



MKT 4160
Servicescape Design
Bowling Green State University
Fall 2014

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Class Hours:	M, W, F 12:30-2:20 p.m. (in Olscamp 201)	
Office Hours:	M, W 10:30-1:30 a.m.; 2:30-3:30 p.m.; and other times <i>by appointment</i>	

Required Readings

Paco Underhill (2007), *Why We Buy: The Science of Shopping*, New York: Simon and Schuster. (*Used copies of this book are okay.*)

Servicescape Design Readings. A variety of articles will be made available via Canvas and/or distributed in class.

Recommended Book

William Strunk and E. B. White (1979), The Elements of Style, Third Edition, New York, NY: MacMillan Publishing Co. (*This is not required, but is an excellent little book for improving your writing skills.*)

Course Prerequisites

Student must have earned a “C” or better in MKT 2010 or MKT 3000.

Course Description

Why study servicescapes? Considerable empirical research has been published in the marketing literature in the past three decades evaluating the effects of the environment on customers in retail and service environments. The findings from this stream of research have demonstrated that the physical environment influences the customer’s perceptions of the service experience, price, and value, and has an effect on sales, time spent in the store, satisfaction, dissatisfaction, product choice, and customer retention. Hence, the buying environment can directly influence purchasing behavior and as such may make the difference between the success and failure of the service organization. (*Paraphrased from Tombs and McColl-Kennedy 2003, pp. 447-448*)

This course will explore the unique managerial problems and decisions that occur as a result of the interaction of the provider, client, and physical environment in the service setting. The course is designed to prepare students to deal with marketing issues that center on the environment in which the service is delivered (commonly referred to as the *servicescape*). Of particular interest to marketing managers are concerns of the design, management, and maintenance of the servicescape when considering marketing issues such as segmenting, targeting, and positioning. The course provides exposure to the research and theory concerning the servicescape and its impact on both customers and employees. Special emphasis will be given to servicescape design issues and the role the servicescape can play in the development of effective services marketing strategy.

Course Objectives

The intent of this course is to introduce, discuss, and analyze several topics important to the servicescape of service and retail businesses. After completing this course, students should be able to:

- Understand the unique challenges involved in designing and managing servicescapes.
- Understand how the servicescape can be a source of competitive advantage in service and retail companies.
- Identify and analyze the various key components of servicescape design and their impact on the customer's (and employee's) experience.
- Appreciate other key servicescape issues, such as atmospherics, ambient conditions, and various other types of physical evidence (in addition to the servicescape).
- Build upon important workplace skills (e.g., cooperation, teamwork, meeting deadlines, report writing) through active learning activities and other classroom exercises.
- Become better, more aware, and maybe less naive services consumers.
- Enjoy themselves while accomplishing all of the above.

Additionally, the course assignments are designed to continue to improve students' verbal, written, and thinking skills in preparing them for positions in the business world.

Instructor Expectations of Students

A goal for the classroom is to have a positive, attentive, courteous environment that is conducive to learning. Being on time, being alert, actively participating in discussions and activities, staying for the full class time, and generally contributing to the learning experience of one's classmates are desirable behaviors. Class will be a combination of instructor lectures, interactive class discussions, field trips, and in-class activities. Students will be required (and *expected*) to complete assigned readings prior to class sessions during which those readings are examined. Assignments that are to be printed are due in class at the beginning of class on the specified due date.

Students are expected to conduct themselves *professionally* in all matters related to this class. Thus, students should act professionally while in class and prepare all assignments in a professional manner. To illustrate:

- Inappropriate verbal comments directed toward others in class will not be tolerated.
- **Cell phones should be turned off during class**—and, no texting. (In an *emergency* situation, the instructor should be notified before class about the emergency and that the phone may disrupt class. If a phone rings/vibrates or a student is found to be texting during class, the student will be asked to leave the room and not return that day.)
- Unless otherwise noted, the major written assignments should be typed or word-processed and free of spelling and grammatical errors.
- Cheating of any type will not be tolerated, including plagiarism. (Any students who are unsure of what constitutes plagiarism should see the instructor. Any assignment containing plagiarized material will receive a grade of zero.)

Historically students have indicated that the expectations listed above seem reasonable. So, if there is a problem with one of these issues, please let the instructor know immediately.

Class Attendance

As is the case in most businesses, student attendance and promptness *is expected*. Coming to class late, leaving early, or coming and going during class meeting time is not acceptable behavior. A relatively large percentage of the course grade will depend upon students being present during class. If a student misses class for any reason, the student will be responsible for any material covered, assignments given, or dates changed. Studies have shown that students who attend class regularly and participate fully find assignments and exams to be much easier and more meaningful, and (*surprise!*) tend to get better grades than those who do not attend class regularly.

Most in-class activities are designed in such a way they cannot be “made up” outside of class. According to the *BGSU Student Handbook* (p. 64),

“The student is responsible for knowing and meeting all course requirements, including tests, assignments, and class participation, as indicated by the course instructor. **The instructor has no obligation to give make-up examinations or to review other class work missed by a student as a result of unexcused absence.**”

I support this position. In rare instances, students may have to miss class for what I would call a valid, university-related reason. (*Such reasons include times when the student is: (a) participating in a previously approved field trip or other official BGSU activity (e.g., athletics, debate, music, theater arts); (b) confirmed under doctor’s orders; or (c) granted a leave of absence from BGSU for reasonable cause by an academic dean.*) Except for medical emergencies, which will require proper documentation, all other absences must be approved by the instructor *prior* to the class session that will be missed. Alternative assignments or exams will be given *only* for instructor-approved absences.

Late Work

As specified earlier, assignments that are to be printed are due *in class* at the beginning of class on the specified due date. Electronic submissions are due per the time specified in Canvas. There is **NO PROVISION** for late work on any assignment. Assignments may be turned in *early!* I strongly suggest that students plan and schedule to complete work early (that is, ***do not wait until the “last minute”***). I also strongly recommend having *backup systems* in place so that all work can be completed on schedule. Having work completed on schedule is a key to early success in one’s business career. A major complaint of employers is that business faculty do not instill a responsibility in students to have work done on time; I have a desire to be a part of the solution rather than part of the problem. Thus, I would suggest students start now to develop good work habits for meeting deadlines.

In this course, *all* printed assignments are due *in class* at the beginning of class on the specified due date unless otherwise specified. Electronic submissions are due per the time specified in Canvas. **Late assignments will result in a 25% point reduction per day; the first day begins at the beginning of class time and date (for printed assignments) and the minute after the deadline for which the assignment is scheduled (for electronic submissions).** The prudent student will NOT be late on those days!

Course Format

There is no textbook for this course because, to my knowledge, there is no marketing-focused textbook on the topic of servicescape design. Rather, the material for the course consists of one business press book and a variety of business and academic articles that focus on a various aspects of servicescape design. The articles can be downloaded from Canvas or will be distributed in class.

Grading

Students have various expectations of what their class experience should be as well as how much effort they believe they should put into a class. However, as the instructor, I have expectations as to what students should be able to do to demonstrate certain proficiencies in the material covered this semester. Generally speaking, students should expect the effort they are willing to put into the class will be related to the grade they will receive. My experience in teaching this class leads me to believe that, for most students, the quality of their work related to this class increases as the time spent in activities related to this class increases. Grades (based on my interpretation of what they are supposed to indicate) will be awarded as follows:

Grade of “A” (*Student demonstrates a **thorough understanding** of the subject—and throughout the semester consistently displays a **mastery** of the material.*)

To receive a grade of “A” a student will be expected to demonstrate a mastery of **all** of the components of the course. The student will need to consistently do “A” quality work on all of these components, meaning that at least **89%** of the total possible points must be accumulated to achieve this grade.

Grade of “B” (*Student demonstrates a **good understanding** of the subject and provides consistent evidence of this in class.*)

To receive a grade of “B” a student will be expected to demonstrate a good understanding of most of the components of the course. The student will need to consistently do “B” quality work across these components, meaning that at least **80%** of the total possible points must be accumulated to achieve this grade.

Grade of “C” (*Student has a **solid overall understanding** of the subject.*)

To receive a grade of “C” a student will be expected to demonstrate solid overall understanding of the issues and topics discussed in this course. The student will need to consistently do “C” quality work across the course components, meaning that at least **73%** of the total possible points must be accumulated to achieve this grade.

Grade of “D” (*Student **knows more** about the subject than before the class started.*)

Although I assume that no student sets out to receive a grade of “D,” for various reasons (e.g., other priorities, overwhelming work schedules, and/or poor time management skills) some students do not put a sufficient amount of effort into this class. Thus, s/he may not demonstrate a solid understanding of course concepts on a consistent basis. To avoid failing the course, students will need to accumulate at least **66%** of the total possible points.

Course Requirements

Students will be expected to participate in several different activities in this course. The final grade is based on a portfolio of work which assesses the student's understanding using a variety of learning methods. In particular, grades in this class will (*tentatively*) be determined based upon the components listed in the following paragraphs.

Student Co-production (including In-Class Participation)

To assist in understanding of servicescape issues, students are encouraged and expected to *significantly* contribute to in-class discussions. Thus, a student's participation and interaction with other students, as well as the professionalism displayed in all aspects of this class, will be a major component of the class instruction. Student co-production may also be based upon an ability to recognize contemporary servicescape issues. Students are encouraged to examine current issues and to bring in articles for class discussion. In so doing, students should be prepared to describe the relevance of the article to servicescape design and marketing. Students are also expected to fully participate in various *in-class activities* when provided. Such learning activities may be used on field trips and on other occasions to encourage deeper learning of course concepts. Students who are not in class (or in attendance on a field trip) will be considered as NOT contributing anything to class for that day.

This educational "service" requires *active* co-production and participation in the classroom for it to be a success. **Attendance in class is a necessary, but not sufficient, condition for good participation.** (Merely showing up for work, but not contributing anything verbally to the organization, would not generally be considered acceptable behavior in the workplace.) Additional details on how co-production will be assessed are provided in the Course Assignments handout.

Individual Assignments

During the semester students will be required to complete three individual assignments. Details of each assignment will be provided in the Course Assignments handout.

Team Assignments

During the semester each student will be assigned to work with a team of students. Each team will be responsible for completing a variety of assignments, including one major project and perhaps some relatively short in-class activities. Details will be provided in the Course Assignments handout.

Exams

No exams will be given in this course. If you were wanting exams, I am sorry to disappoint you.

Quizzes

Sometimes students need an incentive to prepare in advance for class (e.g., read assigned materials) and arrive for class on-time. **The (ideal) plan is to NOT have any quizzes.** However, if I suspect that students are not adequately preparing for class, or are arriving to class late on a regular basis, quizzes may be given on various assigned readings. Such quizzes, usually worth about 10 points, will either be given using Canvas or administered in class. Canvas quizzes will be announced in advance, but in-class quizzes *may* be unannounced. The intent is to encourage students to keep up on their reading assignments and to see if they are synthesizing the material. The most likely time for an in-class quiz will be the *beginning of class*. If a student does not take the (online) quiz before the stated deadline, he/she will receive 0 points. Similarly, if a student is not in class at the time the quiz is distributed, he/she will receive 0 points. (**NOTE:** Students must be *in class at the time a quiz is distributed* to be able to take the quiz. *In other words, late arrivals will not be given a quiz.*)

Other Important Information

Success-Oriented Course. MKT 4160 is 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.* 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 make sure it fits a bell-shaped curve—thus, students are not in direct competition with their classmates. Also, there are many assignments to help students demonstrate their understanding of the material we cover in class since there are **no exams** in this course. Students are given other assignments (besides exams) to encourage the development of these skills as well.

Study Time. Most college courses require students to spend a significant amount of time outside of class in individual study time. A general guideline is that at least **two hours should be spent studying outside of class for every one hour spent in class.** (*In this 8-week class, this equates to 12 hours/week!*) Actual in-class meeting time is short in college courses because students are expected to work independently outside of class in order to meet the course requirements. My experience suggests that students who regularly spend this amount of time *each* week in preparing for this class tend to do very well, assuming they make effective use of their time.

Class Pace. In this class we hit the ground running and move at a very fast pace. Much time is allocated in this class for small group discussion of the assigned articles. As a result, the class will follow a seminar format; not much time is spent in the traditional lecture format. In order to cover all of the course material in 8 weeks, discussion of the material must occur at a fairly quick pace. **DO NOT FALL BEHIND ON READING THE ASSIGNED MATERIALS.** It is essential that students (a) keep up with the assigned readings, (b) budget their time wisely in order to complete all of their assignments, and (c) seek clarification on any material that they do not understand.

Flexibility. A tentative schedule for the entire semester is included in this syllabus. However, the schedule is *tentative* and subject to change as necessary because of the availability of guest speakers and/or support materials, or in order to adapt to specific needs of the class. Occasional departures from the schedule, such as additional readings, assignments, field trips, and activities, may be announced in class during the semester. Such announcements will take priority over the printed schedule. It is the *student's responsibility* to be in class and keep up-to-date on whatever changes are made in the schedule.

Active Learning Activities. Active learning methods may be used in this class. This means students will be part of a group in which they will work together to complete a number of assignments. It has been repeatedly demonstrated that active learning results in higher grades, increased critical thinking skills, positive relationships, deeper level understanding, and much more. In addition, student evaluations of such classes show that most students enjoy the active role they play in the class, have fun in the process, learn more, take responsibility for their own learning and the learning of others, and develop meaningful friendships which encourage them in their studies and in their personal lives.

Evaluation of Assignments. Several written assignments are required in this course. Specific guidelines are provided and will need to be followed. These assignments will also be graded for grammar. Students should expect to do fairly well if *all* of the instructions are followed. However, if only *some* of the instructions are followed, then only *some* of the possible points will be awarded. Active learning team activities will also be evaluated based on how well the instructions are followed and the **thoroughness of the answers.**

Academic Dishonesty. University policy and the BGSU Student Handbook indicates that academic honesty violations (e.g., cheating, fabrication, facilitating academic dishonesty, plagiarism, as well as collaborating with fellow students on exams and individual assignments and having access to unauthorized material) requires the instructor to fail the offender(s) for the course. If serious enough, any such situation will be handed over to university authorities for further action.

Emergency Communication. Occasionally situations occur where there is a question as to whether a class will be held or not (heavy snowfall, icy roads, floods, instructor illness, etc.). Should the university or the instructor decide to cancel classes, an announcement will be sent via e-mail to all students on the official class roster using the student's **university e-mail address**. Thus, when in doubt about whether or not there will be a class, assume that class will be held unless an e-mail message from the instructor indicates otherwise.

Classroom Behavior. Some miscellaneous expectations that I (as the service provider) have of students (i.e., customers) in the delivery (co-production) of this educational service:

Do not hesitate to ask questions. If something is unclear to one student, it probably means that several others have the same question. However, please ask *me* the questions in class or to slow down and repeat something, not another student. In other words, no talking when I am talking. Likewise, no talking when a fellow student "has the floor." This is not only common courtesy, but such talking annoys and distracts other students in the class (as well as myself).

Do not come to class late or leave early. Neither your fellow students nor I appreciate such disruptions. Students expect instructors to be on time, and I expect the same behavior from my students.

Please do not wear hats or caps in the classroom. Wearing a hat to class is not professional behavior and is just as inappropriate in an educational setting as it is in a church. (There are few business situations where wearing a hat during a meeting in an office building is considered acceptable behavior.)

Please avoid my "Pet Peeves." Over the years I have observed a variety of student behaviors. Some of them bother me more than others. The worst behaviors that I believe students can exhibit include:

- Attempting to turn in assignments late. (*They are not accepted; Canvas is particularly tough.*)
- Not following directions in doing assignments. (*You will end up with a lower grade.*)
- Asking "did I miss anything important?" after not attending a class. (*How should I respond?*)
- Asking "will I miss anything important?" prior to not attending a class. (*See above.*)
- Using contractions (e.g., can't) in written assignments. (*Not a good idea when writing.*)
- Turning in written assignments with page-long paragraphs and/or no headings. (*Such assignments are difficult to read and follow.*)
- Improperly using *it's* and *its*. (*It's not appropriate; a firm would not want its employees misusing these words.*)
- Asking "are we going to get out early today?" (*I want students to get their money's worth!*)
- Turning in assignments held together by paper clips. (*Use staples!*)
- Sending unidentified e-mails. (*Always include a full name and class section in the message. Students who do not identify themselves should not expect a response from the instructor.*)
- Getting up and leaving class in the middle of a lecture. (*This is very rude.*)
- Packing books, notebooks, pens, etc. into bags before class is over. (*This is also very rude.*)

MKT 4160
Servicescape Design - Course Assignments
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As you are well aware, exams are the most common method instructors use to evaluate the degree to which students have learned course material. Rather than rely on exams to evaluate students' understanding of the material, in this course evaluation of students' knowledge of the material will be done via other means. This document provides specific details as to the requirements of the evaluative components of this course.

As students complete these assignments, the intent is for them to demonstrate their understanding of course concepts. Thus, when appropriate, **students should use servicescape design concepts in their discussion to provide evidence of their knowledge and understanding of these concepts**, as this is the primary purpose of these assignments. Assignments will also be evaluated based on the degree of *professionalism* demonstrated. Although it is not possible to list everything that might convey **professionalism** (or the lack thereof), here are some examples:

- the instructions provided for the assignment are followed
- the assignment is word-processed and double-spaced, in 11- or 12-point type
- the assignment appropriately **uses headings**, page numbers, footnotes, references, etc.
- the assignment is stapled, or otherwise bound together (*not* paper-clipped)
- the assignment includes *all* required pieces of information
- the assignment clearly specifies the student's name and class section (i.e., days, time, section number)
- the assignment uses concise, clear writing, as well as proper spelling, grammar, punctuation, etc.
(you may find the book, The Elements of Style, helpful in improving one's writing skills)
- paragraphs are appropriately formed, each with a topic sentence, and have an appropriate length (e.g., are *not* a full page or more)
- the assignment appropriately identifies the student, the specific class, the student's team number, and other students on the team (if appropriate)
- the assignment is completely and easily readable (e.g., no light print/missing words due to a poor printer)
- the author should be in attendance for the *entire duration* of class on the day an assignment is due
- the assignment should be completed at the beginning of class on the assigned due date

Assignment **Required by Each Team** of Students:

(200 points) Servicescape Case Study Video and Paper <i>(Topic selections due by September 24)</i>	due October 15	<i>(see page 2)</i>
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Required by Each Student:

(200 points) Co-Production (Class Participation) <i>(evaluated for each class meeting throughout the course)</i>		<i>(see pages 4-5)</i>
(100 points) Servicescape Watch Assignment <i>(can be done with one other student)</i>	due on Signup Date	<i>(see page 6)</i>
(200 points) Servicescape Notebook <i>(notebook entries are due throughout the semester)</i>	due October 17	<i>(see page 7)</i>
(100 points) Servicescape Journal and Analysis Paper <i>(journal entries due by September 15)</i>	due September 19	<i>(see pages 8-10)</i>

Details of these assignments are provided in the pages that follow. If you have any questions about any assignment, please come see me. **It is your responsibility to seek clarification on any assignment you do not understand.**

Servicescape Case Study Video (Team) Assignment

(200 points)

Objective

To develop a thorough understanding of servicescapes by creating a video focusing on a given organization's servicescape and capturing key aspects of it with a video.

Directions

Each team is to seek out a local service provider (or, a "goods" business that has a significant service component) and develop a video to capture five key servicescape design issues or elements. The intent of the project is to construct a detailed video that highlights key aspects of the servicescape for the chosen service provider, suggesting what is done well and what could be improved. To ensure we do not have teams focusing on the same issues in their videos, and to receive full credit for this assignment, the team **must send the instructor a brief email note by September 24 that specifically identifies the service provider and the five servicescape issues that will be addressed.**

YouTube has several examples of videos created by students in previous semesters. The following are examples of service (or retail) firms that students in past Servicescape Design classes have done a video case study on:

- Hampton Inn (Rossford, OH)
- Rossi and Associates Architects and Engineers (Toledo, OH)
- "On The Edge" Tattoo Parlor (Bowling Green, OH)
- Toledo Walleye Hockey (Huntington Center, Toledo, OH)
- BGSU Sebo Center
- BGSU Office of Admissions
- Rêvé Salon (Sylvania, OH)
- BGSU Olscamp Hall, 2nd Floor Remodel

Requirements

Servicescape Case Study Video. Each team is expected to visually capture various servicescape elements that customers experience. (*Digital and video cameras are generally available to students to borrow through the Technology Support Center in 110 Hayes Hall at 372-0999.*) Some of the video footage MAY require recording during classes when other students are in the environment. Students *must* secure permission to take videos of a given servicescape *prior to any filming*. The video is expected to be about 6-8 minutes in length to illustrate certain aspects the servicescape. (Videos that are much shorter in length may not adequately capture and cover the relevant servicescape design issues; videos that are significantly longer in length can probably be shortened and still capture the key issues.) The video should present as much of each servicescape element as possible and the narration that accompanies it should describe each issue, discuss why each one is an important issue, evaluate each, discuss how this element affects the customer's service experience, and suggest what is done well and what is done poorly.

Written Assignment. In addition to the actual video, each team is to write a short paper (4-6 pages, double-spaced) that addresses the following issues (and includes appropriate associated **Headings**):

- (1) describe what aspects of the servicescape of this organization are included in your video and why you selected these elements;
- (2) describe five key elements of the servicescape, evaluate them, and discuss how they influence the customer's experience;
- (3) identify and describe three potential issues with the design or upkeep of the servicescape;
- (4) suggest possible solutions/alternatives to address these (potential) issues;
- (5) discuss what other service businesses (besides universities) can learn from the video you have created;
- (6) discuss what you learned in doing this assignment and how it could be applied in the business world.

Electronic Submission of Assignment. The paper and the video should be submitted in electronic format via Canvas. However, if the video cannot be submitted in this manner, then creation of a DVD will most likely be required. *Note: the format must be compatible with the hardware and software instructor's office computer (PC).*

Due Date

This assignment is due at the beginning of class on **October 15**. A digital image (DVD?) of the video clip, an **electronic version** of the paper (submitted via Canvas), and a (printed) **hard copy** of the paper should be turned in by this date.

Student Co-production (Class Participation)

(200 points)

Since I consider the student (i.e., customer) to be a co-producing *partner* in the delivery of this service, student contributions are considered a vital part of the course. Thus, you will be graded individually on the **quantity and quality of your participation** in this course. **For each class period during the semester (including field trips and guest speakers), I will assign each student a score on a 0-10 scale based upon my assessment of how well the student contributed to class that day.** (*Students not in class will be given a zero for that day, as it is really not possible for them to make much of a contribution if they are not in class.*) Points will be totaled up at the end of the semester and divided by the number of classes to determine an overall participation percentage.

Co-production in this service setting (education) can mean many things. At a minimum, it should include the student's class attendance, overall professional conduct, reading of assigned materials, preparation for class, discussion of class materials and concepts, and an active contribution of the student's thoughts and personal experiences. More specifically, co-production would also seem to entail the following student behaviors:

(1) Preparation

- reads assigned materials prior to class
- thoughtfully considers discussion questions (from book and course web site)

(2) Promptness

- is on time, or even early, to class meetings and field trips all of the time

(3) Professionalism (*as defined by students in past semesters*)

- frequently (and regularly) attends class
- asks questions about material, assignments
- is attentive (does not read newspaper or his/her phone during class)
- listens to the instructor and to fellow students
- begins assignments well before the due date
- turns all work in on time (or early!)
- does not create class interruptions (cell phone ringing, coming into class late, leaving class early)
- is present mentally as well as physically
- takes pride in the quality of work submitted
- has a positive attitude and a willingness to learn
- email and/or telephone communication is appropriate (student appropriately identifies him/herself, the specific class he/she is in, etc., in all communication)

(4) Participation

- regularly (and frequently) engages in class discussion
- contributes personal experiences to class discussions to illustrate course concepts
- speaks up in class when the topic is not understood
- is present for every class (except for emergencies)
- actively contributes to group discussions/assignments
- pulls his/her own weight in group activities

Several other co-production behaviors could also be listed. To provide some guidance for how I will award scores for co-production, the scheme listed on the next page provides a guideline that I generally refer to when assigning a score for each class meeting. In general, the cumulative effect of the class meeting during the course provides a fairly effective means of assessing co-production for an entire semester.

(Continued on next page.)

Student Co-production (Class Participation)

(continued)

Typical Class Participation Rubric from Past Courses

<u>Scale</u>	<u>Description</u>
100%	<i>An incredible leader in class discussion.</i> Is <i>completely</i> prepared for <i>every</i> class discussion and is able to answer <i>every</i> question posed by the instructor. Student frequently initiates stimulating dialogue by asking thought-provoking questions and regularly brings in outside material to class to illustrate application of course concepts. Student is a <i>role model</i> for others in the class and always exhibits <i>all</i> of the qualities of a good customer (student) as discussed the first week of class.
90%	<i>An outstanding leader in class discussions.</i> Always prepared for discussion of chapter topics and assigned readings. A frequent initiator of class discussion. Excels in interacting with classmates in a professional manner. Comments are focused, integrative, demonstrate preparation, and indicate active listening. Student continually exhibits the qualities of a good customer (student) as discussed the first week of class.
80%	<i>A consistent leader in class discussions.</i> Almost always prepared to discuss assigned topic in class. A regular initiator of class discussion. Interacts with classmates in a professional manner. Comments demonstrate preparation and indicate active listening. Consistently exhibits the qualities of a good customer (student) as discussed the first week of class.
70%	<i>Quality participation based on sound preparation.</i> Regularly responds to instructor's comments and questions. Also responds to comments of classmates. Occasionally takes the lead in class discussion. Often volunteers illustrations about the subjects being discussed. Regularly exhibits the qualities of a good customer (student) as discussed the first week of class.
60%	<i>Occasional contributions to class based on solid preparation.</i> Occasionally responds to the remarks of the instructor and/or classmates. Rarely volunteers to begin a discussion. Generally exhibits the qualities of a good customer (student) as discussed the first week of class.
50%	<i>Seldom answers questions posed by the instructor.</i> Responds to other students in active learning assignments when required to do so. Occasionally exhibits the qualities of a good customer (student).
40%	<i>Answers questions from the instructor if explicitly asked.</i> Otherwise, does not take part in class discussions. Rarely exhibits the qualities of a good customer (student) as discussed the first week of class.
30%	<i>Shows up regularly to class but takes no part in classroom discussion.</i> Seldom exhibits any of the qualities of a good customer (student) as discussed the first week of class.
0%	<i>Completely avoids any attempt to contribute to classroom discussion.</i> (In this course, such behavior would probably include not coming to class at all.)

Servicescape Watch Assignment

(100 points)

Objective

To have students identify *two key concepts* related to **servicescape design** issues addressed in this course, as well as one (new?) servicescape concept not addressed, and to discuss implications for servicescape managers.

Directions

Examples of *servicescape design and the servicescape's influence on customers* are found in many business publications. The assignment is to report on a relatively current business press article (previously collected by the instructor or identified by the student) that addresses servicescape issues relevant to this course and that have not been discussed in previous servicescape watches. Your task is to enlighten the rest of the class on issues raised in the article and to link the discussion to relevant topics in the Servicescape Design course. Note: **You may work on this question by yourself or with one other student in the class.** My expectations, however, will be somewhat higher if students do the assignment together. (Two students should be able to do better than a single student working by him/herself.) If two students do the assignment together, both will receive the *same* grade.

Requirements

Written assignment. (50 points) This portion of the assignment requires you to write a short paper (around 4-5 pages, double-spaced) which should include:

- (1) a brief summary of the key point(s) of the article;
- (2) a discussion of how this article relates to two *key servicescape design concepts* examined in *this course* (**concepts discussed by another student in a previous servicescape watch assignment may not be included**);
- (3) identification, definition, and discussion of *one additional servicescape concept* not directly examined in the course (but which you find interesting);
- (4) a discussion of the key implications (at least three) for marketing managers interested in managing their servicescapes, as well as at least two examples/settings/situations (not discussed in the article) where these concepts are (or would be) relevant;
- (5) your personal (and honest) evaluation of and reaction to the article, based upon the servicescape design perspective you have gained during this course;
- (6) a discussion of what you learned from doing this assignment.

Article and citation. An electronic copy of the article and a complete citation, in *Journal of Marketing* format (see Canvas), should be submitted as part of the written assignment.

Presentation. (50 points) In addition to the written portion of this assignment, students also will be asked to make a 4-5 minute presentation to the class that provides a summary of the key point(s) of the article, a discussion of the three *servicescape design concepts* covered in the paper, an analysis of the key implications, and the full article citation. Four to six PowerPoint overheads that summarize the key points being made would be appropriate.

Due Date

A sign-up sheet will be circulated to allow students to select the class session in which their Servicescape Watch assignment is due. (*Although I will try to stick with the signup schedule, presentations may be moved back to a later date to accommodate guest speakers, field trips, and other events. However, the original due date and time for the files to be submitted will still apply.*) At least 12 hours prior to the class meeting students are required to submit, via Canvas, three attached files, including electronic copies of (1) the article (if the article was not provided by the instructor to the student), (2) the paper, and (3) the presentation. Physical (printed) copies of each should also be turned in on the due date.

Servicescape Design Notebook

(200 points)

Objective

To chronicle your servicescape design experiences and demonstrate new-found knowledge of servicescape issues gained throughout the semester.

Directions

We will be reading a number of articles and going on a number of field trips throughout the semester. Students are expected to read all of the articles and be actively engaged in all of the field trips. To demonstrate these behaviors, in this assignment students are to capture the highlights and/or key issues from each class session and create a notebook that organizes the learnings and take-aways of the course. The notebook should be organized in some logical manner (e.g., chronologically by date, by subject matter or topic, by the six categories below and on the next page). *Note: Unlike other papers/projects, the notebook entries should be single-spaced.*

Requirements

To assist students in creating/completing their Servicescape Notebook, forms will be provided on Canvas for each of the various types of entries. The forms are organized around asking the same set of questions as listed here.

Journal articles. For each article we read (up to a maximum of two articles per topic/session), students are to capture their notes made in preparation for class discussion. The notes (which could be created using bullet point format) should be organized as follows:

- Full citation of the article (including author names, year, and title). (*This information is provided on Canvas and should be included at the beginning of each summary.*)
- Date assigned/covered in class.
- Summarize the 3-5 main points of the article.
- What are the key findings?
- Upon what evidence are these points based?
- What can/should marketing managers do (in terms of the servicescape), or what actions should they take, as a result of reading this article?
- What is one thing that you learned from reading the article?

Business press articles. Business press articles that we will read in this class are typically shorter and generally not as theoretically based as the academic (journal) articles. (*When academic articles are assigned and more than one business article is assigned for a given class meeting, only one business press article needs to have a notebook entry. Otherwise, two articles per topic/session should be included.*) The notes on these articles should include:

- Full citation of the article. (*See “Journal articles” just above.*)
- Date assigned/covered in class.
- Summarize the 3-5 main points of the article.
- What can/should marketing managers do (in terms of the servicescape), or what actions should they take, as a result of reading this article?
- What is one thing that you learned from reading the article?

“Why We Buy” book. You should also take notes on the book we will read in this class. The book has 20 chapters, but you are only expected to read chapters 1, 2, 3, 4, 5, 6, 8, 9, and 14. You should include notes on at least six of these chapters. The notes should include:

- Full citation of the book (including author’s name, year, and title). (*This information is provided on the first page of the syllabus.*)
- Summarize the 3-5 main points (or interesting new insights) included in *each* chapter.
- What can/should marketing managers do (in terms of the servicescape), or what actions should they take, as a result of reading *each* chapter?
- What is one thing that you learned from reading each chapter?

(continued on the next page)

Servicescape Design Notebook

(continued)

Field trips. For each provider's servicescape that we visit, students are to:

- Specify the date of the field trip.
- Identify three *key servicescape design concepts* examined in *this* course and discuss how they are illustrated/applied (concepts previously discussed in a previous servicescape may not be included).
- Discuss key implications (at least three) for marketing managers interested in managing their servicescapes.
- Identify and describe two to four servicescape issues that were unique/different/unusual in this setting.

Guest speakers. For each guest speaker that we have, students are to:

- Specify the date of guest speaker.
- Identify three *key servicescape design concepts* examined in *this* course and discuss how they are illustrated/applied/discussed by this speaker.
- Discuss key implications (at least three) for marketing managers interested in managing their servicescapes.
- Identify new ideas provided by (or, inspired by) the speaker.

Servicescape Watches. For each Servicescape Watch, students who are not presenting are to:

- Specify the date of Servicescape Watch, the student who presented, and a brief description of the topic.
- Discuss one key implications for marketing managers interested in managing their servicescapes.
- Identify one new idea provided by (or, inspired by) the student presenter(s).

Other items. Other items or materials might be added as you see fit. These could include pictures, other articles related to servicescape issues, links to relevant Internet materials, etc. *Assigned reading materials that are from textbooks do not have to be included in the notebook, but would likely be a good addition to it.*

Notebook entries for assigned articles (either journal articles or business press articles) and the *Why We Buy* book should be completed by the start of the class meeting in which they are assigned and are required to be submitted electronically via Canvas. Notes for field trips, guest speakers, and servicescape watches should be completed by the start of the next scheduled class meeting and are also to be submitted electronically via Canvas.

Verification Check(s)

The notebook entries should be kept up-to-date, and students should be prepared to turn it in for a verification check at any point in time during the semester (subject to 36-hour advanced notice by the instructor). At these times, writeups of ALL articles, field trips, speakers, etc. due up to that point in time are expected to be included. Grades will not be given except for the final version. However, **EACH missing article, field trip, speaker, etc. at the verification check will result in a 1% reduction in the final notebook score.** (For example, if 5 articles are missing at a given verification check, then the maximum a student could score as a final grade on this assignment is 95%.)

Due Dates

Completed notebook entries for all reading materials (academic journal articles, business press articles, and the *Why We Buy* book) are due **at the beginning of class on the assigned due date** and are to be submitted via Canvas. Notebook entries for field trips, guest speakers, and servicescape watches are due **at the beginning of class of the following class meeting** and are to be submitted via Canvas.

The final, completed, organized version of the Servicescape Design Notebook is due on **October 17**. At that time, students should submit a single file, via Canvas, an electronic copy of their entire notebook. A physical (printed) copy of all of the materials should also be turned in on the due date.

Servicescape Journal and Analysis Paper

(100 points)

Objective

To evaluate critical aspects of two distinct servicescapes as both a customer and as a services marketing scholar.

Directions

After creating a *journal* of servicescape entries (*described on the next page*), the purpose of the *paper* (6-7 pages, double-spaced) is to analyze two servicescape settings in detail and will consist of two parts: First, you will write about the organization with the *worst* servicescape of any organization you encountered this semester and, second, you will write about an organization that is doing an *excellent* overall job of applying servicescape design concepts.

Requirements

Journal entries. (30 points) Students are to write up “journal” entries of ten separate servicescape experiences using the form provided on Canvas. One of the journal entries should be clearly identified as the best servicescape you encountered this semester, and another should be clearly identified as the worst servicescape of the semester. (*See discussion on next page for more information about the journal entries.*)

Discussion of worst servicescape. (30 points) The paper should begin by describing the organization that provided the *worst* servicescape of any organization you encountered this semester. Based on your reading of the articles and issues we have discussed in class, diagnose what has been done poorly in the servicescape. That is, from a servicescape design and services marketing perspective, what is the real *cause* of the problem? Then, recommend the *three* most important (and realistic) actions management should take to improve the servicescape. Be specific in making recommendations (e.g., suggesting that a firm “build a completely new facility” may not be a particularly enlightening or useful recommendation). To demonstrate an understanding of course concepts, use concepts and strategies from the class to support your discussion and suggestions. Be selective and focus on the most important issues, as this part of the paper should be about three pages in length. A good paper will describe the problem(s) and present a specific, logical plan for improvement.

Discussion of best servicescape. (30 points) In the second part of the paper, you are to write about an organization that appears to be doing an excellent overall job in terms of servicescape design. The discussion should include *three* most important actions management appears to have taken to create such a good servicescape and deliver such a good service experience for the customer. That is, based on your reading of the articles and issues discussed in class, you are to diagnose what this firm is doing well in terms of the servicescape. In the analysis you should demonstrate your knowledge of servicescape design concepts by discussing what this organization does that makes it successful, using (and clearly labeling) concepts covered in class discussion and assigned readings. This part of the paper is also expected to be about three pages in length.

Discussion of lessons learned. (10 points) Finally, you should conclude the paper with 1-2 paragraphs discussing what you learned about servicescape design from this experience. Be specific here; saying that you have learned “what a good servicescape is” does not provide much insight or enlightenment.

The grading criteria used for evaluating the paper include your ability to relate material from readings and class discussions to your paper, your ability to diagnose probable causes of problems and match them with appropriate solutions, *depth and substance* of your observations, persuasiveness of your observations, and the quality of writing. **You should use servicescape design and services marketing concepts throughout the discussion to demonstrate your understanding of these concepts, as this is the primary purpose of this assignment.**

Due Date

The servicescape analysis paper is due **September 19** and must be submitted electronically via Canvas. Students should turn in *the best and the worst journal entries (submitted earlier in the week)* as part of the paper (as an Appendix). That is, a single document should be submitted that includes the paper and the two journal entries.

Servicescape Journal (part of the Servicescape Journal and Analysis Paper)

Objective

To become more aware of critical aspects of the servicescape from a customer's perspective.

Directions

We all have a number of service encounters in a variety of settings (i.e., servicescapes) each week, including (but not limited to) restaurants, banks, airlines, dry cleaners, doctors, dentists, libraries, photographers, tutors, travel agencies, theaters, pest control agencies, phone companies, automotive mechanics, insurance companies, attorneys, accountants, and copy centers. Students completing this assignment are to observe the various servicescapes they are exposed to and keep a "journal" of their experiences. The purpose of the journal is to make students more aware of sources of customer satisfaction and dissatisfaction when it comes to evaluating servicescapes. (*Note: Including field trips or followup visits to a company where we went on a field trip is not in the spirit of this assignment; such service providers should not be used for a journal entry.*)

Requirements

The student is asked to complete ten journal entry forms describing servicescapes you have *recently* experienced (i.e., those occurring during this semester). (*Servicescapes encountered more than three weeks before the start of the semester may NOT be used without prior instructor approval.*) A sample journal entry form is attached to the back of this handout; electronic versions of this form can also be found on Canvas. Each entry will correspond to one servicescape that you are exposed to during the semester. An electronic version of the servicescape journal entry form is provided on the "Servicescape Journal" assignment page of Canvas. You should enter descriptions of the servicescapes on the journal forms as you experience them. Be sure to *completely and thoroughly* answer the questions on the journal entry form. Your inclusion of the important details of the servicescape will help you in writing your servicescape analysis paper.

You are expected to record servicescapes from a variety of service industries (i.e., do not do all restaurants; *no more than three restaurants are permitted*); about half of the journal entries should describe pleasant, **satisfying** servicescapes and the other half unpleasant, **dissatisfying** ones. The best way to complete your journal is to complete a journal entry form out *immediately* following a particular incident. If you try to do your entries from memory, or do too many at one time, the quality of the entries will suffer. In general, the more detailed the journal entries are, the better the scores on them will be.

Because a picture "is worth a thousand words," it might be helpful in your story telling (i.e., journal entries) to include a picture (or pictures) of the servicescape. If you want to include a picture, simply insert it into your Word document.

Since these entries will be submitted via Canvas, **please single-space the journal entries, and start each new journal entry at the beginning of a new page.**

*After collecting the 10 servicescape journal entries, you should **clearly** indicate which servicescape is the **worst** and which is the **best** across the top of these two journal entries.*

Due Date

The entire set of ten journal entries is due on **September 15** and is to be submitted electronically ***in a single document*** via Canvas. If more than one file is submitted to Canvas, only the first document presented by Canvas will be evaluated. (*Note: The two journal entries you will be discussing in detail—the "best" and the "worst" journal entries—should also be included as an appendix to the servicescape analysis paper when it is submitted. When submitted with the paper on **September 19**, these two entries should be part of the SAME document as the paper; see the previous page.*)

Servicescape Journal

Journal Entry: _____

Your Name: _____

Name of Firm: _____

Date of Encounter: _____

Type of Service (industry): _____

Time Encounter Occurred: _____

What specific circumstances led to this encounter?

What aspects of the servicescape influenced your experience?

How would you rate your level of satisfaction with this servicescape? (Circle the most appropriate number.)

1	2	3	4	5	6	7
extremely dissatisfied						extremely satisfied

What exactly about the servicescape made you feel that way?

What could the firm have done to make you happier with the servicescape?

How likely is it that you will go back to this service firm?

1	2	3	4	5	6	7
extremely unlikely						extremely likely

Why?
