



TEXAS TECH UNIVERSITY

Rawls College of Business™

Course Syllabus
MKT 3351: *Services Marketing*
Fall 2009

Class: MW: 2:00 pm – 3:20 pm (section 1), 3:30 pm - 4:50 pm (section 2);
Room BA 67

Instructor: Dr. Tillmann Wagner
Assistant Professor of Marketing

Office: BA 810

E-Mail: t.wagner@ttu.edu

Phone: (806) 742-3925

Fax: (806) 742-2199

Blackboard Page: www.blackboard.ttu.edu

Office Hours: Mondays from 9:00 am to 11:00 am and by appointment

Teaching Assistant: Alexandra Edwards

Office: BA 514

E-Mail: alexandra.edwards@ttu.edu

Office Hours: Tuesdays and Thursdays from 12:00 pm to 2:00 pm and by appointment

Prerequisite: MKT 3350 – *Introduction to Marketing*

Course Objectives:

In the United States, 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. The purpose of this course is to acquaint students with central issues in the marketing of services such as identifying differences in service and product marketing, understanding how customers assess service quality and satisfaction, identifying and evaluating important elements of firms' service offerings, and understanding how loyal relationships are built and maintained with customers.

Required Readings:

Zeithaml, Valarie A., Mary Jo Bitner, and Dwayne D. Gremler (2009): *Services Marketing: Integrating Customer Focus Across the Firm*, 5th ed., New York, NY: McGraw-Hill/Irwin.

Wagner, Tillmann, Thorsten Hennig-Thurau, and Thomas Rudolph (2009): "Does Customer Demotion Jeopardize Loyalty?," *Journal of Marketing*, 73 (3), 69-85.

Wagner, Tillmann, Richard J. Lutz, and Barton A. Weitz (2009): "Corporate Hypocrisy: Overcoming the Threat of Inconsistent Corporate Social Responsibility Perceptions," *Journal of Marketing*, 73 (6), forthcoming.

Teaching Methods:

The course builds upon a variety of pedagogical techniques such as lecturing, in-class discussions, case studies, guest speakers, and active-learning exercises.

Expected Learning Outcomes:

Upon successful completion of this course, students should be able to:

- Articulate the role and importance of services in the global economy.
- Summarize the basic functions, concepts, and terminology of services marketing.
- Identify the unique challenges involved in marketing and managing services.
- Explain the concept of customer loyalty and suggest how firms may attempt to build loyalty.
- Describe how the elements of the services marketing mix can be used to serve and attract the target customers.
- Appreciate the role of employees (and frequently customers) in service delivery, customer satisfaction, and service recovery.
- Identify drivers of competitive advantage in service businesses.

Means of Assessment of Individual Learning Outcomes:

Midterm exam no. 1	up to 250 points
Midterm exam no. 2	up to 250 points
Midterm exam no. 3	up to 250 points
In-class case study I	up to 75 points
In-class case study II	up to 75 points
Class participation	up to 100 points
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Total	up to 1000 points

Grading Format:

900+ points	=	A
800 – 899 points	=	B
700 – 799 points	=	C
600 – 699 points	=	D
0 – 599 points	=	F

Assessment Details:

Exams: There will be three midterm exams on the dates specified in the course outline. There is no final exam. All exams are potentially comprehensive. All exams are “closed book” and can consist of multiple-choice, short-answer, true-or-false, and essay-type questions. All exams must be taken on the assigned date during class time. Make-up exams will be granted in accordance the “make-up policy” outlined below. Make-up exams will be comprehensive and will be given at the last formal class meeting of the semester during class time (the exam may be administered by the teaching assistant in a room to be announced). All exams given throughout the semester refer to material from the relevant book chapters and the lectures. Students are responsible for both in terms of preparation for the exams. Note: It is not possible to cover everything from the assigned text book in class and not everything discussed in class can be found in the book – students are still responsible for revising both types of course material. In particular, class content which is communicated verbally in-class by the instructor, but not contained in the Power Point slides supporting the lectures or the assigned textbook, is relevant for the exams. The instructor may provide in-class reviews of class material relevant for the respective midterms. Note: Class content not included in such a review may still be assessed in the exams. Failure to take a midterm will

result in zero points for that particular test. If a student shows up late for an exam, he or she will not be allowed to take the test and receive zero points for the respective exam. The midterm exams will be designed to determine whether students meet the performance objectives. A total score with a maximum of 750 points will be computed for each student based upon his or her three exam scores received throughout the semester.

Class Participation: Students' overall class participation grade will be determined based on both the extent of active class involvement (e.g., engagement in class discussions) and the amount of participated active-learning exercises. Note: The amount of participated active-learning exercises relative to all active-learning exercises conducted throughout the semester does not necessarily equal the overall class participation grade. For instance, a student that participated in 18 out of overall 20 active-learning exercises will not necessarily receive an overall class participation score of 90 (i.e. 90 % of the highest possible score), but may receive 50 or 100 total class participation points depending upon, respectively, low or very high active class involvement. Participation in active-learning exercises will be recorded through collecting participating students' signatures in class. Only students who sign during respective class meetings will get credit for their participation. Active learning exercises will not be announced before class. More than just one active learning exercise may be conducted per class meeting. Comprehensive active learning exercises may be weighted more heavily (i.e. counted as two or more exercises). Make-up exercises will be granted in accordance the "make-up policy" outlined below. Students are required to attend class until the end of the semester. Disrespectful or disturbing behavior of students during class time (e.g., students engaging in conversations during class time inside the class room that are not part of in-class discussions, group exercises, or interactions with the instructor or a guest speaker) will have a negative impact on the class participation grade. The instructor may deduct participation points from students that demonstrate disrespectful or disturbing behavior in class without previous warning. Students that repeatedly demonstrate disrespectful or disturbing behavior in class may not receive any points for class participation for the class overall. Students' participation in in-class exercises will be posted throughout the semester on the class' Blackboard page. Note: Students have 20 calendar days after such specific participation records have been released on the class' Blackboard page to make an appeal to the instructor or teaching assistant, that is, to point out that they did actually participate while this is not indicated in the posted participation record. Students are strongly encouraged to actively share their views in class discussions since the extent of active class involvement is such a vital component of the overall participation grade. Overall, in-class participation (i.e., the extent of active class involvement and the number of participated active-learning exercises) will be rewarded with up to 100 points.

In-Class Case Studies: In-class case studies are group assignments which require students to apply the material covered in class on real-life scenarios from the services industry. At the beginning of the semester, students will form groups of four members each. Each group will work on a total of two case studies during the class meetings indicated in the class schedule (see last page of this document). Each individual student may be required to hand in a typed summary of the relevant case at the beginning of the respective class meeting, if requested by the instructor. In this document, the individual student summarizes the case study in his or her own words. The actual text of each case summary has to be at least 600 words long, excluding potential headings or the name of the student on the document (use the "word count" function in MS-Word to make sure the text has at least 600 words). Upon request of the instructor or teaching assistant, students may be required to provide the electronic file containing the summary. The summary has to be prepared by each student individually. Note: Sentences which are copied from the original case in the textbook or from another student will be interpreted as academic dishonesty, leading to zero points in the respective case study as well as other potential repercussions. Students have to personally hand in

the hardcopy of the respective case summary at the beginning of the class meeting before the case will be discussed by the groups. No late summaries will be accepted, without any exceptions. Handwritten summaries will not be accepted. Students who fail to hand in a case summary at the beginning of the class will receive a third of the group grade for the case assignment. Groups will work on the respective case study during the class meetings indicated in the class schedule. Each group will discuss the respective case during class and come up with written answers to the corresponding questions about the case. The group write up on the answers to the case will be collected at the end of the class meeting. The group answers will be graded with a potential maximum of 75 points per case. Overall, the two in-class cases will be rewarded with up to 150 points, representing 15 percent of the course grade. In order to receive any credit for an in-class case exercise, each student must personally sign his or her name on a group folder during class. Signing in other group members will be treated as academic dishonesty.

Make-Up Policy: Make-up opportunities for missed exams, in-class cases, active learning exercises, and all other assignments will be granted as allowed by university policy for observance of religious holy days in accordance with OP 34.19 or official university business in accordance with OP 34.04. Furthermore, make-up opportunities will be granted in case a student is unable to attend class due to physical or mental illness. Such an illness has to be documented by an official doctor's or hospital note stating that the respective student was unable to attend class on the respective day (the documentation must be provided to the instructor within four calendar days after the student was unable to attend Texas Tech University due to illness or no make-up will be granted). A note merely stating that the respective student visited a doctor's office or hospital on the respective date is no sufficient documentation to grant a make-up opportunity. Advanced notice of absences due to religious observances or official university business must be given in writing to the instructor of the class, otherwise no make-up opportunities will be given. Make-up opportunities will only be granted for the reasons listed above, no other justifications will be accepted.

Extra Credit: There may be one or several opportunities for students to earn extra credit. Such assignments may consist of data collection tasks announced in class. Students must be in class to get instructed and to be able to earn any extra credit. Extra credit in-class activities may not be announced in advance. No make-up extra credit opportunities will be provided. Students who fail to complete a respective extra credit assignment by the relevant due date will receive zero extra points.

Note:

- Students are expected to attend all class meetings during the semester.
- Students are expected to come to class on time.
- Students are expected to purchase and read the assigned textbook.
- Students are responsible for reading e-mail messages sent by the instructor to their eRaider e-mail address.
- Charts of lectures will typically be posted for downloading on the class' Blackboard page as the semester progresses. Note: It is possible that PowerPoint charts are only shown in class and not posted on the Blackboard page.
- Students are responsible for being informed about all announcements made in class and on the class' Blackboard page. Students are responsible for being informed about the information contained on the course syllabus.
- There will be no individual student assignments for additional credit. For instance, students will not be allowed to submit individual research papers to improve their grade at the end of the semester.
- Students' inquiries about their exam grades, case study grades, and class attendance records are to be addressed to the teaching assistant. Inquiries relating to class content and provision

of valid documentation excusing class and exam absences (see definition above) are to be addressed to the instructor. The instructor will discuss grades only in person and not via telephone or e-mail. Student e-mails other than related to class content and valid excuses for class and exam absences (see definition above) may not be answered by the instructor.

- The student(s) with the highest score per exam will be announced in class and receive a symbolic token of appreciation (i.e. “Lebowski Achiever Award”). Students who do not wish to be recognized like this in the classroom must inform the instructor per email before the first midterm is given.
- Movies or clips (e.g. on VHS or DVD) shown in class do not represent the opinion of the instructor. This kind of material has the purpose to initiate a class discussion and not to influence any student in his or her personal opinion.
- This syllabus has a pedagogical purpose and is not contractual in nature. The instructor may modify the syllabus including the class schedule during the course of the semester.

Class Conduct:

Standards of academic honesty will be observed in accordance with TTU policy, as detailed in Operating Policy 34.12. Cheating (as defined by Operating Policy 34.12) during an exam will result in the grade F for the respective exam. Including “misrepresenting facts” (as defined by Operating Policy 34.12) or obtaining information via plagiarism (as defined by Operating Policy 34.12) as part of a data collection task conducted for extra credit will result zero extra credit points and in a 100 point deduction of the class participation grade. Signing in other students in any in-class group activity (e.g. cases) or attendance list will be treated as academic dishonesty and lead to a 50 point deduction for both the student signing in another student and the student who is signed in by that person. Special accommodations to students with disabilities will be made, as detailed in Operating Policy 34.22. Student absences for the observance of religious holy days will be allowed, as detailed in Operating Policy 34.19.

Tentative Class Schedule

Week	Date	Topic	Assignment
1	August 31 st	Fundamentals of Services Marketing (I)	Read: chapters 1 & 2
	September 2 nd	Fundamentals of Services Marketing (II) The "Gaps Model" of Service Quality	
2	September 7 th	No class (Labor Day)	
	September 9 th	Consumer Behavior in Services	Read: chapter 3; build student groups for cases
3	September 14 th	Customer Expectations of Services	Read: chapter 4
	September 16 th	Customer Perceptions of Services	Read: chapter 5
4	September 21 st	IN-CLASS CASE STUDY # 1	
	September 23 rd	Researching the Service Customer	Read: chapter 6
5	September 28 th	Business-to-Business Services: <i>Cintas</i> company presentation	Read: <i>Wagner, Lutz, & Weitz (2009)</i>
	September 30 th	Corporate Social Responsibility in the Services Industry (I)	
6	October 5 th	Corporate Social Responsibility in the Services Industry (II)	MID-TERM # 1
	October 7 th		
7	October 12 th	No class (student holiday)	
	October 14 th	Customer Relationships	Read: <i>Wagner, Hennig-Thurau, & Rudolph (2009)</i> ; chapter 7
8	October 19 th	Service Recovery	Read: chapter 8
	October 21 st	Service Innovations Service Standards	Read: chapters 9 & 10
9	October 26 th	Servicescape	Read: chapter 11
	October 28 th	Employee Roles and Service Delivery	Read: chapter 12
10	November 2 nd	Loyalty in Retailing: <i>Dillard's</i> company presentation	MID-TERM # 2
	November 4 th		
11	November 9 th	Customer Roles and Service Delivery	Read: chapter 13
	November 11 th	Services Marketing Channels	Read: chapter 14
12	November 16 th	IN-CLASS CASE STUDY # 2	
	November 18 th	Services Marketing Communication	Read: chapter 16
13	November 23 rd	Services Demand and Capacity	Read: chapter 15
	November 25 th	No class (Thanksgiving holiday)	
14	November 30 th	Services Pricing	Read: chapter 17
	December 2 nd	MID-TERM # 3	
15	December 7 th	Economic Impact of Services	Read: chapter 18
	December 9 th	Contemporary Services Marketing: Conclusions and Outlook	