



Vision

Our vision is to be recognized as the business college of choice for undergraduate and masters programs among public business colleges in Arkansas and the region, with national recognition in selected fields or areas.

Statement of Mission and Core Values

Our mission is to provide high quality business education to our undergraduate and graduate students through the delivery of a current and responsive curriculum that promotes intellectual and professional development. We promote excellence through our scholarly endeavors and service to our stakeholders through strong engagement with the regional and global business community.

In carrying out this mission, the College of Business is guided by the following core values:

1. Intellectual Excellence.

- 1.1. Educate students: We promote intellectual and professional development of students by emphasizing communication, critical and analytical thinking, collaboration, information management and a broad exposure to key business disciplines.
- 1.2. Scholarship: We believe that faculty and students should engage in professional development and scholarly endeavors that promote the application and creation of knowledge in business practice and education.
- 1.3. Cultural competence: We maintain and develop current and responsive curriculum that prepares students for the global business environment through broad exposure to key business disciplines.
- 1.4. Physical learning environment: We strive to provide a physical infrastructure with appropriate technology that provides an environment in which our students and faculty can thrive professionally and intellectually.

2. Community.

- 2.1. Collegiality: We encourage transparency in our decision making practice through a process of shared governance based on interactions among faculty, staff, and students.
- 2.2. Service: We pursue collaborative partnerships between our internal and external stakeholders to promote life-long and experiential learning, research, service, and community interaction.

3. Diversity.

- 3.1. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas.

4. Integrity.

- 4.1. Ethics: We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students by promoting the awareness of professional ethical responsibilities.
- 4.2. Responsibility: We commit to being responsible and accountable in our operations at all levels, including assessment and continuous improvement of our academic programs and transparency in our fiscal and operational proceedings.

Learning Goals

Our graduates shall possess:

1. Critical Thinking & Analytical Thinking Skills;
2. Awareness of the Global Business Environment;
3. Ethical Reasoning Abilities;
4. Effective Communication Abilities;
5. Effective Collaborative Skills;
6. Effective Information Management Skills;
7. Understanding of a Broad Range of Business Disciplines.

Course Syllabus

Course Information

Course Number: MKTG 4362	
Course Name: Services Marketing	
CRN: 17890	
Semester: Fall 2014	
Location: College of Business, Room 214	
Class Hours: 12:00 noon – 1:15 pm, MW	

Instructor Information

Name: David Kim	
Office Location: 312M	
Work Email: davidk@uca.edu	
Phone: 852-2476	
Office Hours: 9:00am-11:00am; 12:30pm-2:30pm (Tuesday & Thursday), and by appointment	

Prerequisites:

MKTG 3350 or MKTG 2350

Textbook and Instructional Materials Required:

Lovelock, Christopher and Wirtz, Jochen (2011), *Services Marketing: People, Technology, Strategy*, 7th Edition, Upper Saddle River, NJ: Prentice-Hall.

Course Description:

Service organizations require a distinctive approach to marketing strategy, both in its development and execution. The course builds on marketing concepts from other courses (i.e., MKTG 3350) to make them specifically applicable in service industry settings.

Course Objectives:

Understand the unique challenges involved in marketing and managing services.

Understand how “service” can be a competitive advantage.

Appreciate the role of employees (and often customers) in service delivery, customer satisfaction, and service recovery.

Appreciate key issues in services, such as managing supply and demand, pricing, promotion, service environment and relationship management.

Course Delivery Method:

Assignments

There are two assignments in the course. The first is an individual assignment and the second one will be done in a team. The second one will also include a presentation to the class. The two assignments are described in detail at end of syllabus. Exams will cover material in both the text and class lecture/discussions.

Grading:

	Points
Three (3) Exams @ 100 points each	300
Assignment 1 – Service Encounter Journal	100
Assignment 2 – Service Blueprint (Team Assignment)	100
Homework / In-class exercise/ Participation	50
TOTAL	550 points

Final grades in the course will be based on the following overall averages: 90% and over--A; 80%-89.9%--B; 70%-79.9% to 60%-69.9%--C; 50%-59.9%--D; and below 50%--F.

Description of Major Deliverables/Course Requirements:

Class Schedule: Tentative

DATE	TOPIC
Week 1 8/25 & 8/27	Aug 25 Introduction to Course Ch 1: New Perspectives on Marketing in the Service Economy
Week 2 9/1 & 9/3	9/1 - Labor Day (No Class) 9/3 - Ch 2: Consumer Behavior in a Services Context
Week 3 9/8 & 9/10	Ch 14: Improving Service Quality and Productivity
Week 4 9/15 & 9/17	Ch 13: Complaint Handling and Service Recovery
Week 5 9/22 & 9/24	9/24 (Wednesday) - Exam 1
Week 6 9/29 & 10/1	Ch 12: Implementing Profitable Service Strategies Ch 4: Developing Service Products: Core and Supplementary Elements
Week 7 10/6 & 10/8	Ch 5: Distributing Services Through Physical and Electronic Channels Ch 6: Setting Prices and Implementing Revenue Management
Week 8 10/13 & 10/15	10/15 (Wednesday) – Exam 2
Week 9 10/20 & 10/22	Ch 8: Designing and Managing Service Processes
Week 10 10/27 & 10/29	Ch 9: Balancing Demand and Productive Capacity

Week 11 11/3 & 11/5	Ch 7: Promoting Services and Educating Customers 11/5: Assignment 2 - Service Encounter Paper due
Week 12 11/10 & 11/12	Ch 10: Crafting the Service Environment Ch11: Managing People for Service Advantage
Week 13 11/17 & 11/19	Assignment 1 presentations and paper
Week 14 11/24 & 11/26	11/26 (Wednesday): Thanksgiving Break
Week 15 12/1 & 12/3	12/3 (Wednesday) – Exam 3 (non-cumulative)

Policies and Procedures:

Attendance and Drop policies:

Attendance will be checked. You must notify me **in advance** if you will be absent and why. The following table summarizes the effect of absences and tardiness on your final grade.

No. of Unexcused Absences or Tardiness	Effect on Your Final Grade
3	Drop one letter grade
4	Drop two letter grades
5	Drop three letter grades
6	F or WF

Assignment Submission:

Assignments (both in-class and homework) will be assigned. You must be present in class to receive credit for homework.

Makeup Exams:

You must notify instructor in advance for missed exams. Failure to do so will result in a zero (0) for the missed exam. Make-up exams may be rescheduled at an appropriate time.

Classroom Policies:

Academic dishonesty of any type will not be tolerated. This includes, but is not limited to, plagiarism (copying others' work as your own—in part or in total—without the appropriate citations) and copying others' responses during exams.

In addition, classroom professionalism is to be maintained at all times. Arrive to class on time. Please be respectful of other students and minimize disturbances during class: talking, arriving late, leaving early, etc. iPhones or other communication must be turned off and put away! You must me know ahead of time if you must leave early.

Evaluations:

Student evaluations of a course and its professor are a crucial element in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses they are taking starting on the Monday of the twelfth week of instruction Nov 4 through the end of finals week by logging in to myUCA and clicking on the Evals button on the top right.

Academic Integrity Statement:

The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

Disabilities Act Statement:

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Office of Disability Services, 450-3613.

Sexual Harassment and Academic Policies:

All students are required to familiarize themselves with the University of Central Arkansas policy on sexual harassment and on academic policies. These policies are printed in the Student Handbook.

Title IX

If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member, the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs and the obligation to conduct an investigation will depend on those specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit:

<https://uca.edu/titleix>

Emergency Procedures

An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at <http://uca.edu/mysafety/bep/>. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

Other Required Materials/Competencies/Resources:

None

Accreditation & Assurance of Learning

Learning Goal(s) Assessed in this Class

There is no formal assessment activity scheduled in this class.

There is formal assessment activity scheduled in this class.

Learning Goals:

N/A

Learning Objective:

N/A

Measure:

N/A

Benchmark:

N/A

MKTG 4362 – Services Marketing Course Assignments – Fall 2014

The following provides specific details of the two 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

Assignment 1 - 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 8 of the text book *well in advance of the due date* to complete this assignment. The intent of the project is to construct a thorough, detailed service blueprint for the chosen service provider. 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 September 29 that identifies the provider whose services the team would like to blueprint.** (Approvals will be made on a first-come, first-serve basis.) *Teams must also confirm that the provider will allow them to take pictures of the service process and/or physical evidence by this date.*

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 8

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.

Visual/Pictorial Portion of the Service Blueprint. To complement 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.

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 would seem reasonable for most service blueprints; a larger number of images would certainly be encouraged. Although not a requirement, a short video clip might also help to illustrate certain aspects 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)*

Assignment 2 - 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 applying services marketing concepts.

Requirements

Journal entries. You 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.

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 **November 5**. 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. You are to keep a "journal" of your service encounter experiences. The purpose of the journal is to make you more aware of sources of customer satisfaction and dissatisfaction with services.

Requirements

You must 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; electronic versions of this form can also be found on Blackboard. 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.

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 may be asked to bring your journal entries to class for the discussion of Chapter 13, although they will not be collected at that time. The entire set of ten journal entries is due on **October 22**. (*The ten journal entries should also be included as an appendix to the service encounter paper; see previous page.*)

Service Journal Entry Form

Your Name: _____

Name of Firm: _____

Date of Encounter: _____

Time of Encounter: _____

How did the encounter take place (e.g., in person, by phone, via a self-service technology)?

What specific circumstances led to this encounter?

Exactly what did the firm/employee say or do?

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 this way?

What could the employee/firm have done to increase your level of satisfaction with the encounter?

What improvements need to be made to this service system?

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

1	2	3	4	5	6	7
Extremely Unlikely						Extremely Likely

ADDITIONAL COMMENTS: