

COURSE CODE: BUAD 336

COURSE TITLE: Service Design & Development

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.

Prerequisite(s): BUAD 176, BUAD 200 or BUAD 210 with a minimum grade of 60%, and third year standing

Co-requisite(s): None

Prerequisite For: None

Substitutable Courses: None

Graduation Requirement: Entrepreneurship Specialty, Marketing Specialty Area & Management Specialty - Elective

Transfer Credit: N/A

Special Notes: None

Credits: 3

Hours per Week: 3

Originally Developed: September 2007, Revised January 2021

EDCO Approval: June 2022

CHAIR'S APPROVAL: 

Learning Outcomes

Outcome	Upon completion of this course students will be able to:
1	Define the importance of service design as a distinctive and vital part of success in the current business environment.
2	Identify the gaps model of services design and the components of service quality.
3	Apply the design thinking process to services.
4	Formulate listening strategies; service standards and service blueprint strategies; service delivery strategies; and service marketing strategies.
5	Analyze a service business including assessing the consumer gap and the impact of provider gaps; identify main service design issues and developing recommendations.
6	Develop new service concepts.
7	Assess service concepts against key industry success factors; and conduct a cost-benefit analysis.
8	Create a service prototype design including consumer expectations, service standards, services blueprint, service quality measures and services marketing plan.

Course Objectives

Objectives	This course will cover the following content: See weekly course schedule below
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Professors

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

Evaluation Procedure

Service Design Audit & Presentation	50 %
Service Design Development Concept	30 %
Personal Learning Journal	20 %
Total	100 %

Required Materials

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

Notes

Class Work

Students are expected to attend every class. You will work in teams to conduct a services design audit and service development concept based on an existing service organization. We meet twice a week for 90 minutes. The expectations are that each student will follow these guidelines:

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.

Service Design Audit (50% 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 and oral presentation outlined as follows:

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.
 - Build a causal analysis of the service provider gaps.
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 (30% of grade)

Based on the service design audit, each team will create a set of recommendations to redesign the service experience chosen for the audit. This report and presentation will include recommendations for the service organization to address all Provider Gaps identified in the Service Design Audit.

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 for the term and for which each member will be evaluated by their peers. Deadlines for the course projects are outlined on the course schedule.
2. This class will be taught in a 2 x 1.5 hour weekly classes plus 5 hours per student per week.
3. The class format will follow the outline on the course schedule below subject to the professor and the teams' needs through this experiential learning course.

Course Schedule

Date		Weekly Learning Topics	Learning Activities & Deliverables
2024 Week & Date		Wednesday, Sept. 4 - First day of class Friday, Sept. 13 - Last day to register for Fall 2024 Monday, Sept. 30 - Statutory Holiday (no classes) Monday, Oct. 14 - Statutory Holiday (no classes) Friday, Oct. 25 - Last day to withdraw without academic penalty Monday, November 11, Statutory Holiday (no classes) Friday, December 6, Last day of class Tuesday, Dec. 10 - Friday, Dec. 20, Final Exam Period	Personal Profiles submitted in advance of Class #1
Week 1	Thursday Sept 5	Foundation for Services - Slide Deck #1 Introduction to Services	1. Learning Circle #1 Personal Intros 2. Brain Games
Week 2	Tuesday Sept 10	Foundation for Services - Slide Deck #2 8 P Model; Gaps Model of Service Design - Slide Deck #2	1. Brain Games 2. Teams' Formation
Week 2	Thursday Sept 12	Collaborative Learning and Service Organization Chosen Constructing a Team Charter Constructing a Services Design Audit Proposal	1. Learning Circle #2 2. Team Charters Due 3. Service Design Audit Project Charters Underway
Week 3	Tuesday Sept 17	Focus on The Customer - Slide Deck #3 Customer Expectations - Pre-Experience Customer Perceptions - Post Experience	1. Service Design Audit Project Charters Due
Week 3	Thursday Sept 19	Focus on the Customer - Slide Deck #3 Define Gaps Model & Apply to Client Mind's Eye Customer Journey; Moments of Truth	1. Gaps Model Defined 2. Build Customer Journey 3. Identify Moments of Truth 4. Identify Customer Expectations
Week 4	Tuesday Sept 24	Focus on the Customer - Slide Deck #4 Define the Beachhead market	1. Customer Journey, Key Moments of Truth and Customer Expectations Due
Week 4	Thursday Sept 26	Field Work - Slide Deck #5 Identify Key Moments of Truth Measure Customer Perceptions on the Customer Journey	1. Measure Customer Perceptions 2. Measure the Customer Gaps
Week 5	Tuesday Oct 1	Focus on the Customer Gap - Slide Deck #5 Map the Customer Gaps at Key Moments of Truth	1. Customer Gaps Complete
Week 5	Thursday Oct 3	Focus on the Customer Gap Team Presentations on Customer Gaps	1. Oral Team Presentations 2. Written Report #1 due
Week 6	Tuesday Oct 8	Provider Gap #1 The Listening Gap - Slide Deck #6 Effective Listening Strategies Identify Listening Strategies used by clients	1. Teams to analyze customer gaps caused by not listening 2. Teams to share findings
Week 6	Thursday Oct 10	Provider Gap #1 The Listening Gap - Slide Deck #7 Building Customer Relationships & Service Recovery Identify CRM and Service Recovery Strategies used by clients	1. Teams to analyze customer gaps caused by lack of CRM 2. Teams to share findings
Week 7	Tuesday Oct 15	Provider Gap #2 The Service Standards Gap - Slide Deck #8 Service Blueprints Teams to design service blueprints for their clients	1. Service Blueprint created
Week 7	Thursday Oct 17	Provider Gap #2 The Service Standards Gap - Slide Deck #9 Setting Service Standards & Identify Servicescape Teams to identify hard and soft standards set by clients	1. Teams to analyze customer gaps caused by lack of standards 2. Teams to share findings

Week #8	Tuesday Oct 22	Provider Gap #3 The Service Performance Gap - Slide Deck #10 Internal Service Quality & Employees Roles & Customer Roles - Identify current roles for client's employees & customers	1. Teams to analyze customer gaps caused by improper employee service and customer interference. 2. Teams to share findings
Week #8	Thursday Oct 24	Provider Gap #3 The Service Performance Gap- Slide Deck #11 Managing Demand and Capacity Identify current client strategies for managing demand and managing capacity	1. Teams to analyze customer gaps caused by lack of service performance 2. Teams to share findings
Week #9	Tuesday Oct 29	Provider Gap #4 The Marketing and Sales Gap - Slide Deck #12 Integrated Marketing Promises Identify current service marketing and sales strategies used to describe the service	1. Teams to analyze customer gaps caused by marketing and sales 2. Teams to share findings
Week #9	Thursday Oct 31	Provider Gap #4 The Bottom Line for Service Design - Slide Deck #13 Identify the financial impact of effective services design	1. Teams to analyze customer gaps caused by improper service experience evaluation 2. Teams to share findings
Week #10	Tuesday Nov 5	Idea Generation Process - Slide Deck #14 Designing Strategies for Provider Gap #1 - Listening Gap Effective Listening Strategies	1. Written Report #2 due 2. Teams create portfolio of new listening strategies
Week #10	Thursday Nov 7	Designing Strategies for Provider Gap #1 - Listening Gap Customer Relationship Management Strategies	1. Teams create CRM plan
Week #11	Tuesday Nov 12	Designing Strategies for Provider Gap #2 - Service Standards Gap New Service Blueprint	1. Teams create new service blueprint
Week #11	Thursday Nov 14	Designing Strategies for Provider Gap #2 - Service Standards Gap New Service Standards and New Servicescape	1. Teams create new service standards and service scape updates
Week #12	Tuesday Nov 19	Designing Strategies for Provider Gap #3 - Service Performance Gap New Strategies for Improved Internal Service Quality	1. Teams create new strategies for service delivery
Week #12	Thursday Nov 21	Designing Strategies for Provider Gap #3 - Service Performance Gap New Strategies for Managing Demand and Capacity	1. Teams create new strategies for managing demand and capacity
Week #13	Tuesday Nov 26	Designing Strategies for Provider Gap 4 - The Marketing/Sales Gap New Services Marketing and Sales Strategies	1. Teams create new strategies for service marketing & sales
Week #13	Thursday Nov 28	Designing Strategies for Service Design Audits - Evaluation New Service Evaluation Strategies	1. Teams create new strategies for service evaluation
Week #14	Tuesday Dec 3	Final Presentations	1. New Service Design Pitch & Final Report due
Week #14	Thursday Dec 5	Final Presentations	1. New Service Design Pitch & Final Report due

Allowable Use of Artificial Intelligence

Generative AI tools are permitted with specific restrictions for this course.

- Students are permitted to use AI tools for formative work such as gathering information or brainstorming but may not use them for any assessed work or final submission. Whenever generative AI tools are used, they must be appropriately cited. (See [How to cite ChatGPT \(apa.org\)](#))
- Students can use AI tools to assist in proofreading, grammar checking, and language refinement for written assignments where the student has composed the first draft. Students should keep in mind that AI revisions are only suggestions and that they are ultimately responsible for the quality of their submissions. Students may be asked by their instructor how they interacted with AI tools and be prepared to explain and justify their process.

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, 6th edition (2009)). 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.