

Module code	MKT601	Level	6
Module title	Consumer Behaviour and Services Marketing	Credit value	24
Programme(s) on which the module is taught	BA (Hons) Business and Luxury Brand Management BA (Hons) Business and Marketing	ECTS Credits	12
		Notional learning hours	240

1. Pre-requisite modules

None

2. Module aims and objectives

There are several information sources about consumer buyer behaviour when it comes to the purchase of a physical product, but the unique characteristics of service products require a different strategy from marketers. Many consumers may perceive the risk of buying a service to be higher than for consumers purchasing physical goods. This module examines how and why consumers think, feel and behave the way they do and what this means for marketing services, ideas and experiences. We live in a consumer-driven society.

Unlike products, services are intangibles. Consumers cannot evaluate services according to senses such as touch or taste, so they behave differently in selecting and evaluating services versus products. Many service business owners fail to understand that consumer behaviour regarding services is different. Students can gain significant competitive advantage by adjusting their service delivery practices for these behavioural differences even as their competitors continue business as usual.

This module enables students to understand how consumers think, and how this is essential to services marketing and the formulation of services marketing strategy.

3. Learning outcomes

A) Knowledge and understanding

Upon successful completion of this module the students will be able to:

- A10 Demonstrate specialist knowledge and critical understanding of the knowledge base of the chosen pathway and its interrelationship with other fields of study. Appreciate the value of CPD and lifelong learning.
- A12 Synthesise and integrate knowledge at a level of abstraction; critically evaluating from competing perspectives theories and concepts to form critical and reflective understanding of information, and to exercise significant judgment in a range of business situations.

B) Skills

Upon successful completion of this module the students will be able to:

- B11 Demonstrate confidence and flexibility in identifying and defining complex and unpredictable problems, based on critical evaluation and use of appropriate analytical frameworks or tools. Adopt investigative strategies and a wide range of empirical evidence and sources of information to solve problems creatively, confidently and across disciplines.

B12 See opportunities for enterprise and demonstrates creativity, adaptability and confidence by innovating and cutting across disciplinary norms in a self-directed and ethical manner.

4. Indicative content

- Introduction to consumer behaviour and services marketing
- The unique characteristics of services
- Products Vs. Services Consumer Behaviour
- Segmentation Theories
- Consumer Research
- Personality and Consumer Behaviour
- The Diffusion of Innovations
- Consumer Behaviour in a digital environment
- The place and role of services in markets and businesses.
- Service processes – design, implementation and management.
- Building and developing service relationships.
- Services failure, complaint management, and services recovery.
- Strategic success and competitiveness through services
- Service innovations
- Ethics and sustainability in Services Marketing

5. Learning and teaching methods

The Regent's University London Hallmark Pedagogy seeks to develop graduates who are:

- Collaborative and networked
- Creative and entrepreneurial
- Critical and Reflective
- Culturally and socially versatile
- Digitally agile
- Well-informed and fluent across disciplines
- Responsible and environmentally conscious

Our Hallmark Pedagogy principles commit to providing you with the best environment for you to achieve the above Regent's graduate attributes. To do this we will:

- Take a personalised approach to your studies: finding out about your previous learning and experience, we offer individual guidance to help you plan your journey through university and beyond
- Involve you in decisions about your learning, by giving you access to a dashboard of data on your progress, explaining our teaching methods and giving you increasing autonomy to create your own educational journey
- Enhance your research, thinking and communication skills through your specialist subject, in a culturally diverse, global context
- Ensure that you have the knowledge and skills to bring more than one perspective to any challenge, both through your specialist studies and through specially-designed, team-taught activities to prepare you for future impact in your chosen personal mission
- Teach you in small classes in which students collaborate with each other and with the tutors, and where diverse learning needs can be met

- Provide learning activities which are active, often based on finding responses to real-world challenges; these activities will cross subject boundaries, and challenge orthodoxies by providing opportunities for you to explore alternative ways of thinking; they will allow you to take risks and have fun
- Make use of flexible learning and novel on-campus space configurations to promote experimentation and discovery; and we will take your learning outside the classroom, with London as an unparalleled resource
- Provide you with tutors who are expert researchers or practitioners in their fields, who will facilitate your learning, and who are engaged in continuous professional development both as teachers and in their specialist fields
- Embrace the potential of digital technologies in supporting learning
- Enhance your global network and intercultural communication skills, through engagement with our international partnerships and offering tuition in many different languages

Each week, students will be given a varied guidance and challenge session in a workshop format, chiefly to direct their learning and support their understanding. This variety is intended to drive engagement and will typically take the form, as appropriate of:

- Short lecture input
- Group research and report work
- Tutorial work
- Case preparation
- Assessment preparation and feedback (formative work)
- Technology supported work
- Student driven/negotiated sessions
- Guest presentations

24 credit module – 240 learning hours	
Directed learning	48 hours
Workshops	40
Challenge Debrief and Presentations	8
Collaborative Learning	24 hours
Challenge Fieldwork	24
Self-directed learning	168 hours
Preparation for class	40
Self-study after class	50
Preparation for assessments	38
Assessment	40
Total	240

6. Assessment and relative weightings

Formative Assessment

Formative Assessment 1: Mapping a service Customer Journey Map (Individual)

Customer journey mapping helps businesses step into their customer's shoes and see their business from the customer's perspective. It helps businesses gain insights into common customer interactions, how they can improve the customer experience, and define what customers, and prospective customers, need in order to complete a purchase. Students will be asked to select a specific B2C service produced by a company and develop a customer journey map. A map helps reveal issues with siloes in their business.

Formative Assessment 2: Mystery Shopping Challenge (Group)

Mystery Shopping is a process in which a person visits a retail store, restaurant, bank branch or any other service provider with the objective of measuring the quality of customer experience. Students will be provided a 2-day live challenge to conduct mystery shopping and present their findings.

Summative Assessment

Summative Assessment 1: Service Customer Journey Report, Individual Assessment, 1500 words (30% TMM)

Students are required to critically evaluate the formative service customer journey map in terms of the consumer decision making process and the factors that influence this process with a focus to produce commercially aware recommendations.

Summative Assessment 2: Mystery Shopping Report, Individual Assessment, 3000 words (70% TMM)

students will be asked to individually record 5 different mystery shopping encounters of their chosen company including 1) telephone call, 2) store visits, 3) emails/letters, 4) marketing/communications material, 5) critical review of website and/or smart phone app. Students will be asked to produce a report based on these mystery shopping encounters, linking theories and concepts taught in the class, using appropriate research skills and producing commercially valid recommendations for management action with reflection. Word length for the assignment is 3,000 words (not including Executive summary or Appendices)

7. Mapping of assessment tasks for the module				
Assessment tasks	A10	A12	B11	B12
Summative Assessment 1: Service Customer Journey Report	X		X	
Summative Assessment 2: Mystery Shopping Report		X	X	X

8. Key reading

Students will be expected to read widely linked to services marketing. This module also requires wider knowledge of current developments in service sector of the UK. Recommended reading for journal or industry articles will be available on VLE. Students will have access to Business Source Premier for journal articles and research.

Wilson A., Zeithaml V., Bitner M. and Gremler, D. (2012) Services Marketing; Integrated Customer Focus Across the Firm. 2nd Ed, Maidenhead: McGraw Hill

Sethna, Z, Blythe, J. (2017) Consumer Behaviour. 4th ed. London, Sage.