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Quality and Customer Satisfaction in Services.

An analysis of the main factors that affect training courses

clients. Study of the case: GENIO IN 21 GIORNI ®

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INTRODUCTION

I took a course called “Genio in 21 giorni” in Rome in the month of October in 2014 and thanks to the application of the study method and techniques that I learnt there I managed to prepare all my first exams in one week and started learning a new language: Chinese. Being able to study in a very efficient way gave me the possibility to start working becoming much more independent and still getting high results at university and having spare time for myself, to attend other training course and to travel.

I was surprised about the high quality of the service that I had received and I acknowledged that mostly every single person that took the course was just as satisfied as me. Actually, we were not only satisfied, we were enthusiastic, because our expectations had been exceeded.

I decided to analyze the context of training courses which provide a very complex service. When we talk about training courses we are engaging into a sector where customers are not exchanging their money for a physical good. Instead, they are expecting to receive knowledge in order to achieve better results in their life.

How can we really know if customers are satisfied with a service? And after some time has passed? Are they still satisfied?

Of course customers don't decide whether to invest in a training course only because of the quality of the knowledge provided and to obtain higher results just in the short term, but they are also influenced by other factors like the relationship with the people that work for the company, their ability to empathize and because they want to achieve greater results also in the long term.

This is why it is necessary to identify a way to understand if after some time that customers have received a service, they are really satisfied with what they have learnt, also because this is in turn is an important business card for a business that gets most of its new clients from word of mouth (WOM).

In this thesis I answer one question: are customers really satisfied after attending the course Genio in 21 giorni? And what is their behaviour?

I conducted an analysis to show if people are satisfied after three full months from when they started the course and analyzing also their behavior. Do they use what they learnt? Do they write a positive review online or do they buy another course provided by Genio in 21 giorni?

In the first chapter I provide a theoretical framework to understand the subjects analyzed, starting from the comprehension of what services are and how performance is measured by perceived service quality and customer satisfaction evaluations.

In the second chapter the focus is on the analysis of the service provided Genio in 21 giorni, its characteristics as a service, its marketing mix and the specific processes that influence perceived service quality and in turn customer satisfaction.

In the third chapter I made an empirical survey, and analyzed a feedback of 100 calls made by mentors of the course to people that have attended the course to verify if they were really satisfied, and adding an analysis over their behavior. The feedbacks were obtained interviewing the instructor of the course in Rome, Luisa De Donno.

CHAPTER ONE: THEORETICAL FRAMEWORK ON SERVICES

1.1 Services

A service is the intangible economic product that is provided by a person on the other person's demand. It is a transaction in which no physical goods are transferred from the seller to the buyer. It is important to analyze the differences between goods and services to better understand how they are marketed, according to their characteristics. A marketing expert of a manufacturing company may actually fail in managing the same position in a service company, because they are two different worlds, which have in common some general aspects, but where customer satisfaction and customer lifetime value play in different fields and with different rules¹.

However, these differences are not "black and white". Services tend to be more heterogeneous, intangible, and actually harder to evaluate than goods.

Economists developed a classification of different types of product attributes that is useful for understanding the differences in the evaluation of manufactured products and services². This model included two types of product properties: search attributes and experience attributes. Lately also credence attributes were included³.

The three major types of attributes are:

1. **Search attributes.** The customer can assess these product attributes before purchase. These include color, price, smell, weight, thickness. Manufactured products, like cars, clothes and jewelry are high in search attributes.
2. **Experience attributes.** The customer can assess these attributes only after purchase or during consumption. For example, the quality of an airline's service is unknown before the customer purchases the ticket and takes the trip. Some other products that have high experience attributes are holidays and restaurants.
3. **Credence attributes.** These attributes may be impossible to determine even after consumption, because the customer may lack the expertise or knowledge to determine if the service satisfied its needs or wants. An example of such products is wine: only the most knowledgeable consumers can tell the difference between a very good and an excellent

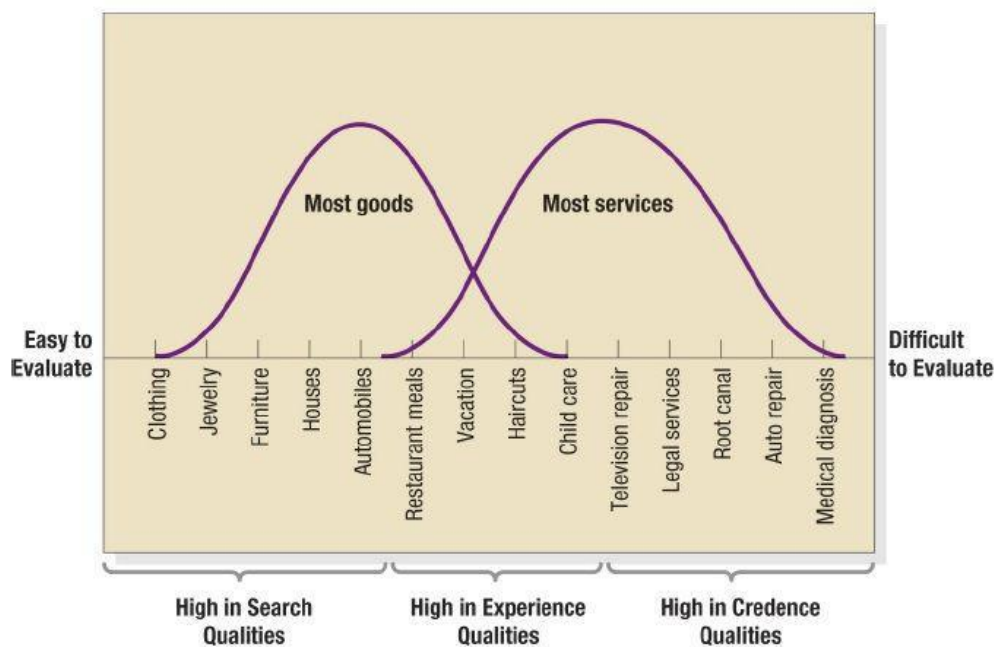
¹ Parasuraman, A., Zeithaml, V., & Berry, L. (1985a). Problems and strategies in service marketing.

² Philip Nelson (1970). Advertising as Information, *Journal of Political Economy*, July-August, pp. 729-754

³ MR Darby, E Karni (1973). *The Journal of law and economics*.

wine. Another example is auto repair services: only the mechanic knows if the oil was changed.

The next figure⁴ displays goods and services on a continuum from search to credence attributes.



As can be seen, manufactured goods are normally high in search attributes, and most services are characterized by experience or credence qualities. The major implication is that services are more difficult to evaluate before purchase than manufactured products. This leads to a different evaluation process by customers and a different marketing strategy by the firm.

1.2 Characteristics of Services compared to goods

⁴ Source: Adapted with permission from Marketing Services, published by the American Marketing Association, V.A. Zeithaml (1981).

Goods are tangible, standardized, they have production separate from consumption, and they are not perishable. Services, instead, are intangible, heterogeneous, they are produced and consumed simultaneously, and they are perishable.

I will present the characteristics of services as exposed in Zeithaml et al book (2009)⁵ :

Intangibility: This is one of the most distinctive characteristic of services. Services are actions, not objects, they cannot be seen, felt, tasted, or touched as a tangible good can be. This intangibility has important implications:

- Services cannot be stored, which makes it hard to manage demand fluctuations;
- Services cannot be easily patented. This is why new service concepts can get copied easily by competitors;
- Services value and attributes are harder to communicate to customers, because you cannot physically exhibit the service before actually providing it. This makes it hard for customers to evaluate service quality.

Inconsistency (Heterogeneity): There are not two exactly identical services, because they are generally human executions. Employees can differ in their performance from day to day, each customer has unique demands and experiences the service in his own way. Heterogeneity of services is the result of human interaction and the desires and whims that come with it. This heterogeneity has important implications:

- Ensuring quality of service will be a constant challenge, since it depends on many factors that may not be completely controlled by the service provider.

Inventory (Perishability): Services cannot be stored in an inventory and cannot be returned back once they have been provided. Goods, instead, can be returned. This perishability has important implications:

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- The inability to store services in an inventory makes it fundamental to make good predictions of future demand and to plan innovatively, in order to use most of the capacity;
- Since services cannot be returned back, it is important to have recoupment strategies, in case things do not go as planned, like a money back guarantee.

Inseparability of production and consumption: Services are sold first, then they are produced and consumed simultaneously. This generally implies that customers are present while the service is being produced, or actually performed, and thus can see and even take part in the process of production (**involvement**). Moreover, while production is finalized, clients can interact between them, affecting each other's experience.

This inseparability of production and consumption has important implications:

- It is hard to set up mass-production;
- Service quality and customer satisfaction will always depend on what happens in real time;
- Real time experience is an opportunity to personalize the offering to each individual customer;
- The customer is involved and observes the process of the production, which means that he can affect his own and other customers' experience.

The service quality is determined by this involvement, not simply by the quality of the service provider's efforts. For example, the excitement of a classroom discussion varies with the preparation by both the instructor and the students. If the students or the instructor are unprepared, the quality of the service is diminished.

1.3 Marketing Mix of Services

It is clear that services have a different nature compared to goods, and this nature implies a higher complexity in the decision making process to achieve high customer satisfaction. This is why the popular marketing mix of the 4Ps is not enough when we are making decisions on services, and we

need a broader mix, that is able to include key aspects in the achievement of the objectives of a service business, which the traditional marketing mix is not able to achieve⁶.

These are the additional variables that are added to the traditional 4Ps model, according to Zeithaml et al book (2009)⁷:

- **People:** All the human actors that play a role in the performance of the service and thus influence the buyer's perceptions. For example, the company's employees, other clients, other potential buyers in the service environment, and the client himself.
- **Physical evidence:** The environment where the service is performed, where the company and the client interact and any tangible that makes the performance of the service or the communication of the service quality better.
- **Process:** The processes, mechanisms and the real operations flow by which the service is provided.

⁶ Booms, B., & Bitner, M. (1981). Marketing Strategies and Organizational Structures for Services Firms. En J. Donnelly, & W. George, Marketing of Services (pag. 47-51). Chicago: American Marketing Association.

⁷ Zeithaml, V., Bitner, M., & Gremler, D. (2009). Services Marketing: Integrating Customer Focus Across the Firm



⁸ Zeithaml, V., Bitner, M., & Gremler, D. (2009). Services Marketing: Integrating Customer Focus Across the Firm

1.4 Two key concepts: Customer Satisfaction & Service Quality

Customer satisfaction and service quality are two concepts that play a key role in customers' buying process, in their decision to go deeper into the relationship with the service provider or to break it and thus they also have a fundamental role in creating a long term relationship with the customers and retaining the benefits of the long term relationships (CRM).

There are many publications about these two concepts, and their importance is recognized by managers, consultants and business schools. However, many practitioners fail to distinguish between the concepts of service quality and customer satisfaction and often use the terms interchangeably⁹. Recent research indicates that these concepts are quite distinct and it is very important to distinguish them.

In this section any possible confusion will be clarified providing a further explanation of these concepts and the tools to measure them.

1.4.1 Customer Satisfaction

The satisfaction of customers' needs is a key factor of success in the relationship between a company and its market, and it has been considered as the determinant factor of success since marketing origins¹⁰.

It's widely known that the increase of customer satisfaction and customer retention implies an increase in revenues, word-of-mouth and it decreases marketing costs¹¹. We are analyzing a concept which is of great relevance for any service company.

There are many definitions of customer satisfaction, which do not coincide¹². This variety of definitions has increased the knowledge that we have about customer satisfaction, but also indicates that there is some confusion even among practitioners, which is explained to a certain degree by the double focus on process and output that has been treated in the literature.

⁹ Caruana, A., Money, A., & Berthon, P. (2000). Service quality and satisfaction - the moderating role of value. *European Journal of Marketing*, 1338-1352.

¹⁰ Gil, Sánchez, Berenguer, & González-Gallarza, (2005). Encuentro de servicio, valor percibido y satisfacción del cliente en la relación entre empresas, pp 1- 26

¹¹ Reichheld, F. (1996). *The loyalty effect*. Boston: Harvard Business School Press.

¹² Giese, J., & Cote, J. (2000). Defining consumer satisfaction. *Academy of Marketing Science*, 1-24

The main definition based on the process is the disconfirmation of expectations model which provides the grounding for the vast majority of satisfaction studies. It encompasses four constructs¹³:

(1) expectations;

(2) performance;

(3) disconfirmation; and

(4) satisfaction.

¹³ Caruana, A., Money, A., & Berthon, P. (2000). Service quality and satisfaction - the moderating role of value. *European Journal of Marketing*, 1338-1352.

Disconfirmation arises from discrepancies between prior expectations and actual performance. There are three possibilities¹⁴:

- Zero disconfirmation can result when a product performs as expected (satisfied customer);
- Positive disconfirmation can occur when the product performs better than expected (enthusiastic customer);
- Negative disconfirmation when the product performs below expectations (unsatisfied customer).

As we mentioned before, there are also authors that define customer satisfaction based on the output, analyzing this concept as an emotional response related to the buying experience. Among these definitions there are two points of view:

- **Transactional:** customer satisfaction is defined as the post-purchase evaluation of a single specific buying event (Oliver, 1980);
- **Cumulative:** customer satisfaction is defined as the global evaluation of the whole long term service consumption experience.

It is very important to understand which are the main factors that influence customer satisfaction. According to Zeithaml et al (2009) book, customer satisfaction is influenced by:

- Specific service characteristics, like the perception of service quality and price;
- Personal characteristics, like the customer's mood;
- Situational factors, like relatives' opinions.

One of the most common tools to measure customer satisfaction will be explained further on in this thesis, the SERVPERF model. When we measure the level of customer satisfaction, we must remember that this concept has multidimensional characteristics, just like service quality has¹⁵.

¹⁴ Oliver, R. (1980). A cognitive model of the antecedents and consequences of satisfaction decisions.

1.4.2 Service Quality

Perceived service quality is a global judgement of the superiority or excellence of a company, and it's related to the gap between expectations and perceptions¹⁶¹⁷. Moreover, consumers judge global service quality based on the perceptions of three quality aspects: quality of output, quality of interaction and quality of the physical environment¹⁸. There are also two other dimensions corresponding to the previous three: Technical quality and Functional quality. Technical quality is related to “what” is received by the customer (quality of output). Functional quality is related to “how” the service is received. This dimension is the most important and it is concerned with the psychological interaction of the transaction, including both the perception of the interaction with the service provider (quality of interaction) and the perception of the environment (quality of the physical environment).

These definitions analyze service quality as a concept that has multidimensional characteristics. The first research analyzing these dimensions considered 10 of them to determine the quality of service: reliability, ability to respond, competence, accessibility, courtesy, communication, credibility, safety, comprehension/knowledge of clients, and tangibles¹⁹. In this analysis the global perception of service quality was determined as a function of the gap between the perceived performance and the expected performance of the service in these 10 dimensions.

1.5 SERVQUAL

In 1988 Parasuraman, Zeithaml, & Berry developed the SERVQUAL, a 22-item instrument that considers 5 dimensions, instead of 10. The SERVQUAL allows us to empirically measure service quality. The five dimensions are: Reliability, Assurance, Tangibles, Empathy and Responsiveness. They represent the dimensions according to which the customers organize the information of a

¹⁵ Sureshchandar, G., Rajendran, C., & Anantharaman, R. (2002). The relationship between service quality and customer satisfaction - a factor specific approach. *Journal of Services Marketing*, 363-379.

¹⁶ Parasuraman, A., Zeithaml, V., & Berry, L. (1988). SERVQUAL: A multiple item scale for measuring consumer perceptions of service quality. *Journal of Retailing*, 12-40.

¹⁷ Bolton, R., & Drew, J. (1991b). A multistage model of customers' assessments of service quality and value. *Journal of Customer Research*, 275-284.

¹⁸ Brady, M., & Cronin, J. (2001). Some new thoughts on conceptualizing perceived service quality.

¹⁹ Parasuraman, A., Zeithaml, V., & Berry, L. (1985b). A conceptual model of service quality and its implications for future research. *Journal of Marketing*, 41-50

service in their mind in order to evaluate its quality. The expectations part of the instrument is related to the ideal of a firm providing a service of excellent quality. Sometimes customers use all the dimensions to evaluate the service, on other occasions they do not. Moreover, the importance of each dimension varies across countries due to cultural differences²⁰.

These are the 5 dimensions of the SERVQUAL as illustrated in Zeithaml et al book (2009):

- **Reliability:** it's the ability to provide the promised service in a secure and precise way. It also includes the ability of a firm to comply with its promises on solving eventual problems and to comply with declared prices. Customers prefer companies that comply with their promises, in particular with regards to promises about service results and the core service attributes. When a company doesn't provide the core service that customers expect to receive, it fails its clients in the most direct way.
- **Assurance:** it's defined as the familiarity and courtesy of employees and their ability to inspire credibility and confidence in the customer. This dimension is particularly important in those services that are perceived as risky and when the customer doesn't feel sure about its ability to evaluate the output (credence products). Confidence and assurance can be embodied by a single employee that links the customer with the company.
- **Tangibles:** it's defined as the appearance of physical facilities, equipment, employees and communication tools. These elements represent the image that the customer will create in his mind and that he will use to evaluate service quality. Tangibles are frequently used by service companies that welcome customers in their office or establishment (restaurants, hotels, etc.).
- **Empathy:** it's defined as the individual and careful attention given to clients. In essence the company wants to make the client feel unique and special through a personalized service, and make him feel that the company understands his needs. Smaller firms tend to perform better in this dimension because they tend to know better their customers and they create relationships based on customers preferences and requirements.
- **Responsiveness:** it's defined as the ability to provide the service and to help customers as fast as possible. This dimension emphasizes the urgency and haste in responding to requests, answering questions, resolving complaints and client's problems. Responsiveness is

²⁰ Zeithaml, V., Bitner, M., & Gremler, D. (2009). Services Marketing: Integrating Customer Focus Across the Firm

communicated to customers through the quantity of time that they have to wait before receiving assistance, answers to their questions or attention to their problems. It's important for companies to see the service processes and requests management from the client's point of view.

The SERVQUAL has been criticized because it can't be applied to any service²¹ and its dimensions to analyze service quality depend on the type of service .

1.6 SERVPERF

Cronin & Taylor criticized the SERVQUAL in 1992 declaring that it was conceptually wrong, because perceived service quality wasn't fully treated as an attitude.

In 1998 Parasuraman, Zeithaml & Berry stated in their work that service quality is "similar in many ways to an attitude." Cronin and Taylor on the other hand, found in their research that service quality is indeed an attitude. Further, they provide findings illustrated in the following conceptual equations:

$$ATT = f(EXP) \quad (1)$$

$$PSQ = ATT \quad (2)$$

$$SAT = f(PSQ) \quad (3)$$

$$PI = f(SAT) \quad (4)$$

- Oliver (1980) states that an individual's attitude is a function of his or her own expectations (eq. 1). Cronin and Taylor (1992) confirm this statement through literature review and empirical data.
- They further demonstrate that perceived service quality is, in fact, an attitude (eq. 2).
- Satisfaction, on the other hand, is a function of perceived service quality (eq. 3).
- Their results also show that satisfaction determines purchase intention (eq. 4).

²¹ Carman, J. (1990). Consumer perceptions of service quality: an assessment of the SERVQUAL dimensions. *Journal of Retailing*, 33-55.

Cronin and Taylor also state that it is satisfaction—not perceived service quality—that has a significant effect on purchase intention. For example, if a customer, who is indifferent towards Starbucks, were to have coffee there and found it a very satisfying experience, the probability of him or her coming back would be high.

Based on these findings, Cronin and Taylor²² proposed a tool they called SERVPERF as a replacement for SERVQUAL. They state that “the performance-based scale developed (SERVPERF) is efficient in comparison with the SERVQUAL scale.” In reality though, SERVPERF is merely a subset of SERVQUAL. That is, it only measures the perceived service process performance and disregards expected service process level. The rationale for doing so is because measuring the customer’s expected service level before the service is rendered is not always possible, leaving the firm to measure it instead at the end of the service; and measuring the expected service level after the service has been rendered is inaccurate as the customer’s expectation, by then, has already been biased by the service rendered. Apart from removing the distortions caused by measuring expectations, SERVPERF also shortens the questionnaire from a maximum of sixty-six down to just twenty-five, thus reducing the likelihood of respondent fatigue. On the other hand, a number of questions also arise regarding the validity of Cronin and Taylor’s findings. Customer satisfaction and perceived service quality are entirely different constructs, where the former is an evaluation based on a specific transaction while the latter is a general assessment developed over a period of time (PZB 1994). Since SERVPERF is designed to measure customer satisfaction, and SERVQUAL is designed to measure perceived service quality, is it correct to compare the two? PZB (1994) believe that it is not a valid comparison and point out that Cronin and Taylor’s paper is questionable in its conceptual, methodological/analytical, and practical aspects. They further state that Cronin & Taylor’s work “seem to discount prior conceptual work in the SERVQUAL literature” (PZB, 1994).

1.7 Differences between Customer satisfaction and Service quality

The concept of service quality shares some characteristics with the concept of customer satisfaction. This has lead to consider them as synonyms on some occasions, which is actually an error, as we mentioned before in this thesis.

These two concepts are distinct and must not be treated as equivalent, because they have differentiating elements:

²² J. J. Cronin, Jr. and Steven A. Taylor (1992). Measuring Service Quality: A Reexamination and Extension. *Journal of Marketing*, pp. 55-68

- Consumers need to experiment the service to evaluate their level of satisfaction, while service quality can be perceived without experimenting the service²³.
- Customer satisfaction is the result of the evaluation of an individual transaction, while service quality can be assessed as a general attitude towards the company providing the service²⁴²⁵
- The expectation of service quality refers to what the customer expects from an ideal excellent company providing the service, while the expectations of customer satisfaction refers to what the customer is actually expecting to happen.
- The dimensions underlying service quality are fairly specific, while satisfaction judgements have a broader range of dimensions that also include quality aspects (Oliver, 1993b).

1.8 Theoretical framework conclusions

Service quality and customer satisfaction are two distinct concepts, but they are closely related. According to some authors service quality is a relevant cause of customer satisfaction²⁶, while for others customer satisfaction is a consequence of its own dimensions.

Despite these two different point of views, there is a growing consensus among the idea that perceived service quality precedes customer satisfaction, leading up to a study with empirical evidence - consistent with precedent studies- which demonstrated that service quality brings to customer satisfaction²⁷.

²³ Bolton, R., & Drew, J. (1991b). A multistage model of customers' assessments of service quality and value. *Journal of Customer Research*, 275-284.

²⁴ Booms, B., & Bitner, M. (1981). Marketing Strategies and Organizational Structures for Services Firms. En J. Donnelly, & W. George, *Marketing of Services* (pag. 47-51). Chicago: American Marketing Association

²⁵ Iacobucci, D., Grayson, K., & Ostrom, A. (1994). The calculus of service quality and customer satisfaction: theoretical and empirical differentiation and integration. *Advances in Services Marketing and Management*, 1-67.

²⁶ De Ruyter, K., Bloemer, J., & Peeters, P. (1997). Merging services quality and service satisfaction.

²⁷ Lee, H., Lee, Y., & Yoo, D. (2000). The determinants of perceived service quality and its relationship with satisfaction. *Journal of Services Marketing*, 271-231.

Cronin and Taylor's (1992) SERVPERF scale has been proven to be more popular than the SERVQUAL scale as the majority of the literature reviewed has been in favor of this model and it has shown greater reliability and validity. The SERVPERF scale has been used more and more as years have passed and it is becoming a strong tool of measurement for service quality.

Finally, there are definitions of customer satisfaction as a result of the client's evaluation on perceived quality of the service provided by the company.

SECOND CHAPTER: ANALYSIS OF GENIO IN 21 GIORNI ®²⁸

2.1 Introduction

Genio in 21 giorni is the only Italian firm that is specialized in teaching a method to study in much less time and to maintain the information over the long term. Massimo De Donno founded the course in 2008, and at the moment it develops the course in 5 different nations (Italy, Spain, Switzerland, UK, USA) in more than 40 different cities around the world. The method is taught through a course.

The course offers several different services, with the most important one, which differentiates this course from any other reality, that is the presence of a personal tutor. A tutor is specialized in learning techniques and skills, and his goal is to adapt the course to the personal characteristics and needs of each student. At the moment, more than 40,000 people have attended the course since 2008, including students from high schools, universities and workers. The most important aspect that differentiates this course from all the others of the sector is that it adapts the techniques on every different person. At the beginning, in fact, every trainee is submitted to a test, that helps the tutors of the course to understand the trainees approach on studying, his cognitive system and learning model. The tutor is an expert of the psychological aspect of learning and is specialized in fast-learning techniques, and thanks to his experience, and thanks to the experience of all the instructors, it is possible to create a method based on the personal characteristics of each trainee.

²⁸ Main source of all the information in chapters 2 and 3 about the course: www.genioin21giorni.it & www.geniusin21days.co.uk & interview to instructor of the course.

When we talk about training courses, we are engaging into a sector where customers are not exchanging their money for a physical good. Instead, they are expecting to receive knowledge in order to achieve better results in their life.²⁹

In particular, I decided to analyze this course because its main goal is to increase people's mind efficiency and their studying method and strategies.

The majority of people that sign up for this course are people that study at high school, university or people that are self-employed or work in firms and want to save time, reach higher results with less fatigue and become more efficient.

I asked myself, since there were many people that, attending this course started obtaining greater results in their fields, how was it possible that many of them were satisfied and what were the key elements that played an important role.

To have a clearer view of the situation, in this chapter I explain the services offered by this course and focus deeply on the functioning of the services provided and explain its characteristics, its marketing mix and how all the units of the course are presented in order to guarantee higher results to people.

2.2 The service

In order to understand what the course offers, this is the description given on the UK site³⁰:

Genius in 21 days will teach you the most advanced learning techniques in the world. Using them, you'll be able to improve your mental efficiency in every field: you will be able to study in half the time, keep a greater amount of professional information at your fingertips, learn as many foreign language sas you want, remember names and faces of people, and retain information for a longer period of time, even forever if you want to.

The service offered as presented in the UK website is the following:

²⁹ Source: www.genioin21giorni.it

³⁰ www.geniusin21days.co.uk

- **Memory techniques:** Memorize any information quickly and remember it for all the time you need.
- **Study method:** Discover and develop the most effective method according to your characteristics and your objectives.
- **Time management:** Plan in a strategic way your study in order to save time and energy;
- **Personal tutor:** In order to unleash your potential and get the best results a true learning professional will be available to you and he will follow you step by step from theory to practice;
- **Public speaking ability:** Learn the secrets to communicate successfully and get the best results in oral exams and job interviews.

Actually, we can see that the Genio in 21 giorni offering consists in results, like the ability to study in half the time or the ability to retain information as long as you want. This means that, by definition, we are talking about a service, an intangible heterogeneous economic product, which is harder to evaluate than goods.

We can divide the course in three service processes, that are key to understanding how an unaware potential customer decides to buy this course which is complex and hard to evaluate, how the customer perceives quality along the process, and finally how his expectations are exceeded and he becomes not only satisfied, but enthusiastic.

2.2.1 Sales

This process comprises the customer acquisition activities by WOM and the presentation events, where the course structure is explained and where the customer can evaluate whether to buy to course or not.

Unaware potential customers become aware, interested and consider the course after these two types of interaction:

- A relative, a friend, a classmate, a colleague, an acquaintance or a Facebook friend has done the course, is satisfied with it, has achieved results that without the course he would not have achieved and he shares his experience with the unaware person.
- An event, where there are tutors of the course, who are experts of learning techniques, that give invitations to a first free lesson of the course and engage into a conversation with the potential client.

If the potential client is considering doing the course and wants to evaluate doing it, a friend of his can contact his tutor and reserve a spot at a presentation event in the first case. Otherwise, in the

second case, the tutor himself can reserve a spot at the presentation event for the interested potential client.

2.2.2 Group training

Trainees learn all the memorization and organization techniques during 28 hours of group training over an intensive weekend. They learn how to memorize foreign words, numbers, abstract words and dates; how to create and use mind maps, how to increase your long-term retention of information, how to focus and concentrate better, how to increase their creativity, attitude and motivation. By the end of this weekend, trainees save at least 30% of their time whenever they need to learn or organize anything. In this process also 12 hours of group training are included to be held once a week over four weeks, focusing on:

- Speed Reading: At the end of the month, trainees will be able to read at least twice as quickly with comprehension remaining the same or improving.
- Follow up: further uses of memorization, time management and studying techniques. It is also useful to check if the abilities taught during the intensive weekend and the tutoring services have been assimilated. Improvement of public speaking and presentation skills.

2.2.3 Tutoring

30 hours of personal tutoring to be used whenever the trainee wants. Here the trainee and the tutor work together on applying the techniques on what the trainee needs the most. The tutor will teach the trainee how to get the best results for his particular goals, and most importantly, he will manage to adapt the techniques on the person's cognitive system.

Even if these three processes are distinct, carried out by different persons and in different moments, they are linked in the consumer's mind, which will create his perception of the company based on the joint combination of the three processes.

In order to analyze these processes, I will follow a sequential order to focus on the characteristics of each service, starting from the sales process and finishing with the tutoring service.

2.3 Characteristics as a service

2.3.1 Sales

The sales process of the Genio in 21 giorni course itself is a service. It is intangible, heterogeneous, it cannot be stored in an inventory, it's perishable, it has simultaneous production and consumption, and the potential client is directly involved in the sales process. From the moment that the potential client becomes aware of the course by WOM and enters the office to evaluate the course at the presentation event, to the moment that he goes out of the office with a signed contract (or he goes out without choosing the course), he experiences a process that has all the characteristics of a service:

Intangible: The presentation event is a service itself, not a good. It consists in sales actions that can't be touched like a tangible good. The potential client sets up his first perceptions of the staff and the environment where the sales process is performed.

Inconsistent (Heterogeneous): There aren't two exactly identical sales processes, because the mood of the staff is variable, the environment conditions may vary from office to office, which are located in different cities of Italy. Each customer has unique demands and experiences the service in his own way. We are talking about an enormous range of fluctuating variables that depend on many different people, employees, potential clients and many different environments.

Inventory (Perishable): A sales process cannot be stored in an inventory and cannot be returned back once it has been provided. This is why it's fundamental to know how many people are coming to each presentation event, in order to customize the service according to the needs: prepare the office for individual presentations or a group presentation and have the right number of members of the staff involved.

Inseparability of production and consumption: The sales process is produced by the staff and it is clearly experienced in real time by the potential client. The customer is fully involved in the sales process, he can contribute to it by sharing his needs or could also disagree with what is being explained and thus influence negatively other customer's experience during a group presentation. The potential client generates perceptions of service quality and satisfaction also during the sales process and they will depend on what happens in real time.

Analysis of the marketing mix of the service

We are going to focus on the three additional Ps that characterize the sales service of the Genio in 21 Giorni course.

- People

The sales staff of the company and its customers play a key role in the success of the sales process. The sales staff must have all the technical knowledge about the advanced learning techniques and study methods that they are offering. They also have the social skills to identify the potential client's needs, making him feel comfortable and help him evaluate and purchase the course and make them feel taken care of. It's extremely important to train the right salespeople and make them develop their social and communication skills.

- Physical evidence

There are 36 different offices located in different Italian cities, from Turin to Lecce. In each office the presentation events are performed with a similar structure, but the environment is different for each office. However, it's given a lot of importance to this aspect. In fact, all the staff members are well-dressed: men are suited up and women wear office clothes. The office is clean and you cannot eat inside it, the furniture is modern, the walls are white and every environmental aspect wants to raise professionalism in the customer's mind. Moreover, each person participating to a presentation event receives a box containing information about the course's services in booklets and DVD format. All of this helps to communicate the service quality better and allows the company to make tangible to the client the degree of attention and the quality that will be experienced intangibly during the course and the tutoring hours.

- Process

The sales process can be divided in two steps: customer acquisition and presentation events.

- Customer acquisition

As we said before customer acquisition is based on WOM, and the unaware potential client may become interested in two ways:

- Satisfied clients may talk about their experience and their results to friends and family, who may be interested too. The company doesn't control the way its former clients communicate about the course, but what it does is making them achieve amazing results and satisfy them every time, so customers are always happy to recommend the course to people around them.

- An event, where there are tutors of the course, who are experts of learning techniques, that give invitations to a first free lesson of the course and engage into a conversation with the potential client. The objective of the conversation with the client is finding how the course can satisfy some of the customer's needs, and if the customer is interested in

evaluating whether to do the course, he's invited to a presentation event to understand on a deeper level the service offered by the company.

- Presentation event

We will analyze the process of an individual presentation event, which is structured carefully to make the potential client feel welcomed, taken care of, and to make him feel that he is engaging with a professional company that has as its main objective to make him achieve great results:

- Welcome: The staff welcomes the potential client to the office and does its best to make him feel comfortable and important. The customer must feel from the very first moment that it has been a good idea to come to evaluate the course.

- Rapport: The staff member creates a familiar environment with the potential client by talking about each other interests, study experiences, work and dreams.

- Consultancy: The staff member makes the customer understand that his objective is to provide him with all the needed information, in order for him to make the best and most certain decision to make his future better. The staff member asks about the customer's objectives and abilities that he would like to develop, in order to understand his needs and the reason that brought him to the presentation event. In this phase it's important to have great listening skills and to make recommendations the right way. It is fundamental that the customer does not feel pressured, but taken care of.

- Presentation of the service offered: In this phase the staff member presents the whole service offered as described before in "The service" section of this paper, making emphasis on the course parts that fit with the customer's needs. This presentation makes emphasis on the characteristics that

are most valuable to the customer, which will make his decision easier and will make him feel important and listened to. This phase will create many expectations about the results that the customer may want to achieve.

- “Test drive”: In this phase the customer can make a first-hand assessment that the learning techniques work on him. The staff member asks the customer to memorize 18 words with his own method and then guides him with the use of a technique. This makes the customer feel reassured and secure that he will be able to learn the advanced study techniques by following the tutor’s instructions, who will take care of him and will make him obtain the results that he wants.
- Demonstration: The staff member will show the potential client a demonstration of an advanced learning technique to prove him what level he could achieve after some practice. The objective is to really impress the customer, make him enthusiast and make him visualize what he could achieve with those kind of abilities in his life. The staff member makes sure that the customer realizes that his needs can be satisfied by the course.
- Structure, Guarantees & Price: The staff member explains the structure of the course and reassures the customer on every doubt that he may have. The guarantees are given: the first one allows the trainee to have the possibility of doing the course again without any extra payments, to make the customer feel secure; the second one guarantees the customer that if he isn’t satisfied with the course, he may recede after the second day of the course, which

implies having done already 18 hours of the course, he gets all his money back. It’s very important to have “Satisfied or Money Back” guarantees for a service with so many credence attributes. Then the value of the 30 tutoring hours is explained. Genio in 21 giorni is the only training company that provides such a personalized service and it’s its differentiating attribute: the tutor takes the responsibility to make the trainee achieve exactly the results that he wants. The price needed for the investment is motivated and it’s given a 30% discount if the customer reserves his spot for the course on the presentation date, since this will allow the company to organize better the limited capacity of the spots and provide the best service quality to the trainees.

- Closing: The staff member explains each sales term. The customer has understood what he’s buying, what are the conditions and when the service will be provided. It’s important that the salesperson is clear, since every word that he has pronounced until that moment has generated expectations, that must be met at the moment the service will be provided. The customer signs the contract and is satisfied with the purchase. The objective is that the customer feels secure and

satisfied with the agreement, secure that he has taken a good decision and that he has made a great purchase.

The customer behavior in the sales process regards the evaluation of experience attributes. We can talk about experience qualities since the customer must actually experience the whole presentation event to evaluate its quality and after he is able to assess its quality and satisfaction, as he would do with the sales process of a car. If the customer has no experience in sales events, for example the customer is a 20 years old student that has never bought a car, the sales process may be shifted towards the evaluation of credence attributes.

2.3.2 Group training

The group training process of the Genio in 21 giorni course is a service. It's intangible, heterogeneous, it can't be stored in an inventory, it's perishable, it has simultaneous production and consumption, and the trainee is directly involved in the process:

Intangible: The group training is a service itself, not a good. It consists in teaching activities performed in front of the trainees group and clearly these activities can't be touched like a tangible good. The trainee assimilates the information and techniques that are explained and he immediately applies the technique practically and he's supported by the staff member during the exercises. This support activity is clearly a service too, because there's no transaction of a physical good between the staff member and the trainee.

Inconsistent (Heterogeneous): There aren't two exactly identical group training processes, because the members of the staff are all different, the environment conditions may vary from office to office. Each customer has unique demands and experiences the service in his own way. We are talking about an enormous range of fluctuating variables that depend on many different people, staff members, trainees and many different environments.

Inventory (Perishable): A group training service cannot be stored in an inventory and cannot be returned back once it has been provided. It's fundamental to know in advance who is going to attend the course because the trainer prepares himself and the teaching session according to the characteristics of the trainees. For example, if there are many students, the trainer will give more exercises based on students; while if the course is taken by many workers and professionals, the trainer will make more examples based on their profession.

Inseparability of production and consumption: The group training activities are produced by the course instructor and the staff members, which are experienced in real time by the trainees. The customer is fully involved in the training activities, he can contribute by asking questions about what is being explained and try the techniques right away. The trainee may also receive suggestions from the staff members on how to perform better the given exercises and correct potential errors immediately. The trainee generates perceptions of service quality and satisfaction during the entire training sessions and they will depend on what happens in real time.

Analysis of the marketing mix of the service

We are going to focus on the 3 additional Ps that characterize the group training service of the Genio in 21 Giorni course.

- **People**

The staff members of the company and the trainees play a key role. The staff members that take on a teaching session in front of the trainees must have all the technical knowledge about the advanced learning technique that they are explaining, in order to be ready to answer to any possible technical question. They must also have the social skills to answer to questions based on fears, like not being able to apply the technique immediately or not seeing the utility of that specific technique for his own work or study subjects. The staff members must have developed communication skills to teach in a very clear and engaging way. It's extremely important to train the staff members and make them develop their technical, social and communication skills. The staff member that wants to do a teaching session for the first time must prove that he knows the teaching session to a member that has more experience and has done it many times.

- **Physical evidence**

The physical characteristics for the sales process are the same for the group training sessions. In fact the presentation events are done in the same offices. All the staff members are well-dressed: men are suited up and women wear office clothes. The office is clean and you cannot eat inside it, the furniture is modern, the walls are white and every environmental aspect wants to raise professionalism in the customer's mind. The trainees receive a blue pen and a well-designed course manual. All of this helps to communicate the service quality better and allows the company to make tangible to the client the degree of attention to quality that trainees will experience intangibly during the course and the tutoring hours.

○ **Process**

The group training service can be divided in three parts: the intensive weekend, the three speed reading sessions and the follow up.

Intensive weekend

During this first part of the course, most of the techniques are explained and all customers have the possibility of trying out the new learning skills on their own text books. It is very satisfying because just in three days, managing to use different study strategies and methods, trainees already achieve several results and experience a big difference in time and effort with respect to what they would have achieved before the course. A brief structure of what is done during the first part of the course is given as follows:

- **Reading test:** Trainees have 15 minutes to read the highest number of pages that they can with their traditional method. This part is useful to measure how many words a trainee can read in a minute, how much he understands (comprehension) and finally calculate a performance measure that includes these two concepts. The trainee will acknowledge his starting point and after the fast reading sessions, he will recognize how much he has developed his reading skills.
- **Attitude:** the course trainer will explain the attitude required to obtain extraordinary results. The trainees will make a commitment on putting extraordinary effort in order to achieve extraordinary results.
- **Exercise (number memorization):** The trainees will make their first exercise to learn how to memorize numbers and they will always be supported individually by a staff member.
- **Presentations:** Every trainee will say his name, his profession or what he's studying and will declare what his objectives are. This will make the trainee go out of his comfort zone in a safe environment.
- **Image memorization:** A staff member will explain how to memorize pictures and images and the trainees will actively memorize a picture supported by the staff member that is doing the training sessions.

- Anxiety and stress management technique: Trainees learn how to relax and be ready for any stressful situation like exams or job interviews.
- Personal characteristics to learn faster are explained through a metaphor by the course instructor.

During the course, the explanations are given according to a very simple pattern that allows the class to be very interesting and surely not boring, managing to capture the attention of everyone. This pattern consists of a rotation of these four elements:

1. Technical explanation (30 minutes)
2. Motivation (10 minutes), in order to explain how the techniques may be useful, practical and feasible.
3. Practical exercise (15-30 minutes), in order to immediately check if the theory has been assimilated and correct eventual errors in putting it to practice.
4. Break (15 minutes), in order to let the new knowledge deposit in the trainee's mind and release eventual tension and stress. For example, after struggling to find keywords for the very first time.
5. Recall the technique, so that after sedimentation, it's not forgotten.

Speed reading

The speed reading training sessions are programmed once a week on the three weeks after the intensive weekend. The objective is to make trainees able to read at least twice as quickly with comprehension remaining the same or improving.

- Welcome: Trainees are welcomed the same way as they are welcomed during the intensive weekend to create a good rapport between them and the staff. This increases empathy evaluations and establish trustworthiness in the trainee's mind.
- Staff: The staff members are present just as during the weekend. These training sessions are not individual and there staff members have great importance because of their support towards trainees during the exercises. This is why the speed reading sessions are very useful and facilitate the process of learning the techniques properly.

- Expert trainer: The trainer must be very well prepared on the technical parts and also be an expert of social and communication skills, since he must be able to rebat objections and answer questions in a very professional way.

At the end of the speed reading training session there's time for questions, in order to solve any doubts that may have risen. If there are particular problems for a specific trainee, the trainer notifies his tutor.

Follow up

The follow up session is programmed on the fourth week after the intensive weekend. It lasts 5 hours and it has one break, so that trainees can be focused during the whole session.

The objective is to explain further uses of memorization, time management and studying techniques (deepening on the already known ones and explaining new ones). It is also useful to check if the abilities taught during the intensive weekend and the tutoring services have been assimilated.

What was stated for the speed reading training sessions is valid also for the follow up:

- Welcome
- Staff
- Expert trainer

There is an additional process after the follow up. The trainer and some staff members build a stronger relationship with the trainees during dinner. The staff shares to the trainees the existence of other training courses if they have found that it could make the trainee achieve more results in other fields.

2.3.3 Tutoring

The tutoring service is the most characteristic service of the Genio in 21 giorni course. It's its most differentiating factor compared to competition and it represents its competitive advantage.

The tutoring process is a one-to-one fully personalized service. It's intangible, heterogeneous, it can't be stored in an inventory, it's perishable, it has simultaneous production and consumption, and the trainee is directly involved in the process:

- **Intangible:** The tutoring service consists of a range of one-to-one individual private lessons going from at least 4 hours to a maximum of 30 hours that are included in the course bundle and clearly these teaching activities can't be touched like a tangible good. The trainee understands how to apply the techniques directly on his study subjects or work material. There's no transaction of a physical good between the staff member and the trainee: it's like a consultancy service.
- **Inconsistent (Heterogeneous):** The tutoring service is the most heterogeneous service offered by the Genio in 21 giorni course. It's personalized and adapted based on each trainee needs. There aren't two exactly identical tutoring hours. The tutors are all different, the environment conditions may vary from office to office. Each customer has unique demands and experiences the service in his own way.
- **Inventory (Perishable):** Tutoring hours cannot be stored in an inventory and cannot be returned back once they have been provided. It's fundamental to create a strong relationship with the tutored trainee before the first tutoring hour, so that the tutor can prepare himself and the structure for the tutoring hour according to the trainee's needs.
- **Inseparability of production and consumption:** The tutoring service is produced by the tutor and simultaneously consumed by the trainee, who is fully involved in the training activities, he can contribute by asking questions and letting know his needs and demands.

The trainee generates perceptions of service quality and satisfaction not only during the tutoring hours, but also at home when asking questions by calling his tutor on the phone or through video calls.

Analysis of the marketing mix of the service

We are going to focus on the 3 additional Ps that characterize the tutoring service of the Genio in 21 Giorni course.

- **People**

The people involved in the tutoring service are the tutor and the trainee. The tutor is an expert of advanced learning technique and has developed social and communications skilled. All of these abilities have been tested during an exam to provide only the best staff members to the trainees. The tutor and his tutored trainee create a strong relationship based on making the latter achieve great results.

- **Physical evidence**

The physical characteristics for the tutoring service similar to the sales and group training services. In fact, the tutoring is done in the same offices. The tutors are well-dressed and formal, but not suited up. This can happen since the tutor has already established a strong relationship during the course with the tutored trainee. The environment raises professionalism in the customer's mind. All of this helps to communicate the service quality better and allows the company to make tangible to the client the degree of attention to quality.

- **Process**

The tutoring process is the most heterogeneous one and it's adapted based on each trainee.

However, there are some common processes that are always valid:

- **AMOS test:** All the trainees take an AMOS test, which measures the studying skills and motivation towards studying. The tutor can build a profile of each trainee based on his starting point and his needs. Tutors are assigned to their students even before the intensive weekend.
- **Strong rapport:** Assigning the students to their tutors before the intensive weekend allows the tutor to start building a strong relationship with his student before the tutoring hours. This will increase the trainee's trust in his tutor, he will follow the tutor's indications and this will allow him to achieve the desired results.
- **Awareness:** The tutor must make his student aware of his starting point and make him think realistically about the extraordinary results that they may achieve together. For example, if a trainee isn't able to comprehend a text, the objective will never be passing 6 exams in a session; while it may be a great objective for a student that already performs very well, but that has never accomplished such a goal.

- Research: The course instructors and tutors study hard on how to make better the tutoring service. It's their main focus and they constantly make tests to make this service better.
- Objective: The common objective for all tutors is to make the trainee achieve his goals, whatever they may be. The tutor wants to make the trainee so satisfied and enthusiastic about his results that he would actually tell his friends and family about it. WOM referrals from satisfied trainees are one the main sources of clients. The tutor also suggests other training experiences offered by Genio in 21 giorni, if the trainee may benefit from them and get even more results in his life.

THIRD CHAPTER:

GENIO IN 21 GIORNI: LEVEL OF SATISFACTION OF CUSTOMERS THROUGH FEEDBACKS.

3.1 Introduction

After describing all the characteristics of the services included in the course and observing the various phases in which a customer is involved through the course, it is time to verify if clients turn out to be fully satisfied of doing this experience and satisfied with the results they obtain.

How to state if the people that take the course Genio in 21 giorni are satisfied of the results they are achieving after the course? Are these results only temporary or they long-lasting? Thanks to the instructor of the course in Rome, who gave me the possibility through an interview to

access feedbacks³¹ of the trainees, it was possible to view and collect important data regarding the level of satisfaction that trainees had after attending the course.

100 different calls were analyzed, and each phone call was composed of a few questions that the customers had to answer to.

The first one was if they reached their goal after three months had passed from when they had started the course; the second question was if they felt satisfied about the course; finally customers were asked if they had written a review about the course online, if they had bought another course about the techniques or if they were still using the method they had learnt at the course.

The fact that the feedbacks were given over a phone call helps the reliability of the information and increases the possibility to strengthen the relationship between the tutors and the trainees. Also the quality of the service is a lot better. If the trainee is satisfied, it will probably be easier to maintain and increase the quality of the relationship; if the trainee is not satisfied, having the chance to hear directly what his problem was, how he didn't reach his goals, could be very important for a firm because in that way, it would be possible to help the trainee find a solution and feel satisfied in the future.

3.2 Expectations

Before analyzing the results of the calls, it is possible to expect a correlation between the fact that the trainees reach their goals and that they are satisfied with the course. Probably a satisfied customer will indeed decide to continue using the strategies learnt at the course and will probably be willing to write an online review to express his gratitude towards the tutors or towards the trainer.

It is a natural situation, similar to what happens to a person going out for dinner in a very nice restaurant in which he/she has a delightful meal, he/she will surely be more likely to go back to the restaurant, in opposition to the situation where the person does not enjoy a pleasant meal.

3.3 Results of the research

At this point, it is important to evaluate the results that arise from the feedback calls made to the trainees after three months have passed from when they have started the course.

³¹ Source: interview to the instructor of the course Luisa De Donno.

First of all, the research was done over 100 trainees. Out of this 100 trainees, 76 were students, 23 were people that were either self-employed or employed, and just one was a person searching for a new job at that moment.

The first question that trainees had to answer was if they had reached their goals. For all the students, the main goals were to prepare many exams, to pass important certification tests for languages or to pass job interviews. For all workers, the main goals were instead to increase efficiency and quality of their activities and to start speaking new languages after just a month and a half. For whoever didn't work, all the previous goals were possible alternatives.

The second question that trainees had to answer was to simply state if the service offered by the course had satisfied their needs.

Finally, the people that were satisfied, also described how their behavior was with respect to the course: since there were many different scenarios, only the most considerable ones were taken into account, for example if they wrote an online review of the course, if they bought a different course or if they were still using the method learnt during the training sessions at the course.

Out of the 100 trainees, 79 of them confirmed they had reached their goals (which were set before starting the course), and 21 of them did not reach the goals they had set.

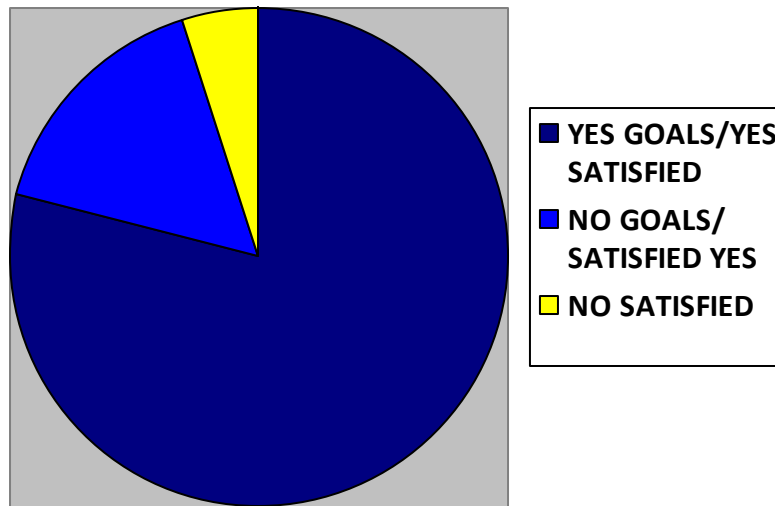
Of the 79 trainees that reached their goals, 23 of them were workers, and the remaining students. Instead, out of the 100 trainees, 95 of them have stated to be satisfied about the course and would suggest it to a friend or to a relative (95%). It is interesting to notice that within this percentage there are all the trainees that have reached their goals, plus 16 trainees that have not reached the goals they had set before starting the course.

Why?

The answer to this question is very simple: the trainees clearly stated that their learning abilities had increased, and were fully prepared for the exams at the university and increased a lot their self-confidence. They did not reach their goals because some of them unluckily were injured/or sick during the period session of the exams and could not physically attend the exam, and others had their exam session postponed. In these cases, it is possible to notice that the goals were not reached just due to an external situation that affected negatively the fulfillment of the goals the trainees had. The remaining 5 did not feel satisfied of the course because their goal was to achieve the maximum grade at the exam, and although they managed to get a mark which was surely higher than the ones they used to achieve before the course, their expectations were not exceeded.

A graph³² below illustrates these figures for a better understanding:

³² Source: personal creation



3.4 Behaviour

As stated before, it is important now to understand the behavior the trainees that were satisfied with the course had.

Out of the 95 that were satisfied with the course, 78 decided to post an online review of the course (82.1%): surely one of the main reasons was that they wanted to express their gratitude towards the personal tutor that helped them achieve their results and also because thanks to their experience, others could also achieve the same results.

This is of course something important to consider because the fact that many trainees that have done the course and then decide to share their results through a positive review, helps the course to increase its solidity and surely will increase the number of people that will want to attend the course.

45 out of 90 then decided to sign up for a different course always offered by Genio in 21 giorni (47.3%), a good percentage, and finally 100% of the satisfied trainees were still using the techniques learnt during the course. This last figure is very reasonable for the simple fact that if they

achieved greater results applying the new method learnt at the course and felt more confident of their abilities saving also a lot of time, there would be no reason why to stop using these new skills. One of the main features of this data is surely the fact that all the trainees that achieved their results were satisfied, also because probably the goals they have set were higher with respect to possible goals they could have desired to achieve before attending the course: their expectations were exceeded, and this in turn was translated into a sense of gratitude expressed in the reviews. Moreover, one of the key elements that allows trainees to obtain results still after three months have passed from the start of the course is surely the presence of the personal tutor. This is because he is the person that takes care of the trainee during the application of the techniques enhancing his results, professionally and personally. The fact that a tutor can keep track of the results after the course during one-to-one sessions is very important also because it helps to create a more intimate relationship, in which the trainee may feel much more open and will trust the tutor's teaching much more. This is why Genio in 21 giorni is the only reality that actually manages to help trainees achieve such great results also in the long run, because every person manages to find his own method, based on his cognitive system and learning model.

CONCLUSION

As discussed so far, it is possible to understand that in the training courses sector it's very hard for customers to evaluate the service before experiencing it (experience attributes) and sometimes even after consumption they may not be completely sure if they had received an excellent service

(credence attributes). This is why for a firm distributing this kind of service it's too important to work hard on increasing service quality and making their trainees achieve amazing results.

In this case, there could be many variables, tools, factors that can be considered in order to evaluate if clients are really satisfied after purchasing a service, in this case, a training course. The most direct way of doing so is asking the people that have attended the course if they are truly satisfied, through a feedback. There could be numerous ways of getting a feedback from someone, but certainly a direct feedback that comes straight from the mouth of the person interviewed is much more reliable and effective. By the way, if the person is not satisfied it's much quicker to ask the person why he is not satisfied and if there is something to do in order to fix the situation rather than asking him through a long questionnaire online, for example.

As seen from the responses of the trainees, most of them are satisfied after they have attended the course Genio in 21 giorni also after three months.

This implies either that immediately the course gave great results to the trainees, and that then continued using the techniques by themselves, or that the tutoring service in the long run was important. Surely for all the trainees that at the beginning felt a little insecure, the presence of a personal tutor was necessary.

As explained earlier, during the sales part and during the course a great amount of importance was giving to the interaction between the tutors and the potential customers, and this relationship kept increasing.

In fact, to conclude, the relationship that was created between the tutors/instructor and the trainees has an important relevance, since nearly 50% of satisfied customers decided to invest in another course offered by Genio in 21 giorni, implying that they have trusted the trainers and were confident about the fact that whoever will teach and give the classes, will be competent and will guarantee them with greater results.

When trainees' expectations are exceeded, they become not only satisfied, but enthusiastic and they are willing to share their experience with the people around them. This positive WOM is the best business card for a training company, such as Genio in 21 giorni, because it compensates the lack of tangibility and increases a lot the number of sign-ups.

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