



UNIVERSITY OF NORTH CAROLINA PEMBROKE

SCHOOL OF BUSINESS

MKT 5450 Syllabus
Fall 2007

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SERVICES MARKETING

The primary goal of this course is to acquaint students with the unique aspects of marketing service firms and nonprofit organizations. The course will cover such topics as service quality, service operations, pricing, distribution, managing supply and demand, customer retention, and developing an integrated marketing communications program.

Services are becoming the dominant economic driver in the U.S. economy and are critical for competitive advantage in companies from all industrial sectors.

Course Objectives:

- Gain knowledge of the unique aspects and challenges inherent in marketing and managing the delivery of services or other intangible offerings.
- Develop the ability to think critically and strategically about opportunities and issues that emerge in service industries and to confidently apply services marketing concepts and frameworks to formulate valuable solutions.
- Discover the critical success factors of service quality in both business and consumer markets, based upon evidence from academic research and current views of marketing practitioners.
- Become more sensitive to key issues in building and managing customer relationships in service industries and to appreciate the value of loyal customers.
- To strengthen each student's communication skills through class presentations of their research and recommendations.

Assumptions:

- An underlying assumption of this course is that students learn best and retain the most through active participation in the learning process. Therefore, classroom sessions will consist of a mixture of short lectures, student discussions of assigned materials, case discussions, team presentations, and active learning exercises.
- The purpose of this course is to introduce services marketing as a separate and distinct area of marketing thought and practice and to emphasize its powerful influence in competitive markets.
- The focus of attention is on three main services marketing areas, the service customer, the service company, and the integration of marketing, human resources and operations within the service system.
- Class activities are intended to improve proficiency in analyzing and judging the merits of services marketing strategies and assist in making strategic decisions in both business and consumer services industries.

Course Requirements:

General -- All students will have an attitude and demeanor that demonstrates a real commitment to the learning process. This includes being on time and in attendance for all classes, being prepared for all classes, being attentive during all classes, and being a willing participant in classroom discussions. You may be asked to withdraw from class for recurring tardiness, excessive absences, or disruptive or inappropriate behavior. Should you find it necessary to miss a class, you are responsible for knowing what happened in class.

Participation -- It is expected that students be prepared to participate actively in matters related to assigned topics and cases. Each student is asked to share knowledge gained and sources uncovered. This course will be a laboratory of learning, or a "think tank" where new ideas are tried out and decision making and presentation skills are refined in a relatively "fail-safe" atmosphere. After understanding the descriptive parts of the subject material, the emphasis will be on analysis – or what some refer to as critical thinking. In other words, once you summarize, capsule, or synthesize the givens through a straightforward description or classification, you need to focus on the more difficult requirement of thinking more creatively or complexly. While the descriptive part is someone like straight news reporting, the analytical part is more akin to an editorial. It involves developing a theme or a consistent point of view related to the givens. There are no clearly right or wrong answers or opinions in any analysis. However, tough questions are expected in order to learn and grow as managers.

Written Case/Topic Analysis -- Students will prepare their own analysis, reactions, and views on each case in short written briefs. There is no specific formula for the analysis required in these assignments. Cases assigned from the textbook contain questions that may be used as departure points for your discussion and analysis. A list of sources used must be included and specific data, quotes, etc. must be footnoted. Submit your individual work through www.turnitin.com.

Service Encounter Journal -- As part of your experience, each student will keep a journal of service encounter experiences. The goal of this assignment is to understand and evaluate the service encounter (buyer-seller interaction) from your own perspective as a customer. This process will improve your ability to analyze and diagnose services marketing problems. We all have a number of service encounters each week with everything from restaurants, banks, drycleaners, doctors, libraries, hair stylists among others. You are required to complete journal entry forms. Each entry will correspond to one service encounter you have. The purpose of the journal is to identify sources of customer satisfaction or dissatisfaction with services.

Collect a variety of types of incidents, as well as some that you find satisfying and some that are dissatisfying. The best way to complete your journal is to fill one out immediately following a particular incident. Do not try to do several in a row. If you do your entries from memory or do too many at one time, the quality of the entries will suffer. At the end, develop a report in which the service encounter journal entries are analyzed. In this paper, identify in your own words the sources and actions that seem to account for satisfaction or dissatisfaction with services - include relevant course concepts. Your typed report (about 6-7 pages) should also include (as an addenda) your journal entries.

Quizzes -- The primary purpose of these exercises is to provide students with recurrent feedback on the depth of knowledge expected of them in the course material and underlying theoretical concepts. Several quizzes will be given consisting of multiple choice or/and short answer questions. These exercises will focus on information, ideas, and terms described within the chapters of the textbook.

Make-up Policy and the Late Submission of Work: No credit will be given for missed or late work.

Extra Credit: No extra credit will be given.

Evaluation of Assignments:

Three key factors of problem and case analysis include the following:

1. Personal – There should be a unique angle to the topic that you present that springs from who you are, so no two analysis are going to be alike.
2. Conceptual – Your report should proceed at the level of ideas or concepts. It is somewhat more abstract than the fact gathering of a straight descriptive disclosure, and ought to integrate, or tie together, facts or ideas in a coherent way.
3. Explanatory – Nothing defines the difference between description and analysis better than the notion that analysis ought to go beyond the obvious and explain something in an imaginative way.

Evaluation of Course Requirements:

The completion of all course requirements and assignments are intended to be primarily experiences that aid in student learning. A secondary purpose of the assessment items is to assess students' knowledge, understanding of the underlying concepts, as well as the ability to apply this knowledge and understanding in specific circumstances.

As the instructor for this section, I want you to do well in this course and taking this syllabus seriously will definitely help you accomplish this goal. Assessment is based upon achievement in course requirements distributed as follows:

	Value
Participation and discussion in class	25 %
Written chapter/case assignments	25
Service Journal analysis/presentation	25
Quizzes	<u>25</u>
Total:	100 %

Marking criteria will be based on individual and group performance in all course requirements. Please note that grading of assignments invariably involves an element of subjective evaluation. I have found that what influences me most is content, and the balance, manner of expression. Obviously, the human element involved in grading your work makes that process less than perfect. However, the alternative – or a reliance solely on objective questions – can not only be sterile and just a regurgitation of the book, but also very inappropriate for the pedagogical objectives of this course.

UNCP University policy concerning academic regulations, plagiarism, and academic honesty will apply in this course. Students are encouraged to work with others for case preparation and study purposes. However, any lack of integrity (such as sharing of assignments or quizzes) will be dealt with according to UNCP University policies.