

THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY  
DEPARTMENT OF MARKETING

MARK3470 Services Marketing Spring 2020

Meeting Times: Monday & Wednesday 1200-1320 LSK1003

**INSTRUCTOR**

**Professor Eugene R. Raitt** ([generaitt@ust.hk](mailto:generaitt@ust.hk))

Office : LSK 4016c

Office hours : By appointment<sup>[L]</sup><sub>[SEP]</sub>

**Teaching Assistant: Pauline Chan**  
([paulinechan@ust.hk](mailto:paulinechan@ust.hk))

Office: LSK 4025

#### **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 divided into two modules built around the GAPS model of services marketing. The first module is customer focused and discusses gaps between consumer service expectations and what they actually perceive as having received.

The second module focuses more on company competencies and identifies various gaps that could exist in service delivery. This module has four sub-modules labeled

- . a) The listening gap [L][SEP]
- . b) The design and standard gap [L][SEP]
- . c) The performance gap [L][SEP]
- . d) The communication gap [L][SEP]

As in each 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. [L][SEP]
- . 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 [L][SEP]
- . 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. [L][SEP]
- . d) To conduct an independent service audit on a current service organization to analyze and recommend how the service organization can do better. [L][SEP]

## **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 sector). 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.

Please remember that I run a company that markets & sells services, so I should be used as a primary resource. Don't be shy or embarrassed to ask me anything. I'm here to help you and transfer knowledge.

## **COURSE SCHEDULE**

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

Attendance should be regular, but I do NOT take attendance in each class. However, because much of the learning is through class lectures, discussion of cases and other materials shared in class, attendance is really a prerequisite for doing well on exams.

Further, the class unfolds like a narrative/story. 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”. 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.

All my classes are recorded on video and available via an RVC link provided shortly after each live class.

### **COURSE MATERIALS**

*Course materials:*

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

The lectures are based largely on the textbook. It would be very helpful for you to read relating materials in the textbook. However, part of the lecture will not be based on the textbook, and the quizzes will base on what is covered during class. We will also be using several business cases. The cases will be uploaded on Canvas. Please download and print them and take them to the class that we are going to discuss.

Lecture slides: 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.

### **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 let me know either in class or through email.

## COURSEWORK AND ASSESSMENT

Given the current situation with the coronavirus and Zoom teaching to begin the semester, and perhaps hybrid or continuation of Zoom, the assessment tools MIGHT be changed. Typically though, the assessment of learning outcomes will be through two quizzes, 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*	30	Individual
Quiz 2*	30	Individual
Project <ul style="list-style-type: none"> <li>- Presentation (10%) <small>[L] [SEP]</small></li> <li>- Write up (20%) <small>[L] [SEP]</small></li> </ul>	30	Group
Professor's Discretionary Bonus	1-5	Individual
In-class performance <small>[L] [SEP]</small> (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 (60%)

Two quizzes will be administered. Each quiz will have a combination of multiple-choice, short- answer questions on material covered in class (cases included). You should bring a pencil, 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 exam grade.

### GROUP PROJECT (30%)

In the first two weeks of class, I expect you to form teams of 3-5 members each.

Deadline: Submit the team list with names, emails and contact numbers to the TA by Feb 18<sup>th</sup> 8 pm. After this, all activities are to be done in a team. This includes some in-class discussions.

After team formation, you will be asked to pick a company that offers some sort of service.

**The deadline for deciding which service provider to work on is March 2, (submitted on Canvas by group).**

To help you keep up with the schedule, and get some feedback in the middle of pursuing your project, a 1-page research plan is required. 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



not sufficient to earn a full class-participation grade.

### 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.

### GROUP WORK

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 form that will be posted on Canvas should be submitted at the end of the semester along with the project report. 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, and research participation credit. These can make a big difference.

Reevaluation of exams: In case you are not satisfied with your scores on a particular segment of the evaluation (an examination, or the group write-up), you need to submit a written request to be re-evaluated within a week of receiving your scores. Please attach a typed sheet of paper to your assignment or quiz explaining why you feel you deserve more points. Explanations should be precise and specific and should pertain to the content of the assignment or exam only. Thus explanations like “I worked really hard and deserve more points” or “My answer on this question is better than XYZ’s” will not be acceptable. Please note that a re-evaluation request for a particular segment of the course will entail a complete reevaluation of the entire exam or assignment. Thus, your score may go up, stay the same or move down depending on the new evaluation. I will return your reevaluation requests with the necessary changes within two weeks of receiving your requests.

#### **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. SEP

2. Please be punctual. Classes will start on time and information concerning exams, 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. [L]  
[SEP]
3. Cell phones, beepers, pagers and all such communication devices are to be turned off before the class begins.
4. If you have not understood something that was discussed in class, please bring it up in class, or if you are more comfortable one-on-one come see me immediately after class. [L]  
[SEP]
5. During exams, 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 semester to bring up problems. [L]  
[SEP]
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. [L]  
[SEP]

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, the TA, me, or watching the RVC video. [L]  
[SEP] I HOPE YOU HAVE AN ENJOYABLE SEMESTER! [L]  
[SEP]