MKTG 329: SERVICES MARKETING

Professor: Dr. Rhonda Mack
Classroom: ECTR 111
Office: TATE Center 305
Office Hours: TR 8:25 – 9:25; 12:40 – 1:40; 4:00 – 4:30
mackr@cofc.edu

SPRING 2020


Course Description (Why Study Services Marketing?)
Services dominate the U.S. economy as well as those of many other countries, both developed and developing, around the world. In the U.S., approximately 75% of the labor force, 70% of the GNP, and 45% of most families’ income is derived from services. These percentages are greater in some parts of the world and less in others. Service-dominant economies are critical and cross many industry sectors as they drive the growth and competitiveness of many parts of our world.

This course will address the unique challenges of managing and marketing services. We will explore strategies and tactics for creating both value for customers and profit for service firms (e.g. engineering, banks, transportation, hotels, hospitals, etc.) -- as well as firms that are dependent on services for competitive advantage (e.g. high tech manufacturers, aerospace, industrial products, automotive, etc.).

You will learn critical skills in this course and gain knowledge required to implement quality service and service strategies for competitive advantage across industries. You will learn frameworks for customer-focused management and examine how to increase customer satisfaction and retention through service strategies. You will learn about the strong linkages between service quality, customer lifetime value and profitability. You will learn to map/blueprint services, understand customer expectations and develop service and customer-focused relationship marketing strategies that lead to strong service brands.

An underlying assumption of this course is that students learn best and retain the most through active participation in the learning process. Thus, this class will consist of a mix of short lectures, student discussions of material and assignments, case discussions, presentation and active learning exercises.

Course Objectives
1. to gain an appreciation for the unique challenges inherent in marketing and managing services, and in developing/delivering quality service.
2. To identify the differences between marketing in service versus manufacturing organizations and to understand how “service” can be a competitive advantage in manufacturing organizations.
3. To learn strategies, tools and approaches for addressing the challenges of services management and marketing.
4. To appreciate other key issues in service businesses, such as managing supply and demand, the overlap in marketing/operations/human resource systems, and relationship management.
5. Top become a more perceptive and effective manager and consumer through understanding the complexities of service design, delivery, and communication—all aimed at building service brands.
6. To understand the impact of effective service management on the organization’s success and profit.
MY TEACHING PHILOSOPHY
My teaching philosophy is simple. I believe that students learn best (as do I) when they talk about and experience the topics and processes which they are studying. Thus, I will not lecture the entire time nor recite everything you need to learn. Instead, I will assume that you will be active and responsible in our learning partnership, AND prepared when you come to.

CLASS REQUIREMENTS/EXPECTATIONS
I don’t want to do this alone, guys! ALSO, I EXPECT YOU TO BE A MATURE UNIVERSITY STUDENT! This means being in class—and on time. I assume you will be in each scheduled class meeting, complete all assignments/readings, etc. before you come to class, be ready to discuss these with your classmates and with me, and be ready to answer questions. I expect you to participate in this entire course. (If you miss class for any reason, you are responsible for material covered, assignments given, or dates changed—I would suggest that you identify a “buddy” who you can contact to get any class information if you are absent.)

Poor attendance (more than two absences) will impact your grade. The only exceptions, and rare exceptions, are official absences due to academic program sanctioned activities as specified in the College’s policy. If you are absent more than twice (except CofC sanctioned absences—student health center excuses are NOT sanctioned absences), your grade may go down one grade category (this includes “+ and –“ for each absence beyond two.) If you miss ANY group presentation day, your grade will go down an entire letter grade. (The CofC official attendance policy is provided later in this syllabus.)

From time to time there will be a brief in/out-of-class, individual/group assignment on topics we are covering—all of these are not for credit but you are responsible for each of them—they are designed to help you understand course materials and prepare for exams. If we have guest speakers in class, show them professional respect. Research them/their organizations beforehand and be ready to ask questions as they allow during/after their presentation.

High quality participation in class discussions includes questions, ideas and comments which are based on logic, evidence or data, that show curiosity or are creative, that consider ideas offered by others in the class, that move the discussion forward, and that help others feel safe about participating. Questions/comments that are vague, unrelated, or disrespectful of others are discouraged and frankly unwelcome.

I anticipate about 2 hours of class time will be needed for every hour in class—except on exam and major project weeks when you will spend more time. So, on the average week, I would anticipate that you will spend about 9 hours on this class.

This will be an “unplugged” class. Once class starts, all electronics should be turned off and put away with the exception of their use for presentation purposes or other approved work tasks.

I DO NOT ACCEPT LATE WORK! Assignments are due at the beginning of the class for which they are assigned....I may not collect them until the end of the class in the event that you need your paper for reference during class. (Hard copies)

EVALUATION OF ASSIGNMENTS – SEE COURSE ASSIGNMENTS COURSE SECTION
Regarding Academic Honesty/Dishonesty (campus policy is attached), cheating, fabrication, facilitating academic dishonesty, plagiarism, as well as collaborating with fellow students on exams and individual assignment and having access to unauthorized materials) will lead to the instructor to fail the offender(s)
for the course. If serious enough, such situations will be handed over to the university authorities for further action. GUYS, this includes using online information freely, without proper reference. Also make sure that all of your written assignments include full references for ALL materials.

**MY OVERALL OBJECTIVE** for you is that, when you leave this course, you will have a new set of knowledge points and tools that will be useful in your future professional role. I also want to encourage you to be a more involved, more aware, and more socially responsible consumer and professional.

**GRADING** (See Attendance Policy and Project Group peer diagnostics which may impact your grade)

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<th>Component</th>
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<tr>
<td>Exams</td>
<td>50%</td>
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<td>Co-production (including In-Class Participation)</td>
<td>10%</td>
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<tr>
<td>Team Assignment</td>
<td>25%</td>
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<td>Individual Assignment</td>
<td>15%</td>
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**Grading Scale**

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>A-</td>
<td>(I do not give A- grades. If you make 90, you deserve to get an A.)</td>
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<tr>
<td>B+</td>
<td>88-&lt;90</td>
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<tr>
<td>B</td>
<td>81-&lt;88</td>
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<td>D</td>
<td>60-&lt;70</td>
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<td>F</td>
<td>less than 60</td>
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Exams (50% of grade). Exams will be given in class and will cover material from the textbook, assignments and in-class discussions and any class visitor presentations. Exams will include both objective and essay questions. These exams will be quite detailed. Students who do not take the exams as scheduled for a valid reason as approved by the instructor (see attendance policy) make take an alternate (comprehensive) essay exam near the end of semester, if they want to receive exam credit.

Co-production (including In-Class Participation) (10% of grade)
To assist in their understanding of services marketing issues, students are encouraged to contribute to in-class discussions. A student’s participation and interaction with other students, as well as the professionalism displayed in all aspects of this class, will be a major component of the class instruction. Student co-production may also be based upon ability to recognize contemporary services marketing issues. Students are encouraged to examine current issues and to bring in articles that make a salient contribution to class discussion. In doing so, students should be prepared to describe the relevance of the article to services marketing.

This educational “service” requires active-co-production and participation in the classroom for it to be a success. *Attendance in class is a necessary, but not sufficient, condition for good participation.* (Merely showing up for your work, but not contributing anything verbally to the organization, would not generally be considered acceptable behavior in the workplace.)

In a departure from usual practice, at the end of the semester each student will evaluate his/her own co-production (participation) and assign him/herself a score. As part of this process, you will submit an @3-page justification paper of the grade you believe you should receive. I would advise you to keep track of days/topics when you have taken an especially active, leadership role in class discussion. Guidelines will be provided as to how students might evaluate their own co-production (participation) in the Course Assignments document. (I reserve the right to adjust the final co-production grade if your evaluation is inconsistent with performance demonstrated/not demonstrated in class.)

**Team Assignment** (25% of course grade)
During the semester, students will be assigned to a team. Each team will be responsible for completing a service blueprint assignment. This assignment requires students to construct a detailed service
blueprint, accompanied by relevant photos/images, for a particular service provider and, perhaps, present it to the class. The assignment will also involve writing a short paper discussing how the blueprint might be used to improve marketing and operations in the organization. Details are provided in the Course Assignments document.

**Individual Assignment (15% of course grade)**

One individual assignments is required for students to complete to reinforce the learning and application of course concepts. Details are provided in the Course Assignments document.

**MY EVALUATION GUIDELINES**

I use the following as my guidelines, in general, in grading your work:

- **Grade of A** – Student demonstrates a thorough understanding of the subject, and throughout the semester consistently displays a mastery of the material.
- **Grade in B categories** – Student demonstrates a good understanding of the subject as evidenced consistently in class.
- **Grade in C categories** – Student demonstrates an o.k. overall understanding of the subject.
- **Grade in D categories** – Student knows a bit more about the subject than before the class started.
- **Grade in F categories** – If meeting the description in F categories, anything learned in this class is probably due to osmosis.

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**KNOWLEDGE OF THE BELOW IS CRUCIAL AND YOUR RESPONSIBILITY AS A STUDENT GOALS/ACCOMODATIONS/POLICIES, SUPPORT/HONOR CODE, ETC.**

School of Business Learning Goals:

- **Communication Skills**: Students demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner.
- **Quantitative Fluency**: Students demonstrate competency in logical reasoning and data analysis skills.
- **Global and Civic Responsibility**: Students identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students integrate knowledge and skills in addressing these issues.
- **Intellectual Innovation and Creativity**: Students demonstrate their resourcefulness and originality in addressing extemporaneous problems.
- **Synthesis**: Students demonstrate the ability to integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.

Reflective of School of Business Learning Goals, this class addresses the following of these goals:

- **Intellectual innovation and creativity**: Students will be able to identify creative and innovative service management and design strategies and also be able to improve designs based on their analysis. Implementation: Students will develop actual service organization blueprints, analyze these blueprints and the respective organizations, and then develop more effective designs.
- **Communication skills**: Students demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner. Implementation: Students will write their written report based on their semester long project, and present the results of this project in class. Demonstration of Achievement: Presentation of a concise and effective report.

**CofC Class Attendance Policy**

Class Attendance: Because class attendance is crucial for any course, students are expected to attend all classes and laboratory meetings of each course in which they enroll. Instructors maintain the authority to determine how absences will be addressed, which should be detailed in their attendance policies. Participation in college-sponsored activities, where students are official representatives of the College of Charleston, may result in absence(s). Instructors will recognize absences in which students are official representatives of the College of Charleston (such as intercollegiate academic or athletic team competition, or academic program sanctioned research presentation or artistic performance) as excused. During the first week of classes, instructors will announce and distribute their attendance policies, including criteria to be used in determining excused absences. Instructors determine whether absences are excused or unexcused for the purposes of participation grades, in-class assignments, and laboratories. Regarding formal graded work (such as exams, presentations, papers), instructors will
make “reasonable accommodations” when a student misses class for an event at which s/he is an official representative of the College of Charleston. Examples of reasonable accommodations might include: rescheduling an exam, altering presentation times, or flexibility in assignment submission dates. Students are required to submit documentation of their College representation related commitment from the appropriate College authority at least one week prior to the scheduled absence in order to be eligible for reasonable accommodations by the instructor. Regardless of any accommodation granted, students are responsible for satisfying all academic objectives, requirements, and prerequisites as defined by the instructor and the College. Instructors ascertain whether both excused and unexcused absences count in determining the basis for a grade of “WA,” which stands for “withdrawn excessive absences” and is equivalent to a failing grade. If attendance is used for grading purposes, the instructor is responsible for keeping accurate attendance records. If a student has more than the maximum allowed absences as defined in the course syllabus, the professor may assign a “WA.” Instructors are required to submit an electronic “WA” form (located in MyCharleston faculty tab) to the Registrar on or before the last meeting day of the class. The Registrar will then send an email notification to the student. The student is responsible for keeping personal addresses and contact information current through the Office of the Registrar. All students, whether absent or not, are responsible for all information disseminated in the course.

Accommodations for Students with Disabilities or Special Needs
The College will make reasonable accommodations for persons with documented disabilities. If there is a student in the class who has a documented disability and has been approved to receive accommodations through the Center for Disability Service/SNAP, please come and discuss this with me during my office hours during the First Two Weeks of class

Disability Statement from the SNAP Office
Students approved for SNAP Services are instructed to meet with each of their professors during the first two weeks of classes or as soon as they are approved for services to discuss accommodations and present a copy of their SNAP-issued Professor Notification Letter (PNL).

Honor Code [I have zero tolerance for honor code violations.]
College of Charleston Honor Code and Academic Integrity
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students & placed in student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.
Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

Need Communications Help????
College Skills Writing Lab and Speaking/Presentation Lab located in the in the Center for Student Learning (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, please call 843.953.5635 or visit http://csl.cofc.edu/labs/writing-lab/.
Multiple types of assignments are used in this course to evaluate student performance/what you have learned in the course. This document provides details to assist you in understanding the written components of the course. **Written assignments are to be handed in as hard copies—not electronically.**

As you write these assignments, the intent is for you to demonstrate your understanding of course concepts. Thus, when appropriate, please use **service marketing concepts** in your discussion to provide evidence of your knowledge and understanding of these concepts, as this is the primary purpose of these assignments. Assignments will be evaluated on the degree of professionalism demonstrated. Some examples of this are:

- instructions provided for the assignment are followed
- assignment is typed and double-spaced, in 11- or 12-point type
- assignment uses headings (and subheadings), page numbers, footnotes, references, etc.
- assignment is stapled, or otherwise properly bound together (not paper-clipped or folded), and is easily readable (e.g. no light print/missing words due to a poor printer).
- assignment properly identifies this specific class and any/all group members, and is dated.
- assignment uses clear/concise writing, proper spelling, grammar, and punctuation.
- paragraphs are appropriately formed and have appropriate length (e.g. are not a full page).
- be careful to not use contractions, if so use them appropriately (e.g. it’s/its).

**Co-Production (Class Participation) Paper**

Customers are active co-producers in much of services marketing. I consider you a co-producer in this course—you affect the outcome of the quality of service received. You have the opportunity and responsibility of evaluating your own performance. You are to submit an @ 3-page paper as justification for the grade you believe you deserve for your co-production efforts. In this paper, you are to explicitly state your suggested percentage (0 to 100%) at the beginning of the paper and then go on to provide support for your recommendation.

Co-production in an educational service setting can include a number of things. Minimally, it would seem to include the following behaviors/activities on the part of the student.

*Preparation
  - Reads assigned materials prior to class
  - Thoughtfully considers discussion questions provided in course materials (text etc.)

*Promptness
  - On time, and prepared for the beginning of class, all of the time

*Professionalism
  - Attends classes
  - Puts name card out on table/desk (doesn’t lose/forget it)
  - Asks meaningful and appropriate questions about material/assignments
  - Is attentive in class, is present both MENTALLY as well as Physically
  - Listens to instructor, class visitors, fellow students
  - Is respectful of instructor, class visitors, fellow students and their ideas presented/voiced
  - When we have class visitors, asks informed topical questions of the visitors
  - Researches class visitors before the visitor comes to class (and his/her organization)
Begins assignments well before the due date and turns all work in on time.
Does not create class interruptions
Has a positive attitude and a desire to learn and takes pride in the quality of work submitted
Email/phone communication with professor is appropriate and professional

*Participation
Regularly and frequently engages in class discussion
Contributes personal experiences to class discussions to illustrate course concepts
Brings in examples from professional publications/sources as examples of course concepts
Speaks up in class when the topic is not understood
Actively contributes to group/team discussions/assignments
Pulls his/her own weight in group/team activities

Due Date and more
Be fair and honest in your evaluation. I reserve the right to adjust the final co-production grade if deemed necessary due to student inflation. Paper is due on April 16.

I am providing the following guidance that I would use if I were assigning just a class participation score. In reality, although class participation is certainly a key component of your co-production, it is not the only component.

Typical Class Participation Rubric

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<tr>
<th>Scale</th>
<th>Description</th>
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<tbody>
<tr>
<td>100%</td>
<td>An incredible leader in class discussion. Completely prepared for every class and able to answer every question posed by the instructor. Student frequently initiates stimulating dialogue by asking thought-provoking questions on topic and regularly brings in outside materials to class to illustrate application of course concepts. Student is a role model for others in the class and always exhibits all of the qualities of a good student.</td>
</tr>
<tr>
<td>90%</td>
<td>An outstanding leader in class discussion. Always prepared for discussion of chapter topics and assigned readings. A frequent initiator of class discussion. Excels in interacting with classmates in a professional manner. Comments are focused, integrative, demonstrate preparation, and indicate active listening. Student continually exhibits qualities of a good student.</td>
</tr>
<tr>
<td>80%</td>
<td>A consistent leader in class discussions. Almost always prepared to discuss assigned topic in class. A regular initiator of class discussion. Interacts with classmates in a professional manner. Comments demonstrate preparation and indicate active listening. Consistently exhibits the qualities of a good student.</td>
</tr>
<tr>
<td>70%</td>
<td>Quality participation based on sound preparation. Regularly responds to instructor’s comments and questions. Also responds to comments of classmates. Occasionally takes the lead in class discussion. Often volunteers illustrations about the subjects being discussed. Regularly exhibits the qualities of a good student.</td>
</tr>
<tr>
<td>60%</td>
<td>Occasionally responds to the remarks of the instructor and/or classmates. Rarely volunteers to begin a discussion. Generally exhibits the qualities of a good student.</td>
</tr>
<tr>
<td>50%</td>
<td>Seldom answers questions posed by the instructor. Responds to other students in active learning assignments when required to do so. Occasionally exhibits the qualities of a good student.</td>
</tr>
<tr>
<td>40%</td>
<td>Answers questions from the instructor only if explicitly asked. Otherwise, does not take part in class discussions. Rarely exhibits the qualities of a good student.</td>
</tr>
<tr>
<td>30%</td>
<td>Shows up regularly to class but takes no part in classroom discussion. Seldom exhibits qualities of a good student.</td>
</tr>
<tr>
<td>0%</td>
<td>Completely avoids any attempt to contribute to classroom discussion. (Seriously...would anyone who falls into this category actually take the time to write a paper stating this?)</td>
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**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 in an electronic document.

**Directions**
Each team’s assignment is to seek out a local service provider (or, alternatively, a “goods” business that has a VERY significant service component) and develop a service blueprint. The project should focus on a specific company not just a typical firm in the industry. Students will need to read (and study!) Chapter 8 of your textbook *well in advance of the due date to complete this assignment*. Students should also read the following article for preparation:


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 the same firms from the same industry, and in order to receive full credit for this assignment, someone from the team should identify, to me, the organization whose services the team is proposing to blueprint by **March 5** to stay on schedule. Teams must also confirm that the organization is willing to allow them to take pictures of the service process and/or physical evidence by this date—and that they are willing to be the topic/subject/organization for the assignment. My approvals will be made on a first-come, first-serve basis as they are received. No more than one team may blueprint a given service provider and industry. SOOOO, teams may want to move quickly on this approval from the organization and from me.

Restaurants (i.e. any food service) are **NOT** an option for a service blueprint nor are firms/industries that have blueprint examples provided in class and/or in your course texts/materials. Be careful to not borrow your blueprint from the Internet as there are many out there which I am also quite familiar with. I would suggest that you meet with me as a team to discuss your ideas.

Some students want to develop a new service to blueprint. While I will allow this, I advise against it as I have found that many students spend too much time in the actual development and consideration of just what the service organization will be/should look like, and run out of time to actually develop the blueprint. REMEMBER, THIS HAS TO BE A SPECIFIC FIRM, not simply and industry..

**Requirements**

**Graphical Portion of the Service Blueprint.** You will need to understand blueprint concepts from class and readings in order to apply them as you examine the specific service provider. Your blueprint should include components described in Chapter 8, including:

* all “separation” lines clearly labeled
* arrows to indicate the order of activities and how they are connected to each other
* at least two-three pieces of physical evidence (more is better)
* at least two-three customer actions (more is better)
* at least two-three on-stage employee actions (more is better)
* at least two-three back-stage employee actions (more is better)
* at least two-three distinct support processes (more is better)
*at least two potential bottlenecks or fail points in the service delivery process
*at least one decision (or option) by either a customer or an employee (depicted by a “diamond”)

**Visual/Pictorial Portion of the Service Blueprint.** To complement the graphical part of your 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 the customers experience. MAKE SURE that you secure permission from the service provider/organization’s management prior to beginning this blueprint process and any picture taking. There is no fixed number of images required, but a minimum of 10-20 pages of images (in .jpg format) would be typical for many blueprints. For example, consider images depicting: servicescape elements, other physical/tangible evidence, customer actions on-stage technology actions if appropriate, employee actions (both on-stage and back-stage), fail points, etc. Students can also feel free to include a short video clip if desired to help illustrate certain aspects of the service deliver process.

**Written Portion of the Service Blueprint Assignment.** In addition to the two components described above, each time is to write a short paper((6-10 pages,(this does not include the visuals)) double spaced)) addressing the following (do not forget to include headings/subheadings in this paper):
*briefly describe organization and the service(s) this organization provides which you will be blueprinting and why you chose it.
*describe what you believe to be the 2-3 KEY customer actions depicted in the blueprint and why they are critical to a successful service experience.
*similarly, describe what you believe to be the two to three KEY employee actions depicted in the blueprint and discuss why they are so critical to a successful service experience.
*describe what you believe to be the two to three support processes depicted in the blueprint and discuss how they support other activities needed to provide the customer with a good service experience.
*describe the KEY elements of physical evidence revealed in the blueprint (photos of the elements should be included in the visual portion of the blueprint) and discuss how they influence the customer’s experience.
*identify, number, and describe 2-3 potential fail points where problems may occur) or bottlenecks (points in the process where backups or slow delivery may occur).
*suggest possible solutions/alternatives to address these (potential) problem areas.
*discuss how such a service blueprint might be used in each of the following areas in this organization: marketing, human resource management, and operations—do not forget to consider the costs of the process and any recommendations you make. Also discuss relevant aspects of the business that might impact your recommendations. Be realistic with respect to the organization you are working with.
*discuss what is learned in doing this assignment and how it could be applied to the business world.

**Due Date and more**
This assignment should be submitted in hard copy by **April 9.** Blueprints can be created using a variety of software products. The most commonly used too is PowerPoint; however, occasionally students have used MicroSoft Word, MicroSoft Excel or Visio. You may also have access to other tools.
Individual Assignment: Service Encounter Paper

Each student individually will evaluate critical aspects of TWO distinct service encounters from your own perspective as a customer and as a services marketing scholar.

**Directions**

Write a service encounter paper analyzing two service encounters in detail. This paper (6-8 pages, double spaced) will consist of two parts. First, write about the organization that provided you with the WORST service of any organization you have encountered this year (make sure you can remember sufficient details for the paper—this is more than just a rude waitstaff). Second, you will write about an organization that is doing an excellent overall job of applying services marketing concepts.

**Requirements**

Discussion of WORST service (@2.5 pages). Begin by describing the WORST service. Based on 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? (Use concepts from class to diagnose why the firm did not meet our expectations.) Then, assume the manager of this firm is reading your paper and recommend the (approximately three) most important actions that should be taken to improve the service. Be Specific and detailed in your recommendations, using the concepts and strategies you have studied to support your suggestions and discussion. A good paper will describe the problem(s) and present a specific logical plan for improvement. Make sure that you provide enough information on the company/service that I can understand your suggestions and their appropriateness. (Consider the firm’s resources and market position.)

Discussion of BEST service (@2.5 pages). Write about an organization, that based on the service encounter you had with them this year, appears to be doing an excellent overall job of services marketing. The discussion should be about the three (approximately) most important actions you believe the management has undertaken to deliver such good service—using the concepts/strategies we have studied and discussed.

Finally, you should conclude your paper with one to two complete and well-thought-out paragraphs discussing what you learned from this experience and how you will apply it as you enter the business world. Be specific here; saying that you have learned “what a good service is” does not provide much insight, or does saying that you will “use what I learned when I enter the real world”.

**Due Date**

This paper is due at the beginning of class on March 26.

**INCLEMENT WEATHER**

If the College of Charleston closes and members of the community are evacuated due to inclement weather, students are responsible for taking course materials with them in order to continue with course assignments consistent with instructions provided by faculty. In cases of extended periods of institution-wide closure where students have relocated, instructors may articulate a plan that allows the supplemental academic engagement despite the circumstances.
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<th>Topic</th>
<th>Chapters/Readings/Activities</th>
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<tr>
<td>1/9</td>
<td>Foundations: Course Introduction and Expectations</td>
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<tr>
<td>1/14</td>
<td>Introduction to Services</td>
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<tr>
<td>1/16</td>
<td>Intro to services con’t</td>
<td>1 con’t</td>
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<tr>
<td>1/21</td>
<td>Foundations, GAPs model</td>
<td>2</td>
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<tr>
<td>1/23</td>
<td>con’t</td>
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</tr>
<tr>
<td>1/28</td>
<td>Focus on Customer/Expectations</td>
<td>3</td>
</tr>
<tr>
<td>1/30</td>
<td>Focus on Customer/Perceptions</td>
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<tr>
<td>2/4</td>
<td>Project(s) discussion</td>
<td>Be very familiar with syllabus and accompanying materials</td>
</tr>
<tr>
<td>2/6</td>
<td>Listening to the Customer/Research</td>
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<td>2/11</td>
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<tr>
<td>2/13</td>
<td>Customer Relationship Management</td>
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<tr>
<td>2/18</td>
<td>Exam 1</td>
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<tr>
<td>2/20</td>
<td>Group talk in class</td>
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<tr>
<td>2/25</td>
<td>Service Design/Blueprinting</td>
<td>8</td>
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<tr>
<td>2/27</td>
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<td>3/3</td>
<td>Service Recovery</td>
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<td>Servicescapes</td>
<td>10 Students should have determined blueprinting firm by today</td>
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<tr>
<td>3/10</td>
<td>group meet in class</td>
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<tr>
<td>3/12</td>
<td>firm group meet</td>
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<tr>
<td>3/16-20</td>
<td>SPRING BREAK</td>
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<td>3/24</td>
<td>Employee Role in Services</td>
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<td>3/26</td>
<td>Class Service Encounter Paper Discussion</td>
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<td>3/31</td>
<td>Customer’s Role/Co-Production</td>
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<tr>
<td>4/2</td>
<td>Exam 2</td>
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<tr>
<td>4/7</td>
<td>Blueprint Meetings</td>
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<td>Blueprint Presentations</td>
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<tr>
<td>4/14</td>
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<td>All Blueprints Due</td>
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<tr>
<td>4/16</td>
<td>Blueprint Presentations</td>
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<tr>
<td>4/21</td>
<td>Management of Demand/Capacity/Bottom Line</td>
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<tr>
<td>4/23</td>
<td>Reading day</td>
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<tr>
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<td>COMMENCEMENT IS MAY 9</td>
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