



Bellarmino University

Course Syllabus 2011-2012

W. Fielding Rubel School of Business

MBA 783: Services Marketing Management

(Graduate Elective)

Dr. Michael Luthy

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Office Location: 012-H Horrigan Hall

Office Hours: Before and after class meetings
and by appointment

All sessions meet in: W.L. Lyons Brown Library, Room B-24 (unless notified otherwise)

Course pre-requisites: admission to Bellarmine MBA Program

Course co-requisites: none

Catalog Description: The primary objective of the course is to prepare students to function as effective executives in a service economy. Service organizations require a distinctive approach to marketing, management, operations, and strategy – both in their development and execution. Our focus will be on understanding how world-class service organizations, as well as manufacturing firms satisfy customers with value added services. Classroom sessions will consist of a mixture of topic discussions, a simulation game, case studies, and presentations of field studies by students.

Course Learning Outcomes:

1. Students will more fully understand the nature and characteristics of services, the ways services need to be marketed and managed due to their intangible core, and success factors in services industries.
2. Students will develop and refine crucial management skills involving decision-making, team dynamics and interpersonal communications, and report writing through a hands-on experience managing a customer service operation.

Course Methodology: The learning outcomes stated above will be achieved through a number of pedagogies including:

- **Lecture/Discussion:** The discussion and sharing of knowledge, experiences, opinions and ideas sharpens analytical skills, improves judgment, and enhances conceptual skills. Assigned readings will be covered in class to varying degrees. In some instances the basic concepts and theories will be addressed in detail while in others additional examples, applications, and extensions of the material

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The mission of the W. Fielding Rubel School of Business is to provide student-centered, quality education in the Catholic liberal arts tradition at the undergraduate and master's levels. The Rubel School is enriched by the diverse intellectual perspectives inherent in the overall mission of Bellarmine University



will be presented or solicited. Whatever the degree or amount of lecture, students will be actively involved.

- **Individual project assignment:** Through the development and execution of an out-of-class project students will explore aspects of a high contact service operation. This will both supplement the in-class experience as well as continue development of critical analysis and writing skills.
- **Team-Based Simulation Game:** Any classroom-based course is by its very nature artificial to some degree. Nevertheless, experience in making marketing decisions is valuable, even when the consequences are not the same as they would be in the so-called “real world.” Therefore, each student will participate as part of a team in running an organization. Specifically, students will take the role of a parts and service operations manager of a car dealership. They will manage staffing and work assignments for service technicians, service support, and parts personnel among other issues. It is hoped that through this experience students will gain practical experience to apply in the future.

Required Materials: The following are Harvard Business School Publications unless otherwise noted:

- Lessons in the Service Sector #87206
- Loyalty-Based Management #93210
- Power of Unconditional Guarantees #88405
- Profitable Art of Service Recovery 90407
- Putting the Service-Profit Chain to Work, 94204
- Airline: The Strategy Simulation Manual by Interpretive Software.
- Shouldice Hospital Ltd. #683068
- Southwest Airlines (A) #575060
- Why Satisfied Customers Defect #95606
- Xerox Corporation: The Customer Satisfaction Program #9-591-055
- Zero Defections: Quality Comes to Services #90508

Grading Elements / Assessment:

(Percentages)

(Points)

Letter Grade	G.P.A Equivalent	Lower Limit		Upper Limit	Lower Limit		Upper Limit
A	4.00	93.0%	to	100.0%	930	to	1,000
A-	3.67	90.0%	to	92.9%	900	to	929
B+	3.33	87.0%	to	89.9%	870	to	899
B	3.00	83.0%	to	86.9%	830	to	869
B-	2.67	80.0%	to	82.9%	800	to	829
C	2.00	73.0%	to	79.9%	730	to	799
F	0.00	00.0%	to	72.9%	0	to	729

There are 1,000 points possible in this course. To receive a grade of “A” a student will need to earn at least 930 points, a “B” will require at least 830 points, and a “C” will require 730 points. In the MBA program grades of “D” are not given. A student who earns fewer than 730 points will not pass the course.

Points are assigned as follows:

Graded Component	Type	Course Learning Outcome	Due Date	Max. Points
<ul style="list-style-type: none"> Professionalism (each student will receive a “current status grade” and feedback near the midpoint of the term sent to their Bellarmine student e-mail account). 	Individual	#1, #2	Ongoing	250 pts.
<ul style="list-style-type: none"> Service encounter report and presentation 	Individual	#1	Sessions #4, #5, and #6	250 pts.
<ul style="list-style-type: none"> Airline Sim decision logbook and presentation 	Team	#1, #2	Session #7	500 pts.

Note to Students: Professors typically approach graduate courses differently than undergraduate ones. This can result in an initial culture shock for those students using their undergraduate experience as a benchmark. In graduate study more emphasis is placed on students drawing connections among discussions and experiences in class, with teammates, and from assigned reading materials – with less oversight. As a result, on some occasions articles or other readings assigned for a class session will not be directly discussed. Instead, class time may be spent extending and/or drawing tangential information into the discussions. It doesn’t mean that the assigned readings are unimportant, rather, it places more responsibility for considering the information and integrating it with existing knowledge into your hands – with help from your professor and the other students in the course.

Academic Honesty Policy: I strongly endorse and will follow the academic honesty policy as published in the Bellarmine University Course Catalog, available on the university website. Students and faculty must be fully aware of what constitutes academic dishonesty; claims of ignorance cannot be used to justify or rationalize dishonest acts. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, and unauthorized access to academic or administrative systems. Definitions of each of these forms of academic dishonesty are provided in the academic honesty section of the Course Catalog. All confirmed incidents of academic dishonesty will be reported to the Assistant Vice President for Academic Affairs, and sanctions will be imposed as dictated by the policy. The instructor’s choice of penalty ranges from a minimum penalty of failing the assignment or test to failing the course itself. It is generally assumed that graduate students fully understand what accounts for academic dishonesty. Thus, no leniency of penalty will be applied in cases involving graduate students.

Bellarmino University Non-Discrimination Policy: Bellarmine University admits qualified students of any age, sex, sexual orientation, race, color, religion, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of age, sex, sexual orientation, race, disability, color, religion, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs. Bellarmine University is an Affirmative Action-Equal Opportunity employer.

Academic Resource Center (ARC): Bellarmine University is committed to providing services and programs that assist all students in further developing their learning and study skills and in reaching their academic

goals. Students needing or wanting additional and/or specialized assistance related to study techniques, writing, time management, tutoring, test-taking strategies, etc., should seek out the resources of the ARC, located on the A-level of the W.L. Lyons Brown Library. Call 272-8071 for more information.

Disability Services: Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Disability Services Coordinator. Please do not request accommodations directly from the professor. The Disability Services Coordinator is located in the Counseling Center (4th floor 2120 Building), phone 272-8480.

Classroom Privacy Policy: Despite the current day reality of YouTube, cell phone cameras, and MP3 devices, I want to preserve the unique and real-time nature of the classroom experience as well as the privacy of all concerned. Please refrain from any audio or video recording of lectures or discussions (unless you have prior approval).

Course Grade Notification: At the conclusion of the term grades are reported to the Registrar's Office. Grades can then be accessed through your *myBellarmine* account. If you need to know your course grade earlier due to deadlines associated with their employer's tuition reimbursement policies contact the instructor as soon as you know this will be an issue. A letter on Bellarmine University letterhead or an e-mail from the instructor can be drafted and the grade reported in an expedited time frame.

Tobacco Policy: As of January 1, 2010 Bellarmine is a tobacco free campus. This applies to indoor and outdoor spaces.

Attendance Policy: All students are expected to attend all classes (in person – “attending” via Skype or other technology is not allowed). If you are unable to attend due to a valid reason (as evaluated by the instructor), e-mail me ahead of time, as soon as you are aware that you will be unable to attend. In order to be excused, an absence must be arranged with me prior to the absence. Absences that cannot be arranged beforehand due to emergencies must be cleared up at the earliest possible opportunity.

For any session you miss, you will need to submit (ahead of time if possible, within one week otherwise) a 1-2 page, single-spaced memo discussing the article(s) and/or other assigned readings for the class and their application to your life, work, etc. The intent is not for you to produce a summary or “rehashing” of the material but *rather to promote introspection on its relevance and connection to your own life (work and possibly non-work)*.

Extra Credit Policy: There are no extra credit assignments or opportunities available in connection with this course. You should invest your time and energies in the activities and project outlined in this syllabus.

Late Work Policy: Any assignment not received by the identified deadline will be docked one letter grade if received within 24 hours, two letter grades if received within 48 hours, and 3 letter grades if received within 72 hours. After that, like dead fish, it won't be accepted. Late work will be accepted without penalty however, it is the result of extreme extenuating (and verifiable) circumstances and you contact the instructor at the earliest opportunity. Poor time management is NOT an extreme extenuating circumstance.

Severe Weather Policy: Refer to the current student handbook for details regarding changes in schedule due to bad weather. Faculty will arrange class schedules to meet course objectives in the event classes will be cancelled. If Bellarmine's classes are cancelled (or delayed) due to bad weather, it will be noted on the university webpage and on the telephone weather line (272-8000, option #6). Students are encouraged to sign up through their *myBellarmine* website for automatic emergency notification to their cell phone.

Tentative Schedule of Activities and Assignments: The calendar shown here is tentative. Topics, reading assignments, in-class activities, and deadline dates may change as the term progresses although every effort will be made to adhere to what is listed. Any changes will be announced in class and sent via e-mail to your Bellarmine student e-mail account.

Course Orientation / An Expanded View of the Marketing Mix (Session #1 of 7)		
Day / Date	Pre-Class Readings / Case Questions	Activities / Agenda
Saturday <hr/> 1:00 – 4:30 p.m.	Southwest Airlines (A) #9-575-060 Q What was the nature of the marketing problem facing SWA in June 1971? Q What do customers look for in selecting an airline and what is the decision process? What segmentation exists and to what extent do needs vary by segment? Q How well were Braniff and TI satisfying customer needs? Q Evaluate Southwest Airlines marketing mix? Q What action should SWA take in response to Braniff's announcement of a 60-day, half price sale on the Dallas-Houston (Hobby) service? Lessons in the Service Sector #87206 Putting the Service-Profit Chain to Work #94204	Orientation to the course. Administrative activities: form simulation teams, sign up for field report dates, etc.

Session Learning Outcome(s) - By the end of the session, students should be able to:

- integrate the responsibilities and activities of the course with their other commitments.
- critically examine and explain the nature and characteristics of services.
- discuss the major frameworks that capture the customer's service experience.

Service Operations / Simulation Orientation

(Session #2 of 7)

Day / Date	Pre-Class Readings / Case Questions	Activities / Agenda
Saturday <hr/> 1:00 – 4:30 p.m.	Shouldice Hospital Ltd. #683068 Q How successful is Shouldice Hospital? What are you basing your response on? Q How do you account for their performance? Q As Dr. Shouldice, what actions if any would you take to expand the hospital's capacity? Q How would you implement the changes you propose? ServiceSim Manual (in its entirety)	Simulation Practice Session

Session Learning Outcome(s) - By the end of the session, students should be able to:

- navigate the simulation game website and be able to examine reports, enter decisions, and view results.
- critically assess an organization's service operating concept and service delivery system.

Customer Satisfaction

(Session #3 of 7)

Day / Date	Pre-Class Readings / Case Questions	Activities / Agenda
Saturday <hr/> 1:00 – 4:30 p.m.	Xerox Corporation: The Customer Satisfaction Program #9-591-055 Q What are the important features of the Xerox customer satisfaction program? What prevents other organizations from doing the same? Q What is customer satisfaction? Q Should Xerox offer a guarantee? If so, which one? Q How does Xerox research and measure customer satisfaction? What would you do recommend to improve the program? Power of Unconditional Guarantees #88405 Why Satisfied Customers Defect #95606 Zero Defections: Quality Comes To Services #90508	Simulation decisions

Session Learning Outcome(s) - By the end of the session, students should be able to:

- better assess the impact of service marketing and service operations decisions on customer satisfaction and organizational profitability.
- Assess the link between levels of customer satisfaction and behavior.
- Discuss the objectives and obstacles of service guarantee programs.

Service Recovery

(Session #4 of 7)

Day / Date	Pre-Class Readings / Case Questions	Activities / Agenda
Saturday <hr/> 1:00 – 4:30 p.m.	Profitable Art of Service Recovery #90407 Loyalty-Based Management #93210	Reports on field service encounters Simulation decisions

Session Learning Outcome(s) - By the end of the session, students should be able to:

- discuss the service operations of a number of diverse Louisville-area organizations.
- better assess the impact of service marketing and service operations decisions on customer satisfaction and organizational profitability.
- diagnose service failure and implement customer service recovery strategies and tactics.

Managing your organization

(Session #5 of 7)

Day / Date	Pre-Class Readings / Case Questions	Activities / Agenda
Saturday <hr/> 1:00 – 4:30 p.m.	None	Reports on field service encounters Simulation decisions

Session Learning Outcome(s) - By the end of the session, students should be able to:

- discuss the service operations of a number of diverse Louisville-area organizations.
- better assess the impact of service marketing and service operations decisions on customer satisfaction and organizational profitability.

Improving your organization / Panel of Service Executives

(Session #6 of 7)

Day / Date	Pre-Class Readings / Case Questions	Activities / Agenda
Saturday 1:00 – 4:30 p.m.	You should formulate 3-4 questions to ask our panel of experts (i.e. local service executives) who have graciously agreed to visit our class) and e-mail them to me no later than Monday at 8 am in advance of this class session.	Reports on field service encounters Simulation decisions

Session Learning Outcome(s) - By the end of the session, students should be able to:

- discuss the service operations of a number of diverse Louisville-area organizations.
- better assess the impact of service marketing and service operations decisions on customer satisfaction and organizational profitability.

Performance assessment

(Session #7 of 7)

Day / Date	Pre-Class Readings / Case Questions	Activities / Agenda
Saturday 1:00 – 4:30 p.m.	None	Presentations on team's simulation results and experiences Final assessment tasks (#1 and #2)

Session Learning Outcome(s) - By the end of the session, students should be able to:

- make better presentations.
- assess their overall knowledge of service marketing and management concepts.

Professionalism: Student Professional Behavior and Etiquette in the MBA Program

Due Date: Ongoing

Possible Points: 250

Project Type: Individual

A positive and participative learning environment is crucial to your educational experience. The goals of our MBA program include developing your willingness and ability to contribute to discussions by expressing and defending your position on a variety of topics. For some, this may involve overcoming a sense

of shyness. For others, it will involve the willingness to take risks and leave your “comfort zone”. While there are many informal situations in which people have neither the desire nor the right to prescribe how others ought to behave, the classroom is unique, and requires the establishment of a culture that respects the learning process and every individual in it.

Professionalism is a significant factor in determining your overall grade in this course. The evaluation of professionalism starts with the proposition that if a student attends scheduled sessions, comes to class prepared, participates actively and frequently, makes meaningful comments that contributes to their classmates’ education, interacts professionally with faculty and classmates, hands in all required work on time, participates in the teaching evaluation process, and observes class guidelines, their score will be assessed as “average” or at a numerical level of roughly 85%. Adjustments either up or down from this starting point are at the discretion of the professor – to recognize superior effort and performance or acknowledge deficiencies in the student’s approach to their responsibilities.

Given the many hours you spend preparing for class discussions, reading articles and text material, analyzing case studies, and working on individual and group projects, as well as the significant financial commitment you (and/or your organization) are making to undertake graduate study, each individual is responsible for creating and maintaining this professional environment. For these reasons, the following guidelines/expectations are provided.

Your *physical presence* in the classroom is a prerequisite for active participation. Students that come late or are not prepared to begin when class starts disrupt the class. Please make every effort to arrange your schedule so that you arrive early enough to take care of any personal or non-class related activities and are ready when class begins. Breaks are worked into class sessions at reasonable intervals. Please wait until a break is called before leaving the classroom (emergencies or special needs notwithstanding). For breaks and other breakout activities, return at the time specified by the instructor.

Your *mental presence* as well as physical presence is necessary for everyone to get the most out of the classroom experience. Our MBA classes are interactive forums. Your activities, both positive and negative, have an effect on the class. Please focus your attention and energies on our class exclusively when the class is in session.

Technology has provided us with many conveniences; however, there is a time and a place for them. If you bring a cell phone, beeper, laptop, PDA, or other electronic device to class that can make a noise, please switch it to vibrate or silent mode when you come into the room.

Given the numerous and varied experiences you will have during your program of study, both in and out of the classroom, as well as practice and growing familiarity with various teaching formats, the faculty’s expectation regarding the depth and sophistication of your contributions will rise as you progress through the program.

Professionalism in the MBA program extends beyond the classroom. It encompasses the face-to-face as well as electronic interactions you have with students in your class and cohort, with faculty, and with administrators and staff.

Observing these guidelines is the minimum expectation of the faculty. While the specific audience for this message constitutes a small percentage of all students, everyone benefits from a clear statement of expectations. Practicing professionalism will make you more productive and will lead to the achievement of your individual and group goals. You will also find that the attitude of professionalism you develop here will benefit your larger life at work and your personal life.

Service Encounter Report and Presentation

Due Date: _____
_____ or

Possible Points: 250

Project Type: Individual

Introduction

The accumulation of classroom-based knowledge while important is not a total substitute for field experience. The ability to analyze and critique situations and problems can also be developed in a variety of settings beyond the classroom.

Every marketing text discusses the “marketing concept” and the significance of the customer to marketing-oriented organizations. Intellectually, the importance of the interaction between a firm and its customers is obvious. However, no text can capture the complete service encounter experience from the customer’s perspective. For that reason, you will individually conduct a field-based project chronicling your experiences with a formal dining or other service organization. This project, designed to draw on your experiences with service firms, will allow you to apply a systematic and rigorous analysis to that experience.

Background

The quality of many services, particularly in the U.S., is thought by many to have reached a critically low point. *Time* magazine several years ago ran a cover article titled "Why is Service So Bad?" Consumer dissatisfaction with service quality is so pervasive that it has even become part of the pop culture. Comedian Jay Leno remarked that when he reminded a supermarket cashier that she had forgotten to say "thank you", she replied, "It's printed on your receipt."

Reasons for what some people perceive as a decline in service quality include a general trend toward decreasing personal service as a result of cost-cutting efforts; the deregulation of a number of service industries; the legacy of attempts to foster "industrial" or production line approaches to service; unmotivated, untrained, and underpaid employees; a shortage of entry level job seekers; and difficulty in measuring and controlling activities that are often intangible, invisible, and fleeting in nature. Perhaps an equally important reason for poor service quality is that few people that experience poor quality complain; they just vow not to use the service again. As a result, information of great value to service providers is lost and poor service is perpetuated.

Service Encounter Journal

Each student will document a high-contact service encounter experience and present it in class (approximately 5 min (4-6 is the allowable range) presentation / limit of 6 PowerPoint slides). The goal of this assignment is for you to understand and evaluate the service encounter [buyer-seller interaction] you’re your perspective as a customer. For the encounter there is a portion to be done prior to, a part to be done immediately after, and then the task of integrating and interpreting the encounter in relation to course material. The end result is a memo in which the service encounter journal entries are analyzed and synthesized. In this memo, identify in your own words the sources and actions that seem to account for satisfaction or dissatisfaction with services. Be sure to include and discuss relevant course concepts as you analyze and synthesize your service encounters.

The suggested questions beginning below should be used for data collection purposes – so you'll have the information you need when you compose your memo. To make the experiences of the class as varied as possible, sign-ups for various restaurants and entertainment venues will be circulated in class. Variations should be discussed with me before hand.

Service Encounter Issues / Questions

- Business Name and Address of Encounter
- Was an appointment or reservation made ahead of time? If so, were you put on hold?, how many times ?, for how long ?, and what if any messages, music, etc. was played?
- Normal hours that the service establishment is open?
- Expectations of service prior to encounter: (given the task that you wanted to accomplish, e.g. buy dinner, return a purchase, get information.; how difficult do you expect the encounter to be?, how much time do you think it will take?, how many people do you think you will need to interact with during the encounter?)
- Prior to the encounter: did you notice any advertisements or special promotions relating to the service you purchased or inquired about - special pricing, quantity discounts, deluxe services? (if newspaper or magazine advertisement or flier Please attach a copy)
- Chronology of events during the encounter?
- Title/position, etc. of individuals talked with or involved during the encounter
- Key phrases (clichés, slogans, catchwords, etc.) used repeatedly or by more than one individual (e.g. it is our policy)
- For the actual service encounter, did you have to wait?, for how long?, and what if any provisions/accommodations were available while you waited? (e.g. seating area, free coffee, magazines, number dispenser, etc.)
- While you were in the business establishment did you notice any advertisements or special promotions such as special pricing, quantity discounts, deluxe services?
- To what extent were technology used / supporting the service encounter you had?
- During your service encounter was there any training going on - either directed toward service personnel or toward training customers such as yourself?
- Any additional information concerning the encounter: including physical surroundings, attitude of personnel, miscellaneous.
- Overall evaluation of Service Encounter
- What is the likelihood you will make a return visit? Why?
- What is the like hood of you recommending this establishment to others? Why?
- For “negative encounters” only: What could the organization / employee have done to make you happier or more satisfied with the encounter?
- What recommendations could you make (if any) to the management of the service operation to improve their service? How difficult do you think implementing those changes would be? How costly?
- What concepts, theories, frameworks, etc. from the readings, and/or class discussions (if any) do you think relate to this particular service encounter? How so?

Simulation decision logbook and presentation

Due Date: _____

Possible Points: 500

Project Type: Team

Presentation Attire:

Men

Women

Business Casual: Dress or golf/polo shirt, slacks.

Blouse, slacks or skirt.

Each team will prepare and deliver an approximately 15 minute (13-17 min range), PowerPoint presentation (limit 12 slides) to be delivered in front of the rest of the class and turn in a spiral-bound or 3-ring binder report. The presentation will represent 30% of the grade (example evaluation form below and on the next page) and the written report 70%.

Skills the team needs to work on for future presentations (check all that apply)

- Transitions between speakers
- Opening / Introductions
- Closing / summary
- PowerPoint slides too cluttered
- PowerPoint slides too simplistic

Unacceptable	Poor	Weak	Needs Work	Fair	Good	Very Good	Excellent	Outstanding
0-72.9	73.0-75.9	76.0-78.9	79.0-80.9	81.0-85.9	86.0-88.9	89.0-91.9	92.0-96.9	97.0-100.0
F	C	C+	B-	B	B+	A-	A	A+
					<input checked="" type="checkbox"/>			

STRUCTURAL Elements

Opening / Introduction

- Gains attention
- Team / team members
- Purpose or reason
- Abrupt / startling
- Disorganized

Organization of presentation

- Logical flow
- Within time limits
- Difficult to follow
- Poor time management

Summary / Closing

- Not rushed
- Good recap
- Abrupt
- None

Question and Answer period

- Logical flow
- Additional detail
- Rambling
- Argumentative

CONTENT Elements

Substantive Information

- Appropriate detail
- Numerical arguments
- Not readable
- Overly complex / simple

Visual Component

- Summary tables
- Graphical representations
- Too complex
- Too simple

Please make any written observations on the team's presentation below.

Generally speaking, the team's analysis was good – however some of the ratios they tracked would have been more persuasive if they had graphed them. Also, in the Q&A they did not have a good command of the information on how their training expenditures impacted customer satisfaction.

Presenter #1: Jenny Smith

Presenter #2: Ray Carver

Presenter #3: Musa Pinar

Unacceptable	Poor	Weak	Needs Work	Fair	Good	Very Good	Excellent	Outstanding
0-72.9	73.0-75.9	76.0-78.9	79.0-80.9	81.0-85.9	86.0-88.9	89.0-91.9	92.0-96.9	97.0-100.0
F	C	C+	B-	B	B+	A-	A	A+

The VISUAL Dimension	1					✓		
	2						✓	
	3			✓				

Body Language

- ☺ Tall posture ☹ Rocking or swaying
- ☺ Movement in space ☹ Hands on hips/in pockets
- ☺ Appropriate gestures ☹ Busy hands, clapping

Eye Contact

- ☺ Varied around room ☹ Staring
- ☺ Purposeful/engaging ☹ Reading screen/script

The VERBAL Dimension	1						✓	
	2							✓
	3				✓			

Vocal Qualities

- ☺ Projection ☹ Too loud or soft
- ☺ Appropriate pace ☹ Too fast/slow, no pausing
- ☺ Varied intonation ☹ Droning/monotone
- ☺ Conveys enthusiasm ☹ Seems bored or nervous

Smooth Delivery

- ☺ Confident ☹ Unsteady/quavering
- ☺ Rhythmic flow ☹ Unsure
- ☺ No vocalisms ☹ Ahs, ums, “-wise”
- ☺ Engaging ☹ Remote/overly-detached

Written Report:

For each decision period of the simulation game your team is to take notes outlining the rationale for the decisions you make and the desired outcomes. Aside from whether the decisions your team makes result in the outcomes you hope for, having a good strategy and documenting it is important. Your team’s report should also discuss your interpretation of the results for each period and what alterations, or recasting of your strategy you are going to attempt as you move forward. Notes should be made at the time your decisions are made and enacted. You should limit your write-up for each period to no more than two pages. When the final report is compiled from these individual period notes, they can be expanded if your team wishes. An introduction as well as a conclusion section and a discussion of your trial run period should also be included in the final memo. In the conclusion section, describe what your group has learned as a result of the simulation game experience.

Further Reading

No single course can acquaint you with the wealth of literature available on most topics. For those who wish to continue their investigation of areas raised in this course on their own, beginning below is a sampling of readings that you may find valuable, both related to services and supporting business skills that can benefit service managers.

Services

- *This is Service Design Thinking: Basics, Tools, Cases* by Marc Stickdorn and Jakob Schneider

Presentation Skills:

- *Presentation Zen*, 2nd edition by Garr Reynolds
- *The Naked Presenter: Delivering Powerful Presentations With or Without Slides* by Garr Reynolds
- *101 Ways to Captivate a Business Audience* by Sue Gaulke
- *How to Get Your Point Across in 30 Seconds or Less* by Milo O. Frank

Corporate Etiquette and International Protocol:

- *Business Class: Etiquette Essentials for Success at Work*, by Jacqueline Whitmore
- *Power Etiquette: What You Don't Know Can Kill Your Career* by Dana May Casperson

Writing Skills:

- *Get to the Point! Painless Advice for Writing Memos, Letters and E-mails Your Colleagues and Clients Will Understand* by Elizabeth Danziger
- *Show Me the Numbers: Designing Tables and Graphs to Enlighten* by Stephen Few

Bargaining and Negotiation:

- *Getting to Yes: Negotiating Agreement Without Giving In* by Roger Fisher

Cross-Cultural Issues:

- *The Cultural Intelligence Difference: Master the One Skill You Can't Do Without in Today's Global Economy* by David Livermore

Time Management:

- *18 Minutes: Find Your Focus, Master Distraction, and Get the Right Things Done* by Peter Bregman

About the Instructor:

Michael Luthy is Professor of Marketing and a Wilson W. Wyatt Fellow at Bellarmine University in Louisville, Kentucky. Before joining the Business Administration department at the W. Fielding Rubel School, Dr. Luthy was on the faculty of Drake University in Des Moines, Iowa. As a Fulbright Scholar in 2005 he taught and conducted research at Reykjavík University in Iceland. Dr. Luthy was selected for a second Fulbright Scholar award for 2011, serving as the Fulbright Enders Visiting Chair of Canada-U.S. Relations in the Telfer School of Management at the University of Ottawa in Ontario, Canada.

Dr. Luthy earned his bachelor's and Ph.D. degrees in business administration, specializing in marketing, from the University of Illinois at Urbana-Champaign and an MBA from the University of Iowa. His post-doctoral professional development includes training at Duke, Harvard, Georgia State University, and the

University of South Carolina. Additionally, he has trained at the Ritz Carlton Leadership Center, Second City, and the Protocol School of Washington.

In addition to his academic credentials, Dr. Luthy is a Professional Certified Marketer, holds an executive certificate in international marketing from the Garvin School of International Management at Thunderbird University, and a certificate of proficiency in qualitative research, specializing in focus group moderation, from the AC Nielsen/Burke Institute.

Dr. Luthy's teaching areas include marketing management and strategy, global business skills, services marketing, and small business entrepreneurship. During his career Dr. Luthy has received several national teaching awards. The American Marketing Association gave him their Award for Innovative Excellence in Marketing in 2000. In 2003 the Academy of Educational Leadership presented him with their Outstanding Educator Award for Innovative and Creative Teaching.

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Dr. Luthy is a member of the Editorial Review Boards of *the Journal of Small Business Management* and the *Journal of Marketing Education*. He also serves as a business administration specialist reviewer for the Council for International Exchange of Scholars who administer the Fulbright Scholar Program. He is an active member of the American Marketing Association and consults with organizations and conducts training in marketing and business skills.

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