



JINDAL GLOBAL
BUSINESS SCHOOL
INDIA'S FIRST MULTI-DISCIPLINARY GLOBAL BUSINESS SCHOOL



O.P. Jindal Global University
A Private University Promoting Public Service
NAAC Accreditation - 'A' Grade

Jindal Global Business School
Course Manual

Course Title	Services Marketing
Core or Elective course	Elective
Program and Batch	MBA 2, IBM 4, IBM 5
Semester & Academic Year	Spring 2026
Credits	1.5
Discipline/Area	Marketing
Provide details if this course is a Prerequisite for any course/specialization	NA
Name of the Faculty Member(s)	Baby Chandra
Contact Details of the Faculty Member(s)	baby.chandra@jgu.edu.in
Contact Details of Support Staff	JGBS EO
Faculty Member's Open Office Day/s & Time	TBD

Introduction to the Course

This case course explores the dimensions of successful service firms. Beginning with the service encounter, service managers must blend marketing, technology, people, and information to achieve a distinctive competitive advantage.

This course prepares students for enlightened management of service firms so that they are able to achieve not only the financial measures of performance but also accomplish the holy grail of employee engagement and enthusiasm and customer satisfaction.

This course covers service management from an integrated viewpoint with a focus on customer satisfaction. The material will integrate operations, marketing, strategy, information technology and organizational issues.

Course Learning Outcomes

In addition to the specific course related objectives, this course is designed to achieve the following learning goals

CLO 1: Each student will be able to identify key issues in services marketing management settings, develop a perspective that is supported with relevant information and integrative thinking, to draw and assess conclusions. This learning goal will be measured through Project, Cases and End-term Examination.

CLO2: Each student will be able to identify key relevant global issues and be able to analyze the impact of the global environment on services marketing, as compared with domestic market related management issues. This learning goal will be assessed through case discussion on the issues focused as above.

CLO3: Each student shall demonstrate an ability to work effectively in a team, exhibiting behavior that reflects an understanding of the importance of individual roles and tasks and the ability to manage conflict and compromise so that team goals are achieved. This learning goal will be assessed through projects and case discussions.

CLO 4: Each student shall be able to communicate verbally in an organized, clear, persuasive manner and be a responsive listener. This learning goal will be assessed through project presentations and case presentations.

Program Competency Goals – MBA

MBA Programme Competency Goals (PCGs)		MBA Programme Learning Objectives (PLOs)
		Students will be able to
1	Technological Agility: Ability to adopt relevant techniques and tools for better business decision making.	1. Understand relevant business technologies 2. Understand future technologies in business domain
2	Responsible Global Citizenship: Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues	3 Understand the interplay between local and global business issues 4. Demonstrate sensitivity towards ethical issues 5. Demonstrate sensitivity towards social issues 6. Address societal issues
3	Effective communication: Ability to effectively exchange ideas and information	7. Present their ideas with clarity 8. Prepare an organized and logical business document 9. Use technology for effective communication
4	Critical Thinking: Ability to identify, analyze business problems and propose effective solutions	10. Identify main issues of business problems 11. Examine information from different sources 12. Draw inferences from analysis 13. Evaluate alternatives 14. Summarize and conclude
5	Leadership: Ability to take initiative, inspire and collaborate with others	15. Take initiative 16. Contribute effectively in groups

CLO-PLO-PCG Assessments Mapping Matrix

Program Learning Objectives (PLOs)	Program Competency Goals (PCGs)	Course Assessment Item
This course helps you to develop the following Program Learning Outcomes:	This course helps you to develop the following Program Competency Goals:	This learning outcome will be assessed in the following items
PLO 10, PLO11, PLO 12, PLO 13, PLO14, PLO 15, PLO16	PCG 4 & PCG 5	A1, A2, A3, A4
PLO 3, PLO4, PLO5, PLO 6	PCG 2, PCG 5	A2, A3
PLO 15, PLO 16	PCG 5	A2
PLO 7, PLO 8, PLO 9	PCG 3	A2, A3

Evaluation Schema

The course grade will be determined based on

Assessment Task	Weightage	Nature	Week of Assessment	PLOs to be Assessed
A1. Class Participation	10%	Individual	Continuous	PLO10, PLO11, PLO12, PLO13
A2. Group Case Presentation	30%	Group	Week 2 – Week 7	PLO3, PLO4, PLO5, PLO6, PLO7, PLO 8, PLO9, PLO 10, PLO 11, PLO 12, PLO 13, PLO14, PLO15, PLO16
A3. Project work	30%	Individual	7&8	PLO7, PLO 8, PLO9, PLO 10, PLO 11, PLO 12, PLO 13, PLO14
A4. End Term exam	30%	Individual	Exam Week	PLO 10, PLO 11, PLO 12

Description of Assessments:

A1. Class Participation:

CP can be gained through in the form of constructive participation in the class.

Participation and submission of a write-up about the Guest Lecture session would have a significant weightage.

A2. Group Case presentation:

The main purpose of this assignment is to develop understanding of concepts, the ability to apply theory and logic, undertake research and analysis, and communicate effectively. Marking criteria is reflected in the mark sheet provided below.

Three to Six students will be allotted with a case. Here the task is to identify the problem in the case and also to bring the Case Study up to date by identifying all new and current issues (as of December 2023) regarding the case study. You will relate your understanding to the relevant theory covered in the chapter. (Each student must read and work on the complete case).

A suggested structure would include the following sections:

1. Introduction, a brief background on the case, identification of key issues, and current situation
2. Application of relevant theory to the case, present theoretical framework
3. Recommendations for future action, Answers to the case questions, Conclusion

An assessment rubric is found below:

	Not Attempted	Fail	Pass	Credit	Distinction	High Distinction
	0	0-49	50-64	65-74	75-84	85-100
Analysis Relevantly applying research theories to topic (30%)	Not attempted.	Minimal application of research theories to topic.	Some application of research theories to topic, little or no detail/ explanation.	Frequent application of research theories to topic showing some detail/ explanation.	Consistent application of research theories to topic with detail and showing some insight.	Consistent and highly insightful application of research theories to topic. Plentiful detail/ clearly explained.
Logical flow Organisation of ideas; Ability to sustain	Not attempted.	Organisation of ideas not clear. The presentation does not	Organisation of ideas is sometimes unclear. Presentation	Organisation of ideas generally clear. Presentation displays	Organisation of ideas clear. Presentation uses a variety of	Organisation of ideas extremely clear. Presentation solidly

audience interest (30%)		develop audience interest due to poor engagement techniques.	n displays basic use of techniques (examples / headings / visuals etc.) to develop audience interest.	general use of techniques (examples / headings / visuals etc.) to develop audience interest.	techniques (examples / headings / visuals etc.) that are used well to sustain audience interest.	uses varied and innovative engagement techniques (examples / headings / visuals etc.) to sustain audience interest throughout .
Quality of class discussion Interaction with audience (20%)	Not attempted.	The audience invited to ask questions, but the presentation group does not develop class discussion beyond a mere summary of analysis.	Basic questions asked to forward discussion and/or basic answers given to audience questions.	Interesting questions posed (incl. questions regarding theory in light of findings / analysis) to audience and/or helpful answers given to audience questions.	Discussion questions (incl. questions regarding theory in light of findings / analysis) and/or answers create some spontaneous and solid discussion.	Stimulating and sustained class discussion resulted from thoughtful questions (incl. questions regarding theory in light of findings / analysis), and strong group answers and comments to audience contributions.
Attention to Detail	Not	The problems	The problems	Group performan	Group performan	Group performan

<p>(20%) Group cohesion/ synergy (5%) Clarity of speech / eye contact / pacing & enthusiasm (5%) Visual tools (e.g., PowerPoint slides) (5%) Dress standard (5%)</p>	<p>attempted.</p>	<p>in one or more of the areas listed prevented audience understanding. Group details and/or references were absent from visuals.</p>	<p>in one or more of the areas listed reduced audience understanding.</p>	<p>ce in the areas listed mostly assisted audience understanding.</p>	<p>ce in all areas listed considerably assisted audience understanding.</p>	<p>ce in all areas listed was of a high quality and greatly assisted audience understanding.</p>
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A3: Project Work

Each student can choose a topic of their choice from the course. Each student is expected to do the requisite literature review, data collection and analysis to reach findings. Each student is free to choose quantitative or qualitative research, in case of empirical research. Topic selection should finish by the end of the second week and students need to submit a schedule and plan of work. Further clarifications may be sought if needed.

A4: End Term Exam:

The end term examination will be of 30 marks of 1.5 hours duration. This will be invigilated exam held on the JGU campus according to the mode decided by CoE.

Teaching Method

The required textbook for the course is (Valarie A. Zeithaml, Mary Jo Bitner, Dwayne Gremler, Ajay Pandit: Services Marketing (2018), 7/e, Indian Edition, Tata McGraw Hill). Chapters from this book are assigned as required readings in the class schedule below- I will assume that you have done those readings when you come to the class. The lectures will take the book material as a starting point and probe deeper into the issues- it will not regurgitate the book material. If something in the book is not clear to you, please don't hesitate to ask. Cases and any other reading material assigned for reading will be provided to you in a course pack and will be uploaded in the e-learning platform.

Reference book: Christopher Lovelock, Jochen Wirtz, Jayanta Chatterjee: Services Marketing, 7/e, Indian Edition, Pearson.

Other Services Marketing books available in Library

Guest Lectures

S. No.	Faculty member(s)	Guest Speakers [Name, designation, and company]	Week (Tentative)
1	Prof. Baby Chandra	1. Mr. Lakshit Garg, Associate Director at GENXAI Pvt. Ltd.	3

Session Plan

	Topics	PLOs Covered
Session 1 & 2	Services Marketing: Introduction, Customer behaviour and expectation in services	PLO3, PLO4, PLO5, PLO6, PLO 10, PLO 11, PLO 12, PLO 13, PLO14
Objective of the session	Introduction to Services Marketing	
Subtopics to be covered	<ul style="list-style-type: none"> • What are services? • Why services marketing? • Characteristics of services compared to goods, • Services marketing mix • Consumer behavior in services • The gaps model of service quality 	
Readings	Chapter 1, 2 & 3, Valarie A. Zeithaml, Mary Jo Bitner, Dwayne Gremler, Ajay Pandit: Services Marketing	
Case Title and Number	Aravind Eye Hospital, Madurai, India: In Service for Sight	
Pedagogy	Lecture, class discussion and case discussion	
Session 3 & 4	Customer behaviour and expectation in services, Service Quality	
Objective of the session	To study Customer behavior and Service Quality	PLO3, P L O 4, PLO5, PLO6, PLO7, P L O 8, PLO9, PLO 10, PLO 11, PLO 12, PLO 13, PLO14, PLO15, PLO16
Subtopics to be covered	<ul style="list-style-type: none"> • Post experience evaluation • Customer expectations and perceptions of service • The gaps model of service quality • The customer gap, the provider gaps, putting it all together 	
Readings	Chapter 2, 3 & 4, Valarie A. Zeithaml, Mary Jo Bitner, Dwayne Gremler, Ajay Pandit: Services Marketing	

Case Number	Title/ Acco Solutions: Raising the Service Quality Bar	
Pedagogy	Lecture, class discussion and case discussion	
Session 5	Service standards, Designing and managing services & service profit chain	
Objective of the session	To study Service standards, and learn to design and manage services	
Subtopics to be covered	<ul style="list-style-type: none"> To set service standards Service development and design, Challenges of service design, new service development, Service blueprinting To design service profit chain 	PLO3, P L O 4, PLO5, PLO6, PLO7, P L O 8, PLO9, PLO 10, PLO 11, PLO 12, PLO 13, PLO14, PLO15, PLO16
Readings	Chapter 8, 9 & 16, Valarie A. Zeithaml, Mary Jo Bitner, Dwayne Gremler, Ajay Pandit: Services Marketing	
Case Number	Title/ Starbucks: Delivering Customer Service	
Pedagogy	Lecture, class discussion and case discussion	
Session 6	Guest Lecture	PLO1, PLO2, PLO3, PLO4
Objective of the session		
Subtopics to be covered		
Readings		
Pedagogy	Speaker presentation and discussion	
Session 7 & 8	Servicescape and Service Environment, Managing Demand and Capacity & Guest Lecture	
Objective of the session	To study servicescapes and learn to manage Demand and Capacity	PLO3, PLO4, PLO5, PLO6, PLO7, P L O 8, PLO9, PLO 10, PLO 11, PLO 12, PLO 13, PLO14, PLO15, PLO16
Subtopics to be covered	<ul style="list-style-type: none"> Physical evidence and the servicescapes Environmental dimensions of servicescapes Guidelines for physical evidence strategy Managing demand fluctuations Capacity management strategies 	
Readings	Chapter 10 & 13 , Valarie A. Zeithaml, Mary Jo Bitner, Dwayne Gremler, Ajay Pandit: Services Marketing	
Case Number	Title/ Shouldice Hospital Ltd	
Pedagogy	Lecture, class discussion and case presentation	
Session 9 & 10	Service Recovery, Pricing of Services	
Objective of the	To understand how to recover Services and to learn Pricing	PLO3, P L O 4,

session	of Services	PLO5, PLO6, PLO7, PLO 8, PLO9, PLO 10, PLO 11, PLO 12, PLO 13, PLO14, PLO15, PLO16
Subtopics to be covered	<ul style="list-style-type: none"> • The impact of service failure and recovery • How customers respond to service failures • Customer’s recovery expectations, Service recovery strategies • Three keyways that service prices are different for consumers • Approaches to pricing services 	
Readings	Chapter 7 & 15, Valarie A. Zeithaml, Mary Jo Bitner, Dwayne Gremler, Ajay Pandit: Services Marketing	
Case Title and Number	Comfort Class Transport: Does Customer Service Need an Overhaul?	
Pedagogy	Lecture, class discussion and case presentation	
Session 11 &12	Building service culture for superior Service Encounter, Customer’s role in Service delivery	
Objective of the session	To understand building service culture and to learn about customer’s role in service delivery	PLO3, PLO4, PLO5, PLO6, PLO7, PLO 8, PLO9, PLO 10, PLO 11, PLO 12, PLO 13, PLO14, PLO15, PLO16
Subtopics to be covered	<ul style="list-style-type: none"> • Service encounters: the building blocks for customer perceptions • Boundary spanning roles • Strategies for delivering service quality through people • The importance of customers in service delivery • Strategies for enhancing customer participation 	
Readings	Chapter 11&12, Valarie A. Zeithaml, Mary Jo Bitner, Dwayne Gremler, Ajay Pandit: Services Marketing	
Case Title and Number	Alaska Airlines: For the Same Price, You Just Get More	
Pedagogy	Lecture, class discussion and case presentation	

Session 13, 14 & 15	Course Wrap-up & Live Project presentations by Students	
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Objective of the session	<ul style="list-style-type: none"> • Summarize the content covered. • Get prepared for the final examination. • Assess students' project presentations 	PLO3, P L O 4, PLO5, PLO6, PLO7, P L O 8,
Subtopics to be covered	Course wrap-up and student project presentations	PLO9, PLO 10, PLO 11, PLO 12, PLO 13, PLO14, PLO15, PLO16
Readings	NA	
Case Title and Number	NA	
Pedagogy	Class Discussion/Q&A/Debate /Presentation/Experiential learning	

*Elective Endterm Examinations may take place in the last week of classes.

Disability Support

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall wellbeing. These include physical and mobility-related difficulties, visual impairment, hearing impairment, mental health conditions, and intellectual/learning difficulties, e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last-minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to disabilitysupportcommittee@jgu.edu.in

Disclaimer: This course outline including assessments, mode, nature and weightage of assessments, sessions, sequence of sessions and/or readings may be revised during the semester if such need arises.