



Advanced Marketing Services 450.463

Unit Outline 2006

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Consultancy: 3-5pm Thursday or by appointment



Class: G201 5-8pm Thursday

INTRODUCTION

Welcome to Advanced Services Marketing. This unit aims to provide the student with an appreciation of the marketing of services using both a theoretical and practical approach to the unit. The following general areas are addressed:

- The importance of service quality to organisations
- The marketing management problems involved with implementing and maintaining service quality
- The service product as an interactive experience
- The general skills required for the marketing of services

UNIT PHILOSOPHY

The unit is student-centred. As post-graduates, students are encouraged to take responsibility for their own learning, to develop an independent research orientation and to develop intellectual independence. Intellectual independence is the factor that distinguishes universities from other tertiary institutions. Intellectual independence means developing confidence in your ability to think through a situation logically and decide whether you agree or disagree with others' viewpoints and be able to support your position. In many cases there are no right answers, only well thought out arguments supported by sound evidence.

Unit assessment will therefore be on the basis of individual effort. What you receive from the unit will correspond to your own contribution. Different modes of teaching (lecture, workshop, and seminar) will be used to achieve active learning. There will also be one site visit, which will take the place of a weekly lecture session, although it will not be at the same time. The class will meet weekly for a 3-hour seminar. You are expected to have some knowledge of services marketing. Anyone who needs to refer to an introductory textbook, I recommend "Services Marketing" (Lovelock, Patterson and Walker, 2004) two, and Palmer

(2005). Both are available in closed reserve. In addition, key articles are listed at the end of this outline. Articles are available in the library.

Note that for most weeks there will be readings which you are expected to read and synthesise beforehand (nothing needs to be handed in). It is important to note that the readings are a mixture of older classic articles, Which are widely cited and highly relevant, and more recent literature.

UNIT REQUIREMENTS

Grade Composition

<i>Case participation</i>	<i>10%</i>
<i>Case write up</i>	<i>20%</i>
<i>General participation</i>	<i>10%</i>
<i>Visual illustration of course concepts/website</i>	<i>20%</i>
<i>Exam (readings and course content)</i>	<i>40%</i>

<i>Total</i>	<i>100%</i>

Please note that final grades of the whole class may be subject to adjustment or scaling.

Visual Illustration of Course Concepts (20 marks-10 for presentation,10 for written summary) groups of 3. Students are to seek out visual materials that could be used to supplement services marketing issues related to our class discussions. Such materials might include (1) a comic strip (cartoon) that relates to a specific point or concept related to this class or (2) a clip from a movie or television show that visually depicts a services marketing concept or (3) use of a website (online access provided in class for demonstration) or (4) presentation of advertisements or other materials (e.g. from website).

The project is to be presented in a week to be selected by the student in week 1. This will be using a powerpoint presentation and written summary (2 pages single spaced is sufficient). Please use the points below as headings in your write up and presentation.

- 1 The importance/relevance of the chosen concept to services marketing (i.e. regardless of the material selected. In fact in point 1, you will not be mentioning the material selected). Here you will be discussing the concept before starting discussion of the material (examples are the service marketing triangle, service cascade, the 5 dimensions of service quality, relationship marketing, retention strategies, service recovery, the physical environment). If the concept is from the book, identify the page number of the idea/model you are using.
- 2 The key point/purpose/message of the cartoon/ tv show/website/material
- 3 How the material relates to/addresses the service concept discussed at 1 (above)
If a website, also address 4 and 5 below:
- 4 how well or poorly the site addresses the concept, could it be better?
- 5 The target market for the site.

Please copy material for the class if appropriate (e.g. cartoon, - if TV show, no need to copy video, but lecturer will need to have access to video after the class for a few days). If website, give site address. Photocopies can be arranged through the office on floor 1 (ask Sarah) if 24 hours notice is given (or at the worst 9am on Monday morning). Any handouts should be handed out to all students and the lecturer at the commencement of the presentation.

The presentation, using powerpoint, should be about 10minutes long, a maximumof 12 minutes. Also absolute maximum of 15 slides or equivalent – such as webpages, overheads of visual material, up to 10 preferred.

Case analysis (groups of 3-4 students)

Requirements

Oral Participation.

A total of 4 cases will be discussed during the classes, as well as a selection of academic and practitioner articles. The *case questions* at the end of the outline will be discussed in class. Active participation in the case discussions is essential to the learning process. All students will be expected to be prepared for and contribute to the case discussion, by preparing the answers to the questions. However, for each case, two groups of 3 students will be assigned to be ‘leaders’ on the case.



These students will be given priority in the discussion of the case, and will be expected to generate discussion by asking fellow students questions, offer points of view and answer other student’s questions or comments. This should be done via a set of powerpoint slides (to be handed in after the presentation). Oral participation for the case experts will comprise 10%.

The following written summary will comprise a further 20%.

Written Summary. In addition to the panel discussion, ‘leaders’ are required to write a summary of their analysis, as described below. The written portion of this assignment (6-12 pages, double-spaced) requires you to provide the following:

- 1) select and describe what you believe to be the key marketing issue/challenge facing this organisation, and justify your choice
- 2) identify and describe four (distinct) possible solutions/alternatives to address this situation (be specific here)
- 3) present a brief evaluation of the options, including the pros and cons of each
- 4) suggest which alternative is the best choice (and defend your choice by providing reasons why you chose this option)

A detailed case analysis is given in the set of readings. However, the above 4 points are all that is required in the written summary.

Note: You will therefore hand in two documents, 1) powerpoint slides (2 per page) answering your questions and answers and 2) your written summary addressing the issues listed above.

Exam (40%)

The exam (2 hours) will be based on unit readings as well as some course content. More details will be given later in the unit.

Participation (10%)

There are 13 3-hour seminars. Attendance is formally required. More than three absences (without adequate explanations) will result in a lower grade and may lead to a failing grade. Each topic of this unit requires a substantial amount of reading and preparation thus it is essential to keep up to date with the schedule. Students are expected to participate. As mentioned, for discussion purposes all students, whether presenting or not are required to read and analyse the case study and also summarise all set readings.

GRADING

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 and readings related to this class increases.

Student grades are based on (1) general participation (10%) (2) the case participation and write up (30% in all), (3) visual illustration presentation (20%) and (4) the exam (40%).

Grades will be awarded as follows:

Grade of “A” (80%+) *Student has demonstrated a **thorough understanding** of the subject and throughout the semester has consistently demonstrated a **mastery** of the material – through presentations and written work.* To receive a grade of “A” a student will be expected to demonstrate a mastery of **all** of the components of the course. The student will need to consistently do “A” quality work on all components to achieve a high distinction (80%+).

Grade of “B” (70%+) *Student has demonstrated a **good understanding** of the subject.*

Grade of “C” (60%+) *Student has a **solid overall understanding** of the subject.*

Grade of “D” (50%+) *Student has gained knowledge, but has not been able to sufficiently demonstrate mastery of this knowledge.*

Although I assume that no student sets out to receive a grade of “D,” some students do not put a sufficient amount of effort into this class for various reasons (e.g., other priorities, overwhelming work schedules, and/or poor time management skills). Thus, s/he may not demonstrate a solid understanding of course concepts on a consistent basis.

PRIMARY TEXT

ZEITHAML Valarie A., BITNER Mary Jo and GREMLER Dwayne D. (2006) Services Marketing: Integrating Customer Focus across the Firm. Fourth edition. New York: McGraw-Hill (Earlier editions also available, e.g. third edition = 2003).

TEXTS PLACED IN CLOSED RESERVE

GRONROOS Christian (2000) Service Management and Marketing : A Customer Relationship Management Approach. Chichester: John Wiley.

GUMMESSON, E. (2002) Total Relationship Marketing. Oxford, Boston: Butterworth-Heinmann, 2nd edition.

HOFFMAN K. Douglas and BATESON John E. G. (1997) Essentials of Services Marketing. Fort Worth: the Dryden Press.

KASPAR. H. (1999) Services Marketing Management: An International Perspective. Chichester : John Wiley.

* LOVELOCK, C. H., PATTERSON, P. G., & WALKER, R. H. (2004). Services Marketing: An Asia Pacific Perspective (Third ed.). Sydney: Prentice Hall Australia Pty Ltd. (Earlier editions also available –e.g. second = 2001).

MASSINGHAM L. (1995) Marketing Case Studies: How to Tackle Them, How to Answer Them. Butterworth-Heinemann.

MCCOLL-KENNEDY, Janet (2003) Editor. Services Marketing: A Managerial Approach. John Wiley & Sons Australia

MCDONALD, Malcolm and PAYNE, Adrian (1996) Marketing Planning for Services. Oxford, Boston: Butterworth-Heinemann.

MCGUIRE, L. (1999) Australian Services: Marketing and Management. Melbourne: Macmillan Education Australia.

PECK H. ET AL (1999) Relationship Marketing: Strategy and Implementation. Oxford, Boston: Butterworth-Heinemann.

PINE Joseph and GILMORE James (1999) The Experience Economy: Work is Theatre and Every Business a Stage. Boston : Harvard Business School Press.

*PALMER, Adrian (005) Principles of Services Marketing. Fourth edition. London: McGraw-Hill.

*=good background books.

JOURNALS

Journal of Service Research
Journal of Services Marketing
International Journal of Service Industry Management
Service Industries Journal
Services Marketing Quarterly

To summarise some background theory of services, a brief lecture will be conducted in class. Not all aspects of these chapters will be incorporated. However, the essential points will be selected from each. You are expected to read the full chapter, unless otherwise stated in class.

Week 1	Understanding the nature of services, distinctive aspects of services (inc. 7 Ps)	ZBG ch 1	
Week 2	Exploring basic concepts The customer – behaviour and expectations	ch 2, 3 and 4	2 Visual Illustration presentations.
Week 3	Customers’ and employees’ roles in delivering services	ch 12 and 13	Case discussion: Shouldice Hospital
Week 4	The customer – perceptions (inc. service encounters, perceived service quality)	ch 5	Debate: is the customer always right?
Week 5	The customer – perceptions (satisfaction and perceived value)	ch 5 and 17	Case discussion: easyCar.com
Week 6	Site Visit -Burswood Hotel (to be confirmed)		
Week 7	Tourism and Hospitality Management	McColl-Kennedy Ch 15	2 Visual Illustration presentations.
SEMESTER BREAK (11-15 September)			
Week 8	Relationship marketing, service recovery	Ch 7 and 8	Case discussion: Starbucks
Week 9	Market research in services Experience economy/experiences in services	Ch 6 Also Pine and Gilmore *	2 Visual Illustration presentations.
Week 10	Service design and positioning (inc. blueprints)	Ch 9	Case: People, Service and Profit at Jyske Bank
Week 11	Integrated Services Marketing Communications. Also supply and demand, delivery, pricing	Ch 16 (also aspects of 14, 15, 17)	2 Visual Illustration presentations
Week 12	Physical evidence E- services	Ch 11, McColl-Kennedy Ch 14	2 Visual Illustration presentations.
Week 13	Overview		Analysis of Vargo and Lusch (2004) paper.
* (references in online course materials - library website)			

SEMINAR SCHEDULE

Seminar 1

1. Introduction
2. Developing groups for case assignments
3. Discussion of presentation dates (visual illustration of course concepts, cases)

Articles available at:

<http://www.library.uwa.edu.au/> - under 'find course materials for your unit' or a hard copy can be purchased at the bookshop.

Seminar 2

- Shostack, G. Lynn (1977). "Breaking Free from Product Marketing." *Journal of Marketing*. 41 (Summer), 73-80 (a classic, useful for class exercise)
 - Hafner, Kate (1996) "The Doctor is On" *Newsweek*., 127 (22), 77-78
 - Purvis, Andrew (1991) "Reach out and Cure Someone" *Time*, July 22, 54.
 - Brady, Diane (2000) "Why Service Stinks". *Business Week*, October 23, 72-78.
- 1) Discussion of articles
 - 2) 2 visual illustration presentations

Seminar 3

- The Economist (1998) "Business: Service with a Smile", 347, p63-4.
 - Mitchell, Colin (2002) "Selling the Brand Inside". *Harvard Business Review*, Vol. 80 Issue 1, p99-105.
1. Discussion of articles
 - 2 Case presentation: Case 8 Shouldice Hospital

Seminar 4

- Carlzon J (1991) "Putting the Customer First: the Key to Service Strategy". Reprinted in Lovelock C. (1991) *Services Marketing*, Englewood Cliffs, NJ.: 424-432.
 - Zemke R. and Anderson K. (1990) "Customers From Hell". *Training*: 26-33.
1. Class debate - Is the customer always right?
 2. Discussion of 1st article
 - 3 2 visual illustration presentations

Seminar 5

- Schneider, Benjamin; Bowen, David E (1999) “Understanding Customer Delight and Outrage” *Sloan Management Review*, 41, 1, p35-45
- 1 Discussion of articles
 - 2 Case presentation: Case 1 easyCar

Seminar 6 – Site visit

Seminar 7

- Winsted, Kathryn Frazer (1997). “The Service Experience in Two Cultures: A Behavioral Perspective,” *Journal of Retailing*, 73 (3). 337-360
 - Zhang, Hanqin Qiu and Wu, Ellen (2004) “Human Resources Issues Facing the Hotel and Travel Industry in China,” *International Journal of Contemporary Hospitality Management*, 16 (7): 424-428.
- 1 Discussion of articles
 - 2 2 visual illustration presentations

Seminar 8

- Hart, Christopher W. L., Heskett, James L. and Sasser, W. Earl Jr. (1990) “The Profitable Art of Service Recovery” *Harvard Business Review* (July-August):148-156.
1. Discussion of articles
 - 2 Case presentation: Case 7 Starbucks

Seminar 9

- Arnould, Eric J. and Linda L. Price (1993). “River Magic: Extraordinary Experience and the Extended River Encounter.” *Journal of Consumer Research*. 20 (June), 24-45
 - Probyn, Elspeth (2004) “And we Honestly Love You: The Selling of Australia Becomes an Emotional Experience”, *The Australian, Higher Ed Supplement*, (August).
1. Discussion of articles
 2. visual illustration presentations

Seminar 10

Service design

- Swank, Cynthia Karen (2003) “The Lean Service Machine” *Harvard Business Review*, 81 (10) 123-129
- 1 Discussion of articles
 - 2 Case presentation: Case 2 People, Service and Profit at Jyske Bank

Seminar 11

- Marx, Patricia (2005) “Hello, may I speak with a human?” *Time*, 166 (2), 76.
- Reicheld, Fred (2006) “The Microeconomics of Customer Relationships”, *MIT Sloan Management Review*, 47 (Winter) 73-78.
- Dye, Renee (2000) “The Buzz on Buzz” *Harvard Business Review*, (November-December), 139-146.

1. Discussion of articles
2. visual illustration presentations

Seminar 12

- Aksoy, Lerzan, Bloom, Paul N., Lurie, Nicholas H. and Cooil, Bruce (2006) “Should Recommendation Agents Think Like People?” *Journal of Service Research* 8 (4), 297-315.
- Rosenbaum, Mark S. (2006) Exploring the Social Supportive Role of Third Places in Consumers’ Lives. *Journal of Service Research*, 9 (1), 59-72.

1. Discussion of articles
2. 2 visual illustration presentations

Seminar 13

- Vargo, Steven L. and Lusch, Robert F. (2004) “Evolving to a New Dominant Logic for Marketing”, *Journal of Marketing*, 68 (January), 1-17.

For those who have not previously studied services marketing, these are some classic articles that you should read:



I suggest two of the texts (starred in list on p6). Also readings below

General

- Magrath, A. J. (1986). "When Marketing Services, 4 P's are Not Enough". *Business Horizon*, 29 (May-June), 44-50
- Levitt, T. (1981). "Marketing Intangible Products and Product Intangibles". *Harvard Business Review* 59 (May-June), 94-102.
- Shostack L. G. (1977) Breaking Free from Product Marketing (1977). *Journal of Marketing*, 41 (April):73-80.
- Lovelock (1992) "Are Services Really Different?" in *Managing Services* p 1-8.
- Lovelock (1983) Classifying Services to Gain Strategic Marketing Insights. *Journal of Marketing*, 47 (Summer):9-20
- Heskett, James L. et al. (1994) Putting the Service-Profit Chain to Work. *Harvard Business Review* (March-April): 165-174.
- Berry, L. L. and A. Parasuraman (1993), "Building a New Academic Field - The Case of Services Marketing," *Journal of Retailing*, 69 (Spring) 13-60.
- Brown S. W., Fisk, R. P. and Bitner. (1994), "The Development and Emergence of Services Marketing Thought," *Journal of Service Industry Management*, 5(1): 21-48.

Customer Perceptions

- Solomon M. R., Surprenant C., Czepiel J. A. and Gutman E. G. (1985) "A Role Theory Perspective on Dyadic Interactions: The Service Encounter". *Journal of Marketing*, 49 (Winter): 99-111.
- Zeithaml, Valarie, Leonard Berry and A. Parasuraman (1993). "The Nature and Determinants of Customer Expectations of Service," *Journal of the Academy of Marketing Science*, **21** (1). 1-12.
- Bitner, M. J. Booms, B., & Tetreault, M. S. (1990). The Service Encounter: Diagnosing Favourable and Unfavourable Incidents. *Journal of Marketing*, 54, 71-84.
- Carlzon J (1991) "Putting the Customer First: the Key to Service Strategy". Reprinted in Lovelock C. (1991) *Services Marketing*, Englewood Cliffs, NJ.: 424-432.
- Parasuraman, A., Zeithaml V. A. and Berry L. (1985) A Conceptual Model of Service Quality and Its Implications for Future Research. *Journal of Marketing*, 49 (Fall): 41-50.

- Parasuraman, A., Valarie A. Zeithaml and Leonard L. Berry (1988). "SERVQUAL: A Multiple-Item Scale for Measuring Consumer Perceptions of Service Quality," *Journal of Retailing*, 64 (Spring). 12-40.
- Cronin J. Joseph and Taylor, Steven A. (1992) Measuring Service Quality: A Reexamination and Extension. *Journal of Marketing*, 56 (July): 55-68.
- Zeithaml, Valarie A. (1981). "How Consumer Evaluation Processes Differ between Goods and Services." In *Marketing of Services*, eds. J. H. Donnelly and W. R. George, Chicago, IL: American Marketing Association, 186-190
- Zeithaml, Valarie A. (1988). "Consumer Perceptions of Price, Quality and Value: A Means-End Model and Synthesis of Evidence." *Journal of Marketing*. 52 (July), 2-22.

Service Quality

- Milbourn Jr, Gene and Haight, Timothy G. (1998) "A Primer on Quality Service: Quality Service Makes Happy Customers and Greater Profits", *Business Forum*, Volume 23, , 1-4

Customer and employees roles

- Kelley, Scott W., Donnelly, James H. Jr. and Skinner, Steven (1990) "Customer Participation in Service Production and Delivery" *Journal of Retailing*, 66 (3):315-335
- Bowen, David E. and Edward E.III Lawler (1992), "The Empowerment of Service Workers: What, Why, How, When?," *Sloan Management Review* (Spring), 31-39.

Advertising, price

- Legg, Donna and Julie A. Baker (1987), "Advertising Strategies for Service Firms," in *Add Value to Your Service*, Carol Surprenant, Ed. Chicago: American Marketing Association.
- Gultinan J. P. (1987) The Price Bundling of Services: A Normative Framework. *Journal of Marketing*, 51 (April):74-85.
- Anderson, James C. and James A. Narus (1995), "Capturing the Value of Supplementary Services," *Harvard Business Review* (Jan-Feb), 75-83.

Service Design

- Tax, Stephen S. and Ian Stuart (1997), "Designing and Implementing New Services: The Challenges of Integrating New Service Systems," *Journal of Retailing*, 73 (1), 105-34.
- Chase, Richard B. (1978), "Where Does the Customer Fit in a Service Operation?" *Harvard Business Review* (November-December), 137-43.

Relationships and Switching

- Gwinner, Kevin P., Dwayne D. Gremler and Mary Jo Bitner (1998). "Relational Benefits in Service Industries: The Customer's Perspective," *Journal of the Academy of Marketing Science*, **26** (2). 101-114.
- Keaveney, Susan M. (1995). "Customer Switching Behavior in Service Industries: An Exploratory Study," *Journal of Marketing*, 59 (April). 71-82.

Strategies

- Zeithaml V. A., Parasuraman, A. and Berry L. L. (1985) Problems and Strategies in Services Marketing, *Journal of Marketing*, 49 (Spring): 33-46.
- Shostack G. L. (1987) Service Positioning through Structural Change. *Journal of Marketing*, 51 (January): 34-43.

Physical Environment

- Bitner, M. J. (1990). Evaluating Service Encounters: The Effects of Physical Surroundings and Employee Responses. *Journal of Marketing*, 54(April), 69-82.
- Bitner, M. J. (1992). Servicescapes: The Impact of Physical Surroundings on Customers and Employees. *Journal of Marketing*, 56(April), 57-71.

UNIVERSITY PROCEDURES

Plagiarism

All forms of cheating, plagiarism and copying are condemned by the University as unacceptable behaviour. The Faculty's policy is to ensure that no student profits from such behaviour. Generally a failure will be recorded for the subject in which the cheating has occurred. Serious cases shall be referred to the University's Board of Discipline. All students should note that cases of copying are automatically reported to the Sub-Dean and documentary evidence along with associated correspondence is placed on the student's permanent record.

Appeals against academic assessment

If students feel they have been unfairly assessed, they have the right to appeal their mark by submitting an Appeal Against Academic Assessment form to the Head of School and Faculty Office. The form must be submitted within **twelve working days** of the formal despatch of your unit assessment. It is recommended that students contact the Guild Education Officers to aid them in the appeals process. They can be contacted on +61 8 6488 2295 or education@guild.uwa.edu.au. Full regulations governing appeals procedures are available in the University Handbook, available online at <http://www.publishing.uwa.edu.au/handbooks/interfaculty/PFAAAA.html> .

Charter of student rights

This Charter of Student Rights upholds the fundamental rights of students who undertake their education at the University of Western Australia.

It recognises that excellence in teaching and learning requires students to be active participants in their educational experience. It upholds the ethos that in addition to the University's role of awarding formal academic qualifications to students, the University must strive to instil in all students independent scholarly learning, critical judgement, academic integrity and ethical sensitivity.

Please refer to the guild website the full charter of student rights, located at http://www.guild.uwa.edu.au/info/student_help/student_rights/charter.shtml.

Student Guild contact details

The University of Western Australia Student Guild
35 Stirling Highway Crawley WA 6009 Phone: (+61 8) 6488 2295 Facsimile: (+61 8) 6488 1041
E-mail: enquiries@guild.uwa.edu.au
Website: <http://www.guild.uwa.edu.au>

Case questions

Shouldice (week 3)

1. *What is the bundle of benefits purchased by the consumer? In other words, what is the Shouldice value proposition? In what ways is Shouldice's offering different from other hospitals?*
2. *What is the target group of customers, and what do they have in common apart from a hernia?*
3. *How are the benefits delivered to those customers—how does the production process work? You might like to think of this as a factory with people as the work in process. Consider blueprinting a portion of the process. Does the production or delivery process match the value proposition?*
4. *Analyze Shouldice's performance and processes on the five dimensions of service quality: reliability, responsiveness, empathy, assurance, and tangibles. How does each dimension contribute to Shouldice's overall image or position in the marketplace?*
5. *Does Shouldice offer a superior value proposition relative to its competitors? How successful is the Shouldice Hospital? How do they balance low cost with high quality?*
6. *What is it like to work there? How does the work environment compare to a typical hospital?*
7. *What are the growth alternatives available to Shouldice? Which would you recommend?*

easyCar (week 5)

1. *What are the characteristics of the car rental industry? How do these characteristics influence the design of service delivery processes in this industry in general?*
2. *EasyCar obviously competes on the basis of low price. What does it do in operations to support this strategy?*
3. *How would you characterize the level of service quality that easyCar provides?*
4. *Is easyCar a viable competitor to taxis, buses, and trains as Stelios claims? How does the design of its operations currently support this form of competition? How not?*
5. *What are the operational implications of the changes made by EasyCar.com in the last year?*
6. *How significant are the legal challenges that easyCar is facing?*
7. *What is your assessment of the likelihood that easyCar will be able to realize its goals for 2004?*

Starbucks (week 8)

1. *Describe the philosophy/strategy behind Starbucks.*
2. *What are the factors made Starbucks so successful in the 1990's and why?*
3. *What was so compelling about the Starbucks value proposition? What brand image did Starbucks develop during this period?*
4. *How does the Starbucks of 2002 differ from the Starbucks of 1992?*
5. *Describe the ideal Starbucks customer from a profitability standpoint. What would it take to ensure this customer is highly satisfied? How valuable is a highly satisfied customer to Starbucks?*

6. *Should Starbucks make the \$40 million investment in labor in the stores? What's the goal of this investment? Is it possible for a mega brand to deliver customer intimacy?*
7. *What general lessons can be learned from Starbucks for coffee shops in your own country? (i.e. where you are from, not necessarily Australia)*

Jyske Bank (week 10)

1. *What is Jyske Bank's new positioning or competitive differentiation strategy?*
2. *What changes did the bank make to get to its new position? What effect did these changes have?*
3. *Analyze Jyske Bank's success using the Service Quality Gaps Model found in Chapter 2. What are Jyske Bank's strategies for closing the 5 gaps in the model?*
4. *In your opinion can Jyske Bank sustain its growth and success? Would you invest in Jyske Bank?*