

MARKETING 673
Services Marketing
Tuesdays-Thursdays, 9:35-10:50 a.m.
Spring 2001
Wehner 135

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Office Hours: After class or by appointment

Course Objective

The purpose of this course is to help prepare students to function as effective executives in a services economy. Students will become more knowledgeable about: (1) the nature and characteristics of services; (2) the marketing implications of product intangibility; (3) the concept of service quality; and (4) the drivers of sustainable success in service businesses. Students will develop an integrative view of services marketing.

Course Format

The course is designed to encourage learning both inside and outside the classroom. Inside the classroom the emphasis is on lecture, active discussion and guest and student presentations. Outside the classroom the emphasis is on participant observation, self-guided study, reading, and writing.

Required Reading: Books

Leonard L. Berry, *On Great Service: A Framework for Action*, 1995, The Free Press. Hardcover.

Leonard L. Berry, *Discovering the Soul of Service: The Nine Drivers of Sustainable Business Success*, 1999, The Free Press. Hardcover.

Required Reading: Articles on Reserve at West Campus Library

1. Keaveney, Susan M. (1995), Customer Switching Behavior in Service Industries: An Exploratory Study," *Journal of Marketing* (April).
2. Meliones, Jon (2000), "Saving Money, Saving Lives," *Harvard Business Review* (November-December).
3. Seiders, Kathleen and Leonard L. Berry (1998), "Service Fairness: What It Is and Why It Matters," *The Academy of Management Executive* (May).
4. Tax, Stephen S. And Stephen W. Brown (1998), "Recovering and Learning from Service Failure," *Sloan Management Review* (Fall).
5. Meuter, Matthew, et.al. (2000), "Self-Service Technologies: Understanding Customer Satisfaction with Technology-Based Service Encounters," *Journal of Marketing* (July).
6. Kover, Amy (2000), "Why Brandwise was Brand Foolish," *Fortune* (November 13).
7. Reichheld, Frederick and Phil Schefter (2000), "E-Loyalty: Your Secret Weapon on the Web," *Harvard Business Review* (July-August).
8. Roberts, Paul (1999), The Best Interest of the Patient is the only Interest to be Considered," *Fast Company* (April).
9. Bitner, Mary Jo (1992), "Servicescapes: The Impact of Physical Surroundings on Customers and Employees," *Journal of Marketing* (April).
10. Carbone, Lewis P. and Stephan H. Haeckel (1994), "Engineering Customer Experiences," *Marketing Management* (Winter).
11. Bendapudi, Neeli and Leonard L. Berry (1997), "Customers' Motivations for Maintaining Relationships With Service Providers," *Journal of Retailing* (Number 1).
12. Katzenbach and Santamaria (1999), "Firing Up the Front Line," *Harvard Business Review* (May-June).

Service Diary

Beginning on January 23 you are to keep a diary of all of your service encounters with both profit and not-for-profit organizations. Include in-person and telephone encounters. You should record factual information (where, when, nature of transaction), as well as your perceptions of each service experience. It is essential that you make your diary entries on the same day as you experience the service. Your diary should be comprehensive, detailed, and organized in a consistent manner. Your diary should be typed.

You should keep your diary through February 6.

After you complete your diary on February 4, and before you turn it in on February 13, prepare two pages of “lessons from my service diary” and add this section to the end of your diary. Discuss in these two pages the most important insights you gained about service quality from your experience keeping a service diary.

Your diary will count 20% toward your course grade. **Grading criteria include the organization, comprehensiveness, and depth of your diary entries, the depth of your interpretations, the quality of writing, and evidence of learning as reflected in the diary and lessons section.**

Please be prepared in class on February 13 to briefly discuss the most important insight or lesson you gained from your service diary experience.

Service Excellence in B/CS

Teams of four students are to select for study a local organization that delivers excellent service. Using concepts from the lectures and books, each team should:

- explain why they chose the particular organization;
- discuss the principal reasons for the organization’s service excellence; and
- discuss key opportunities for service improvement.

Each team will prepare a paper of approximately 10 pages (double-spaced) and make an in-class presentation of 10 minutes. All members of each team are expected to contribute in equal parts to both the paper and presentation.

The written project will count 20 percent towards the course grade. Student teammates will receive the same grade. **Grading criteria include the knowledge of service quality your team demonstrates, your team’s ability to effectively integrate relevant concepts from the lectures and books into the discussion, the quality of your team’s research effort**

(including the selection of the organization), and the overall effectiveness of the writing.

Teams are asked to provide a copy of their final paper to the organization studied in addition to submitting a copy to the instructor for grading. The effectiveness of each student's participation in the presentation will be incorporated in the class participation grade.

Critical dates are: Feb. 1 to submit first and second choices for the organization to study; April 17 to turn in the papers; and April 24-26 for the in-class presentations.

Exams

The two exams will be essay exams. They will cover class lectures, discussions, guest presentations, the service diary experience, and all assigned reading.

Grading

First Exam	20%
Second Exam	30%
Service Diary	20%
Service Excellence Project	20%
Class Involvement (attendance, in-class presentations, quality participation)	<u>10%</u>
	100%

Make-up Exams/Late Work

Make-up exams will only be given for University-excused absences as outlined in the *University Rules and Regulations*. The student must inform the instructor before (or the day of) the examination.

Assignments are to be submitted in class on the date due. Due dates are firm unless a change is announced by the instructor. Late assignments will be marked down one letter grade except in the case of a bona fide emergency. In the latter case, the student should notify the instructor as soon as possible and request an extension.

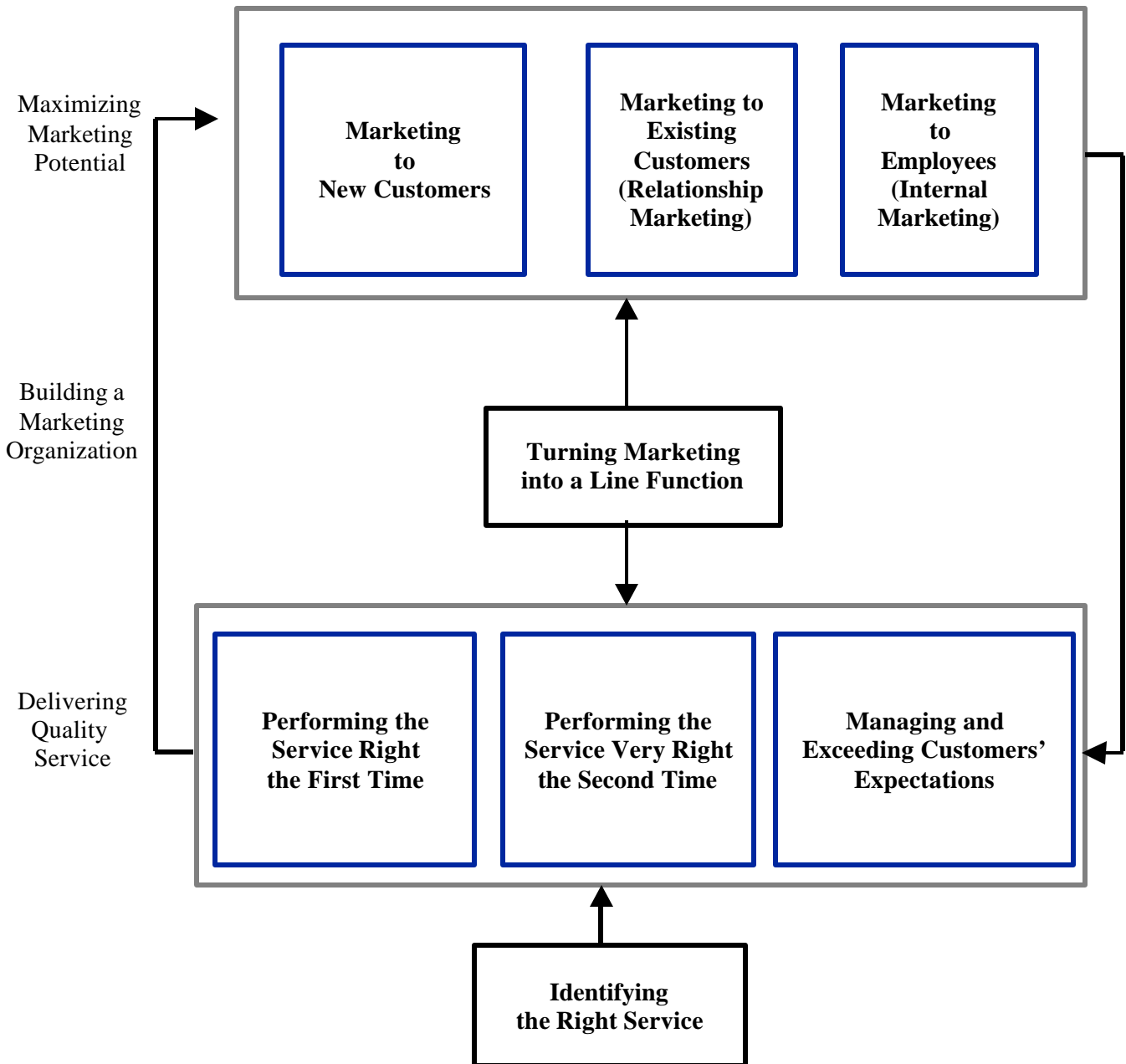
Attendance

Students are expected to attend **all** scheduled class sessions except in the case of illness or emergency.

Special Services

If you feel you are entitled to special accommodations because of a disability, please see the instructor within the first two weeks of classes.

Course Framework



Course Schedule

Date	Topic	Reading	Projects
1/16	Course Introduction/ <i>On Great Service</i> Model	Begin <i>OGS</i>	
1/18	Characteristics of Services		
1/23	Importance of Service Quality Service Quality Models	Reading 1	Begin Service Diary
1/25	Lessons of Service Quality		
1/30	Lessons of Service Quality	Reading 2	
2/1	Lessons of Service Quality	Reading 3	Submit Team Project Forms
2/6	Lessons of Service Quality	Reading 4	Last Day for Diary Entries
2/8	Lessons of Service Quality	Reading 5	
2/13	Service Diary Discussion		Turn in Service Diary
2/15	Service Quality in E-Commerce	Reading 6	
2/20	Service Quality in E-Commerce	Reading 7	
2/22	Guest Lecturer: Kent Seltman, Director of Marketing, Mayo Clinic Rochester	Reading 8; Complete <i>OGS</i>	
2/27	Roles of Services Marketing Directors		
3/1	Guest Lecturer: Hal Pennington, President, Genesco, Inc.		
3/6	<i>On Great Service</i> Discussion		
3/8	First Exam		
3/13-15	Spring Break		
3/20	<i>Discovering the Soul of Service</i> Model Service Leadership	Begin <i>DSS</i>	

3/22	Guest Lecturer: Craig Hall, Chick-fil-A Operator		
3/27	Managing the Evidence	Reading 9	
3/29	Service Branding	Reading 10	
4/3	Relationship Marketing		
4/5	Relationship Marketing		
4/10	Relationship Marketing	Reading 11	
4/12	Guest Lecturer: Napoleon Barragan, Founder and Owner, Dial-A-Mattress		
4/17	Internal Marketing	Complete <i>DSS</i>	Turn in Team Project
4/19	Internal Marketing	Reading 12	
4/24	Team Project Presentations		In-class Presentations
4/26	Team Project Presentations		In-class Presentations
5/1	<i>Discovering the Soul of Service</i> Discussion; Course Wrap-up		
5/4	12:30-2:30 p.m., Second Exam		