

Texas A&M University–Central Texas
MKTG 4302: Services Marketing
Fall 2018

Tuesday/Thursday 2:30 – 3:45 p.m. – Founder’s Hall 208

Instructor: Dr. Monica (Shuqin) Wei, Assistant Professor of Marketing

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I will be available to answer questions by phone during office hours listed below. If your call is unanswered, please reach me at my “tamuct” email address listed below to schedule a meeting.

Email: shuqin.wei@tamuct.edu (**preferred method of contact**)

Office Hours: Tuesday 11:30–2:30PM and 4:00–5:00PM; Thursday 1:00–2:30PM and 4:00–5:30PM; or by appointment

Class Web Page: <https://tamuct.instructure.com/login/ldap>
All announcements, assignment instructions, course materials, and grades will be posted on Canvas.

Textbook: *Services Marketing*, 7th Edition (ISBN-13: 978-0078112102)
Zeithaml, Bitner, and Gremler, 2017
McGraw Hill

COURSE CATALOG DESCRIPTION:

Learn about the service environment. Analyze the most successful service-oriented industries and firms within the world’s fastest-growing economic sector.

COURSE OVERVIEW AND DETAILED DESCRIPTION:

Why study services marketing?

The U.S., as well as much of the world economy, is dominated by services. In the U.S., approximately 81% of the labor force and 81% of the GDP is accounted for by services. Nearly all of the new job growth in this country will be in service organizations in the coming decade. Moreover, many traditional manufacturing firms are extending their product mix to include services in order to provide added value to customers and provide a source of sustainable competitive advantage to the firm – for example, IBM now promotes itself as “the largest service

business in the world,” bringing in \$48 billion in revenue from services, more than half the company’s total revenue.

Yet traditionally, many business courses have focused solely on the manufacturing sector of the economy. Marketers only started considering services firms as distinct entities in the late 1970s, and serious research into the challenges of services marketing didn’t start until the mid-1980s. But, selling and delivering a tangible good is *not* the same as selling and delivering a service that solves a customer’s problem. It’s now recognized that marketing and managing services requires a distinctive approach to business strategy and uses a specialized language and set of marketing tools.

University curricula have only recently begun to catch up to the trend – Texas A&M University-Central Texas is among only a handful of universities worldwide that now offers a course in Services Marketing to its undergraduate students. Training in services marketing will help set A&M-Central Texas graduates apart from those of other universities, making them more competitive on the job market, as well as more effective in their jobs and thus more valuable to their future employers.

Therefore, this course is designed for marketing students (and others in related fields) who may be interested in working in service industries and in addressing the unique needs and challenges of managing services and delivering quality service to customers. This course will build and expand on basic marketing principles (from MKTG 3301 and other courses) to adapt and apply those principles to solve service marketing problems.

COURSE OBJECTIVES:

The emphasis in this course is *experiential learning*. Students should attempt to actively attempt to learn through doing rather than passively being “taught.”

Specifically, you will have the opportunity to learn to:

1. Identify the unique characteristics of services that distinguish them from tangible goods, and identify the differences between marketing in services firms vs. manufacturing organizations.
 - (week 1; assessed by tests)
2. Appreciate and explain the role of both employees and customers in service delivery and customer satisfaction.
 - (week 3, 5, 6, 11 & 12; assessed by tests, service encounter journal and analysis, and co-production assignment)
3. Effectively describe and utilize key services frameworks and concepts including the “3 Ps of Services,” the Gaps Model, customer co-production, customer satisfaction, loyalty, and customer lifetime value.
 - (week 2, 6 & 12; assessed by tests, service design project, and service encounter journal and analysis)
4. Identify and predict potential sources of service failure, and design appropriate approaches for service recovery.
 - (week 7; assessed by tests and complaint letter & analysis)

5. Design and refine service operations from the customer point-of-view, using services blueprinting.
 - (week 8, 9 & 13; assessed by tests and service design project)
6. Articulate pricing strategies for services and understand how those differ from pricing of goods.
 - (week 14; assessed by tests and service design project)
7. Understand how services can be used to create a competitive advantage in manufacturing organizations.
 - (week 1; assessed by tests)
8. Become better, more aware, and maybe less naïve service customers.
 - (week 5; assessed by tests, service encounter journal and analysis, and complaint letter & analysis)

Because of the course's experiential learning format, this course also reinforces many of the core educational values of the TAMUCT College of Business, including:

- Developing critical thinking/problem solving skills.
- Improving written and oral communication skills.
- Building teamwork and interpersonal skills.

COURSE PREREQUISITES:

Students should have taken MKTG 3301 (Marketing) before taking this course.

CLASS FORMAT:

This course is 100% face-to-face with using Canvas to support and facilitate your learning process. In pursuit of the course objectives, a number of teaching approaches are used, including lectures, class discussion, cases, class exercises, a class project, and exams. To facilitate the effective utilization of the lecture time and the time of your classmates, you are required to read the chapters *before* they will be covered in class. Be prepared that it is a **rigorous senior-level** course. Please carefully review the syllabus including the course schedule, consider your work schedules and other obligations, and decide if this is the right course for you this semester. You must understand that once you decide to continue enrolled in this course, you are committed to your team members and their success in this course depends on your efforts.

STUDENT-INSTRUCTOR INTERACTION:

I am very approachable so please do not hesitate to contact me when you have questions. Feel free to call my office number or stop by my office during my office hours. If you cannot make it to my office hours, you may email me to schedule a phone or face-to-face meeting. I check my emails and Canvas messages daily and am quick in replying emails (within 24-48 hours unless emergency occurs). However, please do not wait till the last minute to email me and ask questions about tests or assignments. Cramming the night before a due date is not an effective strategy for this course; it may cause you to feel extremely stressed and/or cause poor grades.

COURSE REQUIREMENTS AND GRADING:

The course grade is based on a combination of three exams, three assignments and the student's participation in the co-production of the class.

Grades will be determined based on the following criteria:

Grading		
Requirements	% of Grade	Points
Participation/Co-Production	10%	100
Service Encounter Journal and Analysis	20%	200
Service Design Project	30%	300
Complaint Letter and Analysis	10%	100
Three Exams	30%	300
Total	100%	1000

Course grades will be assigned according to the following schedule:

90 % or higher (900-1000 points)	= A
80% - 89.9% (800-899.9 points)	= B
70% - 79.9% (700-799.9 points)	= C
60% - 69.9% (600-699.9 points)	= D
Below 60% (0-599.9 points)	= F

This class is designed to be a “success-oriented course.” My desire is that all students in the class meet their individual learning (and grade) goals. **However, this does not mean that students can avoid working hard in this class, and it does not mean that all students automatically get a high grade just because they want it.** What this does mean is that all students who do well in the class will be rewarded accordingly. That is, the grade distribution will not be adjusted to force it to fit a bell-shaped curve in which an equal number of students must fail as succeed – thus, students are not in direct competition with each other.

Also, I've included various types of assignments that tap into different learning styles in order to help students demonstrate their understanding of the material we cover in class.

In addition, the tests and assignments are designed to encourage the development of students' ability to not only restate course material, but to observe, evaluate, communicate, and apply the concepts to solving real-world problems, which are skills that are highly valued in the workplace.

Participation/Co-Production:

As students will learn in this course, education is a “service,” and services require active co-production and participation by everyone involved in the service experience in order for the experience to be a success. As with most classes, the benefits of the course can only be realized when students are excellent co-producers of the service delivery. Therefore,

students will be expected to be active contributors to the classroom service experience, and a significant portion of the course grade will be based on this participation.

Class attendance is a necessary – but not sufficient – condition for good participation. (Merely showing up for work, but not contributing anything to the organization, generally would not be considered acceptable behavior in the workplace.) In addition to arriving on time for every class, students should plan to be prepared for class by reading all assigned materials in advance, to contribute to in-class discussions, to offer examples from outside reading or one’s own experiences to illustrate the services marketing concepts being studied, and to ask questions when concepts are not clearly understood.

During the semester, we also will be doing a number of in-class activities involving the application of services concepts (some will be announced in advance, others will not), and students should fully engage in those activities as part of their co-production of the course. **No “make-ups” of missed class activities will be allowed.**

As part of the co-production grade, students will be expected to bring in real-world examples from outside readings (for example, Wall Street Journal, BusinessWeek, Fortune, Fast Company, etc.) and from personal service experiences that highlight course concepts, service innovations, examples of service failures, etc. You should be prepared to discuss how the article or experience relates to the concepts being studied.

Students also will be asked to take responsibility for leading the discussion on one assigned supplementary reading during the semester. Students will be expected to provide a short (2-3 minute) verbal summary of the key points from the article, and discuss how the article illustrates the course concepts being studied that week.

Finally, the co-production/participation grade will be affected by the student’s professionalism in the class. A student exhibiting professionalism is attentive, curious, enthusiastic and willing to learn; comes to class prepared; and takes pride in the quality of work produced for the class.

In a departure from usual practice, at the end of the semester each student will be asked to evaluate his/her own co-production performance. As part of this process, students will be required to submit a 1-2 page justification of the co-production performance. This evaluation will be due at the end of the semester. Therefore, students should be sure to keep track of days/topics when they have taken an especially active leadership role in class and other evidence of excellent co-production. A guideline for scoring your participation will be provided early in the semester, that you can use to help you keep track. *NOTE: The instructor reserves the final right to assign your co-production grade (maximum score: 100 points).*

Assignments:

The course includes three key assignments. ***Detailed instructions and materials for each assignment will be provided separately.***

- (1) First, each student will write a **letter of complaint** to an organization from which the student has had a recent, less-than-satisfactory service experience. The original letter must be mailed to the company by the fourth week of the semester (a copy is turned in to the instructor at that time), in order to allow the company sufficient time to respond. After eight weeks, each student will analyze the response (or lack of response) received from the company in a written report to the instructor. This is an individual assignment and is worth 100 points.
- (2) Second, each student will record **10 weeks worth of “journal” entries** concerning service encounters that he/she experiences. (A form will be provided for the journal entries.) At the end of those 10 weeks, the student will write a report based on his/her observations and analyzing the best and worst experiences. This is an individual assignment and is worth 200 points.
- (3) Finally, students will **design a new service or redesign an existing service**, and prepare a written report and class presentation. The project must include a blueprint of the service, so that students can gain experience using that important service design tool. This is a group project (3 students per group).

This assignment is worth 300 points, including a **50-point peer evaluation** (a significant portion of your project grade) collected at the end of the semester to evaluate the quality of each student’s contribution to his or her team’s project.

One of the most common soft skills sought out by employers today is teamwork skill. In the real business world, you constantly work with others toward a common goal. In fact, provision of satisfactory services to customers is usually a group effort. Therefore, you will engage in a group project in this course.

Effective team work is always very difficult to achieve. Each team member is expected to do his/her fair share of work **and** good quality work on the project. You must discuss group expectations for contribution and effort as you begin to work together, and that you address any conflicts that arise immediately. I will be happy to serve as a mediator in this process if needed. Do not wait until the end of the semester and rely solely on the peer evaluations to resolve a problem. Ideally, any conflicts will be resolved to everyone’s satisfaction before the peer evaluations are collected and thus no team member receives an extremely low peer evaluation. Please note that once you sign the **group contract**, you are committed to your teammates and their project grades depend on you.

Given the nature of the service design project, it is best to submit all the required components at the end of the semester. However, there are several **project check points** throughout the semester to make sure you are on the right track.

Important Notes for Assignments:

- (1) For the *individual assignments*, your write-up must be different from your classmate's write-up because you should have different experiences and perspectives. Paraphrasing another student's experience or perspective that was not yours to begin with does **NOT** yield a "different" answer. All similar sets of individual assignments (including the ones being paraphrased) will receive grades of zero (0) points for that entire assignment.
- (2) All assignments must be submitted the day they are due. No late assignments will be accepted, unless you have a documented, university-approved reason. This means that documentation (e.g., doctor's notes) must be provided in order for me to consider your late submission. Please do not ask for exceptions, as this will not be fair to the rest of the class.

Tests:

There are three (3) non-cumulative multiple choice tests (**100 points** each and **300 points** in total) throughout the course. The tests evaluate your understanding of the concepts discussed in the textbook. I strongly encourage you study in groups for any text-related content.

Tests must be taken during their scheduled class period. If you must miss an exam for a documented, university-approved reason, contact me before the day of the test to make other arrangements. Only documented university-approved absences will be accepted – if you miss an exam for any other reason, no "make-ups" will be allowed and you will receive a grade of "0" for the test.

All approved absences require proper documentation, including absences for medical reasons. All absences must be approved by the instructor prior to the class session that will be missed, except for medical emergencies (however, note that medical emergencies still require documentation.) **Merely informing me of the reasons is not sufficient; documentation (e.g., doctor's notes) must be provided.**

CLASSROOM POLICIES:

I expect you to treat this course *like a job*: Be **professional** in your speech, your writings including email (see Email Etiquette in this syllabus), and your behavior; be on time; and be prepared.

Prior to Class:

The format of this class necessitates participation and preparedness on the part of the student. You should read the materials before the class to which they are assigned.

During Class:

As a member of this class, you are invited to think, question, disagree and offer alternatives. That is part of the academic experience, as well as part of learning to be a contributing, critical thinker in any professional setting. However, my expectation is that you will behave ***professionally and courteously*** toward another student and the professor, and respect the rights of others at all times. Failure to do so will result in being un-enrolled from the course.

Most of you are or will be working **in a corporate setting**. It may be helpful in preparing you for that experience to think of class as a business setting. That means:

- You don't ever simply fail to show up for work in a corporate setting. You can't decide you're just "not interested" in going to work today. You have to arrange in advance for time off for valid reasons (such as attending a relevant business conference) or let your manager know if you are too ill to be in the office. You would never schedule vacation during a critical work project – that means that while you're in school you should schedule vacations between semesters or on approved university holidays, not during the semester.
- If you needed to miss a business meeting, you would inform your manager in a courteous manner and make arrangements with a colleague to fill you in on what you missed.
- You would never ask your manager if "anything important" were likely to happen at the meeting you are not attending. To do so implies that you believe meetings with your manager and colleagues are generally unimportant.
- You would never show up to a meeting empty handed, without bring any materials you might need – including the means to take notes (pen and paper or laptop), as well as any materials that were distributed in advance by your manager that will be referred to during that meeting.
- You would avoid being late, walking out in the middle of the meeting for any reason, or leaving early.
- You would silence your cell-phone to avoid disturbing the meeting and would never take a call during a meeting.
- You would not use your cell phone to text or Facebook during the meeting. You would not surf the internet or read/send email on your laptop during the meeting. You would not read a newspaper or work on tasks unrelated to the meeting. Doing any of these is rude, disruptive, and unprofessional.
- You would avoid whispering and laughing with the person sitting next to you. You would listen attentively, take notes, and manage your face and posture to convey interest and competence.
- You would avoid interrupting people or being rude in any way.
- You would wait until after the meeting to discuss special accommodations for your personal situation.

Why should you avoid these behaviors?

Because doing any of these things reflects badly on you!

Continued enrollment in this course indicates agreement with these policies.

Deviations from student expectations will affect your class participation grade. If it appears to me that you are particularly unprepared for class or are failing to meet the basic requirements of course etiquette, I reserve the right to ask you to leave the room.

EMAIL ETIQUETTE:

Communication via email is the norm in today's business world. A poorly written email that students sent to a potential employer will cost them the job! Thus, it is important that students learn how to write emails in a professional manner while they are in college.

When communicating with me via email, be sure to follow the email etiquette standards: **(1)** begin your message with a greeting, **(2)** formally address the person you are emailing (in this case, "Dr. Wei"), **(3)** identify yourself and state the purpose of your email, **(4)** add a signature, including your name and contact information if applicable, **(5)** add an email title that is brief but informative, and **(6)** proofread all the emails before clicking "send."

These standards also apply to Canvas Messages.

LATE WORK:

My experience with teaching university students suggests that, on average, 10 to 15 percent of the class will attempt to turn in assignments later than the time specified. Many reasons are given for late work (computer files corrupted, busy with the corporate job, group member issues, etc.) Trust me, I've heard them all. But no matter what the reason is, the bottom line is that either (a) the work was completed and turned in *when required*, or (b) the work was *not* completed and turned in when required.

Assignments are due on the specified due date. There is no provision for late work on assignments, unless you have a documented, university-approved reason.

Treat your classes like a job – you don't get to miss work deadlines without consequences, and in the corporate world those consequences are often much more serious than missing a grade on one class assignment. And making a reputation for yourself for completing work on schedule is a key to success in one's business career.

OTHER IMPORTANT INFORMATION:

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)
Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

911 Cellular

Emergency Warning System for Texas A&M University – Central Texas
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will

receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Important Information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and](#)

[guidelines online](#), please visit the website
[<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender – including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at 254-501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOnline](#) at [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu for any assistance needed with scheduling.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret

students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

If you have any questions about the UWC, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to

actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

**Services Marketing
CLASS SCHEDULE
Fall 2018**

(This schedule is subject to changes and corrections.)

Week/ Date:	Topics	Chapters/Supplementary Readings; In-Class Activities; Assignment Deadlines
Week 1		
T - 8/28	Foundations for Services Marketing <i>Introduction to Services</i>	Chapter 1
TH - 8/30	Foundations for Services Marketing <i>Introduction to Services, continued</i>	“Service is Everybody’s Business”
Week 2		
T - 9/4	Foundations for Services Marketing <i>The Gaps Model of Service Quality</i>	Chapter 2
TH - 9/6	Foundations for Services Marketing <i>The Gaps Model of Service Quality, continued</i>	Group contract due; In-Class Activity: Conducting a Gaps Audit (Participation Required)
Week 3		
T - 9/11	Focus on the Customer <i>Customer Expectations of Service</i>	Chapter 3; “The Importance of Expectations”
TH - 9/13	Focus on the Customer <i>Customer Perceptions of Service</i>	Chapter 4; “Why You Should Be Putting on The Ritz;” DUE: Complaint Letter
Week 4		
T - 9/18	Catch-up and Review for Exam	Service Design Project: Check Point #1
TH - 9/20	Exam 1 (Covers Chapters 1, 2, 3, 4)	

Week 5		
T - 9/25	Understanding Customer Requirements <i>Listening to Customers Through Research</i>	Chapter 5; “Listening to the Customer;” <i>(Instructions given for how to prepare for Thursday’s Critical Incident Technique Activity - must be present today to fully prepare and participate on Thursday)</i>
TH - 9/27	Understanding Customer Requirements <i>Listening to Customers Through Research, continued</i>	In-Class Activity: Critical Incident Technique (Participation Required)
Week 6		
T - 10/2	Understanding Customer Requirements <i>Building Customer Relationships</i>	Chapter 6;
TH - 10/4	Understanding Customer Requirements <i>Building Customer Relationships, continued</i>	In-Class Activity: Calculating Customer Lifetime Value (Participation Required)
Week 7		
T -10/9	Understanding Customer Requirements <i>Service Recovery</i>	Chapter 7
TH-10/11	Understanding Customer Requirements <i>Service Recovery, continued</i>	“Thank Heavens for Complainers”
Week 8		
T -10/16	Aligning Service and Design Standards <i>Service Innovation and Design</i>	Chapter 8; “Service Blueprinting;” In-Class Activity (both days): Service Blueprinting (Participation Required)
TH 10/18	Aligning Service and Design Standards <i>Service Innovation and Design</i>	Chapter 8; “Service Blueprinting” In-Class Activity (both days): Service Blueprinting (Participation Required)

Week 9		
T -10/23	Aligning Service and Design Standards <i>Physical Evidence & the Servicescape,</i>	Chapter 10; “Clueing in Customers” “Mickey D’s Makeover”
TH-10/25	Aligning Service and Design Standards <i>Physical Evidence & the Servicescape, continued</i>	In-Class Activity: Servicescape Analysis (Participation Required)
Week 10		
T -10/30	Catch-up and Review for Exam;	Service Design Project: Check Point #2 <i>DUE: Service Encounter Journal and Analysis</i>
TH-11/1	No Class – Dr. Wei Travels to Florida to Present Research	
Week 11		
T - 11/6	Exam 2 (Covers Chapters 5, 6, 7, 8)	
TH - 11/8	Delivering and Performing Service <i>Employees’ Roles in Service Delivery</i>	Chapter 11
Week 12		
T -11/13	Delivering and Performing Service <i>Employees’ Roles in Service Delivery, continued</i>	“My Employees Are My Service Guarantee” “Southwest Airlines: How Internal Marketing Pilots Success” “Faith, Trust, and Pixie Dust”
TH-11/15	Delivering and Performing Service <i>Customers’ Roles in Service Delivery</i>	Chapter 12;
Week 13		
T-11/20	Delivering and Performing Service <i>Managing Demand and Capacity</i>	Chapter 13; “Merchants Mull the Long and Short of Lines;” Service Design Project: Check Point #3 <i>DUE: Complaint Response Analysis</i>
TH-11/22	Thanksgiving Vacation (No Class)	

Week 14		
T -11/27	Managing Service Promises <i>Pricing of Services</i>	Chapter 15
TH-11/29	Catch-up and Review for Exam; Service Design Project: Final Discussions	
Week 15		
T -12/4	Project Presentations	<i>Project Report & Peer Evaluation DUE for ALL students on Tuesday 12/4, no matter which day you present. Attendance is required on both presentation days.</i>
TH-12/6		
Week 16		
T-12/11	Exam 3 (Covers Chapters 10, 11, 12, 13, 15)	***Co-Production Performance Evaluation Report Due on 12/13 (Wednesday) midnight***

Important University Dates

August 27, 2018

Add, Drop, and Late Registration Begins for 16- and First 8-Week Classes. \$25 fee assessed for late registrants.

August 29, 2018

Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes

September 12, 2018

Deadline to drop 16-Week Classes with No Record

November 9, 2018

Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)