

The University of Houston-Clear Lake
EDLS 7238.02 Marketing of Educational Services for Nonprofit Organizations
Fall 2013



UHCL Quality Enhancement Plan (QEP) Motto
Applied Critical Thinking (ACT) for Lifelong Learning and Adaptability

This course has been authorized by UHCL as an Applied Critical Thinking (ACT) Course which means that in addition to learning about the specified course content, students will be engaged with some or all of the Elements of Thought and Universal Intellectual Standards of critical thinking. The objective of an ACT course is to develop the student's ability to become skilled at analysis and evaluation by applying a set of intellectual tools that may be effectively used across all disciplines (as well as to the student's personal life). Based on the Foundation for Critical Thinking model (<http://www.criticalthinking.org/>), critical thinking involves thinking for a *purpose*, asking *questions*, using *information*, applying *concepts*, drawing *inferences and conclusions*, identifying *assumptions*, anticipating *implications and consequences*, and recognizing *points of view*. The Universal Intellectual Standards that are applied to these Elements of Thought of critical thinking in order to develop Intellectual Traits include *clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness*.



Excellence, Innovation
and Leadership in a
Learner-Centered
Community



NCATE: UHCL is one of only 14 universities in Texas accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE is a nonprofit, non-governmental alliance of 33 national professional organizations recognized by the U.S. Department of Education as an accrediting body of schools, colleges, and departments of education. Meeting NCATE accreditation standards helps to ensure high quality teacher, specialist, and administrator preparation. Through the process of accreditation, NCATE works to make a difference in the quality of P-12 education.

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Office Hours: Wednesdays from 4 to 6 pm at UHCL Campus; via email or by appointment

Class Schedule/Location

Classes are held on Tuesdays from 7:00 to 9:50 pm at UH-System Center at Cinco Ranch.

Catalog Description

This course is designed to integrate concepts, practices and skills for the effective marketing of services with attention to nonprofit organizations (e.g., educational entities). Through the use of readings, discussions, case studies, and projects, graduate students will analyze environments and marketing mixes and make decisions in the development of viable educational marketing strategies. Three (3) credit hours.

I. Course Description

Using a learner-centered approach, this required course provides an introduction to the knowledge, skills, and dispositions for conducting effective service marketing in nonprofit organizations. Central questions of this course toward the preparation of educational leaders include: “How can service marketing be successfully used to promote the educational goals of an organization? What are the fundamental principles of strategic marketing needed as an educational leader? How can I assess whether the marketing, recruitment, and promotional activities have been successful? The leader needs to be able to identify an organization’s service concept, as well as be familiar with the core elements (i.e., 7Ps) of service marketing. This critical thinking process includes an understanding of an organization’s history and changes over time, external environment (e.g., markets served), competition, and the opportunities as well as threats facing an the organization. Moreover, this process includes developing viable alternative solutions that include change management strategies, resources (e.g., finances), timetables, and measures for planned outcomes. It also reflects the complex, interactive nature of actions/decisions, problem-solving in an ethical manner related to an organization’s mission and culture in developing policies and procedures. Since educational systems can be viewed as dynamic organizations, situational leadership is an expectation; requiring leaders to spend much of their time effectively and efficiently finding and implementing solutions to simply and complex problems. In the preparation of educational leaders, Applied Critical Thinking (ACT) in the context of FCT’s *Elements of Thought* and *Universal Intellectual Standards* works to develop the *Intellectual Traits*. For example, in arriving at a viable solution (conclusion) to a problem, the leader works to ensure the solution is relevant, accurate and fair in the context (culture) of the organization. This process in turn can assist the leader in developing traits of integrity, confidence, courage, and fairmindedness.

II. Student Learning Objectives (SLOs)

1. *Clearly* demonstrate an understanding the *relevant logical steps (information)* of a strategic marketing Plan for a nonprofit service organization.
2. *Accurately* collect and assess *relevant information* (e.g., organization’s mission, stakeholders, internal and external environment) for the development of a strategic marketing plan (i.e., analysis, strategy, and implementation) of a nonprofit service organization, demonstrating connections between/among various stages of the plan; as well as communicating this plan in a narrative and/or presentation.
3. *Accurately* apply *relevant concepts* of service marketing, e.g., service concept, 7Ps (i.e., product, place & time, price, promotion and education, people, process, and physical environment).
4. *Clearly* demonstrate an understanding of the possible *relevant implications and consequences* of positioning services in a competitive environment, balancing service demand and production capacity, managing relationships with customers and building loyalty, adjusting procedures based on customer feedback, and increasing quality.
5. *Clearly* demonstrate an awareness of *ethical and fairness implications* in the process of integrating operations, marketing, and human resources in the delivery of services (e.g., privacy issues, quality versus price considerations).

Vocabulary of Critical Thinking:

Critical thinking vocabulary will include the elements of thought and the universal intellectual standards.

Elements of Thought

1. Purpose; goals, objectives
2. Question at Issue: problem, issue
3. Information: data, facts, reasons, observations, experiences, evidence
4. Interpretation and Inference: conclusions, solutions
5. Concepts: theories, definitions, laws, principles, models
6. Assumptions: presuppositions, axioms, taking for granted
7. Implications and Consequences
8. Point of View: frames of reference, perspectives, orientations

*Universal Intellectual Standards

- | | | |
|--------------|--------------|-----------------|
| 1. Clarity | 4. Relevance | 7. Logic |
| 2. Accuracy | 5. Depth | 8. Significance |
| 3. Precision | 6. Breadth | 9. Fairness |

*Intellectual Traits: Applied Critical Thinking is to develop the student's critical thinkers routinely apply elements of thought and intellectual standards toward developing the following intellectual traits:

Intellectual Integrity	Fair-mindedness
Intellectual Humility	Intellectual Courage
Confidence in Reason	Intellectual Empathy
Intellectual Perseverance	Intellectual Autonomy

*Source: Foundation for Critical Thinking at <http://www.criticalthinking.org/>.

4Cs of Critical Thinking Process

There are four major aspects of the Applied Critical Thinking Process: Curiosity, Connections, Creativity, and Communication. The predominant C in the Student Learning Objectives is *Communication*.

III. National Leadership Standards**Educational Leadership Constituent Council Standards at**

<http://www.ncate.org/LinkClick.aspx?fileticket=jz0BsFs7A80%3D&tabid=676>

Standard 1: *Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.*

1.1 Develop a Vision

- a. Candidates demonstrate knowledge of ways to use a district's vision to mobilize additional resources to support the vision.

1.2 Articulate a Vision

- b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.
- c. Candidates demonstrate the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

1.5 Promote Community Involvement in the Vision

- a. Candidates demonstrate the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.

Standard 3: *Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.*

3.2 Manage Operations

- a. Candidates develop staff communication plans for integrating district's schools and divisions.
- b. Candidates develop a plan to promote and support community collaboration among district personnel.

3.3 Manage Resources

- a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning.
- b. Candidates creatively seek new resources to facilitate learning.

Standard 4: *Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.*

4.1 Collaborate with Families and Other Community Members

- a. Candidates demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.
- b. Candidates apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships.
- c. Candidates demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals.
- g. Candidates demonstrate the ability to conduct community relations that reflects knowledge of effective media relations and that models effective media relations practices.

Standard 5: *Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.*

5.3 Acts Ethically

- a. Candidate makes and explains decisions based upon ethical and legal principles.

Standard 6: *Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.*

6.1 Understand the Larger Context

- a. Candidates demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations.

6.3 Influence the Larger Context

- b. Candidates demonstrate the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

IV. Text and Additional Reading Resources

Text/Paper (Required)

Lovelock, C., & Wirtz, J. (2011). *Services marketing: People, technology, strategy* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Text/Articles (Optional)

Anderson, L., & Kotler, P. (2008). *Strategic marketing for nonprofit organizations* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Ellet, W. (2007). *How to analyze a case*. Boston, MA: Harvard Business School Press.

Kotler, P. (1979). Strategies for introducing marketing into nonprofit organizations. *Journal of Marketing*, 43(1), 37-44.

V. Prerequisite Skills for the Course

- Demonstrate effective writing skills with a control of grammar, punctuation, sentence structure, spelling, and word choice;
- Show evidence of class preparation permitting active participation during class discussions; and
- Demonstrate research skills enabling preparation for class sessions.

VI. Course Expectations

Readings: Graduate students will be required to read in their entirety the specified readings assigned in order to participate during group/class discussion. Each graduate student will read chapters 1 through 15, as well as selected case studies in preparation for group and class discussions. Blackboard provides PowerPoint Presentations for class. See **Class Attendance and Participation** section for issue of points.

Papers: Papers are expected to be typed, Times New Roman, 12 font, with one-inch margins in APA 6th Edition format.

A. Case Study Questions: Each graduate student will answer selected questions for six (6) designated cases in preparation for group and class discussions. [Note: There will be eight (8) cases, but each graduate student is a member of group presenting two (2) case studies; so the graduate student is exempt from turning in selected questions for these two specific cases.] Content (e.g., theories, strategies) from the textbook chapters must be incorporated into the answers. The answers to selected questions will be submitted to the instructor by set due dates. It is anticipated that each paper will be approximately four (4) typed, double spaced, pages depending on the number of questions. The six (6) assignments will comprise 30% (5% for each) of the final grade, using the following rubric. (SLOs 3, 4, and 5)

Selected Case Questions Assessment Rubric

Unacceptable (0 points)	Acceptable (1-4 points)	Excellent (5 points)
Does not provide a meaningful explanation, omitting key questions/issues, with little or no connection with relevant book chapter contents; not meeting set page lengths of the assignment.	Provides focused, meaningful explanations, but omits one or more key questions/issues, with limited connection between relevant book chapter contents and case study facts/issues; not sufficiently meeting the set page lengths of the assignment.	Provides in-depth, focused, meaningful explanations of the key questions/issues, with a thoughtful connection between relevant book chapter contents and case study facts/issues, meeting the set page lengths of the assignment.

B. Case Study Presentations: Graduate students with four/five in a group (four groups) will make 20 minute PowerPoint presentation on facts of two (2) assigned cases, as well as lead the discussion on the case. Content (e.g., theories, strategies, references) from the textbook chapters must be incorporated into the presentation, using APA 6th edition for referencing format. The two (2) assignments will comprise 20% (10% for each) of the final grade, using the following scoring rubric. (SLOs 3, 4, and 5)

Case Study Presentation Assessment Rubric

Unacceptable (0 points)	Acceptable (1-9 points)	Excellent (10 points)
Presentation omits two or more key personnel, and/or two or more major organizational facts/issues of the case study. Provides no handouts/ artifacts.	Presentation omits one or more key personnel, and/or one or more major organization facts/issues of the case study. Provides insufficient handouts/artifacts.	Presentation clearly identifies/presents key personnel and organizational facts/issues of the case study. Provides relevant handouts/artifacts.

C. Services Marketing Strategic Plan, with Presentation: Graduate students, working in self-selected groups of three or four, will prepare a strategic services marketing plan for a nonprofit organization. The framework for the services marketing strategic plan can be found in Table 3.1 on page 65 of the Andreasen and Kotler (2008) textbook (on reserve in the library). Early in the semester/session, each group will turn in a one-page summary of the project for instructor approval. The strategic plan narrative must be a minimum of ten (10) double-spaced pages, plus relevant charts, graphs, and so forth. Each group will make a 20-minute PowerPoint presentation to the class on the Services Marketing Strategic Plan. Each group will provide the instructor and class members a copy of the PowerPoint presentation. This assignment will comprise 20% of the total final grade. See scoring rubric in Appendix A.

Each graduate student must upload on the UHCL Website this assignment (i.e., strategic plan) by Wednesday, December 4, 2013; by 7:00 pm. Directions for uploading campus plan can be found online at the UHCL student UAS Website. Not uploading the strategic plan by the set due date will result in a reduction of the final grade by one letter grade. Not uploading the campus plan by Thursday, December 5, 2013, by 7:00 pm, will result in a failing grade for the course. (SLOs 1, 2, 3, 4, and 5)

D. Interview Paper: Each graduate student will write a six-page, double-spaced paper based on an interview with an official from a non-profit organization about the organization's marketing, recruitment, and promotional activities. This is an individual assignment, comprising 30% of the final grade. Use either scoring rubric Appendix B. This assignment is due by Wednesday, December 4, 2013, by 7:00 pm, sent to the instructor by email. (SLOs 1, 2, and 3)

E. Class Attendance and Participation: Student input is a valued component of each class; therefore, attendance and participation are required. Each graduate student is expected to be prepared for class, having read materials and completed assignments, to actively participate during class (e.g., regularly making key points/suggestions). Graduate students are expected to be on time for class and be present for the entirety of scheduled class session of the course. One absence or two tardies will result in the final grade being reduced ten (10) points. Each additional absence or two tardies will result in an additional reduction of ten (10) points from the final grade. Late submissions of work will result in reduction of 50% of point value for each assignment. The lack of participation in group/class work and discussions; cell phone use (e.g., texting) during class will result in the final grade being reduced by 20 points.

VI. Grading Criteria	Points (%)
A. Case Study Questions.....	30
B. Case Study Presentations	20
C. Services Marketing Strategic Plan, with Presentation.....	20
D. Interview Paper	30
Total:.....	100

The following scale will be used:

A	94-100	C+	76-79
A-	90-93	C	73-75
B+	86-89	C-	70-72
B	83-85	D	60-69
B-	80-82	F	59 and below

Statement on Professional Dispositions

Each student in the School of Education is required to read and abide by the Statement on Professional Dispositions found at http://prtl.uhcl.edu/portal/page/portal/SOE/Forms/form_files/DISPOSITIONS.pdf. As an NCATE accredited institution, UHCL will recommend for certification only those persons who have demonstrated the necessary strong, positive dispositions associated with the professional educator. This means that a student may be withdrawn from a UHCL program if the student is judged to not have the required professional dispositions, regardless of one’s academic record. At the end of the course and at other appropriate times your instructor will assess your compliance with these standards. These assessments will be invaluable to you, and the program faculty, as you continue to develop professionally.

Academic Honesty

The Academic Honesty Policy at UHCL (found on pages 82-83 of the 2012-2013 Catalog) states: "Academic honesty is the cornerstone of the academic integrity of the university. It is the foundation upon which the student builds personal integrity and establishes a standard of personal behavior" (p. 82). The Honesty Code of UHCL states: "I will be honest in all my academic activities and will not tolerate dishonesty" (p. 83). Because honesty and integrity are such important factors, you should be aware that failure to perform within the bounds of these ethical standards is sufficient grounds to receive a grade of "F" in this course and be recommended for suspension from UHCL.

Americans with Disabilities Statement:

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact your University’s student disability services center. Whenever a special accommodation or auxiliary aid is necessary in

order to ensure access to and full participation by students with disabilities in university programs and services, the department responsible for the program or service will work with the Office of Health and Disability Services (Student Services and Classroom Building 1.301) and appropriate federal and state agencies to ensure that reasonable accommodations are made. The student requiring special accommodations or auxiliary aids must make an application for such assistance through the Office of Health and Disability Services. Proof of disability from a competent authority will be required, as well as information regarding specific limitations for which accommodation is requested. **Should you need special accommodations, please contact me after class or in my office.**

Student Life Policies

The Student Life Policies can be found by going to <http://www.uhcl.edu/student-services> and selecting “Student Life Policies.”

Use of Class Products in Assessment

The University of Houston–Clear Lake may use your work in this class to generate assessment data. Any works used will be used only for educational purposes.

UAS Statement: Every student in a course with a designated Course Assessment must complete and submit the assignment to the School of Education (SOE) Unit Assessment System (UAS) following the instructions from <http://soe.uhcl.edu/UAS>. Unlike assignment grades that contribute to a student’s course grade, Course Assessment assignment scores are only used to determine how well the program supports SOE candidates, meets State Standards, and fulfills national accreditation requirements. Instructors assign each Course Assessment assignment to one of three UAS categories: Excellent, Acceptable, or Unacceptable. Every student in a course which is either field-based or has a field experience, must log into the UAS and complete the Diversity Survey.

General Information

It is the expectation that all student submissions are authored by the student, representing original ideas, thoughts, and efforts of the student. Any deviation from this expectation must be first approved by the professor and must be appropriately cited. For additional information regarding student ownership of work, plagiarism, or the student code of conduct, please see the student catalog, the resources on plagiarism available on the UHCL Neumann Library website, and UHCL student policies. UHCL provides writing services to assist with papers. Go to the Center’s on-line tutoring services home page at <http://prtl.uhcl.edu/portal/page/portal/WC/WC Online>. The Center for On-Line Tutoring (COLT) is available to all university students and is an excellent option. Online tutoring is offered in three formats: phone chat, IM chat, and email response.

Calendar of Important Dates Link: The fall 2013 calendar of important dates can be found at http://prtl.uhcl.edu/portal/page/portal/PRV/Office_of_the_Provost/Documents/12-13%20AAA%20calendar%20-%20Revised%206-25-12.pdf

**EDLS 7238.02 Marketing of Educational Services for Nonprofit Organizations
Fall 2013 Schedule**

August

Tuesday, August 27 (Day 1)

- Complete Information Handout
- Introductions
- Review Course Syllabus
- Assigned Graduate Students for Case Study Group Discussions
- Development of Services Marketing Strategic Plan Topic (See Table 3.1 on page 65 of the Andreasen and Kotler (2008) textbook (on reserve in the library) (Handout)
- Review the 7 Ps regarding the Marketing of Services
- Review the Handout on Selected Questions for Cases (Handout)
- Discuss Service Marketing Strategic Plan of a Specific Nonprofit Organization
- Review PowerPoint of Chapter 1 New Perspectives on Marketing in the Service Economy

Homework:

- Read Chapter 2: Customer Behavior in a Services Context
- **Review PowerPoint of Chapter 2**
- Read Chapter 3: Positioning Services in Competitive Markets
- **Review PowerPoint of Chapter 3**
- Read *Case 3 Dr. Beckett's Dental Office* and Review Study Questions

September

Tuesday, September 3 (Day 2)

- Class Presentation/Discussion of Chapter 2: Customer Behavior in a Services Context
- Class Presentation/Discussion of Chapter 3: Positioning Services in Competitive Markets
- Presentations of Facts on *Case 3 Dr. Beckett's Dental Office*
- Group Discussion of *Case 3 Dr. Beckett's Dental Office*
- Discuss the one-page outline on a Service Marketing Strategic Plan of a Specific Nonprofit Organization, for instructor approval; Groups selected.

Homework:

- Read Chapter 4: Developing Service Concepts: Core and Supplementary Elements (**P1: Project Elements**)
- **Review PowerPoint of Chapter 4**
- Read/Complete Selected Questions for *Case 18 Starbucks: Delivering Customer Service*

September Continued

Tuesday, September 10 (Day 3)

- Class Presentation/Discussion of Chapter 4: Developing Service Concepts: Core and Supplementary Elements (P1: Project Elements)
- **Group 1** Presentation on *Case 18 Starbucks: Delivering Customer Service*
- Groups/Class Discussion of *Case 18*
- Individuals turn in Selected Questions for *Case 18*
- Group 1 turns in PowerPoint Presentation on *Case 18*

Homework:

- Read Chapter 5: Distributing Service Through Physical Electronic Channels (**P2: Place & Time**)
- **Review PowerPoint of Chapter 5**
- Read/Complete Selected Questions for *Case 16 TLC Contact: CarePages Services (A)*
- Complete a one-page outline on a Service Marketing Strategic Plan of a Specific Nonprofit Organization, for instructor approval.
- Complete paperwork listing nonprofit organization for interview report.

Tuesday, September 17 (Day 4)

- Class Presentation/Discussion of Chapter 5: Distributing Service Through Physical Electronic Channels (P2: Place & Time)
- **Group 2** Presentation on *Case 16 TLC Contact: CarePages Services (A)*
- Groups/Class Discussion of *Case 16*
- Individuals turn in Selected Questions for *Case 16*
- Group 2 turns in PowerPoint Presentation on *Case 16*
- Groups turn in a one-page outline on a Service Marketing Strategic Plan of a Specific Nonprofit Organization
- Individuals turn in paperwork listing nonprofit organization for interview report.

Homework:

- Read Chapter 6: Setting Prices and Implementing Revenue Management (**P3: Price & Other User Outlays**)
- **Review PowerPoint of Chapter 6**
- Read Chapter 9: Balancing Demand and Productive Capacity
- **Review PowerPoint of Chapter 9**
- Read/Completed Selected Questions for *Case 8 Coyote Loco (handout)*

Tuesday, September 24 (Day 5)

- Class Presentation/Discussion of Chapter 6: Setting Prices and Implementing Revenue Management (P3: Price & Other User Outlays)
- Class Presentation/Discussion of Chapter 9: Balancing Demand and Productive Capacity
- **Group 3** Presentation on *Case 8 Coyote Loco*
- Groups/Class Discussion of *Case 8*
- Individuals turn in Selected Questions for *Case 8*
- Group 3 turns in PowerPoint Presentation on *Case 8*

Homework:

- Read Chapter 7: Promoting Services and Educating Customers (**P4: Promotion & Education**)
- **Review PowerPoint of Chapter 7**
- Read/Complete Selected Questions for *Case 15 Massachusetts Audubon Society*

October

Tuesday, October 1 (Day 6)

- Class day is scheduled for group work on Strategic Plan and individual work on Interview.

Tuesday, October 8 (Day 7)

- Presentation about the nonprofit organization, Houston Food Bank, by Ms. Betsy Ballard, Chief Communications Officer, from 7:00 to 7:45 pm
- Class Presentation/Discussion of Chapter 7: Promoting Services and Educating Customers (P4: Promotion & Education)
- **Group 4** Presentation on *Case 15 Massachusetts Audubon Society*
- Groups/Class Discussion of *Case 15*
- Individuals turn in Selected Questions for *Case 15*
- Group 4 turns in PowerPoint Presentation on *Case 15*

Homework:

- Read Chapter 8: Designing and Managing Service Processes (**P5: Process**)
- **Review PowerPoint of Chapter 8**
- Read Chapter 11: Managing People for Service Advantage (**P7: People**)
- **Review PowerPoint of Chapter 11**
- Read/Complete Selected Questions of *Case 10 Shouldice Hospital Limited (Abridged)*

Tuesday, October 15 (Day 8)

- Class Presentation/Discussion of Chapter 8: Designing and Managing Service Processes (**P5: Process**)
- Class Presentation/Discussion of Chapter 11: Managing People for Service Advantage (**P7: People**)
- **Group 1** Presentations on *Case 10 Shouldice Hospital Limited (Abridged)*
- Groups/Class Discussion of *Case 10*
- Individuals turn in Selected Questions for *Case 10*
- Group 1 turns in PowerPoint Presentation on *Case 10*

Homework:

- Read Chapter 10: Crafting the Service Environment (**P6: Physical Environment**)
- **Review PowerPoint of Chapter 10**
- Read/Complete Selected Questions of *Case 9 Aussie Pooch Mobile*

October Continued

Tuesday, October 22 (Day 9)

- Class Presentation/Discussion of Chapter 10: Crafting the Service Environment (**P6: Physical Environment**)
- **Group 2** Presentation on *Case 9 Aussie Pooch Mobile*
- Groups/Class Discussion of *Case 9*
- Individuals turn in Selected Questions for *Case 9*
- Group 2 turns in PowerPoint Presentation on *Case 9*

Homework:

- Read Chapter 13: Complaint Handling and Service Recovery
- **Review PowerPoint of Chapter 13**
- Chapter 14: Improving Service Quality and Productivity
- **Review PowerPoint of Chapter 14**
- Read/Complete Selected Questions of *Case 1 Sullivan Ford Auto World*
- Work on Presentations of Services Marketing Strategic Plan by Groups
- Work on Interview Report

Tuesday, October 29 (Day 10)

- Class Presentation/Discussion of Chapter 13: Complaint Handling and Service Recovery
- Class Presentation/Discussion of Chapter 14: Improving Service Quality and Productivity
- **Group 3** Presentation on *Case 1 Sullivan Ford Auto World*
- Groups/Class Discussion of *Case 1*
- Individuals turn in Selected Questions for *Case 1*
- Group 3 turns in PowerPoint Presentation on *Case 1*

Homework:

- Read Chapter 12: Managing Relationships and Building Loyalty
- Read/Complete Study Questions for *Case 14 Hilton HHonors Worldwide: Loyalty Wars*
- Work Interview Report

November

Tuesday, November 5 (Day 11)

- **Review PowerPoint of Chapter 12**
- Presentation/Discussion of Chapter 12: Managing Relationships and Building Loyalty
- **Group 4** Presentation on *Case 14 Hilton HHonors Worldwide: Loyalty Wars*
- Groups/Class Discussion of *Case 14*
- Individuals turn in Selected Questions for *Case 14*
- Group 4 turns in PowerPoint Presentation on *Case 14*
- Sign up for Services Marketing Strategic Plan Presentation Days

Homework:

- Read Chapter 15: Striving for Service Leadership
- **Review PowerPoint of Chapter 15**
- Read *Case 17 The Accellion Service Guarantee*

Tuesday, November 12 (Day 12)

- Class day is scheduled for group work on the Services Marketing Strategic Plan, with Presentation.

Tuesday, November 19 (Day 13)

- Class Presentation/Discussion of Chapter 15: Striving for Service Leadership
- Groups/Class Discussion of *Case 17 The Accellion Service Guarantee*
- Services Marketing Strategic Plan Presentation #1
- Services Marketing Strategic Plan Presentation #2

Tuesday, November 26 (Day 14)

- Class day is scheduled for group work on the Services Marketing Strategic Plan, with Presentation.

December

Tuesday, December 3 (Day 15)

- Services Marketing Strategic Plan Presentation #3
- Services Marketing Strategic Plan Presentation #4
- Services Marketing Strategic Plan Presentation #5
- Services Marketing Strategic Plan Presentation #6
- Turn in Services Marketing Strategic Plan. Each graduate student uploads the Services Marketing Strategic Plan (not PowerPoint Presentation) by Wednesday, December 4, 2013, at 7:00 pm.
- Complete the Interview Report and send to the instructor via email by Thursday, December 5, 2013, at 7:00 pm.

The instructor may alter this syllabus as conditions warrant.

**University of Houston-Clear Lake
School of Education Disposition Assessment Form**

Candidate: _____ Course: _____

Instructions: Please provide the appropriate score using the following criteria:
 0=Unacceptable (difficulty or inconsistency in demonstrating this disposition)
 1= Needs improvement (demonstrates this disposition with reasonable consistency)
 2= Acceptable (consistent demonstration of this disposition)
 NA= Not able to observe

UHCL candidates are expected to: **Rating**

Dispositions	<i>Demonstrate professional responsibility by, for example,</i>	
	Being present, punctual and prepared for professional and academic activities. Maintaining confidentiality of student records and private communications. Being involved in professional development activities. Committing to being a lifelong learner and reflective practitioner. Maintaining professional competence. Meeting professional obligations. Using language that meets professional standards. Using self-reflection to improve performance.	
	<i>Foster collegiality by, for example,</i>	
	Responding constructively to evaluations by supervisors and others making appropriate corrections to address legitimate concerns. Using positive conflict resolution techniques. Maintaining positive working relationships. Collaborating with colleagues to improve student achievement Showing respect for fellow students, faculty and staff. Actively participating in meetings and conferences. Assisting others when necessary.	
	<i>Embrace diversity by, for example,</i>	
	Adapting instruction to individual differences. Demonstrating that diversity in the classroom and society is a strength. Instructing with lessons which counteract negative stereotypes and bigotry. Providing students with access to varying points of view. Using language that is not demeaning or harmful to any individual or group.	
	<i>Demonstrate commitment to learning by, for example,</i>	
	Displaying enthusiasm for the candidate’s chosen teaching field(s) or professional role. Creating a learning environment which enables students to fulfill their potential. Being an advocate for all learners. Adapting instruction to “best practices.” Displaying creativity to enhance the instructional process.	
	<i>Maintain professional and personal integrity by, for example,</i>	
	Adhering to the UHCL honesty code. Maintaining ethical and legal behaviors in interactions with others. Adhering to the Code of Ethics and Standard Practices for Texas Educators. Maintaining professional relationships.	

Note: The items under each disposition help provide clarity and are not intended to be a comprehensive list of expected behaviors.

Candidate: _____

Date: _____

Rater: _____

Date: _____

If any criterion is rated unacceptable (“0”), fully describe the rater’s concern.

If any criterion is rated unacceptable (“0”), fully describe the rater’s concern.

Appendix A

Marketing of Services Strategic Plan Rubric

*Strategic plan narrative must be at least ten (10) typed, double-spaced pages using Times Roman 12 font, with one-inch margins, to be eligible to earn a passing score on this examination. It is expected the case analysis will be limited to no more than 15 pages. There is a maximum of 20 points for this assignment. (ELCC Standards 1.1, 1.2 1.5, 4.1, 3.2, 3.3 6.1, 6.3) (SLOs 1, 2, 3, 4, and 5)

CRITERIA	ELCC Standards	Unacceptable (UA) 0 points	Acceptable (A) 1 point	Excellent (E) 2 points	Total Points
Analysis of the Organization	1.1 1.2	Does not sufficiently describe the nonprofit organization's mission, goals, and objectives; and key personnel and their duties; as well as does not provide a chronology.	Describes the organization's mission, goals, and objectives; as well as key personnel and their duties; but lacks sufficient chronology (changes) of the organization over time.	Clearly describes the nonprofit organization's vision, as well as mission, goals, and objectives; as well as key personnel and their duties. It includes the history (chronology) of the organization, and changes that have occurred over time. Separates objective facts from subjective feelings.	Multiplier 1
Analysis of the External Environment	1.5 4.1	Does not sufficiently describe the external environment including markets served (stakeholders), competitors, and opportunities and threats facing the organization; as well as perspectives of stakeholders.	Describes the external environment including markets served (stakeholders), competitors, as well as opportunities and threats facing the organization; but, does not sufficiently address perspectives of multiple stakeholders relating to strengths, challenges, etc.	Clearly describes the external environment including markets served (stakeholders), competitors, as well as opportunities and threats facing the organization. It includes the perspectives of multiple key stakeholders (community) related to strengths, challenges, using a SWOT analysis to develop the vision.	Multiplier 2
Development of Service Marketing Strategies	1.1 1.2 3.2 3.3 5.3 6.1 6.3	Does not adequately describe the mission, goals, and objectives, and develop a marketing strategy that includes various relevant marketing elements.	Develops a marketing strategy that includes some, but not all the various relevant marketing elements; thus, providing limited information for a clearly developed clearly marketing plan.	Clearly develops an extensive marketing strategy that includes various relevant marketing elements taken from literature/research (e.g., service concept, 7 Ps of Services Marketing). It includes viable alternative solutions that include change management strategies, resources (e.g., finances), timetables, and measures for planned outcomes. It reflects the complex, interactive nature of actions/decisions with ethical/fairness implications, in developing policies and procedures to improve the educational opportunities for all.	Multiplier 3

<p>Implementation of Service Marketing Strategies</p>	<p>3.2 3.3</p>	<p>Does not sufficiently describe some feasible and reasonable actions that include organizational design, specific tactics, resources (e.g., finance) in the context of a timeline with performance benchmarks; and lacks logical flow from the discussion of the services marketing strategy.</p>	<p>Describes some feasible and reasonable actions that include organizational design, specific tactics, resources (e.g., finances, personnel) in the context of a timeline with performance benchmarks; but with limited logical flow from the discussion of the services marketing strategy.</p>	<p>Clearly describes multiple feasible and reasonable actions that address organizational design, resources (e.g., finances, personnel) in the context of a timeline with performance benchmarks (formative and summative assessment techniques) that flow logically from the discussion of the services marketing strategy.</p>	<p>Multiplier 2</p>
<p>Logic & Organization</p>		<p>Does not develop ideas cogently, uneven and ineffective overall organization, unfocused introduction or conclusion.</p>	<p>Develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together, good introduction and conclusion.</p>	<p>Develops ideas cogently, organizes them logically with paragraphs and connects them with effective transitions. Clear and specific introduction and conclusion.</p>	<p>Multiplier 1</p>
<p>Language Spelling & Grammar</p>		<p>Uses words that are unclear, sentence structures inadequate for clarity, errors are seriously distracting. Writing contains frequent spelling and grammar errors which interfere with comprehension.</p>	<p>Word forms are correct, sentence structure is effective. Presence of a few errors is not distracting. While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout and has been carefully proofread.</p>	<p>Develops concise standard English sentences, balances a variety of sentence structures effectively. The writing is essential error-free in terms of spelling and grammar.</p>	<p>Multiplier 1</p>

Elements adapted from Table 3.1, p. 65 in the textbook Anderson, L., & Kotler, P. (2008). *Strategic marketing for nonprofit organizations* (7th ed.). Upper Saddle River, NJ: Prentice Hall; and from The University of Scranton Kania School of Management Assessment Council (<http://academic.scranton.edu/departments/assessment/ksom/>)

Appendix B

Marketing of Services Interview Rubric

*Interview report must be at least six (6) typed, double-spaced pages using Times Roman 12 font, with one-inch margins, to be eligible to earn a passing score on this assignment. It is expected the report will be limited to no more than ten (10) pages; additional pages for appendices can be included. There is a maximum of 30 points for this assignment. (ELCC Standards 1.1, 1.2 1.5, 4.1, 3.2, 3.3 6.1, 6.3) (SLOs 1, 2, and 3)

CRITERIA	ELCC Standards	Unacceptable (UA) 0 points	Acceptable (A) 1 point	Excellent (E) 2 points	Total Points
Analysis of the Organization	1.1 1.2	Does not sufficiently describe the nonprofit organization’s mission, goals, and objectives; and key personnel and their duties; as well as does not provide a chronology.	Describes the organization’s mission, goals, and objectives; as well as key personnel and their duties; but lacks sufficient chronology (changes) of the organization over time.	Clearly describes the nonprofit organization’s vision, as well as mission, goals, and objectives; as well as key personnel and their duties. It includes the history (chronology) of the organization, and changes that have occurred over time.	Multiplier 2
Analysis of the External Environment	1.5 4.1	Does not sufficiently describe the external environment including markets served (stakeholders), competitors, and opportunities and threats facing the organization; as well as perspectives of stakeholders.	Describes the external environment including markets served (stakeholders), competitors, as well as opportunities and threats facing the organization; but, does not sufficiently address perspectives of multiple stakeholders relating to strengths, challenges, etc.	Clearly describes the external environment including markets served (stakeholders), competitors, as well as opportunities and threats facing the organization. It includes the perspectives of multiple key stakeholders (community) related to strengths, challenges, etc. to develop the vision.	Multiplier 3
Analysis of Service Marketing Strategies	3.2 3.3 6.1 6.3	Does not adequately describe a marketing strategy, or provide clear categorization of 7Ps; little or no detailed data address outcomes of marketing strategies.	Describes a marketing strategy that includes various relevant marketing elements, but categorizes and analyzes only a few of the 7Ps; lacks detailed data that address outcomes of marketing strategies.	Clearly describes the organization’s marketing strategies, where activities are categorized and analyzed using the 7Ps as well as analyzed based on other relevant marketing element from the research literature (e.g., service concepts); detailed data that address outcomes of marketing activities.	Multiplier 3

<p>Recommendations for Service Marketing Strategies</p>	<p>3.2 3.3</p>	<p>Does not sufficiently describe reasonable and feasible recommendations for relevant marketing, recruitment, and promotional activities for the respective organization in the context of marketing research (e.g., service concept, 7Ps) missing performance benchmarks (formative and summative assessment techniques) lacks logical flow on the discussion of the service marketing strategies.</p>	<p>Clearly describes only a few reasonable feasible recommendations for relevant marketing, recruitment, and promotional activities for the respective organization in the context of marketing research (e.g., service concept, 7Ps) with performance benchmarks (formative and summative assessment techniques) but with limited logical flow on the discussion of the service marketing strategies.</p>	<p>Clearly describes multiple reasonable and feasible recommendation(s) for relevant marketing, recruitment, and promotional activities for the respective organization in the context of marketing research (e.g., service concept, 7Ps) with performance benchmarks (formative and summative assessment techniques) that flow logically on the discussion of the service marketing strategies.</p>	<p>Multiplier 3</p>
<p>Logic & Organization</p>		<p>Does not develop ideas cogently, uneven and ineffective overall organization, unfocused introduction or conclusion.</p>	<p>Develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together, good introduction and conclusion.</p>	<p>Develops ideas cogently, organizes them logically with paragraphs and connects them with effective transitions. Clear and specific introduction and conclusion.</p>	<p>Multiplier 2</p>
<p>Language Spelling & Grammar</p>		<p>Uses words that are unclear, sentence structures inadequate for clarity, errors are seriously distracting. Writing contains frequent spelling and grammar errors which interfere with comprehension.</p>	<p>Word forms are correct, sentence structure is effective. Presence of a few errors is not distracting. While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout and has been carefully proofread.</p>	<p>Develops concise standard English sentences, balances a variety of sentence structures effectively. The writing is essential error-free in terms of spelling and grammar.</p>	<p>Multiplier 2</p>

*Elements adapted from Table 3.1, p. 65 in the textbook Anderson, L., & Kotler, P. (2008). *Strategic marketing for nonprofit organizations* (7th ed.). Upper Saddle River, NJ: Prentice Hall; and from The University of Scranton Kania School of Management Assessment Council (<http://academic.scranton.edu/departments/assessment/ksom/>)