

**THE UNIVERSITY OF TEXAS AT TYLER
COLLEGE OF BUSINESS ADMINISTRATION**

Fall 2023

August 21 – December 9, 2023

COURSE NUMBER: MARK 4300.060

COURSE TITLE: Services Marketing

INSTRUCTOR: Phil Behnke, PhD (ABD)

REQUIRED TEXT: Services Marketing: Concepts, Strategies & Cases, 6th edition, D. Hoffman, J. Bateson ISBN 978-0-357-71830-7

COURSE DESCRIPTION: The marketing of services is different from the marketing of goods. Marketing had its genesis from a goods perspective. In the 1970's marketers acknowledged that services are different from goods and not all marketing theories worked regarding services marketing. New theories were needed and developed. This class will explore services marketing and will facilitate your development of an understanding of how to become a successful services marketer.

PREREQUISITE: None

COURSE OBJECTIVES: By the end of this course, the student should be able to:

1. Identify the basic concepts of service quality
2. Outline the basic differences between goods and services and the resulting challenges and opportunities for service businesses
3. Apply the frameworks and concepts used in services
4. Outline the main components of service quality
5. Apply essential service quality knowledge and skills in a real-world business setting
6. Apply an understanding of service concepts via written case analyses

CLASS MEETING METHOD: Online

DEFINITION OF AN ONLINE WEEK: The online week begins on Monday at 12:01AM CST and ends the Sunday of the same week at 11:55PM CST. Note that all times are Central Standard Time.

OFFICE LOCATION AND CONTACT INFO: Since I reside in Colorado, I do not have a UT-T campus office nor a campus office phone no.

Telephone

I strongly prefer that you text me and indicate you'd like to talk. *In your text, it is important that you identify yourself and your course.* I will get back to you as soon as possible the same day.

Thanks so much. 972-693-0031

Email

In your email, it is important that you identify yourself and your course. You may also use the Canvas message system. My email is philipbehnke@msn.com

Office Hours

Wednesdays 11am to 1pm CST. Please text before we set up the call. *In your text it is important that you identify yourself and your course.*

EVALUATION AND GRADING:**Grade Percentage Cutoffs**

A: 90–100%; B: 80–89%; C: 70–79%; D: 60–69%; F: 59% & below

Grade Rounding Policy

I do not round up.

Points per Deliverable

| Deliverable | Points | Total points |
|--|--|--------------|
| Discussion Forums -Module 1 (Self Introduction) -Modules 2–15 (Concepts/Application) | 0 points 25 points per week times 12 weeks = 300 pts | 300 |
| Cases -I -II -III | 25 25 75 | 125 |
| Exams -I (Covers Text Chps 1-5) -II (Covers Text Chps 6-10) -III (Covers Text Chps 11-14) | 50 50 75 | 175 |
| Total Possible for Course | | 600 |

COURSE SCHEDULE

Refer to the modules in Canvas for the schedule. Note that this schedule may be subject to modification. If modified, students will be notified via an announcement in Canvas.

RULES, POLICIES, EXPECTATIONS:**Attendance**

Attendance in each module is required. Your substantive posts in the Discussion Forum will show your attendance.

Content Requirements and Late Policies

These are the forms of course activities: Exams, Discussion Forums and Case Analyses

Exams

There will be three exams. They will have a multiple-choice format. Exam III is non-cumulative. Please refer to the chart above and the Canvas classroom for the text chapters covered in each exam.

--Opening of Exams

Each will be available online starting on Monday @ 8:30AM for the online week for which it is assigned.

--Closing of Exams

Exams I, II and III will close Sundays @ 11:55PM CST of the online week for which they are assigned.

For example:

Exam I closes on Sunday, October 1

Exam II closes on Sunday, November 5

Exam III closes on Sunday, December 10

--Late Policy for Exams

No late exams can be allowed.

Discussion Forums

--Participation Expectations

The grading is comprised of two components, the initial post and responding posts. I will not penalize you in discussions for spelling or grammar errors. See the Rubric for Discussion Forum at bottom of syllabus.

Initial Post

You must make your initial discussion posts no later than 11:55PM CST on Thursday of the online week. Initial posts made after Thursday will receive a 10% penalty for one day of lateness, 20% for two, and 30% for three days. Any initial discussion posts made after Sunday will receive no credit. *This is like entering a work meeting late, wherein everyone has left the room.*

Responding Posts

You must reply to at least two classmates no later than 11:55PM CST Sunday of the online week. Any response posts made after Sunday will receive no credit. *This is like entering a work meeting late, wherein everyone has left the room.* Regarding the discussion forum, I strive to develop your critical thinking and in addition, my effort is to post topics relevant to the course that encourage threaded conversation. In other words, I avoid questions that will elicit close-ended responses from you such as "I agree" or "Right". Instead, open-ended topics that use phrases such as "Share your thoughts..." or "Based on our study of xyz, how ...?" will be used.

--Evaluative Criteria

I will evaluate your posts in terms of their meeting the following criteria:

1. Do they offer personal observations/experiences or offer real-world examples/current events that relate to relevant non-text sources (e.g., magazines, newspapers, journals, internet, etc.)?
2. Is your frequency of participation in keeping with the norms established by course policy (found in the syllabus)?
3. Do your replies to classmates avoid non-substantive comments such as "I like your post, John", "Good points, Mary", or the ever-popular "Good post, Bill". Instead challenge each other. Ask clarifying questions. Point out other viewpoints. Bottom line: This is not a mutual admiration support group. Instead, it is an environment intended to foster critical thinking.

Avoid the types of replies shown above in item 3. Instead, challenge each other. Ask clarifying questions. Point out other viewpoints.

The discussion forum is not a mutual admiration support group. Do not throw cream puff comments back and forth. Do not blow each other air kisses. Instead, this is an environment intended to foster critical thinking. Challenge each other. *Ask critical questions. Take the discussion to the next level. By this I mean if Mary talks about her experience buying services in a hair salon, then in response you should evaluate her post and see how you might, perhaps, make a more general observation about the services marketing challenge of pricing a hair trim versus the full haircut in the case of Bill.*

Late Policy for Initial Post

Three days of lateness are allowed. Initial discussion posts made after Thursday will receive a 10% penalty for one day of lateness, 20% for two, and 30% for three days. Any initial discussion posts made after Sunday will receive no credit. *This is like entering a work meeting late, wherein everyone has left the room.*

Late Policy for Responding Posts

Any post made after Sunday will receive no credit. *This is like entering a work meeting late, wherein everyone has left the room.*

During some modules, I may elect not to post a question for discussion. In this case, I will give all students full credit.

Case Analyses

Email your case analyses to me @ pbehnke@uttyler.edu. There will not be a drop box. Required length: 2-3 pages with size 12 font.

--Deadlines for submission

Case Analysis I (Quaker Steak & Lube, Chapter 2)

Due by Sunday, September 24 @ 11:55PM CST for potential full credit

Due by Wednesday, September 27 @ 11:55PM CST for last day of allowed lateness

Case Analysis II (Marketing to Older Consumers, Chapter 7)

Due by Sunday, October 22 @ 11:55PM CST for potential full credit

Due by Wednesday, October 24 @ 11:55PM CST for last day of allowed lateness

Case Analysis III, Loyalty Considerations for Woodhouse Spa

Due by Sunday, November 19 @ 11:55PM CST for potential full credit

Due by Wednesday, November 21 @ 11:55PM CST for last day of allowed lateness

--Required Email Subject Line Info for Case Analysis: When emailing your paper to me, the required email subject line information is: *Your Last Name, Course Name, Case I*. The penalty for not using this format: 2% points reduction. For example, type: *Doe, Consumer Marketing, Case I*

--Required Format for Case Analysis: A cover sheet is not required. The heading of the case should be *Your Name, Course Name, Case I (or Case II or Case III)* I will grade your referencing/citing, grammar, spelling and style. See the Rubric for Written Work at the bottom of this syllabus.

--Exact Assignment Parameters

Case Analysis I (Quaker Steak & Lube, Chapter 2)

This case addresses the challenges of making the transition from manufacturers to service providers. You must answer all sections and use numbers and letters to indicate all sections. The penalty for not using this answer-labeling format of “1 – 7” and “a, b” is an automatic 15% points reduction. The reason for this penalty is students often inadvertently bury their answers in a wordy array of sentences and paragraphs which makes it difficult for the instructor to grade the student’s deliverable. I refuse to go on a hunting expedition for your answers.

For example, in Case Analysis I, Quaker Steak & Lube:

Q1 has an “a”, namely “Is this also true for services?” and “b”, namely “Please explain.”

Q2 has an “a”, namely “Is this also true for services?” and “b”, namely “Please explain.”

Q3 has an “a”, namely “Is this also true for services?” and “b”, namely “Please explain.”

Q4 has an “a”, namely “Is this also true for services?” and “b”, namely “Please explain.”

Q5 has an “a”, namely “Is this also true for services?” and “b”, namely “Please explain.”

Q7 has an “a”, namely “Is this also true for services?” and “b”, namely “Please explain.”

Case Analysis II (Marketing to Older Consumers, Chapter 7)

This case addresses the challenges of developing a service communication strategy. You must answer all sections and use numbers and letters to indicate all sections. The penalty for not using this answer-labeling format of “1 – 3” and “a, b” is an automatic 15% points reduction. The reason for this penalty is students often inadvertently bury their answers in a wordy array of sentences and paragraphs which makes it difficult for the instructor to grade the student’s deliverable. I refuse to go on a hunting expedition for your answers.

For example, in Case Analysis II, Marketing to Older Consumers:

Q1 has an “a”, namely “Answer what is content marketing?”

Q2 has “a”, namely “Compare and contrast” and “b”, namely “What are the advantages” and **c-l-e-a-r-l-y** list the advantages.

Q3 has an “a”, namely “Clearly list your choices of four of ten content marketing approaches” and “b”, namely “Provide clear examples (i.e., example i, example ii, example iii, example n) of each of the four approaches regarding how each approach could be effectively used in altering...”

Case Analysis III (Loyalty Considerations, Chapter 14)

This case addresses customer loyalty and retention. You must answer all sections and use numbers and letters to indicate all sections. The penalty for not using this answer-labeling format of “1 – 3” and “a, b” is an automatic 15% points reduction. The reason for this penalty is students often inadvertently bury their answers in a wordy array of sentences and paragraphs which makes it difficult for the instructor to grade the student’s deliverable. I refuse to go on a hunting expedition for your answers.

For example, in Case Analysis III, Loyalty Considerations for Woodhouse Spa:

Q1 has an “a”, namely “List the benefits (i.e., benefit I, benefit ii, benefit n) of creating a loyalty program.

Q2 has an “a”, namely “List the obstacles (i.e., obstacle i, obstacle ii, obstacle n) of developing a loyalty program.

Q3 has “a - e”, and for each clearly describe a possible recommendation for a specific loyalty program, again using “a”, “b”, “c”, “d” and “e” to identify each recommendation.

Q4 require you to indicate your final recommendation, whether it is “a” or “a” and “b”

UNIVERSITY RULES AND POLICIES:

Writing Assistance Tools: Please use these links as tools for writing assignments in this course. As well as the written communication rubric.

www.uttyler.edu/writingcenter/

<https://owl.english.purdue.edu/owl>

Student Rights and Responsibilities: To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Academic Integrity: Academic integrity is the utmost importance. Academic dishonesty will result in the receipt of an F for a final grade in this course. The assessments included in this course are designed to measure your grasp of the information which is examined throughout the course. Please refer to <http://www.uttyler.edu/catalog/10-12/149.htm> to review the Academic Standards of Conduct.

College of Business Statement of Ethics: The ethical problems facing local, national and global business communities are an ever-increasing challenge. It is essential the College of Business and Technology help students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the College of Business and Technology at The University of Texas at Tyler will:

- o Ensure honesty in all behavior, never cheating or knowingly giving false information.
- o Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age or religion.
- o Develop an environment conducive to learning.
- o Encourage and support student organizations and activities.
- o Protect property and personal information from theft, damage and misuse.
- o Conduct yourself in a professional manner both on and off campus.

Grade Replacement/Forgiveness and Census Date Policies: Students repeating a

course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>.

Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for many forms and enrollment actions about which students need to be aware.

These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy: Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Accommodation: Any student who feels their performance in this class may be impacted by a disability, in accordance with federal law, must provide documentation of his/her disability. It is university policy to evaluate the need for an accommodation on a case by case basis. In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence Due to Religious Observance: Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities: If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement: It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The university issues a unique identifying ID number to all students. The electronic transmission of grades (e.g., email) risks violation of the Family Educational Rights and Privacy Act (FERPA) and therefore will not be transmitted electronically. Further, in accordance with FERPA, any information regarding assignments and grading will be discussed between the instructor and the student only. All requests made to the instructor, which are initiated by someone other than the student, regarding information about a student's activity, will be advised by the instructor to seek that information from the student.

Emergency Exits and Evacuation: Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Concealed Handguns on Campus: "We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>."

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Student Standards of Academic Conduct: Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. “Cheating” includes, but is not limited to:

- copying from another student’s test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu

- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

Important Covid-19 Information for Classrooms and Laboratories

Students are encouraged to wear face masks covering their nose and mouth, and follow social distancing guidelines, at all times in public settings (including classrooms and laboratories), as specified by Procedures for Fall 2020 Return to Normal Operations. The UT Tyler community of Patriots views adoption of these practices consistent with its Honor Code and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Recording of Class Sessions Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

Technical Information: Plug-ins and Helper Applications. UT Tyler online courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course.

-Adobe Reader allows you to view, save, and print Portable Document Format (PDF) files.

<http://get.adobe.com/reader/>

-Java Runtime Environment (JRE) allows you to use interactive tools on the web.

<http://www.java.com/en/download/>

-Adobe Flash Player allows you to view content created with Flash such as interactive web applications and animations. <http://get.adobe.com/flashplayer/>

-QuickTime allows users to play back audio and video files.

<http://www.apple.com/quicktime/download/>

-Windows Media Player allows you to view, listen and download streaming video and audio.

<http://windows.microsoft.com/en-US/windows/products/windows-media-player>

Netiquette Guide: "Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and informal "rules of the road" of cyberspace. Review and familiarize yourself with the guidelines provided.

<http://www.learnthenet.com/learn-about/netiquette/index.php>

- Ensure honesty in all behavior, never cheating or knowingly giving false information.
- Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age or religion.
- Develop an environment conducive to learning.
- Encourage and support student organizations and activities.
- Protect property and personal information from theft, damage and misuse.
- Conduct yourself in a professional manner both on and off campus.

TECHNICAL INFORMATION

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<http://windows.microsoft.com/en-US/windows/products/windows-media-player>

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