

MKT 607 – Services Marketing

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Office hrs: Tuesday, 3:30 to 6:30 p.m. and by appointment.

Text: *Services Marketing*, Zeithaml & Bitner, 4th Edition, McGraw-Hill Publishers, 2006.
Various assigned readings.

Course Objectives:

Services marketing pose special challenges for managers due to the differences between goods and services. These challenges include customer satisfaction measurement and management; coordination of marketing and operations in the design and implementation of service delivery; the development of human and technical skills of employees that deliver services; and the utilization of emerging technology. The goals of this course are:

- To develop students' understanding of those aspects of marketing that is of particular relevance to service producing organizations.
- To present strategies and approaches for addressing these challenges, and
- To develop students' abilities to identify services decision problems, ascertain alternatives, define crucial issues, analyze, make decisions and plan the implementation of these decisions.

General Policies:

- Student attendance and participation in each meeting is expected. A letter grade hangs in the balance.
- There is no provision for make-up work.
- Please, no pagers or phones that "beeps".
- All work turned in for a grade in the class may be submitted to Turnitin.com. Turnitin.com is subscribed to by the Crummer School and is a service designed to promote originality in student work

Grading:

Cases Briefs	25%
Team Project Presentation	20%
Team Project Paper	20%
Final Exam	15%
Service Journal & Presentation	10%
<u>Participation</u>	<u>10%</u>
Total	100%

Grading Scale

A = 93 to 100
A- = 90 to 92.9
B+ = 88 to 89.9
B = 83 to 87.9
B- = 80 to 82.9
C = 70 to 79.9
F = Below 70

A: indicates consistently excellent work, executed to a professional standard. In other words, someone would pay you for it.

A- : indicates consistently excellent work, superior to the expectations of a graduate student.

B to B+ : indicates work of the quality normally expected of a graduate student

C: indicates work that is below the quality expected in graduate study

F: indicates work that is unacceptable in graduate level of study

I: Incomplete indicates that the student and instructor have agreed that outstanding work will be completed and the grade changed to A, B, C or F by the mid-term point of the following term

INDIVIDUAL WORK

Case Briefs

Cases are assigned for class discussion. All of the cases are found in the text. Each student will prepare a one-page, typed brief. In preparing your case brief, identify **one** problem in the case and prepare a comprehensive solution to that singular problem.

Each case brief should have two main sections:

- 1) **Proposed Action**, in which a specific and actionable course is described;
- 2) **Rationale**, in which a convincing defense of why the selected course of action is recommended.

Do not restate the facts of the case. Do not describe the problems(s) found in the case. Do not recommend that further study be conducted. Solve the problem and provide a defense. An example of a case brief is included at the end of the syllabus.

Students will use their case briefs as they prepare the team's response to the cases' problems. Students will hand in their briefs for evaluation by the professor, at the beginning of class. Individual participation in the class discussion will be evaluated as part of the class participation grade (10%).

Seven cases are assigned for discussion throughout the semester. The written cases briefs account for 25% of the total grade. The five highest case brief grades will be used to determine the total grade. Case briefs **will not be accepted** once class discussion of the case has been completed.

Service Journal

Students will keep service encounter journals in which you record personal service experiences. Each journal entry reflects one discrete encounter and a structured form is used to record information about the encounter. An example of the form is found at the end of the syllabus. Service journals will be kept from **October 24th** through **October 31st**. The service journal will form the basis of a brief (no more than 5 pages, double-spaced) paper. The paper will integrate services marketing theory into a description of the common lessons learned from the service encounters. Actionable managerial recommendations will be included.

A copy of your service journal and corresponding paper is due on **November 14th**. It will form the basis of a class discussion that evening. The service journal and paper account for 10% of your grade.

Exam

An exam will be administered in class **November 28th**. Components of the exam may consist of essay questions, problems or a short case. The exam will be closed book/notes.

TEAM ROLES AND RESPONSIBILITIES

The class will be divided into teams for class discussion and presentation purposes. Each team will consist of not more than 6 and not less than 4 students. Team membership will be determined by students based on a shared interest in the project topic. The professor has final responsibility in the assignment of teams, so as to even the workload. Teams have three functions in this class:

- 1) In-class discussion. Seven cases are assigned during the semester. In class the professor will ask each team to prepare and present responses or solutions to the cases. Performance in these discussions will be evaluated as part of the student's case and participation grade.

- 2) Each team will be responsible for a marketing audit of a service organization. The audit will be a two-step process. Step one will consist of a situational analysis and problem area assessment. Specific items to be included are:
 - Industry description and company background
 - Customer profile (current & potential segments)
 - Service environment and personnel.
 - Competitive analysis
 - Marketing mix issues
 - Problem(s) Statement

A paper (10%) and a presentation (10%) will be prepared for **October 17th**.

Step two will delve further into problem analysis and will conclude with recommendations for improvement and growth. Step two provides the answers to the problem identified in step one. Specific items to be included are:

- Revision and summary of previous report
 - Refinement of problem statement
 - Recommendations for improvement
- Recommendations should be specific, actionable and comprise the bulk of the second paper.

Information regarding the service organization should be drawn from the public domain as well as private sources. Academic and trade publications should be cited. Internet sources should be used. Market and financial information from company records should be obtained. Primary research may be conducted. Additional details regarding the project will be given in class.

Presentations (10%) and papers (10%) detailing the results of the project will be made on **December 12th**. All team members are expected to participate in all the presentations. Papers are to be double-spaced with a twelve point font.

STATUS REPORTS

The teams are called on to prepare status reports for the term project. The reports are due on **October 3rd** and **November 21st**. The reports are to describe:

- 1) What has been done to complete the term project?
- 2) What needs to be done?
- 3) When the tasks will be done.

The status report should identify specific activities and dates for completion. Status reports are to be typed, presented orally in class, and handed in.

The assignment of the team's grade will be based on the following criteria:

1. Thoroughness of the background research.
2. Clarity and relevance of the problem statement both to the background research and class material.
3. Viability and appropriateness of the recommendations.
4. Specificity and actionable nature of the recommendations.
5. The quality and clarity of the oral presentation.
6. The quality and clarity of the written report.

Individual grades will be determined from the team's grade and modified based on peer evaluation of participation. Team members will be asked to evaluate other members using a letter grade format (A, B, C...). Members receiving an average grade of B or above will receive the team's grade. Team members receiving an average grade of C will receive a grade one letter lower than the team grade. An average grade of D will receive a grade two letters lower and so on.

3) Service Journal Presentations. .

The keeping of the service journal is considered individual work and is described in that section of the syllabus.

On **November 7th** and **November 14th** teams will meet to analyze and categorize their service encounters. As part of the analysis common sources of customer satisfaction/dissatisfaction will be identified. The service journal exercise will conclude with the team identifying specific and actionable managerial recommendations. Teams will present the results of their analysis on **November 14th**.

TEAM RESPONSIBILITIES

From your team experience you should have a:

- sense of ownership in the team's product
- fair forum for sharing your opinions
- gain an appreciation of the value of diversity in developing solutions to complex problems
- gain an appreciation for an interdisciplinary approach to problem solving

Your responsibilities to the team include:

- to be cooperative and productive in meetings
- contributing conceptual and analytical thinking
- punctuality and attendance at all team meetings
- participating in oral presentations
- meeting all designated deadlines
- fully participating in the research and development of all team assignments
- to objectively evaluate peers as contributing team members

Should your team have a non-productive member:

In the event that a team member chooses not to fulfill his/her responsibilities, it is in the best interest of the team to elect to relieve that member of future obligations through dismissal.

Process of Dismissal

- A team meeting will be called at which grievances will be aired and a secret ballot to dismiss will be taken. The non-productive member should be notified of the meeting, but does not need to be present.
- The decision to dismiss must be unanimous. All team members must indicate that decision on the peer evaluations. This decision should be based on "team-productivity". It is not personality based but solely based on the ability of each member to contribute to the team's projects. The appropriate posture is "you are a _____ (fun, nice, etc. ...) person, but you seem to be unwilling to fully participate as a working member of the team".
- The decision will be forwarded to the professor along with corresponding document listing specific grievances against the non-productive member. Said correspondence is confidential.

The "Free Agent"

The professor will confidentially send the dismissed member a "notification of dismissal" which will outline the options available (refer to the notice).



NOTIFICATION OF DISMISSAL

A decision has been made to relieve you of any further obligations to your team. Your options are

- to be re-evaluated and potentially rehired by your original team
- to be hired into another team
- to conduct the next case analysis individually and present the analysis orally to the faculty

You must have a decision regarding the above options by _____.
Please address a memo to the professor informing him of your choice.



Tips for Making Presentations

1. Prepare visual aids for audience (summary, outline etc.)
2. Introduce group, topic and group members.
3. Start with the executive summary, i.e. conclusions, recommendations.
4. Have another group member work your slides.
5. Coordinate the transition between speakers.
6. Make the material fit the time.
7. Prepare backups.
8. Practice, practice, practice.

Class Calendar

Note: This calendar is subject to change. If you miss class, check with a member of your team or the class website.

Date	Topic	Chapter Material
9/12	Introduction Assign Teams Differences in Services Marketing	1
9/19	Consumer Behavior in Services Shouldice Hospital (case)	3
9/26	Quality, Satisfaction & Retention Jyske Bank (case)	2,4,5
10/3	Understanding and Building Relationships with Service Customers Custom Research Inc. (case) Status Reports Due	6,7
10/10	Service Recovery General Electric (case)	8
10/17	Marketing Audit - Problem Definition Presentations/Papers	
10/24	Project Period – Service Journal	
10/31	Project Period – Service Journal	
11/7	Service Development and Design Quality Improvement (case) Service Journal Team work	9
11/14	Distribution of Services Service Journal Team Papers, Presentations & Discussion	12, 13,14
11/21	Promoting & Pricing easyCar (case) Status Reports Due	16,17
11/28	Exam	
12/5	International Service Experiences Giordano (case)	
12/12	Marketing Audit – Problem Resolution Presentations/Papers All Peer Evaluations DUE	

MICHAEL R. BOWERS

Michael R. Bowers is a Professor of Marketing and Associate Director of the Center for Entrepreneurship in the Crummer Graduate School of Business, Rollins College, located in Winter Park Florida. Dr. Bowers serves as the Faculty Advisor for the Rollins College chapter of the Collegiate Entrepreneur's Organization (CEO). Until August 2003 Michael served as Chair of the Management, Marketing and Industrial Distribution Department and a tenured Professor of Marketing in the Graduate School of Business at the University of Alabama at Birmingham (UAB) with a secondary appointment in the Department of Health Administration, School of Health Related Professions. Dr. Bowers was also a Senior Scientist in the Center for Outcomes and Effectiveness Research and Education (COERE) and a Senior Scholar in the Sparkman Center for International Public Health Education at UAB. While at UAB, Michael taught a class in high technology entrepreneurship and help found the Initiative of Life Sciences Entrepreneurship (ILSE). The ILSE is a program shared with the School of Business, the School of Engineering and the School of Medicine at UAB. He received his Ph.D. in Business Administration from Texas A&M University in 1985.

Dr. Bowers's research interests include entrepreneurship, product/quality management, customer loyalty, management of organizational innovation and strategic planning, personal selling and sales management, primarily in service industries. Michael has published over thirty eight articles in several journals including: the Journal of Business Research, the Journal of Services Marketing, the Journal of Personal Selling and Sales Management, the American Journal of Medical Quality, Medical Care Review, Hospital and Health Services Administration, Health Care Management Review, the Journal of Health Care Marketing, the Journal of Retail Banking and the Journal of Marketing Education. Michael served as a member of the editorial review board for the Journal of Health Care Marketing from 1990 to 1997. Michael has written several articles for magazines such as Bank Marketing and The Bankers Magazine. Michael was a co-author of the book Bankers Who Sell.

Dr. Bowers has received several awards for teaching and research including the 1996 UAB Presidents Award for Teaching Excellence and the 1990 Ingalls Award for outstanding educator at UAB. Dr. Bowers' teaching interests are in entrepreneurship, marketing strategy, services marketing, sales management and health care marketing. Dr. Bowers has conducted several sales, marketing and strategic planning conferences for prominent banks, health care systems, other businesses and professional associations around the country. His client list includes such companies as the Southern Research Institute, Xerox Corporation, AmSouth Bank, Compass Bank, UAB Hospital, Baptist Health Care System, Regions Investments, TRI*KES and Curative Technologies.

Dr. Bowers was a Doctoral Consortium Fellow for the American Marketing Association. He is a member of Alpha Mu Alpha and Beta Gamma Sigma honorary societies. Michael is an active member of several professional associations including the American Marketing Association, and the Academy of Marketing Science.

Before beginning his doctoral studies, Michael was an instructor at Southern Illinois University-Carbondale, where he also received his MBA. Prior to beginning graduate work, Dr. Bowers was employed for three years with Ortho Pharmaceutical as a sales representative. He won several sales awards in this position. Michael received his BA degree from Florida State University.

MKT 607
PEER EVALUATION FORM
FOR TEAM PROJECTS

GUIDELINES FOR ASSIGNING GRADES

A= Work turned in on time. Work was of high quality. Member contributed to Group goals.

C= Occasionally late meeting deadlines. Work of inadequate quality. Member made little effort to contribute to group goals.

F= Work was uniformly late. Work was of poor quality. Member made no effort to contribute to group goals.

Group Name: _____

Please do not grade yourself.

SCALE

NAME

1. _____ A-----B-----C-----D-----F
Given the opportunity, I would voluntarily work with
this individual again: Yes NO

2. _____ A-----B-----C-----D-----F
Given the opportunity, I would voluntarily work with
this individual again: Yes NO

3. _____ A-----B-----C-----D-----F
Given the opportunity, I would voluntarily work with
this individual again: Yes NO

4. _____ A-----B-----C-----D-----F
Given the opportunity, I would voluntarily work with
this individual again: Yes NO

5. _____ A-----B-----C-----D-----F
Given the opportunity, I would voluntarily work with
this individual again: Yes NO

Please provide a justification for your assigned grades on the back of this form.

MKT 607
TEAM PRESENTATIONS EVALUATION FORM
Problem Statement

Team: _____

	Less than Adequate	Adequate	Good	Excellent
Originality/ Creativity:				
Clarity/Logic of Presentation:				
Industry Description/ Company Background				
Customer Profile (Current & Future)				
Service Environment/ Personnel				
Competitive Analysis				
Marketing Mix Product Price Promotion Distribution				
Problem Statement				

Comments: _____

Grade _____

MKT 607
TEAM PRESENTATIONS EVALUATION FORM
Problem Solution

Team: _____

	Less than Adequate	Adequate	Good	Excellent
Originality/ Creativity				
Clarity/Logic				
Revision/Summary Previous Report				
Problem Statement				
Recommendations				
Number				
Appropriate				
Comprehensive				
Specific				
Actionable				

Comments: _____

Grade: _____

MKT 607
Service Journal Presentations
Evaluation Form

Team: _____

	Less than Adequate	Adequate	Good	Excellent
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Clarity/Logic
Of Presentation:

Identification of
Drivers of
Satisfaction:

Identification of
Drivers of
Dissatisfaction:

Lessons Learned:

Managerial
Recommendations:

SERVICE JOURNAL RECORDING FORM

Group 1 Incidents: Employee Response to Service Delivery Failures

Incident

Satisfactory

Dissatisfactory

A. Response to
Unavailable Service

B. Response to
Unreasonably Slow Service

C. Response to
Other Core Service Failures

Group 2 Incidents: Employee Response to Customer Needs and Requests

Incident

Satisfactory

Dissatisfactory

A. Response to
“Special Needs” Customers

B. Response to
Customer Preferences

C. Response to
Admitted Customer Error

D. Response to
Potentially Disruptive Others

Group 3 Incidents: Unprompted and Unsolicited Employee Actions

Incident

Satisfactory

Dissatisfactory

A. Attention Paid to Customer

B. Truly Out-of-the Ordinary
Employee Behavior

C. Performance Under
Adverse Circumstances

EXAMPLE

Case Brief

Henry Tam and the MGI Team

Proposed Action

The team should be divided into two subgroups. One group (Henry and Dana) should focus on writing the business plan, with the objective of winning the contest. The other group, led by Sasha should attend to the launch and actual running of the business. Henry and Dana will assume the role of consultants to the business. Henry will act as the liaison between the groups.

Rationale

The team is under a severe deadline for the business plan contest. There is no time for attempts to reconcile the diverse viewpoints. Dividing the work allows for less interaction between Dana and Sasha. This would also allow Sasha to reestablish his leadership role amongst the other Russians.

Separating into subgroups is not an optimal solution. Dividing up the work will result in less integrated learning experience and acknowledges a failed team. However given the level of personal animosity and the tight deadline, two subgroups engaging in separate activities with a liaison coordinating the work is the only way to accomplish the essential tasks. There is neither the time nor the inclination to try to repair the team.



Crummer School Academic Integrity Policy

The Crummer School expects that all faculty, staff, students, and alumni will strive to maintain the highest ethical standards. Leadership is a cornerstone of the Crummer experience and integrity is one of the foundations of leadership. Our philosophy is to practice a standard of integrity here that we know will help you succeed in your career and attain your life goals. Our policy is to incorporate integrity into a framework of learning. That is, students who do not adhere to our high standards can expect serious consequences. We will, also, however, guide and counsel those students such that the incident and its consequences constitute an opportunity to learn from one's mistakes.

As an academic community, we define a failure of integrity as failing to maintain the high standards of ethical behavior that we demand of all members of the community. This includes, but is not limited to, plagiarism (the use, in any form, of the work of another without attribution, and/or representing another's work as one's own), active complicity in such falsification, and violation of test policies (receiving help in any form during an examination from a prohibited source). Failure to report evidence of academic dishonesty is also a violation of Crummer's Academic Integrity Policy.

Dishonesty is not only an affront to the faculty and your colleagues -- it also reduces grading fairness, can affect the relative employment opportunities of all our graduates, and lowers the value of a Rollins College degree. It is vitally important to the entire college community that our graduates enter the business world with an untarnished reputation for integrity.

Because cheating dishonors Crummer students, faculty, staff, graduates, and supporters worldwide, allegations of a failure of academic integrity are treated as serious matters that are due prompt and thorough attention. Each faculty member has the right and the responsibility to administer grades in their courses. The faculty also, however, recognizes that academic dishonesty is so serious as to warrant separate attention. This policy, therefore, is designed to make your responsibilities clear and to describe the process by which the faculty deals with suspected violations of the policy.

If you have evidence of academic dishonesty you have an obligation to bring this evidence to the attention of the course instructor(s) in which the violation(s) occurred. If the instructor is presented with evidence of a potential violation either from a student or by his or her own discovery, the faculty has prescribed the following steps be taken:

1. The instructor(s) of the course(s) in which the suspected violation occurred will meet with the Director of the relevant MBA program. The Program Director will conduct any investigation considered necessary by the instructor and Director including, but not limited to, collecting physical evidence and interviewing witnesses. In all but the most unusually sensitive cases, the Program Director will discuss the allegations with the suspected student.
2. The Program Director will immediately alert the Academic Integrity Chairperson (a faculty member appointed by the Dean).
3. Upon the conclusion of the Director's investigation the Academic Integrity Chairperson, the Director, and the instructor will meet to discuss the results of the investigation. The accused student has the right to appear before this panel and speak on their own behalf. Three outcomes are possible:
 - a. They may agree the allegations are unfounded and no further action is necessary, or

- b. They may agree that the allegations are true or partly true and agree upon a suitable penalty,
or
- c. They may disagree on whether the allegations are true or partly true or they may disagree on a suitable penalty.

If the three parties agree that no violation has occurred (3.a above), the student is so notified and no further action is taken. If the three parties agree that a violation has in all probability occurred (3.b above), the student who violated the policy is notified and the Associate Dean writes a letter to the student that shall be placed in that student's file describing the allegations, the results of the investigation, the basis for the decision, the terms of the penalty and the student's further rights to appeal. The matter is then reported to the Crummer faculty at their next regularly scheduled faculty meeting.

- 4. If the three parties do not agree (3.c above) or they agree that dismissal from the program is indicated, an Academic Integrity Committee is appointed by the Dean. This Committee consists of three faculty members -- two who have not taught the accused student in class, plus the Academic Integrity Chairperson -- and two currently enrolled MBA students representing different programs from the one in which the accused student is enrolled. These students must affirm that they do not have a personal relationship with the accused. This committee reviews the case and makes a determination as to facts and appropriate punishment, including dismissal, if warranted. The accused student has the right to appear before this panel and speak on their own behalf. If the committee agrees that no violation has occurred (3.a above), the student is so notified and no further action is taken. If the committee agrees that a violation has in all probability occurred (3.b above), the student who violated the policy is notified and a letter is inserted in the student's file describing the allegations, the results of the investigation, the basis for the decision, and the terms of the penalty. The matter is then reported to the Crummer faculty at their next regularly scheduled faculty meeting.
- 4. Students have the right to appeal an unfavorable decision. If the student disagrees with a decision reached by the instructor, Program Director, and Academic Integrity Chairperson, the student may appeal to an Academic Integrity Committee, formed by the Dean. If the student disagrees with a decision reached by the Academic Integrity Committee, the student may appeal to the Dean. The Dean's decision is final. Results of all appeals are reported to the Crummer faculty at their next regularly scheduled faculty meeting.

While it is difficult to prejudge violations of academic integrity and each case is considered on its own merits and punishments are designed to fit the severity of the violation, punishments generally can range from an F on the assignment in which the violation occurred, to special assignments (written and practical) in the area of ethics and integrity, to public apologies to classmates and faculty, to an F in the course, to dismissal from the program with or without the right to reapply.

In all cases the student's right to privacy is respected. Students who bring a charge under this policy to the attention of the instructor can expect to be notified when the case has reached a conclusion. They are not, however, entitled to be informed of the findings or the penalty.

Signature Printed Name
Date_____

Printed Name