



**Universitas Negeri Surabaya
Faculty of Engineering
, Undergraduate Culinary Education Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Catering Services Marketing	8321102041		T=2	P=0	ECTS=3.18	6	July 18, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
			Dr. Hj. Sri Handajani, S.Pd., M.Kes.	
Learning model	Case Studies						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		<table border="1" style="margin: auto;"> <tr><td style="width: 50px; height: 20px;">P.O</td></tr> </table>					
P.O							
Short Course Description	Understand the concept of service marketing and be able to implement it in the food & service (F&B) service business so that it can satisfy the target parties (customers) and managers (management), including: understanding and scope; characteristics and classification of services); service marketing strategy (service consumer behavior, building relationships with consumers, service positioning); creation of services, physical evidence, and presentation of services (creation of new services, physical evidence of services, presentation of services); and demand-capacity management and service pricing (demand and capacity management, service pricing).						
	References						
	<p>Main :</p> <ol style="list-style-type: none"> 1. Alma, Buchari. 1999. Manajemen Pemasaran dan Pemasaran Jasa. Bandung: Alfabeta 2. Cravens, David W. 1996. Pemasaran Strategis. Jilid 3. (alih Bahasa: Lina Salim, Univ. Atmajaya). Jakarta: Penerbit Erlangga. 4. Denny Richard. 2002. Sukses Menjual: Jurus Jitu Merebut Pasar. Jakarta: Gramedia Pustaka Utama. 5. Gronroos, Christian (1990), Service Management and Marketing: Managing the Moments of Truth in Service Competition, Maxwell Macmillan, Singapore (CG). 6. Innovative Marketing Strategies and Organization Structures for Service Firmin Lovelock (1991) 6. Koler, Philip; Ang, Swee Hoon; leong, Siew Meng; Tan, Chin Tiong. 2004. Manajemen Pemasaran (Sudut Pandang Asia). Jakarta: PT. Indeks Kelompok Gramedia. 7. Lupiyoadi, Rambat & A. Hamdani, Manajemen Pemasaran Jasa, edisi 2, Penerbit Salemba Empat, Jakarta, 2006 (RL). 8. Lovelock, Christopher H. (1991), Service Marketing: Text, Cases, and Readings, Prentice Hall, Englewood Cliffs, NJ (CHL). 9. Payne, Adrian (1993), The Essence of Service Marketing, Prentice Hall, Englewood Cliffs, NJ (AP). 9. Sellers, Praticia. 1991. How to Handle Customer 19s Gripesin Lovelock. <p>Supporters:</p>						
Supporting lecturer	Prof. Dr. Any Sutiadiningsih, M.Si. Drs. Ec. Mein Kharnolis, M.SM. Mauren Gita Miranti, S.Pd., M.Pd.						
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Understand the lecture program plan, understand and agree on the lecture contract, and understand the duties and responsibilities of the Catering Services Marketing lecture	<ol style="list-style-type: none"> 1. Understand the lecture program plan 2. Understand and agree to the lecture contract 3. Understand the duties and responsibilities of the Catering Services Marketing course 	Criteria: Full marks are obtained if you do the questions correctly. The 20% weight of the assessment results is obtained from the level of student participation both in terms of attendance at lectures, activeness in attending lectures (asking questions, paying attention, and being serious), and activeness in group discussion activities and class presentations. The following is a class presentation rubric.	Face to face (explanation) Learners directly ask questions and give 2 X 50 exercises			0%
2	Mastering the basic concepts of food service marketing	<ol style="list-style-type: none"> 1. Explain the meaning of services and marketing 2. Identify the classification and characteristics of services 3. Explain the problems in the service business 4. Explain the core concepts of marketing 	Criteria: Full marks are obtained if you do the questions correctly. The 20% weight of the assessment results is obtained from the level of student participation both in terms of attendance at lectures, activeness in attending lectures (asking questions, paying attention, and being serious), and activeness in group discussion activities and class presentations. The following is a class presentation rubric.	Learners immediately ask questions and give 2 X 50 exercises			0%
3	Services Marketing and Relational Marketing	Explain the differences between service marketing and relationship marketing	Criteria: Full marks are obtained if you do the questions correctly. The 20% weight of the assessment results is obtained from the level of student participation both in terms of attendance at lectures, activeness in attending lectures (asking questions, paying attention, and being serious), and activeness in group discussion activities and class presentations. The following is a class presentation rubric.	Direct learning, questions and answers, giving 2 X 50 exercises			0%
4	Formulation of Service Company Vision and Mission and Work Programs	<ol style="list-style-type: none"> 1. Explain the meaning of Service Vision and Mission and Service Company Work Programs 2. Development of Services Marketing Missions 3. Development of Services Marketing Work Programs 	Criteria: Full marks are obtained if you do the questions correctly. The weight of the assessment results is 20% obtained from the level of student participation both in terms of attendance at lectures, activeness in attending lectures (asking questions, paying attention, and being serious), and activeness in group discussion activities and class presentations. . The following is a class presentation rubric.	Direct learning, questions and answers, giving 2 X 50 exercises			0%

5	Able to analyze differences in characteristics and classification of services in writing and present the results independently and responsibly.	Distinguishing the characteristics of goods and services, as well as their implications for various marketing-related decisions Analyzing service classifications and their implications in marketing Summarizing services as a package *everything is done in writing and the results are presented independently and responsibly.	Criteria: Full marks are obtained if you do the questions correctly. The weight of the assessment results is 20% obtained from the level of student participation both in terms of attendance at lectures, activeness in attending lectures (asking questions, paying attention, and being serious), and activeness in group discussion activities and class presentations. . The following is a class presentation rubric.	Direct learning, questions and answers, giving 2 X 50 exercises			0%
6	Evaluate Service Consumer Behavior, report it in writing and present the results independently and responsibly	<ol style="list-style-type: none"> 1. Summarizing the Understanding of Service Consumer Behavior 2. Analyzing the Service Purchasing Process 3. Describes the Influence of other Groups or individuals 4. Describing the Effects of Service Classification 5. Decoding Situational Influences 6. Analyzing Consumer Satisfaction 	Criteria: Full marks are obtained if you do the questions correctly. The weight of the assessment results is 20% obtained from the level of student participation both in terms of attendance at lectures, activeness in attending lectures (asking questions, paying attention, and being serious), and activeness in group discussion activities and class presentations. . The following is a class presentation rubric.	Direct learning, discussions, field observations, questions and answers, giving 2 X 50 exercises			0%
7	Able to evaluate relationships with consumers, report in writing, and present the results independently and responsibly	<ol style="list-style-type: none"> 1. Explaining Relationship Marketing 2. Outline the Goals of Relationship Marketing 3. Identifying a Consumer's Long-Term Value 4. Explaining Segmentation as a Basis for Building Consumer Expectations 5. Outline strategies for maintaining long-term relationships 	Criteria: Full marks are obtained if you do the questions correctly. The 20% weight of the assessment results is obtained from the level of student participation both in terms of attendance at lectures, activeness in attending lectures (asking questions, paying attention, and being serious), and activeness in group discussion activities and class presentations. The following is a class presentation rubric.	Written Test 2 X 50			0%
8	Able to solve questions in UTS correctly (according to the answer key)	Able to do and complete UTS questions (week 1 - 7 material) correctly	Criteria: The 20% weight of the assessment results is obtained from the level of student participation both in terms of attendance at lectures, activeness in attending lectures (asking questions, paying attention, and being serious), and activeness in group discussion activities and class presentations.	Direct learning, questions and answers, giving exercises, discussions, observations 2 X 50			0%

9	Able to describe various things related to Designing Product and Service activities, compiling the results in writing and presenting them independently and responsibly	<ol style="list-style-type: none"> 1.Explain the meaning of designing service products 2.Explain the supporting components in a Service Offering 3.Identify products that are classified as Service Levels (Core and Secondary) that exist around 4.Describe Consumer Perceptions of Existing Service Attributes or Brands. Outline the stages of Service Product Strategy 5.Illustrate 6.New service development that may be carried out 7.Explaining Service Deletion 	Criteria: Completeness of the report prepared and the neatness and smoothness of the presentation and providing answers/responses	Direct learning, questions and answers, giving exercises, discussions 2 X 50			0%
10	ABLE TO DESIGN SERVICE DELIVERY SYSTEMS	<ol style="list-style-type: none"> 1.Describe the elements in service design system design 2.Describes five approaches that can be applied in designing a service system 3.Outlines the steps in compiling a service blueprint 4.Illustrating a service encounter 5.Explain service scapes 6.Describes the location of service facilities 7.Describes the design and layout of service facilities 8.Illustrating service redesign 9.Describe the demand and supply of services 10.Describe the role of employees and customers in the service delivery system 	Criteria: Completeness of the report prepared and the neatness and smoothness of the presentation and providing answers/responses	Direct learning, questions and answers, giving exercises, discussions 2 X 50			0%
11	SETTING PRICES FOR SERVICES	<ol style="list-style-type: none"> 1.Concluding basic concepts related to service prices from several expert opinions 2.Describe the strategic dimensions of service pricing 3.Discover the central issues in service pricing 4.Outlines marketing strategy and goal setting 5.Describe service pricing strategies 6.Describe Yield Management 	Criteria: Completeness of the report prepared and the neatness and smoothness of the presentation and providing answers/responses	Direct learning, questions and answers, giving exercises, discussions 2 X 50			0%

12	DESIGNING INTEGRATED SERVICES MARKETING COMMUNICATIONS	<ol style="list-style-type: none"> 1. Describe the basic concepts of integrated marketing communications 2. Customize the integrated marketing communications process 3. Describe service marketing communication strategies 	Criteria: Completeness of the report prepared and the neatness and smoothness of the presentation and providing answers/responses	Direct learning, questions and answers, giving exercises, discussion 2 X 50			0%
13	ABLE TO ANALYZE SERVICE QUALITY MANAGEMENT AND CUSTOMER VALUE	<ol style="list-style-type: none"> 1. Describe the components and dimensions of service quality 2. Analyzing the SERVQUAL Model 3. Outlining the Limitations of the SERVQUAL Model and their implications 4. Analyze alternative models 5. Describe the service quality information system 6. Describe customer value 	Criteria: Completeness of the report prepared and the neatness and smoothness of the presentation and providing answers/responses	Direct learning, questions and answers, giving exercises, discussion 2 X 50			0%
14	ABLE TO ANALYZE CUSTOMER SATISFACTION MANAGEMENT AND REALIZATION OF CUSTOMER LOYALISM	<ol style="list-style-type: none"> 1. Describe the concept of a balanced scorecard 2. Describe the concept of customer satisfaction and the benefits of customer breadth programs 3. Conceptual Model of customer satisfaction 4. Measuring customer satisfaction 5. Model and Measurement Scale 	Criteria: Completeness of the report prepared and the neatness and smoothness of the presentation and providing answers/responses	Direct learning, questions and answers, giving exercises, discussions, presentations 2 X 50			0%
15	Planning For New Products	<ol style="list-style-type: none"> 1. Explain planning. product as a process of consumer satisfaction 2. Explain the steps for planning bar products 3. Explain idea generation 4. Explains screening, evaluating, and business analysis 5. Explains development and testing 6. Explain marketing strategy and marketing testing 7. Explain commercialization 8. Explain planning issues. new product 	Criteria: Completeness of the report prepared and the neatness and smoothness of the presentation and providing answers/responses	Direct learning, questions and answers, giving exercises, discussions, presentations 2 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.