

**University of Colorado at Denver &  
Health Sciences Center (USDHSC)  
The Business School  
MKTG 6040 Services Marketing  
Spring 2007**

<b>Professor:</b> <b>Office:</b> <b>Office Hours:</b>  <b>Phone:</b> <b>Fax:</b> <b>E-MAIL/INTERNET:</b>	Dr. S. M. Keaveney 1250 14th Street (CU-Denver Building), Room 251 Tuesdays 4:30-6:30 p.m., appointment recommended Other times available by appointment. (303) 556-5821 (303) 556-5899 <a href="mailto:Susan.Keaveney@cudenver.edu">Susan.Keaveney@cudenver.edu</a>
<b>Class Times:</b> <b>Class Location:</b>	<b>Tuesdays 6:55-9:35 p.m.</b> <b>NC 1602</b>

## **I. COURSE DESCRIPTION**

Informs students of basic modifications to marketing concepts as the U.S. economy changes in emphasis from physical products to services. It also distinguishes between function, organization, and structure in product-oriented versus service firms. Lastly, it concentrates on identifying difficulties in developing marketing plans and strategies in the service environment. Cases and projects with businesses are used to demonstrate these concepts.

## **II. PRE-REQUISITES**

MKTG 6040 was redesigned Fall 2006 to be the introductory course in services marketing management for graduate students. No prior knowledge of marketing is assumed and no prerequisites are required.

## **III. TEXT**

Zeithaml, Valarie, Mary Jo Bitner, and Dwayne Gremler (2006), *Services Marketing* Fourth Edition, Irwin/McGraw-Hill Publishing. ISBN 0072961945

## **IV. SUPPLEMENTAL MATERIALS**

### **Cases**

Cases should be ordered from the Harvard Business School Publishing website at <http://hbsp.com>. See class schedule for cases and HBS numbers. Case questions are posted on BB. (Note: You may need help from CINS to print the cases on campus, rather than at home.)

### **Blackboard**

Supplemental course materials, including the syllabus, case questions, slides, sample exams and study guides, links to services marketing websites, etc. are posted on Blackboard.

### **Communications**

Communications from the professor will be via Blackboard <https://blackboard.cudenver.edu>.  
*Verify your e-mail address in Blackboard today!*

## **IV. COURSE OBJECTIVES**

The objectives of the Services Marketing course are:

1. Introduce graduate students to state-of-the-art research and best practices in services marketing.
2. Introduce multiple conceptual frameworks to analyze service marketing issues, identify service marketing opportunities, and compete through superior service design and delivery.
3. Teach students how to improve the quality of services delivered to customers and improve customer satisfaction.
4. Develop student skills in analyzing services marketing problems, developing solutions, and articulating recommendations.
5. Develop student skills in discussing and debating the field's most current services marketing concepts, principles, and theories.

## **V. PEDAGOGY**

**Course objectives (1), (2) and (3)** will be met through textbook readings, class lectures, and in-class discussions of services marketing's core concepts, theories, issues, and problem-solving frameworks.

The text will provide you with the basic foundation in services marketing theory and principles. Allocate sufficient time each week to do the assigned reading prior to class. *Note that Business School policy requires a workload of 10 hours per week minimum for graduate-level courses.* Class time will be spent discussing key points, answering questions, relating theory to current business practice, and moving beyond the basic text material to cover more in-depth and current material. *Students are strongly encouraged to take detailed notes during classes*

**Course objectives (4) and (5)**, student analytical skills –both written and verbal-- will be met through preparation and discussion of Harvard Business School cases. The cases and projects are designed to provide students with opportunities to apply the principles and concepts learned in the class to business practice.

## VI. EVALUATION OF LEARNING

Students are evaluated as individuals on several criteria: 1) in-class essay examinations on materials presented in the lectures and in the text; 2) written analysis and recommendations of services marketing situations in the form of case studies and short applied projects; and 3) effective verbal discussion and communication in class.

### Exams

*Three* exams assess students' understanding of the readings and class discussions and keep students "on track" with learning the course material. Exams are all-essay format. Study guide questions are posted on Blackboard to assist you in preparation.

### Cases

Cases are utilized as vehicles for learning diagnostic skills and for applying concepts and frameworks introduced in the readings and lectures. Case learning happens in two ways:

The first part of the learning process is pre-class preparation. This includes:

- reading the case
- analyzing the information contained in the exhibits, tables, figures, and text
- diagnosing the case problems and apply the appropriate models and frameworks to solve
- provide a detailed answer to all case questions (posted on BB)

The deliverable for this part of the process is a three-to-five page single-spaced case analysis that answers all case questions in detail.

The second part of the learning process is case discussion. There is rarely a single "right" answer for a case (though there may be better vs. worse solutions), just as there is rarely a single "right" marketing decision in actual practice (though, again, there may be better vs. worse alternatives). Understanding how others analyzed the case and developed their solutions is a valuable process for expanding your own ability to creatively develop multiple viable alternative solutions to marketing problems. The deliverable is participation in the case discussions.

Because the case is discussed in class, no late cases can be accepted.

### Class Participation

Discussion is a **major** component of all graduate courses and especially of graduate elective seminars such as this. Graduate students must do more than "read" assignments: Students are expected to synthesize and analyze assigned readings and make intelligent contributions to class discussions. *Remember, you must be mentally and physically present to participate!* Class participation is graded by the professor based on the following scale:

93-100 (A) High quality comments or questions nearly every class—but without dominating the conversation. Comments are grounded in the student's sophisticated understanding of

service marketing theory and principles and the application of service principles the cases or business experiences. Perfect or near-perfect attendance (missed no more than 10% of classes). Positive leadership role in the class. (We all know who these people are!)

- 92-87 (A- to B+) Good quality comments most classes evidencing interest and enthusiasm in the topic. Comments usually grounded in application of service marketing principles to the case or business practice. Contributes to a positive learning atmosphere. Perfect or near-perfect attendance. (Hopefully, this describes most of us.)
- 86-80 (B to B-) Relevant comments many classes, evidencing interest and enthusiasm in the topic. Comments may tend to include more anecdotal stories along with comments that are theoretical or reflective of general business practice. Contributes to a positive learning atmosphere. Reasonably good attendance (missed no more than 15% of classes).
- 79-70 (C+ to C-) Attentive and interested, but less frequent active participation in discussions. A quiet but positive demeanor with the occasional good comment or question. Grade will vary significantly with attendance.
- 60-69 (D+ to D-) Reasonably good attendance, seemingly positive demeanor, but virtually no meaningful participation beyond physical presence. Grade will vary significantly with attendance.
- 59 -0 (F) Failing grades are highly unusual in graduate classes. They can be achieved by missing more than 15% of classes and/or failing to adhere to generally-accepted principles of classroom etiquette (distracting other students by talking, use of cell-phones, or other means; chronically late-to-class or chronically leaving-early). Using laptop computers for non-class-related materials during class is another way to earn this grade.

## VII. GRADING POLICY

Case write-up (5 pts. each)	40%
Class Participation (incl. cases)	20%
Exams (3)	40%
Total	100%

## **COLLEGE OF BUSINESS AND UNIVERSITY OF COLORADO POLICIES:**

**Attendance:** The catalogue states that “students are required to attend classes on a regular basis. Absences must be arranged with the instructor and must conform with the University and Instructor’s policies on attendance.”

**Workload:** The College of Business requires that courses demand a workload “in and out of class” that enforces quality education and is consistent with the amount of academic credit granted for a course. For a three semester-hour graduate course, it is expected that the volume of work outside of class normally would require a student to commit, on the average a minimum of 130 hours per term. *Expect to work a minimum of 10 hours per week, every week, on this class.*

### **College Grading Policy:**

Business School faculty policies state the class average grade for a graduate business elective course is expected to be between 3.2 and 3.6 on a 4.0 point scale (A=4.0, A-=3.7, B+=3.3, B=3.0, and so on).

### **Statement regarding scholastic dishonesty:**

Any time you put your name on a piece of work for this course, you are asserting that it is your own work, except as otherwise indicated and permitted. If that is not the case, it is academic dishonesty, and under Business School rules, I am required to submit the matter to the College Internal Affairs committee for a decision. Regarding plagiarism, the source of any information you use must be reported using an appropriate citation format. Direct quotations must be indicated with quotation marks and page references.

### **Statement about accommodation of disabilities:**

This syllabus and all other course materials are available in alternative formats on request. Additional services may also be available through the Office of Disability Services (556-8387). To request materials in alternative formats, or to discuss any concern you may have about participation in this course, please get in touch with the instructor.

**Classroom Etiquette.** By signing up for this class, you are agreeing to honor the age-old principles of courteous and ethical class participation. This means that you agree to read the assigned material, participate in discussions in a courteous and informed manner, respect the opinions of others, arrive and depart on-time, and generally contribute to a positive learning environment. It also means that—during class time—you specifically agree to refrain from the use of cellphones or other electronic devices; *refrain from using laptops for non-class-related activities*; refrain from reading non-class related materials either in-print or online; *refrain from non-class-related conversations during the time devoted to class*, and in general avoid any activities that might detract from a positive and cooperative learning environment. Thank you for your cooperation. ***REMEMBER TO TURN OFF YOUR CELLPHONE PLEASE!***

**CLASS SCHEDULE**  
**MKTG 6040—001 Spring 2007**

<b>Date:</b>	<b>Topic:</b>	<b>Read</b>	
		<b>Text:</b>	<b>Slides:</b>
<b><u>INTRODUCTION</u></b>			
1/16	Introduction to the Course		
	Why is marketing services different from goods?	1	1 Intro
	Why is service important?		
	The Service-Profit Chain & and other	18	18 Bal.score
	Financial and Economic Effects of Service		
<b><u>UNIT 1: THE CUSTOMER SIDE OF SERVICES</u></b>			
1/23	Buyer Behavior in Service Transactions	3	2 BB
	<b>Case #1: Starbucks: Delivering Customer Service</b>		<b>Textbook p. 664</b>
1/30	Research Methods to Understand Service Customers	6	3a Research
	Customer Expectations of Services	4	3b Expect.
	<b>Case #2: Napster: Online Music Distribution</b>		<b>HBS 9-502-093</b>
2/6	Customer Perceptions: Customer Satisfaction and Service Quality	5	4 CS & SQ
	Customer Retention: CRM, Profitability, CLV	7	5 CRM/CLV
	<b>Case #3 Hilton HHonors: Loyalty Wars</b>		<b>HBS 9-501-010</b>
2/13	Service failure: Switching vs. Recovery	8	8 Switching
	<b>Starbucks revisited: In-class CLV exercise</b>		
2/20	<b>EXAM #1</b>		

## **UNIT 2: THE COMPANY SIDE OF SERVICES**

2/27	The Gaps Model of Service Quality	2	7 Gaps model
3/6	Service Development and Design: Blueprinting	9	9 Blueprinting
	<b>Case #4: Canyon Ranch:</b>		<b>HBS 9-805-027</b>
3/13	Employees' Roles in Service Delivery	12	
	<b>Case #5: Cirque du Soleil</b>		<b>HBS 9-403-006</b>
<b>3/20</b>	<b>Spring Break *No Class*</b>		
3/27	Customers' Roles in Service Delivery	13	
	Customer-defined Service Standards	10	10 C-def. stds.
	<b>Case #6: Ikea Invades America</b>		<b>HBS 9-504-094</b>
<b>4/3</b>	<b>EXAM #2</b>		

## **UNIT 3: APPLYING OPS AND MKTG TO SERVICES**

4/10	Physical Evidence and Servicescapes	11	11 Srvcsapes
4/17	Managing Capacity and Demand	15	15 Dem/cap
	IMC for Services	16	16 Svc-IMC
	<b>Case #7: Monet exhibit Boston MFA/Fleet Financial</b>		<b>HBS 9-502-059</b>
4/24	Pricing of Services	17	17 Svc-pricig
	<b>Case #8: Virgin Mobile: Pricing for the Very First Time</b>		<b>HBS: 9-504-028</b>
<b>5/1</b>	<b>EXAM #3</b>		