

October 31, 2001

MKTG 6040 Services Marketing

Fall 2001

Wednesday, 7:00 – 9:45 p.m.

Plaza Classroom 130

- Instructor:** Professor Lawrence F. Cunningham
Graduate School of Business Administration
University of Colorado at Denver
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- Office Hours:** Wednesday, 5:00 – 6:00 p.m. or by appointment
- Required:** Valarie A. Zeithaml and Mary Jo Bitner, *Services Marketing: Integrating Customer Focus Across the Firm*, Second Edition, Irwin McGraw-Hill, Boston, MA, 2000
- Optional:** Roger A. Kerin, Robert A. Peterson, *Strategic Marketing Problems – Cases and Comments*, Ninth Edition, Prentice Hall
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COURSE DESCRIPTION

This course informs students of basic modifications to marketing concepts as the U.S. economy changes in emphasis from physical products to services. It also will distinguish between function, organization, and structure in product- (versus service-) oriented firms. Lastly, it will concentrate on identifying difficulties in developing marketing plans and strategies in the service environment. Cases and projects with businesses will be used to demonstrate these concepts.

Prerequisite: BUSN 6650 or consent of instructor.

COURSE OBJECTIVES

Services Marketing is a graduate course designed to introduce and explore issues relevant to the field of marketing. Students are expected to:

- Develop knowledge of current service marketing concepts, theories and applications.
- Become adept at analyzing service marketing problems, developing marketing solutions and applying service marketing principles to a broad range of situations.

- Develop the capability to prepare a marketing plan that is effective and efficient for a services marketing organization.

Services Marketing will familiarize students with service marketing concepts. Class meetings for the early part of the course will review overall marketing concepts as well as services concepts. Subsequent classes will stress the application of these concepts through discussion of chapter content, case analysis, guest speakers, examinations and projects.

Students will meet these course objectives through the mastery of textbook readings and accompanying questions, attendance at class lectures and diligent preparation of chapter questions, case analysis, class projects and continual class participation.

ASSIGNMENT DUE DATES

No assignments will be accepted after the due date. Students who are unable to attend class may mail, fax or drop their assignments by my office **before** the due date. In addition, no make-up exams will be given, unless the professor has given prior approval.

RESPONSIBILITY FOR STUDENT ENROLLMENT

It is the student's obligation to ensure that they are properly enrolled in this class. The instructor assumes no responsibility for enrollment problems associated with this course. Such conflicts are issues between the student, the Registrar's Office and the Associate Dean.

COURSE WORKLOAD

Faculty policy states that classes in the business school should require of their students a workload in and out of class that enhances quality education and is consistent with the amount of academic credit granted for a course. For a three-semester hour graduate course, it is expected that the volume of work outside of class normally would require a student, on the average, to commit a minimum of 100-130 hours per term.

ADA PROVISIONS

This syllabus and all other course materials are available in alternative formats on request. Additional services may also be available through the Office of Disability Services (303-556-8387). To request materials in alternate formats, or to discuss any concern you may have about participation in this course, please get in touch with the instructor.

ACADEMIC DISHONESTY

Any time you put your name on a piece of work for this course, you are asserting that it is your own work, except as otherwise indicated and permitted. If that is not the case, it is academic dishonesty and, under Business School rules, your instructor is required to submit the matter to the College Internal Affairs Committee for a decision. Regarding plagiarism, the source of any information you use must be reported using an appropriate citation format. Direct quotations

must be indicated with quotation marks and page references. All case work, book reviews or projects are to be the original work of the students.

INCOMPLETE GRADES

In the College of Business, incomplete grades normally are granted only for cases where the student has completed **substantially** all the work for a course, but is unable to complete the remaining course requirements due to documented circumstances clearly beyond the student’s control. The incomplete grade is **not** intended for cases where, early in the semester, it is evident that the student cannot complete the work. Moreover, the incomplete grade is **not** intended for cases where the completion of work would require the attendance and participation in all, or a substantial part, of the same course in a subsequent term.

GRADING POLICY

The elements of the grading policy are:

Case Presentation and Written Assignment (Group)	10%
Project Proposal Presentation (Group).....	15%
Research Project (Written Report and Presentation) (Group)	35%
Semester Exam (Individual)	25%
Participation (Individual)	15%
TOTAL	100%

Beginning in the Spring semester of 1995, the faculty of the College of Business has voted to implement the following grading guidelines for class averages. These grading guidelines will be followed in this course.

Graduate	Low	High
Marketing Elective Type Courses:	3.3	3.6

These are on a 4.0-point scale (A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, etc.)

The following are the scales which are used in grading cases, book reviews, project proposals and final projects:

Grade	Range	Value Used
A	93.0-100.0	96.50
A-/A		93.00
A-	90.0-92.9	91.45
B+/A-		90.00
B+	87.0-89.9	88.45
B/B+		87.00
B	83.0-86.9	84.90
B-/B		83.00
B-	80.0-82.9	81.45

COURSE REQUIREMENTS

Class Participation, Optional Readings and Discussion Questions:

Group interaction is a major component of all graduate courses. Students are required to do **more than read** assignments. Students are expected to synthesize and analyze the assigned readings, lectures and cases in order to provide high caliber contributions to the class discussions.

Participation grades are based on the **quantity** of comments in class discussions. In addition, the **quality** of comments carries a significant amount of importance. Quality of comments is determined by the ability of the graduate student to synthesize case and reading material in the course. Further, it is exemplified by the student integrating reading material with comments on the assigned cases. The preceding is obviously predicated on consistent and universal **attendance** of class sessions.

In order to aid the student in their preparation for each class session, discussion questions at the end of each chapter have been outlined in the syllabus. The student should be able to understand the importance of the questions in relation to the text material and cases being discussed. Further, he or she should be able to answer the discussion questions in a complete and succinct manner. The instructor will use these discussion questions throughout the class session and therefore it is in the student's best interest to be prepared to answer any of the assigned questions if called upon to do so. Additionally, the discussion questions will give the student the basis to study for the semester examination. While not all the material the student will be responsible for in preparation for the examination will be contained in the discussion questions, understanding of the discussion questions will significantly assist the student in their overall performance.

Class participation is absolutely the most important element of this course. Students who feel reluctant to express themselves in an academic setting may find themselves at a disadvantage in this particular class. It is important for students to realistically evaluate their ability to meet these criteria since no exceptions will be made concerning this policy.

During the course of the semester, your instructor will be utilizing current reading material in class discussions. In particular, the *Wall Street Journal* is an excellent source for current market and business developments and trends. It is strongly suggested that each student obtain the *Wall Street Journal* from their work or another source to stay abreast on these happenings and be able to discuss these events in class.

Research Project:

A major requirement of the class is a comprehensive research report. It will be a group effort with three individuals in a group and **will require both a project proposal and final presentation in front of an evaluation panel and video cameras.** It will also require a written submission as deemed appropriate by students to support the in-class presentation. Groups may consist of an individual if instructor permission is received. Group members will be asked to

state their contributions to the group as well as have their contributions assessed by other group members.

A group has several options in regard to the completion of this assignment:

- The group may choose to conduct a complete marketing audit of a service organization or service division of a domestic firm with instructor permission. This may include the group's or individual's current or former place of employment.
- The group may choose to investigate a particular service marketing concept (e.g., advertising and promotion in service marketing, pricing of service marketing services, a new product or service development, etc.)
- The group may develop a services marketing plan for a company.

Your instructor is also open to other project ideas and concepts; feel free to submit a proposal. Your instructor particularly encourages services marketing projects with an international focus.

Regardless of the topic chosen, all projects must have the following minimum criteria:

- Reflect material presented in the text and class discussion.
- Indicate the objective, importance, scope and uniqueness of the problem by the submission of a proposal for instructor approval. Once again, problems to be investigated must be relevant to this course and hold critical significance.
- Thoroughly research the relevant literature (both academic and practitioner sources are required). Complete literature reviews are critical to the project. Students are expected to find out the most current relevant literature available on the decided topic and incorporate it throughout the project.
- Interview "experts," if possible, to gain additional insight.
- Conduct primary research where relevant and accessible.
- Utilize relevant concepts from class discussions, cases, assigned readings, combined with outside research to:
 - a) Clarify the central and surrounding issues
 - b) Suggest alternative solutions and analyze the direction, magnitude and probability of likely outcomes
 - c) Make recommendations
 - d) Highlight implications
- Give a formal presentation to a panel of professionals serving as evaluators and the class. These presentations will be videotaped.
- Provide a professional quality report of results that cannot exceed 10 pages exclusive of references or graphic appendices. Specific requirements for research procedures and

reporting format will, of course, vary somewhat with options chosen. Each group will evaluate its members.

Notes on Group Research Projects:

One of the problems of dealing with a particular company which has become apparent over the years is simply that students attempt to address problems in a company when there are really no significant problems or there is an inappropriate problem. For example, students often invent a problem or take a rather insignificant problem and present it as being critical to the firm.

Course requirements suggest that if a marketing audit or a firm is investigated for problems, that the audit or the overall problem solving effect be one of significance. The student will want to consult the reserve list to take a careful look at projects that have been completed in the past to see how these criteria are met or not met.

Additionally, students will often pick projects dealing with particular topics that are of interest to them. These investigations often produce expressions of opinions from the students without detailed substantiation of their particular points or approaches. Issue related projects require substantial footnoting, documentation and references to support student positions.

Finally, it is important to remember that audits of particular companies are usually supported by empirical information as well. Often it is possible to assess service quality or other dimensions of an organization in conducting an overall marketing audit or investigating problems for a particular company. Group projects typically have a quantitative dimension associated with them.

Case Analyses:

Students will read and analyze all of the cases indicated in the weekly course schedule. In addition, student groups will be required to write-up and present one of the cases during the class session. Student groups will choose by lottery the case they will present. All students will individually prepare all cases, but will only present and submit written answers for the case selected by their group.

- Each group will present **one** case in class as well as submit a two page written analysis. Each presentation will last **fifteen** minutes and will detail the group's analysis of that particular case. Case and participation dates will be selected by lottery.
- In addition, class discussions will be held regarding the cases. Students are responsible for discussing the issues in **all** of the cases. All students are expected to come to class prepared to provide valued insights, analysis and explanations of the cases. **Students are again reminded that significant class participation is a major component of the final grade.**
- Students will be asked to evaluate each other's contributions within the group, emphasizing the importance of group participation.

Case Due Dates:

No case analyses will be accepted after the due date. Students who are unable to attend class may mail, fax or drop their assignment by my office **before** the due date. In addition, no make-up exams will be given, unless the professor has given prior approval.

Group Size:

Groups for the purpose of case analysis and term projects will not exceed three individuals.

Semester Examination:

The semester examination will consist of pertinent business cases and questions from the textbook chapters. Critical discussion questions are noted for each chapter. A thorough understanding of the concepts and theoretical knowledge gained from the class lectures and the textbook will be necessary both to analyze these cases in terms of the most critical problems, potential recommendations and solutions and to answer the textbook related questions successfully.

**WEEKLY COURSE SCHEDULE
MKTG 6040 SERVICES MARKETING
Fall 2001**

**August 22, 2001
Introduction to the Class**

**August 29, 2001
Strategic Market Planning Framework vs. The Gap Model**

Reading Assignment: Chapter 1
Case: Discussion
Discussion Questions: Chapter 1: 2, 3 (*7 omitted*)

**September 5, 2001
Strategic Market Planning Framework vs. The Gap Model
Consumers and Marketing Research**

Reading Assignment: Chapters 2, 3, 4
Case: Quetzal, Inc. – Discussion
Discussion Questions: Chapter 2: 1, 3, 6, 8, 10 (*4 omitted*)
Chapter 3: 1, 3, 8, 9
Chapter 4: 1, 3, 5 (*8 & 10 omitted*)

**September 12, 2001
Consumers and Marketing Research**

Reading Assignment: Chapters 2, 3, 4
Case: Quetzal, Inc. – Discussion
Discussion Questions: Same as above

**September 19, 2001
Listening to Customer Requirements**

Reading Assignment: Chapters 5, 6, 7
Case: Virgin Atlantic – Credit
Discussion Questions: Chapter 5: 1, 2 (*9 omitted*)
Chapter 6: 1, 2 (*6 omitted*)
Chapter 7: 1, 3 (*4 omitted*)

September 26, 2001
Listening to Customer Requirements

Reading Assignment: Chapters 5, 6, 7
Case: Euro Disney – Credit

Media Center Orientation – Auraria Media Center

Discussion Questions: Same as above

October 3, 2001
Strategy, Service Design and Standards

Reading Assignment: Chapters 8, 9, 10
Discussion Questions: Chapter 8: 1, 4 (*3 & 5 omitted*)
Chapter 9: 1, 3, 4, 7
Chapter 10: 1, 2 (*7 omitted*)

October 10, 2001
Project Proposal Presentation

October 17, 2001
Strategy, Design, Standards

Reading Assignment: Chapters 8, 9, 10
Case: Pricewaterhouse – Credit
Discussion Questions: Same as above

October 24, 2001
Delivering and Performing Service

Reading Assignment: Chapters 11, 12
Discussion Questions: Chapter 11: 1, 5, 7, 8
Chapter 12: 1, 5, 7, 8

October 31, 2001
Delivery Services

Reading Assignment: Chapters 13, 14
Case: Amway Japan – Credit
Discussion Questions: Chapter 13: 1, 8
Chapter 14: 1, 3, 6, 7

November 7, 2001
NO CLASS

November 14, 2001
Promises and Pricing

Reading Assignment: Chapters 15, 16
Case: Southwest Airlines
Discussion Questions: Chapter 15: 2, 3, 7, 9
Chapter 16: 2, 3, 5, 6

November 21, 2001
Conclusions and Summary

Reading Assignment: Chapters 17, 18
Case: Peapod & Marshall – Credit
Discussion Questions: None

November 28, 2001
SEMESTER EXAM

Media Center

December 5, 2001
Final Project Presentations

Media Center

December 12, 2001
Final Project Presentations

Media Center