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MKTG 325-01 Marketing Services

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Class Hours: 11:30 AM – 12:45 PM Tuesdays & Thursdays
Location: Smith Hall G29

Williams College of Business Mission Statement
“We educate students of business, enabling them to improve organizations and society, consistent with the Jesuit tradition.”

Undergraduate Learning Goals - Williams College of Business

- **Critical Thinking**
  *Learning Goal:* WCB graduates will be able to think logically, reason quantitatively, and utilize appropriate analytical techniques and technology when evaluating and making decisions.
  *Corresponding Objectives:* (1) WCB students will collect, evaluate and synthesize information to offer solutions and support decision making; (2) WCB students will evaluate and articulate implications of business decisions and their impact on organizational stakeholders, both individually and in teams.

- **Ethics and Social Responsibility**
  *Learning Goal:* WCB graduates will be able to recognize ethical issues, discern moral implications of decision making, and be prepared, and willing, to serve as responsible and professional members of society.
  *Corresponding Objectives:* WCB students will recognize ethical issues and their implications on personal and business decisions; (2) WCB students will demonstrate the skills necessary to analyze information and make informed, ethical decisions in complex, conflicting or ambiguous environments or situations.

- **Effective Written and Oral Communication**
  *Learning Goal:* WCB graduates will be able to organize, support and communicate ideas clearly and effectively, employ multiple mediums of communication (e.g., written, oral and visual), and adapt communication to audience, context or purpose.
  *Corresponding Objectives:* (1) WCB students will produce business documents and reports demonstrating their ability to organize and communicate ideas clearly and professionally; (2) WCB students will make effective presentations, accompanied by the appropriate technology, demonstrating their ability to organize and communicate ideas clearly and professionally, both individually and in teams.

- **Global Perspective and Cultural Diversity**
  *Learning Goal:* WCB graduates will appreciate the historical and cultural contexts of the world in which they live, demonstrate the competencies required for engaging in global business activities, and respect and value diverse peoples and perspectives.
  *Corresponding Objectives:* (1) WCB students will identify and contrast key attributes of countries’ business environments; (2) WCB students will evaluate and integrate global economic, political, technological, environmental and societal issues into their decision making; (3) WCB students will integrate the concepts of respect, inclusiveness and valuing all persons into their decision making.
• **Understanding and Application of Knowledge Across Business Disciplines**

*Learning Goal:* WCB graduates will be able to evaluate business from an integrative and holistic point of view, leverage the synergies between functional business areas, and demonstrate college-level mastery of their chosen discipline.

*Corresponding Objectives:* (1) WCB students will demonstrate the appropriate knowledge of accounting, economics, finance, management, management information systems, marketing, quantitative business analytics, international issues, and the legal and social environment of business; (2) WCB students will evaluate business problems from an integrative point of view, including diverse business functions, competition and external environment; (3) WCB students will demonstrate college-level mastery of the body of knowledge and skills relative to their major.

• **Personal and Professional Development**

*Learning Goal:* WCB graduates will be well-prepared for their future careers and appreciate the importance of continuous professional development and life-long learning.

*Corresponding Objective:* WCB students will articulate career goals, prepare a professional resume, demonstrate behavior-based interviewing techniques and develop a professional network.

**Course Description**

Most of you will work in a service industry. For example, if your future employer is in financial services, healthcare, IT, education, hospitality, logistics/transportation, sports, entertainment, consumer research or consulting, you will be part of an organization that delivers value and customer satisfaction through service quality. This course focuses on critical aspects of service design and delivery and provides you with tools for improving service quality and strengthening customer loyalty.

**Student Learning Objectives**

By the end of this course students will be able to:

- Evaluate the managerial implications of the distinctive marketing challenges inherent in marketing and managing services and their impact on service firms.
- Analyze the various roles consumers perform as co-producers of services and how service providers and customers co-create service quality and customer satisfaction.
- Recommend strategies for helping service firms reduce perceived risks that customers face in purchasing services.
- Recommend strategies for effective service recovery in order to retain valuable customers.
- Analyze service blueprints for improving design and delivery.
- Determine different capacity management techniques to match service demand variations.

**Required Textbook**


**Criteria for Grading and Grading Standards**

Your grade will be computed as follows:

- In-class Participation (40 points) 8.9%
- Service Encounter Journal (50 points) 11.1%
- Front Line Employee Interview (30 points) 6.7%
- Customer Role Reflection (30 points) 6.7%
- Exam 1 (100 points) 22.2%
- Exam 2 (100 points) 22.2%
- Exam 3 (100 points) 22.2%
Further, the grading scale is:

- 419-450 points (93.5%-100%) A
- 405-418 points (90%-92.9%) A-
- 392-404 points (87%-89.9%) B+
- 360-373 points (80%-82.9%) B-
- 347-359 points (77%-79.9%) C+

- 329-346 points (73%-76.9%) C
- 315-328 points (70%-72.9%) C-
- 290-314 points (67%-69.9%) D+
- 270-301 points (60%-66.9%) D
- <270 points (<60%) F

In-Class Participation and Classroom Conduct

An underlying assumption of this course is that students learn best and retain the most through active participation in the learning process. Therefore classroom sessions will consist of a mixture of lectures and interactive class discussions of assignments. You are expected to read the assigned chapters prior to the class meeting for which they are assigned. The value of discussion will be heavily influenced by the participation and performance of each of us. Everyone is expected to contribute on a regular basis. The subject matter of services marketing invites lively discussion. Your knowledge and understanding will be much enhanced through a stimulating exchange of ideas and vocal examination of concepts.

Class participation is worth 40 points. Students who are late, absent, or leave early will be penalized through their participation grade. Participation will be graded based on students’ attendance and positive participation/contribution in the classroom. Students are expected to attend class and be in attendance prior to the beginning of class. Obviously if you are not here, you cannot contribute.

Service Encounter Journal

The service encounter journal assignment is worth 50 points. The purpose of this assignment is to understand and evaluate the service encounter from your own perspective as a consumer. Based on this assignment you will gain understanding of how you, as a consumer, evaluate service. You will also learn some important lessons that should help you in the future, as a manager. There are two parts to this assignment:

- Service Encounter Journal Entries - We all routinely experience service encounters (e.g., doctors, restaurants, banks, health clubs, auto transportation services, hair stylists, libraries, etc.) You are asked to complete 12 journal entry forms by keeping a journal of your service encounters since the beginning of our course. Provide enough detail that someone reading your journal entries could visualize the incident and understand your reaction. Record a variety of types of encounters – some satisfying, some dissatisfying, some neutral – from different industries.
- Personal Insights – Write a reflection essay capturing what you learned from this assignment about yourself as a consumer? What have you learned from this assignment that will help you be a better manager in the future? Use some of the concepts from this course to focus your answer to this question. This part of the assignment should be 2-3 pages in length, single-spaced paragraphs.

Front-line Employee Interview

The front-line employee interview assignment is worth 30 points. The person you interview should be a front-line employee of a service that deals directly with customers. The employee should be low on the organizational chart, reporting to either a manager or supervisor, and employed primarily in a front stage capacity—that is, delivering some aspect of the service that brings him or her into regular contact with customers. Although there may be sales or marketing aspects to the job, these should be secondary to the basic tasks. Possible examples include: bank teller, airline flight attendant, restaurant server, nurse, police officer, postal employee, bus driver, front-office person in a repair or maintenance shop, customer service representative, hotel receptionist, bartender, etc.
In your interview, first try to understand the nature of the job. What does the task entail and what hours are worked? What prior training is given (or required) and what skills and equipment are needed? Is the job performed alone or with a team? What type of contact takes place with customers and under what circumstances (e.g., do all customers encounter this individual or only those with problems to resolve?) How is the job structured in terms of rules and operational procedures? How is the work monitored and evaluated? What is the career path, if any, for this job?

Now turn to the employee's evaluation of the job. What aspects of the work does s/he like or dislike. How much personal discretion is allowed and how much conformity is required and enforced? Which aspects of the job are most challenging, most satisfying, and most frustrating? How careful is the training and how appropriate is the level of supervision? How much support or criticism is given and is it useful? How does s/he feel about customers, fellow workers, boss(es), and supervisors?

Finally, in what ways could the job be changed to make it more satisfactory for employees, to offer better service for customers, and to make the organization more efficient? Does management actively solicit/reward employee suggestions or welcome unsolicited ideas? Does the job offer a well-defined career path toward managerial status or provide opportunities for rotation to other positions? Or is it just a dead-end job?

Write a summary of what you learned from the front-line employee. Your interview summary should be 2-3 pages in length, using single-spaced paragraphs.

Customer Role in Service Delivery Reflection

This reflection paper is worth 30 points. This assignment facilitates your understanding of the complexities of managing a medium- or high-contact service operation. Everyone has a part to play in a service encounter. A person's role in a service encounter is a set of behavior patterns to be performed by the players to achieve the goals of the encounter effectively and efficiently. Very often, we expect service providers to play their role well, in order for us to have a satisfactory service encounter. However, as students of services, we should be sensitized to the fact that customers are also required to play their parts well, to facilitate a smooth delivery of the service. Select a service that requires a moderate or high level of customer participation and then to answer the following questions:

What service have you selected? Describe your role as a customer in the service delivery process. How did you learn your "role"? How important is the customer to the service delivery process? How would you describe your level of participation (low/medium/high)? Explain. What influence do other customers have on your service experience? When might other customers enhance your experience? When might other customers diminish your experience? Could you be considered a "partial employee" of this organization? Explain. When might you, as the customer, be able to enhance your experience? When might you, as the customer, do something that diminishes your experience? Is this a service that you might be able to provide yourself (without the service provider's assistance)? Why or why not?

Write a summary of the answers to the questions in a narrative format. Your reflection should be 2-3 pages in length, using single-spaced paragraphs.

Course Exams

There will be three exams that will each assess the major topics covering class lecture material from the assigned Service Marketing textbook. Each exam will be worth 100 points. Examinations will be comprised of a mixture of multiple-choice and short-answer/essay questions. A study guide will be provided one week before each exam takes place. Students absent for exams must provide written third party documentation of unforeseen and unavoidable circumstances in order to be eligible to take a make-up exam.
Disability Services

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me by sharing their Accommodation Letters with me at the beginning of the semester either during office hours or by appointment. Disability related information is confidential. If you have not previously contacted Disability Services, I encourage you to do so by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail to Cassandra Jones at jonesc20@xavier.edu, to coordinate reasonable accommodations as soon as possible as accommodations are not retroactive.

Academic Integrity

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Handbook at www.Xavier.edu/handbook/standards

Canvas Communication

Course documents and student grades will be available on Canvas. Be sure to access and download all Word documents and PowerPoint slides in advance of the material’s in-class discussion. Further, important course announcements will be posted on Canvas.

COURSE OUTLINE

The following is tentative outline for the course. The instructor reserves the right to modify the course syllabus.

August 22
Class Topics:
- Introductions
- Review of syllabi

August 24
*Read Services Marketing Chapter 1: Introduction to Services*
Class Topics:
- Why services matter and why study services marketing

August 29
Class Topics:
- Key differences between marketing goods versus services
- Search, experience, and credence qualities

August 31
*Read Services Marketing Chapter 2: Gaps Model of Service Quality*
Class Topics:
- The gaps model of service quality
- Ways to use gap analysis

September 5
*Read Services Marketing Chapter 3: Customer Expectations of Service*
Class Topics:
- Meaning and types of service expectations
Factors that influence customer expectations of services

September 7
Read Services Marketing Chapter 4: Customer Perceptions of Service
Class Topics:
- Customer perceptions and customer satisfaction
- Service quality and its dimensions

September 12
Read Services Marketing Chapter 5: Listening to Customers through Research
Class Topics:
- Using research to understand customer expectations
- Criteria for effective service research program

September 14
Class Topics:
- Relationship and SERVQUAL surveys
- Other types of customer research for services

September 19
Exam 1 over material from the text (Chapters 1-5) and class discussions

September 21
Read Services Marketing Chapter 6: Building Customer Relationships
Class Topics:
- Relationship marketing and how it benefits both firms and customers
- Foundations and levels of relationship strategies

September 26
Class Topics:
- Customer loyalty programs
- Preferential treatment for valuable customers

September 28
Read Services Marketing Chapter 7: Service Recovery
Class Topics:
- The marketing impact of service failure and recovery
- Service recovery strategies

October 3
Service Encounter Journal Due
Class Topics:
- Class discussion of service encounter journal assignment

October 5
No class – Fall Break

October 10
Read Services Marketing Chapter 8: Service Innovation and Design
Class Topics:
- Challenges of service design
- Service blueprinting
October 12
*Read Services Marketing Chapter 9: Customer-Defined Service Standards*

**Class Topics:**
- Hard and soft customer-defined standards
- Process for developing customer-defined service standards

October 17
*Read Services Marketing Chapter 10: Physical Evidence and the Servicescape*

**Class Topics:**
- Types of servicescapes
- Strategic roles of servicescapes

October 19
- Environmental dimensions of the servicescape
- Guidelines for physical evidence strategy

October 24
*Exam 2 over material from the text (Chapters 6-10) and class discussions*

October 26
*Read Services Marketing Chapter 11: Employees’ Roles in Service Delivery*

**Class Topics:**
- Critical importance of service employees
- Boundary spanning roles

October 31
**Class Topics:**
- Developing people to deliver service quality
- Customer-oriented service delivery

November 2
*Read Services Marketing Chapter 12: Customers’ Roles in Service Delivery*

**Class Topics:**
- Customers’ roles in service delivery
- Levels of customer participation across different services

November 7
*Front-line Employee Interview Due*

**Class Topics:**
- Class discussion of front-line employee interview assignment

November 9
*No class – Professor presenting at SMA Conference*

November 14
**Class Topics:**
- Strategies for enhancing customer participation

November 16
*Read Services Marketing Chapter 13: Managing Demand and Capacity*

**Class Topics:**
- Understanding capacity constraints and demand patterns
- Strategies for matching capacity and demand
November 21
Class Topics:
- Psychology of waiting
- Waiting line strategies

November 23
No class - Thanksgiving Day

November 28
Read Services Marketing Chapter 14: Integrated Service Marketing Communications
Class Topics:
- Key service communication challenges
- Strategies to match service promises with delivery

November 30
Customer Role in Service Quality Reflection Due
Class Topics:
- Class discussion of customer role reflection assignment

December 5
Read Services Marketing Chapter 15: Pricing of Services
Class Topics:
- Lack of knowledge of service prices
- Approaches to pricing services

December 7
Read Services Marketing Chapter 16: The Financial and Economic Impact of Service
Class Topics:
- Offensive and defensive marketing effects of service
- Key drivers of service quality, customer retention, and profits

Tuesday, December 12: 10:30 AM – 12:20 PM
Exam 3 over material from the text (Chapters 11-16) and class discussions