

UNIVERSITY OF WYOMING
COLLEGE OF BUSINESS
DEPARTMENT OF MANAGEMENT & MARKETING
MKTG 4910: SERVICE & EXPERIENCE MARKETING
1:20 p.m. – 2:35 p.m., ENG 3110
FALL 2009

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*Though I do not plan on missing any office hours or classes not already noted on my syllabus, things may come up over which I have no control. If my office hours or class needs to be changed or cancelled, I will email students through the addresses available to me on WyoWeb.

Welcome to Service & Experience Marketing! This course is a special topics class that focuses on Customer Experience Marketing (CEM). There are no textbooks in this area YET, but, as you will discover, there are many businesses and scholars who are increasingly concerned with becoming “customer-centric” (a buzzword to be sure) and with retaining customers. In an era when competition is particularly fierce (consider most product categories are in maturity) and when the customer has all the power (consider that many customers have access to many companies around the world 24/7), the key to sustaining a competitive advantage may well be in ensuring that the “customer experience” both in interactions with the firm and with its products (goods, services, and programs) create value for the customer (e.g., United Airlines sees that customer experience is key as the company recently hired a VP of Customer Experience from Disney).

To create value for customers, the firm must connect with customers and must create experiences that are memorable. Businesses have to understand how products help make customers lives better (easier, more meaningful) and how customers feel about their products, including any emotional associations they may have. Though this management technique is applicable in both business-to-business (B2B) and business-to-consumer (B2C) contexts, in this course we will be focusing almost exclusively on B2C contexts.

So, what is this course about anyway? “To put it simply, customer experience management (CEM) is the process of strategically managing a customer’s entire experience with a product or a company” (Schmitt 2003, p. 17). Some may see CEM as equivalent to brand management, at least when a brand is viewed as a collection of perceptions in the consumers’ mind.

How does one do CEM? Well, first one has to understand what consumers daily lives are like and how this product does or could enhance their lives. Then, one has to be able to interpret their thoughts, feelings, and actions to create insights which can be used by the firm. On the basis of those insights, a strategic management approach unique to the firm can be developed.

Interestingly, the American Marketing Association hosted a professional development series on Experience Marketing in 2009 in Chicago entitled: “Experience Marketing Unleashed: **Creating Brand Engagement through Immersive Experiences.**” The event was promoted with the following:

Multiplying media, increased competition, new technology and changing consumer behavior make effective brand engagement more challenging than ever. Brand marketers are responding in part by embracing a more effective, holistic form of event marketing called “Experience Marketing” which looks across the entire marketing mix and customer demographics to produce immersive, highly-relevant brand experiences that generate measurable bottom-line performance.

This short description is an accurate portrayal of at least part of the perspective of the current course.

Course Objectives

1. To develop an understanding that Customer Experience Management (CEM) is a key element in an integrated marketing strategy, i.e., brand management.
2. To develop an understanding of and an ability to use the major research techniques of the CEM field, including interviewing, observation, participant observation, and metaphor elicitation.
3. To develop an understanding of and an ability to use a repeatable process for CEM.
4. To enhance your research, interpretive, analytical, written, and oral communication skills.
5. Finally, to enjoy the process of learning about yourself and a relatively new way of thinking about marketing research and strategy.

My Teaching Philosophy

My philosophy of teaching is simple. I believe that students learn best (as I do) when they talk about things and experience things by actually going through and critically analyzing the process(es) we discuss. As a result, I will not stand up in front of the classroom and tell you everything you need to learn; instead, I will bring up major issues and lead class discussions and/or assign class projects that I believe emphasize the important points of consumer behavior. That is, I believe that students must be ACTIVE in their learning process. We are working ***together!*** I also believe that students learn best when they receive appropriate amounts of encouragement and criticism. **If I always tell you that you've performed amazingly well, how will you really know when you have?**

My Philosophy for Teaching Service & Experience Marketing

Customer Experience Management is relatively “new” in the grand scheme of things and though I’ve been thinking about it and engaged in research in this area for nearly ten years, I am still learning and so I am looking forward to learning *with you* and *from you!!!* This course will be run like a seminar, and thus, though I will be doing some lecturing, more often than not class will be less structured and highly interactive. This is a fairly writing and reading intensive course. Quizzes are given to ensure that you understand conceptual issues and to effectively reward those who are active and current in their reading.

Because you have signed up for this optional course, I am assuming that you are highly motivated to learn about a cutting-edge technique in business and to participate with others in the learning process. I view my role in the class as a facilitator and discussion leader. I view your role in this class as an investigator, a deep thinker, and a person who is willing to share insights that you have gained by observing and talking to consumers as they interact with objects or in the marketplace/space.

Prerequisites

MKT 3210. Please note, this class is optional and not required of any major, though marketing majors are required to take any one of a number of special topics classes that we offer.

Special Arrangements

If you require or need special accommodations in this class because of a disability or if you have special issues which you would like to discuss, please make an appointment with me as soon as possible. Alternatively, the Undergraduate Advising Office or the Dean's Office is available for assistance.

Required Resources

Schmitt, Bernd H. (2003), *Customer Experience Management: A Revolutionary Approach to Connecting with Your Customers*, Wiley, ISBN 0471237744.

Underhill, Paco (2000), *Why We Buy: The Science of Shopping*, Simon and Schuster, ISBN 0684849143.

Zaltman, Gerald (2003), *How Customers Think: Essential Insights into the Mind of the Market*, Harvard Business School Press, ISBN 1578518261.

Other readings as assigned. These are available through the UW library, or in the case of tutorials, I will provide PDF copies on [the WyoWeb course site](#).

Academic Dishonesty

UNIREG 802, Revision 2, defines academic dishonesty as “an act attempted or performed which misrepresents one’s involvement in an academic task in any way, or permits another student to misrepresent the latter’s involvement in an academic task by assisting the misrepresentation.” There is a well-defined procedure to judge such cases, and serious penalties may be assessed. Cheating in this course can result in an “F”. In this course, all work should be completed independently, though, of course, I encourage study groups and peer feedback. Academic dishonesty includes (but is not limited to) unapproved assistance on examinations, copying the homework or papers of others, plagiarism or other use of published materials without complete citations, or fabrication of referenced information. Plagiarism occurs when five or more words that are NOT your own are used in succession without using appropriate quotation, citation, and specifying sources, including page numbers.

ETS Exam

College of Business students are required to complete a comprehensive assessment during their senior capstone course, MGT 4520. This test, known as the Major Field Test in Business is developed by the Educational Testing Service and is given locally in a computer-based format. The Major Field test covers basic business knowledge and skills in eight areas: accounting, economics, finance, international issues, legal and social environment, management, marketing, and quantitative business analysis (decision science). The purpose of this test is to assess the student’s mastery and retention of basic business concepts. A minimum score is required as a condition for passing MGT 4520. Failure to obtain this minimum score will require remedial work on your part. Therefore, you are strongly encouraged to keep your materials from these courses to help you prepare for this examination.

Grading and Course Requirements

	<u>Possible Points</u>	<u>Points Earned</u>
Quizzes (3 at 50 points each)	150	
CEM Paper: Part I	150	
CEM Paper: Part II – final	150	
<u>Daily Contribution to the Classroom Experience</u>	<u>50</u>	
Total	500	

- Though you may be doing some fieldwork with other members of the course, all assignments for this course are to be completed on an individual basis.

Grade Scale

- A 92 – 100% = 460 – 500 points
 - B 82 – 91.99% = 410 – 459 points
 - C 72 – 81.99% = 360 – 409 points
 - D 65 – 71.99% = 325 – 359 points
 - F 64.99% and below = below 325 points
- Incompletes are assigned only in exceptional circumstances.

Quizzes

Three quizzes worth 50 points each will be given throughout the semester. These will consist primarily of short answer and short essay questions based on the readings up to and including the date of the quiz (dates are noted on the syllabus). **Make-up quizzes will be given during the scheduled final exam time at the end of the semester as a comprehensive final exam (still worth 50 points). However, these will be given only in cases of *dire need*. The student must notify the instructor in writing (smbaker@uwyo.edu) prior to missing the quiz or a make-up will NOT be given under any circumstances. **Failure to allocate adequate time to study, weddings, birthdays, family vacations, hangovers, automotive break-downs, “the dog ate my homework,” etc. are not acceptable excuses.****

CEM Papers (2 Parts)

The objective of this “meta-paper” is to help you learn a process through which a firm can become customer-focused. The final paper (Part II) will essentially apply the CEM 5 Stage Framework to a business that provides a product which you associate with a key activity of your life. The first paper at least in part, will be embedded in the final paper.

You will first choose an activity that is part of your lifestyle, (e.g., hunting, fishing, skiing, hiking, climbing, snowshoeing, snow mobiling, photography, four wheeling, running, camping, biking, wildlife watching, horseback riding, etc.). Then choose a product (good or service) which you deeply associate with this activity (binoculars, backpack, skis, dude ranch, art museum) and identify a provider which you can interact with and observe other consumers interacting with the firm and/or its product.

In paper one, using techniques learned in this class, you will write a paper about two things:

1. **The consumption experience of this product (good or service).** You will use interview techniques discussed in class and in your readings (primarily Zaltman). The purpose of the interviews (with at least two people) will be to discover how consumers relate the *activity and the related product* to how they see themselves; what consumers know, remember, and feel about the product; and, ultimately how they make sense of the product in their lives (determined through metaphor elicitation and consensus mapping).
2. **The interaction experiences between the consumer and a provider of the product.** Using observation techniques discussed in class (primarily through Underhill), you will track the experience of the consumer at various touchpoints with a firm that provides this product. You will analyze how the firm interacts with the customer at different points of the consumer decision-making process (including in marketing communications, merchandising, word-of-mouth communication, etc.) and create a customer touchpoint, or touchline, map.

This paper will be about 10-12 pages (DS, 12 point Times New Roman, one-inch margins). In general, the paper should consist of the following sections (headings are preferred) explain the impetus and purpose of the research, data collection methods, any appropriate theory, the findings of the research including specific quotes of your informants, and specific observations), and your interpretation of the meaning of the product in the consumer's life and the meanings associated with interactions between the firm and the consumer. Photographs of the informant with and using the products or photos or web reproductions illustrating how consumers interact with the firm would be nice additions.

Finally, in paper two (using information gleaned in paper I), you will write a paper that applies a five-step CEM Framework on the business-consumer relationships you observed. Ultimately, the objective of this paper is to put the focus of the firm upon its customers. The five steps include (1) understand customers through research (2) develop the positioning statement, (3) design the brand identity, (4) structure the customer interface for increased satisfaction, and (5) engage in continuous innovation. This basic outline should be followed for this paper which is to be about 15 pages of text (DS, 12 point Times New Roman, one-inch margins, excluding pictures, exhibits, tables, etc.). This paper serves as your FINAL for the class. This paper draws heavily on the Schmitt book.

Reference to class material and other appropriate data and research materials is expected on both papers!!! Papers are graded according to the quality and comprehensiveness of the following: content, data collection methods, understanding of material displayed, references used, writing style, grammar, professional presentation. More detail and extensive coaching will follow

NO LATE PAPERS ARE ACCEPTED. PLAN AHEAD.

Daily Contribution to the Classroom Experience

The way that you can be most assured of doing well on this portion of the class is to have assignments read before class, participate in discussions on those assignments, ask questions of guest speakers, be engaged in in-class activities, and be an active “field worker” on out-of-class assignments. The best way to not do well on this part of the class grade is to miss class (unavoidable university-excused absences are certainly understood, but if you are not there, you cannot contribute) and/or to engage in unprofessional behavior when you are in class (e.g., sleeping, talking to your neighbor, being disrespectful to others in the room, reading a newspaper, having a pager or cell phone ring or even worse talking on it, leaving and coming back from the room as a “habit”).

I will also randomly assess attendance for this portion of the class grade. If you miss more than 3 of these random checks without a university excuse, I reserve the right to assign a 0 for this portion of your grade.

An “A+” grade is reserved only for someone who is completely prepared for every class (knows the material, serves as a role model) and who initiates discussion by asking thought-provoking questions. One can also receive an A for always being prepared, frequently initiating discussion, always exhibiting the qualities of a professional student, and staying on topic. A B will be assigned for consistent leaders (almost always prepared, talks on topic without having to be called on). A C will be assigned for those who are engaged in class, but not as obviously prepared as others (occasionally takes a lead in discussing). A D will be assigned for those who miss class frequently, sometimes exhibit unprofessional behavior, but still may at times may insightful comments in class. An F will be assigned for unprofessional/disruptive behavior and/or frequent absences, and/or if one only talks when called upon and then we’re not sure from where the comment came.

TENTATIVE CLASS SCHEDULE

DATE TOPIC/ASSIGNMENT

JANUARY

- | | |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 13T | Course and Syllabus Overview
Read and know your Syllabus |
| 15R | What is an Experience? How has the U.S. economy progressed to an “experience economy?”
Read Pine and Gilmore Chapter 1 |
| 20 T | What is CEM? What is it not? How can CEM principles be applied?
Read Schmitt Chapters 1 and 2 and ...
Read Hoversten and Baker (2007), “Designing a Sustainable Customer Experience Management Plan for Public Land Management,” Fall, White Paper Series. See course website on WyoWeb for the reading. |
| 22 TH | Why Study Experiences?
Read Pine and Gilmore Chapter 2 |

27 T Interview Techniques; Getting Into Customers Heads and Hearts
Read Zaltman Chaps. 1, 2, 4 (including appendix) = pp. 3-43, 73-110

29 TH Consensus Mapping
Read Zaltman Chaps. 6 & 7

Have a DRAFT set of Interview Questions prepared for class for your project (THIS MEANS YOU NEED TO HAVE DECIDED ON YOUR TOPIC BY THIS POINT)

FEBRUARY

3 T Memory, Metaphors, Stories
Read Zaltman Chaps. 8, 9, 10

5 TH Interview Questions and Moving Forward
Read Zaltman Chaps. 11, 12, 13 and **Finalize Interview Questions Before Class, Final Practice Interview In Class**

10 T **QUIZ # 1**

12 TH The Experiential World of the Consumer
Read Schmitt Chap. 3
Read Pine and Gilmore Chap 3

17 T Observation
Read Underhill Chaps. 1-2 and Observation Tutorial Provided

19 TH Observation: Behaviors
Read Underhill Chaps. 3-7

24 T Observation: Understanding WHO is Observed
Read Underhill Chaps. 8-11

26 TH Observation Understanding What You See and Why You See It
Read Underhill Chaps. 12-15
Draft of Observation Protocol: Where will you observe? What? Who? When? Why?

MARCH

3 T Observation Understanding What You See and Why You See It
Read Underhill Chaps. 16-19

5 TH Observations on the Marketspace
Read Holland, Jonna and Stacey Menzel Baker (2001), "Customer Participation in Creating Site Brand Loyalty," *Journal of Interactive Marketing*, 15 (Autumn), 34-45. (Provided)

Finalize the Observation Protocol and Practice Documenting by Watching Role Playing
All material needed for Paper I is done

10 T Guest Speaker on Consumer Identity Revealed in the Marketplace
Read Baker, Stacey Menzel (2005), “Consumer Normalcy: Understanding the Value of Shopping Through Narratives of Consumers with Visual Impairments,” *Journal of Retailing*, in press. (Provided)

12 TH **Quiz #2 over all material after exam 1**

16-20 SPRING BREAK!!

24 Customization & Transparency, Chapters 4 & 5 and Intermission in P&G, pp. 69 – 100

26 Co-Creation and the Customer as the Product, P&G Chaps. 9 & 10 and Exit, pp. 163-206

31 T Writing up the research to be managerially relevant
Review Chaps 1-3 in P & G – start focusing more on management function vs. research function

CEM Paper Part I Due (May turn in earlier if desired)

APRIL

2 R Positioning – “The Experiential Platform”; Read Schmitt Chap. 4

7 T Developing a Brand Identity; “Designing the Brand Experience”, Read Schmitt Chap. 5

9 R Focus on Satisfaction – “Structuring the Customer Interface”, Read Schmitt Chap. 6

14 T Mapping Touchpoints, Review Schmitt Chap. 6

16 R Loyalty & Innovation – Keeping Customer Experiences “Fresh”, Read Schmitt Chap. 7

21 T Consistency, Read Schmitt Chap. 8 and 9

23 TH **Quiz #3 over all material after exam 2**

28 Slack – Focus Paper II Finalizing

30 Slack

FINAL, Thursday, May 7, 10:15-12:15
CEM PAPER PART II DUE