Unit Outline

MKTG 3311
Consumer Services and Retailing

Semester 2 2011
Crawley

Unit Coordinator
Professor Jill Sweeney
UNIT DESCRIPTION

Introduction

The services sector has seen rapid growth, with service organisations in Asia comprising the majority of businesses. This unit aims to provide the student with the skills and competencies to understand the special needs associated with the marketing of services.

Retailers are one of the largest segments in the service sector as many are retailing services (e.g. hair salons, insurance, dry cleaning, dog grooming) and all offer service in selling the product or good. Thus “retailers are services businesses”. Both the service and retail industries are extremely competitive and have an important role to play in the Australian economy, indeed services employ approximately 75% of the working population.

As this course has a strong practical emphasis, real case studies and retail firms are featured in the tutorials and assignments.

The Goal of the unit

The goal of this unit is to enhance students’ understanding of the service/retailing economy as students are likely to work in this industry at least once in their career.

Learning outcomes

On completion of this unit, students will be able to:

- Contrast the marketing of services with the marketing of manufactured goods.
- Appreciate the importance of the roles of service personnel and customers to services marketing.
- Explain the sources of competitive advantage in service businesses.
- Identify and critique the role of retailing in the economy.
- Use frameworks/tools to analyse services and develop competitive strategies (including blueprinting).
- Identify, analyse and apply the various components of the services marketing mix to create customer value.
- Analyse the roles of service personnel, customers, self service technologies, and service environments to enhance the customer – employee interaction.
- Understand the importance of relationships and service recovery tactics in order to build customer loyalty.
- Count yourself as a more aware and savvy consumer of services.

Students should note that this unit entails several projects, which involve a substantial amount of reading and preparation. While the lectures provide the background theory, the learning experience is in your hands. Contribution and effort are critical to learning in this course.
Educational Principles and Graduate Attributes

In this unit, you will be encouraged and facilitated to develop the ability and desire to:

- Critically evaluate service process problems through the use of blueprinting
- Develop more effective communication skills through weekly tutorial discussions on the assigned exercises or case study
- Develop competencies to work more effectively in teams through the completion of a group project relating to the retail/services environment
- Demonstrate self management and independent learning skills through the completion of the prescribed weekly exercises or case study
- Apply discipline knowledge to the group project, weekly exercises and case studies

TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies

The course will consist of lectures, tutorial discussions, one group project, one individual project and a final examination. There are 13 lectures (2 hours duration), 12 tutorial sessions. The lectures will primarily focus on theories and concepts, whereas tutorial sessions will be about discussing the application of these concepts, with the tutor acting as a facilitator. Discussion should be based on use of marketing concepts, frameworks, techniques in analysing problems and predicting solutions. New topics will be introduced in each lecture. Therefore it is essential that the text is read before attending the lecture.

Teaching and learning evaluation

You may be asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and the Students’ Unit Reflective Feedback (SURF). The SPOT is optional and is an evaluation of the lecturer and the unit. The SURF is completed online and is a university wide survey and deals only with the unit. You will receive an email from the SURF office inviting you to complete the SURF when it is activated. You are encouraged to complete the forms as your feedback is extremely important and can be used to make changes to the unit or lecturing style when appropriate.

Attendance

Participation in class, whether it is listening to a lecture or getting involved in other activities, is an important part of the learning process. It is therefore important that you attend classes. More formally, the University regulations state that ‘to complete a course or unit students shall attend prescribed classes, lectures, seminars and tutorials’.
CONTACT DETAILS

We strongly advise students to regularly access their student email accounts. Important information regarding the unit is often communicated by email and will not be automatically forwarded to private email addresses.

<table>
<thead>
<tr>
<th>Unit coordinator/lecturer</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Professor Jill Sweeney</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:jsweeney@biz.uwa.edu.au">jsweeney@biz.uwa.edu.au</a></td>
</tr>
<tr>
<td>Phone:</td>
<td>6488 1438</td>
</tr>
<tr>
<td>Consultation hours:</td>
<td>15.00 - 16.00 Monday</td>
</tr>
<tr>
<td>Lecture times:</td>
<td>13.00 - 14.45 Monday</td>
</tr>
<tr>
<td>Lecture venue:</td>
<td>BUS: EYLT</td>
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<table>
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<tr>
<th>Tutor</th>
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<tr>
<td>Name:</td>
<td>Fiona Long</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:20853047@student.uwa.edu.au">20853047@student.uwa.edu.au</a></td>
</tr>
<tr>
<td>Phone:</td>
<td>6488 5823</td>
</tr>
<tr>
<td>Consultation hours:</td>
<td>Thursday 09.00-10.00</td>
</tr>
<tr>
<td>Tutorial time:</td>
<td>Wednesday 9.00 – 9.45</td>
</tr>
<tr>
<td>Tutorial venue:</td>
<td>BUSN: 263</td>
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<tr>
<td>Tutorial time:</td>
<td>Thursday 11.00 – 11.45</td>
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<tr>
<td>Tutorial venue:</td>
<td>MCS: G35</td>
</tr>
<tr>
<td>Tutorial time:</td>
<td>Thursday 13.00-13.45</td>
</tr>
<tr>
<td>Tutorial venue:</td>
<td>BUSN: 261</td>
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TEXTBOOK(S) & RESOURCES

Recommended/required text(s)


Please note (text book to focus on):

While the below lecture schedule (next page) shows that the readings (right hand column) come from both the above service book (LWC) and the below retailing book (LW), the essential reading is from LWC. The LW readings are supplementary, and while it is expected that you read them, the lecturers will be specific before the exam as to which sections of the LW chapters are essential. In other words, the LWC text, which covers a significant amount of retailing material, is the focus.

Additional resources & reading material


Journals that may help with assignments (library)

Journal of Service Research
Journal of Services Marketing
Journal of Retailing
Journal of Retailing and Consumer Services
Journal of Retailing and Consumer Services
Asia Pacific Journal of Marketing
<table>
<thead>
<tr>
<th>Wk #</th>
<th>Topic</th>
<th>Lecture</th>
<th>Seminar/tutorial questions</th>
<th>Independent activity (e.g. readings)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unit Ov / Services</td>
<td>Intro to Services</td>
<td>No tutorial</td>
<td>LWC Ch 1</td>
</tr>
<tr>
<td>2</td>
<td>Services / Retailing</td>
<td>Customer Behaviour Positioning</td>
<td>LWC Case 2 Four Customers p. 437</td>
<td>LWC Ch 2 and 3 LW Ch 4</td>
</tr>
<tr>
<td>3</td>
<td>Services / Retailing</td>
<td>Products / Distribution (inc store location)</td>
<td>LWC App Ex 1 &amp; 3, Ch 2 p. 54</td>
<td>LWC Ch 4 and 5 LW Ch 7 (Form into groups)</td>
</tr>
<tr>
<td>4a</td>
<td>Retailing</td>
<td>Intro to Retailing</td>
<td>LW Disc Qs 1 &amp; 2, Ch 1, p. 26</td>
<td>LW Ch 1 and 2 Berry 1986 (article) Sweeney, Soutar &amp; Johnson 1999 (article)</td>
</tr>
<tr>
<td>4b</td>
<td>Guest lecturer “Retailing in reality” Andrea Hoskins, Manager - Strategic Executive Projects – HB. Andrea will talk about her experiences in retailing at City Farmers, HBF and 711.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Retailing</td>
<td>Retailing Strategy</td>
<td>LW Case 12 College Age pp. 588-589</td>
<td>LW Ch 5</td>
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<tr>
<td>6</td>
<td>Services / Retailing</td>
<td>Service/retail experience</td>
<td>LWC App Ex 1, Ch 10, p. 272</td>
<td>LW Ch 10 Berry, Wall &amp; Carbone 2006 (article)</td>
</tr>
<tr>
<td>7</td>
<td>Services / Retailing</td>
<td>Pricing / CIT</td>
<td>LWC Rev Q 6 &amp; App Ex 2, Ch 6 p. 165</td>
<td>LW Ch 6 Bitner et al. 1990 (article)</td>
</tr>
<tr>
<td>8</td>
<td>Services / Retailing</td>
<td>Processes (inc blueprints) Demand</td>
<td>LWC App Ex 3, Ch 8 p. 225 &amp; App Ex 3 Ch 9 p. 249</td>
<td>LW Ch 8 and 9 Fleiss &amp; K’kamp 2004 (article) Tax &amp; Stuart 1997 (article) (Submit journal and letter and classification (all parts of assignment 1))</td>
</tr>
<tr>
<td>9</td>
<td>Services / Retailing</td>
<td>Promotion</td>
<td>LWC Case 5 Managing WOM pp. 453-456</td>
<td>LW Ch 7 LW Ch 16</td>
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</tr>
<tr>
<td>10</td>
<td>Guest Lecturer</td>
<td>“Developing a new brand strategy”</td>
<td>Simone Pucar, Marketing Manager Western Australian Museum. Simone will talk about the rebranding strategy employed by the museum</td>
<td>Based on guest lecture content.</td>
</tr>
<tr>
<td>11</td>
<td>Services / Retailing</td>
<td>Managing People (employees and customers)</td>
<td>LWC Case 13 Menton Bank pp. 504-514</td>
<td>LWC Ch 8 and 11 LW Ch 9</td>
</tr>
<tr>
<td>12</td>
<td>Services / Retailing</td>
<td>Relationships / Complaints</td>
<td>LWC App Ex 5, Ch 12 p. 334 &amp; App Ex 4, Ch 13 p. 363</td>
<td>LWC Ch 12 and 13</td>
</tr>
<tr>
<td>13</td>
<td>Services / Retailing</td>
<td>Service Quality and Productivity</td>
<td>LWC Case 19 Library Exp pp. 534-536</td>
<td>LWC Ch 14 (Submit major project)</td>
</tr>
</tbody>
</table>
ASSESSMENT MECHANISM

The purpose of assessment

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work provides you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process. The purpose of including team assessment in this unit is to facilitate a practical assessment of a retail/service organisation. This type of work could not be undertaken individually. The tutorial participation will help you to understand the frameworks/concepts used by services marketers. In addition, the individual project and exam will enable you to apply the discipline knowledge gained.

Assessment mechanism summary

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asst 1: Co-production</td>
<td>5%</td>
<td>Report due Monday 7th Nov (week 14)</td>
</tr>
<tr>
<td></td>
<td>5% - Tutor</td>
<td></td>
</tr>
<tr>
<td>Asst 2: Individual Assignment – Services</td>
<td>20%</td>
<td>Week 8 2pm Thursday 22nd Sept via Uniprint</td>
</tr>
<tr>
<td>Journal Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asst 3: Group Project – Blueprinting</td>
<td>20%</td>
<td>Week 12 2pm Thursday 27th Oct via Uniprint</td>
</tr>
<tr>
<td>and Redesign</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final exam</td>
<td>50%</td>
<td>TBA</td>
</tr>
</tbody>
</table>

Note 1: Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.

Note 2: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning outcomes as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the unit.
Assessment components

Format of all written assignments: must be in 12-point font, Times New Roman, double spaced with at least 2cm margins.

Assessment 1

Co-production (including In-Class Participation) (self-assessment and tutor assessment)

To assist in understanding of services marketing issues, students are encouraged to contribute to in-class discussions. A student’s participation and interaction with other students, as well as the professionalism displayed in all aspects of this class, will be a major component of the class instruction. Student co-production may also be based upon an ability to recognize contemporary services marketing issues. Students are encouraged to examine current issues and to bring in articles that make a salient contribution to class discussion. In so doing, students should be prepared to describe the relevance of the article to services marketing.

This educational “service” (MKTG 3311) requires active co-production and participation in the classroom for it to be a success. **Attendance in class is a necessary, but not sufficient, condition for good participation.** (Merely showing up for work, but not contributing anything to the organization, would not generally be considered acceptable behaviour in the workplace.)

In a departure from usual practice, at the end of the semester each student will evaluate his/her own co-production (participation) and assign him/herself a score. As part of this process students will be required to submit a 1-2 page justification of the grade they would recommend they should receive. (Use Appendix 1 as your base document). So, we would advise students to keep track of days/topics when they have taken an especially active, leadership role in class discussion. Guidelines regarding the participation component is given below. **(The instructor reserves the right to decide the final co-production grade)**

Since we consider the student (i.e., customer) to be a co-producing partner in the delivery of this service, we provide the opportunity for students to evaluate their own contributions to the course and to assign themselves a co-production (class participation) score. Students are asked to explicitly state their suggested percentage (from 0% to 100%) at the beginning of the paper and then proceed to provide support for that recommended score. The due date for this paper is **the week after the end of semester, Monday 7th November.** If we do not receive a paper, we will assign a score of zero and assume that adequately reflects your opinion about your co-production. (Format of report in Appendix 1)

Co-production in this service setting (education) can mean many things. At a minimum, it would seem to entail the following student behaviours:

1. **Preparation**
   - reads assigned materials prior to class
   - thoughtfully considers discussion questions (from book and course web site)

2. **Promptness**
   - is on time, or even early, to class all of the time

3. **Professionalism** *(as defined by students in past semesters)*
   - frequently (and regularly) attends class
- asks questions about material, assignments
- is attentive (does not read newspapers during class)
- listens to instructor, fellow students
- begins assignments (in particular this one) well before the due date
- turns all work in on time (or early!)
- does not create class interruptions (cell phone ringing, coming into class late, leaving class early)
- is present mentally as well as physically
- takes pride in the quality of work submitted
- has a positive attitude and a willingness to learn
- email and/or telephone communication is appropriate (student appropriately identifies him/herself, the specific class he/she is in, etc., in all communication)

(4) Participation
- attends tutorials and lectures (except for emergencies)
- regularly (and frequently) engages in class discussion
- contributes personal experiences to class discussions to illustrate course concepts
- speaks up in class when the topic is not understood
- actively contributes to group discussions/assignments
- pulls his/her own weight in group activities

There are probably several other co-production behaviours that could be listed. Thus, the paper should lay out what would be appropriate criteria for evaluating each student’s co-production.

In an attempt to provide some guidance for this paper, the mark template below provides a guideline that we would use if we were assigning just a class participation score. In reality, although class participation is certainly a key component of your co-production, it is not the only component (also preparation, promptness and professionalism – see above). Students may use the criteria for any of these four behaviour Ps in their argument or develop (and explicitly state) their own criteria for their co-production efforts.

**Tutorial Participation:**

100%: Incredible leader in tutorial case discussion. Completely prepared for every class discussion and also able to answer questions posed by the tutor. Frequently initiates stimulating dialogue by illustrating application of course concepts. Student is a role model for the class.

90%: An outstanding leader in tutorial discussions. Always prepares for discussions on the chapter topics and assigned cases. Interacts with classmates in a professional manner and indicates active listening.

80%: A consistent leader in tutorial discussions. Is almost always prepared to discuss the assigned topics or cases in the tutorial. Consistently exhibits the qualities of a good student.

70%: Regularly responds to the tutor’s comments and questions. Occasionally takes the lead in class discussion. Often volunteers illustration about the subjects being discussed.

60%: Occasional contributions to tutorials based on solid preparation. Rarely volunteers to begin a discussion.

50%: Seldom answers questions posed by the tutor. Responds to other students in active learning assessments only when required to do so.
40%: Regular to tutorial but takes no participation in discussion. Answers questions posed by the instructor if explicitly asked. Otherwise does not take part in class discussions.

30% -: Completely avoids any attempt to contribute to classroom discussion and is not regular to the class.

In the co-production paper students should explicitly state their suggested percentage (from 0% to 100%) at the beginning of the paper and then proceed to provide support for that recommendation. Students may find it beneficial to keep track of days/topics when they take an especially active leadership role in class discussion and times when they conducted themselves in a professional manner. At several points during this semester students will be asked to coproduce the service and add value to the class, so those times may be included in the discussion.

Students should be fair and honest in their evaluation of their co-production. Students who inflate their co-production are not likely to receive any “benefit of the doubt” if they are sitting on the fence between two grades at the end of the semester—particularly if a significantly inflated percentage has moved them into range of a higher course grade. (Thus, the instructor reserves the right to adjust the final co-production grade).

Note: This assignment will be used as input to your participation grade and will not be returned to the student.

**Assessment 2**

**Services Journal Activities (Individual - 20%)**

The purpose of this individual assignment is to help you understand and evaluate service encounters from your own perspective as a customer.

Submission for all Assessment 2 parts: to Uniprint by 2pm Thursday 22nd Sept in week 8.

The services journal activities will comprise of three (3) parts:

**Part 1** – For the first 6 weeks of the class, you are to keep a journal of your service encounter experiences. The purpose of the journal is to identify sources of extreme customer satisfaction and dissatisfaction with the services you encounter in the course of your lives. So collect information on the extreme incidents that made you very satisfied or dissatisfied. You must have at least one favourable and one unfavourable incident. Beyond that, the balance is up to you. A blank journal entry template is provided for you in Appendix 2. Submit your journal during the tutorial in week 8. You should submit 8 separate journal entries for the entire 6 week period.

**Part 2** – From the journal entries, choose one encounter where you were dissatisfied with the service and write a formal complaint letter. You do not need to be extremely upset; it may be that the company did not supply service that lived up to your expectations. In the letter, constructively complain about what happened, and if appropriate, make suggestions for the company to recover the situation (both so that it doesn’t happen again, and so you will be satisfied with the outcome). Don’t make the situation out to be worse that it really is. Also, you should carefully consider which contact point(s) you give the company, so they can respond. See Appendix 3 for an outline of the complaint email/letter. Submission as above.

**Part 3** – Using the Critical Incident Technique (CIT) analyse the journal entries. Details of the CIT can be found in Lovelock, Wirtz and Chew (2009), p. 155, but more importantly from the Bitner et al. (1990) article in CMO. The format is included in Appendix 4a. Code each journal entry from part 1 as 1,2,3,…,8 and enter these codes into the grid. In an overview, report the
rationale for the classification of each incident (i.e. why you have entered ‘1’ in a particular cell; why you have entered ‘2’ in a particular cell etc.) (Appendix 4b). Submission as above.

**Assessment 3**
**Group Assignment – service design (20%)**

Your tutor will help organise you into groups of 3-5 in the first tutorial of the semester. You should try to select partners from the same tutorial group but this is not absolutely necessary. The group assignment is in two parts. It is suggested that you use the same organisation for the two parts. This can be a retailer or a service. It can be for profit, not for profit or government. However you are strongly recommended to choose a small outlet (e.g. a café or tourist office, not UWA!)

Submission for all assessment 3 parts: to Uniprint by 2pm Thursday 27 October in week 12.

- **Blueprint (10%)**
  You should submit a detailed blueprint of a small individual retailer or service. The Lovelock technique outlined in your text (pp. 206-209) is to be used. Details of blueprinting will be in the Week 8 lecture.

  **Useful steps for the blueprinting process**
  1. Form teams of 3-5 from your class members.
  2. Choose a small local retailer. Please focus on a specific company. To complete this assignment, you may need to visit and observe your chosen company.
  3. Create a complete blueprint of the service that you have chosen. Each blueprint should include the components highlighted in your text book (p. 204). You may also refer to other sources to gather more information on “Service Blueprinting”. All lines should be labelled clearly, and arrows should be included in the blueprint to indicate the order of activities. Each section of the blueprint must be separated into separate acts (pre-process, in process, and after process). The customer steps in the blueprint must be clearly scripted. The blueprint should include all lines in the front stage and back stages. In addition, waiting times and approximately how much time is required for each service process must be shown, which will require discussions with company personnel.
  4. Three to five key elements of physical evidence should be revealed in the blueprint.
  5. Three potential bottlenecks (points in the process where backups or slow delivery may occur) and/or fail-points (points in the process where problems may occur) should be identified and presented in the blueprint.

  **Marking Criteria for the Service Blueprint (10%)**
  1. Clearly script the customer steps in the process for the separate acts (2%)
  2. Identifies wait times, bottlenecks and fail points (2%)
  3. Details visible and invisible interactions for contact personnel (2%)
  4. Lists the support processes and IT databases (if any) (2%)
  5. Clearly shows the flow of activities (directional arrows) and is visually appealing (2%)

- **Service Redesign (10%)**

  From the detailed blueprint select a PROCESS fail point, PARTICIPANTS fail point or a PHYSICAL FACILITIES fail point (i.e. one only) and then redesign the service in order to eliminate this in the blueprint.

  To justify your selection of the fail point submit a 1000 (approx.) word document (10%). In this document:
1. Give an overview of the small retail firm.
2. Why you have chosen this fail point.

*It must be made clear as to what the original process, participant or physical facility was and what changes have been made. It is suggested that you use Tax and Stuart’s Table 1 and/or Figure 1 to demonstrate the changes to the one ‘P’. (If other Ps change as well as your focal ‘P’ you may include this in Figure 1 if you wish).

- **Log Book**

Each group must keep a group work log book. It is to be attached as an appendix to the assignment. In the log book keep a record of the meetings, allocated responsibilities, date when allocated, and completion dates.

Each time the group meets, it is important to appoint a facilitator. It is the facilitator’s role to record the objectives and outcomes of the meeting into the log book. The facilitator’s role should be rotated amongst group members on an equal basis and their name is to be recorded in a separate column in the log book.

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**Assessment 4**

**Final Exam**

The final exam will be two hours and ten minutes in length and cover the content of the entire unit. The format of the final exam will be discussed during the lecture. Students will sit the final exam during the examination period set aside by the University.

The exam will be based on class notes plus LWC and LW as identified by lecturers. The presentation of the two guest speakers will also form part of the examinable material. The content of these guest lectures may be used to support your essay arguments.

**Submission of assignments**

Submit your assignment in an electronic format by going to the Uniprint web site www.uniprint.uwa.edu.au, then click on “Student Assignments” and follow the instructions.

**Student Guild**

Phone: (+61 8) 6488 2295
Facsimile: (+61 8) 6488 1041
E-mail: enquiries@guild.uwa.edu.au
Website: http://www.guild.uwa.edu.au
Appendix 1
Co-production

Mark claimed out of 5% (can use fractions e.g. 3.75)

\[
\frac{\_\_\_\_}{5}\% 
\]

Arguments - note you do not have to make an argument based on all four, however participation is required and at least one other recommended.

<table>
<thead>
<tr>
<th>Category</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td></td>
</tr>
<tr>
<td>Promptness</td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td></td>
</tr>
<tr>
<td>Participation (min 2.5%)</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2

Services Journal Entry Form

Journal code: (A … H)________

Your Name:________________________

Name of Firm:_____________________ Type of Service:__________________________

Date of Encounter:______________ Time of Encounter:______________

1. What specific circumstances lead to this encounter? (Purpose, expectations, location etc.)
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

2. Exactly what did the firm/employee do? Why? What did you do?
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

3. How would you rate your level of satisfaction with this encounter? (circle appropriate number)
   1  2  3  4  5
   Extremely Dissatisfied                Extremely Satisfied

4. What exactly made you feel this way?
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

5. How likely is it that you will go back to this service provider? (circle appropriate number)
   1  2  3  4  5
   Extremely Unlikely                   Extremely Likely

   *If negative service only*

6. What do you reasonably expect the employee/firm to do to recover the situation?
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
Appendix 3

COMPLAINT GUIDELINES CHECKLIST

Below are the guidelines for creating an e-mail or letter to send to your company *(note that you are not actually sending it to the organisation but rather preparing the email or letter as if you were)*.

- Find the name and position within the company of the person you are sending this to. If you aren’t sure who the correct person is, send it to whoever your contact is. The structure of the opening should be as follows:
  
  <First Name> <Last Name>
  
  <Position>
  
  <Name of Business>
  
  <Address of Business – if sending via mail>
  
  Dear <First Name> <Last Name>:
  
- Do not address messages with generic terms such as Dear Sir/Madam.

- Salutation should be "Sincerely, Your Full Name" as below:
  
  Sincerely,
  
  Fiona Long
  
- Be truthful. Do not try to make the situation worse than it really is. If you are only mildly upset, then make sure that comes across. Be as specific as possible, incorporating dates, times, locations, names, etc. of the situation and the people involved.

- No emotional language or swearing (regardless of how upset you are). All letters should contain professional business language, and be checked for correct spelling and grammar.

- The e-mail is plain text with no attachments.

- You should leave an e-mail address that is a source external to UWA, such as Hotmail, as your only return contact point. No phone numbers or fixed addresses please.

- Do not include that you are a university student, or any irrelevant details about yourself such as age (unless of course it is integral to the complaint you are writing).

- Refer to your text book and handouts for help with your email/letter.

- There should be a call for action towards the end of the e-mail requesting a return e-mail. A call for action is your request for the company to do something to recover the situation. Depending on your case, the call for action may be to return your e-mail with a response, or it could be to provide compensation for your financial loss or inconvenience. Each case will be different, and you should be reasonable and realistic with your requests.
## Critical Incident Classification Form

### Group and Category Classification by Type of Incident Outcome

<table>
<thead>
<tr>
<th>Group and Category</th>
<th>Type of Incident Outcome</th>
<th>Satisfactory</th>
<th>Dissatisfactory</th>
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<tbody>
<tr>
<td></td>
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<td>No.</td>
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<tr>
<td><strong>Group 1. Employee Responses to Service Delivery System Failures</strong></td>
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<tr>
<td>A. Unavailable Service</td>
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<tr>
<td>B. Unreasonably Slow Service</td>
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<tr>
<td>C. Other Core Service Failures</td>
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<tr>
<td><strong>Subtotal Group 1</strong></td>
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<tr>
<td><strong>Group 2. Employee Responses to Customer Needs and Requests</strong></td>
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<tr>
<td>A. “Special Needs” Customers</td>
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<tr>
<td>B. Expressed Customer Preference</td>
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<tr>
<td>C. Admitted Customer Error</td>
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<td></td>
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<tr>
<td>D. Potentially Disruptive Others</td>
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<tr>
<td><strong>Subtotal Group 2</strong></td>
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<td><strong>Group 3. Unprompted and Unsolicited Employee Actions</strong></td>
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<tr>
<td>A. Attention Paid to Customer</td>
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<tr>
<td>B. Extraordinary Emp Behaviour</td>
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<tr>
<td>C. Emp Behaviour &amp; Cultural Norm</td>
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<tr>
<td>D. Gestalt Evaluation (overall)</td>
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<tr>
<td>E. Performance in Adverse Circum</td>
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<td><strong>Subtotal Group 3</strong></td>
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ERROR: syntaxerror
OFFENDING COMMAND: --nostringval--

STACK:

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/ModDate
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/Keywords
(PDFCreator Version 0.9.5)
/Creator
(D:20110912132124+08’00’)
/CreationDate
(bdoran)
/Author
-mark-