

THE UNIVERSITY OF
NEW SOUTH WALES



Australian School of Business

**MARK6005
SERVICES MARKETING MANAGEMENT**

**COURSE OUTLINE
SESSION 1, 2009**

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1. COURSE STAFF

Course co-ordinator : Professor Paul Patterson

Office: Quadrangle Building 3rd Floor, 3037
Consultation times: Tuesday 4-6 pm or by appointment
Telephone: 9385-3385
Email: p.patterson@unsw.edu.au

1.1 Communication with Staff

If you need to meet with me outside my consultations hours, call and make an appointment. Alternatively feel free to email me and I will endeavour to get back to you as soon as I am able.

2. INFORMATION ABOUT THE COURSE

2.1 Teaching times and Locations

Lecture: Tuesday 6.00 – 9.00 pm
Weeks: 7 - 12
Venue: Law 389

2.2 Units of Credit

This course is worth 3 OC.

2.3 Relationship of this course to other course offerings

The emphasis will be on what is different or unique about service products. Thus a distinctive approach to marketing strategy, both in its development and implementation, is required. This course builds upon and expands the marketing concepts and models covered in other marketing courses and adapts them to the services sector. A study of service markets complements the wider array of subjects taught in the Master of Marketing program.

2.4 Approach to learning and teaching

As well as the lecture and reading material, this course will draw upon the experience of both students and teaching staff to provide practical examples of the models and concept. This will be achieved by engaging students in classroom discussion, and running small group seminars and case presentations. The cultural mix of students will be used to provide practical examples of how culture impacts on a range of customer service issues. Assignments and case presentations will be used to reinforce concepts in both cross cultural and contextual settings.

3. COURSE AIMS AND OUTCOMES

3.1 Course Aims

Fast moving consumer goods (FMCG) and the manufacturing sector of the economy have traditionally been the focus of marketing courses. Today, however, services dominate in developed economies and this course therefore focuses on contemporary services issues.

We purchase services every day – be they retail banking, using a supermarket or restaurant, a holiday, medical services, transportation, immigration consultants, travel agents or hairdressing (higher education is also a service!). Professional services (of a B2B or B2C nature) are also prominent – e.g., legal services, financial planning, accountancy, architects, management consultancy, financial services, information technology, market research and engineering services. Experiential services (tourism, sport, theatre) are also growing. Many product-based organisations (e.g., IBM, Federal Express) also have a strong service component.

A central theme of the course is that services (both commercial B2C & B2B, and not-for-profit) possess a set of unique characteristics that require a distinctive approach to marketing strategy - both in its development and execution. This is not to say that the approach is unique, but rather distinctive. Therefore we build upon and expand the marketing management concepts and models and adapt them to the services sector. We will use marketing to examine how to improve service quality, increase and maintain customer satisfaction levels, generate customer loyalty and create a healthy service culture within the firm. In services we discuss the 7 Ps of the 'Services Marketing Mix' (the traditional 4 Ps plus people, processes, and physical evidence). Since many services have a strong people or employee component (the fifth "P" of the marketing mix), we devote time to examining successful internal marketing and relationship management.

3.2 Student Learning Outcomes

At the completion of this course students should be able to:

1. Demonstrate and explain how the characteristics of service products differ from tangible goods, and how this impacts on design and execution of marketing strategies for services.
2. Explain a range of emerging issues and challenges facing service marketing management.
3. Apply tools and models that managers might employ to increase customer (client) perceptions of satisfaction, service quality and value
4. Apply the 7 Ps of the services marketing mix to develop a product or marketing strategy for any service organisation.

3.3 Teaching Strategies

This course will be conducted on a discussion and lecture basis, with the occasional guest speaker from industry. Importantly it will draw upon the experience of both students and lecturer, via classroom discussion, to provide relevance via real world examples of concepts and models. Small group seminars will be used so that students have an opportunity to further engage with their peers and to improve their presentation skills by case presentations.

It is your responsibility to study the reading assignments prior to class in order that you may contribute, participate intelligently and thus gain maximum value from the course.

- The lectures will primarily summarise and synthesise the key points in the chapters and readings and to explain and/or elaborate upon the more difficult principles. Furthermore the lectures will be used to provide real world examples and managerial implications of theories, concepts and models.
- The seminars/tutorials will be primarily used for case study presentations of service organisations, practical projects and discussion of assigned readings to reinforce concepts.

4. STUDENT RESPONSIBILITIES AND CONDUCT

4.1 Workload

Refer to the School's website.

4.2 Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment.

4.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: www.my.unsw.edu.au

5. LEARNING ASSESSMENT

5.1 Formal Requirements

In order to pass this course, you must:

- perform satisfactorily in all assessment tasks
- achieve a composite mark of at least 50.

5.2 Assessment Details

<u>Assessment Component</u>	<u>Component Weighting</u>	<u>Date Due</u>
Discussion of contemporary news item	10%	In first class (28 April)
Written Major Assignment	45%	9 June
In-class Case Presentation	30%	
Participation	15%	Throughout session
	100%	

(1) In-class assignment & discussion (Tuesday 28 April) (10%)

Each student is to bring to class a cutting from a recent (past 6 months) newspaper or magazine (or a hard copy of a story from the internet) that deals with a Services Marketing issue/topic covered in the course.

You are required to:

1. Hand in during class a **one page** summary discussion of the issue/topic. Your discussion **should try to link the article to some services frameworks, models, theories that you have pre-read in the readings (text chapters and/or readings)**. Your discussion should also focus on the managerial and practical implications.

2. Lead a 5 minute discussion on the topic in class on Tuesday 28 April)
You will need to read the relevant chapters and recommended readings before answering attempting this assignment.

(2) Assignment - Service Encounter Diary (Due 9 June; worth 45%)

You are to document your experiences with an extended service encounter - i.e., describe *what happened and how you felt*. This extended service encounter might, for example, be an 8 hour flight from Jakarta or Bangkok to Sydney; an extended stay in hospital; a series of visits to a bank to get a housing loan, an overnight (or longer) stay in a hotel; or it might be a series of transactions with a business service provider (architect, accountant, consultant). The encounters might be in Australia or in your home country (if an overseas student). Each of these examples involves multiple 'service encounters'. Refer to the Appendix to this course outline for an example.

The Service Encounter Diary is designed to help you understand customer expectations, and why as consumers we are sometimes satisfied or dissatisfied with the service experience. By recording and analysing your own experiences, particularly in reference to the theories, tools and techniques of services marketing, you should begin to discover what is truly needed to satisfy a customer.

You are required:

1. To document what happened at each service encounter and how you felt. You are also required to give a satisfaction rating, a value for money rating and whether you would recommend this service provider to a close friend or family member (all using 5 point scales). This should not exceed four (4) pages. A sample is shown in Appendix 1.
2. To analyse your overall (dis)satisfaction, quality and value judgements about the service provided in terms of services theory and concepts. Based on this analysis make a series of recommendations for improvement (please use bullet points and keep it to a maximum half page) or if your experience was a very satisfying one, then indicate what lessons are there for other service organisations. This analysis phase must not exceed seven (7) typed pages.

Assignment Format:

Your report should be typed in double spacing, 12 point font and should contain appropriate headings and an appropriately annotated bibliography (4-6 different references). Ensure that your name and student number are shown on your assignment.

Note 1: It is your responsibility to keep a written copy of your assignment.

OR

Customer Experiences Value Chain

Conduct your own research (qualitative) and develop a customer experience management (CEM) strategy for a service firm of your choice. The underpinning framework for your analysis and strategy should be based on the CEM and services marketing literature, lectures and text..

Your plan should identify all customer touchpoints and where customer value is created (and, of course, with the relative value 'weights'). Further, the service firm you choose may be large or small, profit or not for profit. It may be an Australian company or one from your home country (in the case of overseas students).

Your final report should be structured around three (3) main headings. First should be a half page Introduction, briefly describing the organisation and its products (services). Second is an audit (description and critique) of the current state of CEM in the organisation. The third section should be a plan of action (strategy) for the next 1-2 years.

Your final report should not exceed 10 double-spaced pages and contain 4-6 references. Technical references are not included in this page count. Ensure that your name and student number are shown on your assignment.

(3) In Class Presentation (worth 30%)

You are to make an in-class presentation (as part of a group) of a case study or other work as assigned. No writing is required - merely the presentation. You will only need to supply me with copies of any handouts/overheads for evaluation. All group members must participate in the presentation process.

Presentation Time: 30 minutes, with 10-15 minutes for questions. A copy of the Evaluation Criteria is contained on the following page.

The key criteria for a good PowerPoint presentation are:

- Engage your audience with eye contact and the spoken word. PowerPoint only supports your words.
- Don't over-complicate your slides with too much information.
- Keep it relatively simple.
- Minimise number of slides
- Don't simply read the PowerPoint.

A Presentation Schedule will be determined in the first week of class.

EVALUATION CRITERIA for CASE PRESENTATION

- 1. **Identification of Case Issues** 1.....10
 - *Case issues accurately and completely identified?
 - *Relative importance of issues described?
 - *Adequate background information provided?

- 2. **Case Issues Effectively Addressed Using Services Concepts/Frameworks** 1.....10
 - *Services marketing concepts integrated with case analysis
 - *Options for resolving the case issues identified ?
 - *Rationale provided for choosing an option(s)? or
 - *Appropriate external material presented ?

- 3. **Presentation** 1.....10
 - *Well-organised and presented?
 - *Appropriate and effective use of exhibits and visual aids?
 - *Convincing and interesting?

- 4. **Audience Involvement** 1.....10
 - *Effectively encouraged audience involvement?
 - *Presentation tailored to target audience?

- 5. **General Creativity** in arriving at a solution 1.....10

CASE: _____

TEAM: _____

MARK: _____

(4) Participation/Weekly Course Discussion (worth 15%)

5.3 Assignment Submission Procedure

Assignments are to be handed in to the lecturer in charge in class on the due date.

5.4 Late Submission

Information about late submission, including penalties, is available on the School of Marketing's website.

http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=CurrentPolicies

5.5 Special Consideration and Supplementary Examinations

Details relating to procedures for special consideration and supplementary exams can be found at:

http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=CurrentPoliciesSpecialConsideration

NOTE: You only have 3 days from the due date of the assessment/exam in which to lodge a special consideration form.

Please note that the lodgement of a special consideration form does NOT automatically result in consideration being granted.

5.6 Assignment Format

Your report should be typed in double spacing, 12 point font and should contain appropriate headings throughout and an appropriately annotated bibliography (4 - 6 references).

6. ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see:

www.my.unsw.edu.au/student/atoz/Plagiarism

Plagiarism is the presentation of the thoughts or work of another as one's own.*

Examples include:

- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;

- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.

7. STUDENT RESOURCES

7.1 Course Resources

Prescribed text

Lovelock, Christopher. H., Paul G. Patterson and Rhett Walker (2007), *Services Marketing: Text, Cases and Readings*, 4th edition, Pearson Education: Sydney.

Additional Reference Material.

- Berry, L., and Parasuraman, A. *Marketing Services - Competing through Quality*, The Free Press, 1991.
- Berry, L. *Discovering the Soul of Service*, The Free Press, 1999.
- Carbone, Lewis P. *Clued In: How to Keep Customers Coming Back Again and Again*, Prentice Hall, Upper Saddle River, NJ, 2004
- Christopher, M., A. Payne and D. Ballantyne, 3rd ed. *Relationship Marketing*, Butterworth Heinemann, 2003.
- Rust, R., A. Zahorik and T. Keiningham, *Service Marketing*, Harper Collins, 1996
- Schneider, B. and D. Bowen, *Winning The Service Game*, Harvard Business School Press, 1995
- Schmitt, B. H. & B. Schmidt, 2003. *Customer Experience Management*, John Wiley and Sons
- Smith, S. & J. Wheeler, 2004. *Managing the Customer Experience: Turning Customers into Advocates*, Prentice Hall.
- Swartz, Teresa A. and Dawn Iacobucci eds., *Handbook of Services Marketing and Management*, Sage Publications, 2000.
- Zeithaml, V., and M. J. Bitner, *Services Marketing*, 6th ed. McGraw Hill, 2007

Journals

- Harvard Business Review
- European Journal of Marketing
- International Journal of Service Industry Management
- Journal of the Academy of Marketing Science
- Journal of Consumer Satisfaction/Dissatisfaction and Complaining Behavior.
- Journal of Management Consulting
- Journal of Marketing
- Journal of Professional Services Marketing
- Journal of Retailing
- Journal of Service Marketing
- Journal of Services Research
- Services Industry Journal
- Sloan Management Review

7.2 Other Resources, Support and Information

The University and the Faculty provide a wide range of support services for students, including:

- Learning and study support;
- Counselling support;
- Library training and support services;
- Disability support services;

In addition, it is important that all students are familiar with University and Faculty policies and procedures in relation to such issues as:

- Examination procedures and advice concerning illness or misadventure;
- Supplementary Examinations;
- Occupational Health and Safety policies and expectations;

For information and links relating to the above services, please see [note School web pages where this information is presented]

8. CONTINUAL COURSE IMPROVEMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process (http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm) is one of the ways in which student evaluative feedback is gathered. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students.

9. COURSE SCHEDULE

(A) Lecture Schedule

<u>Week #, Date</u>	<u>Topic</u>	<u>Readings</u>
1. Tue 28 April	The nature of service products	LPW Ch1, 2
2. 5 May	Value creation in services; Customer experience management (CEM).	LPW Ch 7; Haeckel et al. #5 in LPW; Article by Pine & Gilmore (WebCT)
3. 12 May	Managing the customer service function; Service profit chain	Heskett article #3; LPW Ch 11, 4; Article by Kabachnick (WebCT)
4. 19 May	Customer satisfaction & service quality	Brady article #2: LPW Ch 3
5. 26 May	Consumer complaining behaviour & service recovery	LPW Ch 13
6. 2 June	Five things a profitable service organisation must get right	LPW Ch8

Note: LPW = **L**ovelock, **P**atterson and **W**alker textbook (4th edition)

SERVICE ENCOUNTER DIARY

AN ANALYSIS OF A SERVICE EXPERIENCE WITH THE *OTFORD FARM TRAIL RIDES*

Appendix 1: Example of an Extended Service Encounter

SCENARIO:

Consider a 28 year old Taiwanese, male university student who had ridden horses for a period of some 2 years and really enjoys it as an exciting leisure sport. The customer mostly had rides at the Dunmore House Equestrian Centre Pty. Limited (about 1 km north of the Kiama) until the Dunmore closed in January 1995. Due to this temporary close and the farm has suspended the time for re-open, the customer had to find another place to have this recreation. He was recommended by the manager of the Dunmore House Equestrian Centre to have trail rides at the Otford Farm Trail Rides, Otford. (north of Wollongong in NSW)

QUESTION

The thoughts and emotions of the customer were recorded before, during and after his rides at the Otford Farm Trail Rides and are documented below. An evaluation of this customer's experiences at the farm will be subject to an analysis adhering to the following guidelines.

- 1). Analyze and explain what happened in terms of services marketing theory;
 - 2). Assuming this scenario is typical of a number of recent customer experiences, elicit the marketing and management implications for the operation of these trail rides;
-

CUSTOMER EXPERIENCE - 'A'

1. February 1995; Rang the Otford Farm to book a trail ride at 2:00 pm for 3 people and the receptionist told me the address and a brief direction how to get there.

2. My friends and I arrived about 2:15pm. The reception office looks more like a big iron container.

3. All new clients were required to complete a riding ability form at the front desk at book-in and pay the fee. One thing I doubted is that it seems not many people would have time to read & understand details of disclaimer of liability listed on the form since the statements listed so profuse. No one explained or verified the form to us.

4. After finishing the procedure for book-in I was told to get a helmet. I selected a most clean one even that it still smell not good.

5. I was told to wait beside the horse pen. People harnessed saddles for us but no body checked what horse I prefer. I was arranged to ride a grey one; I do not like grey horses. I felt a little disappointed until the manager told me the horse is quick.

6. Damien was the guide for our two hour trail rides. He rechecked things if the harness was right to each client. Before we departed Damien asked us where we would like to go whether any specific place we are more interested. Since no one had any idea Damien recommended some places and explained our journey briefly about where we were going to be.

7. The ride went through an Australian bush and crossed the border of the farm to arrived at the Stanwell Park . Damien watched the traffic carefully and led us to pass the high way. How exciting it is! I had never ever had this experience before since I always ride in a limited field of a private area. After we arrived at the top of the wide grass we could see the whole view of Wollongong and spectacular coastal scenery. Especially, we had a long speedy running on the grass. It is fantastic!

8. We returned to the property of the farm and rode through a forest. Damien introduced the environment where we passed to us.

9. After passing a small brook we arrived at a wide grass and there was about ten-something horses herded there. We were allowed to speed our horses as fast as possible. I and my friends did really enjoy our speed running to the full on the grass. More fantastically, Damien led us to hasten the horses that herded on the grass toward the trail returning to the farm. I had not expected to have such a experience before the ride. It really surprised me.

Overall Satisfaction with Guide (OSG) = 4

Overall Satisfaction with Farm (OSF)= 3

Experience - 'B'.

1. Two weeks later: my friends again invited me to visit the trail farm. Rang the farm to make appointment at 2:00pm.

2. Arrived there we asked the manager that we would like Damien to be our guide again. The manager said Damien was studying a course and would not be there until next month, thus he arranged Sam to be our guide.

3. We departed and "went forward"; Sam did not ask us or tell us how our rides would be, we totally had no any idea where we were going! Even when I asked him how will he arrange our ride, he just said, "Depends!" Depends on what? He did not explain anything.

4. We just followed Sam. While most of us had passed across a small stream, one of my friend got a problem. His horse did not want to pass the stream, and he could not rein it. We waited opposite for him to come down this side. However, Sam seemed to have no intention to help him; actually Sam just presented a weary expression and murmured, "What is he doing?" It was not until I turned back riding toward my friend, that Sam rode with me to help my friend to rein his horse to pass the stream.

5. My friend asked me that he want to switch the priority with me to be next to the guide since he thought his horse was uncontrollable. So I slowed down my speed and he was trying to overtake. However, Sam thundered up to us as soon as he saw our overtaking.

"No overtaking, never! Understand? Cityslicker!" he roared. Of course I will remember; I will never forget his ill manners.

6. No one said anything during the ride. We were really dissatisfied with Sam. The atmosphere was so bad. One of my friend suggested to go back and complain to the manager; he said that he could not take this any more.

7. We 'ambled' toward the Stanwell Park. According the last experience, I supposed that we would pass the high way and have a nice running again. However, Sam asked us to get off the horse and gave us ten minutes to 'walk across' the rode to see the coastal scenery. It was not really what I had expected!

8. During the whole ride we just ambled and ambled, no any speed running, and not any gossip. It really let me feel so stupid. I seemed to pay my money to take their horses out for a constitutional! This was not what I wanted or paid for!

9. Finished the ride and returned the riding helmets, the manager asked us as commonly, "How is the ride?"; my friend answered him, "not so good", and soon, the manager found out our unfavorable attitude. The manager came to us and ask us what happened. We told him what happened and how we felt during the ride. However, after listened to our complaint he did not say anything except one word, "sorry".

Anyway, I probably will not go to the Otford Farm Trail Rides again at least next few months since this bed experience resulted from the ill manner guide has made me a really negative attitude toward the farm. I am afraid to meet a similar encounter if I go there again. Additionally, the manager did not respond positively after my complaint; I have no idea whether he agreed with me or maybe just another person who thought we are cityslickers.

Overall Satisfaction with Guide (OSG)= 1

Overall Satisfaction with Farm (OSF)= 2

*** Using 5-point scale: 1=very dissatisfied and 5=very satisfied.**

Would I recommend this trail ride to a friend? Probably not (rating of 2).

**# 5-point scale: 1=definitely not 2=probably not 3=unsure 4=probably yes
5=definitely yes.**

Example #2

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SATISFACTION/DISSATISFACTION WITH A SERVICE EXPERIENCE: AN OVERNIGHT STAY IN A PRIVATE HOSPITAL

Scenario: Following a sporting accident, the 36 year old patient (customer) was having knee surgery under a general anaesthetic. The patient was required to stay overnight in the Sydney private hospital (nominated by the specialist as one of only 2 hospitals

where he preferred to operate) following the operation. The patient had not had a stay in hospital for some 10 years. He had private medical insurance covering private hospital and choice of own doctor (but not physiotherapy, nor pharmaceutical)

Question: The following documented thoughts and emotions of the patient were recorded during and after his stay in hospital. You are required to analyse the patients reported experiences, thoughts, reactions and evaluations, and: (1) analyse and explain what happened in terms of services marketing theory; (2) assuming this scenario is typical of a number of recent patient experiences, what marketing and management implications are there for the hospital?; (3) describe in detail how your recommendations might be implemented.

Patient Experience:

1. Rang hospital to book-in at Admissions Office, 4 weeks prior to surgery (money was immediately mentioned, seemed more concerned with payment of bills than me - made clear the need to pay on day; no literature was sent; I was told to ring day before surgery; they were not keen on me staying overnight - I must get permission of Dr J; person in Admissions was a bit abrupt.

2. Rang hospital day before admission. OK to stay overnight; must be in by 8am! When asked why? I was told "because surgeon insists!" But I was told by surgeon's office I was 8th in line - also I was driving from Wollongong! (some 80 km away) "It is for the surgeon's convenience!" Also she (receptionist) told me surgeon is "abrupt and lacks bedside manner but is technically excellent". No instruction was given re fasting.

3. I was told admission Office 8am on day of surgery - on arrival at hospital. Hospital appears very new, modern and clean. Well organised (much better than I expected). Judi was admissions officer - very nice and apologised about always speaking about money, but that some patients don't pay. They explained things well and I paid by Bankcard. She was "human" and we briefly discussed her customer relations training - which was really only on-the-job and technical training not customer relations. She called another lady who escorted me to my room. Both were in nice uniforms (grey & white).

4. Ward Sister (Margaret - an Irish lady) came in and explained procedures. She was friendly but a little flustered as she forgot to get a specimen (urine) from me and apologised. She took my pulse, blood pressure etc, and gave me antiseptic shampoo to shower with. She was friendly and somewhat efficient. She also said she would lock my valuables in the draw and mind the key for me. She helped me relax.

5. Male nurse came in and shaved my knee - yuk! Well at least he was chatty and friendly.

6. Ward Sister-in-charge came in with forms to sign re operation and anaesthesia. She was not as friendly but still friendly, but a little bit more officious. Still I was treated with a lot of respect. She gave the impression of knowing her job. She also answered a few questions I had. Told me I should not drive, not even tomorrow. I mentioned previous blood clots on my lungs following a previous operation. She attended to this by informing anaesthetist.

7. The anaesthetist arrived. Discussed my general health and told me procedure. He also answered the questions I had (length of operation, etc). We discussed previous clotting. He explained the precautions they would take.

8. Sister-in-charge returned and put special stocking on me to prevent clotting following operation.

How do I feel pre-op?? Reasonably relaxed, but a bit nervous. Hospital and staff give impression of knowing their job - gives me confidence. Hospital ambience is very clean, professional. Card from Sisters of Mercy explaining their philosophy with patients is reassuring.

9. Irish sister (Margaret) called into my room to say she was going to lunch - but "pre-medication' tablets would be given to me as soon as anaesthetist calls (I felt reassured).

10. All nursing staff introduce themselves by their first name.

11. Margaret offered to stay and chat immediately prior to going into surgery if I was anxious (even though she was obviously very busy).

12. Orderly came and took me to operating room. He was friendly and called me by my first name.

13. Dr J. visited me 30 min after I was returned from recovery room and explained things - but I was non compes mentis!!

14. Staff forgot I was staying, at dinner time (ie evening meal) did not deliver my meal until specifically requested.

15. Physiotherapist came and spent only a few minutes with me. She did not really tell me anything I did not already know. She seemed a bit miffed when I didn't agree with everything she said, nor when I asked her several questions.

16. Check-out. I was presented with a bill for \$169 for medication, which came as quite a shock as I thought this was covered by the hospital bill per se. I was informed that because this was part of the hospital stay, it would be refunded under private insurance. One drug on the bill was \$89 although the admissions/exiting officer could not explain what it was. Thrombosis (anti-clotting) stockings were charged at \$39 which seemed excessive.

Overall Satisfaction with Hospital (OSH): 4 (satisfied)*

17. Ten days later - returned to surgeon for checkup. Both he and I were happy with the knee; surgeon explained in detail what he did in operation. He gave me (for my records) two 'internal' photographs showing torn cartilage & other damage.

Overall Satisfaction with Surgeon (OSS): 4*

18. Upon claiming at my medical fund for the \$169 medication bill which was paid upon leaving hospital, I was informed that it was not claimable even though it was during a hospital stay. This contradicted the advice from the hospital. So I am out of pocket \$169. OSH:3*

19. Received a \$40 bill for physiotherapist which was totally unexpected .

20. I wrote to the hospital complaining about 'excessive' bill for medication and the unexpected physiotherapy bill. A week later I received a letter (a) justifying the medication costs and (b) informing me that the surgeon "had authorised" the physiotherapy - however since the physiotherapist was only with me for a mere 5 minutes, this bill was reduced from \$40 to \$20.

Epilogue

21. Well 3 months later - How do I feel about my experience with Dr J. and the private hospital? The knee surgery seems to have been very successful – it's feeling good. Some of the surprises I received (costs for medication, etc) I guess I should have expected - or at least made more assertive enquiries upon admission. So to some extent I guess I'm to blame.

Overall Satisfaction with Hospital (OSH) = 4

Overall Satisfaction with Surgeon (OSS) = 4

(Using scale: 1 = very dissatisfied to 5 = very satisfied.)

Overall value for Money = 4 where *(1 = poor value to 5 = excellent value)*

Would I recommend this surgeon and this hospital to a close friend? Well, I recently recommended Dr J. to a colleague who required similar knee surgery. Would I recommend the Sydney private hospital? Only if you could afford it!!

Surgeon = 5 Hospital = 4

(Scale: 1= highly unlikely to 5 = certainly recommend)