

Tuesday and Thursday 3:30 pm - 4:50 pm (SHB336)

Instructor: Michael W. Pass, PhD

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Office Hours: Tues. and Thurs. 2:15 – 3:15 (also available by e-mail and appointment)

Required Text: Zeithaml, Valarie A., Mary Jo Bitner and Dwayne Gremler (2013)
Services Marketing: Integrating Customer Focus Across the Firm
Sixth Edition, McGraw-Hill (ISBN 978-0-07-811205-8)

Handouts PowerPoint Slides and Study Guides (Located on Blackboard)
DQEQ Questions (Located on Blackboard)

Learning Outcomes

This course introduces you to the marketing needs and management challenges faced by service firms and firms offering both products and services. The main learning outcomes are for you to:

(1) Gain factual knowledge (such as terminology and methods).

You will gain an understanding of differences between services and products, the financial and economic impact of services, research methods, and consumer behavior associated with the selection and use of services. You will learn the GAPS Model of Service Quality and causes of the Customer GAP.

(2) Learn fundamental principles, generalizations and theories.

We will cover fundamental principles of service quality. You will learn what influences customer satisfaction with services and how to improve their satisfaction with service quality.

(3) Learn to apply course material.

Working with other students, you will apply course material by answering Discussion and Exercise Questions (DQs and EQs). Your team will present answers to the class so that it teaches fellow students and reinforces their understanding of course material.

Learning Activities

To do well, I recommend the following *learning activities*:

(1) Complete the readings and summarize main points while reading. Use the study guide.

(2) Prepare before class. Be prepared to discuss material during class.

(3) Take notes during class instead of just listening. This will probably reduce study time.

Taking notes is needed because PowerPoint handouts do not provide all the information.

(4) Spend *two hours studying for every hour* in class. This time should be used for preparing Discussion/Exercise questions, reading and summarizing material, and reviewing for exams.

How Your Final Grade is Determined

Individual Activities (82.5%)

Exam I	275 Points
Exam II	275 Points
Exam III	275 Points

Team Activity (17.5%)

DQ/EQ Assignment	175 Points
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Total Possible **1000 Points**

Grading Scale

A	90 - 100%	900+ points
B	80 - 89%	800 - 899 points
C	70 - 79%	700 - 799 points
D	60 - 69%	600 - 699 points
F	Below 60%	Below 600 points

- Grades are not curved.
- If all exams and team activity are not completed, then a failing grade will be received.

Extra credit activity generates points to make-up for less than desirable results on exams or the role-play activity. Activity *must be proposed* by you (via e-mail). The maximum number of points is twenty (20). State the topic in which your understanding was less than desirable and propose activity to improve your knowledge of the topic. The extra-credit activity should be significant in order to justify the opportunity given to improve a grade. It is usually a 5-10 page paper explaining a concept by using examples. A formal essay style is to be used. Plagiarism will result in a failing course grade. Proposals are due by e-mail no later than 4/05 (by 11 pm). The completed work is due on 5/01 (by 11 pm).

Individual Activities

Exams: I, II, III

825 of 1000 Points

The exams include 45-55 multiple-choice questions. An exam may address information covered by a previous exam if the class does not demonstrate understanding of the material. If this situation exists, I will let you know which areas will be covered on the next exam. A blue Scantron form is needed for each exam.

Make-up Exams. You must contact me before an exam indicating the reason for not being able to take it. Call 294-1294 and leave a detailed message. *Documentation is required* to substantiate the *extreme circumstance* causing you to miss an exam. *The information on your documentation may be verified by contacting those providing you with the documentation.* Documentation is due at the beginning of the next class after the missed exam. For example, if the exam is on Tuesday, the documentation is due on Thursday. If you do not attend that class, then the documentation must be e-mailed to me by 11:00pm on that same day.

If acceptable documentation is provided as noted above, then a different version of the exam will be given to you. The exam may be comprised of essay questions and multiple-choice questions. It will be given at the end of the semester - before the final exam. If documentation is not given, zero points will be recorded for the exam. If documentation is not provided as noted above, a zero is given for the exam.

Optional Comprehensive Final Exam (If Better - Replaces Points of a Previous Exam)

If you take the final exam, it must be taken at the time noted on the Class Schedule. This requirement is based on a University Policy. The exam covers all material included in Exams I, II, and III. The study guide should be used to prepare for the exam. The points cannot be used to replace ones available from Exam I, II, or III when one of these exams was missed and not taken as a make-up exam.

How Points are Replaced. If the final exam points are higher than your lowest scoring exam, they replace those exam points. They may (or may not) increase total points enough to make a difference in your grade. If the points on the exam are lower than the lowest scoring exam, they have no impact on your total points. Since the points are lower, they do not replace any previous exam scores.

Team Activity

Discussion /Exercise Questions (DQ/EQs)

175 of 1000 Points

The DQEQ questions are presented on the DQEQ document posted on Blackboard. The assignment includes written answers to the questions and a presentation of the information to the class. See below for detailed instructions to follow when completing these activities.

The Presentation PPT file and Written Answers are due before the class scheduled for the presentation.

One student is to send the Presentation and Written Answers to me by e-mail (mwp006@shsu.edu). Always bring an electronic “back-up” copy to class. Do not rely on your e-mail account for a copy.

We will have drawings to determine the DQ/EQs for teams and the presentation dates. Your team will rank the DQEQ questions to show ones that your team prefers more vs. less. Presentation dates are listed on the Class Schedule.

Written Answers (Due before class on the day of the Presentation)

Each team member answers one, or two, of the DQEQ questions assigned to the team. The team decides who will “take the lead” to complete each question. One student is to compile answers into one WORD document and send it to me by e-mail (mwp006@shsu.edu). These format requirements must be followed:

- (1) Answers must be written using a formal essay style with correct spelling, grammar, and punctuation. Do not answer using bullet points. They do not provide complete information. Double space your typing.
- (2) Type the name of the student(s) answering each question. Then, type the complete question from the DQEQ document on Blackboard. You may copy and paste it. Finally, answer each question.

Formal Presentation (Use only PPT format. Due before the class when you present)

Your team makes a formal presentation that includes information used to answer the DQEQ questions.

Your team must schedule a meeting with me to review your work before it is presented to the class. It is your team's responsibility to see me during class so we can set a meeting for a Tuesday or Thursday (between 2:15 and 3:00 or earlier). If this is not done then a lower grade will be assigned.

For our meeting, have your presentation slides ready for review. The meeting takes about 20 minutes if your team is prepared. I will give you feedback to help you fine-tune the presentation.

When presenting, assume the audience is comprised of individuals that have not read material in the text. Help your fellow students understand the concepts by giving them a great explanation of the answers. Your information will be very similar to what I cover. Use the same figures that I show in class. Do not use the same text that I use on slides shown during class. The presentation is 20-30 minutes.

Reading to the class from note cards or the computer screen is not acceptable. *Reading to the class* indicates that team members did not learn the information well enough to explain it to another person. Any student reading too much from note cards or the computer screen will not be scored any higher than 65% of the points available. These students will receive an even lower grade if answers are not correct.

Discussion /Exercise Questions (continued)

Optional Peer Evaluations

The whole team receives the same grade unless written answers completed by a team member are poorly written, not finished, inaccurate, or plagiarized. Reading to the class also leads to a lower grade. In addition, a student's grade is reduced when the student receives negative peer evaluations. A peer evaluation form is located on Blackboard.

Completing a peer evaluation is optional. If you do not turn in a peer evaluation, equality among the members will be assumed (i.e., the group grade will be the individual grade). To avoid all team members receiving the same grade, submit an evaluation to Blackboard by 11:00 pm on the day of the DQEQ presentation.

Explain the less than adequate preparation by another student that led you to submitting the evaluation. If two team members submit an evaluation rating another student much lower, then that student will receive a lower grade - one, two, or three letter grades lower. It is possible for a student to earn no points when no contributions were made.

Course Policies

Your enrollment in this course indicates your agreement to follow Course Policies. If you feel you cannot follow the Course Policies, then it would be best to take the course at another time instead of receiving a lower or failing grade. Policies are set and followed to create a good learning environment.

Many students view these policies as just reinforcing the customary way of behaving. These students would not even think about acting inappropriately during class or not attending class. In contrast - some students may not know what is acceptable classroom behavior and attendance. The policies are explained below so all students will be fully aware of what is expected of them.

Grade Adjustments. Grades are not increased to help a student report a level of learning (e.g., A, B, C, D) that has not been reached. Course exams and the DQ/EQ assignment indicate the level of learning achieved. Disruptive classroom behaviors and attendance problems result in a reduction of points and the final grade. These points are not added back at the end of the semester.

Academic Honesty. Any evidence of cheating, collusion, fabrication, or facilitating academic dishonesty will be reported to the Dean of Students for appropriate disciplinary action. Academic Policy Statement (810213) describes academic dishonesty. In addition, see the policy on page 44 of the 2016-2018 Student Guidelines for another explanation of what constitutes academic misconduct. If you violate this policy, then you will receive a failing grade.

Participation. Extra points are not given for class participation. Students that participate usually learn more and do better on exams so it is important for you to participate. You are expected to read the assigned material and be prepared to answer and ask questions during class. If your question is about your particular situation, such as work, please see me after class.

If it appears that the Learning Activities (pg.1) are not being completed, pop quizzes will be used as a teaching tool. Answers to the pop quizzes will be discussed during class so that everybody learns the material. Points from exams will be replaced by the pop quiz points. If you do not attend class on the day of a pop quiz, then you will not earn any points and no make-up activity is given.

Students with Disabilities Policy. It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely because of their disability, from participation in any academic program of the university. They shall not be denied the benefits of these programs nor shall they be subjected to discrimination. See the policy at <http://www.shsu.edu/dotAsset/7ff819c3-39f3-491d-b688-db5a330ced92.pdf>.

Students with disabilities that might affect their academic performance may contact the Office of Services for Students with Disabilities at (936) 294-3512 or disability@shsu.edu. The web site is <http://www.shsu.edu/dept/disability/index.html>. The only accommodations made are ones formally approved by this office.

Student Absences on Religious Holy Days. Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work. See the policy at <http://www.shsu.edu/dept/academic-affairs/documents/aps/students/861001.pdf>

Visitors in the Classroom. Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office. See the policy at <http://www.shsu.edu/syllabus>.

The Use of Electronic Devices Is Not Allowed. All Devices Must Be Put Away.

Definition of Use: A device is "in use" if it is on your lap, or somewhere else, where it might be viewed, or used. Keep things simple – put the device away when class starts. It is easy to see when a device is not put away so instead of trying to hide one put it away.

Points – 50 (1/2 a letter grade). You are making a choice to lose (or not lose) points. Any electronic device "in use" (defined above) results in your final grade being reduced by 50 points -- 1/2 a letter grade. An additional 100 points is taken away for each additional time that a device is "in use."

Excuses, such as having to emergency text someone, are not accepted.

If you need to use a device – gather your things and leave class *for the remainder of the session*. Use the electronic device *outside of class* and do not disrupt class by returning.

This policy necessitates that you download and print PowerPoint handouts before class.

If You Must Use for This Course. If you feel you must use a tablet or computer, send me an e-mail stating this and provide an excellent reason. The reason has to be more than a need to look at the handouts. Handouts can be printed and brought to class.

If your request is approved, you will be asked to send a copy of the notes you have taken during 3-4 classes during the semester. If the notes are not sent to me, or if the electronic device is being used for something other than class, then you will have a 50-point reduction in points.

Students with disabilities should visit the Office of Services for Students with Disabilities located in the Counseling Center (936)294-1720. After setting up a file with the Center, please see me to discuss and arrange for the use of a recording device.

Course Policies (continued)

Classroom Behavior

It is expected that you will act as a business professional.

There are behaviors that disrupt the class and *indicate that a student is not fully attending class.*

The student may be sitting in class but doing other things.

Some behaviors are listed below - with point reductions from the total points earned.

These disruptive behaviors are “**zero tolerance**” behaviors.

I will not negotiate points for these behaviors and there is no first warning given.

The reduction in points occurs the first time that a student exhibits the behavior.

Each of the following results in either a failing grade or a 50-point reduction in points:

- Use of electronic devices: 50 points or more
- Working on material that is not related to this course: 50 points
- Eating during class: 50 points
- Side Conversations (talking when someone else is “officially” speaking: 50 points
- Not Attending Class: Failing Grade (See details below)
- Arriving Late or Leaving Early: Counts as absence - reduction in grade (See details below)

This is not a complete list of problem behaviors. Other behaviors may be exhibited and similar levels of points will be subtracted from the final points earned during the semester.

Attendance Policy

Class roll will be taken each day by a seating chart. *If you attend class and do not hear/see the seating chart being used, then you are marked absent.* It is your responsibility to keep track of missed classes, arriving late and leaving early. I update all records at the end of the semester in order to adjust final grades.

Number of Absences Allowed

You are allowed **7** absences. On the **8th** absence you will receive an F in the course. Plan your absences. If you decide to have **7** absences, consider the possibility that a personal matter (e.g., flat tire) resulting in the **8th** absence will result in an F for the course.

Attendance is not updated on Blackboard every day. Keep track of the days you miss.
Keep things simple - circle days you miss on the Class Schedule.

Extracurricular activities, work responsibilities, and academic meetings are not excused absences. It is important for you to *manage your calendar* so that you allow for these opportunities while also attending class.

Notes to Excuse Absences Are Not Collected (Please do not send me notes for excused absences.)

Notes, such as ones from doctors *or other professors*, are not collected to excuse absences. Notes are collected from students missing an exam. The **Make-up Exams** section of this syllabus explains that situation.

Course Policies (continued)

Leaving Early – Arriving Late

Leaving Early – Counts as a Missed Class

On the third (3rd) time, that you leave early, the day will be counted as an absence.
After this “absence,” each additional class left early by the student will be counted as an absence.

Arriving Late – Points are Reduced

If you arrive late then your attendance is not recorded.
It is your responsibility to see me after class.

If you do not see me after class, then you are marked as not being in class that day.
The records are not changed after that day – you will be marked absent.

If you see me after class, then you will be marked “present” but late for class.
On the 4th time you arrive late – you will lose 35 points.
For each additional time arriving late, you will lose 35 points.

Class Schedule
Services Management and Marketing Spring 2018 MKTG3350 (CRN 22395)
 Tuesday and Thursday 3:30 pm - 4:50 pm (SHB336)

WK	Date	Topic	Reading, Activities
1	1/18	Course Introduction (Form/Join a DQEQ Team)	Syllabus
2	1/23 1/25	Introduction to Services (DQEQ Teams Finalized Today) GAPs Model of Service Quality (DQ/EQ Drawings)	Chapter 1 Chapter 2
3	1/30 2/01	Consumer Expectations for Service Consumer Perceptions of Service	Chapter 3 Chapter 4
4	2/06 2/08	DQEQ Chapter 3 Financial/Economic Impact of Service	DQEQ Presentations Chapter 16
5	2/13 2/15	DQEQ Chapter 4 and Chapter 16 Exam I (Chapters 1-4 and 16)	DQEQ Presentations Exam 1
6	2/20 2/22	Listening to Customers Through Research Building Customer Relationships	Chapter 5 Chapter 6
7	2/27 3/01	DQEQ Chapter 6 Service Recovery	DQEQ Presentations Chapter 7
8	3/06 3/08	Service Innovation and Design DQEQ Chapter 7	Chapter 8 DQEQ Presentations
9	3/13 3/15	<i>Spring Break</i>	
10	3/20 3/22	Customer Defined Service Standards Physical Evidence – Servicescape	Chapter 9 Chapter 10
11	3/27 3/29	DQEQ Chapter 9 and Chapter 10 Exam II (Chapters 5-10)	DQEQ Presentations Exam II
12	4/03 4/05	<i>No Class</i> <i>No Class</i>	<i>No Class</i> <i>No Class</i>
13	4/10 4/12	Employees' Roles in Service Delivery Customers' Roles in Service Delivery	Chapter 11 Chapter 12
14	4/17 4/19	DQEQ Chapter 11 and Managing Demand & Capacity Integrated Marketing Communications	Chapter 13 Chapter 14
15	4/24 4/26	DQEQ Chapter 12 and Chapter 13 Pricing of Services	DQEQ Presentations Chapter 15
16	5/01 5/03	DQEQ Chapter 14 and Chapter 15 Exam III (Chapters 11-15)	DQEQ Presentation Exam III
<p>Optional Comprehensive Final Exam Thursday, May 10, 2018 5:00p.m. - 7:00 p.m.</p> <p>You are allowed 7 absences. On the 8th absence, you will receive an F in the course. Plan your absences. If you decide to have 7 absences, consider the possibility that a personal matter (e.g., flat tire, illness) resulting in the 8th absence will result in an F for the course.</p>			