

MARK3470 Services Marketing
Fall 2017

GENERAL INFORMATION

Instructor : Prof. Bernard Lee

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Lecture Time : Tue 6:00 pm – 9:00 pm (LSKG003)

Tutorial Time : Wed 4:30 pm – 5:20 pm (LSK1005)

Textbook:

Lovelock, C. H. and J. Wirtz (2016). *Services Marketing: People, Technology, Strategy, 8th edition*. Upper Saddle River, New Jersey: Pearson/ Prentice Hall.

References:

1. Zeithaml, V. A., M. J. Bitner, and D. D. Gremler (2009). *Services Marketing: Integrating Customer Focus across the Firm, 5th edition*. Boston: McGraw-Hill/Irwin.
2. Fitzsimmons, J. A. and M. J. Fitzsimmons (2008). *Service Management: Operations, Strategy, Information Technology, 6th edition*. Boston: McGraw-Hill/Irwin.
3. Grönroos, C. (2007). *Service Management and Marketing: Customer Management in Service Competition, 3rd edition*. Hoboken, New Jersey: John Wiley & Sons.

INTRODUCTION AND COURSE OBJECTIVES

Services' marketing is a course that has grown out of a specific need to address the role that services play in an economy. It focuses on not only "pure" service industries but also companies that market physical goods. The latter businesses have an element of service built in to help differentiate them from their competitors and therefore can easily fall under the broad rubric of services marketing. Services marketing, like every other marketing course is consumer-centric. However, although a focus on the customer underpins the marketing of both physical goods and services, it's critical to understand the limitations of traditional marketing techniques when it comes to developing the most effective tools and techniques for marketing services.

Services marketing will therefore focus on a) identifying differences in marketing a physical product versus a service b) providing normative models that can be used to analyze where things go wrong in a service encounter and c) providing tools to understand how to deliver brand value when marketing services. The course is built around the GAPS model of services marketing.

In this course, we have certain learning outcomes that we hope students will be able to achieve. You are expected:

- a) To understand the distinction between marketing of goods versus services and be able to assess what makes services marketing different from marketing of products and goods.
- b) To be able to apply the GAPS model to identify and analyze problems with that occur in the real world in a variety of different service industries
- c) To be able to collect the appropriate data and analyze it in order to support your conclusions about gaps in service design and delivery.
- d) To conduct an independent service audit on a current service organization to analyze and recommend how the service organization can do better.

EXPECTATIONS FROM STUDENTS

I expect students at the University level to take responsibility for their own learning and progress. I consider myself as a resource – a person who provides you with the stimulus. What you do with it depends largely on your own initiative. For example, an instructor can give you a small fact (e.g., HK is a service center). What students do with this simple fact varies a lot. Some students will just accept that fact and move on (the lowest level of learning) while others will wonder (what type of services?) and still others will not only determine what types of services there are but how they are likely to grow in the future and what are the challenges each sector will face. To me the extent to which you push course materials and do independent research reflects how much responsibility you take for your own learning. The more you push the boundaries of knowledge, the more you show that you are at an institution of higher learning. To help you track your expertise in this course, I have two assignments where you assess your own learning. Details are provided later.

COURSE SCHEDULE

Classes consist of part lecture and part discussion. A typical class will consist of a lecture, a mini assignment/case discussion.

Attendance should be regular and I do take attendance in each class. This is *extremely important* because I do not solely rely on one textbook and much of the learning is through class discussion of cases. Missing a class makes you miss out on key components of the narrative.

Students are expected to participate actively in class discussions. If you have interviews and other commitments, please inform me in advance so that I mark you down as an “excused absence”. This will lead to less loss of credit. If you do have to miss a class, please make sure that you catch up with the course material that was covered in your absence.

COURSE MATERIALS

Course materials: Mainly, two text books are frequently used in this class. At the same time, we will be using several business cases from Lovelock (2016).

Lecture slides/notes: These will be posted on the CANVAS website for the course prior to the scheduled discussion of the topic. Please download and bring a copy of these materials to class, it will be easier to follow the lectures if you have these.

Use of notebooks/iPads/mobile devices in class: I do not permit the use of notebooks/iPads etc. in class unless this is required for a class assignment. Please do not assume that you can take notes on these devices while I am lecturing. This is a policy I have adopted because students often do other work on these machines during class. In addition, the latest research shows that people who take notes on iPads and other electronic devices do less well when it comes to learning and integrating material. Therefore, please make sure you turn off all your mobile devices in class.

AFTER CLASS MEETINGS

Concerns, clarifications about the course materials, and any form of feedback are welcome. It is strongly suggested that any difficulties and/or problems with the course be discussed promptly with me. Please do not wait until the end of the semester to have these issues resolved. If you wish to see me after class, please fix up an appointment either in class or through email.

COURSEWORK AND ASSESSMENT

Assessment of learning outcomes will be through two quizzes, 1 self-assessment individual assignments, performance in the group project and other forms of class participation. The weight assigned to each of these components is provided:

<i>Coursework</i>	<i>Points (%)</i>	<i>Individual/Team</i>
Quiz 1*	25	Individual
Quiz 2*	25	Individual
Project - Presentation (10%) - Write up (20%)	30	Group
Self assessment of learning (completion of weekly diary)	10	Individual
In-class performance (assignments, class participation and attendance)	8	Individual/Group
Research participation	2	Individual
TOTAL	100	

*Best quiz performance will be weighted more so that the better quiz is worth 60% and the other is worth 40% (a 3:2 ratio)

QUIZ (50%)

Two quizzes will be administered. Each quiz will have a combination of multiple choice, short-answer questions on material covered in class (cases included). I also give an essay question based on a mini case. To save time, I give students the case before the exam and allow them to

discuss it. The question that is based on the case is given during the exam. You should bring a pen (blue or black ink only) and a calculator.

Results from the best quiz will be weighted more in determining your final grade. This gives you the opportunity to make-up in case you do badly in one quiz. Thus, your initial score on both quizzes will be out of 100 points. Then, your better quiz will be weighted more in computing your final grade. The better quiz will be worth 60% and the other one will be worth 40% of the total quiz grade.

SELF ASSESSMENT OF LEARNING - INDIVIDUAL ASSIGNMENT (10%)

Students are expected to take charge of their own learning experience and this is not possible without reflecting on what you have learned and synthesizing it. To help you do this, I have an individual assignment component that is worth 10% of your grade. Please do not take this lightly because I consider it seriously. I expect this to be sort of like a continuous diary that you keep it for yourself. After every class, write down what it was that you found interesting, what were the thoughts you had on this material and what questions did it bring to mind in the context of the service you were initially asked to evaluate. This type of diary will help you in your second evaluation of the service. I use this exercise to enable you to become an active participant in your own learning. Your self-assessment as well as my own will be used as input in your grade for this component.

GROUP PROJECT (30%)

GROUP PROJECT: 20% (3000 word written report) and 8-10 minutes – 10 PowerPoint slide presentation (10%) – To be given on the day of your presentation (lucky draw will be done during the class).

Outline:

While there is no formal format for the outline, it should demonstrate that the team has conducted market research of a local service organization in the chosen industry. The outline should suggest theories adopted in the project i.e. Gap Theory, and the research methods i.e. focus group and survey; data analysis is not required at this stage. *A 1-page outline plan is due on 24 October 2017.*

Written Report (20%)

Students are to be divided into small teams with 5 to 6 persons depending on the class size. Each team is required to evaluate the existing performance and make recommendations to a local service organization/company of own choice (can be a hotel, airline company, retail store, travel agency, restaurant, educational institute, financial institute etc.) to become better service marketer.

Your written report should include the following elements:

- Executive summary
- Chapter 1: Introduction
- Chapter 2: Literature Review
- Chapter 3: Research Methods
- Chapter 4: Data Analysis
- Chapter 5 : Conclusion and recommendations

Please follow the guidelines below:

1. No. of word. — **3000 words**, excluding references and appendixes.
(STRICTLY ENFORCED)
2. Formatting — Use the report format
 - Use the cover page (**Attachment 1** of this outline)
 - Use the font “Times New Roman”
 - Use font size “12”
 - Use Microsoft Word’s default margins
 - Use single line spacing, skip one line for a new paragraph
 - Use double-side printing
 - Just staple it, **NO plastic folders!**
 - Write down the ”numbers of words” on the cover page
 - No need to submit the PowerPoint slides used in the group presentation

The project must be submitted with both hard and soft copies in the final lecture.

Presentation (10%)

Each team will present its group project presentation and submit the group project on the same day. The sequence of presentation to each team will be determined by the lucky draw in the first tutorial.

During students’ presentation, those students, who are not doing the presentation, should participate in the discussion of the topic after listening to the presentation by giving their comments about the presentation or contributing ideas in the tutorial discussion of the topic. To fully enrich learning experience in each tutorial, students are highly recommended to take an active role in the question-and-answer section. And their participations contribute 10% to their course mark. Peer evaluation of the presentation will be used to provide immediate feedback on the presentation content.

A presentation handout (powerpoint) should be emailed to the tutor and TA *24 hours* prior to the presentation (*Group Marks will be deducted by 10% for late submission*). *Every group in the class MUST print out a hardcopy for each student in the class. (1 or 2 pages of ppts would be good enough!)*

CLASS PERFORMANCE (8%)

Learning in this class is directly related to how much you familiarize yourself with course material and share your ideas with others. Class participation is assessed through in-class assignments, contributions to class discussion and attendance.

In-class assignments: You **MUST** read the relevant cases i.e. Cases 2, 3, 8 & 11 before coming to each tutorial class so that you can efficiently and effectively contribute to small assignments, discussions and/or mini-cases/exercises. You will be permitted to discuss the assignments with your team members. In the class you are also required to present your ideas to the rest of the class. This method allows me to determine how much of the lecture you have understood and if there are any areas where my explanation has not been sufficient. I typically look over the assignments and identify problem areas and use a simple “credit/no credit” categorization.

Participation: You should come prepared for class by reading the assigned material. This is particularly important on days when we have case discussions because cases can only be analyzed with the active participation of the class. If you are not prepared for a particular class, please notify me at the beginning and I will not call on you to answer questions or initiate discussion. Note that by doing so, you are foregoing your participation credit for that session and will have to earn class participation grades by volunteering for and actively participating in other sessions.

A guideline outlining how class participation will be evaluated is provided below:

I use a 3 point scale. I start off by giving everyone an average score for participation (2). Based on how well they do, some people move up to 3 because of regular and significant contributions while some might move down to 1 if they miss classes and do not participate. So, this simple 3 point scale can be used as a guideline to see how you are doing.

Attendance: Consistent on-time class attendance is necessary but not sufficient to earn a full class-participation grade. Attendance is taken in class and the points are then added on to those allocated for participation using the three point scale described above. If you have an excused absence (that is you come and tell me about it – you will get partial credit for that class.) *Note: It is the quality of your overall contribution that is important and mere attendance does not constitute participation. Similarly, opening your mouth once does not necessarily mean that you will be noticed and your performance rewarded ☺!*

RESEARCH PARTICIPATION (2%)

HKUST is a research institution and students are encouraged to learn and participate in research activities. The department has devised two ways of doing this. You can either participate in research experiments that are posted online. Details will be passed out about how you can create an account and sign up for these. Or, you can complete two research assignments. These are administered centrally by the department and will be posted later on in the semester. The research assignments usually involve reading a research article and applying the findings to marketing.

PEER ASSESSMENT

The issue of working with your peers/group members is an important one. We might have a situation where a group member is unwilling or unable to put in the amount of work that is expected of them and conflicts arise as a result of this. This inconveniences the entire group. A peer evaluation can be conducted via iPeer at the end of the semester upon the submission of the

project report. (see Attachment 3) The score you receive will be taken into account in computing your project score. Finally, please note that membership in a group is not a right but a privilege. If you do not pull your own weight and are absolutely irresponsible, then you could lose the privilege of belonging to a group and will have to do the work on your own. Please bring such problems to my attention as soon as possible if you wish to have them addressed by me. However, before you do so, please make an honest effort to contact the person you are having trouble with and have a discussion about this.

GRADING STANDARDS

Final letter grades will be awarded based on your total score out of 100 possible points. I follow the university guidelines to ensure that there is no grade inflation. Although these guidelines recommend what % of grades in a class should be an A, a B or a C, I take these guidelines as advice. If students work really hard and meet my absolute standards of what constitutes an A or a B, I do deviate from these guidelines by a bit. In general, if you are scoring in the 90s, you are clearly deserving of an A (A+, A or A-). If you are scoring in the 80s you are clearly deserving of a B (B+, B or B-). Therefore, keep this in mind in case you need more concrete grade feedback and do not miss any opportunity to score points by participating, completing your individual assignment and research participation credit. These can make a big difference since they are collectively worth 20%.

IMPORTANT THINGS TO NOTE

1. Please do the assigned readings before coming to class. This is particularly important for case discussions. You will get **NOTHING** out of this course if you do not read the cases and prepare for them. In order for all of us to benefit from case discussion, it is important that you read the case and come prepared for discussion. Check the webpage regularly. Since there is no text book, attending lectures will make a difference in your performance.
2. Please be punctual. Classes will start on time and information concerning quizzes, assignments will usually be given at the beginning. So, in order to make sure that you know what is going on, you need to be on time.
3. Smart phones and/or all such communication e-devices are to be turned off before the class begins. I do not allow students to use their laptops and notebooks in class while I am lecturing. Sorry! You could be watching YouTube or other social media for all I know.
4. If you have not understood something that was discussed in class, please do not send me questions over email. Such emails are usually vague about the point of confusion and I cannot type out the entire lecture again. So, fix up a meeting and I will gladly (very gladly!) explain things again. Use email only for fixing up appointments and other such administrative issues.
5. During quizzes, students are expected to behave with integrity. Do not cheat. Any activity that looks suspicious during an exam will result in a failing grade. Plagiarism and cheating are taken very seriously. Plagiarism involves copying something verbatim from a previously published source (e.g., a book, article or the web) without citing it. Cheating involves giving or receiving help on an assignment or quiz that is supposed to be your own. If the proctors or teaching assistants catch you acting in a suspicious manner, they will take away your exam paper and the onus will be on you to prove that you were not cheating – not on them. I am

sure you will not give me reason to complain but please be aware of the University rules regarding this.

6. If there are concerns about course-related issues, bring them to my attention as soon as possible. Do not wait till the end of the quarter to bring up problems.
7. Many classes will involve a lot of group work. Try to get along with people. Do your share of the work and resolve misunderstandings/disagreements amicably. It is important that your learning environment be a supportive and friendly one. So, work hard – and have a bit of fun as well.
8. I understand that many of you will have job interviews etc. Although I wish you the best in your job search efforts, I hope you can schedule your interviews around class times so you do not miss class. If you cannot avoid it, please let me know and make arrangements to catch up on material that is covered by talking to your group mates, TAs and me.

I HOPE YOU HAVE AN ENJOYABLE SEMESTER!

Attachment 1

**MARK3470 Services Marketing
GROUP PROJECT**

Tutorial Group No. : _____

Tutor's name : _____

Number of words : _____

Presentation group No. : _____

Presentation topic: _____

Presenter's name :
1. _____(Stud. ID.)
2. _____(Stud. ID.)
3. _____(Stud. ID.)
4. _____(Stud. ID.)
5. _____(Stud. ID.)
6. _____(Stud. ID.)

Attachment 2

MARK3470 Services Marketing

Presentation Assessment Form

Tutorial Group No: _____ Presentation Team No: _____ Week: _____

Presenters: _____

<u>Attributes</u>	<u>Marks</u>									
	<u>Poor</u>		<u>Below average</u>		<u>Average</u>		<u>Good</u>		<u>Very good</u>	
1. Context (<i>rich, appropriate examples, clear & logic analysis?</i>)	1	2	5	6	9	10	13	14	17	18
	3	4	7	8	11	12	15	16	19	20
2. Organization (<i>Agenda, framework, structure, etc.</i>)	1	2	3	4	5	6	7	8	9	10
3. Expertise in the subject (<i>Clear concepts and proper application?</i>)	1	2	3	4	5	6	7	8	9	10
4. Presentation material quality (<i>font size, audio visual aids, etc.</i>)	1	2	3	4	5	6	7	8	9	10
5. Co-ordination among group (<i>alignment and preparation</i>)	1	2	3	4	5	6	7	8	9	10
6. Presentation skills (<i>Tone, fluency, eye contact, gesture, etc</i>)	1	2	3	4	5	6	7	8	9	10
7. Time allocation & management	1	2	3	4	5	6	7	8	9	10
8. Interaction with audiences (<i>Alive or lifeless?</i>)	1	2	3	4	5	6	7	8	9	10
9. Q&A handling skills	1	2	3	4	5	6	7	8	9	10

**** Marks are subject to Course examiner's moderation**

TOTAL: _____ / Out of 100

Comments:

Attachment 3

TENTATIVE SCHEDULE AND IMPORTANT DATES

Lecture			Group Discussion and Group Assignment I		
Dates	Topic(s)	Remarks	Dates	Content	Remarks
5 Sep	Introduction to Services Marketing	Lovelock C1	5 Sep	Review of course outline and group assignment plan. Presentation arrangement and team formation. <i>* Use the free tutorial time to prepare for your Project.</i>	All Teams
12 Sep	Consumer Behavior in a Service Context	Lovelock C2	12 Sep		
19 Sep	Customer Satisfaction: Service Quality	Zeithaml C2 & C3	19 Sep	Mini Assignment *Case 2: Four Customers in Search of Solutions (p.468-469) **Submit the name of the organization chosen for the project.	All Teams
26 Sep	Managing People for Service Delivery	Zeithaml C12	26 Sep		
3 Oct	Service Design and Innovation	Lovelock C4	3 Oct	Mini Assignment *Case 3: Dr. Beckett's Dental Office (p.470-474)	All Teams
10 Oct	Physical Evidence	Lovelock C10	10 Oct		
17 Oct	Understanding Customer Expectation & Perception via Market Research	Extra notes	17 Oct	Mini Assignment *Case 8: Revenue Management of Gondolas: Maintaining the Balance Between Tradition and Revenue (p.512-515)	All Teams
24 Oct	Quiz 1: Venue: LSKG003 Time: 6:30pm – 7:30pm	All	24 Oct	A 1-page outline plan is due in class. No Group Discussion	
31 Oct	Placing, Process & Pricing Decision	Lovelock C5, C6 & C8	31 Oct		
7 Nov	Integrated Marketing Communications	Zeithaml C14	7 Nov	Mini Assignment *Case 11: Red Lobster (p.541-542)	All Teams
14 Nov	Building Customer Relationship & Loyalty Recovering from Service Failures	Lovelock C12 & C13	14 Nov		
21 Nov	Quiz 2: Venue: LSKG003 Time: 6:30pm – 7:30pm	All	21 Nov	No Group Discussion	

Lecture			Group Discussion and Group Assignment I		
Dates	Topic(s)	Remarks	Dates	Content	Remarks
28 Nov	<i>Group Project Presentation</i>	All	28 Nov	<i>Final Project Report (hard copy) is due in class. Final Individual Assignment on Self-Assessed Learning is due in class.</i>	

* Lovelock, C. H. and J. Wirtz (2016). *Services Marketing: People, Technology, Strategy*, 8th edition. Upper Saddle River, New Jersey: Pearson/ Prentice Hall.

** This is a tentative schedule. The dates for discussion of topics might change. If it does, a revised schedule will be posted on Canvas. Please make sure you check the course webpage regularly