

SERVICES MARKETING

Program: MARKETING MAJOR
Code of the course: According to program curriculum
Course status: elective
Language of instruction: English

Professor:

Dr. Edouard V. Novatorov, Department of Management,
National Research University, Higher School of Economics.

(Name and title)

Reviewers:

(Name and title)

(Name and title)

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COURSE ABSTRACT

The phenomenal growth of the service industry, the rapid development of new services, and the increasing competition between service organizations call for supreme grounded in-depth insight into the behavior of customers and markets. Today, much of the world economy is dominated by the service sector. For example, in the EU and U.S., according to statistics approximately 80% of the labor force, 80% of the GDP, 50% of an average family's budget, and 30% of exports are accounted for by services. Yet, many traditional business schools continue to focus on the manufacturing sector of the economy.

The goal of this course is twofold. First, service organizations differ from goods organizations and require their own distinctive approach with regards to the development and execution of marketing strategy. Secondly, goods organizations need to acknowledge the service aspects of their organizations and how service can be used as a source of competitive advantage.

The marketing of services is qualitatively different from the marketing of goods. In the course we discuss differences between goods and services, and the implications of these differences for the behavior of customers and markets, and for the marketing of services. Central in the course is a model of profit generation in the chain from service strategy development to marketing program implementation and evaluation. Service marketing to private and industrial customers, by profit and non-profit organizations, is covered. Among others, topics such as service process blueprinting, extended marketing mix? customer loyalty programs, unconditional service guarantees, service quality in e-commerce are covered in detail.

1. ORGANIZATION OF THE COURSE

1.1. Course objectives

1. To understand the unique challenges involved in marketing and managing services and the importance of services marketing in the global economy.
2. To perform a comprehensive analysis of services marketing situation and make marketing strategy recommendations for managerial action that will create a competitive advantage.
3. To identify differences between marketing in service versus manufacturing organizations.
4. To identify, analyze, and apply the various components of the service marketing mix to create customer value.
5. To understand and discuss the key issues required in managing customer retention, customer satisfaction, creating service culture, and service quality.
6. To appreciate the role of employees and customers in service delivery, customer satisfaction, retention, complaints and service recovery.
7. To appreciate other key issues in service businesses such as managing supply and demand, relationship marketing, and the role of the servicescape.
8. To understand how customer service can be a competitive advantage in managing organizations.

1.2. Place of the course in the educational program curriculum

Course SERVICES MARKETING is an advanced graduate course in marketing. This course seeks to provide the student with an overview of theory and research in managing services marketing. Services marketing can be thought of as an applied area of inquiry: concepts, theories, and empirical data from marketing research, organizational behavior, consumer behavior, and social sciences are applied to study of marketing intangible products. Elective course for the 3th semester of the MIII program. Fall semester, 17 weeks.

51 Student work hours. 6.0 ECTS

1.3. Key skills developed by students

1. A workable knowledge of services marketing and the services marketing process including key theories, concepts, methods, issues, and terminology;
2. The capability to systematically assess service marketing situations and make strategic and tactical recommendations to a service firm manager to improve the firm's performance;
3. Ability to recognize the relationships between marketing and other organizational functions of the service firm.
4. Improvement of oral and written communication skills through the team Project and presentation.
5. Improvement of computer usage skills by using PowerPoint for your paper presentation and searching the Internet for information about service firms.

2. COURSE CONTENT

2.1. Description of course topics

Part 1. Understanding service marketing

1. Introductory lecture. Case & articles assignment.
2. The service revolution.
3. International models of services marketing.
4. Understanding the service consumer.

Part 2. Services marketing mix

5. Services Marketing mix: Process.
6. Services Marketing mix: People.
7. Services Marketing mix: Physical evidence.
8. Service quality.
9. Services Marketing mix: Promotion.
10. Services Marketing mix: Place.
11. Services Marketing mix: Price.

Part 3. Competing as a service firm

12. Service recovery.
13. The customer retention system.
14. Managing capacity and demand.
15. The course summary and overview

2.2. Individual and group work (teaching methods, projects, presentations, in-class assignments etc.)

1. *Service Diary assignments*

Beginning the course each student is to keep a diary of all of your service encounters with both profit and not-for-profit organizations. Include in-person and telephone encounters. Student should record factual information (where, when, nature of transaction), as well as his/her own perceptions of each service experience. It is essential that student make his/her diary entries on the same day as he/she experiences the service. The diary should be comprehensive, detailed, and organized in a consistent manner. The diary should be typed and kept through the first part of the course.

After completion the diary and before turning it in, student needs to prepare a two-page conclusion section titled "Lessons from my Service Diary." Student will need to discuss in these two pages the most important insights gained about service quality from experience keeping a service diary.

The diary will count 10% to final course grade. Grading criteria include the organization, comprehensiveness, and depth of your diary entries, the depth of your interpretations, the quality of writing, and evidence of learning as reflected in the diary and lessons section.

Please be prepared in class to briefly discuss the most important insight or lesson you gained from your service diary experience.

2. *Article review and presentation assignment*

An article review is not just a summary of an article on services marketing problems. It is discussion of work involving all considerations on this outline. One need not follow this outline exactly, but somewhere in the review the matters listed below should be dealt with.

After listening to your presentation, a person should be able to decide such questions as whether he\she would like to read the article, whether it is something special in the field of services marketing, whether it is "an old stuff or new and original, whether it shows real expertise in the subject, whether it is well or poorly written in terms of form and style, etc.

I. Introduction. Open your presentation with some interesting idea—about the article, its content, structure, journal, authors' biography, used methodology, description of qualitative or quantitative analysis, overall contribution.

II. The first third of the review and presentation can then be about "what the author says?" This can include the following:

1. **Basic problem and research questions**
2. **Major findings and discussion issues**
3. **Authors' principal conclusion and point of view**
4. **Managerial implications**

III. The middle third of the review and presentation can be "limitations and criticism." This should include the following:

1. Are the author's facts correct or do you think he\she\they are wrong somewhere—or their evidence is dubious?
2. Do his facts warrant his factual conclusions? Do things really add up the way he says they do?
3. Are his recommendations as to what ought to be done practical, reasonable, justified, appropriate, etc. That is what do you think of his point of view?

4. What about the author's style? Is it clear, confused, ambiguous, suited to his purpose, etc?
- IV. The final third of the discussion should concern: "What do you think the real contribution of the article\research is?" and\or "what is the relationship of this article to other similar articles?" That is come to some conclusions both as to the relationship of this research to your own ideas, to the ideas of others in the same period or on the subject and, where possible, to world of ideas in general (hardest part).
 - V. Use Power Point (10-15 minutes) and materials for dissemination, when possible and necessary (figures, tables, pictures and the like). During your presentation try "to tell the story" and relate your presentation to the development of service marketing theory. Be ready to answer numerous questions.

2.3. List of cases used in the course

The collection of cases selected for the course study topics available at the SOM library in reader "Services marketing: Program and Cases" by Edourad Novatorov and also can be found in books: 1. Lovelock, Christopher and Jochen Wirtz (2004), Services Marketing: People, Technology, Strategy, the 5 ed. Englewood Cliffs: NJ: Prentice Hall, find Zeithaml, Valarie A. and Mary Jo Bitner. (2005). Services Marketing: Integrating Customer Focus Across the Firm (2nd edition) N.Y. McGraw-Hill.*

1. Sullivan's auto world
 2. Courtyard by Marriott
 3. Ten service workers and their jobs
 4. Singapore airlines
 5. Nordstrom stores
 6. The Parker house
 7. Centel of Virginia
 8. Federal Express
 9. First National Bank
 10. BayBank Systems
 11. Museum of Fine Arts
 12. Dunfey Hotels
- Introducing marketing into service organization

3. COURSE OUTLINE

3.1. Time allocation between course topics (in hours)

#	Topic	TOTAL (hours)	i.e.			
			I	I		1
				to	to	
	PART 1. Understanding service marketing					
1.1.	Introductory lecture. Case & articles assignment.	2	2	2	0	0
1.2.	The service revolution.	5	2	2	0	
1.3.	International models of services marketing.	9	4	4	0	5
1.4.	Understanding the service consumer.	9	4	2	2	5
	<i>Sub-total, part 1.</i>	25	12	10	2	73
	PART 2. Services marketing mix					
2.1.	Services Marketing mix: Process.	10	4	2	2	6
2.2.	Services Marketing mix: People.	10	4	2	2	6
2.3.	Services Marketing mix: Physical evidence.	10	4	2	2	6
2.4.	Service quality.	10	6	2	2	4
2.5.	Services Marketing mix: Promotion.	10	4	2	2	6
2.6.	Services Marketing mix: Place.	10	4	2	2	6
2.7.	Services Marketing mix: Price.	10	4	2	2	6
	<i>Sub-total, part 2.</i>	70	30	14	14	40
	PART 3. Competing as a service firm					
3.1.	Service recovery.	2	2	1	1	0
3.2.	The customer retention system.	2	2	1	1	0
3.3.	Managing capacity and demand.	3	2	1	1	1
	<i>Sub-total, part 3.</i>	7	6	3	3	1
	TOTAL	102	48	27	19	54

3.2. Detailed plan of classes

Date Time

Introductory lecture. Course description: aim of the course, course content, course outline, examination arrangements. Case & articles assignment. Starting service diaries assignments

1. Date _____ Time _____

The service revolution. The service economy. Service at the firm level. Definitions of service. Emergence of services marketing as academic discipline. Basic schools of services marketing. Areas, themes, and directions for future research. Required literature:

1. Lovelock and Wirtz, Chapter 1.
2. Berry L. & Parasuraman (1993). Building a new academic field—the case of services marketing.
3. Heskett, J. (1987). Lessons in the service sector.
4. Berry L (1987). Big ideas in services marketing.
5. Gronroos C. (1983). Seven key areas of research according to the Nordic school of services marketing.
6. Upah et al. (1983). Emerging themes and directions for services marketing

Case & Articles presentations (session 1)

Case presentation by Team 1: Sullivan's auto world.

Articles presentation by Team 2.

2. Date _____ Time _____

International models of services marketing. Conceptualization of services marketing by John Rathmell. Triangle model of Philip Kotler. SERVUCTION model of P. Eiglier and E. Langeard. The "7P" model of Mary J. Bitner. The "8P" model of C Lovelock. The Nordic school model.

Required literature:

1. Lovelock and Wirtz, Chapter 1
2. Lovelock, C (1992). A basic toolkit for service managers.
3. Gronroos C. (1982). An applied service marketing theory.
4. Gronroos C. (1983). Innovative marketing strategies and organization structures for service firms.

3. Date _____ Time _____

Understanding the service consumer. The three-stage model of services consumer behavior. Models of consumers' decision-making process. The consumer as a risk taker. The disconfirmation paradigm. The consumer as a rational mathematician. The consumer as a partial employee. Importance-performance analysis of service customer satisfaction. Required literature:

1. Smith R. Script-based evaluation of satisfaction with services.
2. Bitner M. et al. Critical service encounters: The employee's viewpoint.
3. Murray K. A test of services marketing theory: Consumer information acquisition activities.
5. Bateson J. (1983). The self-service customer—empirical findings.
6. Lovelock and Wirtz, Chapter 2.

Case & Articles presentations (session 2)

Case presentation by Team 2: Courtyard by Marriott.

Articles presentation by Team 1

4. Date _____ Time _____

Services Marketing mix: Process. Multiattribute model for services. Classification of services. Service encounters. Services marketing flowcharting. Service Blueprinting. Service process reengineering. Concept of new service. Interactive marketing. Required literature:

1. Kingman-Brundage, J. The ABCs of service blueprinting.
2. Lovelock, C. (1992). A basic toolkit for service managers.
3. Lovelock, C (1983). Classifying services to gain strategic marketing insight.
4. Grove & Fisk (1983). The dramaturgy of services exchange.
5. Bitran & Hoeh (1990). The humanization of service: respect at the moment of truth.
6. Lovelock and Wirtz, Chapter 4

5. Date _____ Time _____

Services Marketing mix: People. People as the product. Managing the customer-contact personnel interface. Human resources policies and the customer. Human resources policies and climate or culture. Concept of internal marketing. Empowerment and enfranchisement.

Required literature:

1. Bartlett and Ghoshal (2002). Building competitive advantage through people.
2. Scheider and Bowen (1992). Personnel and human resources management in the service sector.
3. Berry and Parasuraman (1991). Marketing to employees.
4. Hartline and Ferrell (1999). The management of customer-contact service employees.
5. Lovelock and Wirtz, Chapter 11

Case & Articles presentations (session 3)

Case presentation by Team 3: Ten service workers and their jobs.

Articles presentation by Team 4.

6. Date _____ Time _____

Services Marketing mix: Physical evidence. Physical evidence as a source of differentiation. The impact of physical evidence on customers and employees. The servicecape model of Mary J. Bitner. Sight, sound, and scent appeals studies. Spatial layout and functionality. Required literature:

1. Baker et al. The influence of store environment on quality inferences and store image.
2. Bitner, M (1992). Servicecapeces: The impact of physical surrounding on customers and employees. JM 56, #2.
3. Bateson & Hofman (1999). Chapter 6, "Physical setting".
4. Lovelock and Wirtz, Chapter 10

MID TERM EXAM (Service diaries assignments are due).

7. Date _____ Time _____

Service quality. The Nordic school concept of service quality. American model of service quality. TQM. Measuring service quality: SERVQUAL, SERVPERF, "Mystery shopping". Required literature:

1. Parasuraman et al. (1985). A conceptual model of service quality.
2. Zeithaml et al. (1988). Communication and control processes in the delivery of service quality.
3. Berry et al. (1989). Five imperatives for improving service quality.
4. Hemmasi, V. (1994). Measuring service quality for strategic planning and analysis in service firms.
5. Johnson R. The determinants of service quality: satisfiers and dissatisfiers.
6. Cronin & Taylor (1999). Measuring service quality.
7. Brown et al. (1999). Improving the measurement of service quality.

Lovelock and Wirtz, Chapter 14.

Case & Articles presentations (session 4)

Case presentation by Team 4: Singapore airlines

Articles presentation by Team 3

8. Date _____ Time _____

Services Marketing mix: Promotion. Setting communications strategy for services. Defining the target audience for service communication. Dividing the communications objectives and target audiences among the channels. Required literature:

1. Turley & Kelley A comparison of advertising content: business to business versus consumer services.
2. Shostack G. L. (1977). Breaking free from product marketing. JM (April).
3. Lovelock and Wirtz, Chapter 5

Case & Articles presentations (session 5)

Case presentation by Team 5. Nordstrom stores Articles presentation by Team 6

9. Date _____ Time _____

Services Marketing mix: Place. Back office and front office. Service business unit placement. Service delivery strategies. Required literature:

1. Lovelock C (1991). The search for synergy.
2. Lovelock and Wirtz, Chapter 7.

10. Date _____ Time _____

Services Marketing mix: Price. Time-dependent capacity and its impact on pricing. The nature of service costs. The nature of service demand. Multiple services and price bundling. Required literature:

1. Lovelock and Wirtz, Chapter 6
2. Bateson & Hofman (1999). Chapter 9 "Service pricing policy"

Case & Articles presentations (session 6) Case presentation by Team 6. The parker house. Articles presentation by Team 5.

11. Date _____ Time _____

Service recovery. Switching behavior. Service complaints experiences. Loyalty programs. Required literature:

1. Dowling and Uncles (1999). Do customer loyalty programs really work?
2. Keaveney S. (1999). Customer switching behavior in service Industries.
3. Tax et. al. (1999). Customer evaluation of service complaint experience.
4. Lovelock and Wirtz, Chapter 13.

12. Date _____ Time _____

The customer retention system. Defection management. Service guarantees. Required literature:

1. Reichheld & Sasser (1990). Zero defection: quality comes to services.
2. Katz et al. (1991). Prescription for the waiting in line blues.
3. Hui and Tse (1999). What to tell customers in Waits of different lengths.
4. Taylor S. (1995). The effects of filled waiting time and service provider control over the delay on evaluation of service.

4. Lovelock and Wirtz, Chapter 13.

Case & Articles presentations (session 7)

Case presentation by Team 7. Ford & Dumesic (1983).

Articles presentation by Team 8.

13. Date _____ Time _____

Managing capacity and demand. Strategy and integration.

Required literature:

1. Lovelock, C. (1992). Strategies for managing capacity-constrained services
2. Weatherly & Tansik (1993) Managing multiple demands.
3. Jong et al., (2004). Antecedents and consequences of the service climate in boundary-spanning self-managing service teams.
4. Lovelock and Wirtz, Chapter 9.

14. Course summary and overview

14:45-16.15 Case & Articles presentations (session 8)

Case presentation by Team 8. Centel of Virginia

Articles presentation by Team .

FINAL EXAM

4. EVALUATION SYSTEM

4.1. Current evaluation

The mid-term exam will cover material in Parts I and II and will consist of short answer and multiple choice questions. The date for the mid-term exams will be announced at least ten days in advance.

4.2. Final evaluation (exam)

The purpose of the final exam is to test students' understanding of course concepts and their ability to apply these concepts. The final exam will cover partially material Parts I and II, and in a larger extent material in Part III. The exam may include multiple-choice answers, short answers, essay and short case analyses.

4.3. Grading system

Grading:

Mid-term Exam 10%

Final Exam 60%

Service Diary 10%

Case presentation 10%

Article review & presentation 10%

Attendance:

Students are expected to attend all the scheduled class sessions except in the case of illness or emergency.

Make-up Exams/Late Work

Make-up exams will only be given for University-excused absences as outlined in the

University Rules and Regulations. The student must inform the instructor before (or the day of) the examination.

Scholastic Dishonesty

All work is to be done individually. Scholastic dishonesty will not be tolerated. The full consequences of scholastic dishonesty will be pursued, consistent with the university rules. It is the responsibility of the students and instructors to help maintain scholastic integrity at the university by refusing to participate in or tolerate scholastic dishonesty.

IMPORTANT NOTICE If you have any kind of disability please check with us so we can take necessary actions in the first week of the semester.

4.4. Sample of exam assignment

Sample question 1. Refer to Table 1. Which airline will be preferred by consumer? Explain what kind of model of consumer behavior you used for your conclusion and show your calculations.

Table 1. Consumer evaluation of three airlines

Attributes	Evoked set of brands			Importance weight
	British Airways	Continental	SAS	
1. Safety	5	4	3	5
2. Flight time	4	4	4	4
3. Cabin crew	3	4	5	3

Sample question 2. Services marketers in their attempts to manage fluctuations in demand suggested 6 alternative queue (lines) configurations (organization of customers and servers during service encounter). List them:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Sample question 3. What is the difference between Blue-printing and Flowcharting tools used by marketers to develop a new service?

Sample question 4. Explain advantages and disadvantages of implementing the empowerment strategy toward front-line employees.

5. LITERATURE 5.1.

Required reading

-
1. Lovelock, Christopher and Jochen Wirtz (2004), *Services Marketing: People, Technology, Strategy*, the 5* ed. Englewood Cliffs: NJ: Prentice Hall.
 2. Zeithaml, Valarie A. and Mary Jo Bitner. (2005). *Services Marketing: Integrating Customer Focus Across the Firm* (2nd edition) N. Y. McGraw-Hill.

Both books are available at SOM library

- 3 Lovelock, Christopher, Sandra Vandermerwe and Barbara Lewis. (1999) *.Services Marketing: A European erspective*. Hemel Hempstead, UK: Prentice Hall Europe. 4. Bateson, J., & Hoffman, K. (1999), *Managing Services Marketing*, NY: The Dry den Press.

5. 2. Optional reading

First see Appendix 1 with the selected bibliography on services marketing literature

1. Optional Books:

1. Fitzsimmons, J.A. andMJ. Fitzsimmons (1998), "Service Management: Operations, Strategy and Information Technology" New York: McGraw-Hill.
Very good book. Nicely analytic and quantitative in nature. Several chapters of the Zeithaml and Bitner book are based on this book.
2. Oliver, Richard L. (1997), Satisfaction: A Behavioral Perspective on the Consumer," New York: The McGraw-Hill Company.
This is the definitive book on satisfaction by the leading author in the field. Anyone who researches client satisfaction and loyalty should own this book, and know it by heart.
3. Rust, R.T. and R.L. Oliver (1994) (eds.), "Service Quality: New Directions in Theory and Practice," Thousands Oaks, Sage Publications.
Targeted at researchers. A collection of separate chapters by important scholars.
4. Schneider, B. and D.E. Bowen (1995), "Winning The Service Game," Boston: Harvard Business School Press.
A nice, practical book. Written in a convincing, easy-to-follow style. Many recommendations and suggestions.
5. Hoffman & Bateson, Essentials of Services Marketing, The Dryden Press, 2002.
Easy style written. Based on SERVUCTION model. Many figures and mini cases.

2. Recommended Articles:

1. Berry, Leonard L., Lewis Carbone, and Stephan Haeckel (2002), "Managing the Total Customer Experience," Sloan Management Review (Spring).
2. Berry, Leonard L. and Neeli Bendapudi (2003), "Clueing in Customers," Harvard Business Review (February).
3. Berry, Leonard L. and Sandra Lampo (2000), "Teaching an Old Service New Tricks," Journal of Service Research (February).
4. Katzenbach, Jon and Jason Santamaria (1999), "Firing Up the Front Line," Harvard Business Review (May-June).
5. Keaveney, Susan M. (1995), Customer Switching Behavior in Service Industries: An Exploratory Study," Journal of Marketing (April).
6. Meliones, Jon (2000), "Saving Money, Saving Lives," Harvard Business Review

(November-December).

7. Meuter, Matthew, et.al. (2000), "Self-Service Technologies: Understanding Customer Satisfaction with Technology-Based Service Encounters," *Journal of Marketing* (July).

8. Seiders, Kathleen and Leonard L. Berry (1998), "Service Fairness: What It Is and Why It Matters," *The Academy of Management Executive* (May).

9. Reichheld, Frederick and Phil Schefter (2000), "E-Loyalty: Your Secret Weapon on the Web," *Harvard Business Review* (July-August).

10. Tax, Stephen S. and Stephen W. Brown (1998), "Recovering and Learning from Service Failure," *Sloan Management Review* (Fall).

5.3. List of software, films and other multimedia used in the course

Optional study movies

6. КРАТКАЯ ПРОГРАММА КУРСА НА РУССКОМ ЯЗЫКЕ

6.1. Наименование курса, разработчик, рецензенты

Санкт Петербургский Государственный Университет

Факультет менеджмента

Курс «Маркетинг услуг» 2007.

Разработчик: Доцент кафедры маркетинга Факультета менеджмента СПбГУ

Новаторов Эдуард Владимирович

Рецензенты:

- 1.
- 2.

6.2. Цели и задачи курса

I. Организационно-методический раздел

Цель курса

Дисциплина "Маркетинг услуг" является одной из профилирующих в профессиональной подготовке специалистов в сфере маркетинга. Курс знакомит со спецификой и особенностями управления маркетингом в сфере услуг. Главная цель курса заключается в обеспечении понимания студентами того, как управление маркетингом неосязаемых услуг отличается от традиционной теории маркетинга.

Задачи курса

- Охарактеризовать состояние и развитие сферы услуг в мировой экономике
- Проследить становление дисциплины маркетинг услуг в России и за рубежом.
- Изучить специфику услуги как товара
- Освоить концепции качества услуги как товара и методики его измерения
- Ознакомиться с методами исследования рынков услуг
- Овладеть знаниями особенностей поведения потребителей и производителей услуг
- Усвоить дополнительные стратегии комплекса маркетинга для продвижения услуг на рынки потребителей

6.3. Место курса в профессиональной подготовке выпускника

Курс предназначен для студентов магистерской программы, которые уже знакомы с основами маркетинга. В соответствии с учебным планом дисциплина "Маркетинг услуг" преподается в течение одного семестра на втором году обучения. Это создает предпосылки формирования у студента маркетингового образа мышления, практических навыков, и способствует выработке убежденности в необходимости ориентации всей деятельности фирмы услуг на удовлетворение постоянно изменяющихся нужд клиентов и запросов потенциальных потребителей услуг, предоставляемых фирмой. Изучение дисциплины завершается в конце семестра презентацией анализа ситуации (кейса) по практике маркетинга услуг и сдачей письменного экзамена.

В процессе изучения дисциплины студент должен:

- овладеть знаниями основ поведения производителей и потребителей на рынках услуг, методами формирования ассортимента услуг фирмы, а также управления маркетингом услуг;
- ознакомиться с методами исследования рынков услуг и выбора предпочтительных сегментов рынка, с принципами формирования стратегий комплекса маркетинга в сфере услуг;
- на основе анализа и обсуждения кейсов по маркетингу услуг овладеть аналитическими навыками работы для принятия решений.

6.4. Краткое содержание курса (разделы, темы, вопросы)

Раздел 1. Понимание маркетинга услуг

Тема 1.1. Революция в сфере услуг.

Характеристика сферы услуг. «Революция в сфере услуг». Роль сферы услуг в мировой экономике. Развитие сферы услуг в России. Предпосылки и становление маркетинга услуг как самостоятельной научной дисциплины. Международные научные школы маркетинга услуг.

Тема 1.2. Международные модели маркетинга услуг.

Концептуальные модели маркетинга услуг. Модель Д. Ратмела. Модель П. Эйглие и Е. Лангеарда «SERVUCTION». Модель К. Грэнроса. Модель М. Битнер «7P». Треугольная модель Ф. Котлера. Дополнительные стратегии для продвижения услуг. Внутренний маркетинг. Интерактивный маркетинг. Маркетинг отношений.

Тема 1.3. Поведение потребителей услуг.

Особенности поведения потребителей услуг. Гипотезы о поведении потребителей услуг. Атрибуты-детерминанты. Модели поведения потребителей услуг. Модель поведения потребителей услуг «анализ выгоды-издержки». Модель поведения потребителей услуг

«парадигма не подтверждения ожиданий». Интегрированная модель поведения потребителей услуг.

Раздел 2. Маркетинг микс применительно к услугам

Тема 2.1. Стратегия разработки и анализа процесса услуги

Специфика услуги как товара. Метод классификации и анализа услуг К. Лавлока. Методы разработки и анализа процесса обслуживания в маркетинге услуг. Метод диаграммного проектирования. Метод точек соприкосновения. Метод потребительского сценария. Метод реинжиниринга.

Тема 2.2. Стратегия мотивации контактного персонала.

Понятие «контактный персонал». Важность персонала в маркетинге услуг. Персонал как часть товара. Методы мотивации персонала. Метод делегации полномочий. Метод «шведского стола». Метод гибкого графика. Аудит внутреннего маркетинга.

Тема 2.3. Стратегия материализации услуги.

Определение термина «Physical evidence». Сенсорные каналы восприятия материальной среды. Визуальный сенсорный канал. Слуховой сенсорный канал. Обонятельный сенсорный канал. Осязательный сенсорный канал. Микс элементов материальной среды. План создания материальной среды.

Тема 2.4. Качество услуги.

Основы понятия качества услуги. Модели качества услуги. Двухфакторная модель качества услуги. Пятиступенчатая модель качества услуги. Критерии качества услуги «МУСОН». Методики измерения качества услуги «SERVQUAL» и «SERVPERF».

Тема 2.5. Особенности маркетинговых коммуникаций в сфере услуг.

Понятие комплекса маркетинговых коммуникаций. Особенности планирования стратегии продвижения услуг. Восемь принципов планирования стратегии продвижения услуг.

Тема 2.6 Стратегия ценообразования в маркетинге услуг.

Психологическое ценообразование. Дискриминационное ценообразование. Немонетарная цена. Методы ценообразования. Стратегии ценообразования.

Тема 2.7. Стратегия сбыта услуг.

Методы выбора местоположения бизнес единицы. Дилемма «Магомет и гора». Организация движения очередей. Франчайзинг.

Раздел 3. Конкурентоспособность фирмы услуг

Тема 3.1. Восстановление услуги

Провалы обслуживания. Стратегии восстановления услуги. Метод составления блок-схем.

Тема 3.2. Удержание потребителей

Программы лояльности. Маркетинг отношений. Работа с жалобами потребителей услуг. Гарантии обслуживания.

Тема 3.3. Управление спросом и предложением.

Проблемы колебания спроса на услуги. Сезонность в сфере услуг. Стратегия «счастливых часов». Стратегии преодоления ожидания обслуживания.

6.5. Система оценивания

1. Письменный Тест (середина семестра) 100 баллов = 10 % в итоговую оценку
2. Письменный Тест (конец семестра) 100 баллов = 60 % в итоговую оценку
4. Анализ кейса 100 баллов = 10 % в итоговую оценку
5. Дневник 100 баллов = 10 % в итоговую оценку
6. Презентация анализа статьи 100 баллов = 10% в итоговую оценку

6.6. Литература

1. **Lovelock, Christopher** and **Jochen Wirtz** (2004), *Services Marketing: People, Technology, Strategy*, the 5th ed. Englewood Cliffs: NJ: Prentice Hall.
2. **Zeithaml, Valarie A.** and **Mary Jo Bitner.** (2005). *Services Marketing: Integrating Customer Focus Across the Firm* (2nd edition) N.Y. McGraw-Hill.

Обе книги находятся в библиотеке факультета менеджмента.

ATTACHMENT 1

COMPARATIVE ANALYSIS OF TEACHING THE SAME DISCIPLINE (OR PROTOTYPES) IN LEADING BUSINESS SCHOOLS

Сравнительный анализ учебных программ курса «Маркетинг услуг», преподаваемого в ведущих школах бизнеса.

По данным SERVSIG¹, подразделения Американской Ассоциации Маркетинга (AMA) курирующей развитие маркетинга услуг, курс маркетинг услуг преподается не менее чем в 53 университетах мира, включая Австралию, Сингапур, Нидерланды, Финляндию, и Индию. На своем сайте SERVSIG разместила соответственно 53 учебных программ курса «Маркетинг услуг» (syllabi), читаемого на английском языке. Из них 26 учебных программ читаемых на уровне бакалавриата (undergraduate) и 27 учебных программ читаемых на уровне магистратуры и программ переподготовки (graduate).

Анализ и сравнение содержания 53 учебных программ позволяет сделать несколько общих выводов.

1. Курс читается в формате в среднем 13-16 недель по 24-26 уроков. Например, в Arizona State University курс читается в формате 10 недель (20 уроков) по Понедельникам и Средам продолжительностью по 2 часа, а в Texas A&M University в течение 15 недель (30 уроков).
2. Все программы курса придерживаются примерно одного структурного стандарта: кто читает курс, описание курса, задачи курса, необходимые учебники и материалы для чтения, рекомендуемая дополнительная литература, структура оценки, описание экзамена, описание заданий, вопросы по кейсам, календарный план занятий, критерии оценки и бланки оценочных листов. Объем учебных программ составляет от 4 до 20 листов.
3. Описание курса и задачи курса примерно одинаковые. Преподавателями указывается на стремительный рост сферы услуг, запоздалое академическое внимание к маркетингу услуг, отличительности услуги как товара, необходимости изучения дополнительных стратегий по продвижению услуг и соответственно ставится цель по усвоению определенной суммы знаний.
4. Примечательно, что по состоянию на 2006 год большинство из 53х программ курса указывают в качестве основного учебника для изучения материала 2 книги. 23 программы указывают книгу Zeithaml V. & Bitner J. (2004). *Services Marketing: Focus across the firm* и 14 учебных программ рекомендуют Lovelock C. & Wirtz J. (2004). *Services marketing* (Прототип последней книги был переведен на русский язык в 2006 году издательством «Вильямс») ³. Соответственно содержание материала учебных программ примерно соответствует содержанию этих книг: понимание услуг, качество услуг, мотивация контактного персонала, поведение потребителей услуг, управление спросом и предложением, восстановление услуги, разработка новых услуг, маркетинг микс применительно к услугам и т. д.
5. Все программы курса предполагают использование активных методов изучения материала. Не существует разделение понятий лекция и семинар, а лекций в форме монолога как таковых вообще не предполагается. От студентов ожидается (и оценивается) активная самостоятельная работа, выполнение определенного ряда заданий индивидуально и в составе группы, а также

¹ <http://www.servsig.org/syllabi.org.htm>

² Примерное количество университетов указано потому что некоторые школы бизнеса где преподается предмет маркетинг услуг, например Harvard Business School и Tuck School of Business, не представили своих программ.

³ Все три книги находятся в библиотеке факультета менеджмента СПбГУ и используются в качестве учебников по курсу «Маркетинг услуг» на бакалаврской и магистерской программах с 2006 года.

активное диалоговое участие на занятиях. Некоторые программы предупреждают, что оценка может быть снижена «промолчавшим» студентам. К типичным заданиям относятся: анализ кейсов, ведение личного дневника, участие в дискуссиях, написание кейсов, групповые проекты, присутствие на гостевых лекциях экспертов, рецензии на статьи, презентации. Кроме этого предполагается использование обучающих компьютерных программ, а также просмотр и групповое обсуждение учебных фильмов.

6. Интересно, что многие программы оговаривают ожидаемое поведение студентов в течение семестра и такие нюансы как: опоздание на занятия, наказание за списывание, использование телефонов и ноутбуков, повторные экзамены, вопросы инвалидности и т.п.
7. Все программы предполагают структурное оценивание знаний. Оценка выставляется за выполнение определенного числа заданий, посещаемости и результатов двух экзаменов, в середине и в заключение семестра. Причем примеры экзаменационных вопросов не приводятся. Если к какой-либо теме назначается кейс, то вопросы к обсуждению кейса предлагаются в программе в качестве приложения.

В качестве примеров и с целью более детального анализа содержания программ по курсу маркетинг услуг в данной аналитической справке выбраны несколько учебных программ. Это программы ведущих мировых специалистов по маркетингу услуг, чьи учебники во многих университетах избраны как основная литература по курсу или часто рекомендуется другими профессорами как литература для дополнительного чтения. Это учебные программы профессоров Леонарда Берри, Мэрри Джо Битнер, Кристиана Гренрооса и Кристофера Лавлока (см. Приложения 2, 3, и 4).

Учебная программа Леонарда Берри

Профессор Леонард Берри преподает маркетинг услуг в Техасском А&М университете (Texas A&M University). Программа курса изложена на 6 страницах. Перед студентами профессор Л. Берри ставит четыре основные задачи:

1. Понять сущность и характеристики услуги;
2. Узнать какие последствия для маркетинга вытекают вследствие нематериального характера услуги как товара;
3. Изучить концепцию качества услуги; и
4. Узнать основы стабильного успеха маркетинга услуг.

Формат курса определяется как двухсторонний: «внутри» и «вне» учебной аудитории. Формат «вне» учебной аудитории предполагает, что студенты должны заниматься самообразованием с помощью своих личных наблюдений, чтения и письменных работ.

В качестве основной литературы Л. Берри указывает две своих книги: *On great service* (1995) и *Discovering the soul of service* (1999). Кроме этого студентам предлагается обязательный список для чтения, состоящий из 10 статей известных специалистов по маркетингу услуг из ведущих профессиональных журналов.

В качестве заданий студентам предлагается вести дневник и написать два мини реферата объемом по странице. Вести дневник означает, что студент в течение одной недели записывает свои личные впечатления, когда потребляет в обыденной жизни различные услуги. Затем каждый студент должен подготовить двух страничное резюме под названием «Уроки моего дневника» и представить результаты для группового обсуждения.

Первый мини реферат, который должен написать каждый студент называется «Вот почему _____ является самым удачным брендом в сфере обслуживания». Каждая работа обсуждается в группе. Второй реферат должен быть написан в форме жалобного письма в реально существующую фирму услуг с предложениями как улучшить качество обслуживания. Письмо обсуждается в группе и затем отсылается менеджеру обсуждаемой

организации. Кроме этих заданий студентам необходимо сдать промежуточный и заключительный экзамены в виде эссе. Два задания и два экзамена оцениваются по сто бальной шкале и приносятся по 25% в итоговую оценку студента.

Примечательной особенностью учебной программы профессора Л. Берри является схематическое изображение своего учебного курса в виде схемы, состоящей из 3 блоков: 1. Создание и оказание качественной услуги; 2. Построение и поддержание маркетинговой организации; и 3. Максимизация маркетингового потенциала. Другой особенностью учебной программы профессора Л. Берри является отсутствие групповых заданий. Отсутствие групповых заданий обусловлено тем, что профессор Л. Берри практикует индивидуальный подход к обучению студентов и принимает в свой класс ограниченное количество студентов, не более 6-8 студентов и их трудно организовать в группы.

Учебная программа Мари Джо Битнер

Профессор М. Битнер преподает маркетинг услуг в Университете Аризоны. Совместно с профессором В. Зейтхамль, которая преподает этот же предмет в бизнес школе Университета Северной Каролины, они написали учебник широко принятый в академических кругах. Структура учебника стала основой и для учебной программы курса «маркетинг услуг», состоящей из 10 страниц. Весь курс М. Битнер разделила на семь больших блоков: введение в маркетинг услуг, фокус на потребителя, понимание требований потребителей, создание услуг, оказание услуг, управление обещаниями, интеграция концепций.

В программе курса сформулированы семь задач включая задачи подготовки студентов к летней практике и развития у студентов критического мышления и ораторских способностей. Кроме своей книги, рекомендованной как обязательной для изучения программы курса, автор программы предлагает для дополнительного чтения список статей известных специалистов и книгу профессора Л. Берри *Discovering the soul of service*. В качестве практических занятий М. Битнер назначает студентам семь кейсов и предлагает целый ряд вопросов для их обсуждения. В программе курса запланирована гостевая лекция.

Структура оценки состоит из семи пунктов и оценивается максимум в 400 баллов. От студентов ожидается участие в групповом проекте, реферат, презентация, участие в дискуссиях, и сдача экзамена. Кроме этого работа студента в группе оценивается своими коллегами по группе, а так же оценивается участие и посещаемость лекций. Экзаменационный тест состоит из коротких ответов, эссе, и анализа кейса.

Учебная программа Кристиана Гренрооса

Профессор К. Гренроос является представителем Северной школы маркетинга и преподает в Шведской школе экономики Ханкен расположенной в г. Хельсинки. Курс рассчитан на 5 кредитов (7.5 ECTS). Курс проходит с сентября до середины декабря и рассчитан на 40 академических часов. Профессор Гренроос не видит разницы между понятиями маркетинг услуг и менеджмент услуг и соответственно курс называется «менеджмент и маркетинг услуг» и соответственно так же называется и книга К. Гренрооса, которая назначается как основной источник для чтения. Причем Гренроос не рекомендует использовать издание книги, выпущенное до 2000 года.

В качестве дополнительной литературы рекомендуется две книги Леонарда Берри и книга Ричарда Ноармана «Управление услугами». В качестве материалов для дополнительного чтения в программе рекомендуется книга Шварца и Якобучи где собраны лучшие статьи специалистов по маркетингу услуг.

Курс разделен на семь тем, которые раскрывают содержание курса: конкуренция в сфере услуг, качество услуги, производительность, маркетинговая ориентация в фирме услуг, предложение услуг, коммуникации, внутренний маркетинг. К каждой теме назначены материалы для чтения: главы из книги и несколько статей. Интересно, что изучение тем чередуются многочисленными гостевыми лекциями (семь встреч с менеджерами и консультантами). В целом структуру курса К. Гренроос определяет как пять

составных частей: 1. Дискуссии в аудитории, 2. Гостевые лекции, 3. Презентация анализа главы книги, 4. Реферат, и 5. Два экзамена.

Анализ и презентация главы книги происходит в составе группы из трех человек. Также в группе из трех студентов подготавливается реферат, по какой либо из проблем маркетинга услуг, объемом 25-30 страниц. Кроме этого каждый студент должен подготовить два коротких анализа статьи объемом не более одна страница каждый. Интересным представляется задание вести «дневник маркетинга услуг» где студенту предполагается записывать личные впечатления о «хороших» и «плохих» услугах. Каждый студент затем должен сделать анализ презентацию на основе записей своего дневника.

Структура оценки состоит из пяти элементов:

1. Презентация главы книги 10%,
2. Дневник и реферат 50%,
3. Промежуточный и заключительный письменный тест 40%

Примечательной особенностью программы курса, которая уложилась в 8 страниц, является: ориентация на самостоятельную работу, направленность на чтение материала, ориентированность на дискуссионный характер занятий, увлеченность гостевыми лекциями, и отсутствие работы с кейсами (!).

Учебная программа Кристофера Лавлока

Книги К. Лавлока и соавторов занимают второе место по частоте использования в университетах мира для преподавания курса маркетинг услуг (после Зейтхамль и Битнер). После преподавания маркетинг услуг в Гарварде, профессор Лавлок преподает этот предмет в школе менеджмента Йельского университета. Программа курса ведущего специалиста мира написана по Чеховским принципам и уложилась в 4 страницы.

Прежде всего, привлекает внимание название курса. Лавлок рассматривает маркетинг услуг в контексте коммерческих и некоммерческих услуг, не ставя между ними знака неравенства. Курс состоит из 13 тем и рассчитан на 13 лекций по 80 минут в течение семи недель. Целью курса поставлена задача помочь студентам работать эффективно как менеджерам или как консультантам в сфере либо коммерческих, либо некоммерческих услуг.

Главный акцент курса эта работа с кейсами. Лавлок предполагает обсудить со студентами 12 кейсов. В качестве основной литературы предлагается последнее издание известной книги К. Лавлока «Маркетинг услуг» написанной им в 2004 году совместно с профессором Й. Виртцом.

Структура оценки следующая:

1. Дискуссии в аудитории—30%
2. Индивидуальные письменные задания—60%
 - А) составление блок схем обслуживания на основе кейса
 - Б) ведение дневника и анализ услуг в реальной жизни
 - В) письменный анализ двух кейсов
3. Групповой проект в составе малочисленной группы—10%

Акцент курса сделан на кейсы и дискуссии. Удивительно, но по результатам курса отсутствуют промежуточные и заключительные формы контроля знаний. Экзаменов нет как таковых.

Заключение

В целом анализ учебных программ по курсу «Маркетинг услуг» позволяет сделать вывод о том что, несмотря на местоположение бизнес школы или университета, будь это северная Америка, Европа или Азия содержание и структура программ примерно одинаковая. Все программы содержательно примерно одинаковые, базируются на одних и тех же учебниках, используют структурный тип оценки знаний и активные методы обучения. Интересно, что по сравнению с традициями советской и российской практики

разработки учебных программ западные учебные программы, как правило, не расписывают подробно содержание каждой темы в виде дидактических единиц. Обычно указывается название темы, выбранного для этой темы кейса, и назначенных статей для чтения. Кроме этого довольно часто в программах можно встретить такую фразу как «предположительное» расписание тем и занятий. Это означает, что в процессе обучения предполагаются незначительные или непредвиденные изменения или модификации в программе.

Особенно хотелось бы обратить внимание на использование «нетрадиционных» активных методов обучения: гостевые лекции в формате вопросы-ответы, анализ кейсов и групповые дискуссии, групповые задания, учебные видео, письменные задания, компьютерное моделирование, ведение дневников, индивидуальные и групповые презентации, выезды на практику.

Труднее сделать общие выводы относительно учебных программ профессоров—лидеров дисциплины «Маркетинг услуг». Книги гуру маркетинга услуг, Леонарда Берри, Кристиана Гренрооса, Кристофера Лавлока, Мэри Джо Битнер используют практически все университеты, где преподается предмет «Маркетинг услуг», а сами гуру берут их за основу в своих учебных программах. Однако стратегии составления учебных программ избранные этими профессорами настолько уникальны, что их практически невозможно обобщить. Судите сами. Л. Берри делает акцент на письменные работы, работает с малым количеством студентов, практикует промежуточный экзамен и отказывается от групповых занятий. К. Гренроос наоборот практикует групповые задания, делает акцент на многочисленные гостевые лекции и чтение материала, но полностью отказывается от анализа кейсов. Лавлок напротив делает главный акцент на анализ кейсов и практикует групповые задания, но у Лавлока отсутствуют экзамены. Битнер делает все, но по немногу.

Все вышеперечисленные подходы к разработке учебных программ имеют свои достоинства и недостатки. Берри можно похвалить за индивидуальный подход к студенту, Гренрооса за мотивацию студентов к академическому чтению, Лавлока за развитие умения анализировать практику. С другой стороны, студент привыкший работать один будет плохим членом команды, студент хорошо знающий теорию может не узнать практики, ну а кейсы можно обсуждать бесконечно, поскольку у них нет правильных ответов. Вероятно то, что объединяет эти подходы, это то, что все они учат студентов читать, наблюдать, думать, писать и принимать решения. Вероятно это то, что должно быть главным в учебной программе курса.

APPENDIX 1 SELECTED
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YALE UNIVERSITY
School of Management
MGT 853 - SERVICES MARKETING:
STRATEGIES FOR NONPROFITS AND FOR-PROFITS
Spring 2004

Professor: Christopher Lovelock Secretary: Geri Spadacent
E-mail christopher.lovelock@yale.edu E-mail: geri.spadacent@yale.edu
Office: 55 Hillhouse Ave, Room 305 Office: 55 Hillhouse Ave
Tel: 203 432 5957 Tel: 203 432 5957 Office Hours: by
appointment TA: Uzma Khan; email: uzma.khan@yale.edu

Course Description and Objectives

The primary objective of this course is to help you to work effectively as managers (or consultants) in service-driven organizations in either nonprofit or for-profit settings. An underlying

theme of the course is that management issues in services are often different from those in manufacturing and this has implications for marketing strategy and implementation. Our focus will be from the perspectives of both senior management and customers themselves. Through cases, readings, projects, class discussions and presentations, we'll address the distinctive characteristics and problems of marketing in both nonprofit and for-profit service organizations, identifying marketing-relevant differences between the two. In the process, you'll learn to recognize the nature of different types of services, to dissect service experiences, to evaluate delivery systems, and to understand the roles played by customers themselves. During the course, we'll be exploring marketing concepts, frameworks and models designed to facilitate analysis of different types of services and to help in development and implementation of appropriate strategies. The course takes a strategic view of marketing, emphasizing that it is the only function that specifically brings operating revenues into the organization. We'll take advantage of the fact that many services offer a wonderful real-world laboratory for study and analysis. (By the end of this course, I suspect that you will never again look at a restaurant, museum, or transportation service in quite the same light!) Through participation in a series of individual and group projects, you'll develop a pragmatic, real-world view of current marketing practices and innovations in the service sector, start to think more analytically about your own experiences as a service customer, compare and contrast the context of for-profit and nonprofit organizations, and develop a better understanding of front-line service jobs.

Course Format and Content

This half-semester course is, of necessity, fairly concentrated, with just thirteen 80-minute sessions over a period of seven weeks. The assignment for most sessions includes both a case and a reading. Our cases cover a variety of industries and are drawn from both nonprofit organizations and for-profit companies.

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Expectations

My expectation is that you will come to all classes, read all assigned materials, prepare the accompanying study questions thoughtfully, and submit written assignments on or before their due dates. Case discussions can be a very exciting way to learn, but in this form of teaching it takes two (or more) to tango. Our sessions will be livelier and more interesting if everyone is well

prepared and willing to participate actively in class discussions. Use of laptops in class can be distracting—I'd prefer that you took notes the old-fashioned way. If you're unable to come to class

for any reason, please notify me in advance by email, otherwise I'll have to assume you were unprepared. Fellow members of your small group will expect you to participate usefully in group assignments, so please don't let them down.

Contact Information

I'll be on campus on Mondays and Wednesdays (and sometimes also on Tuesdays). Please

contact my secretary, Geri Spadacenta (55 Hillhouse, tel: 2-5957) to make an appointment. I'd also be happy to meet with you individually or in groups for breakfast, lunch, or post-class refreshments to discuss issues of interest to you. The teaching assistant for this course is Uzma Khan, who will be grading your papers, but I will also read everything myself.

Grading

Evaluation will be based on class participation (30%), individual written assignments (60%), and small group projects (10%). The good news is that there will be no final exam. Written projects include (1) blueprinting service delivery—based on a case; (2) preparing a diary and appraisal of

your own service experiences; and (3) written analyses of two cases (selected from a subset of those taught in the course). For more information, click the section on "Written Assignments."

Course Materials

1. Most materials are included in the assigned text for the course, **Christopher Lovelock and Jochen Wirtz, *Services Marketing* 5th ed. (Prentice Hall 2004)**. This book, referred to in assignments as "L&W", is available from the Yale Bookstore.

2. Additional materials, including some cases and readings, will be loaded on the WebCT site. All assignments for individual class sessions and details of written projects will also be found on WebCT.

3. A few items will be distributed in a printed course package.

Small Groups

All students will be assigned to one of four small groups. I'll decide the composition of these groups and announce them on March 29, at which time I will also give details of the role that groups are expected to play and specific assignments. 3

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MGT 853 - SERVICES MARKETING: STRATEGIES FOR NONPROFITS AND FOR-PROFITS

Prof. Christopher Lovelock

Course Overview and Schedule

Spring 2004

v.003 (rev 4/22)

Mon, Mar 22 Introduction to Services

Readings: L&W, Chapter 1: Introduction to Services Marketing

Drucker: "What Business Can Learn from Nonprofits" (*WebCT-Harvard*)

Wed. Mar 24 Developing and Enhancing a Marketing Orientation

Reading: L&W, Chapter 2: Customer Behavior in Service Encounters

Case: Museum of Fine Arts, Boston (*WebCT*)

Mon. Mar 29: Where Does the Customer Fit in a Service Operation?

Reading: L&W, Chapter 8: Designing and Managing Service Processes

Case: Sullivan's Auto World Ford (L&W, 486-490)

Written assignment: Service blueprint due

Wed. Mar 31 Positioning a Service in the Marketplace - I

Readings L&W, Chapter 3, Positioning Services in Competitive Markets

Brown, "How We Built a Strong Company in a Weak Industry"

(L&W, 88-92)

Mon. Apr 5: Positioning a Service in the Marketplace - II

Readings: Haeckel, Carbone, Berry: "How to Lead the Customer Experience"

(L&W, 343-347)

Grove & Fisk, "Service Theater: An Analytical Framework for Services

Marketing" (L&W, 78-87)

Case: Commerce Bank (L&W, 492-504)

Wed. April 7: Marketing Multi-site Services - I: Trade Associations

Reading: Berry, "Cultivating Service Brand Equity" (L&W, 207-209)

Case Visiting Nurse Associations of America (L&W, 533-545)

Written Assignment: Service diaries due

Mon. Apr 12 Marketing Multi-site Services - II: Franchise Organizations

Reading: L&W, Chapter 7, Distributing Services

Case: Aussie Pooch Mobile (L&W, 520-532)

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Wed. Apr 14: Revenue Management

Reading: L&W, Chapter 6, Pricing & Revenue Management (pp 164-72 only)

Case: Coyote Loco (L&W, 552-62)

Mon. Apr 19: Evaluating New Service Initiatives -1

Reading: L&W, Chapter 4: Creating the Service Product, (pp 112-23 only)

Cases: Innovation at Progressive (A): Pay as You Go Insurance (L&W, 607-19)

Innovation at Progressive (B): Homeowners Insurance (L&W, 620-24)

Innovation at Progressive (C): Auto Repair (L&W, 625-26)

Wed. Apr 21: Evaluating New Service Initiatives - II*

Reading: Ford & Fottler "Creating Customer-Focused Health Care Organizations" ^

Case: Yale-New Haven Children's Hospital (WebCT)

* Joint class with Mgt 691, Prof. Michael Apkon, MD

Mon. Apr 26 Creating and Maintaining Customer Loyalty

Reading: L&W, Chapter 12: Managing Relationships and Building Loyalty

Case: Massachusetts Audubon Society (L&W, 588-603)

Wed. Apr 28: Transitioning from Start-Up to a Viable Service Business

Reading L&W, Chapter 14, Improving Service Quality and Productivity (pp 405-22)

Case: TLContact.com (L&W, 627-39)

Mon. May 3 Achieving Service Leadership

Reading: L&W, Chapter 15: Organizing for Service Leadership

Small group presentations

Key: "

L&W - Lovelock & Wirtz, *Services Marketing 5/e*

WebCT - Note that Harvard materials require a special access procedure

P - package of printed materials

MARKETING 673 Services Marketing**Tuesdays-Thursdays, 3:00-4:45 p.m. Spring 2003 Wehner****105****Instructor:** Leonard Berry **Office:**222-P Wehner **Phone:** 845-0804 (O);846-1007 (H) **E-Mail:**

BERRYLE@TAMU.EDU

Office Hours: 1:30-2:30 p.m. or after class on Thursdays; or by appointment**Course Objective**

The purpose of this course is to help prepare you to function as an effective executive in a services economy. You will become more knowledgeable about: (1) the nature and characteristics of services; (2) the marketing implications of product intangibility; (3) the concept of service quality; and (4) the drivers of sustainable success in service businesses.

You will develop an integrative view of services marketing. **Course Format**

The course is designed to encourage learning both inside and outside the classroom. Inside the classroom the emphasis is on lecture and active discussion. Outside the classroom the emphasis is on participant observation, self-guided study, reading, and writing. **Required**

Reading: Books

Leonard L. Berry, *On Great Service: A Framework for Action*, 1995, The Free Press. Hardcover.

Leonard L. Berry, *Discovering the Soul of Service: The Nine Drivers of Sustainable Business Success*, 1999, The Free Press. Hardcover.

Required Reading: Article Packet Available at Copy Corner

1. Keaveney, Susan M. (1995), Customer Switching Behavior in Service Industries: An Exploratory Study, " *Journal of Marketing* (April).
2. Meliones, Jon (2000), "Saving Money, Saving Lives," *Harvard Business Review* (November-December).
3. Seiders, Kathleen and Leonard L. Berry (1998), "Service Fairness: What It Is and Why It Matters," *The Academy of Management Executive* (May).
4. Tax, Stephen S. and Stephen W. Brown (1998), "Recovering and Learning from Service Failure," *Sloan Management Review* (Fall).
5. Meuter, Matthew, et.al. (2000), "Self-Service Technologies: Understanding Customer Satisfaction with Technology-Based Service Encounters," *Journal of Marketing* (July).
6. Berry, Leonard L., Lewis Carbone, and Stephan Haeckel (2002), "Managing the Total Customer Experience," *Sloan Management Review* (Spring).
7. Berry, Leonard L. and Neeli Bendapudi (2003), "Clueing in Customers," *Harvard Business Review* (February). (Not in packet)
8. Berry, Leonard L. and Sandra Lampo (2000), "Teaching an Old Service New Tricks," *Journal of Service Research* (February).
9. Reichheld, Frederick and Phil Schefter (2000), "E-Loyalty: Your Secret Weapon on the Web," *Harvard Business Review* (July-August).
10. Katzenbach, Jon and Jason Santamaria (1999), "Firing Up the Front Line," *Harvard Business Review* (May-June).

Service Diary

Beginning on March 8 you are to keep a diary of all of your service encounters with both profit and not-for-profit organizations. Include in-person and telephone encounters. You should record factual information (where, when, nature of transaction), as well as your perceptions of each service experience. It is essential that you make your diary entries on

the same day as you experience the service. Your diary should be comprehensive, detailed, and organized in a consistent manner. Your diary should be typed.

You should keep your diary through March 16.

After you complete your diary and before you turn it in on March 25, prepare a two-page conclusion section titled "Lessons from my Service Diary." Discuss in these two pages the most important insights you gained about service quality from your experience keeping a service diary.

Your diary will count 25% toward your course grade. **Grading criteria include the organization, comprehensiveness, and depth of your diary entries, the depth of your interpretations, the quality of writing, and evidence of learning as reflected in the diary and lessons section.**

Please be prepared in class on March 25 to briefly discuss the most important insight or lesson you gained from your service diary experience.

Mini Papers

You are to prepare two one-page papers as part of your class involvement grade. Each paper must not exceed one page. Your paper will be evaluated with one of three assessments: ++ (unusually good), + (good) or - (lacks effort).

Mini paper #1 due on April 15 is titled "Why _____ is a Great Services Brand." Select a services brand you consider to be outstanding and explain/defend your choice. You should not select one of the companies featured in the course books.

Mini-paper #2 due on April 24 is an actual letter you've written and mailed (or e-mailed) to an owner or manager of an organization that has served you poorly or well. The purpose of the letter is to offer customer feedback, including recommendations for improvement. Even organizations that served you well can improve. You can write and mail this letter at any time during the semester up to April 24.

Your class involvement grade will count 25% toward your course grade and your mini papers will figure prominently in this assessment. **Grading criteria for the mini papers include depth of your interpretations, the quality of writing, evidence of learning, and commitment to the task.**

Exams

The two exams will consist of several short essay questions. They will cover class lectures, discussions, guest presentations, the service diary experience, and all assigned reading.

Grading

First Exam 25%

Second Exam 25%

Service Diary 25%

Class Involvement

(attendance, mini papers, quality participation) 25%

100%

Attendance

Students are expected to attend **all** scheduled class sessions except in the case of illness or emergency.

Make-up Exams/Late Work

Make-up exams will only be given for University-excused absences as outlined in the *University Rules and Regulations*. The student must inform the instructor before (or the day of) the examination.

Assignments are to be submitted in class on the date due. Due dates are firm unless a change is announced by the instructor. Late assignments will be marked down one level except in the case of a bona fide emergency. In the latter case, the student should notify the

instructor as soon as possible and request an extension.

Scholastic Dishonesty

All work is to be done individually. Scholastic dishonesty will not be tolerated. The full consequences of scholastic dishonesty will be pursued, consistent with university policy as it appears in the Texas A&M University Regulations (<http://student-rules.tamu.edu/>). It is the responsibility of students and instructors to help maintain scholastic integrity at the university by refusing to participate in or tolerate scholastic dishonesty.

Course Schedule

Date Topics Reading Written Assignments

2/25 Course Introduction /What is a Service
2/27 Service Quality Models & Concepts Article 1
3/4 Lessons of Service Quality Article 2
3/6 Lessons of Service Quality Article 3 Begin Service Diary, 3/8
3/11,13 Spring Break
3/18 Lessons of Service Quality Articles 4&5 3/16, Last Day for Diary Entries
3/20 Guest Lecture
3/25 Service Diary Discussion Service Diary Due in Class
3/27 Service Quality and Healthcare
4/1 Roles of Services Marketing Director Complete *OGS On Great Service* Discussion
4/3 **Mid-term Exam** (9:30 a.m.-12:30 p.m.)
4/8 *Discovering the Soul of Service* Model Service Leadership
4/10 Managing the Evidence Articles 6&7 Customer Experience Engineering
4/15 Services Branding Article 8 Mini Paper #1 Due
4/17 Relationship Marketing
4/22 Relationship Marketing Article 9
4/24 Internal Marketing Article 10 Mini Paper #2 Due
4/29 Internal Marketing
5/1 *Discovering the Soul of Service* Discussion Complete *DSS*
5/6 Study Break
5/8 Course Wrap-up and Q&A
5/9 **Final Exam** (10:00 a.m.-1:00 p.m.)

APPENDIX 4
HANKEN
SWEDISH SCHOOL OF ECONOMICS
FINLAND
SERVICE MANAGEMENT AND MARKETING
2001

Code: 2348

Credits: Successful completion of the course, including classroom sessions, classroom assignments, project paper (essay) and written examination earns the student 5 credit units (7.5 ECTS).

Instructor: Professor Christian Gronroos

Department secretary: Carita Ekensten-Moller

Goal: To study marketing and market-oriented management in firms and organisations facing **service competition**, i.e., in competitive situations where services are critical to success (**service management**). So-called service firms, of course, face such situations, but also manufacturers of goods on business-to-business as well as consumer markets will probably more and more often find a services perspective a key means of creating a competitive advantage.

Level: Advanced studies

Requirements: For students of Svenska Handelshogskolan the course Proseminarium is required. For others **sufficient** knowledge of marketing to take part in **advanced-level marketing studies** is required. Students should have obtained basic knowledge of **service marketing**.

Instruction: 24.9-14.12.2001. Appr. 40 hours classroom sessions and guest lectures.

Individual work: Participants are required to read assigned material beforehand, with a view to discussing the content with the instructor and fellow students. During the course every student is requested to in groups of three do a **book chapter presentation** in class and prepare **two** written **key learnings notes** for classroom sessions as well as keeping a **service diary** and preparing a written report based on an analysis of the service diary entries (see separate instructions). In teams of **three** students a **project paper** (essay) on a topic related to the service management and marketing field has to be prepared during the course (see separate instruction).

To pass the course students need to read assigned material for every classroom session, prepare the key learning notes and do the service diary assignment, and **actively** take part

in classroom assignments and discussions. The willingness and ability to participate in classroom discussions and interact with the group have a decisive impact on the final grade.

To be able to actively take part in the classroom discussions students need to have a copy of the course literature **that is discussed in class** (Gronroos, *Service Management and Marketing. A Customer Relationship Management Approach*, 2000, and Readings material). In order to pass the course **students will have to actively and regularly attend classroom sessions and guest lectures**. If for some reason a student cannot attend, please *beforehand* inform either the instructor or department secretary about this.

In conclusion, the course consists of *five* elements: 1. *Classroom discussions*, 2. *Guest lectures*, 3. *Oral assignments* (book chapter analysis and presentation), 4. *Written assignments* (project paper/essay, service diary analysis and key learnings notes) and 5. *Written examination* (intermediate and final).

Examination and grading: The project paper (essay) and the Service Diary assignment stand for 50%, the Book Chapter Presentation stands for 10% and the written examination stands for the other 40% of the **basic grade**. However, participation in classroom discussions and assignments related to them (mainly key learning notes) influence - either favourable or unfavourable - the **final grade**. This impact on the final grade is substantial. The basic grade will improve either remarkably or to some extent, or in the worst case the basic grade will be reduced.

Course literature

Mandatory for classroom sessions :

GRONROOS, C, *Service Management and Marketing. A Customer Relationship Management Approach*. Chichester: John Wiley & Sons, 2000 (NB. Previous edition cannot be used)

READINGS (articles, cases and miscellaneous material for Service Management and Marketing 2001; can be copied at IB for the students' personal use)

Other literature:

BERRY, L.L., *Discovering the Soul of Service*, Free Press, New York, 1999

BERRY, L.L. & PARASURAMAN, A., *Marketing Services. Competing through Quality*, Free Press, New York, 1991

NORMANN, R, *Service Management*, 2nd edition, Wiley, New York, 1991

Please observe that the book by Gronroos as well as the Readings material are discussed in detail in class. The other books are supporting the classroom discussions. The written examination covers the whole literature.

Useful supporting literature :

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SWARTZ, T.A. & IACOBUCCI, D., eds., *Handbook of Services Marketing and Management*, Sage Publications, Thousand Oaks, CA, 2000

Book Chapter Presentation

Students in groups of **three** are required to orally present in class an analysis of central concepts and models **and** key learnings of one book chapter (from Gronroos 2000). In their presentation the group members should use audiovisual support. Written reports are not required. Based on the presentations each chapter will be discussed in class, together with the rest of the readings assignment for each classroom session.

Key Learnings Notes

Students are requested to prepare two **key learnings notes**. A key learnings note is an analysis of one given article in the Readings material. It should include the most important learnings from reading the article. It must not be a description of the contents of the material. The note must not be longer than **one page**, and it should be structured in a systematic manner.

Service Diary Assignment

Every student is requested to keep a "**service diary**" of good and/or bad service experiences (service encounters). Service diary reports are due on Monday 26.11 (one copy to the instructor; please keep another copy in your files). They are discussed in class on Thursday 29.11. See separate instructions.

Project paper (essay)

Students are requested, **in groups of three**, to prepare a project paper (essay). The length of it should probably be appr. 25-30 pages. The topic of the essay should be related to the **service management and marketing field**. The paper does not have to include new empirical data. It can however include case material, expert in interviews, personal observations, etc. The paper is due on Tuesday 11.12.2001 (one copy to the instructor; please keep another copy in your files). The suggested scope and outline of the papers are discussed on Monday 5.11 (oral reports only).

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Service Management and Marketing 2001 Program

week 39

Monday 24.9 10.30-12.00 308 CG Introduction and signing up for the course

week 40

Monday 1.10 14.30-17.00 201 CG Theme 1: Service competition: The service and customer relationship management perspectives. Discussion of project papers.

Readings assignment:

Gronroos, Chapters 1 and 2

The case of the complaining customer, *Harvard Business Review*, May-June 1990

Bitner: Service relationships: It's all about promises, *Journal of the Academy of Management*, No. 4, 1995

Zemke: If flexibility is key to success, companies have a lot of limbering up to do. *The Service Edge*, January 1994

Thursday 4.10 9.30-12.00 306 Guest Speaker: Dan Rubinstein, Founder and Chairman, Rubinstein Consulting Ltd.

Theme: Service management - achieving excellence in customer care

Reading assignment:

week 41

Wednesday 10.10 (!) 13.30-16.00 309 CG Theme 2: Understanding and managing service quality

Readings assignment:

Gronroos, Chapters 3, 4 and 5

Brady & Cronin, Jr., Some new thoughts on conceptualizing perceived service quality: A hierarchical approach, *Journal of Marketing*, Vol. 65, July 2001, pp. 34-49

Parasuraman, Berry & Zeithaml, Refinement and reassessment of the SERVQUAL scale, *Journal of Retailing*, Vol. 67, No. 4, 1991, pp. 420-450

Zemke, Quality customer service: A world apart, *The Service Edge*, April 1995

Friday (!) 12.10 10.30-12.00 309 Guest Speaker: Kaj Storbacka, Dr.Econ., Founder and chairman, CRM Group Ltd;

Docent, Hanken/CERS

Theme: Combining customer value with shareholder value -why don't investors value profit and loss statements

Readings assignment:

5

Kim & Mouborgne, Value innovation: The strategic logic of high growth, *Harvard Business Review*, January-February 1997

Prahalad & Ramaswamy, Co-opting customer competence, *Harvard Business Review*, January-February 2000

week 42

Tuesday (!) 16.10 12.30-14.00 411 Guest Speaker: Mikael Gidhagen, Researcher, Uppsala University

Theme: Understanding insurance services

Readings assignment:

Bejou, David, Christine T. Ennew and Adrian Palmer, "Trust, Ethics and Relationship Satisfaction," *International Journal of Bank Marketing*, Vol. 16, No. 4, 1998, pp. 170-175.

Pleger Bebeko, Charlene, "Service Intangibility and its Impact on Consumer Expectations of Service Quality," *Journal of Services Marketing*, Vol. 14, No. 1, 2000, pp. 9-26.

Wednesday (!) 17.10 13.30-16.00 309 CG Theme 3: Productivity and profitability in services

Readings assignment:

Gronroos, Chapters 6 and 9

Reichheld & Sasser, Zero defections: Quality comes to service, *Harvard Business Review*, September-October 1990

Rust, Zahorik & Keiningham, Return on quality (ROQ): Making service quality financially accountable, *Journal of Marketing*, Vol. 59, April 1995, pp. 58-70

Gummesson, Productivity, quality and relationship marketing in service operations, *International Journal of Contemporary Hospitality Management*, Vol. 10, No. 1, 1998, pp. 4-15

Thursday 18.10 9.30-12.00 411 Guest Speaker: Professor Maria Holmlund, CERS/Hanken

Theme: Relationship quality in business-to-business markets

Readings assignment:

Hansen & Busch, Understand customer quality requirements. Model and application, *Industrial Marketing Management*, Vol. 28, 1999, pp. 119-130
Holmlund, The D&D model - Dimensions and domains of relationship quality perceptions
Week 43

Monday 22.10 14.30-17.00 306 CG Theme 4: Marketing / market-oriented management in service competition

Reading assignment:

Gronroos, Chapters 10 and 13

6

Lovelock, Functional integration in services. Understanding the links between marketing, operations and human resources. In *Handbook of Services Marketing and Management*, 2000, pp. 421-437

Bitner, Serviscapes: The impact of physical surroundings on customers and employees, *Journal of Marketing*, vol. 56, April 1992, pp. 57-71

Gummesson, Marketing-orientation revisited: the crucial role of the part-time marketers, *European Journal of Marketing*, Vol. 25, No. 2, 1991, pp. 60-75

Thursday 25.10 9.30-12.00 306 Guest Speaker: Kirsti Lindberg -Repo, Lic.BA, CERS/Hanken

Theme: Service Recovery - Why am I disappointed?

Readings assignment:

Michel, Analyzing service failures and recoveries: a process approach, *International Journal of Service Industry Management*, Vol. 12, No. 1, 2001, pp. 20-33

Tax & Brown, Service recovery. Research insights and practices. In *Handbook of Services Marketing and Management*, 2000, pp. 271-285

week 44

Monday 29.10 14.30-16.00 306 Guest speaker: Dr. Karl-Olof Hammarkvist, Nordea/Stockholm School of Economics

Theme: The changing structure of financial markets

Readings assignment:

Boot, Consolidation and strategic position position in banking with implication for Sweden. *Working Paper*, 1999, pp. 1-26

Brennan, Development of the Financial Sector. Presentation for a *Conference on Financial Sector Development in the World of Today*, Sveriges Riksbank, May 1997, Stockholm, pp. 1-41

Thursday 1.11 9.30-12.00 411 Guest Speaker: Dr. Paivi Voima, CERS

Theme: Relationship management in an internal context

Readings assignment:

Lings & Brooks, Implementing and measuring effectiveness in internal marketing, *Journal of Marketing Management*, Vol. 14, 1998, pp. 325-341

Voima, Internal relationship management: broadening the scope of internal marketing. In Lewis & Varey, eds., *Internal marketing: directions for management*, 2000

Week 45

Monday 5.11 14.30-17.00 306 CG Presentation of Project paper proposals (oral presentations only)

Tuesday 6.11 14.15-17.15 (!!) 210 Intermediate examination covering

Gronroos 2000, Chapters 1-6, 9-10, 13

7

Berry & Parasuraman 1991

Thursday 8.11 9.30-12.00 309 CG Theme 5: Principles of service management and the development of service offerings

Readings assignment:

Gronroos, Chapters 7 and 8

Berry & Lampo, Teaching an old service new tricks, *Journal of Service Research*, Vol. 2, No. 3, 2000, pp. 265-275

Ostrom & Hart, Service guarantees. Research and practice. In *Handbook of Services*

Marketing and Management, 2000, Vol. 299-313

Zemke, Bean counters put service on automatic, *The Service Edge*, August 1995
week 46

Monday 12.11 14.30-17.00 306 CG Theme 6: Integrated marketing communication, and image and brand management in services

Readings assignment:

Gronroos, Chapters 11 and 12

Schultz, The inevitability of integrated communication, *Journal of Business Research*, No. 3, 1996

Mittal, The advertising of services. Meeting the challenges of intangibility, *Journal of Service Research*, Vol. 2, No. 1, 1999, pp. 98-116

Berry, Cultivating service brand equity, *Journal of the Academy of Marketing Science*, Vol. 28, No. 1, 2000, pp. 128-137

Thursday 15.11 9.30-12.00 Aulan Guest Speaker: Teemu Kokko, Lic.BA, Vice Dean, Haaga Polytechnic

Theme: Service development in the hospitality industry

Readings assignment:

Kokko, *Future-oriented offering development in the restaurant sector - a case study* (will be distributed in class)

Week 47

Monday 19.11 14.30-17.00 306 CG Theme 7: Managing internal marketing and service culture

Reading assignment:

Gronroos, Chapters 14, 15 and 16

Partlow, How Ritz-Carlton applies "TQM", *The Cornell H.R.A. Quarterly*, August 1993

Bowen, Schneider & Kim, Shaping service cultures through strategic human resource management. In *Handbook of Services Marketing and Management*, 2000, pp. 439-454

Thursday 29.11 9.30-12.00 305 CG Service Diary assignment. Discussion of the Service Diary analyses (Reports

due Monday 26.11; one copy to instructor;

8

keep one copy in your files)

week 50

Project papers (essays) due Tuesday 11.12.2001 (one copy to instructor; keep one copy in your files)

Final exam in December covering

Gronroos, Chapters 7-8, 11-12, 14-16

Berry 1999

Normann 1991