



**HTM\*6710**  
**Services Management Theory I**  
**Fall Semester, 2021**  
**(0.5 credit)**

## General Course Information

**Instructor:** Dr. HS Chris Choi  
*Email* [hwchoi@uoguelph.ca](mailto:hwchoi@uoguelph.ca)  
*Office Location* MACS 304  
*Office Hours* By appointment  
*Department/School* HFTM

**Class Schedule:** Thursday, 2:30 – 5:20 pm, MACS Room 231

**Pre-requisites:** None

## Course Description

Services dominate the economies of developed nations as well as are becoming critical for competitive advantage in companies across the globe and across industry sectors. In this doctoral seminar students will assess the 'services' driven economy and the theory and practices of its constituent organizations and relationships. Through readings, facilitated discussions and seminar presentations, students will be able to identify, explain and evaluate the key theories of services management and how they are being used to apply and extend current theories and practice of services management.

## Course Learning Outcomes

Upon successfully completing this course, you will be able to:

### Knowledge and Understanding:

1. develop a critical understanding of some key concepts, principles, and issues related to services management, and tourism and hospitality;
2. develop an appreciation of the significance of services management
3. understand how customer behaviour and expectations play a role in the service environment

### Discipline and professional skills:

1. develop an understanding of the "state of the art" service management thinking.
2. explore how researchers analytically approach the study and practice of services management

### Transferable skills:

3. critically review and synthesized diverse viewpoints on some aspect of services management
4. organize material related to some aspect of the study of services management and presented it to an audience
5. present your thoughts in writing

## Indicative Content

Please Note: This schedule may change.

### Week 1 (September 9):

Syllabus Review

### Week 2 (September 16):

**Topic:** Introduction to Services and Services Management

**Required Readings:**

- Rust, R. T., & Miu, C. (2006). What academic research tells us about service? *Communications of the ACM*, 49(7), 49-54.
- Bitner, M. J., & Brown, S. W. (2006). The evolution and discovery of services science in business schools. *Communications of the ACM*, 49(7), 73-78.
- Grönroos, C., & Ravald, A. (2011). Service as business logic: Implications for value creation and marketing. *Journal of Service Management*, 22(1), 5-22.

**Keywords:** Services; Service(s) management; Service models; Services research; Service(s) science

### Week 3 (September 23):

**Topic:** The Nature of Services

**Required Readings:**

- John, N. (1999). What is this thing called service? *European Journal of Marketing*, 33(9/10), 958-974.
- Edvardsson, B., Gustafsson, A. & Roos, I. (2005). Service portraits in service research: A critical review. *International Journal of Service Industry Management*, 16(1), 107-121.
- Wolak, R., Kalafatis, S. & Harris, P. (1998). An Investigation into four characteristics of services. *Journal of Empirical Generalisations in Marketing Science*, 3, 22-43.

**Keywords:** Services; Customers; service economy; Service marketing; Service quality

### Week 4 (September 30):

**Topic:** Service Paradigms/ Service Orientation

**Required Readings:**

- Gummesson, E. (1994). Service management: An evaluation and the future. *International Journal of Service Industry Management*, 5(1), 77-96.
- Karmarkar, U. (2004). Will you survive the services revolutions? *Harvard Business Review*, 82(6), 101-107.
- Martin Jr. C.R. & Horne, D.A. (1992). Restructuring towards a service orientation: The strategic challenges. *International Journal of Service Industry Management*, 3(1), 25-38.

**Keywords:** Services education; Service orientation; Service paradigm; Services revolution; Value of services

### Week 5 (October 07):

**Topic:** Service Strategy/ Service Culture

**Required Readings:**

## Service Strategy

- Kowalkowski, C., Gebauer, H., Kamp, B., & Parry, G. (2017). Servitization and deservitization: Overview, concepts, and definitions. *Industrial Marketing Management*, 60, 4-10.

## Service Culture

- Bo Edvardsson & Bo Enquist (2002) 'The IKEA Saga': How Service Culture Drives Service Strategy, *The Service Industries Journal*, 22:4, 153-186, DOI: 10.1080/714005098

**Keywords:** Service climate, Service culture, Service leadership, Service profit chain, Service strategy, Servitization

**Activities:** Progress discussion

## Week 6 (October 14)

**Topic:** Services Marketing

### Required Readings:

- Michel, S., Vargo, S.L. & Lusch, R.F. (2008). Reconfiguration of the conceptual landscape: A tribute to the service logic of Richard Normann. *Journal of the Academy of Marketing Science*, 36(1), 152-155.
- Vargo, S.L., Koskela-Huotari, K., and Vink, J. (2020) Service-Dominant Logic: Foundations and Applications. In Bridges, E. and Fowler, K. (Eds.) *The Routledge Handbook of Service Research Insights and Ideas*, (p. 3-23). New York:
- Osborne, S. (2018). Co-Production and Co-Creation. *Routledge Critical Studies in Public Management*, pp 3-26.

**Keywords:** Goods versus services; Marketing mix; Positioning; Service quality; Relationship building; Service-dominant logic

## Week 7 (October 21):

**Topic:** Service Delivery/ Service Quality

### Required Readings:

#### Service Innovation

- Gustafsson, A., Snyder, H., & Witell, L. (2020). Service innovation: a new conceptualization and path forward. *Journal of Service Research*, 23(2), 111-115

#### Service Delivery

- Furunes, T., & Mkono, M. (2019). Service-delivery success and failure under the sharing economy. *International Journal of Contemporary Hospitality Management*, 31(8) 3352-3370

#### Service Quality

- Lee, W. H., & Cheng, C. C. (2018). Less is more: A new insight for measuring service quality of green hotels. *International Journal of Hospitality Management*, 68, 32-40.

**Keywords:** Customer loyalty; Customization; Measurements of quality; Nordic School of Services; Service delivery systems; Service guarantees; Service process

**Activities:** Progress Presentation

## Week 8 (October 28):

**Topic:** The Service Encounter/ Service Experience

### Required Readings:

#### Service Encounter

- Bitner, M.J., Booms, B.H. & Tetreault, M.S. (1990). The service encounter: Diagnosing favorable and unfavourable incidents. *Journal of Marketing*, 54(1), 71-84.

## Service Experience

- Chase, R.B. & Dasu, S. (2008). Psychology of the experience: The missing link in service science. In B. Hefley & W. Murphy (Eds.), *Service science, management and engineering education for the 21st century* (pp. 35-40). United States: Springer.
- Binkhorst, E., & Den Dekker, T. (2009). Agenda for co-creation tourism experience research. *Journal of Hospitality Marketing & Management*, 18(2-3), 311-327.

**Discussion:** Customer Satisfaction; Service encounter; Service experience; Service experience management (SEM); Service failure; Service recovery; Value creation

### Week 9 (November 04):

**Topic:** Technology & Services

#### Required Readings:

- Huang, M. H., & Rust, R. T. (2017). Technology-driven service strategy. *Journal of the Academy of Marketing Science*, 45(6), 906-924.
- Foroudi, P., Gupta, S., Sivaraman, U., & Broderick, A. (2018). Investigating the effects of smart technology on customer dynamics and customer experience. *Computers in Human Behavior*, 80, 271-282.
- Rosenbaum, M.S. and Russell-Bennett, R. (2021). Viewpoint: When service technologies and human experiences intersect. *Journal of Services Marketing*, 35(3), 261-264.

**Keywords:** Tech driven strategy, Smart technology, Future technology

### Week 10 (November 11):

**Topic:** Future of services research

#### Required Readings:

- GUSTAFSSON, A., & LERVIK-OLSEN, L. I. N. E. The Past, Present and Future of Service Marketing: From Understanding Quality to Understanding Customers
- Ameen, N., Hosany, S., & Tarhini, A. (2021). Consumer interaction with cutting-edge technologies: Implications for future research. *Computers in Human Behavior*, 120, 106761.

### Week 11 (November 18):

Final presentation and Wrap-up

### Week 12 (November 25):

Take home exam (Complete the exam)

## Course Assessment

If at any time you feel that you were unfairly evaluated for the work you have completed, you are encouraged to contest and actively seek feedback as to reasons for lost marks.

			<b>Associated Learning Outcomes</b>	<b>Due Date/ location</b>
<b>Assessment 1:</b>	10%	<b>Class participation</b>	1-7	Weeks 1-11
<b>Assessment 2:</b>	20%	<b>Exam</b>	1-8	Weeks 10

<b>Assessment 3:</b>	<b>40%</b>	<b>Reader Responses</b>	<b>1-8</b>	<b>Week 2-11</b>
<b>Assessment 4:</b>	<b>30%</b>	<b>Major Assignment</b>	<b>6-7</b>	<b>Week 12</b>
<b>Total</b>	<b>100%</b>			

## Teaching and Learning Practices *(as appropriate)*

- Lectures**
- *The basic method of instruction will be in-class discussion. Guest speakers are incorporated where possible.*
  - *Class feedback is welcomed and encouraged.*
  - *Students are strongly encouraged to prepare for, attend, and participate in class regularly.*

## Course Resources

**Required Texts:** Selected readings from research journals will be provided for class discussion.

## Course Policies

### The Final Exam (20%) (Week 12)

The final exam will be a take-home test. The format of the questions will be essay questions which require synthesis and application of course material to promote critical thinking. The content of the exam will cover course material from the entire term. You may write up to 8 pages double-spaced, 12 point font, at least  $\frac{3}{4}$  inch on all sides of the paper. The exam questions will be given in Week 11.

### Class Participation (10%)

We should work together to make each class session a lively, stimulating, and intellectually rewarding venture in group learning. Participation in class activities and discussion is presumed as a matter of course. Students are expected to be actively engaged, attentive, and contributing when and if appropriate to class discussions. Critical dissent, probing questions, and suggestions for further investigation are not only strongly encouraged, but will be solicited actively. The manner and content of participation are closely interrelated, so respectful contribution about our various topics is welcome.

Also, one student will be asked to lead discussion on assigned articles during the semesters. Discussion leads will present a brief summary of the assigned reading, prepare discussion topics/questions, and lead discussion on the paper. I encourage you to share your reader responses to help supplement the discussion.

### Weekly Reader Responses (40%)

You are asked to submit reader responses (typed) each week to the instructor at least a day before the class day. You should come to the seminar prepared to discuss each primary article in depth and to present your point of view about the major ideas, contributions, or shortcomings of each article. Reader responses should be prepared for a person who has read the original article. Therefore, your responses should not be seen as a summary or review of the article. Primary dimensions on which these reader responses will be evaluated are the logic supporting your evaluation of the paper and its contribution as well as your ability to either constructively critique or build on the work. Each response is 1.5 page long (single spaced). Reader responses should include the following:

- Introduction paragraph (3 to 5 sentences): provides an overview of the article's purpose and main argument.
- Summary paragraph: briefly reviews the article's key points.
- Assessment paragraphs: analyze the article's strengths and weaknesses. In discussing strengths, you can point to the article's inclusion of pertinent historical context, persuasive interpretations, thorough explication of evidence, or conclusions that apply to scenes not covered in the article. In critiquing weaknesses, you can assess the article's ineffective use of evidence, inaccuracy, unconvincing readings of the film, failure to explore ideas within the scope of the main argument or disregard of scenes that contradict or would better support the article's thesis.
- Conclusion: presents commentary on the article's overall usefulness. The writer should address the extent to which the article helps students to understand the article.
- Discussion questions (list format): Provide the important issues or questions.

### **Critical Review and Presentation (30%)**

You are asked to select a topic (e.g. service culture, service innovation, service quality, service technology) in the area of services management and search for the relevant research papers published in academic journals (min. 20).

Your review must

Briefly outline the goals of the paper;

Discuss the major theoretical frameworks or theories utilized in the topical area;

Summarize the key scientific findings; and

Discuss the study limitations and propose three to four major research directions.

The assignment must be typed and at least 16-18 double-spaced pages in length (1 inch margins all-round, Times New Roman, size 12 font) (not including the cover sheet, tables & figures and references). In expressing your ideas you should use your own words: keep direct quotations to a minimum.

You will present your review assignment during our final in-person class meeting. The presentation should mirror the literature review itself. The presentation will be marked on its coherence, organization and style.

### **Late Submission & Absence**

For this class, there are two types of absences: excused and unexcused. Excused absences include absences due to religious observances, intercollegiate athletics, University student government, a death in the family, and *confirmed* medical illnesses. All other reasons for an absence (e.g., heavy snowfall, car problems, job interview, vacation, computer problems, cat stuck in tree, etc.) are considered unexcused absences (talk to me ASAP if you think you might miss class for whatever reason).

For excused absences: You or a family member should contact me within 48 hours (if possible) of the assignment due date to request an extension.

If you get sick, I'll need documentation.

For unexcused absences: turned in on the date due at the beginning of class (10% penalty each day it is late)

A few more things that will help the class run more smoothly:

- Please do not leave the room while the class is in progress, except in the case of necessity (e.g., emergency, nature call). Drinks are allowed in the classroom, but no food (it can be disruptive to your neighbors and also me – should I call on you.). **Turn off your cell phone before the start of class.** If you have a special need to have it on, please visit with me to discuss the matter.
- If it is foreseeable that you must leave class early (e.g., doctors appt.), please let me know ahead of time so that I will know this when you get up and walk out. (Preparing for another class or an exam for other

courses is not a valid reason to leave my class early.

## University Policies

### Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration: <https://www.uoguelph.ca/registrar/calendars/graduate/current/>

### Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the graduate calendar:

<https://www.uoguelph.ca/registrar/calendars/graduate/current/>

### Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible.

For more information, contact CSD at 519-824-4120 ext. 56208 or email [csd@uoguelph.ca](mailto:csd@uoguelph.ca) or see the website: <http://www.csd.uoguelph.ca/csd/>

### Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#)

### Drop date

The last date to drop one-semester courses, without academic penalty, is December 3, 2021. For regulations and procedures for Dropping Courses, see the Academic Calendar:

<https://calendar.uoguelph.ca/graduate-calendar/schedule-dates/fall-semester/>