




Business Administration

Course Number:	BUAD 336
Course Title:	SERVICES DESIGN & DEVELOPMENT
Credits:	3
Calendar Description:	Students learn the design of an organizational service model using the gaps model of services design and apply it to a professional service organization. Students develop a new service concept using design thinking principles. The modelling explains those attributes that distinguish a service and how they work together. The students' application is made to a for profit or non-profit organization.
Semester and Year:	Fall 2022
Prerequisite(s):	BUAD 176, BUAD 200 or BUAD 210 with a minimum grade of 60%, and third year standing
Corequisite(s):	No
Prerequisite to:	No
Final Exam:	Yes
Hours per week:	3
Graduation Requirement:	Entrepreneurship Specialty, Marketing Specialty Area & Management Specialty – Elective
Substitutable Courses:	No
Transfer Credit:	
Special Notes:	
Originally Developed:	September 2007, Revised January 2021
EDCO Approval:	June 2009
Chair's Approval:	

Professors

Name	Phone	Office	Email
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Learning Outcomes

<p>Upon completion of this course students will be able to:</p> <ul style="list-style-type: none"> • define the importance of services design as a distinctive and vital part of success in the current business environment. • identify the gaps model of services design and the components of service quality. • apply the design thinking process to services. • formulate listening strategies; service standards and service blueprint strategies; service delivery strategies; and service marketing strategies. • analyze a service business including: assessing the consumer gap and the impact of provider gaps; identifying main service design issues and developing recommendations. • develop new service concepts. • assess service concepts against key industry success factors; and conduct a cost-benefit analysis. • create a service prototype design including consumer expectations, service standards, services blueprint, service quality measures and services marketing plan.

Course Objectives

<p>This course will cover the following content including: See attached weekly Course Schedule.</p>

Evaluation Procedure

Services Design Review	60%
New Service Design Concept	20%
Applied Key Concepts & Final Quiz	20%
Total	100%

Notes

<p>Class Work Students are expected to attend every class. If you do not attend, you are asked to send a note to your professor at his email in advance of the class as a courtesy. This course requires creativity, critical thinking, collaboration and communication throughout the course. The expectations are that you will respect and follow these guidelines:</p> <ol style="list-style-type: none"> 1. Be on time, engage and create a positive level of energy and a desire to learn. 2. Be curious to ask questions and be motivated to make observations that integrate concepts in an applied manner and use relevant personal examples.
<p>Applied Key Concepts and Final Quiz (20% of grade) You will prepare your own personal learning journal comprising Applied Key Concepts based on each chapter. This is worth 10%. There is a final quiz in the final exam period worth 10%</p>

Services Design Review (60% of grade)

Student teams will conduct an applied project with a service organization of your choice and perform a services design review to include a written report which shall contain the following components:

1. Services Design Review Report
 - Using secondary research, identify the primary features of consumer experiential gap.
 - Identify the four provider gaps contributing to the consumer experiential gap.
 - Conduct a causal analysis of the provider gaps.
 - Develop recommendations to improve the overall services design.
2. Presentation of the Services Design Review

The Services Design Review will be assessed on a team basis and then individual marks are awarded based on professor approved peer evaluations.

New Service Concept Project (20% of grade)

Based, on the Services Design Review created above, your team will create a new service concept with a written report containing the following components:

1. New Service Idea Generation and Selection
 - Identify the current service strengths and weaknesses and identify opportunities and threats to the current service.
 - Identify the key service factors for success.
 - Conduct a competitive analysis of service offerings.
 - Brainstorm three new service ideas using design thinking.
 - Assess ideas and choose one.
 - Create Target market persona creation.
2. Service Prototype Design
 - Service prototyping using Minds Eye Modelling.
 - Service Script plan and Identify moments of truth.
 - Build service standards.
 - Design service blueprint.
 - Design physical service scape.
3. Service Quality and IMCS
 - Build a service quality plan for employees and customers.
 - Identify key performance results.
 - Create a market communication and sales plan including storyboards and communications content.
4. Presentation of New Service Concept
 - Present a professional audio-visual presentation of the New Service Concept.

The New Service Concept Project will be assessed on a team basis and then individual marks are awarded based on professor approved peer evaluations.

Class Format

1. Project teams will be formed in the first week of class. Teams will work together for the duration of the term on both course projects. Each team member will play a leadership role based on duties set out in a team charter that teams will create and follow during the team's collaboration on the two projects in the course. The timing for each part of the term projects is recorded on the course schedule.
2. This class will be taught in a 3-hour block once weekly.
3. The class will require students to work individually to learn the theory of services design and design thinking. This will require learning outside of class through assigned readings

and PowerPoints. In class, key learnings will be explained as they apply to the service industry using breakouts, role plays and debates which will require a high level of individual engagement. The class will also require students to work in teams to collaborate of the Services Design review project and the New Service Concept project. This will involve creativity, ideation, design and analytical sessions based on design thinking. Class attendance is critical.

4. Your professor will be available through Moodle and in office or online as advised by each professor teaching the course. It is advised that you set aside an additional 4-6 hours per week on this course in addition to class time.

Required Text

Services Marketing: Integrating Customer Focus Across the Firm, Sixth Edition, Zeithaml, V.A., Bitner, M. & Gremler, D.D., McGraw-Hill ISBN 978-0-07-811205-8

A suggested resource is the Field Guide to Human Centered Design by IDEO.org. (Available as a PDF Free Download). Additional readings and *videos specific to the design thinking process and to the projects will be assigned to the project teams to review throughout the semester. Teams will also use Flash reports to track their project progression.*

Course Schedule

Date		Topic/Content/Action Items	Textbook
Week of:		Classes Start: Wednesday, September 7 STAT Friday, September 30 STAT Monday, October 10 STAT Friday, November 11 Last day of regularly scheduled Classes: Tuesday, December 6	
Sept	9	Foundation for Services Topics: Introduction to Services Four Cell Model of Services; 8 P Model of Services Design; Gaps Model of Service Quality Action: Cohort Team Formation	Ch 1, 2
Sept	16	Focus on The Customer Topics: Customer Expectations of Service; Customer Perceptions of Service Action: Services Design Audit Proposals Due	Ch 3, 4
Sept	23	Provider Gap 1 Listening to Customers and Design Thinking Topics: Effective Listening Strategies; Building Customer Relationships; Service Recovery; Design Thinking Actions: Service Design Audit Consumer Gap work completed; Provider Gap 1 work started; Design Thinking workshop	Ch 5,6,7
Sept	30	No Class: Stat Holiday	
Oct	7	Provider Gap 2 Aligning Service Designs and Standards Topics: Service Scripts and Moments of Truth; Service Blueprints; Customer-Defined Service Standards; Physical Evidence and the Servicescape Actions: Services Design Audit Consumer Journey and Customer expectations and perceptions done. Part A due Oct 6.	Ch 8,9,10

Oct	14	<p>Provider Gap 3 Service Performance - Delivering the Service Topics: Employees' Roles in Service Delivery; Customers' Roles in Service Delivery; Managing Demand & Capacity</p> <p>Actions: Services Design Audit Provider Gap 2 due and submitted Wed Oct 20. Provider Gap 3 work underway</p>	Ch, 11,12,13
Oct	21	<p>Provider Gap 4 Managing Service Promises Topics: Integrated Services Marketing Communications</p> <p>Actions: Services Design Audit Provider Gap 3 work completed, and Part B of Services Design Audit due Wed. Oct 27; Provider Gap 4 work underway</p>	Ch 14,15,16
Oct	28	<p>Services Design & Development Topics: New Service Idea Generation and Selection Actions: Services Design Audit Provider Gap 4 work completed, and Part C of Services Design Audit due Wed. Nov.3; Services Design Audit report and Presentation underway</p>	Assigned Readings
Nov	04	<p>Services Design Audit Presentations in Class Actions: Each team will make a creative oral presentation to the class with a duration of 20 minutes each</p>	
Nov	11	<p>No class Stat Holiday</p>	
Nov	18	<p>Services Design Development No in-class session. Class time dedicated for new service concept.</p>	Assigned Readings
Nov	25	<p>New Service Concept Topic: Service Prototype Design Actions: Service prototyping using Customer Journey and identify moments of truth; Build service standards; Design service blueprint; Design physical service scape Topic: Service Quality & IMCS Actions: Build a service quality plan for employees and customers; Identify key performance results; Create a market communication and sales plan including storyboards and communications content</p>	Assigned Readings
Dec	2	<p>New Service Concept Actions: New Service Concept Project due; Oral Presentations</p>	Assigned Readings
Dec	08-18	<p>Quiz in Final Exam period</p>	

SKILLS ACROSS THE BUSINESS CURRICULUM

The Okanagan School of Business promotes core skills across the curriculum. These skills include reading, written and oral communications, computers, small business, and academic standards of ethics, honesty and integrity.

STUDENT CONDUCT AND ACADEMIC HONESTY

What is the Disruption of Instructional Activities?

At Okanagan College (OC), disruption of instructional activities includes student “conduct which interferes with examinations, lectures, seminars, tutorials, group meetings, other related activities, and with students using the study facilities of OC”, as well as conduct that leads to property damage, assault, discrimination, harassment and fraud. Penalties for disruption of instructional activities include a range of sanctions from a warning and/or a failing grade on an assignment, examination or course to suspension from OC.

What is Cheating?

“Cheating includes but is not limited to dishonest or attempted dishonest conduct during tests or examinations in which the use is made of books, notes, diagrams or other aids excluding those authorized by the examiner. It includes communicating with others for the purpose of obtaining information, copying from the work of others and purposely exposing or conveying information to other students who are taking the test or examination.”

Students must submit independently written work. Students may not write joint or collaborative assignments with other students unless the instructor approves it in advance as a group/team project. Students who share their work with other students are equally involved in cheating.

What is Plagiarism?

Plagiarism is defined as “the presentation of another person’s work or ideas without proper or complete acknowledgement.” It is the serious academic offence of reproducing someone else’s work, including words, ideas and media, without permission for course credit towards a certificate, diploma, degree and/or professional designation. The defining characteristic is that the work is not yours.

“Intentional plagiarism is the deliberate presentation of another’s work or ideas as one’s own.” Intentional plagiarism can be a copy of material from a journal article, a book chapter, data from the Internet, another student, work submitted for credit in another course or from other sources.

“Unintentional plagiarism is the inadvertent presentation of another’s work or ideas without proper acknowledgement because of poor or inadequate practices. Unintentional plagiarism is a failure of scholarship; intentional plagiarism is an act of deceit.”

What are the Students’ Responsibilities to Avoid Plagiarism?

Students have a responsibility to read the OC Plagiarism Policy and Procedures outlined in the OC calendar, which is available in online format www.okanagan.bc.ca. Students must acknowledge the sources of information used on all their assignments. This usually involves putting the authors’ name and the year of publication in parentheses after the sentence in which you used the material, then at the end of your paper, writing out the complete references in a Reference section.

“Students are responsible for learning and applying the proper scholarly practices for acknowledging the work and ideas of others. Students who are unsure of what constitutes plagiarism should refer to the UBC publication “*Plagiarism Avoided; Taking Responsibility for your Work*”. This guide is available in OC bookstores and libraries.

Students are expected to understand research and writing techniques and documentation styles. The Okanagan School of Business requires the use of the APA or MLA style, but suggests that students cite references using the APA guidelines (see Publication Manual of the American Psychological Association, 7th edition (2019)). A copy of the APA manual is available in the reference section and also available for circulation from OC libraries. The library website has access to these two major citing styles.

What are the Penalties for Plagiarism and Cheating?

The Okanagan School of Business does not tolerate plagiarism or cheating. All professors actively check for plagiarism and cheating and the Okanagan School of Business subscribes to an electronic plagiarism detection service. All incidents of plagiarism or cheating are reported and result in a formal letter of reprimand outlining the nature of the infraction, the evidence and the penalty. The Dean of the Okanagan School of Business and the Registrar record and monitor all instances of plagiarism and cheating. Penalties for plagiarism and cheating reflect the seriousness and circumstances of the offence and the range of penalties includes suspension from OC.