COURSE DESCRIPTION

Why study services marketing? The U.S., as well as much of the world economy, is dominated by services. In the U.S., approximately 75% of the labor force, 80% of the GDP, 45% of an average family's budget, and 32% of exports are accounted for by services. Superior service drives the competitive advantage of leading companies like Charles Schwab, Ritz-Carlton Hotels, and UPS. Even for companies not considered traditional service companies, services represent their primary growth and profitability strategies in the 21st century. For example, IBM and GE, two companies that gained prominence due to their product offerings, now generate approximately 40% of revenues and over 60% of current profits respectively from services.

Yet, business school courses traditionally have focused on the manufacturing sector of the economy. The purpose of this course is to introduce you to services marketing as a separate and distinct area of marketing thought and practice and help you understand its powerful influence in competitive markets. During this course we focus our attention on marketing services based upon an in-depth understanding of the service customer. We also discuss an overarching philosophy that stresses the importance of the integration of marketing, human resources, and operations within the service system. All course activities are intended to help you become proficient in analyzing and judging the merits of services marketing strategies and assist you in making strategic decisions in both business and consumer services industries. Throughout the course an emphasis is placed on marketing's role within the total organization.

COURSE OBJECTIVES

The intent of this course is to introduce, discuss, and analyze several topics important to service businesses. After completing this course, students should be able to:
o Understand the unique challenges involved in marketing and managing services.

o Identify differences between marketing in service versus manufacturing organizations and understand how "service" can be a competitive advantage in manufacturing organizations.

o Identify and analyze the various components of the "services marketing mix" (three additional P's) as well as key issues required in managing service quality.

o Appreciate the role of employees (and often customers) in service delivery, customer satisfaction, and service recovery.

o Appreciate other key issues in service businesses, such as managing supply and demand, the overlap in marketing/operations/human resource systems, and relationship management.

o Build upon important workplace skills (e.g., cooperation, meeting deadlines, report writing) through active learning activities and exercises.

o Become better, more aware, and maybe less naive services consumers.

o Enjoy themselves while accomplishing all of the above.

REQUIRED TEXTBOOK

Services Marketing, 5th edition, by Zeithaml, Bitner, and Gremler

ONLINE COURSE POLICY

How to be successful in this course

Since the instructor does not meet with the students face-to-face regularly for an online course, it has been the instructor's observation that the students who are successful in an online course are self-motivated learners. This point cannot be emphasized strongly enough. Therefore, before you decide to stay in this course, you should understand what it takes to be a successful online learner. You, the student, must have the:

- Motivation to read, write, and communicate with others.
- Time to devote approximately 5-10 hours a week to a 3-credit course.
- Flexibility in dealing with technology problems.
- Self-starter, does not procrastinate.
- Possess good time management skills.

Since flexibility in time arrangement is the hallmark of online class, it is also the instructor's observation that holding online office hours is not a good approach to interacting with students. As such, you are encouraged to communicate with the instructor anytime if you have questions. Your questions will be answered in a timely manner. All email communication with the
instructor should have a subject line that follows the format of: MK521-Your name - topic. An example would be: MK521-David Smith-Homework #1.

**Homework**

You will have several exercise assignments based on the contents studied. Write the essay in Times new Roman style, font 12, double spaced, in a word file. Submit the assignment on Blackboard in the Assignment area by the specified deadline (see class schedule at the end of the syllabus) by attaching your homework in a Word file. Although there is a deadline for submitting your homework, you will have at least a week to work on each assignment. As such, you are strongly encouraged to submit your work well in advance of the deadline. Each 24-hour period after the deadline is passed will cost you a 10% credit for that assignment.

**Online exams**

Exams are designed to motivate the student to read the textbook, since reading the textbook is especially important for an online course. You will have 3 online exams that you will take on the McGraw-Hill Higher Education EZ Test website. Each exam will be open for a week, during which you can take it at your convenience. However, you will be given 1.5 hours for each exam, and you have to finish it in one sitting because the website will not save your answers.

**Instructions for taking online exams:**

Go to https://www.eztestonline.com/639088/index1.tpx

Follow the instruction to register by providing all information required.

Be sure you remember the EZ Test User ID and password you entered. You will need it the next time you log in.

When you click on the Complete Registration button, you will be automatically logged into this course.

Once logged in, you have the ability to view and change your personal information. To change your personal information, use the Update Student Preferences Name, EMail, etc. link at the top right of the EZ Test Online screen. You can then change your name, login password, and/or email address. Once you’ve made your changes, click Save Changes. To exit this screen without making any changes to your existing information, click Return to Test List.

The test will display one question at a time, you will have navigation buttons and a dropdown menu to navigate between questions.

Answer the question(s) displayed by selecting the answer or typing in your response. Use the Next button to advance through the exam. When you have answered all the test questions, a button labeled Submit Your Responses will appear in the top navigation bar. Clicking the Submit Your Responses button will submit your test to be graded. You will receive a confirmation message that your submission was saved.
Once your test is submitted, a results page will appear. The results page displays your name, score, date and time the test was taken, and duration of the test.

**IMPORTANT:** Do NOT use your browser’s BACK button during the test as this will cause the page to expire, and you will lose the ability to submit your current test. You will have to log back in and start the test over. Use the navigation buttons provided.

Each exam will be available for you to take for a week. You may take the exam only once. You will have 90 minutes to finish the exam, which consists of 50 questions. A reminder dialogue box will appear when you have 2 minutes remaining.

If you use more than 90 minutes to complete the exam, you earned score will be reduced by a certain percentage points (to be determined) for every minute you go over that time limit. The 90 minutes you are given is more than sufficient for you to complete the exam.

**EXERCISE ASSIGNMENTS**

Note: all assignments should be typed on 1-3 pages, double-spaced, in size 12 font. On the top of the first page, use the title given below for the assignment.

#1 (Title: My Course Expectations)

What factors influenced your expectations of this course? Which are the most important factors? How would your expectations change if this were a required course?

#2 (Title: Customer Appreciation Program)

Choose a service company that you are familiar with, design a customer appreciation program. Why would you have such a program, and to whom would it be directed toward?

#3 (Title: Service Blueprint)

Find a new and interesting service in your local area or a service offered on your campus. Document the service process via a service blueprint. To do this exercise, you will probably need to interview one of the service employees. After you have documented the existing service, use blueprinting concepts to redesign the service or change it in some way.

#4 (Title: Customer Influence)

Visit a service establishment where customers can influence each other (such as theme park, entertainment establishment, resort, shopping mall, restaurant, airline, school, or hospital). Observe (or interview) customers and record cases of positive and negative customer influence. Discuss how you would manage the situation to increase overall customer satisfaction.

**GRADING OF ASSIGNMENTS**
Your score on each assignment will be based on the criteria below. The instructor will adjust your score either upwards or downwards based on an assessment of the quality of your homework relative to these criteria.

50 (Exemplary)
- Complies fully with the assignment. Information clearly and effectively supports a central purpose and displays a thoughtful, in-depth analysis of a sufficiently limited topic. The reader gains insights.
- Begins, flows, and ends effectively.
- Provides compelling supporting arguments, evidence, examples and details. The use of supporting detail is embedded in a context of discussion.
- Is well-organized and unified with ideas and sentences that relate to the main topic. The ideas are arranged logically to support the main topic.
- Uses appropriate, direct language: writing is compelling; sentences are well-phrased and varied in length and structure. Paragraphs are well-structured.
- Is free of errors in grammar, punctuation, word choice, spelling, and format. Maintains a level of excellence throughout, and shows originality and creativity.

40 points (Proficient)
- Complies in a competent manner with the assignment. Information provides firm support for a central purpose, and displays evidence of a basic analysis of a sufficiently limited topic. The writing demonstrates overall competency. It shows some originality, creativity, and/or genuine engagement with issues at hand.
- Begins, flows, and ends effectively.
- Provides adequate supporting arguments, evidence, examples and details. The use of supporting detail is embedded in a context of discussion.
- Is well-organized and unified: sentences relate to main topic; ideas are arranged logically to support the thesis. Paragraphs are well structured.
- Is comprised of well-phrased sentences that are varied in length and structure. There are occasional violations in the writing, but they don’t present a major distraction or obscure the meaning.
- Contains minimal errors in grammar, punctuation, word choice, spelling, and format.

30 points (Marginal)
- Complies adequately with the assignment. Information supports the thesis at times. Analysis is basic or general. The purpose is not always clear. The writing completes (rather than engages in) the assignment.
- Presents an unclear (either persuasive or argumentative) rhetorical position.
- Has partial or inadequate introduction and conclusion.
- Does not provide adequate supporting arguments, evidence, examples and/or details.
- Is not arranged logically. Ideas fail to make sense and are not expressed clearly. The reader can figure out what the writer probably intends, but may not be motivated to do so.
- Contains some awkwardly constructed sentences that present an occasional distraction for the reader. Paragraphs are unstructured, and general organization and flow is lacking.
- Contains many errors in grammar, punctuation, word choice, spelling, and format which
distract the reader.

20 points and below (Unacceptable)
• Does not adequately comply with the assignment. The writing does not successfully identify the purpose. Analysis is vague or not evident.
• Has no rhetorical position.
• Has an inadequate introduction and conclusion.
• Does not provide adequate supporting arguments, evidence, examples and/or details. Paragraphs may “string together” quotations without a context of discussion.
• Is not arranged logically. Frequently, ideas fail to make sense and are not expressed clearly. The reader cannot identify a line of reasoning.
• Contains frequent errors in sentence structure, which present a major distraction to the reader. Paragraphs are unstructured, and the writing lacks general organization and flow.
• Contains numerous errors in grammar, punctuation, word choice, spelling, and format, which obscure the meaning of the passage. The reader is confused and stops reading.

COURSE GRADES

There are a total of 500 points in this course. For the exams: 100 points X 3 exams = 300 points; for the exercise assignments: 50 points X 4 assignments = 200 points.

Your course grade will be assigned based on the following criteria: >465=A, 450-464.999=A-, 435-449.999=B+, 420-434.999=B, 400-419.999=B-, 375-399.999=C+, 350-374.999=C, 300-349.999=D, <300=F.

The instructor promises to grade your homework carefully and fairly, based on the grading criteria. If you have questions about your grades, you are welcome to ask for an explanation. The final decision on your assignment grades reside with the instructor, even if you are not satisfied by his explanation. This is the only way to have a well-organized learning experience. If you are not comfortable about this policy, then you should reconsider whether you should take this course.

ACADEMIC DISHONESTY

University policies regarding academic dishonesty will be followed when violations occur.

AN IMPORTANT NOTE

The instructor reserves the right, under unusual circumstances, to make modifications to the syllabus and communicate such modifications to the class.

If you have any concern about any part of the syllabus, you need to contact the instructor in the first week of class to talk about it. Otherwise, it is assumed that you are in total agreement with all policies and instructions in the syllabus.
### Tentative Class Schedule
(all changes will be announced via email)

<table>
<thead>
<tr>
<th>Week</th>
<th>Tasks</th>
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<tbody>
<tr>
<td>1 (8/17-19)</td>
<td>Course introduction</td>
</tr>
<tr>
<td>2 (8/22-26)</td>
<td>Chapter 1: Introduction to services</td>
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<td>Chapter 2: The Gaps model of service quality</td>
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<tr>
<td>3 (8/29-9/2)</td>
<td>Chapter 3: Consumer behavior in services</td>
</tr>
<tr>
<td>4 (9/6-9)</td>
<td>Chapter 4: Customer expectations of service</td>
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<td></td>
<td>Exercise assignment #1 due on 9/11 at midnight</td>
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<tr>
<td>5 (9/12-16)</td>
<td>Chapter 5: Customer perceptions of service</td>
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<tr>
<td>6 (9/19-23)</td>
<td>Exam 1</td>
</tr>
<tr>
<td>7 (9/26-30)</td>
<td>Chapter 7: Building customer relationships</td>
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<tr>
<td></td>
<td>Exercise assignment #2 due on 10/2 at midnight</td>
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<tr>
<td>8 (10/3-7)</td>
<td>Chapter 8: Service recovery</td>
</tr>
<tr>
<td>9 (10/10-14)</td>
<td>Chapter 9: Service innovation and design</td>
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<td>Exercise assignment #3 due on 10/16 at midnight</td>
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<tr>
<td>10 (10/17-19)</td>
<td>Chapter 10: Customer-defined service standards</td>
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<td>Chapter 11: Physical evidence and the servicescape</td>
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<td>11 (10/24-28)</td>
<td>Exam 2</td>
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<tr>
<td>12 (10/31-11/4)</td>
<td>Chapter 12: Employees' roles in service delivery</td>
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<tr>
<td>13 (11/7-11)</td>
<td>Chapter 13: Customers' roles in service delivery</td>
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<td></td>
<td>Exercise assignment #4 due on 11/13 at midnight</td>
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<tr>
<td>14 (11/14-18)</td>
<td>Chapter 14: Delivering services through intermediaries and electronic channels</td>
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<td>Chapter 15: Managing demand and capacity</td>
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<tr>
<td>15 (11/21-25)</td>
<td>Chapter 16: Integrated services marketing communications</td>
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<td>Chapter 17: Pricing of services</td>
</tr>
<tr>
<td>16 (11/28-12/2)</td>
<td>Exam 3</td>
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