

MKT 366
SERVICES MARKETING
Fall 2013

CLASS SCHEDULE
SECTION 001 9:00-11:50
FRIDAYS ROCKWELL ROOM 170

Instructor: Dr. Doug Hoffman
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TEXT: K. Douglas Hoffman and John E. G. Bateson, [*Services Marketing: Concepts, Strategies & Cases*](#), South-Western, Cengage Learning, **Fourth edition, 2011**; ISBN: 978-1-111-53172-0.

Course Description:

Today, much of the world economy is dominated by the service sector. In the U.S., approximately 78% of the labor force, 73% of the GDP, 45% of an average family's budget, and 32% of exports are accounted for by services. Yet, many traditional business schools continue to focus on the manufacturing sector of the economy.

The focus of this course is twofold. First, service organizations differ from goods organizations and require their own distinctive approach with regards to the development and execution of marketing strategy. Secondly, goods organizations need to acknowledge the service aspects of their organizations and how service can be used as a source of competitive advantage.

Course Objectives:

1. Understand the unique challenges involved in marketing and managing services.
2. Identify differences between marketing in services and manufacturing organizations.
3. Identify and analyze the various components of the "services marketing mix"-- the original 4Ps plus the physical environment, processes, and people.
4. Understand and discuss key issues required in managing customer satisfaction and service quality.
5. Appreciate the role of employees (and often customers) in service delivery, customer satisfaction, and service recovery.
6. Consider the sources of competitive advantage in service businesses.
7. Appreciate other key issues in service businesses such as managing supply and demand, relationship management, and the overlap in marketing/operations/human resource systems.
8. Understand how "service" can be a competitive advantage in managing organizations.

Participation Policy:

Regular participation is expected and necessary for successful completion of this course. If you do miss a class, please make sure to obtain class notes from another student. Past classes have found that final grades are directly related to classroom participation. Positive class participation adds to your participation grade. *Negative participation such as reading newspapers, text messaging, surfing the Web, chronically late, or working on unrelated school work during class will reduce your participation grade by 10 points for each violation.*

Exams (Individual Work):

We will have three exams this semester. Typically, exams consist of seven short-answer essay questions. Questions are graded on a 10-point scale and each exam is worth 150 points.

Cases (Individual Work):

Cases are assigned periodically throughout the course to aid in class discussions. In Class Discussion (ICD) cases are meant to be read prior to class so that they may be used to facilitate classroom discussion. A one page write-up is to be turned in at the beginning of class for each ICD that briefly summarizes the case and lists the major implications for services marketers. In other words, what are the major “takeaways” from each ICD case? Each ICD write-up is meant to be one page or less and is a check to make sure that students are actually reading the cases and are prepared to discuss the case prior to class.

Best Practices in Service Excellence Presentations (Group Work)*:

It is your day to teach! Each group should prepare a 20-30 minute PowerPoint presentation that discusses a services marketing topic that will be assigned by your instructor. Groups should integrate course concepts to frame their discussion. Topic examples may include best practices in service training, managing customers, constructing servicescapes, measuring customer satisfaction, internal service quality, and/or particular industries to name a few. The goal of this project is to focus on a particular concept and to go into depth about this concept as it pertains to a specific company(ies). Group presentations will be evaluated by other groups as well as the instructor.

***Peer Evaluations will be distributed to assess all Group Work!**

Do not cheat in this class! It is not necessary and is the most likely reason you will fail the course. Cheating in any form will result in a letter grade of F for the semester. It is considered cheating if you use textbook or notes during an exam, have access to prior or current exams, or receive assistance from another person during an exam. All violations of academic integrity must be reported to Colorado State University’s Office of Conflict Resolution.

Method of Evaluation:

3 Exams	450 pts.
Presentation	75 pts.
Participation/Cases	75 pts.
TOTAL	600 PTS

TENTATIVE SCHEDULE

Part I: Major Differences between Goods & Services & their Marketing Implications

- 8/30 F *Module 1: C1—An Introduction to Services*
- 9/6 F *Module 2: C3—Fundamental Differences between Goods and Services*
Case 1: (Emmy’s & Maddy’s First Service Encounter)
Read/Answer Questions 1, 2 & 4 (turn in typed answers)
- 9/13 F *Module 3: C4—Consumer Decision Process Issues in Services*
Marketing
Case 4: (Airlines Attempting to Get a Leg Up...)
ICD: Case will be completed in class
- 9/20 F *Module 4: C2—Ethical Issues in Services Marketing*
Case 2: (The Conundrum: Sears Auto Centers)
ICD: Case will be completed in class
Presentations Groups 1 & 2
- 9/27 F **Exam 1: (C1, C2, C3, C4)**
Group Work Period

Part II: The Other Three Ps: Process, Physical Evidence and People

- 10/4 F *Module 5: C5—Service Delivery Process*
Case 5: (Build-A-Bear Workshops: Calculating the Cost...)
ICD: Case will be completed in class
- 10/11 F *Module 6: C8—Managing the Firm’s Physical Evidence*
Presentations: Groups 3 & 4
- 10/18 F *Module 7: C9—Managing Service Employees*
Presentation Group 5
- 10/25 F *Module 8: C10—Managing Service Customers*
Disruptive Student Behaviors (Syracuse Video Vignettes)
ICD: Exercise will be completed in class
- 11/1 F **EXAM II: (C5, C8, C9, C10)**
Group Work Period

Part III: Measuring and Enhancing the Overall Service Experience

11/8 F	<i>Module 9: C11—Defining and Measuring Customer Satisfaction</i> Case 11: The Crestwood Inn (Write Up Questions 1-4) (Due: Friday 11/15)
11/15 F	<i>Module 10: C12—Defining and Measuring Service Quality</i> Case 12: Service Quality at the Remington Hotel ICD: Case will be completed in class
11/22 F	<i>Module 11: C13—Complaint and Service Recovery Management</i> Case 13: “Is this Any Way to Run an Airline?” ICD: Read/Write-up prior to Class
11/29	THANKSGIVING BREAK
12/6 F	<i>Module 12: C14—Customer Retention</i> Case 14: The Mandalay Bay Conundrum ICD: Case will be completed in class Presentations: Groups 6 & 7
12/13	<i>Module 13: C15—Creating the Seamless Service Firm</i> Presentation: Group 8 Alternative Date for Final
Week of 12/15	FINAL EXAM III: (C11, C12, C13, C14, C15)

*ICD = In Class Discussion.

Group Presentation Topics:

1. Best Practices in the Hospitality Industry
2. Best Practices in the Airline Industry
3. Best Practices in Developing Servicescapes
4. Best Practices in Green Marketing within the Service Sector
5. Best Practices in Internal Service Quality
6. Best Practices in Engaging Customer Participation
7. Best Practices in Developing Customer Satisfaction
8. Best Practices in Complaint Handling and Service Recovery
9. Best Practices in Customer Retention and Loyalty
10. Best Practices in Developing a Service Culture

Student Professional Code of Conduct, Department of Marketing

This course will adhere to the Academic Integrity Policy of the General Catalog and the Student Conduct Code. The Department of Marketing has also created this Student Code of Conduct to support a productive and stimulating learning environment in all marketing classes. The code is designed to help ensure a positive atmosphere for the vast majority of students who currently exhibit the professional standards detailed below.

- Students should exhibit professional classroom values and behavior by:
 - Engaging in appropriate communication and interaction.
 - Demonstrating trust, respect and civilities.
 - Approaching course content as important and necessary for success in business.
 - Engaging in responsible classroom activities such as:
 - turning off cell phones
 - not using electronic devices to send or receive messages during class
 - avoiding unnecessary talking
 - not reading outside material or doing other work during class
- Students should contribute to a positive learning environment by:
 - Arriving, attending, and departing class in a professional manner.
 - Taking responsibility for team and individual assignments.
 - Developing cooperative relationships with other students and faculty.
- Students should support a professional environment within the College of Business by:
 - Avoiding inappropriate language in and near classrooms and offices.
 - Refraining from unrealistic expectations in dealing with administration, faculty, and staff.
- Students must uphold the academic integrity standards as explained in the university's *2012-2013 General Catalog* (www.catalog.colostate.edu). Academic integrity is conceptualized as doing and taking credit for one's own work. Violations of the university's academic integrity standards include, but are not limited to:
 - Cheating in the classroom. "Cheating includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work."
 - Plagiarism. "Plagiarism includes the copying of language, structure, ideas, or thoughts of another, and representing them as one's own without proper acknowledgment."
 - Unauthorized Possession or Disposition of Academic Materials. "Unauthorized possession or disposition of academic materials includes the unauthorized selling or purchasing of examinations or other academic work; stealing another student's work; unauthorized entry to or use of material in a computer file; theft or mutilation of library materials; and using information from or possessing exams that an instructor did not authorize for release to students."
 - Falsification. "Falsification encompasses any untruth, either verbal or written, in one's academic work."
 - Facilitation of Cases of Academic Dishonesty. "Facilitation of any act of academic dishonesty including cheating, plagiarism, and/or falsification of documents also constitutes violation of Colorado State University's academic integrity."
 - Violations of Colorado State University's academic integrity policies will be handled in accordance with the procedures discussed in the *2012-2013 General Catalog*.

Please note that faculty members and administrative professionals at CSU must also abide by a Code of Ethical Behavior. This code is included on the CSU website <http://facultycouncil.colostate.edu/files/manual/sectiond.htm#D.9> and states among other things that faculty members are expected to "maintain a high level of discretion and respect in personal and professional relations with students, staff, and the public." This code also notes that faculty must eschew academic misconduct such as fabrication, falsification, and plagiarism.