

Services Marketing

Dr Sue Keaveney

MKTG 6040

Fall 2013

Professor:	Dr. Sue Keaveney
Office Location:	University of Colorado Denver The Business School, Rm 5210
Office Hours:	MW 3:30-4:30 p.m.; please make an appointment.
Phone:	(303) 315-8447
Email/best contact:	Susan.Keaveney@ucdenver.edu
Class times/location:	M 6:30-9:15 p.m. / BusB 3100
Communications:	In accordance with UC Denver policy, kindly use your UC Denver e-mail address when contacting me and include your student ID number.

Course Description

MKTG 6040. SERVICES MARKETING.

Service industries such as health care, finance, information, entertainment, retail, government, and professional services comprise 80% of the total employment and GDP of the U.S. In addition, manufacturing firms increasingly look to value-added services to improve their bottom lines. Yet customer satisfaction with services has been consistently lower than satisfaction with goods. This course teaches students how to design and deliver high quality services, improve customer satisfaction, and thereby increase revenues and profitability. It also addresses how small, medium, and large firms can develop marketing plans and strategies in the new service environment. A variety of teaching methods may be used to demonstrate these concepts, such as cases, projects, field experiences, and/or guest speakers.

PRE-REQUISITES

MKTG 6040 is an introductory course in services marketing management for graduate students who have been formally accepted to The Business School. No prior knowledge of marketing is assumed and no prerequisites are required.

Course Materials

TEXT

Zeithaml, Valarie, Mary Jo Bitner, and Dwayne Gremler (2013), *Services Marketing* 6th Edition, Irwin/McGraw-Hill Publishing. (The fifth edition will also work, though it does not have the newer research studies. Please recognize that the syllabus is written for the 6th edition and that you are responsible for identifying any differences. You will also have to buy the Zappos2009 and United Breaks Guitars cases from HBPS. These cases are in the 6th edition but not the 5th.)

CASE STUDIES

Four cases – Caterpillar Latin America, Zappos.com 2009, Merrill Lynch: Supernova, and United Breaks Guitars – can be found at the end of the Zeithaml, Bitner, and Gremler (2013) 6th edition textbook.

The remaining 6 cases – Red Lobster, Starbucks: Delivering Customer Service, Ritz-Carlton Hotel Company, Zip-Car: Influencing Customer Behavior, Hulu: An Evil Plot to Destroy the World?, and Olympic Rent-a-Car should be downloaded from Harvard Business School Publishing (HBSP). The HBSP link to the Coursepack is:

Coursepack link: <https://cb.hbsp.harvard.edu/cbmp/access/20438842>

Be sure to use the HBSP link for this course in order to receive the \$3.95/case student-discount price.

ASSIGNED CASE QUESTIONS

Case assignments are specifically designed for this class and are posted on Canvas. Note: Due to HBSP security measures, you may need help from CINS if you try to print the cases on campus; at home you should be able to print without difficulty.

CANVAS

Supplemental course materials, including the syllabus, case questions, PPT slide-handouts, links to services marketing websites, and other materials are posted on Canvas. You must be officially enrolled in the course to log on to CANVAS. Please be sure that CANVAS has your correct UC Denver e-mail address to receive official class communications.

Course Objectives

The objectives of the Services Marketing course are:

1. Introduce graduate students to state-of-the-art research and best practices in services marketing.
2. Introduce multiple conceptual frameworks to analyze service marketing issues, identify service marketing opportunities, and compete through superior service design and delivery.
3. Teach students how to improve the quality of services delivered to customers and improve customer satisfaction and retention.
4. Develop student skills in analyzing services marketing problems, developing solutions, and articulating recommendations.
5. Develop student skills in discussing and debating the field's most current services marketing concepts, principles, and theories

Pedagogy

Course objectives (1), (2) and (3) will be met through textbook readings, Powerpoint slides, class lectures, and in-class discussions of service marketing's core concepts, theories, issues, and problem-solving frameworks.

The text will provide you with the basic foundation in services marketing theory and principles. Allocate sufficient time each week to do the assigned reading prior to class. Note that *Business School policy requires a workload of 10 hours per week minimum for graduate-level courses.*

Class time will be spent discussing key points, answering questions, relating theory to current business practice, discussing case studies, and moving beyond the basic text material to cover more in-depth and state-of-the-art material. *Students are strongly encouraged to take detailed notes during classes.*

Course objectives (4) and (5), student analytical skills –both written and verbal– will be met through preparation and discussion of Harvard Business School cases. The cases and projects are designed to provide students with opportunities to apply the principles and concepts learned in the class to business practice.

Evaluation of Learning

Students are evaluated as individuals on several criteria: 1) in-class quizzes on materials presented in the lectures and in the text; 2) written analysis and recommendations of services marketing situations in the form of case studies and short applied projects; and 3) effective verbal discussion and communication in class.

QUIZZES

Three quizzes assess students' understanding of the readings and class discussions and keep students "on track" with learning the course material. Format may include short answer, multiple choice, problems, or short essays.

CASES

Cases are vehicles for learning diagnostic skills and for applying the concepts and frameworks that were introduced in the readings and lectures. Case learning happens in two ways:

The first part of the learning process is pre-class preparation, as follows:

- Read the case
- Analyze the information contained in the exhibits, tables, figures, and text
- Diagnose the case problems and apply the appropriate service marketing models and frameworks to solve
- Write a detailed answer to all assigned case questions (posted on CANVAS)

The deliverable for this part of the process is a *hard-copy-only three-to-five page single-spaced typed case analysis* that answers all *case questions* in detail, *due at the start of class.* *This counts for ½ of the case grade.*

The second part of the learning process is *case discussion*. There is rarely a single “right” answer for a case (though there may be better vs. worse solutions), just as there is rarely a single “right” marketing decision in actual practice (though, again, there may be better vs. worse alternatives). Understanding how others analyzed the case and developed their solutions is a valuable process for expanding your own ability to creatively develop multiple viable alternative solutions to marketing problems. *The deliverable for this part of the process is prepared participation in the case discussions; this counts for the second ½ of the case grade.*

PLEASE NOTE: Because the case is discussed in class, no late cases can be accepted. If you know that you will miss the case discussion, you may turn in the written part of the case (for ½ credit as discussed above) as long as it reaches me before class. Please do not submit by e-mail as a hard copy is required for me to review. Also note that 9 cases are assigned but only 8 will count toward your grade; you may skip one or drop the lowest grade.

CLASS PARTICIPATION

Class discussion is a major component of all graduate courses and especially of graduate elective seminars/case classes such as this. Graduate students must do more than "read" assignments: Students are expected to synthesize and analyze assigned readings and make intelligent contributions to class discussions. *Remember, you must be mentally and physically present to participate!* Class participation is graded by the professor based on the following scale:

- 10 (A) High quality comments or questions nearly every class—but without dominating the conversation. Perfect or near-perfect attendance (missed fewer than 10% of classes). Positive leadership role in the class. (We all know who these people are!)
- 9 (A-) Good quality comments most classes evidencing interest and enthusiasm in the case. Comments grounded in services marketing theories, case data, or current business practice. Contributes to a positive learning atmosphere. Perfect or near-perfect attendance. (Hopefully, this describes most of us.)
- 8 (B+ to B-) Relevant comments most classes, evidencing interest and enthusiasm in the topic. Comments may tend to be more anecdotal than theoretical or reflective of general business practice. Contributes to a positive learning atmosphere. Reasonably good attendance; missed no more than 15% of classes.
- 7 (C+ to C-) Attentive and interested, but relatively infrequent participation in discussions. A quiet but positive demeanor with the occasional good comment or question. Grade varies significantly with attendance and attempts to participate.
- 6 (D+ to D-) Reasonably good attendance, seemingly positive demeanor, but virtually no meaningful participation beyond physical presence. Grade varies significantly with attendance.
- 5-0 (F) Failing grades are highly unusual in graduate classes. They can be achieved by missing more than 15% of classes and/or failing to adhere to generally-accepted principles of classroom etiquette (noted above) or by otherwise detracting from a positive learning environment.

GRADING POLICY

Case write-up (8 cases)	40%
Case discussion & class participation	30%
Quizzes (3)	30%
Total	100%

Selected Policies of CU Denver and The Business School

Students are responsible for knowing, and abiding by, all policies of the University of Colorado at Denver and The Business School. Please consult the Catalogue for complete details.

Attendance: The Catalogue states that “students are required to attend classes on a regular basis. Absences must be arranged with the instructor and must conform with the University and Instructor’s policies on attendance.”

Workload: The Business School requires that courses demand a workload “in and out of class” that enforces 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 to commit, on the average a minimum of 130 hours per term. *Expect to work a minimum of 10 hours per week, every week, on this class.*

College Grading Policy: Business School policy stated that the class-average grade for a graduate business elective course is expected to be between 3.2 and 3.6 on a 4.0 point scale (A=4.0, A-=3.7, B+=3.3, B=3.0, and so on).

Statement regarding scholastic honesty: 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, I am *required* to submit the matter to The Business School Internal Affairs Committee. To avoid plagiarism, the source of any information that is not your own creation – words, pictures, diagrams, models etc. that you copy, download, or otherwise borrow -- must be reported using an appropriate citation format. Direct quotes must be indicated with quotation marks and page references. Be thorough and be precise.

Statement about accommodation of disabilities: This syllabus and all other course materials are available in alternative formats on request. Please contact the professor and the Office of Disability Services.

Classroom Etiquette: By registering for this class, you agree to honor the age-old principles of courteous and ethical class participation. This means that you are prepared for class, participate in discussions in a courteous and informed manner, respect the opinions of others, arrive and depart on time, and generally contribute to a positive learning environment. You agree to **turn off all electronic devices**, refrain from reading non-class-related materials either in print or online, refrain from non-class-related conversations during class, and in general avoid any activities that might detract from a positive and cooperative learning environment. ***To enhance our focus case discussions, the use of laptops or other electronic devices during class is strongly discouraged. Remember to turn off cell phones. NO RECORDING DEVICES OF ANY KIND ARE PERMITTED WITHOUT THE EXPRESS PERMISSION OF THE INSTRUCTOR.***

Class Schedule

Date:	Topic:	Read Text:	Slides:
<u>INTRODUCTION to SERVICE MARKETING</u>			
1-8/19	Introduction to Services Marketing course How, and why, does marketing services differ from goods? Service-dominant Logic	1	1 Intro/SD-L
2-8/26	The Gaps Model of Service Quality Read-only: Caterpillar Case in textbook- no assigned questions The Service-Profit Chain & and other Financial and Economic Effects of Services	2 16	2 Gaps model 16 Fin effects
3-9/2	Labor Day Holiday - No Class - Campus Closed		
<u>THE CUSTOMER SIDE OF SERVICES</u>			
4-9/9	Case #1: Red Lobster Research Methods to Understand Service Customers Buyer Behavior in Service Transactions	HBS 9-511-052 5	5 Research & BB
5-9/16	Case #2: Starbucks: Delivering Customer Service Customer Expectations of Service Customer Perceptions: Satisfaction & Service Quality Starbucks CLV exercise	HBS 9-504-016 3 4	3 Cust Exp 4 CS & SQ
6-9/23	Quiz #1		
7-9/30	Case #3: United Breaks Guitars Customer Retention, Profit, & CLV Service failure: Switching vs. Recovery	In textbook 6 7	6 CRM/CLV 7 Switching

THE COMPANY SIDE OF SERVICES

8-10/7	Case #4: Zappos 2009 New Service Development and Design	In Textbook 8 (first ½)	8a NSD
9-10/14	Case #5: Ritz-Carlton Hotel Company Physical Evidence and Servicescapes Blueprinting	HBS 9-601-163 10 8 (second ½))	10 Srvsc 8b Blueprt
10-10/21	QUIZ #2		
10-10/28	Case #6: Merrill-Lynch: Supernova Managing Employees' Roles in Service Delivery	In textbook 11	
11-11/4	Case #7: Zipcar: Influencing Customer Behavior Managing Customers' Roles in Service Delivery Customer-defined Service Standards	HBS 9-605-054 12 9	12 C roles 9 C-def. stds.

SERVICE MARKETING PROMOTION & PRICE

12-11/11	Case #8: Hulu An Evil Plot to Destroy the World? IMC for Services	HBS 9-510-005 14	14 Svc-IMC
13-11/18	QUIZ #3		
14-11/21	Thanksgiving Break ~ No class ~ Campus Closed		
15-12/2	Case #9: Olympic Rent-a-Car Pricing Services	HBS 9-913-5 15	15 Svc-pricing
17-12/9	Final Exam Week - No Final Exam		