MKTG 360: SERVICES MARKETING

Professor: Dr. Rhonda Mack  
Class time: TR 1:40 – 2:55  
FALL 2020  
Office Hours: As needed via Zoom, Skype, email, phone  
mackr@cofc.edu

THIS COURSE WILL BE ONLINE WITH SYNCHRONIZED ONLINE COMPONENTS. Students are to ALWAYS keep our scheduled times reserved for meetings with professor and student groups. Active interaction with the course OAKS website is also necessary for this course. Watch FOR EMAILS as well as OAKS ANNOUENENTS.


Course Description (Why Study Services Marketing?)

Services dominate the U.S. economy as well of those of many other countries 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 even greater in some parts of the world. Service-dominant economies are critical and cross many industry sectors as they drive the growth and competitiveness of much 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 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 brief lectures/comments, student discussions of material and assignments, 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, & communication—all aimed at building service brands.
6. To understand the impact of effective service management on organizational success and profit.
CLASS REQUIREMENTS/EXPECTATIONS
I DON’T WANT TO DO THIS ALONE GUYS! My teaching philosophy is simple. I believe that we learn best when we talk about and experience the topics and processes which we are studying. I will not lecture excessively nor recite everything you must learn. I will assume that you will be active and responsible in our learning partnership AND prepared as is your responsibility as a student.

Since we are not in the classroom, you will be working a bit more independently this semester, so it is VITAL that you stay ahead of the syllabus—that your reading is done before the class time on the days indicated and that all assignments are completed on time. Read ahead to make sure that you are prepared.

YOU WILL NEED TO READ your assigned text chapters and articles if you plan to succeed in this class. You should be fully prepared, present, and on time at any scheduled ZOOM (or phone) meetings and be ready to discuss assignments with your classmates and with me. Also, ask questions you have about the materials and assignments. I expect you to participate in this entire course. I will be accessible to you throughout the semester, but I also suggest that you identify a “buddy” who you can contact to get any class information if you miss something.

We have very few “full-class” synchronous meetings this semester. Most of the time is allocated for READING the text and Listening to several course recordings (in OAKS Content), WORKING alone or with classmates on assignments, or MEETING with me as a group/individually to discuss content or questions on group or individual projects. The recordings are not too long and will be valuable to you.

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 unwelcome.

About 2 hours of class time will be needed for each hour of class— on project weeks you should spend more time. So, on average weeks, you should spend about 9 hours on this class.

This is an “unplugged” class. Once class starts, all electronics should be turned off (other than your means of communications). FULLY FOCUS ON WHAT YOU ARE DOING!

IF WE HAVE STORMS AND YOU RELOCATE, continue working as scheduled—take your computer and text materials with you.

I DO NOT ACCEPT LATE WORK! Assignments are due as posted on the syllabus.

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 assignments 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 you grade)
CLASS DISCUSSION POSTS: 20%  INDIVIDUAL ASSESSMENTS: 50%  TEAM PROJECT: 30%

Grading Scale
A  90-100  A- (I do not give A- grades. If you make 90 or above, you deserve to get an A.
B+  88-<90  B  81-<88  B-  80-<81
C+  78-<80  C  71-<78  C-  70-<71  D  60-<70  F  less than 60

CLASS DISCUSSION POSTS (20% of course grade)
You have four class discussion posts (OAKS) this semester. For these posts, I have typically assigned a
two-day post window indicated on the syllabus (one exception). I EXPECT that you will post more than
once within this period in response to your colleagues. If you start the conversation and then come back
in later, that is great...conversely if you post 2-3 times, all in the last few hours of the last day, that is
quite bad. Your grade will be based not just on quantity of posts, but on thought behind the posts, their
relevance, and also respectful responses to others.

TEAM PROJECT (30% 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/drawings, for a particular service provider. The
assignment will also involve writing a paper discussing how the blueprint might be used to improve
marketing/operations in the organization. Details are provided in the Course Assignments section.

INDIVIDUAL ASSESSMENTS (50% of course grade, #1=20% and #2=30%)
TWO individual assignments are required for students. The objective is to reinforce the learning and
application of course concepts. Details are provided in the Course Assignments section.

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.

**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](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/](http://csl.cofc.edu/labs/writing-lab/).

**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.

“TEAM AND INDIVIDUAL COURSE ASSIGNMENTS GUIDELINES”

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 emailed to me at: mackr@cofc.edu

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

- instructions provided for the assignment are followed
- assignment is typed and double-spaced, 12-point type, 1” margins all around
- assignment uses headings (and subheadings), page numbers, & references (APA STYLE)
  Reference cited within body of paper, full REFERENCE section at end of paper
- assignment consistently uses proper course/topic terminology
- assignment properly identifies this specific class 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).
- careful thought and attention to concepts and their application
- realistic perspective of strategic choices as organizations would need to consider
- assignment includes a Title Page (including full group member names if relevant) and a Table Of Contents. These do not count in the number of pages of report.
- be consistent in any use of “I”, “We”, “They”, “The firm”, etc. in group projects

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CLASS DISCUSSION POSTS ASSIGNMENTS (20% of grade)

Post 1: Consider GLOBAL service brands (think fast food, car rentals, hotel chains, credit cards, consulting firms, online services, social media, airlines, other transportation...). Look at Chapter 1’s “Characteristics of Services” (Intangibility; Heterogeneity; Simultaneous Production and Consumption; and Perishability”). Also consider “Search, Expectations and Credence Qualities” discussed in Chpt. 1. AS A CLASS, discuss these characteristics with respect to: Uber, Walt Disney, McKinsey & Company, and McDonalds. Discuss similarities and differences across these. I expect each of you to post at least twice within the “post time period”....not all in the last few hours.

Post 2: After reading the assigned chapters and listening to the assigned recording--- choose one or two “services, or largely based services” used/purchased by college students. Identify your chosen services and Discuss each of these with respect to the 5 Service Quality Dimensions identified within the chapters. Feel free to compare and contrast. Discuss your perceptions of relevant “gaps” and the impact of these. OBVIOUSLY the first few students posting, will be identifying the services to discuss.
**Post 3**: After reading Chapter 6, consider Relationship Marketing and Profitability Tiers. What do you think of this practice? Provide examples and discuss.

**Post 4**: After reading Chapter 7, discuss some of your own experiences with service failures and recovery. How were they handled? Would/did you go back? How should they have been handled? Speak to costs of recovery and potential costs/savings/profits of possible outcomes. You may have experiences with common companies.

**Service Blueprint (Team) Assignment** (30% of grade)

**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. (PLEASE NOTE “TEAM AND INIVIDUAL COURSE ASSIGNMENT GUIDELINES” ABOVE.)

**Directions**
Each team’s assignment is to seek out a local or regional 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:


My recording (OAKS) and additional content on Blueprints (OAKS) will also provide you with other sources which will help you, especially on understanding very basic costs implications with blueprinting.

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 via email, the organization whose services the team is proposing to blueprint by **Oct. 20th** 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. (IF DUE TO THE COVID 19 ENVIRONMENT, pictures cannot be taken or secured from other materials, make sure that the team has adequate information to “describe” the service/process environment.) 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.
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”)
* cost implications (as discussed in class, in readings on blueprints and in my recording)

**Visual/Pictorial Portion of the Service Blueprint.** To complement the graphical part of your service blueprint, each team is expected to visit (VIRTUALLY IF NEEDED) 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/image captures. 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, costs, etc. Students can also feel free to include a short video clip if desired to help illustrate certain aspects of the service delivery process. You may be able to capture much of this online, or you ask the business to provide images to you if possible.

**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).
* identify costs of process stages to the greatest extent possible and include these in your analysis
* 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—\textit{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.

4) Team Evaluation. EACH team member is to send to me a) a narrative on your group’s performance indicating the role that each member played and how well they met their responsibilities to the team in project planning/completion. B) also either assign: “failed to meet”, “met”, or “exceeded” expectations. 

This assignment should be submitted electronically to my email by: \textcolor{red}{November 19, 5:00 p.m.}.

Blueprints can be created using a variety of software products.

\textbf{INDIVIDUAL ASSESSMENTS ASSIGNMENTS}

Objective: To provide an individual measure of each student’s mastery and ability to apply content read and studied. (PLEASE NOTE “TEAM AND INDIVIDUAL COURSE ASSIGNMENT GUIDELINES” ABOVE.)

\textbf{INDIVIDUAL ASSESSMENT 1: Services Customer Research Individual Assessment} (20\% of grade)

\textbf{Due:} email to me at mackr@cofc.edu no later than Friday, 9/29 5:00 p.m.

Based on what we have read and discussed to this point...In your own words and using proper terminology (this means do not quote the book), briefly describe the \textbf{PURPOSE} of each, and \textbf{HOW TO IMPLEMENT} each, of the following: Critical Incident Studies and SERVQUAL.

How are these methods different—consider the objectives of their use? Give a REAL service firm example/scenario to be studied for when you would use each of these (that means two examples, one for each method). Describe each example/scenario providing the “\textit{why}” you would use the method/tool—why it would be appropriate. Describe your examples in sufficient detail so that you could actually pick up your description and implement each of the two studies. For example, you would need to indicate what questions/dimension aspects you would ask with SERVQUAL. Think of what you would need to also implement your Critical Incident Study—one example, who would be your research subjects????

Use terms we have studied and think in terms of the marketing context.

I anticipate this paper (not counting title page and table of contents) will run about 4-5 pages.

\textbf{INDIVIDUAL ASSESSMENT 2: EXCELLENCE IN CUSTOMER SERVICE ANALYSIS} (30\% of grade)

\textbf{Due:} email to me at mackr@cofc.edu no later than Monday, December 7th at 5:00 p.m.

Based on Text Chapters 10, 11, 12—as well as our other chapters and readings (especially the article by Wirtz and Zeithaml, “Cost-effective service excellence” which you should read carefully).

Considering the reading materials above, you are to choose one of the following organizations: Chick-fil-A, Southwest Airlines, Disneyland/Disneyworld, Comcast, Lending Tree, or Gerald’s Tires.

Based on your research into, and knowledge of, the firm, conduct an analysis along the lines of the readings and write a paper addressing the following points:

1) An introduction into the firm, its target market (that is relevant to project), and its competitive position within its competitive market.

2) Does the firm exhibit excellence in customer service? Tell me in what ways excellence is exhibited.

2a) Based on your readings, how does the firm achieve service excellence?

2b) Discuss any trade-offs which the firm may make to achieve excellence. Potential impact of these?
2c) Are there recommendations you could make for additional improvements?

2d) How does the target market respond the firm’s strategy of excellence?

3) If you feel the firm does not achieve service excellence—where is it lacking in its competitive market given it’s targeting? Why would you speculate they “do not” have strategies to achieve excellence? (Keep in mind its competitive market and target market(s).)

3a) Can you recommend ways in which the firm could make strategic changes to achieve excellence?
   Include your reasoning/logic behind recommendations.

3b) What might be trade-offs with your recommended changes, or reasons the firm may not want to make the changes?

3c) Following 3b above, what outcomes/target market responses would you expect with the changes?

After you address #1, you may either concentrate totally on #2 questions, or #3 questions. You may also feel a need to address each of these to some extent give your firm. Regardless, make sure that you include points in the reading and discuss how the firm is incorporating certain strategies (give examples). Never forget the target market, or the competition.

With needed detail, this paper (not counting title page and table of contents) should be about 7-10 pages.

IT IS VITAL THAT YOUR WORK, IS YOUR WORK ONLY. DO NOT “BORROW/SHARE” from classmates. THIS IS AN INDIVIDUAL PROJECT. ANY GROUP THOUGHT IDENTIFIED WILL BE TREATED AS PLAGIARISM. ALSO, MAKE SURE THAT YOU FULLY REFERENCE ANY MATERIALS USED.

REQUIRED JOURNAL ARTICLE READINGS IN ADDITION TO TEXT BOOK:

## TENTATIVE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapters/Readings/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/25</td>
<td>Foundations: Course Introduction</td>
<td>READ Syllabus</td>
</tr>
<tr>
<td>8/27</td>
<td>Course Introduction con’t</td>
<td>LISTEN: “COURSE INTRODUCTION”; READ SYLLABUS AGAIN</td>
</tr>
<tr>
<td>9/1</td>
<td>Introduction to Services Marketing</td>
<td>READ Chpt. 1; at 1:45 CLASS ZOOM (let’s talk about the course)</td>
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<tr>
<td>9/3</td>
<td>Introduction to Services Marketing con’t</td>
<td>POST 1 (between 9/1 6:00 a.m. and 9/3 5:00 p.m.)</td>
</tr>
<tr>
<td>9/8</td>
<td>GAPS Model of Service Quality</td>
<td>READ Chpt. 2</td>
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<tr>
<td>9/10</td>
<td>Customer Expectations of Services and Customer Perceptions of Services</td>
<td>READ Chpts. 3 &amp; 4</td>
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<td>LISTEN: “GAPS, EXPECTATIONS &amp; PERCEPTIONS”</td>
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<tr>
<td>9/15</td>
<td>GAPS continued, <strong>CLASS ZOOM at 1:45</strong></td>
<td>POST 2 (between 9/10 6:00 a.m. and 9/15 by 5:00 p.m.)</td>
</tr>
<tr>
<td>9/17</td>
<td>Listening to Customers through Research</td>
<td>READ (CAREFULLY) Chpt. 5 and LISTEN: “SERVQUAL”</td>
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<tr>
<td>9/22</td>
<td>con’t, contact instructor if you have questions</td>
<td>REREAD “Individual Assessment 1” description on syllabus</td>
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<tr>
<td>9/24</td>
<td>Listening through Research con’t</td>
<td>Work on INDIVIDUAL ASSESSMENT 1, meet as needed with instructor</td>
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<tr>
<td>9/29</td>
<td>IND Assessment #1 due <strong>INDIVIDUAL ASSESSMENT 1 DUE</strong>; emailed to me <a href="mailto:mackr@cofc.edu">mackr@cofc.edu</a> by Tuesday, 9/29, 5:00 p.m.</td>
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<tr>
<td>10/1</td>
<td>Building Customer Relationships con’t</td>
<td>READ Chpt. 6</td>
</tr>
<tr>
<td>10/6</td>
<td>Customer Relationships con’t</td>
<td>POST 3 (between 10/1 starting 6:00 a.m. and 10/6 at 5:00 p.m.)</td>
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<td>10/8</td>
<td>Service Design, Blueprinting</td>
<td>READ: Chpt. 8; LISTEN: “BLUEPRINTING”</td>
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<td>REREAD Team Project description &amp; read posted Blueprint Material (OAKS), Work through “Build a Bear” questions</td>
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<td>READ Bitner, Ostrom &amp; Morgan article on “Service Blueprint…….”</td>
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<tr>
<td>10/13</td>
<td><strong>CLASS ZOOM at 1:45</strong></td>
<td>REREAD TEAM PROJECT DESCRIPTION. (Let’s talk about project questions you have)</td>
</tr>
<tr>
<td>10/15</td>
<td>Service Design &amp; Blueprinting, con’t</td>
<td>MEET WITH TEAM MEMBERS on project, Contact me for meetings as needed</td>
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<tr>
<td>10/20</td>
<td>Service Design, Blueprinting con’t</td>
<td>READ: “Cost-effective service excellence” by Wirtz &amp; Zeithaml</td>
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<td>GROUP MEETINGS; meets with instructor as needed with project questions</td>
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<td><strong>BLUEPRINT SERVICE COMPANY ID: NOTIFY INSTRUCTOR VIA EMAIL TODAY BY 5:00.</strong> ONE email per team! INCLUDE FULL NAMES OF, AND COPY, ALL TEAM MEMBERS IN EMAIL WITH SERVICE FIRM IDENTIFICATION</td>
</tr>
<tr>
<td>10/22</td>
<td>Service Recovery</td>
<td>READ: Chpt. 7; LISTEN: “SERVICE RECOVERY”</td>
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<tr>
<td>10/27</td>
<td>Service Recovery con’t</td>
<td>POSTS 4 (between 10/22 6:00 a.m. and 10/27 at 5:00 p.m.)</td>
</tr>
<tr>
<td>10/29</td>
<td>Servicescapes</td>
<td>READ: Chpt. 10; WORK ON PROJECT, meets with instructor as needed</td>
</tr>
<tr>
<td>11/3</td>
<td>ELECTION DAY, NO CLASSES</td>
<td></td>
</tr>
<tr>
<td>11/5</td>
<td>Employee Role in Services</td>
<td>READ: Chpt. 11; ENTIRE CLASS ZOOM 1:45 (Do you have Projects questions)?</td>
</tr>
<tr>
<td>11/10</td>
<td>Customer’s Role/Co-Production</td>
<td>READ: Chpt.12</td>
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<td></td>
<td></td>
<td>LISTEN: “COMMENTS ON ROLES OFF EMPLOYEES AND CUSTOMERS”</td>
</tr>
<tr>
<td>11/12</td>
<td>Managing Demand and Capacity</td>
<td>READ: Chapter 13; LISTEN: “COMMENTS ON DEMAND&amp;CAPACITY”</td>
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<td></td>
<td></td>
<td>LISTEN: “INDIVIDUAL ASSESSMENT 2 COMENTS” REREAD project description</td>
</tr>
<tr>
<td>11/17</td>
<td>Team Blueprint Project meets and talk as needed. <strong>INDIVIDUALS, BE THINKING OF INDIVIDUAL ASSESSMENT #2 TOPIC FIRM</strong></td>
<td></td>
</tr>
<tr>
<td>11/19</td>
<td>TEAM BLUEPRINT PROJECT DUE today, Thursday 11/19 to <a href="mailto:mackr@cofc.edu">mackr@cofc.edu</a> no later than 5:00 p.m.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>****INDIVIDUALS ARE TO FINALIZE YOUR DECISION ON INDIVIDUAL ASSESSMENT #2 FIRM (choose 1 of 3 listed)</td>
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</tr>
<tr>
<td>11/24</td>
<td>INDIVIDUAL ASSESSMENT #2 Work; meets as needed</td>
<td>LISTEN AGAIN: “INDIVIDUAL ASSESSMENT 2 COMMENTS”</td>
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<tr>
<td>11/26</td>
<td>THANKSGIVING HOLIDAY NO CLASS</td>
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<tr>
<td>12/1</td>
<td>Meetings with Instructor as needed on Final Individual Assessment</td>
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</tr>
<tr>
<td>12/3</td>
<td><strong>INDIVIDUAL ASSESSMENT 2 DUE</strong> EMAIL INDIVIDUAL ASSESSMENT 2 TO ME <a href="mailto:mackr@cofc.edu">mackr@cofc.edu</a> BY 5:00 p.m.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:mackr@cofc.edu">mackr@cofc.edu</a> NO LATER THAN MONDAY, Dec. 7th, by 5:00 p.m.</td>
</tr>
</tbody>
</table>