



LINCOLN UNIVERSITY

BA 375

Service Marketing

Spring 2018

Level: Mastery 2 (M2)

Monday 12:30 – 3:15 p.m.

Instructor: Dr. Hess

COURSE DESCRIPTION

This course provides comprehensive understanding of the differences between marketing and sales of services compared to products. It focuses on developing and implementation of effective marketing programs for service industries and covers concepts on blueprinting, customer interactions, chase vs. shift demand, asset revenue efficiency. (3 units) Prerequisite BA 304

OBJECTIVES

The study of the marketing for service organizations is special. Over 80% of the U.S. GDP is for services. The GDP for many of the industrialized nations is similarly high. The requirements for the management of the marketing process for services are unique. The objectives for this course are for the student

- to develop a working knowledge of the marketing components – product, price, promotion, and distribution – as they apply to the operations of a service
- to develop a sufficient understanding of the fundamentals of marketing management sufficient to be able to formulate a marketing plan to achieve company goals.
- to define marketing's role in a service company operations
- to understand the real differences of various services and how to effectively develop marketing programs that direct selling activities to accomplish company goals.

GOALS

The course goals for the course are to enable the student to develop sufficient knowledge and acumen

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- to write a marketing plan for a service organization that incorporates the major components of marketing that recognizes the special requirements for a service company
- to “blueprint” a service for the application of a marketing plan
- to use “Asset Revenue Generating Efficiency” in evaluating the performance of a service
- analyze a service organization and make specific recommendations to increase sales and/or profits consistent with organization goals.

During the course we will study such concepts/ideas as Relationships with Customers, Blueprinting service/customer interactions, Chase vs. Shift Demand, Asset Revenue Generating Efficiency.

TEXT

Services Marketing: Lovelock: Special Edition; Prentice Hall. Book provided by professor. Additionally current articles on service marketing will be provided for students to develop more in depth marketing application.

METHODOLOGY

This is a direct classroom instruction course.

Instruction will include lecture, student discussion of material studied, case studies, in class exercises, and individual assignments. Students missing three consecutive classes will be dismissed from the course unless he/she has a documented medical excuse.

COURSE WORK

Course work will include study of the textbook, discussions of current events, assignments, and a major project.

Thought process and analysis are the important components in individual and project assignments. Ease of reading and conciseness are important elements in such reports. Assignments are to be on time at the start of class. Cell phone use is not permitted in the classroom. Use of a computer in the classroom requires the explicit permission of the instructor. Notes, electronic dictionaries, or any method of obtaining information is not permitted during exams.

Students are expected to understand the course requirements as defined in this syllabus. The professor reserves the right to modify the syllabus. The schedule lists the chapters to be studied – that is studied not read – in preparation for the day.

WRITTEN ASSIGNMENTS

There will be written assignments during this course. There will be a case analysis or formal report of an outside project. Reports will be typed. Assignments are to be typed and presented with student's name as on school course roster, ID number, title of assignment, and presented for grading at the start of class. Late assignments will not be accepted or graded.

OUTSIDE PROJECT

There is a project that incorporates the concepts studied in the course. Each student will pick an industry to study. The student through primary and secondary research will determine what is required to have a successful marketing program for a service organization. Interviewing managers of businesses in the selected industry will enable the student to obtain primary data on problems/issues in that industry as well as methods for success.. This will require careful analysis after obtaining the necessary information.

Students are to present a proposal for their project study and obtain a signed approval before starting work on the project. The Project Proposal must include: industry to be studied, goal of the study, reason for wanting to study the industry along with a brief plan of work on the study.

BIBLIOGRAPHY

In addition to the text used for this course it may help the students to expand their interest in the subject by reading material in other texts. Recommended texts for more detailed investigation of service marketing include:

Essentials of Services Marketing: Hoffman, Bateson; Southwestern; 2001 Second Edition

Managing Services Marketing: Bateson: The Dryden Press, 1989. First Edition

Services Marketing A Strategic Approach: Goncalves; Prentice Hall 1998.

Services Marketing: Lovelock; Prentice Hall; 3rd edition. 1996.

Strategic Marketing for Nonprofit Organizations: Kotler, Andrease; 1991, Fourth Edition.

Big Ideas for Small Service Businesses: Ross & Ross; Communication Creativity; 3rd edition. 1994.

The Essence of Services Marketing: Payne; Prentice Hall; 1993.

Service Marketing; Rust, Zahorik, Keiningham; Harper Collins; 1996.

Selling The Invisible; Harry Beckwith; Warner Books; 1997

GRADING

Grades will be based on the quality of work, project, examination, and classroom participation.

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Attendance is important. Classroom participation is not possible if you are not in class. Participation is defined as actively adding to a discussion by offering insights or different approaches to marketing problems/solutions that demonstrate a solid working knowledge of the concepts and principles of marketing s applied to a service. Grades will be based on:

Classroom participation	50 points
Assignments	30 points
Project Proposal	20 points
Project Report	100 points
Exams	<u>100 points</u> 300 points

EVALUATION IN GRADING

A 280+ points A- 270 – 279 points B+ 263 – 269 points B 256 – 262 points
B- 251 – 257 points C+ 244 – 250 points C 232 – 238 points C- 220 -226 points
D 210 – 219 points F below 210 points

MAKE-UP WORK

Exams cannot be made up if missed – unless there is a documented emergency.

Rubrics for Project Report

90 – 100 points The report is easy to read/understand, contains no grammar/spelling errors, is properly cited, offers sound logic in the application of the marketing mix to a target market.

75 – 89 points The report is generally easy to read/understand, contains a minimum of grammar/spelling errors, some data/information not properly cited, application of marketing mix is acceptable for a target market.

65 – 74 points Minimally acceptable for a graduate paper. Not easily read/understood. Unacceptable number of grammar/spelling errors. Marketing mix is not specific enough for the Target Market.

Below 65 points The report is not of graduate level. Unacceptable grammar/spelling errors. Document is disjointed in its presentation. Does not demonstrate an understanding of marketing mix and its application.

Only primary and qualified secondary sources may be used in all assignments submitted for a grade. Wikipedia and Google references are not business professional and will not be accepted.

The professor reserves the right to modify the course as necessary to achieve student outcomes.

If you require special accommodations for this course, you should notify Student Services. Please contact them at studentservices@lincolnuca.edu 510)628-8034. You will need a letter of accommodation from a licensed medical practitioner. After notifying Student Services make an appointment with your instructor(s) to have a confidential discussion of what you will require for this course

INSTRUCTOR

Dr. Hess has an extensive background in marketing, sales, and sales management. His experience includes Corporate Marketing Research with Monsanto Co.; Market Development in starting a new division for Owens-Corning Fiberglas; Product Manager and Western Region Sales Manager for W. H. Brady Co.. As Sales Manager Dr. Hess managed sales reps in 27 western states.

As Marketing Manager for a \$50 million division of H.S. Crocker Co., Dr. Hess also managed a sales force responsible for \$17 million.

For help with your course work you can reach Dr. Hess at his office 510/628-8013. E mail address is whess@lincolnuca.edu

BA 375 course schedule

Assignments Students are to study the assigned chapters before coming to class

January	22	Introduction to course. Discuss plans for the course. Discussion of marketing and marketing's role in a company. Define a service Discuss differences between a product and a service
	29	Chapter 1 Distinctive Aspects of Services Marketing
February	5	Chapter 3 Developing Framework for Understanding Services Marketing Be prepared to discuss article "Service is Everybody's Business" by

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Ronald Henkoff

Project Assignment: Hand in project proposal. Be prepared to discuss it in class.

- 12 Oral Assignment: An explanation of the industry you are studying and the company you are studying including your reason for studying the industry and the company.

Hand in assignment: A one page summary of your presentation.

- 19 President's Day Holiday. No Class

- 26 Chapter 4 Positioning a Service in the Marketplace

Oral Assignment: A discussion of the positioning in your study industry.

Hand in assignment: A one page summary of how companies in your study industry position themselves.

March

- 5 Chapter 5 Targeting Customers and Building Relationships

Hand in assignment: Bring an article to class based on your project. Turn in a 1 – 3 page report on what you learned when you read the article.

- 12 Chapter 6 Managing Demand

Be prepared to discuss article “Pick a Card: Visa, American

Express, Mastercard Vie in Overseas Strategy” by Lipin, Coleman, Mark

Oral assignment: A discussion of how companies in your study industry manage demand.

- 19 Be prepared to discuss article “Service Positioning Through Structural Change” by G. Lynn Shostack

In class exercises

Hand in assignment: A questionnaire you plan to implement in your evaluation of the company you are studying.

- 26 Chapter 9 Understanding Costs and Developing Pricing Strategies.

Hand in assignment: Bring an article to class based on your project. Turn in a 1 – 3 page report on what you learned when you read the article.

April

- 2 Chapter 10 Communicating and Promoting Services

Hand in assignment: Two ads – one good and one bad in your study industry. Explain why one is good and one is bad. Define the target markets – demographics/psychographics – the Maslow

level of the appeal.

- 9 Chapter 11 Enhancing Value by Improving Quality and Productivity

Oral assignment: Discuss your learnings from your questionnaire

- 16 Chapter 13 Organizing and Implementing the Marketing Effort
Be prepared to Discuss the Harris Johnson Case

- 23 Be prepared to Discuss the Sullivan Auto World Case

- 30 Presentation of projects
Review course

Revised

January 12, 2018

- 7 -

If all of the information below is properly presented the student will receive 15 points by turning this paper in at the start of the first class. If the paper is turned before the start of the second class the student will receive 5 points.

Name as on university records _____

ID No. _____

Lincoln University email address: _____

Signature: _____

By my signature I acknowledge I have read and understand and will comply with course requirements. Additionally I affirm that all work I submit for a grade – homework, project assignments, project, and exams will be mine. I accept the responsibility not to allow others to use my work for their own grade. And I understand if I submit work that is not mine I will receive no points for the assignment.

Revised 8/8/2017

	Course Outcome	PLO		ILO	Assessment activities
		Number	Level		
1	The development of a marketing plan that incorporates the marketing concepts and advance the company's goals/plans	PLO 1	M2	ILO 1b, ILO 2b	In class group exercises on the macroenvironment. Determination in class exercise of the differences between products and services
2	To learn how to obtain information to make business decisions.	PLO 2	M2	ILO 1b, ILO 2b, ILO 4b	Presentation by library staff on secondary business resources available In class exercise on evaluating a market research questionnaire. In class exercise on designing a market research questionnaire.
3	Develop business decision making skills specifically for marketing implementation.	PLO 4	M2	ILO 4b, ILO 5b, ILO 6b	After using primary and secondary resources the students have to determine what is required to be a successful business in the industry they are studying..
4	Learn how to assess the performance of a service.	PLO 5	M2	ILO 4b, ILO 5b	After learning the "Asset Generating Efficiency Model" use it in evaluating the .company under study.

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APPENDIX A. Program and Institutional Learning Outcomes.

Institutional Learning Outcomes (ILOs)	
<i>MBA Graduates of Lincoln University should be able to:</i>	
1b	Recognize and be able to work with the components of reasoning and problem solving; understanding concepts, assumptions, purpose, conclusions, implications, consequences, objections from alternative viewpoints, and frame of reference.
2b	Gather and assess relevant information, using abstract ideas to interpret it effectively; being able to develop well-reasoned conclusions and solutions, and testing them against relevant criteria and standards
3b	Be exemplary business professionals and try to ensure that the products of their efforts will be used in socially responsible ways, will meet social needs, and will avoid harmful effects to health and welfare
4b	Lead by example in order to create highly collaborative organizational environment, and be able to develop and use strategies to encourage employees at all organizational levels to do the same.
5b	Set goals and have a vision of the future. The vision should be owned throughout the organization. As effective leaders, they should habitually pick priorities stemming from their basic values.
6b	Continually look for, develop, and offer new or improved services, and be able to use original approaches when dealing with problems in the workplace.
7b	Demonstrate fluency in the use of tools, technologies and methods in the field. They should know how to evaluate, clarify and frame complex questions or challenges using perspectives and scholarship from the business discipline.
Program Level Outcomes (PLOs)	
<i>Students graduating our MBA program will be able to:</i>	
1	Develop and exhibit applied and theoretical knowledge in the field of management and business administration
2	Use theoretical knowledge and advanced problem-solving skills to formulate solutions and identify risks in the following fields: international business, finance management, general business, human resources management, management information systems, marketing management
3	Communicate within a highly specialist environment that allows the presentation of critiques of complex strategic matters
4	Demonstrate autonomy, creativity, and responsibility for managing professional practices
5	Demonstrate leadership and set strategic objectives for team performance
6	Identify ethical issues/problems in business organizations and reach decisions within ethical framework

APPENDIX B. MBA Course Learning Classification

Code	Classification	Description
Courses 300 level w/o graduate prerequisites	Mastery 1 (M1)	Mastery 1 courses introduce graduate level concepts and ideas in a specific field of study and provide an opportunity to initiate the development of graduate level competences.
Courses 300 level with graduate prerequisites	Mastery 2 (M2)	Mastery 2 courses build upon students' execution of Mastery 1 learning outcomes and allow for further development of students' mastery of concepts, ideas, and competences in the specific field of study.
Courses 398, 399	Mastery 2 / Assessment (M2A)	Mastery 2/Assessment courses are structured to provide opportunity to assess students' achievements of set program learning outcomes.