

**MKT 405**  
**Services Marketing**  
*Bowling Green State University*  
Fall 2006



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Class Hours: **T, Th** 8:00 a.m. - 9:15 a.m.; **T, Th** 9:30 - 10:45 p.m. (Both in BA 203)  
Office Hours: **M** 3:00 - 4:00 p.m.; **T, Th** 11:00 - 11:55 a.m.; and other times *by appointment*

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### **Required Reading**

Valarie A. Zeithaml, Mary Jo Bitner, and Dwayne D. Gremler (2006), Services Marketing: Integrating Customer Focus Across the Firm, Fourth Edition, New York, NY: McGraw-Hill Companies.

Services Marketing Readings, Distributed by *JP Print & Copy* (available at campus bookstore in the Student Union and on reserve at Jerome Library)

### **Recommended Book**

William Strunk and E. B. White (1979), The Elements of Style, Third Edition, New York, NY: MacMillan Publishing Co. (*This is not required, but is an excellent little book for improving your writing skills.*)

### **Course Prerequisites**

Student must have earned a “C” or better in MKT 300; refer to the information sheet attached to the syllabus.

### **Course Description**

***Why study services marketing?*** The U.S., as well as much of the world economy, is dominated by services. In the U.S. approximately 75% of the labor force, 70% of the GNP, 45% of an average family’s budget, and 32% of exports are accounted for by services. Yet, business school courses traditionally have focused on the manufacturing sector of the economy. This course is designed for students who may be interested in working in service industries and will address the distinct needs and problems of service firms in the area of marketing.

The primary theme of the course is that service organizations (e.g., banks, educational institutions, hospitals, hotels, professional services, transportation companies) require a distinctive approach to marketing strategy, both in its development and execution. The course will build on marketing concepts from other courses (i.e., MKT 300) to make them specifically applicable in service industry settings. A second theme of the course focuses on the role of service in manufacturing businesses. This course will suggest ways that firms in the manufactured goods sector might use “service” as a primary source of competitive advantage.

This course will not enable students to step directly into the role of Vice-President of Marketing at a Fortune 500 service company. It will, however, help students to gain an understanding of services marketing issues and provide a good foundation for other marketing classes and future business endeavors.

## Course Objectives

The intent of this course is to introduce, discuss, and analyze several topics important to service businesses. After completing this course, students should be able to:

- Understand the unique challenges involved in marketing and managing services.
- Identify differences between marketing in service versus manufacturing organizations and understand how “service” can be a competitive advantage in manufacturing organizations.
- Identify and analyze the various components of the “services marketing mix” (three additional P’s) as well as key issues required in managing service quality.
- Appreciate the role of employees (and often customers) in service delivery, customer satisfaction, and service recovery.
- Appreciate other key issues in service businesses, such as managing supply and demand, the overlap in marketing/operations/human resource systems, and relationship management.
- Build upon important workplace skills (e.g., cooperation, teamwork, meeting deadlines, report writing) through active learning activities and other classroom exercises.
- Become better, more aware, and maybe less naive service consumers.
- Enjoy themselves while accomplishing all of the above.

Additionally, the course assignments are designed to continue to improve students’ verbal, written, and thinking skills in preparing them for positions in the business world.

## Instructor Expectations of Students

A goal for the classroom is to have a positive, attentive, courteous environment that is conducive to learning. Being on time, being alert, participating in discussions and activities, staying for the full class time, and generally contributing to the learning experience of one’s classmates are desirable behaviors. Class will be a combination of instructor lectures, interactive class discussions, and in-class activities. Students will be required (and *expected*) to complete assigned readings prior to class sessions during which those readings are examined. Assignments are due in class at the beginning of class on the specified due date.

Students are expected to conduct themselves *professionally* in all matters related to this class. This means students should act professionally while in class and prepare all assignments in a professional manner. To illustrate:

- Inappropriate verbal comments directed toward others in class will not be tolerated.
- **Cell phones should be turned off during class.** (In an *emergency* situation, please notify the instructor before class about the emergency and that the phone may disrupt class. If your phone rings during class, you will be asked to leave the room and not return that day.)
- Unless otherwise noted, the major written assignments should be typed or word-processed and free of spelling and grammatical errors.
- Cheating of any type will not be tolerated, including plagiarism. (Any students who are unsure of what constitutes plagiarism should see the instructor. Any assignment containing plagiarized material will receive a grade of zero.)

Historically students have been asked if the expectations listed above seem reasonable, and they nearly always say yes. So, if there is a problem with one of these issues, please let the instructor know immediately.

## Class Attendance

As is the case in most businesses, your attendance and promptness *is expected*. Coming to class late, leaving early, or coming and going during class meeting time is not acceptable behavior. A relatively large percentage of the course grade will depend upon students being present during class. If a student misses class for any reason, the student will be responsible for any material covered, assignments given, or dates changed. Studies have shown that students who attend class regularly and participate fully find assignments and exams to be much easier and more meaningful, and (*surprise!*) tend to get better grades than those who do not attend class regularly.

Most in-class activities are designed in such a way they cannot be “made up” outside of class. According to the *BGSU 2006-2007 Student Handbook* (p. 54),

“The student is responsible for knowing and meeting all course requirements, including tests, assignments, and class participation, as indicated by the course instructor. **The instructor has no obligation to give make-up examinations or to review other class work missed by a student as a result of absence.**”

I support this position. In rare instances, students may have to miss class for what I would call a valid, university-related reason. (*Such reasons include times when the student is: (a) participating in an approved field trip or other official BGSU activity (e.g., athletics, debate, music, theater arts); (b) confirmed under doctor’s orders; or (c) granted a leave of absence from BGSU for reasonable cause by an academic dean.*) Except for medical emergencies, which will require proper documentation, all other absences must be approved by the instructor *prior* to the class session that will be missed. Alternative assignments will be given *only* for instructor-approved absences.

## Late Work

My experience with teaching university students suggests that, on average, 10 to 15 percent of the class will attempt to turn in assignments later than the time specified. Many reasons are given for late work (e.g., flat tires, printer problems, illness, oversleeping, etc.). No matter what the reason, the bottom line is that either (a) the work was completed and turned in *when required* or (b) the work was *not* completed and turned in when required.

As specified earlier, assignments are due *in class* at the beginning of class on the specified due date. There is **NO PROVISION** for late work on any assignment. I strongly suggest that students plan and schedule to complete work early (that is, *do not wait until the “last minute”*). I also strongly recommend having *backup systems* in place so that all work can be completed on schedule. Having work completed on schedule is a key to early success in one’s business career. A major complaint of employers is that business faculty do not instill a responsibility in students to have work done on time; I have a desire to be a part of the solution rather than part of the problem. Thus, I would suggest students start now to develop good work habits for meeting deadlines.

**NOTE:** Late submissions are not accepted. Partial credit will **NOT** be given for late work.

## Grading

Students have various expectations of what their class experience should be as well as how much effort they believe they should put into a class. However, as the instructor, I have expectations as to what students should be able to do to demonstrate certain proficiencies in the material covered this semester. Generally speaking, students should expect the effort they are willing to put into the class will be related to the grade they will receive. My experience in teaching this class leads me to believe that, for most students, the quality of their work related to this class increases as the time spent in activities related to this class increases. Grades (based on my interpretation of what they are supposed to indicate) will be awarded as follows:

**Grade of “A”** (*Student demonstrates a **thorough understanding** of the subject—and throughout the semester consistently displays a **mastery** of the material.*)

To receive a grade of “A” a student will be expected to demonstrate a mastery of **all** of the components of the course. Generally, student grades are based on (1) the three **exams** (400 points in all), (2) one **individual assignment** (100 points), (3) **co-production (class participation) effectiveness** (50 points), (4) a **team project** (100 points), and (5) **quizzes** and other **in-class activities** (50-100 points). The student will need to consistently do “A” quality work on all of these components, meaning that at least **90%** of the total possible points must be accumulated in order to achieve this grade.

**Grade of “B”** (*Student demonstrates a **good understanding** of the subject as evidenced consistently in class.*)

To receive a grade of “B” a student will be expected to demonstrate a good understanding of most of the components of the course. Generally, student grades are based on (1) the three **exams** (400 points in all), (2) one **individual assignment** (100 points), (3) **co-production (class participation) effectiveness** (50 points), (4) a **team project** (100 points), and (5) **quizzes** and other **in-class activities** (50-100 points). The student will need to consistently do “B” quality work across these components, meaning that at least **83%** of the total possible points must be accumulated in order to achieve this grade.

**Grade of “C”** (*Student has a **solid overall understanding** of the subject.*)

To receive a grade of “C” a student will be expected to demonstrate solid overall understanding of the issues discussed in this course. Generally, student grades are based on (1) the three **exams** (400 points in all), (2) **co-production (class participation) effectiveness** (50 points), (3) a **team project** (100 points), and (5) **quizzes** and other **in-class activities** (50-100 points). The student will need to consistently do “C” quality work across these components, meaning that at least **75%** of the total possible points must be accumulated in order to achieve this grade.

**Grade of “D”** (*Student **knows more** about the subject than before the class started.*)

Although I assume that no student sets out to receive a grade of “D,” for various reasons (e.g., other priorities, overwhelming work schedules, and/or poor time management skills) some students do not put a sufficient amount of effort into this class. Thus, s/he may not demonstrate a solid understanding of course concepts on a consistent basis. However, all students’ grades are based on (1) the three **exams** (400 points), (2) **co-production (class participation) effectiveness** (50 points), (3) a **team project** (100 points), and (5) **quizzes** and other **in-class activities** (50-100 points). To avoid failing the course, students will need to accumulate at least **68%** of the total possible points.

Note: Students often question why the grading scale is not a “typical” 90, 80, 70, 60 scale. My reasoning is: (1) explicit, detailed instructions are given for all projects and assignments, and I am willing to look over drafts prior to the due dates...so, there is no reason not to do well on them, (2) students are given the opportunity to assign their own co-production score, and (3) there is nothing magical about what students refer to as the “typical” scale...the cut off points of 90, 80, 70, and 60 are just as arbitrary as 90, 83, 75, and 68.

## Course Requirements

Students will be expected to participate in several different activities in this course. The final grade is based on a portfolio of work which assesses the student's understanding using a variety of learning methods. In particular, grades in this class will (*tentatively*) be determined based upon the components listed in the following paragraphs. Students should *keep track of their own points* throughout the semester. A detailed break-down of each category is provided on the **Point Portfolio** page near the end of the syllabus to help students monitor their progress.

## Exams

The three exams given in this class will cover material from the textbook, active learning assignments, and in-class discussions. Exams will be essay. Due to copying and scheduling considerations, any request to change an exam time for a *valid* reason must be approved by the instructor at least *two weeks in advance*. All students will be expected to take the exams at the following scheduled times:

- Exam 1**      **Week of October 2**      (*specific date, time, and format to be announced*)
- Exam 2**      **Week of November 13**      (*specific date, time, and format to be announced*)
- Exam 3**      **Week of December 11**      (*specific date, time, and format to be announced*)

Students who do not take an exam at the scheduled time and have not made prior arrangements will be required to take an alternate (comprehensive) exam on **Friday, December 15, from 3:30-5:30 p.m.** (*Makeup exams generally tend to be more difficult than the regularly scheduled exams.*)

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 three class days to turn in this written appeal if there is disagreement with my evaluation of a particular question or questions.

## Student Co-production (including 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.

This educational "service" (MKT 405) 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.)

In a departure from usual practice, at the end of the semester *each student* will evaluate his/her own co-production (participation) and ***assign him/herself a score***. As part of this process students will be required to submit a one-page justification of the grade they have given themselves. So, I would advise students to keep track of days/topics when they have taken an especially active, leadership role in class discussion. Guidelines will be provided as to how students might evaluate their own co-production (participation) in the course assignments document. (*The instructor reserves the right to adjust the final co-production grade if deemed necessary.*)

## Team Assignment

During the semester each student will be assigned to a team of four or five students. Each team will be responsible for completing the marketing project assignment listed below.

Service Blueprint. This assignment requires students to construct a detailed service blueprint for a particular service provider and, perhaps, present it to the class. The assignment will also involve writing a short paper discussing how the blueprint might be used to improve marketing and operations in the organization. Details are provided in a separate handout.

## Individual Assignment *(only required of students striving for either an “A” or a “B” in the course)*

During the semester students striving for either an “A” or a “B” in the course will be required to complete **one** of the following two individual assignments. *(Students will be allowed to select whichever assignment they prefer.)*

Company Complaint Letter Response Analysis. Each student who selects this assignment will be required to write a letter of complaint to an organization from which the student has had a less-than-satisfactory experience with the company’s service offering. Students choosing this assignment will, near the end of the semester, analyze the response they received from their complaint—or the lack thereof. Details are provided in a separate handout.

Service Encounter Journal Paper. Each student who selects this assignment will be required to record “journal” entries concerning service encounters that he/she experiences during the first few weeks of the semester. (A form will be provided for the journal entries.) Students choosing this assignment will, near the end of the semester, write a paper analyzing their best and worst service encounter experiences. Details are provided in a separate handout.

## Quizzes

Sometimes students need an incentive to prepare in advance for class (e.g., read the text book) and arrive for class on-time. Thus, from time to time, I may give unannounced, short quizzes (usually 5-10 points) on the assigned reading material (including chapters from the textbook, articles, and/or cases). My intent is to encourage students to keep up on their reading assignments and to see if they are synthesizing the material. The most likely time for a quiz will be the *beginning of class*. If a student is not in class at the time of the quiz, he/she will receive 0 points.

**NOTE:** Students must be ***in class at the time the quiz is distributed*** in order to take the quiz. *(In other words, late arrivals will not be given a quiz.)*

## **Other Important Information**

**Success-Oriented Course.** MKT 405 is a success-oriented course. My desire is that all students in the class meet their individual learning (and grade) goals. However, *this does not mean that students can avoid working hard in this class.* What this does mean is that *all* students who do well in the class will be rewarded accordingly. That is, the grade distribution will *not* be adjusted to make sure it fits a bell-shaped curve—thus, students are not in direct competition with their classmates. Also, there are many assignments to help students demonstrate their understanding of the material we cover in class. The exam points comprise only a portion of the grade because in the business world other skills are as important as knowledge. Students are given other assignments (besides exams) to encourage the development of these skills as well.

**Study Time.** Most college courses require students to spend a significant amount of time outside of class in individual study time. A general guideline is that at least ***two hours should be spent studying outside of class for every one hour spent in class.*** Actual in-class meeting time is short in college courses because students are expected to work independently outside of class in order to meet the course requirements. My experience suggests that students who regularly spend this amount of time *each* week in preparing for this class tend to do very well, assuming they make effective use of their time.

**Class Pace.** Much time is allocated in this class for small group discussion and in-class activities. As a result, not as much time is spent in the traditional lecture format. In order to cover the course material, lectures are organized to cover the material at a fairly quick pace. It is, therefore, essential that students (a) keep up with the assigned readings, (b) budget their time wisely in order to complete all of their assignments, and (c) seek clarification on any material that they do not understand. If I start going too fast in my lectures, let me know. It is my desire that *students* understand the material.

**Flexibility.** A tentative schedule for the entire semester is included in this syllabus. Although much thought was put into the course schedule listed in this syllabus, the schedule is *tentative* and subject to change as necessary because of the availability of guest speakers and/or support materials, or in order to adapt to specific needs of the class. Occasional departures from the schedule, such as additional readings, assignments, and activities, may be announced in class during the semester. Such announcements will take priority over the printed schedule. It is the *student's responsibility* to be in class and keep up-to-date on whatever changes are made in the schedule.

**Active Learning Activities.** Active learning methods are frequently used in this class. This means students will be part of a group in which they will work together to complete a number of assignments. It has been repeatedly demonstrated that active learning results in higher grades, increased critical thinking skills, positive relationships, deeper level understanding, and much more. In addition, student evaluations of such classes show that most students enjoy the active role they play in the class, have fun in the process, learn more, take responsibility for their own learning and the learning of others, and develop meaningful friendships which encourage them in their studies and in their personal lives.

**Evaluation of Assignments.** Several written assignments are required in this course. Specific guidelines are provided and will need to be followed. These assignments will also be graded for grammar. Students should expect to do fairly well if *all* of the instructions are followed. However, if only some of the instructions are followed, then only *some* of the possible points will be awarded. Active learning team activities will also be evaluated based on how well the instructions are followed and the **thoroughness of the answers.**

**Academic Dishonesty.** University policy and the BGSU Student Handbook indicates that academic honesty violations (e.g., cheating, fabrication, facilitating academic dishonesty, plagiarism, as well as collaborating with fellow students on exams and individual assignments and having access to unauthorized material) requires the instructor to fail the offender(s) for the course. If serious enough, any such situation will be handed over to university authorities for further action.

Emergency Communication. Occasionally situations occur where there is a question as to whether a class will be held or not (heavy snowfall, icy roads, floods, instructor illness, etc.). Should the university or the instructor decide to cancel classes, an announcement will be sent via e-mail to all students on the official class roster using the student's **BGNET e-mail address**. Thus, when in doubt about whether or not there will be a class, assume that class will be held unless an e-mail message from the instructor indicates otherwise.

Classroom Behavior. Some miscellaneous expectations that I (as the service provider) have of students (i.e., customers) in the delivery (co-production) of this educational service:

*Do not hesitate to ask questions.* If something is unclear to one student, it probably means that several others have the same question. However, please ask *me* the questions in class or to slow down and repeat something, not another student. In other words, no talking when I am talking. Likewise, no talking when a fellow student "has the floor." This is not only common courtesy, but such talking annoys and distracts other students in the class (as well as myself).

*Do not come to class late or leave early.* Neither your fellow students nor I appreciate such disruptions. Students expect instructors to be on time, and I expect the same behavior from my students. If you need to leave during class, please do not cause a second disruption by returning to class a few minutes later.

*Please do not wear hats or caps in the classroom.* Wearing a hat to class is not professional behavior. This is as inappropriate in this setting as it is in a church. (There are relatively few business situations where wearing a hat during a meeting in an office building is considered acceptable behavior.)

*Please avoid my "Pet Peeves."* Over the years I have observed a variety of student behaviors. Some of them bother me more than others. The worst behaviors that I believe students can exhibit include:

- Attempting to turn in assignments late. (*They are not accepted.*)
- Not following directions in doing assignments. (*You will end up with a lower grade.*)
- Asking "did I miss anything important?" after not attending a class. (*How should I respond?*)
- Asking "will I miss anything important?" prior to not attending a class. (*See above.*)
- Using contractions (e.g., can't) in written assignments. (*Not a good idea when writing.*)
- Turning in written assignments with page-long paragraphs and/or no headings. (*Such assignments are difficult to read and follow.*)
- Improperly using *it's* and *its*. (*It's not appropriate; a firm would not want its employees misusing these words.*)
- Asking "are we going to get out early today?" (*I want students to get their money's worth!*)
- Turning in assignments held together by paper clips. (*Use staples!*)
- Sending unidentified e-mails. (*Always include a full name and class section in the message. Students who do not identify themselves should not expect a response from the instructor.*)
- Getting up and leaving class in the middle of a lecture. (*This is very rude.*)
- Packing books, notebooks, pens, etc. into bags before class is over. (*This is also very rude.*)

**Services Marketing**  
*Fall 2006*  
**Tentative Schedule of Topics**

<b>Week of:</b>	<b>Topic(s)</b>	<b>Chapters</b>	<b>Probable Activities</b>
August 22 (Week 1)	<b>Foundations for Services Marketing</b> <i>Introduction to Services</i>	1	<ul style="list-style-type: none"> <li>• Class Introductions</li> <li>• Syllabus Review</li> </ul>
Aug 29 (Week 2)	<b>Foundations for Services Marketing</b> <i>The Gaps Model of Service Quality</i>	2	<ul style="list-style-type: none"> <li>• Assign Folder Groups</li> </ul>
Sept 5 (Week 3)	<b>Focus on the Customer</b> <i>Consumer Behavior for Services</i>	3	<ul style="list-style-type: none"> <li>• Class Photos</li> </ul>
Sept 12 (Week 4)	<b>Focus on the Customer</b> <i>Customer Expectations of Service</i>	4	
Sept 19 (Week 5)	<b>Focus on the Customer</b> <i>Customer Perceptions of Service</i>	5	<ul style="list-style-type: none"> <li>• <b>Complaint Letter</b> and/or <b>Electronic Complaint Registration</b> due*</li> </ul>
Sept 26 (Week 6)	<b>Understanding Customer Requirements</b> <i>Listening to Customers Through Research</i>	6	
Oct 3 (Week 7)	<b>Exam 1</b> <i>Time and Format to Be Announced</i>	1-6	
Oct 10 (Week 8)	<b>Understanding Customer Requirements</b> <i>Building Customer Relationships</i>	7	
Oct 17 (Week 9)	<b>Understanding Customer Requirements</b> <i>Service Recovery</i>	8	<ul style="list-style-type: none"> <li>• <b>Service Encounter Journal Entries</b> due*</li> <li>• “Bugs Burger” Pest Control Service - <i>Case Analysis</i></li> </ul>

**MKT 405**  
*Fall 2006*  
**Tentative Schedule of Topics**  
*(continued)*

<b>Week of:</b>	<b>Topic(s)</b>	<b>Chapters</b>	<b>Probable Activities</b>
Oct 24 (Week 10)	<b>Aligning Service Design and Standards</b> <i>Service Development and Design</i>	9	
October 31 (Week 11)	<b>Aligning Service Design and Standards</b> <i>Physical Evidence and the Servicescape</i>	11	
Nov 7 (Week 12)	<b>Delivering and Performing Service</b> <i>Employees' Roles in Service Delivery</i>	12	<ul style="list-style-type: none"> <li>• Local Field Trip</li> <li>• <b>Praise Letter</b> due*</li> </ul>
Nov 14 (Week 13)	<b>Exam 2</b> <i>Time, Date, and Format to Be Announced</i>	7-12	• <b>Mystery Shopping Assignment</b> due*
Nov 21 (Week 14)	<b>Delivering and Performing Service</b> <i>Customers' Roles in Service Delivery</i>	13	• <b>Complaint Letter Analysis</b> due*
Nov 28 (Week 15)	<b>Delivering and Performing Service</b> <i>Delivering Service Through Intermediaries and Electronic Channels</i>	14	<ul style="list-style-type: none"> <li>• <b>Team Service Blueprint</b> Assignment due</li> <li>• Shouldice Hospital - <i>Case Analysis</i></li> </ul>
Dec 5 (Week 16)	<b>Delivering and Performing Service</b> <i>Managing Demand and Capacity</i>  <b>Managing Service Promises</b> <i>Integrating Services Marketing Communications</i>	15  16	<ul style="list-style-type: none"> <li>• <b>Class Co-production Paper</b> due</li> <li>• <b>Service Encounter Paper</b> due*</li> </ul>
Dec 11 (Week 17)	<b>Exam 3</b> <i>Time, Date, and Format to Be Announced</i>	1-9, 11-16	

\*Optional assignments.

**MKT 405 Point Portfolio**  
(Points possible appear in parentheses)

Name: \_\_\_\_\_

**Exams**

\_\_\_\_\_ EX1 - Exam 1 - Mid-term Exam (120)  
\_\_\_\_\_ EX2 - Exam 2 - Mid-term Exam (120)  
\_\_\_\_\_ EX3 - Exam 3 - Final Exam (160)

\_\_\_\_\_ **Subtotal (400)**

**Class Co-production (Participation)**

\_\_\_\_\_ **CP - Subtotal (50)**

**Team Assignment**

\_\_\_\_\_ TM1 - Service Blueprint (100)

\_\_\_\_\_ **TM - Subtotal (100)**

**Individual Assignment (Required only for those striving for an "A" or "B")**

\_\_\_\_\_ MK1 - Company Complaint Letter/Response Analysis (100)  
*or*  
\_\_\_\_\_ MK2 - Service Encounter Journal/Paper (100)

\_\_\_\_\_ **MK - Subtotal (100)**

**Quizzes and Other In-class Activities\***

\_\_\_\_\_ QZ1 - \_\_\_\_\_  
\_\_\_\_\_ QZ2 - \_\_\_\_\_  
\_\_\_\_\_ QZ3 - \_\_\_\_\_  
\_\_\_\_\_ QZ4 - \_\_\_\_\_  
\_\_\_\_\_ QZ5 - \_\_\_\_\_  
\_\_\_\_\_ QZ6 - \_\_\_\_\_  
\_\_\_\_\_ QZ7 - \_\_\_\_\_  
\_\_\_\_\_ QZ8 - \_\_\_\_\_  
\_\_\_\_\_ QZ9 - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ **Subtotal (50 - 100)**

\_\_\_\_\_ **Total Points Possible (700 - 750)**

\* Students must be *present in class* to receive points for quizzes and in-class activities. Make-up quizzes/activities will not be given.

**MKT 405**  
**Services Marketing - Course Assignments**  
*Bowling Green State University*  
Fall 2006



As you are well aware, exams are the most common method instructors use to evaluate the degree to which students have learned course material. Rather than rely solely on exams over the course of the semester to evaluate students' understanding of the material, in this course additional evaluation of the material will be done via written assignments. This document provides specific details as to the requirements of these assignments.

As you write these assignments, the intent is for you to demonstrate your understanding of course concepts. Thus, when appropriate, students should *use services marketing concepts* in their discussion to provide evidence of their knowledge and understanding of these concepts, as this is the primary purpose of these assignments. Another part of the evaluation of each assignment will be based on the degree of *professionalism* it demonstrates. Although it is not possible to list everything that might convey professionalism (or the lack thereof), here are some examples:

- the instructions provided for the assignment are followed
- the assignment is word-processed and double-spaced, in 11- or 12-point type
- the assignment appropriately uses **headings**, page numbers, footnotes, references, etc.
- the assignment is stapled, or otherwise bound together (*not* paper-clipped)
- the assignment includes *all* required pieces of information
- the assignment clearly specifies the student's name and class section (i.e., days, time, section number)
- the assignment uses concise, clear writing, as well as proper spelling, grammar, punctuation, etc.  
(*you may find the book, The Elements of Style, helpful in improving your writing skills*)
- paragraphs are appropriately formed, each with a topic sentence, and have an appropriate length (e.g., are *not* a full page or more)
- the assignment appropriately identifies the student, the specific class, the student's team number, and other students on the team (if appropriate)
- the assignment is completely and easily readable (e.g., no light print/missing words due to a poor printer)
- the author should be in attendance for the *entire duration* of class on the day the assignment is due
- the assignment should be completed at the beginning of class on the assigned due date

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Assignment **Required of All Students:**

- Co-production (Class Participation) Paper (*50 points*) due **December 5** (*pp. 2-3*)

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Assignment **Required by Each Team** of Students:

- Service Blueprint and Paper (*100 points*) due **November 30** (*pp. 4-5*)

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Assignment **Selected by Each Student Striving for Either an "A" or a "B" in the Course** (*Pick one*):

- Company Complaint Letter Response Analysis (*100 points*) due **November 21\*** (*pp. 6-7*)
- or*
- Service Encounter Paper (*100 points*) due **December 7\*** (*pp. 8-10*)

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Details of these assignments are provided in the pages that follow. If you have any questions about any assignment, please come see me. It is *your responsibility* to seek clarification on any assignment you do not understand.

(Note: An asterisk\* indicates the assignment is optional.)

## Co-production (Class Participation) Paper

Since I consider the student (i.e., customer) to be a co-producing partner in the delivery of this service, I provide the opportunity for students to evaluate their own contributions to the course and to *assign themselves a co-production (class participation) score*. At the end of the semester students will submit a one-page paper as justification for the grade they believe they deserve for their co-production efforts. In this paper students are asked to **explicitly state their suggested percentage** (from 100% to 0%) at the beginning of the paper and then proceed to provide support for that score. The **due** date for this paper is **December 5**. If I do not receive a paper, I will assign a score of zero and assume that adequately reflects your opinion about your co-production.

Co-production in this service setting (education) can mean many things. At a minimum, it would seem to entail the following student behaviors:

### (1) Preparation

- reads assigned materials prior to class
- thoughtfully considers discussion questions (from book and course web site)

### (2) Promptness

- is on time, or even early, to class all of the time

### (3) Professionalism (*as defined by students in past semesters*)

- frequently (and regularly) attends class
- asks questions about material, assignments
- is attentive (does not read newspaper during class)
- listens to instructor, fellow students
- begins assignments well before the due date
- turns all work in on time (or early!)
- does not create class interruptions (cell phone ringing, coming into class late, leaving class early)
- is present mentally as well as physically
- takes pride in the quality of work submitted
- has a positive attitude and a willingness to learn
- email and/or telephone communication is appropriate (student appropriately identifies him/herself, the specific class he/she is in, etc., in all communication)

### (4) Participation

- regularly (and frequently) engages in class discussion
- contributes personal experiences to class discussions to illustrate course concepts
- speaks up in class when the topic is not understood
- is present for every class (except for emergencies)
- actively contributes to group discussions/assignments
- pulls his/her own weight in group activities

There are probably several other co-production behaviors that could be listed. Thus, the paper should lay out what would be appropriate criteria for evaluating each student's co-production.

In an attempt to provide some sort of guidance for this paper, the scheme listed on the next page provides a guideline that I would use if I were assigning *just a class participation score*. In reality, although class participation is certainly a key component of your co-production, it is not the only component. Students may use the criteria provided on this page and in the table on the next page for the class participation portion of their co-production, or develop (and explicitly state) their own criteria for their co-production efforts.

(Continued on next page.)

**Co-production (Class Participation) Paper**  
(continued)

**Typical Class Participation Rubric from Past Courses**

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<u>Scale</u>	<u>Description</u>
100%	<i>An incredible leader in class discussion.</i> Is completely prepared for every class discussion and is able to answer every question posed by the instructor. Student frequently initiates stimulating dialogue by asking thought-provoking questions and regularly brings in outside material to class to illustrate application of course concepts. Student is a <i>role model</i> for others in the class and always exhibits <i>all</i> of the qualities of a good customer (student) as discussed the first week of class.
90%	<i>An outstanding leader in class discussions.</i> Always prepared for discussion of chapter topics and assigned readings. A frequent initiator of class discussion. Excels in interacting with classmates in a professional manner. Comments are focused, integrative, demonstrate preparation, and indicate active listening. Student constantly exhibits the qualities of a good customer (student) as discussed the first week of class.
80%	<i>A consistent leader in class discussions.</i> Almost always prepared to discuss assigned topic in class. A regular initiator of class discussion. Interacts with classmates in a professional manner. Comments demonstrate preparation and indicate active listening. Consistently exhibits the qualities of a good customer (student) as discussed the first week of class.
70%	<i>Quality participation based on sound preparation.</i> Regularly responds to instructor's comments and questions. Also responds to comments of classmates. Occasionally takes the lead in class discussion. Often volunteers illustrations about the subjects being discussed. Regularly exhibits the qualities of a good customer (student) as discussed the first week of class.
60%	<i>Occasional contributions to class based on solid preparation.</i> Occasionally responds to the remarks of the instructor and/or classmates. Rarely volunteers to begin a discussion. Generally exhibits the qualities of a good customer (student) as discussed the first week of class.
50%	<i>Seldom answers questions posed by the instructor.</i> Responds to other students in active learning assignments when required to do so. Occasionally exhibits the qualities of a good customer (student).
40%	<i>Answers questions from the instructor if explicitly asked.</i> Otherwise, does not take part in class discussions. Rarely exhibits the qualities of a good customer (student) as discussed the first week of class.
30%	<i>Shows up regularly to class but takes no part in classroom discussion.</i> Seldom exhibits any of the qualities of a good customer (student) as discussed the first week of class.
0%	<i>Completely avoids any attempt to contribute to classroom discussion.</i> (Seriously...would anyone who falls into this category actually take the time to write a paper stating this?)

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In your co-production paper students should **explicitly state their suggested percentage** (from 100% to 0%) at the beginning of the paper and then proceed to provide support for that score. Students may find it beneficial to keep track of days/topics when they take an especially active leadership role in class discussion and times when they conducted themselves in a professional manner. At several points during this semester students will be asked to coproduce the service and add value to the class, so those times may be included in the discussion. (*The instructor reserves the right to adjust the final co-production grade if deemed necessary.*)

## Service Blueprint (Team) Assignment

### Objective

To develop a thorough understanding of service blueprinting by analyzing the service process for a given service company and graphically capturing the process on paper.

### Directions

Each team's assignment is to seek out a local service provider (or, alternately, a "goods" business that has a significant service component) and develop a service blueprint. The project should focus on a *specific company* and not just a typical firm in the industry. Students may need to read (*and study!*) Chapter 9 of the text book *in advance of the due date* in order to complete this assignment. The intent of the project is to construct a thorough, detailed service blueprint for the chosen service provider. In order to ensure we do not have teams blueprinting firms from the same industry, and in order to receive full credit for this assignment, someone from the team **must send the instructor a brief email note by November 2 that identifies the provider whose services the team would like to blueprint.** (Approvals will be made on a first-come, first-serve basis.)

### Requirements

*Graphical Portion of Service Blueprint.* This assignment is expected to allow a team of students to demonstrate (a) an understanding of the blueprint concepts from class and (b) an ability to apply them in looking at a specific service provider. Each blueprint should include the components listed in Chapter 9 and discussed in class. Blueprints should have all lines clearly labeled, and arrows should be included in your blueprint to indicate the order of activities. The blueprint should include at least four "boxes" of support processes. Potential bottlenecks or failpoints in the service delivery process should also be identified. Students may be asked to share their blueprinting expertise with the class so that fellow classmates may benefit from the insight they have gained.

*Visual/Pictorial Portion of the Service Blueprint.* To compliment the graphical portion of the service blueprint, each team is expected to visit the business chosen and to (visually) capture various aspects of the service process and physical evidence. Perhaps the easiest way to do this is to take pictures with a digital camera. (*Digital cameras are generally available to students to borrow through the BGSU [Student Technology Center](#) in 200 Saddlemire. However, equipment should be reserved in advance of the date it is needed..*) Students should secure permission to take pictures of the service process from management of this service provider prior to constructing the blueprint. Ideally, hyperlinks should be included in the graphical portion of the service blueprint to each digital image. There is no fixed number of images required, but a minimum of 10 images (in *jpeg* format) would seem reasonable for most service blueprints; a larger number of images would certainly be encouraged. Although not a requirement, a short video clip (many digital cameras can capture/create a short video) might also help to illustrate the service delivery process.

*Written Assignment.* In addition to the actual blueprint, each team is to write a short paper (3-4 pages, double-spaced) that addresses the following issues:

- (1) describe why this organization was selected to blueprint;
- (2) describe three key elements of physical evidence revealed in the blueprint (photos/images of these elements should be included in the visual portion of the blueprint) and discuss how they influence the customer's experience;
- (3) identify, number, and describe three potential failpoints (points in the process where problems may occur) and/or bottlenecks (points in the process where backups or slow delivery may occur);
- (4) suggest possible solutions/alternatives to address these (potential) problem areas;
- (5) discuss how a service blueprint might be used in each of the following areas in *this* organization: marketing, human resource management, and operations;
- (6) discuss what was learned in doing this assignment and how it could be applied in the business world.

(continued on next page)

*Electronic Submission of Assignment.* Both the blueprint and the paper should be submitted in electronic format by an e-mail attachment. *(For large files, a CD or DVD may be required and may be used with permission from the instructor.)* Blueprints can be (and have been) created using a variety of software products. The most commonly used tools include PowerPoint, Microsoft Word, and Microsoft Excel. (The final version of any files submitted must be in IBM format only; no Mac files will be accepted, as the instructor has no easy way to open and read such files).

#### Due Date

This assignment is due at the beginning of class on Thursday, **November 30**. An **electronic version** of the entire set of blueprint materials, as well as a **hard copy** of everything, should be turned by this date.

## Company Complaint Letter Response Analysis

### Objective

To provide students with the opportunity to provide feedback to a service firm, as well as help them understand and evaluate the customer service and “recovery” strategies of a specific firm.

### Directions

In order to complete this assignment, students will be expected to write a complaint letter to any company from whom the student has, in his/her opinion, received bad or at least less-than-satisfactory service during the first few weeks of the semester. It does not have to be an extremely upsetting situation; it may be simply that the firm did not provide service that met expectations. The name and address of the appropriate person to whom to complain should be obtained (this may take some research!) and a formal letter of complaint written. All pertinent information (dates of service, names, account numbers, credit card numbers, etc.) should be included in the letter, as well as a description of the poor experience and, if appropriate, a suggested course of action the company could take to appropriately “recover” in this situation. That is, the resolution being sought from the company should be clear. (*Do not state in the letter that you are doing this as a class project.*) The letter should request a response from the organization and provide appropriate contact information for the student, including a mailing address, e-mail address, phone number (if appropriate), and any other relevant information. In order to give the company a chance to respond by the end of the semester, the letter should be mailed to the company and a copy turned in to the instructor no later than **September 21**.

Near the end of the semester, after the firm has had sufficient time to respond to the complaint, students are to write a short (5-7 pages, double-spaced) paper that analyzes the firm’s response to the situation.

### Requirements

The analysis paper should include all of the following elements (and associated **Headings**):

#### (1) *Introduction*

- a. A (brief) description of what led to the complaint.
- b. The resolution being sought (what you *wanted* the firm to do in response to the complaint).
- c. What the firm was *expected* to do in response to the complaint and how quickly the firm was expected to respond.

#### (2) *Firm Response*

***If the firm did respond***, the student should (a) describe what the response was, (b) discuss the adequacy of the firm’s response (in your opinion as a consumer), (c) and provide three reasons why you believe they responded in the manner they did. (d) What could the firm have done *better* to *delight* you?

**Or**

***If the firm did not respond***, the student should (a) discuss at least three realistic reasons why you think you did not receive a response (reasons like “the letter may have gotten lost in the mail” are not acceptable), (b) write a letter to yourself (on behalf of the company), on a separate sheet of paper and included as an appendix, that addresses what you believe the firm *should* have done, and (c) discuss why this letter would be an adequate response. (Note: What they *should* have done may not be exactly what you expected or wanted them to do.)

(Continued on next page.)

## Company Complaint Letter Response Analysis

(Continued)

### (3) Discussion

- a. Discuss the effect that registering the complaint online might have had on influencing the firm's response. (That is, if you did register a complaint online, do you think it made any difference in the response. If you did not register the complaint online, what difference do you think it would have made?)
- b. Address how you now feel toward the organization.
- c. Conclude the paper with some final thoughts, including a discussion of:
  1. your perspective on the statement "The customer who complains is the firm's friend,"
  2. what you learned from this experience, and
  3. how you will apply what you learned as you enter the business world.

### (4) Appendix

As an Appendix to the paper, students should also include:

- a. the *original copy of your letter* to the firm you submitted to the firm (that is, the copy given to the instructor) earlier in the semester,
- b. a *copy of the response letter* from the firm and any *other correspondence* (e.g., gift certificate, post card, or e-mail message) if there is any, and
- c. a brief description of any other response from the firm related to your letter (response by telephone, E-mail, or any other form). If there is no response, just include your letter and a note that there was no response of any kind.

**Students are expected to use services marketing concepts throughout your discussion to demonstrate an understanding of these concepts, as this is the primary purpose of this assignment.**

The grading criteria used for evaluating your paper include your ability to relate material from readings and lectures to your paper, your ability to diagnose probable causes of problems and match them with appropriate solutions, *depth and substance* of your observations, persuasiveness of your discussion, and quality of writing. Concise, clear writing in both your letter and your paper is expected. As such, you will not receive extra credit for proper spelling, grammar, punctuation, etc., but will receive a poor evaluation of the assignment if these areas are found to be lacking.

### Due Date

The original complaint letter should be sent out (and a copy of it given to the instructor) by the beginning of class on **September 21**. Your analysis of the company's response to your complaint, which should include the copy of the letter originally submitted to the instructor as an Appendix, is due at the beginning of class on **November 21**.

## Service Encounter Paper

### Objective

To evaluate critical aspects of two distinct service encounters from your own perspective as a customer and as a services marketing scholar.

### Directions

After creating a journal of service encounter entries (*described on the following page*), the purpose of the service encounter *paper* is to analyze two service encounters in detail. This paper (6-7 pages, double-spaced) will consist of two parts: First, you will write about the organization that provided you with the *worst* service of any organization you encountered this semester and, second, you will write about an organization that is doing an excellent overall job of services marketing.

### Requirements

*Journal entries.* Students are to write up “journal” entries of ten separate service encounter experiences on the form provided at the end of this handout (and available on the course web site). One of the journal entries should be identified as your best service encounter of the semester, and another should be identified as the worst service encounter of the semester. (*See discussion on next page for more information about the journal entries.*)

*Discussion of worst service.* In the first part of the paper, the student is to write about the organization that provided you with the *worst* service of any organization encountered this semester. Based on your reading of the textbook and issues we have discussed in class, diagnose what went wrong in the encounter. That is, from a services marketing perspective, what is the real *cause* of the problem? Then, recommend the *three* most important actions management should take to improve service. Be specific in your recommendations (e.g., suggesting that employees “need more training” is not a particularly enlightening or useful recommendation). To demonstrate your understanding of course concepts, *use concepts and strategies from the class to support your discussion and suggestions.* Be selective and focus on the most important issues, as this part of the paper should be about three pages in length. A good paper will describe the problem(s) and present a specific, logical plan for improvement.

*Discussion of best service.* In the second part of the paper, write about an organization that, based on the service encounter you had with them this semester, is doing an excellent overall job of services marketing. The discussion should include *three* most important actions management appears to have taken in order to have delivered such good service. That is, based on your reading of the textbook and issues we have discussed in class, diagnose what this firm is doing well. Again, in your analysis you should *demonstrate your knowledge of services marketing concepts* by discussing, using concepts covered in class discussion and the textbook, what this organization does that makes it successful. This part of the paper is also expected to be about three pages in length.

*Discussion of lessons learned.* Finally, you should conclude your paper with 1-2 paragraphs discussing what you learned from this experience and how you will apply it as you enter the business world.

The grading criteria used for evaluating your paper include your ability to relate material from readings and lectures to your paper, your ability to diagnose probable causes of problems and match them with appropriate solutions, *depth and substance* of your observations, persuasiveness of your observations, and the quality of writing. **You should use services marketing concepts throughout your discussion to demonstrate your understanding of these concepts, as this is the primary purpose of this assignment.**

### Due Date

Your service encounter journal paper is due by **December 7**. You should turn in both the paper and the ten journal entries completed earlier in the semester. (Your journal entries should be included as an appendix to your paper.)

## Service Encounter Journal

### Objective

To become more aware of critical aspects of the service encounter from a customer's perspective.

### Directions

We all have a number of such encounters each week, including (but not limited to) restaurants, banks, airlines, dry cleaners, doctors, dentists, libraries, photographers, tutors, travel agencies, theaters, pest control agencies, phone companies, automotive mechanics, insurance companies, attorneys, accountants, and copy centers. Students selecting this assignment are to keep a "journal" of their service encounter experiences. The purpose of the journal is to make students more aware of sources of customer satisfaction and dissatisfaction with services.

### Requirements

The student is asked to complete ten journal entry forms describing *recent* service encounters you have experienced (i.e., those occurring during this semester). (*Service encounters occurring more than three weeks before the start of the semester may NOT be used without prior instructor approval.*) One blank copy of a journal entry form is attached to the back of this handout; an electronic version of this form can also be found on the course web site. Each entry will correspond to one service encounter that you have during the semester. Your journal may be written (if you have neat, clear, legible handwriting) or typed. (If you desire, you can use your favorite word processor to set up a file with the questions from the entry form. You can then enter descriptions of the service encounters as you experience them.) Be sure to *completely* answer the questions on the journal entry form. If you make copies of the form and need more room to answer the questions, you may write on the back of the entry form or attach a page to the form. Your inclusion of the important details of the service encounter will help you in writing your service encounter paper.

Try to record an assortment of types of encounters from a variety of service industries (i.e., do not do all restaurants) as well as some that you find particularly **satisfying** and some that are very **dissatisfying**. The best way to complete your journal is to fill a form out *immediately* following a particular incident. If you try to do your entries from memory, or do too many at one time, the quality of the entries will suffer.

### Due Date

You should have completed at least half of your journal entries by the time we discuss Chapter 5 (approximately the fourth week of class). You may be asked to bring your journal entries to class for the discussion of Chapter 5, although they will not be collected at that time. The entire set of ten journal entries is due on **October 17**. (*The ten journal entries should also be included as an appendix to the service encounter paper; see previous page.*)

## Service Encounter

Journal Entry: \_\_\_\_\_

Your Name: \_\_\_\_\_

Name of Firm: \_\_\_\_\_

Date of Encounter: \_\_\_\_\_

Type of Service (industry): \_\_\_\_\_

Time Encounter Occurred: \_\_\_\_\_

What specific circumstances led to this encounter?

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Exactly what did the firm/employee say or do?

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How would you rate your level of satisfaction with this encounter? (Circle the most appropriate number.)

1	2	3	4	5	6	7
extremely dissatisfied						extremely satisfied

What exactly made you feel that way?

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What could the employee/firm have done to make you happier with the encounter?

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How likely is it that you will go back to this service firm?

1	2	3	4	5	6	7
extremely unlikely						extremely likely