

**MBA 642**  
**Services Marketing Management**  
*Bowling Green State University*  
Summer 2007



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Class Hours:	<b>M, W</b> 6:15 - 9:25 p.m. ( <i>in BAA 1000</i> )	
Office Hours:	<b>M, W</b> 4:00 - 5:30 p.m.; and other times <i>by appointment</i>	

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### **Required Textbook**

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.

### **Required Cases and Readings**

Supplemental Readings. A series of short articles are also included as required reading. These articles are available electronically via Blackboard; they will also be on reserve at Jerome Library.

Cases. Most of the cases to be used for in-class discussion can be found in the back of the textbook. Copies of any additional cases will be provided via Blackboard or distributed in class.

### **Recommended Books** (*not required*)

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.*)

Leonard L. Berry (1999), Discovering the Soul of Service, New York, NY: The Free Press.

### **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., MBA 605) 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:

- Gain an appreciation for the challenges inherent in marketing and managing services, and in developing/delivering quality service.
- Learn strategies, tools, and approaches for addressing the challenges of services management and marketing.
- Develop essential knowledge on the various components of the “services marketing mix” (three additional P’s) as well as key issues in managing service quality.
- Become a more perceptive and effective manager (and consumer) through understanding the complexities of service design, delivery, and communication—all aimed at building sustainable service brands.
- Further develop communication skills and critical thinking through written projects, cases, in-class discussions, and other assignments

## 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

Students give many reasons 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**

Your grade will be determined based on your performance on the following assignments.

	<u>Percent</u>	<u>Points</u>	<u>Due Date</u>
Service Encounter Journal	10%	50	May 30
Exam 1	20%	100	May 30
Applied (Team) Project	35%	175	June 18 (written report) June 20 (presentation)
Exam 2	20%	100	To Be Determined
Case Participation	P/F	see below	throughout
Student Co-Production	15%	75	throughout
Total	100%	500 points	

## **Exams**

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

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

## **Service Encounter Journal**

For this assignment 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 Blackboard). 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 term. Each student will also be asked to write a paper about each of these two encounters, diagnosing what went wrong in the worst encounter and what was done well in the best encounter. Details are provided in a separate handout.

## **Applied (Team) Project**

Working in small teams of 3 (or 4 maximum) people, you will choose a specific firm's service offering to analyze. You will be asked to develop a service blueprint for the service (see chapter 9 and class session on June 4), and to analyze the blueprint and service brand using course concepts. In particular, this assignment requires students to construct a detailed service blueprint, accompanied by relevant photos/images, for a particular service provider. The assignment will also involve writing a paper discussing how the blueprint might be used to improve marketing and operations in the organization. Insights revealed by the blueprint as well as recommendations for service improvement and brand strategy based on your analyses will be included as part of the assignment. At the end of the course, students will present their work to the class. Details are provided in a separate handout.

## **Case Participation**

We will discuss 5-6 cases during the course. Case preparation questions for each case will be provided. You will be evaluated for your participation in *each* case session. Cases will be assessed on a pass/fail basis according to your level of (quality) participation—points will be deducted from your grade for non-participation (as described in the next two paragraphs).

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

If you are absent during a case discussion, your course grade will be reduced by 5 points. If you do not turn in your notes, your grade will be reduced by 5 points for each missing case.

## **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.

Active student participation in class is essential for your learning and to the success of the class. That is, this educational "service" (MBA 642) requires *active* co-production and participation in the classroom for it to be a success. ***Attendance in class is a necessary, but not sufficient, condition for good participation.*** (Merely showing up for work, but not contributing anything to the organization, would not generally be considered acceptable behavior in the workplace.) Therefore, you will be evaluated on your individual overall participation including regular attendance, contributions to class and case discussions, and completion of exercises in class. Your primary attention should be on the quality of your participation, not simply quantity. To make quality comments you must carefully read text chapters and readings and complete any out-of-class assignments prior to class time. In addition, you will need to attentively follow the discussion in class so that your comments *build upon what others have said*. Clarity and conciseness will be highly valued. If you wish feedback on your level of participation, you may visit with Dr. Gremler at any time during the term.

## Other Important Information

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:

- Not following directions in doing assignments. (*You will end up with a lower grade.*)
- 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 properly 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 Management**  
*Summer 2007*  
**Tentative Schedule of Topics**

<b>Date</b>	<b>Topic(s)</b>	<b>Chapters</b>	<b>Probable Activities</b>
May 14 (Session 1)	<b>Foundations for Services Marketing</b> <i>Introduction to Services</i>  <i>The Gaps Model of Service Quality</i>	1  2	<ul style="list-style-type: none"> <li>• Class Introductions</li> <li>• Syllabus Review</li> <li>• Harris-Johnson Associates - <i>Case Discussion &amp; Analysis</i></li> </ul>
May 16 (Session 2)	<b>Focus on the Customer</b> <i>Customer Expectations of Service</i>  <i>Customer Perceptions of Service</i>	4  5	<ul style="list-style-type: none"> <li>• Jyske Bank - <i>Case Discussion &amp; Analysis</i></li> </ul>
May 21 (Session 3)	<b>Understanding Customer Requirements</b> <i>Listening to Customers Through Research</i>  <i>Building Customer Relationships</i>	6  7	<ul style="list-style-type: none"> <li>• Starbucks - <i>Case Discussion &amp; Analysis</i></li> </ul>
May 23 (Session 4)	<b>Understanding Customer Requirements</b> <i>Service Recovery</i>	8	<ul style="list-style-type: none"> <li>• Northwest Airlines - <i>Case Discussion &amp; Analysis</i></li> <li>• Applied (team) Project Statement due May 25</li> </ul>
May 28	<i>Memorial Day - No Classes!</i>		
May 30 (Session 5)	<b>Exam 1</b> <i>Time and Format to Be Announced</i>	1-2, 4-8	<ul style="list-style-type: none"> <li>• <b>Service Encounter Journal Entries</b> due</li> </ul>

**MBA 642**  
*Summer 2007*  
**Tentative Schedule of Topics**  
*(continued)*

<b>Week of:</b>	<b>Topic(s)</b>	<b>Chapters</b>	<b>Probable Activities</b>
June 4 (Session 6)	<b>Aligning Service Design and Standards</b> <i>Service Development and Design</i>  <i>Physical Evidence and the Servicescape</i>	9  11	
June 6 (Session 7)	<b>Delivering and Performing Service</b> <i>Employees' Roles in Service Delivery</i>	12	<ul style="list-style-type: none"> <li>• <b>Service Encounter Journal Paper</b> due</li> <li>• Merrill Lynch Supernova - <i>Case Discussion &amp; Analysis</i></li> </ul>
June 11 (Session 8)	<b>Delivering and Performing Service</b> <i>Customers' Roles in Service Delivery</i>  <i>Managing Demand and Capacity</i>	13  15	
June 13 (Session 9)	<b>Managing Service Promises</b> <i>Integrating Services Marketing Communications</i>	16	<ul style="list-style-type: none"> <li>• Shouldice Hospital Limited (Abridged) - <i>Case Discussion &amp; Analysis</i></li> </ul>
June 18 (Session 10)	<b>Financial Impact of Service and Quality</b>	18	<ul style="list-style-type: none"> <li>• <b>Applied (Team) Project (Blueprint &amp; Paper)</b> due</li> </ul>
June 20 (Session 11)	<b>Team Presentations</b>  <b>Exam 2</b> <i>Time and Format to Be Announced</i>	9, 11-13, 15-16, 18	<ul style="list-style-type: none"> <li>• <b>Applied (Team) Project Presentation</b> due</li> </ul>



**MBA 642**  
**Services Marketing Management - Course Assignments**  
*Bowling Green State University*  
Summer 2007



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 student understanding 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

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.**

## Applied (Team) Project

### Objective

To develop a thorough understanding of service blueprinting, servicescapes, and service delivery processes by examining the service process for a given service company, graphically capturing the process on paper, and critically analyzing the service offering.

### Evaluation Criteria

The project will be graded according to the following criteria:

1. Completion of all parts of the project by the due dates.
2. Evidence of understanding and ability to apply relevant course concepts.
3. Quality (depth, creativity, clarity) of analysis and expression, including quality of justification for decisions and recommendations.
4. Professional presentation (written and oral) of the assignment.

### 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 textbook *well in advance of the due date* in order to do well on 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 an email note no later than **May 25** with specifics of the project, including the provider whose services the team would like to blueprint. (A project proposal form will be provided on Blackboard for this purpose.) *Teams must also confirm that the provider will allow them to take pictures of the service process and/or physical evidence by this date.* Project approvals will be made on a first-come, first-serve basis.

### Blueprint 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 the different steps (customer or employee actions) of the service delivery process and the various components of physical evidence that customers experience. 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](#). 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 12 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 certain aspects the service delivery process or physical evidence.

(continued on next page)

## Service Blueprint (Team) Assignment

(Continued)

### Written Project Requirements (125 points)

*Written Assignment.* In addition to the actual blueprint, each team is to write a paper that addresses the following issues:

- (1) **Describe the service** you have chosen in terms of its brand positioning and target customers.
- (2) **Develop a blueprint** of the service (as described earlier).
- (3) **Analyze the blueprint** (2-3 pages, double spaced) in terms of its alignment with the service brand position. As part of your analysis, 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) **Analyze the servicescape and/or other physical evidence of the service**, drawing on the material in chapter 11 of your text and related readings. (Your blueprint should include appropriate photographs; however you might also find it relevant to collect and/or video tape other elements of physical evidence for this service. Turn in these materials together with an analysis (2-3 pages, double-spaced) of the servicescape and/or physical evidence. To what extent does the servicescape/physical evidence reinforce the brand position?
- (5) **Management memo.** Assume you are consultants to the managers who are responsible for the service you have chosen. Write a memo (using appropriate memo format) addressed to them that explains the blueprint, the servicescape and/or physical evidence, and your analysis. Highlight key insights from the blueprint and your servicescape and physical evidence analysis that reinforce or contradict the brand positioning. In the memo, discuss at least two ways the blueprint could be used and suggest recommendations based on your analysis. The memo should be no longer than 2 pages, single-spaced. Assume these managers are not familiar with service blueprinting.

*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.) Blueprints can be (and have been) created using a variety of software products. I am told that Visio software is probably the best software for actually drawing the blueprint; however, blueprints can also be created using 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).

### Presentation Requirements (50 points)

All groups will present their projects in class on **June 20**. Plan on about 7-10 PowerPoint slides for your presentation.

### Due Date

The written portion of this assignment is due at the beginning of class on **June 18**. An **electronic version** of the entire set of blueprint materials and the paper, as well as a printed **copy** of everything, should be turned by this date. The presentation will be on **June 20**; both electronic and printed copies of the presentation should be provided at that time.

## 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 (6-8 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 applying services marketing concepts.

### 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 (and clearly labeling) 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.

*Personal insights.* Finally, you should conclude your paper with 1-2 pages discussing what you learned from this experience and how you will apply it as you enter the business world. In particular, what you have learned from this assignment that will help you be a better manager?

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 on **June 6**. 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 should be word-processed unless you have incredibly legible handwriting! (You can use a word processor to set up a file with the questions from the entry form—an electronic version of the form will be provided on Blackboard. 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. You should provide enough detail that someone reading your journal could visualize the incident and understand your reaction. (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

Ideally, it would be nice if you complete at least half of your journal entries by the time we discuss Chapter 5. However, given the quick pace of the summer session, this would mean by the second class session. Bring whatever journal entries you have completed 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 **May 30**. (*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

Why?

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