



APPLIES TO ACADEMIC YEAR 2006/2007

GRA 6419 Service Marketing

Program

Master of Science in Business and Economics, Master of Science in Business and Economics (Marketing), Master of Science in Management, Master of Science in Marketing (Marketing), Specialization Course

Responsible for the course

Tor W Andreassen

Department

Marketing

Term

According to study plan

ECTS Credits

6

NB! Please note that students cannot take both GRA2424 Service Management and GRA6419 Service Marketing towards the MSc degree.

The field of service marketing has had a profound impact on marketing. Today talking about goods and services does not make sense: it's all services. However, being able to appreciate the uniqueness of services we need to focus on the differences in order to get the big picture. This course will focus on managing and marketing break through services and in the process highlight why managing and marketing in a service context is more challenging (and rewarding) than fast moving consumer products. The injection of technology and its impact on customers and managers will be discussed at length. Pedagogy: problem based teaching.

Objective

- To study "breakthrough" services in order to understand the operations of successful service firms that can be benchmarks for future management practice.
- To develop an understanding of the "state of the art" of service management thinking.
- To develop an awareness of the opportunities that information technology can have for enhancing customer relationship.
- To appreciate the organizational significance of managing the service encounter to achieve internal and external satisfaction and customer loyalty.
- To understand the dimensions of service growth and expansion both domestically and internationally.

Prerequisites

Course in marketing management or equivalent.

Compulsory literature

Books:

Zeithaml, Valarie A., Mary Jo Bitner and Dwayne D. Gremler.. Services marketing: integrating customer focus across the firm. 4th ad.. Boston, Mass.: McGraw-Hill

Articles:

Course pack with selected articles and cases

Recommended literature

Books:

Oliver, Richard, L. 1997. Satisfaction: a behavioral perspective on the consumer. Boston, Mass.: Irwin/McGraw-Hill

Course outline

Introduction to services

What's so special with service marketing and service organizations?
The service economy it's history and raison d'être

Analyzing and understanding service organizations.

The potential pitfalls of service organizations, antecedents and consequences
Integrating the customer focus

The customer focus

Understanding customer expectations and perceptions
Building customer relationships

Service development and design

Customer defined service standards
Physical evidence and service escapes

Managing service delivery and promises

The role of the employee, the customer and the technology in service delivery
Integrated services marketing communications
Closing the gaps
Service recovery

Attaining The Course Objectives

To pursue the course objectives most effectively you will be asked to accomplish the following:

- (1) Prepare and discuss cases and readings as a class participant.
- (2) Prepare one written analysis of a case (group)
- (3) Prepare a written report based on a computer simulation project (group).
- (4) Prepare a term paper based on defined topics (group)

Computer-based tools

Black Board will be used for distribution of course material.
CD-ROM multimedia Simulation program.

Course structure

36 hours.

Evaluation

Your final course grade will be based on the following activities and weights:

Class participation:	20% individual
Student projects:	10% one case write-up, group 10% computer simulation, group
Term paper:	40%, group
Final exam:	20%, individual (3 hours)

All elements making up your total grade must be passed in order to receive a final grade for the course. As most activities are group based you will be asked to perform a peer evaluation of your team members by the end of the course. This evaluation of other members' contribution to the team may have an impact their final grade.

Class Participation: Participation in class discussion is very important! Please prepare for class by reading the assigned material as well as the cases. Also, if you have relevant work experience, please share it with the class. On case study days, if there are no teams participating, I will "cold call" members of the class to lead sections of the case discussion. Please be prepared!

Your grade for class participation will be based on my judgment of the consistency with which you participate constructively and show leadership in class discussion. Please note that class discussion includes interacting with your classmates.

In evaluating class participation, a variety of criteria are used, such as whether your comments are:

1. accurate
2. reasonable
3. well-supported and defensible
4. adding to understanding of the issue at hand
5. timely and linked to the current discussion
6. action-oriented or merely descriptive
7. conducive to maintaining a healthy and constructive classroom atmosphere
8. clear and concise
9. merely rehashing case facts
10. merely repeating earlier discussion
11. activities (for example phone calls, leaving the room, arriving late) that might distract attention away from the discussion will lead to a deduction in class participation

In particular, I would like to encourage participants with relevant work experience to contribute in class discussion. Work experience can be an important complement to readings, lectures, cases, and instructor expertise. It represents a very important resource that can pay dividends for the entire class. Similarly, I encourage international students to offer their unique cultural perspective. Comparing and contrasting service management practices from around the world will prove useful throughout the term.

Needless to say, as class participation plays such a central role in the educational process, attendance is mandatory and expected. If you are going to miss one session please inform the instructor in advance and make sure that some may take notes for you.

I treat each session as a business meeting. I expect that you do the same. Following this I expect you to be on time, that you participate, and that you are prepared. Finally, I expect that you respect your peers right to learn. During case discussions I will cold-call any participant and expect an enlightened response.

Required bio sheet

You are required to fill out and submit to me a bio sheet. This bio sheet is used: a) to learn a little more about you (education, work experience, and hobbies) and incorporate industry examples that are of interest to the class; and b) to keep track of participation. Please insert a clear updated picture of yourself and return the bio sheet to me at the beginning of session # 2. After each session I will use of the bio sheets to summarize my impressions of each student. If I don't have your bio sheet you won't get credited with class participation.

Student projects:

One case write-up and one CD ROM computer simulation

Term paper:

Topics for term paper will be given by the second session of the course and students may choose their topic from a list of suggested alternatives. Deadline for hand in by 04:00pm one week after last session.

Instruction Method:

The course consists of in-class discussion of a series of cases, supplemented by readings and lecture.

The case method is one of the most effective means for developing decision-making capabilities in the complex situations, which characterize real-life-service marketing & management problems. The philosophy behind the use of cases in this course is that service marketing as currently practiced is less a matter of learning specific theories or analytical tools than it is of gaining experience with the process of thinking that leads to informed decisions. The case method forces you to be an active participant in service marketing strategy decisions, encouraging you to analyze relevant data and apply the theories and analytical techniques discussed in the readings and lectured in class.

Case Preparation:

In preparing cases for class, it is recommended that you read the case at least twice. The first reading should be a quick run-through of the text in the case. It should give you a feeling for what the case is about and the types of data contained in the case. Your second reading should be more in depth. Many people like to underline or otherwise mark up their cases to pick out important points that they know will be needed later. Your major effort on second reading should be to understand the business and the situation. Key questions to be asked: what is this case really all about? Am I expected to make any decisions/recommendations? If yes, what kind of analyses do I have to do in order to provide a solid recommendation? On your second reading, carefully examine the exhibits in the case. It is generally true that the casewriter has put the exhibit there for a purpose. It contains information that will be useful in analyzing the situation.

You may find that you will need to apply some analytical technique to the exhibit in order to benefit from the information in the raw data. By your second reading, you should have a good idea of the fundamentals of the case. Now you will be searching to understand the specific situation. You will want to get at the root causes of the problem and gather data from the case that will allow you to make specific action recommendations. Before the second reading, you may want to review the Assignment Questions in the Course Outline. It is during and after the second reading that you should be able to prepare your outlined answers of these study questions.

As is often the situation in actual practice, cases may not have all the data you would like. Nevertheless, it is critical that you develop a reasoned plan of attack on the basis of the data available.

General Advice

Preparation questions are intended to provide you with a starting point and some general direction in preparing the cases and to help frame selected case issues. The answers to specific preparation questions may or may not relate directly to core case issues. Thus, these questions are just starting points to preparing the case. They are not intended to be exhaustive, nor do we intend for them to rigidly direct or limit your case preparation or class discussion. In class, our case discussions usually will not involve simply walking through possible answers to selected preparation questions. Rather, the approach that we take with a specific case will depend on that case's learning objectives, the nature of the issues and decisions to be made, and the directions that your discussions take us.

NB! Case write-ups are due at the beginning of the class the morning the case is to be discussed, that is 08:00 a.m. Submit electronically one copy to the instructor and one copy to each of the other members of the class. In this way we can all learn from your thinking. File format is Word or PDF.

Grading:

Grades will be assigned based on the following criteria with no curves:

A+	97+	B+	87 +	C+	77+
A	93-96	B	83-86	C	73-76
A-	90-92	B-	80-82	C-	70-72

No half-grades will be used for the final grade. Past grade distribution has roughly been 20-25% A's and 45-50% B's remainder C's and E's. If you have any question about your performance in the class, please feel free to ask. All parts of the evaluation need to be passed in order to get a grade in the course.

Evaluation code(s)

GRA64191 accounts for 100 % of the final grade in the course GRA6419.

Aids at the examination

All aids allowed.

Makeup exam

Re-takes are only possible at the next time a course will be held. When course evaluation consists of class participation or process elements, the whole course must be re-evaluated when a student wants to retake an exam. Retake examinations entail an extra examination fee.

Honor Code

Academic honesty and trust are important to all of us as individuals, and they are encouraged and promoted by the honor system. This is a most significant university tradition. The honor system is the responsibility of students. As faculty, we share the commitment to the ideals of the honor system.

At no time should notes or papers or personal consultations based on previous semesters of this course be used. As part of the honor code papers handed in as part of the course is, at the discretion of the professor, scanned for plagiarism. We are using Safe Assignment in Black Board for this purpose. Any violation of the honor code will be dealt with in accordance with BI's procedures on cheating. These issues are a serious matter to everyone associated with the program. They are at the heart of the Honor Code and academy integrity. If you have any questions about your responsibilities under the honor code, please ask.