

## 325-306 Service and Relationship Marketing

<b>Credit Points:</b>	12.50
<b>Level:</b>	3 (Undergraduate)
<b>Dates &amp; Locations:</b>	This subject is not offered in 2009.
<b>Time Commitment:</b>	Contact Hours: Two 1-hour lectures and a 1-hour tutorial per week Total Time Commitment: Not available
<b>Prerequisites:</b>	325-104 Principles of Marketing
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt;         &lt;p&gt;It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>
<b>Subject Overview:</b>	<p>The marketing of service presents unique challenges and opportunities to enhance value creation by customers. This is because of the intangible, heterogeneous nature of the product and the critical role of service personnel in service delivery. Strategies to address these challenges and opportunities are presented. Topics include: buyer behaviour of services; managing effective servicescapes; the importance and measurement of service quality, customer satisfaction, perceived value and loyalty; relationship marketing philosophy and practice; managing supply and demand of perishable service; the role of service personnel and customers in value creation; minimising the role stress of service personnel; service failures, customer complaint behaviour and effective service recovery.</p>
<b>Objectives:</b>	.
<b>Assessment:</b>	A 2-hour examination (60%) and assignment(s) totalling not more than 4000 words (40%).
<b>Prescribed Texts:</b>	None
<b>Recommended Texts:</b>	Information Not Available
<b>Breadth Options:</b>	<p>This subject potentially can be taken as a breadth subject component for the following courses:</p> <ul style="list-style-type: none"> <li># <b>Bachelor of Arts</b> (<a href="https://handbook.unimelb.edu.au/view/2009/D09">https://handbook.unimelb.edu.au/view/2009/D09</a>)</li> <li># <b>Bachelor of Biomedicine</b> (<a href="https://handbook.unimelb.edu.au/view/2009/J07">https://handbook.unimelb.edu.au/view/2009/J07</a>)</li> <li># <b>Bachelor of Environments</b> (<a href="https://handbook.unimelb.edu.au/view/2009/A04">https://handbook.unimelb.edu.au/view/2009/A04</a>)</li> <li># <b>Bachelor of Music</b> (<a href="https://handbook.unimelb.edu.au/view/2009/M05">https://handbook.unimelb.edu.au/view/2009/M05</a>)</li> <li># <b>Bachelor of Science</b> (<a href="https://handbook.unimelb.edu.au/view/2009/R01">https://handbook.unimelb.edu.au/view/2009/R01</a>)</li> <li># <b>Bachelor of Engineering</b> (<a href="https://handbook.unimelb.edu.au/view/2009/355-AA">https://handbook.unimelb.edu.au/view/2009/355-AA</a>)</li> </ul> <p>You should visit <a href="http://breadth.unimelb.edu.au/breadth/info/index.html">learn more about breadth subjects (http://breadth.unimelb.edu.au/breadth/info/index.html)</a> and read the breadth requirements for your degree, and should discuss your choice with your student adviser, before deciding on your subjects.</p>
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>

**Generic Skills:**

- # High level of development: written communication; collaborative learning; problem solving; team work; application of theory to practice; interpretation and analysis; critical thinking; synthesis of data and other information; evaluation of data and other information; accessing data and other information from a range of sources; receptiveness to alternative ideas.
- # Moderate level of development: oral communication; use of computer software.
- # Some level of development: statistical reasoning.