# STELLA MARIS COLLEGE (AUTONOMOUS) CHENNAI – 600 086. (For candidates admitted during the academic year 2015 – 16 and thereafter)

**SUBJECT CODE: 15CM/PC/SM24** 

## M.Com. DEGREE EXAMINATION APRIL 2017 COMMERCE SECOND SEMESTER

COURSE : CORE

PAPER : SERVICE MARKETING

TIME : 3 HOURS MAX. MARKS: 100

## **SECTION - A**

## **ANSWER ANY SIX QUESTIONS:**

 $(6 \times 10 = 60)$ 

- 1. What is distinctive about services marketing that it requires a special approach?
- 2. Choose a local restaurant or some other type of service with fluctuating demand. What is the likely underlying pattern of demand? What causes the pattern? Is it random or predictable?
- 3. Explain in brief the value of service blueprinting and how to develop and read the blueprints.
- 4. Explain the dimensions of ambient conditions and how each can influence customer responses to the service environment.
- 5. Discuss the role service personnel play in creating or destroying customer loyalty.
- 6. Think about the last time you experienced a less than satisfactory service experience. Did you complain? Why? If you did not complain explain why not?
- 7. Explain the Servuction Model of Service Marketing.
- 8. Identify the important trends in the service sector.

### **SECTION - B**

### **ANSWER ANY TWO QUESTIONS:**

 $(2 \times 20 = 40)$ 

- 9. What are the strategies for matching supply and demand through
  - (a) Shifting demand to match capacity and
  - (b) Adjusting capacity to meet demand.
- 10. Explain how the gaps model is a useful framework for understanding service quality in an organization. Which of the provider gaps do you believe is hardest to close? Why?
- 11. What is the Service Recovery Paradox? Why should a service recovery strategy be proactive and planned and require trained and empowered staff?
- 12. Select a service provider (eg. dentist/doctor/lawyer/hair stylist) with whom you are familiar with and discuss ways this person could positively influence the five dimensions of service quality in context of delivering his / her service.

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