



## SERVICES MARKETING MARK 4300.001 • Spring 2026

**INSTRUCTOR:**  
**EMAIL ADDRESS:**

Carroll Rogé, MBA  
[croge@uttyler.edu](mailto:croge@uttyler.edu)

**CELL NUMBER:**

903-780-4951  
Feel to text me with questions during reasonable hours.  
You may also call me, but please text first and let me  
you are about to call – I may assume you are a solicitor  
if you are not in my contact list.

**REQUIRED TEXT:**

SERVICES MARKETING Integrating Customer Focus Across the Firm,  
eight edition, McGraw Hill  
ISBN 978-1-260-26052-6 (bound edition);  
ISBN 978-1-260-56416-7 (loose-leaf edition)

**CLASS LOCATION/TIME:**

Room 203, M/W/F 8-8:55 a.m.

**OFFICE LOCATION/HOURS:**

Soules College of Business, third-floor faculty suite, office 350.36  
M: 9-10:30 a.m.; Noon to 1:15 p.m.  
T: 10-10:55 a.m.  
W: 9-10:30 a.m.; Noon to 1:15 p.m.  
Th: 10-10:55 a.m.  
F: 9-10:30 a.m.; Noon to 1:15 p.m.

**COURSE DESCRIPTION:**

An overview of marketing firms with a strong focus on service delivery, both in terms of the product and customer service standards of excellence. All the traditional tools of marketing will be covered (the 7Ps, goals, target marketing/segmentation, action tactics, controls and measurements) with special relevance to related service implications.

**PREREQUISITE:**

MARK 3311

## **SPECIFIC LEARNING OBJECTIVES**

By the end of this course, you will understand and apply marketing knowledge to be able to do the following:

1. identify the components of the environmental analysis and strategic planning,
2. understand what a target market is and how to define segments,
3. apply the marketing mix of product, price, place, and promotion,
4. understand the basics of marketing research: problem statement, types of research (primary/secondary), know the difference between quantitative and qualitative data, be able to identify some types of data collection instruments and methods,
5. grasp the importance of identifying and closing service gaps between expectations and perceptions through aligning service design and standards
6. understand the importance of and how to apply service recovery when needed
7. apply CRM tools and concepts to better manage and build customer relationships
8. understand the mechanics of services blueprinting and how to break a complex customer interaction into a series of consumer touchpoints
9. consider how to improve those touchpoints to create positive memories
10. manage demand and capacity
11. internalize the importance of the physical landscape and evidence in service transactions
12. consider the special implications of services pricing
13. understand the basics of branding, retailing, global implications, customer relationship and global marketing issues, sustainability,
14. use a strong vocabulary in the field of business marketing,
15. become versed in AI and robotics implications in service
16. understand the financial implications of services
17. and create the framework for a thoughtful and effective integrated marketing communications plan for a services-oriented firm.

## **COURSE COMPETENCIES**

Competencies demonstrated in this course will include the following:

- Written and verbal communication skills
- Interpersonal skills through groupwork, leadership/delegation, conflict resolution
- Conceptual skills through identifying marketing opportunities and developing solutions for your project using unstructured information and background
- Asking questions and analyzing answers to perform basic consumer research
- Creativity and innovation to solve marketing challenges
- Ethical decision-making
- Deadline management
- Demonstrating quality of work through examinations, quizzes, written marketing plan and oral presentation
- Executing marketing principles in the development of a marketing project
- Understanding marketing domestic and international implications
- Understanding and appreciation of the strategic impact of business decisions

## **TEACHING METHOD: Lecture, discussions, videos, marketing plan project**

This is an in-person class. I enjoy being with students, hearing your perspectives, and creating rapport to help you learn. I monitor attendance and give points for attending. Attendance points are awarded based on documented presence; you must be present within the first five minutes of class to sign the attendance sheet. In borderline cases, consistent attendance and participation may be considered.

Also, in class I expect you to pay attention and engage with me and the other students. This will allow you to do better on your tests and on your group project. I want to use your names in class. On day 1 you will create a name card and you must display it in class thereafter. I want to be able to call you by name. **And please do not sit in the back of the room**, if there are seats closer to the front.

**One more thing:** This is a big one for me and one that will make some of you uncomfortable. I require you to put your cell phones on the table. A glance down to check a notification is fine, but your focus should be on what's happening in class. As for laptops, you may use them to take notes, but it's easy to tell when you are taking notes vs. when you are surfing the web or texting from your computer. (Studies do show the best way to remember notes is to write them on paper.) If laptop use becomes a distraction, I may call on you to re-engage in discussion. In other words, if you want to get my attention, focus on your electronic device.

I want 100 percent of your brain thinking about class concepts. If you can start thinking about our class as a time to unplug, you may find yourself enjoying the break from electronic distractions. (Hey, I can dream. lol)

## **GRADING**

- Four exams @ 15% of total grade each
- Attendance 10% total grade (Attendance sheet must be signed no later than 5 minutes after class has begun.)
- Project @ 30% total grade (Details will be covered explicitly through guidelines posted on Canvas and in class.)
- Grading Scale
  - A = 100%-90%
  - B = Less than 90% to 80%
  - C = Less than 80% to 70%
  - D = Less than 70% to 60%
  - F = Less than 60%

Exams will be given online using the Respondus lockdown browser. A basic requirement of taking exams is to have access to a computer with a webcam. Respondus Monitor may flag and record activity that appears inconsistent with testing guidelines for review.. If you do not have access to a computer with a webcam, you can make an appointment with the on-campus computer lab or via the library.

Four examinations will be given to measure student learning. The exams will have 40 questions. The exams will cover material from the textbook and lectures. Please note that any material in the book is considered "fair game" for testing; however, if you come to class, listen, ask questions and take good notes, you'll have an excellent idea of the points that I view as important.

No makeup exams will be provided outside the allotted exam time (unless for extreme situations). I open your exams for a reasonable period so you can work around unexpected situations.

## **AI POLICY**

Artificial intelligence should not be used as a shortcut for learning. However, I feel that AI is a valuable tool, one that cannot and should not be ignored. We would be foolish to not learn how to use AI for our benefit. It is very helpful for research, generating ideas and checking spelling, punctuation, etc. You cannot use AI for tests. As for your marketing plan, you may use AI. You must note in red where you used it and how it helped, as well any failings you noted.

## **ABOUT ME, CARROLL ROGÉ, YOUR INSTRUCTOR**

My name is Edgar Carroll Rogé Jr. I go by my middle name, Carroll, but since my first name is Edgar, you'll find me listed on certain campus materials by that name. It's a bit confusing. Just call me Mr. Rogé. Now, how do you pronounce that, you ask. Ro-zhā and you can check out this video to hear it spoken:

[https://www.youtube.com/watch?v=bj0\\_Ey4XbOA](https://www.youtube.com/watch?v=bj0_Ey4XbOA)

My resume is attached on Canvas so you can look over my work history. Let me give you a quick summary in narrative form:

I am owner of Rogé Marketing, an intentionally small marketing firm now in its fourth year of operation. My clients have ranged from medical facilities to leadership consultants to restaurants to non-profits to attorneys. My largest client is Andrews Behavioral Health (350 employees in five counties), and my smallest was a southern rock guitarist/singer. I enjoy the diversity of clients in different fields and find that basic marketing principles universally apply to all types of organizations. The goals, target markets, and action tactics must, of course, be modified.

For 30 years I served as a marketer for the ETMC Regional Healthcare System (now UT Health East Texas.) I began there as an entry-level marketing associate and rose to the position of corporate vice president of marketing. Previous positions include advertising director for a chain of sporting good stores and communications specialist for a forensic engineering firm. (Following my tenure at ETMC, I worked for a couple of years at CHRISTUS as regional director of patient experience for hospitals and clinics.)

I hold a B.A. in journalism from Louisiana Tech University and an M.B.A. from the University of Texas at Tyler. I served as a member of the American College of Healthcare Executives, the Society for Strategic Healthcare Marketing and the Beta Gamma Sigma honorary business fraternity. I was president on the Leadership Tyler board of directors and a board member of the UT Tyler Alumni Association. I currently do pro bono work for Promise Academy, a Christian private school in north Tyler.

I've taught many classes at UT Tyler since 2000. I enjoy the classroom, and I look forward to working with you this semester as we explore the world of marketing in today's dynamic business environment. Your individual effort and enthusiasm will play a large part in making this course a success for you and other members of the class. Good luck!

## CLASS CALENDAR (as of Jan. 3, 2025)

Please note that this calendar is a projection of the course curriculum developed at the start of the semester. As the semester progresses minor changes may be necessary. These will be announced in class and posted on Canvas. It is your responsibility to come to class to learn about any modifications, as well as check Canvas regularly to stay apprised of changes in the course structure.

Date	Concepts/Topics/ Classroom Activities	Discussion Chapters	Assignment <u>Due On This Day</u>
Jan 12	Introduction to our class (important so don't skip)		
Jan 14	Introduction to Services	Chapter 1	Have read the chapter
Jan 16	Introduction to Services (cont.)	Chapter 1	
Jan 19	MARTIN LUTHER KING DAY (no class)		
Jan 21	Gaps Model of Service Quality	Chapter 2	Have read the chapter
Jan 23	Gaps Model of Service Quality (cont.)	Chapter 2	
Jan 26	Customer Expectations of Service	Chapter 3	Have read the chapter
Jan 28	Customer Expectations of Service (cont.)	Chapter 3	
Jan 30	Customer Perceptions of Service	Chapter 4	Have read the chapter
Feb 2	Customer Perceptions of Service (cont.)	Chapter 4	
Feb 4	Exam 1 on Ch. 1-4		ONLINE EXAM
Feb 6	Listening to Customers Through Research	Chapter 5	Have read the chapter
Feb 9	Listening to Customers Through Research (cont.)	Chapter 5	
Feb 11	Listening to Customers Through Research (cont.) Managing Customer Relationships	Chapter 5 Chapter 6	Have read the chapter
Feb 13	Managing Customer Relationships	Chapter 6	
Feb 16	Managing Customer Relationships (cont.)	Chapter 6	
Feb 18	Service Recovery	Chapter 7	Have read the chapter
Feb 20	Service Recovery (cont.)	Chapter 7	
Feb 23	Service Innovation and Design (cont.)	Chapter 8	Have read the chapter
Feb 25	Service Innovation and Design (cont.)	Chapter 8	
Feb 27	Exam 2 on Ch. 5-8		ONLINE EXAM

Mar 2	Customer-Defined Service Standards	Chapter 9	Have read the chapter
Mar 4	Customer-Defined Service Standards (cont.)	Chapter 9	
Mar 6	Physical Evidence and the Servicescape	Chapter 10	Have read the chapter
Mar	Physical Evidence and the Servicescape (cont.)	Chapter 10	
Mar 9-13	SPRING BREAK		
Mar 16	Employee Roles in Service	Chapter 11	Have read the chapter
Mar 18	Employee Roles in Service (cont.)	Chapter 11	
Mar 20	PROJECT WORK SESSION		
Mar 23	Customer Roles in Service	Chapter 12	Have read the chapter
Mar 25	Customer Roles in Service (cont.)	Chapter 12	
Mar 27	Exam 3 on Ch. 9-12		ONLINE EXAM
Apr 1	Managing Demand and Capacity	Chapter 13	Have read the chapter
Apr 3	Managing Demand and Capacity (cont.)	Chapter 13	
Apr 6	Integrated Service Marketing Communications	Chapter 14	Have read the chapter
Apr 8	Integrated Service Marketing Communications (cont.)	Chapter 14	
Apr 10	Integrated Service Marketing Communications (cont.)	Chapter 14	
Apr 13	Pricing of Services	Chapter 15	Have read the chapter
Apr 15	Pricing of Services (cont.)	Chapter 15	
Apr 17	AI/Robotics	Chapter 16	Have read the chapter
Apr 20	AI/Robotics (cont.)/Financial Implications	Chapter 16	
Apr 22	Exam 4 on Ch. 13-16		ONLINE EXAM
Apr 24	PROJECT WORK SESSION		
Apr 27	Projects due (hard copy/e-copy) Presentations begin		
Apr 29	Presentations conclude		