

SYLLABUS
BK 366
SEMINAR IN SERVICES MARKETING:
SPRING 2005
CLASS SCHEDULE:
TR 9:30-10:45 am RCKWL 36

Instructor: Dr. Doug Hoffman
Office: 115 Rockwell (Office Hours: TR 1:00-2:30 and by appointment)
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Web Page: www.biz.colostate.edu/faculty/dough/

Textbook:

Hoffman & Bateson, [Essentials of Services Marketing](#), Harcourt Publishing, 2002.

PowerPoints:

www.biz.colostate.edu/faculty/dough/services_marketing_course_materi.htm

Simulation Disk (purchase one per group):

RGP Financial Services: "Building Service, Driving Profits," Harvard Business School Publishing

Course Description:

Today, much of the world economy is dominated by the service sector. In the U.S., approximately 78% of the labor force, 73% of the GDP, 45% of an average family's budget, and 32% of exports are accounted for by services. Yet, many traditional business schools continue to focus on the manufacturing sector of the economy.

The focus of this course is twofold. First, service organizations differ from goods organizations and require their own distinctive approach with regards to the development and execution of marketing strategy. Secondly, goods organizations need to acknowledge the service aspects of their organizations and how service can be used as a source of competitive advantage.

Course Objectives:

1. Understand the unique challenges involved in marketing and managing services.
2. Identify differences between marketing in services and manufacturing organizations.
3. Identify and analyze the various components of the "services marketing mix"-- the original 4Ps plus the physical environment, processes, and people.

Course Objectives (Continued):

4. Understand and discuss key issues required in managing customer satisfaction and service quality.
5. Appreciate the role of employees (and often customers) in service delivery, customer satisfaction, and service recovery.
6. Consider the sources of competitive advantage in service businesses.
7. Appreciate other key issues in service businesses such as managing supply and demand, relationship management, and the overlap in marketing/operations/human resource systems.
8. Understand how "service" can be a competitive advantage in managing organizations.

Attendance Policy:

Regular attendance is expected and necessary for successful completion of this course. If you do miss a class, please make sure to obtain class notes from another student. Past classes have found that final grades are directly related to classroom attendance.

Exams:

We will have three exams this semester. Typically, exams consist of ten short-answer essay questions. Questions are graded on a 10-point scale and each exam is worth 150 points.

Simulation Exercise:

A write-up of the simulation exercise should consist of three sections: 1) the teams "Initial Strategy;" 2) the "Winning Strategy;" and 3) a "Lessons Learned" section—in other words, why does the "winning strategy" work?

Cases:

Cases are assigned periodically throughout the course to aid in class discussions.

Rockwell Presentations:

One of the primary objectives of this class is to apply course concepts to real world experiences. Student groups will be assigned to investigate specific topic areas. Presentations will reveal the current state of the Rockwell Experience (or other approved experience) and provide recommendations for improvements.

Method of Evaluation:

3 Exams	450 pts.
Simulation Exercise	50 pts
Case/Exercises/ Participation	50 pts.
<u>Audit Project</u>	<u>50 pts</u>

TOTAL **600 PTS**

TENTATIVE SCHEDULE

Section 1: An Overview of Services Marketing

January

18	Introduction to Services Marketing
20	C1—An Introduction to Services
25	C1—An Introduction to Services Molecular Model Exercise
27	C2—Fundamental Differences between Goods and Services Case 2 (In-class Exercise)

February

1	C2—Fundamental Differences between Goods and Services Case 1 (Questions 2,3 &4) Due
3	C3—An Overview of the Service Sector
8	C4—Consumer Decision Process Issues in Services Marketing
10	C4—Consumer Decision Process Issues in Services Marketing Case 4 (Questions: 2,3 &4) Due
15	C5—Ethical Issues in Services Marketing Case 5 (In-class exercise)
17	Exam 1
22	Return Exam/Introduction to RGP Exercise

Section 2: Service Strategy: Managing the Service Encounter

February

24	C6—Service Delivery Process
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March

1	C7—The Pricing of Services
3	C9—Managing the Firms Physical Evidence
8	<i>Private Escapes</i>
10	<i>Private Escapes</i>
15	Spring Break
17	Spring Break
22	C10—Managing Employees Case 10 (Questions: 1, 2 &5) Due
24	C11—Managing Customers Case 11 (In-class Exercise)
29	RGP Exercise Due
31	Exam II

Section 3: Assessing and Improving Service Delivery
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April

5	Return Exam/Introduction to the Audit
7	C12—Customer Satisfaction
12	C12—Customer Satisfaction
14	C13—Service Quality
19	C13—Service Quality
21	C14—Service Failures and Recovery Strategies
26	C14—Service Failures and Recovery Strategies
28	Audit Projects Due

May

3	C15—Customer Retention
5	C16—Putting the Pieces Together

Exam III Date: (Tuesday May 10th, 11:20-1:20)

HAVE A GREAT SUMMER!

Student Professional Code of Conduct Department of Marketing

The Department of Marketing has created this Student Code of Conduct to support a productive and stimulating learning environment in all marketing classes. The code is designed to help ensure a positive atmosphere for the vast majority of students who currently exhibit the professional standards detailed below.

- Students should exhibit **professional classroom values and behavior** by:
 - engaging in appropriate communication and interaction.
 - demonstrating trust, respect and civilities.
 - approaching course content as important and necessary for success in business.
 - engaging in responsible classroom activities such as:
 - turning off cell phone ringers
 - avoiding unnecessary talking
 - not reading outside material or doing other work during class

- Students should contribute to a **positive learning environment** by:
 - arriving, attending, and departing class in a professional manner.
 - taking responsibility for team and individual assignments.
 - developing cooperative relationships with other students and faculty.

- Students should support a **professional environment** within the College of Business by:
 - avoiding inappropriate language in and near classrooms and offices.
 - refraining from unrealistic expectations in dealing with administration, faculty, and staff.

- Students must uphold the **academic integrity** standards as explained in the university's *2003-2004 General Catalog* (see pages 33-37). Academic integrity is conceptualized as doing and taking credit for one's own work. Violations of the university's academic integrity standards include, but are not limited to:
 - Cheating in the classroom. "Cheating includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work." (p.35)
 - Plagiarism. "Plagiarism includes the copying of language, structure, ideas, or thoughts of another, and representing them as one's own without proper acknowledgment." (p.36)
 - Unauthorized Possession or Disposition of Academic Materials. "Unauthorized possession or disposition of academic materials includes the unauthorized selling or purchasing of examinations or other academic work; stealing another student's work; unauthorized entry to or use of material in a computer file; theft or mutilation of library materials; and using information from or possessing exams that an instructor did not authorize for release to students." (p. 36)
 - Falsification. "Falsification encompasses any untruth, either verbal or written, in one's academic work." (p. 36)
 - Facilitation of Cases of Academic Dishonesty. "Facilitation of any act of academic dishonesty including cheating, plagiarism, and/or falsification of documents also constitutes violation of Colorado State University's academic integrity." (p.36)
 - Violations of Colorado State University's academic integrity policies will be handled in accordance with the procedures discussed on page 36 of the *2003-2004 General Catalog*.

Please note that faculty members and administrative professionals at CSU must also abide by a Code of Ethical Behavior. This code is included on the CSU website (www.colostate.edu/Orgs/FacultyCouncil/sectiond.htm#D.9) and states among other things that faculty members are expected to "maintain a high level of discretion and respect in personal and professional relations with students, staff, and the public." This code also notes that faculty must eschew academic misconduct such as fabrication, falsification, and plagiarism.