

HTM\*6710  
Services Management Theory I  
Fall Semester 2022  
0.5 Credits

General Course Information

<b>Instructor</b>	Dr. HS Chris Choi
<b>Email</b>	<a href="mailto:hwchoi@uoguelph.ca">hwchoi@uoguelph.ca</a>
<b>Phone</b>	519-824-4120 x 53370
<b>Office Location</b>	MACS 304
<b>Office Hours</b>	By appointment
<b>Department/School</b>	School of Hospitality, Food & Tourism Management (HFTM)
<b>Class Schedule</b>	Thursday, 2:30pm – 5:20pm, MACS Room 200
<b>Pre-requisites</b>	None
<b>Classroom</b>	CourseLink; Microsoft Teams (or alternative if required)

Course Description

Services dominate the economies of developed nations and are becoming critical for competitive advantage in companies across the globe and 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 practices of services management

Course Learning Outcomes

**Upon successfully completing this course, you will:**

**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:**

1. Critically review and synthesize diverse viewpoints on some aspects of services management
2. Organize material related to some aspect of the study of services management and present it to an audience
2. Present your thoughts in writing

**Indicative Content**

*Please Note: This schedule may change.*

**Week 1 (September 8, 2022)**

Syllabus Review

**Week 2 (September 15, 2022)**

**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.
- Subramony, M., & Pugh, S. D. (2015). Services management research: Review, integration, and future directions. *Journal of Management*, 41(1), 349-373.
- 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 22, 2022)**

**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 29, 2022)**

**Topic:** Service Paradigms/ Service Orientation

**Required Readings:**

- Fritze, M. P., Marchand, A., Eisingerich, A. B., & Benkenstein, M. (2020). Access-based services as substitutes for material possessions: the role of

- psychological ownership. *Journal of Service Research*, 23(3), 368-385.
- 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 6, 2022)

**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.

#### Service Leadership

- Testa, M. R., & Sipe, L. (2012). Service-leadership competencies for hospitality and tourism management. *International journal of hospitality management*, 31(3), 648-658.

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

**Activities:** Progress discussion

### Week 6 (October 13, 2022)

**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.

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

### Week 7 (October 20, 2022)

**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.

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

**Activities:** Progress Presentation

### Week 8 (October 27, 2022)

**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 3, 2022)**

**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., Sivarajah, 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 10, 2022)**

**Topic:** Future of services research

**Required Readings:**

- Gustafsson, A., & Lervik-Olsen, L. (2018). Chapter 15: The Past, Present and Future of Service Marketing: From Understanding Quality to Understanding Customers. In *At the Forefront, Looking Ahead: Research- Based Answers to Contemporary Uncertainties of Management* (pp. 251-266). Oslo: Universitetsforlaget.
- Ameen, N., Hosany, S., & Tarhini, A. (2021). Consumer interaction with cutting-edge technologies: Implications for future research. *Computers in Human Behavior*, 120, 106761.
- Lee, J., & Han, S. H. (2021). *The Future of Service Post-COVID-19 Pandemic*, Volume 2.

### **Week 11 (November 17, 2022)**

Final presentation and Wrap-up

### **Week 12 (November 24, 2022)**

Take home exam

## Course Assessment: (Schedule provided in CourseLink)

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.

### Associated Learning Outcomes

10%	<b>Class participation</b>	1-7	Weeks 1-11
20%	<b>Exam</b>	1-8	Weeks 10
40%	<b>Reader Responses</b>	1-8	Week 2-11
30%	<b>Major Assignment</b>	6-7	Week 12
<b>100%</b>			

## Teaching and Learning Practices

### Lectures

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

## 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 in double-spaced, 12-point font, at least ¾ 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 discussions is presumed as a matter of course. Students are expected to be actively engaged and attentive and contribute 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 cl  
interrelated, so respectful contribution to our various topics is welcome.

Also, one student will be asked to lead a discussion on assigned articles during the semesters.  
Discussion leads will present a summary of the assigned reading, prepare discussion topics/  
questions, and lead a 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 present your point of view about each article's major ideas, contributions, or shortcomings. 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. The primary dimensions on which these reader responses will be evaluated are the logic supporting your evaluation of the paper and its contribution and your ability to either constructively critique or build on the work. Each response is 1.5 pages long (single-spaced). Reader responses should include the following:

- Introduction paragraph (3 to 5 sentences): This overviews 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 critical 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 services management and search for 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 primary 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**

This class has 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, a cat stuck in a 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) Here are 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 me – should I call on you.). **Turn off your cell phone before the start of class.** If you have a particular need to have it on, please visit me to discuss the matter.

If it is foreseeable that you must leave class early (e.g., doctor's appt.), please let me know ahead of time so that I will know 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.

### **Course Communications**

This is an important section. As a post-secondary student, you are responsible for your own learning activities, while I am responsible to communicate information about the course and context to you.

General course information, such as this course outline, will get posted to our online learning management system, as will assignments and other documents. However, we have 4 hours a week together in class – and I do use our time together to share additional information, talk about assignments and tests, etc. I also will distribute worksheets during seminar periods that focus on key problems and learning examples that I wish to work on during that 2-hour block of time. Talking about and sharing information during scheduled class time is fair and legitimate mode of class communication.

If you have missed a lecture or seminar, for whatever reason, and are framing an email to myself or my teaching assignment that asks, "Did I miss anything?", the answer will be "Yes". So, I would suggest that during the first week of the course, you introduce yourself to a few classmates and share



your contact information. Forming a 'team' of peers will help you get to know others and create a quick network of factfinders in case anyone misses bits throughout the term.

Of course, you are always welcomed to connect with me and our TA. The above advice is to encourage you to take steps with your peers and be selective in who you ask which questions to.

### **Guidelines Around COVID**

Ongoing health situations remain fluid. The University of Guelph sets the protocols and guidelines that must be followed by staff, students, faculty, and visitors. Please be sure that you have reviewed all information relating to COVID protocols and any other health-related restrictions for face-to-face interaction in class and on campus. Any changes made by the University once the course has started will be also shared through our CourseLink announcements and email.

Please remember that we are community members within the class and on campus. If you are experiencing symptoms of illness, it is always best to remain at home and connect with your peer team (see above section!) about missed content.

A couple of quick links:

COVID Information for Students:

<https://www.uoguelph.ca/covid19/covid-info-for-students>

UofG Wellness Centre:

<https://wellness.uoguelph.ca/>

## **Course Policies**

### **Grading Policies**

Unless arrangements have been made with your instructor, late penalties will be applied at 10% of the total grade earned per day (deducted from the total mark). Extensions will only be granted based on valid medical or personal reasons and need to be requested via email to the instructor as soon as possible. Late assignments will not be accepted once graded assignments have been returned to the class at large unless circumstances permit, and alternative arrangements have been made.

Students who find themselves unable to meet course requirements due to medical or personal reasons should review the regulations on academic consideration in the Academic Calendar. It is recommended that they discuss their situation with their instructor, program counselor or other academic counselor as appropriate as early as possible.

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-grds.shtml>

### **Tests and Exams:**

Midterm tests will be scheduled DURING the Thursday seminar period, regardless of your section. All exams will be conducted through CourseLink so that every student faces the same context for testing. Midterm

The final exam will be scheduled during the end-of-term formal exam period. All exams are designed to be completed with 120 minutes unless alternate arrangements are indicated through SAS.

Absence from any exam must be properly documented and follow university guidelines to avoid a grade of zero. For most issues, documentation from medical services, counselling services or the Dean's office (for medical or compassionate reasons) is required. Vacation travel or outside work

commitments, among other reasons, will typically not be accepted to miss an exam. A grade of zero will be assigned if you miss an exam without proper documentation. Please read your Undergraduate Calendar for the regulations. When in doubt, contact your instructor. If you have religious observances which conflict with the course schedule or if you are registered with the Centre for Students with Disabilities, please contact your instructor as soon as possible to make alternate arrangements.

All major tests and exams will use Respondus Lockdown browser within CourseLink. A video of what to expect during the pre-exam period and how to conduct a proper environmental check will be provided. A practice test will be available so that you can test your computer system and understand what will be asked of you prior to the exam. It is your responsibility to watch all resources and complete this practice test BEFORE attempting your first test.

Failure to complete an adequate environmental test will invalidate your exam outcome. This will be discussed in detail in class and expectations will be made quite clear; if you attend class and review this information, you will possess the understanding of how to complete this easily and cleanly.

#### Missed Assignments:

A grade of zero will be noted for assignments not submitted, barring extenuating circumstances. Please read your Undergraduate Calendar for the regulations regarding illness and compassionate grounds. Please note, vacation travel, moving to a new house, outside work commitments, etc.... will not be accepted as valid reasons for missing deadlines.

If you have religious observances which conflict with the course schedule or if you are registered with Student Accessibility Services, please contact the course instructor to plan for your assessment if appropriate.

#### **Laptops and other electronic devices**

Cell phones or ANY other electronic devices (or non-electronic aids of any sort) will not be allowed in the environment during testing and exams. Any student found using and/or having such a device or material in the open in the exam room without express prior written consent from the instructor will be referred immediately to the Associate Dean (Academic) for academic misconduct.

#### 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: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

##### **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 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 in the Undergraduate Calendar: <https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

### **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 Student Accessibility Services as soon as possible. For more information, contact SAS at 519-824-4120 ext. 56208 or email [sas@uoguelph.ca](mailto:sas@uoguelph.ca) or see the website: <https://wellness.uoguelph.ca/accessibility/>

### **Equity, Diversity, and Inclusion Statement**

At the Lang School of Business and Economics, we are committed to developing leaders with a social conscience, an environmental sensibility, and a commitment to their communities. A core tenet within this vision is that diversity is a strength with which we can experience greater connection and understanding.

As such, we affirm the importance and shared responsibility of our students, faculty, and staff creating and promoting equity and inclusion within our learning spaces. Creating these kinds of learning cultures is a process, not a destination; it requires ongoing willingness on the part of each person to thoughtfully and critically listen, unlearn, learn, and engage as they are exposed to a multitude of perspectives and lived experiences. We encourage dialogues between students and instructors to address and advance opportunities for fostering greater diversity and inclusion in the learning environment. Openness to conversations with each other enables us to reflect and grow as we learn from one another respectfully and holistically.

As a department that is training the professionals of the future, we expect our learning spaces to abide by all institutional policies and guidelines, in particular those outlined by the Office of Diversity and Human Rights and the [University of Guelph Human Rights Policy](#). Discrimination and harassment, as defined by our policies, will not be tolerated. Individuals should inform the appropriate party as per University policies if they experience any such behaviours.

### **Course Evaluation Information**

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

### **Recording of Materials**

Recording and shared content in this course is provided for the sole use of authorized student and may not be reproduced or shared without the written consent of the instructor.

### **Important University Dates**

The schedule of important university dates can be found at: <https://calendar.uoguelph.ca/undergraduate-calendar/schedule-dates/>

**Drop date**

The last date to drop one-semester courses, without academic penalty is the last day of classes, December 2, 2022. For regulations and procedures for Dropping Courses, see the Academic Calendar: <https://www.uoguelph.ca/registrar/calendars/graduate/current/>

More information about Dropping Courses can also be found here: <https://www.uoguelph.ca/registrar/coursesaddrop>

<b>Date Submitted to Chair:</b>	
<b>Chair Signature (Approval):</b>	<i>S Elliot</i>
<b>Date Approved by Chair:</b>	Sept 6/22