory, and trying to put things back together, and add individual value. Assignment has too many significant faults to be regarded as a University standard piece of work.	Some analysis of theory., with explanation, and illustration, and some attempt to put things back together, and add individual value. Assignment is adequate but still has significant faults and you are advised to make sure that you understand what they are and if necessary get help to improve in your weakest areas.	Analysis lacks a convincing argument. Need to justify more. Greater attempt put things back together, and add individual value. Assignment is without serious faults but without conviction. The lecturer can follow your argument but he/she is not convinced by it; OR it may be written with some conviction but with too many faults!	Good attempt to analyze critical issues. Some conviction but could do with more. Sound attempt to put things back together, and add individual value. Assignment is almost faultless and has some conviction -the lecturer may well be persuaded to agree with your position.	Excellent critical analysis of the theory. Well argued case. Excellent attempt put things back together, and add individual value. Assignment is faultless and has conviction, and is based on extensive research. It builds a sound argument using analysis, explanation and interpretation. It includes some original thinking based on clearly evaluated evidence and clearly explained logic.
3.Summary (Conclusion) (10%)	Weak conclusions. Do not follow from discussion.	Weak conclusions. Do not follow from discussion.	Adequate attempt to bring it all together.	Sound conclusions. Well brought together.	Strong conclusion and excellently presented.

4.Sources of Literature (Amount & type sourced) (5%)	Little or no reading, poor integration of literature into the assignment. Text only used. No referencing.	Accurate reference list attached. Extra references included.	Accurate reference list attached. Extra references included.		Accurate reference list attached. Wide range of literature sourced and integrated. Thorough use of supporting evidence.
5. Presentation (10%)	Difficult for the audiences to get the point.	Most presentation requirements met in a basic way. Difficult for the audiences to get the point.	Meet all basic presentation requirements. Easy for the audiences to get the points.	Meet all presentation requirements. Easy for the audiences to get the points.	Creative and interesting presentation style, Easy for the audiences to get the points.
6.Teamwork (10%)	No collaboration among team members	Poor collaboration among team members	Adequate collaboration among team members	Significant collaboration among team members	Effective and supportive collaboration among team members

BẢNG 7: CHI TIẾT ĐÁNH GIÁ BÀI THI HẾT MÔN (FINAL EXAM MARKING GUIDE)

Tiêu chí (Criterion) Trọng số (%)	Marks			
	0 - <3	3 - <6	6 - <8	8 - <10
1.Knowledge, skills, and attitude (90%)	<ul style="list-style-type: none"> - Answer a few questions - Many flaws - Topic not covered, discussion too brief, little justification. Not integrated well across tools. 	<ul style="list-style-type: none"> - Answer some questions - Some minor mistakes - Demonstrate basic understanding of the subject 	<ul style="list-style-type: none"> - Finish all/ almost all questions - Demonstrate understanding of the subject and ability to apply to practice. - Fuller and more systematic treatment of the topic. Recommendations integrated okay across tools and audiences. 	<ul style="list-style-type: none"> - Effectively finish all questions - Demonstrate sound understanding of the subject and significant ability to apply to practice.

2. Structure and writing style	<ul style="list-style-type: none"> - Little or no attempt to reference in an appropriate way.. - Major flaws. - Difficult for reader to get the point. 	<ul style="list-style-type: none"> - Most presentation requirements met in a basic way. 	<ul style="list-style-type: none"> - Few flaws – typos and spelling mistakes. Style is concise and lucid. 	<ul style="list-style-type: none"> - Error free. Style is concise and lucid. - It is well written and flows clearly from point to point.
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