

MAR 6849
Services Marketing
University of Central Florida
Summer 2013

Instructor:	Dr. Massiah, Clinical Professor of Marketing
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Webcourses:	https://my.ucf.edu
Class Time and Location:	Mondays and Wednesdays, 6:00-9:50 PM , BA2 Room 208
Office hours (in-person and online):	Mondays and Wednesdays, 3:30-5:00 PM or by Appointment

Required Text:	<ol style="list-style-type: none"> 1. <i>Services Marketing: Integrating Customer Focus Across the Firm (6th edition)</i> by Zeithaml, Bitner, and Gremler: (Hardback:ISBN: 978-0-07-811205-8) 2. <i>The Wall Street Journal</i> (www.wsj.com/summer or at bookstore) 10 weeks for \$19.95
Lecture Notes:	On Canvas (Webcourses 2.0)
Credit Hours:	3 cr. hrs.

THIS SYLLABUS IS SUBJECT TO CHANGE.

WELCOME TO SERVICES MARKETING

Service businesses are an increasingly dominant force in world economics. This course is designed to help you develop an understanding of the unique marketing needs and challenges faced by service organizations and goods-oriented firms that use service as a competitive strategy in an increasingly challenging global environment.

Services marketing is something of a misnomer. While certainly the topic of services has had a prominent position in the marketing literature over the past quarter of a century, the impact of services on contemporary business is most certainly a cross-disciplinary/ cross-functional phenomenon. Business policy, management practices, operations management and information systems to name but a few all play an integral role in services marketing strategy formulation and execution. Within marketing, services marketing touches on such areas as retailing, business-to-business marketing, sales management, distribution channels, and promotion. This course provides you with a sense of the scope of the impact of services marketing in both goods and services predominant firms.

COURSE OBJECTIVES AND LEARNING GOALS

Businesses in today's competitive environment expect you to have a variety of skills when you graduate. Employers consistently say that they are looking for employees with the following abilities: 1) good problem-solving and critical-thinking skills; 2) excellent communication skills (both written and oral); 3) the ability to work well in teams; 4) listening skills and a willingness to understand the opinions of others; and 5) information literacy. This course is designed to help you develop these skills in the context of services marketing so that you will be more prepared to meet the needs (and hopefully even exceed the expectations!) of your future employers. We'll use lectures, class discussions, group activities, films, presentations and guest speakers to explore services marketing concepts and to create a unique service experience of our own throughout the semester.

Specific Learning Goals

After completing this course, you should be able to:

- Understand the importance of the service sector in the global economy
- Describe the differences between goods and services
- Discuss the differences between various types of services
- Use appropriate terminology to discuss key services marketing concepts
- Gather and use appropriate information to analyze service organizations
- Apply your knowledge of services marketing to specific business environments and your own experiences as a consumer/employee

REQUIRED MATERIALS

- *Services Marketing: Integrating Customer Focus Across the Firm*, 6th edition, Valerie A. Zeithaml, Mary Jo Bitner, and Dwayne D. Massiah, McGraw Hill Irwin, 2013.
- *The Wall Street Journal*
- Canvas (Webcourses 2.0)
- Other readings and handouts may be assigned throughout the semester.

COURSE POLICIES AND EXPECTATIONS

- **Prerequisite Requirements and Disenrollment Policy**
 - Students who miss the first class meeting without prior notification WILL be disenrolled to create space for students who are trying to add the course.
- **Academic Honesty**
 - Honesty and integrity are critical attributes in both our professional and personal lives. As recent events in the corporate world have shown, unethical behaviors have high societal and individual costs. I expect you to maintain a very high standard of academic honesty.
 - The University is committed to maintaining a fair academic environment for all students. As a part of that effort, a policy of academic honesty is strictly enforced. Any conduct compromising this policy will result in academic and/or disciplinary action. Any student who violates or assists in violating these standards will be pursued through the Office of the Dean of Business Administration and the Dean of Students. (Source: The Golden Rule Student Handbook).
 - Penalties for academic dishonesty are at the discretion of the instructor. However, the **minimum** penalty for cheating/plagiarism will be the receipt of NO CREDIT for that assignment or exam. Other

highly possible penalties include receiving NO CREDIT for the entire course and the pursuit of expulsion from the University. If you are uncertain as to what constitutes cheating and/or plagiarism see the UCF Golden Rule Student Handbook and the section in this syllabus entitled “Avoiding Plagiarism”.

- Certain assignments may be submitted to www.turnitin.com, a tool utilized by the University to assist professors in identifying plagiarized content. Further information on this process will be presented during the semester.

- **In-Class Behavior**

It may be helpful in preparing you for that experience to think of class as a business meeting.

- If you needed to miss a business meeting, you would inform your manager (or boss) in a courteous manner and make arrangements with a colleague to fill you in on what you missed. You would not ask if anything important were likely to happen at the meeting you are not attending. To do so implies that you believe meetings with your manager and colleagues are generally unimportant.
 - You would avoid being late, walking out in the middle of the meeting for any reason, or leaving early.
 - You would avoid whispering and laughing with the person sitting next to you. You would listen attentively, probably take notes, and manage your face and posture to convey interest and competence.
 - You would turn off your cell phone to avoid disturbing the meeting.
 - You would not work on tasks unrelated to the meeting.
 - You would avoid interrupting people or being rude in any way.
 - You would wait until after the meeting to discuss special accommodations for your personal situation. Why? Because doing any of these things reflects badly on you.
- As a member of this class, you are invited to think, question, disagree, and offer alternatives. However, my expectation is that you will behave professionally. Failure to do so may result in disenrollment from the class.

- **Attendance**

Attendance will be taken in each class. Each student is allowed to miss one class period with no questions asked and no excuses required. Each additional absence (beyond the first absence) during the semester will result in a 25 point deduction in your total points in the course. Plan accordingly as there will be no exceptions to this policy.

- **Exams and Assignments**

All exams must be taken during the scheduled times and days. There are no make-up exams unless a documented valid excuse is provided.

All assignments are due on the date assigned and must be typed in 12 pt Times New Roman Font and professionally presented. No late work will be accepted without a valid excuse. The maximum credit for an assignment turned in 1 day late = 80%, 2 days late = 60%, etc.

- **Students with Disabilities**

- The University of Central Florida is committed to providing reasonable accommodations for students with disabilities in order to allow for equal learning opportunities. If you need such accommodations, please contact the Office of Student Disability Services at (407) 823-2371. Also, if you are likely to have religious obligations that will conflict with the due dates for particular assignments, please contact me immediately. If you do not provide at least two weeks notice of such conflicts, I will not be able to accommodate them.

COURSE GRADING

ASSIGNMENT	POINTS POSSIBLE	DATE
Complaint Letter Assignment	100 <ul style="list-style-type: none"> • letter =30 • analysis = 70 	July 1 <ul style="list-style-type: none"> • Letter July 29 <ul style="list-style-type: none"> • Analysis
Applied Team Project	200	July 24 <ul style="list-style-type: none"> • Blueprint and Paper July 29 <ul style="list-style-type: none"> • Presentation
Service Encounter Journal	100	July 15
Team Case	100	Various Dates
Exam 1	200	July 8
Exam 2	200	July 31
Case Participation	Pass/Fail	
Attendance / Class Participation	100	
Total Points Possible	1000	

Final grades will be assigned strictly based on the following scale:

GPA points and letter grade	Point Range
4.00 A	950-1000
3.75 A-	900-949.99
3.25 B+	870-899.99
3.00 B	840-869.99
2.75 B-	800-839.99
2.25 C+	770-799.99
2.00 C	740-769.99
1.75 C-	700-739.99
1.25 D+	670-699.99
1.00 D	640-669.99
0.75 D-	600-639.99
0.00 F	0-599.99

NO FINAL GRADE WILL BE ROUNDED UP

Students are expected to achieve their desired grade through sufficient performance on assignments and exams. They should not expect to be able to improve grades through extra credit or negotiations with the instructor. Grades will only be changed to correct calculation or input errors.

EXAMS

The two exams given in this class will cover material from the textbook, case studies, and in-class discussions. Exams will consist of essay questions. There will be no make-up exams, except in the case of illness; such instances must be approved by the instructor prior to the scheduled exam time.

I will do my best to return exams to students within a couple of (class) days. I will *not* discuss individual exam scores or questions in the classroom. I will only discuss questions on a particular student's exam after the student has submitted, in writing or via E-mail, a statement describing why the score on a particular question (or questions) should be re-evaluated. After the exam has been returned to the class, students will have two class days to turn in this written appeal if there is disagreement with my evaluation of a particular question or questions.

COMPLAINT LETTER ASSIGNMENT

You will write a letter to a service organization that delivered less-than-satisfactory service and then analyze the company's response (or lack of response). Details will be provided on a separate handout.

SERVICE JOURNAL AND PAPER

To enhance your awareness of the consumption and delivery of services you are asked to keep a services journal during this class.

For this assignment, you will record 10 "journal entries" detailing service encounters that you experience during the first few weeks of the semester (a form will be provide for the journal). For each entry you are expected to explain what occurred from either your, or whoever you are reporting, perspective. That is how well was the consumer served? What transpired prior to the service delivery that may have influenced the consumption experience? Was the service delivered satisfactorily and what metrics are you using to assess satisfactory service delivery? Was there any follow up by the service provider to assess your satisfaction? Would you or whoever was the customer purchase the service again and why (e.g., captured market or found the service to have genuine superior qualities over other offerings)? Detail the service delivery process. What did you observe that was particularly effective/ineffective in the service delivered? What would you do to improve the service offering both at the point of contact as well as in terms of overall management of the service experience?

TEAM CASE DISCUSSIONS

We will discuss several cases during the course. Several groups will be designated to lead the discussion for each of the cases. The groups will be graded upon their efforts in discussion.

Case preparation questions for each case are included in webcourses. You will be given credit for your participation in each case session – points will be deducted from your participation grade for non-participation as described in the next paragraphs.

To get full credit for each case in which your group is not leading the class discussion, you must participate meaningfully in the discussion and turn in your written preparation notes for each case. Written preparation notes will address the case questions provided and will be turned in a the beginning of the case discussion (make a copy for yourself so you will something to refer to during class). Your notes should be typed. Notes will not be graded but will be evaluated on a P/F basis to assure that you are prepared. Turning in notes written by someone other than you is considered plagiarism and is unacceptable. If you receive an F on your case notes, your grade will be reduced by 20 points.

If you are absent during a case discussion, your course grade will be reduced by 30 points. If you do not turn in your notes, your grade will be reduced by 30 points.

CASE PARTICIPATION

We will discuss several cases during the course. Case preparation questions for each case will be provided. You will be evaluated for your participation in *each* case session. Cases will be assessed on a pass/fail basis according to your level of (quality) participation—points will be deducted from your grade for nonparticipation (as described in the next two paragraphs).

To get full credit for each case, you must participate meaningfully in the discussion and turn in your written preparation notes for each case. Written preparation notes will address the case questions provided and will be turned in at the beginning of the case discussion. (*You should make a copy for yourself so you will have something to refer to during class.*) Your notes should be typed. Notes will not be graded, but will be evaluated on a P/F basis to assure that you are prepared. Turning in notes written by someone other than yourself is considered plagiarism and is unacceptable.

If you are absent during a case discussion, your course grade will be reduced by 25 points. If you do not turn in your notes, your grade will be reduced by 25 points for each missing case.

APPLIED (TEAM) PROJECT

Working in small teams of 4 (or 5 maximum) people, you will analyze a specific firm's service offering. You will be asked to develop a service blueprint for the service (see chapter 8 and class session on July 10), and to analyze the blueprint and service brand using course concepts. In particular, this assignment requires students to construct a detailed service blueprint, accompanied by relevant photos/images, and Wall Street Journal readings for a particular service provider.

The assignment will also involve writing a paper discussing how the blueprint might be used to improve marketing and operations in the organization. Insights revealed by the blueprint as well as recommendations for service improvement and brand strategy based on your analyses will be included as part of the assignment. At the end of the course, students will present their work to the class. Details are provided in a separate handout.

IN-CLASS PARTICIPATION

To assist in understanding of services marketing issues, students are encouraged to contribute to in-class discussions. A student's participation and interaction with other students, as well as the professionalism displayed in all aspects of this class, will be a major component of the class instruction. Student co-production may also be based upon an ability to recognize contemporary services marketing issues. Students are encouraged to examine current issues and to bring in articles for class discussion. In so doing, students should be prepared to describe the relevance of the article to services marketing.

Active student participation in class is essential for your learning and to the success of the class. That is, this educational "service" (MBA 6849) requires *active* co-production and participation in the classroom for it to be a success. ***Attendance in class is a necessary, but not sufficient, condition for good participation.*** (Merely showing up for work, but not contributing anything to the organization, would not generally be considered acceptable behavior in the workplace.) Therefore, you will be evaluated on your individual overall participation including regular attendance, contributions to class and case discussions, and completion of exercises in class. Your primary attention should be on the quality of your participation, not simply quantity.

To make quality comments you must carefully read text chapters and readings and complete any out-of-class assignments prior to class time. In addition, you will need to attentively follow the discussion in class so that your

comments *build upon what others have said*. Clarity and conciseness will be highly valued. If you wish feedback on your level of participation, you may visit with Dr. Massiah at any time during the term.

MAKE-UP /LATE ASSIGNMENT POLICY

All assignments are due at the beginning of class on their respective due date unless you are absent on university-approved activities and have notified the instructor prior to the absence. ANY turned in after the initial collection will be penalized 20% per day or portion thereof.

AVOIDING PLAGIARISM

Some helpful websites which outline what constitutes plagiarism as well as how to avoid plagiarism are listed below. For all assignments citations are required to be **in-text** (no footnotes or endnotes will be accepted). You must use APA format.

- ❖ UCF Library, “Ask A Librarian” Website: <http://library.ucf.edu/Ask/default.htm>
 - link to “Citation Guides”
- ❖ Duke University Library, “Citing Sources and Avoiding Plagiarism” Website: <http://www.lib.duke.edu/libguide/citing.htm>
 - Very helpful information for how to cite in-text, how to avoid plagiarism, how to assemble a “works cited”, and defining plagiarism.
- ❖ UCF, “Golden Rule” Website: <http://www.goldenrule.sdes.ucf.edu/>
 - Information on what constitutes academic dishonesty at UCF, possible penalties for academic dishonesty, as well as student rights and responsibilities.

FINAL NOTE

Changes to the syllabus may be made to reflect the needs of the class. Any changes will be announced in class and/or in “Announcements” on the professor’s homepage. It is the student’s responsibility to stay aware of any changes made.

DATE	Class Topic(s)	Chapter(s)	Probable Activities
June 24 (Session 1)	Foundations for Services Marketing <i>Introduction to Services</i> <i>The Gaps Model of Service Quality</i>	1 2	<ul style="list-style-type: none"> • Class Introductions • Syllabus Review • Group Formation • Review Complaint Letter Assignment
June 26 (Session 2)	Focus on the Customer <i>Customer Expectations of Service</i> <i>Customer Perceptions of Service</i> Groups 1A AND 1B – CASE	3 4	<ul style="list-style-type: none"> • Review Service Blueprint Assignment • Case 1: Jyske Bank - <i>Case Discussion & Analysis</i>
July 1 (Session 3)	Understanding Customer Requirements <i>Listening to Customers Through Research</i> <i>Building Customer Relationships</i> Groups 2A AND 2B – CASE	5 6	<ul style="list-style-type: none"> • Complaint Letter due • Case 2: United Breaks Guitar - <i>Case Discussion & Analysis</i>
July 3 (Session 4)	Understanding Customer Requirements <i>Service Recovery</i> Groups 3A AND 3B – CASE	7	<ul style="list-style-type: none"> • Case 3: Jet Blue - <i>Case Discussion & Analysis</i> • Team Work time – USE WISELY
July 8 (Session 5)	EXAM 1	1-7	<ul style="list-style-type: none"> • Team Work time Second half of class – USE WISELY
July 10 (Session 6)	Aligning Service Design and Standards <i>Service Development and Design</i> <i>Physical Evidence and the Servicescape</i>	8 10	<ul style="list-style-type: none"> • Team Work time – USE WISELY
July 15 (Session 7)	Delivering and Performing Service <i>Employees' Roles in Service Delivery</i> Groups 4A AND 4B – CASE	11	<ul style="list-style-type: none"> • Service Encounter paper and journal due • Case 4: Zappos - <i>Case Discussion & Analysis</i>
July 17 (Session 8)	Delivering and Performing Service <i>Customers' Roles in Service Delivery</i> <i>Managing Demand and Capacity</i> Groups 5A AND 5B – CASE	12 13	<ul style="list-style-type: none"> • Case 5: Merrill Lynch - <i>Case Discussion & Analysis</i>

DATE	Class Topic(s)	Chapter(s)	Probable Activities
July 22 (Session 9)	Managing Service Promises <i>Integrating Services Marketing Communications</i>	14	<ul style="list-style-type: none"> • Team Work time – USE WISELY
July 24 (Session 10)	Financial Impact of Service and Quality <i>Pricing of Services</i> <i>Financial and Economic Impact of Services</i> Groups 6A AND 6B – CASE	15 16	<ul style="list-style-type: none"> • Applied (Team) Project (Blueprint & Paper) due • Case 6: Michelin - <i>Case Discussion & Analysis</i>
July 29 (Session 11)	Team Presentations		<ul style="list-style-type: none"> • Complaint Letter Analysis Due
July 31 (Session 12)	EXAM 2	8, 10-16	

MAR 6849 Summer 2013 Student Data Sheet

Name: _____

E-mail: _____

Preferred Phone number to be reached at: _____

Undergraduate Major: _____

Expected graduation date: _____

Your goal is to earn a(n) _____ in this class Your semester GPA goal is a: _____

Current Job: _____

Dream job: _____

An interesting fact about you: _____

I like when instructors: _____

I dislike when instructors: _____

Signature

Date

SIGNATURE PAGE

I am available for questions on the syllabus during my office hours. Alternatively, you can indicate your questions on this page and we can schedule a time to go over your questions.

Sign and return this page to me by **Wednesday, June 26, 2013** with either Option A or Option B completed.

Option A

I have read and understand the course syllabus for MAR 6845 (Services Marketing).

 print your name

 sign your name

 date

Option B

I have read the course syllabus for MAR 6849 (Services Marketing), however I have some specific questions. I will schedule a time during your office hours to discuss my questions. My questions are:

 print your name

 sign your name

 date