




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 2023
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 2022
Chair's Approval:	

Professors

Name	Office	Email
Blair Baldwin	E220	bbaldwin@okanagan.bc.ca

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; identify 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

See the weekly course schedule outlined below for the Course Objectives.
--

Evaluation Procedure

Services Design Audit	60%
New Service Design Concept	20%
Personal Learning Journal	20%
Total	100%

Notes

<p>Class Work</p> <p>Students are expected to attend every class since this course since student teams meet in class once weekly in a 3-hour block. This experiential course requires dedication to work collaboratively with teammates and liaising with a real client.</p> <p>The expectations are that you will respect and follow these guidelines:</p> <ol style="list-style-type: none"> 1. Attend each class on time and be prepared. 2. Engage with your teammates and contribute positive energy and a desire to learn. 3. Be curious to ask questions and be motivated to make observations that integrate concepts in an applied manner and use relevant personal examples.
--

Services Design Audit (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 Audit Report

- Using secondary research, identify the consumer experience and measure the consumer gap.
- Identify the four service provider gaps contributing to the consumer gap.
- Conduct a causal analysis of the service provider gaps.
- Develop recommendations to improve the overall services design.

2. Services Design Audit Presentation

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)

Each team will create a new service concept with a written report to address one or more of the recommendations contained in your team's Services Design Audit including the following components:

1. New Service Idea Generation and Selection.
2. Service Prototype Design.
3. Service Quality and IMCS.
4. Presentation of 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.

Personal Learning Journal (20% of grade)

You will prepare your own personal learning journal based on the services design model applied to your own experiences. Further instructions will be provided by your instructor.

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. Deadlines for the course projects are outlined on the course schedule.
2. This class will be taught in a 3-hour block weekly.
3. The class will require students to learn the theory of services design. 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.
4. It is required that you set aside an additional 5 hours per week on this course in addition to class time.

Required Text

Services Marketing: Integrating Customer Focus Across the Firm 8th Edition, 9781266287152

A suggested resource is the Field Guide to Human Centered Design by IDEO.org. (Available as a PDF Free Download).

Course Schedule

Date		Weekly Learning Topic & Assigned Reading	Learning Activities
2023 Week of		Wednesday September 6, First day of class Friday Sept 15 - Last day to register for Fall 2023 Monday Oct. 2 & Monday Oct. 9 & Monday Nov. 13 – Stat Holidays. Friday Oct. 27 - Last day for course withdrawal without academic penalty. Thursday Dec. 7 - Last day of classes	
Sept	4	Learning Topics: Foundation for Services Introduction to Services Four Cell Model of Services; 8 P Model of Services Design; Gaps Model of Service Quality	Week #1 ppt Teams Formed Team Charter Due
Sept	11	Learning Topics: Collaborative Learning Choosing a Service Organization and Service Experience Conducting an Audit	Week #2 ppt Services Design Audit Proposals Due
Sept	18	Learning Topics: Focus on The Customer Customer Expectations of Service; Customer Perceptions of Service Customer Mind's Eye Service Journey	Week #3 ppt Build Customer Mind's Eye Journey; Assess Customer Expectations
Sept	25	Learning Topics: Service Provider Gap 1 Listening to Customers Effective Listening Strategies Building Customer Relationships Service Recovery	Week #4 ppt Audit of Consumer Gap complete Service Provider Gap 1 analysis
Oct	2	Learning Topics: Service Provider Gap 2 Aligning Service Designs and Standards Moments of Truth and Service Blueprints Customer-Defined Service Standards Physical Evidence and the Servicescape	Week #5 ppt Service Provider Gap 1 complete Service Provider Gap 2 analysis
Oct	9	Learning Topics: Provider Gap 3 Service Performance - Delivering & Managing the Service Employees' Roles in Service Delivery Customers' Roles in Service Delivery Managing Demand & Capacity	Week #6 ppt Service Provider Gap 2 complete Service Provider Gap 3 analysis
Oct	16	Learning Topics: Provider Gap 4 Managing Service Promises Integrated Services Marketing Communications	Week #7 ppt Service Provider Gap 3 complete Service Provider Gap 4 analysis
Oct	23	Learning Topics: Writing and Presenting Services Design Audit Report Team Member's Roles for Writing and Presenting The Winning Pitch Model	Week #8 ppt Service Provider Gap 4 complete Services Design Audit report prep
Oct	30	Learning Topics: Submission of Service Design Audit & Presentation Report Evaluations Provide Professional Feedback	Teams to submit written Service Design Audit report and present findings to other teams
Nov	6	Learning Topics: Designing Strategies for Service Provider Gap 1 – Listening to Customers Listening Customer Relationships Service Recovery	Content Generation for Managing Service Provider Gap 1
Nov	13	Learning Topics: Designing Strategies for Service Provider Gap 2 - Standards New Customer Mind's Eye Journey Moments of Truth Services Blueprint Service Standards – Quantitative and Qualitative	Ideas Generation for Managing Service Provider Gap 2

Nov	20	Learning Topics: Designing Strategies for Service Provider Gap 3 - Performance Employee Internal Service Quality Customer Education Managing Demand Managing Capacity	Content Generation for Managing Service Provider Gap 3
Nov	27	Learning Topics: Designing Strategies for Service Provider Gap 4 Marketing Communications and Sales Key Performance Measures for IMCS	Content Generation for Managing Service Provider Gap 4
Dec	4	Learning Topics: Service Design Report New Service Concept Report Evaluations Provide Professional Feedback	Teams to submit Service Design Report and present findings to other teams
Dec	11 - 20	Final Exam Period	

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.