



HTM\*6720  
Services Management Theory II  
Winter Semester 2020  
0.5 Credits

### General Course Information

**Instructor:** Dr. Statia Elliot  
*Email* statia@uoguelph.ca  
*Office Location* MAC 303  
*Office Hours* By appointment  
*Department/School* LANG School of Business and Economics

**Class Schedule:** Fridays 8:30 a.m. to 10:00 a.m.

**Pre-requisites:** HTM6710

**Classroom:** MAC Room 303

### Course Description

This doctoral seminar is an examination of the services driven economy and the theory and practices of its constituent organizations and relationships. This course builds on the foundation of Services Management I and explores key contemporary research, with a specific focus on the student's selected topic of research.

### Course Learning Outcomes

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

#### Knowledge and Understanding:

1. Develop a critical understanding of the key concepts, principles, and issues of a specified field of management research; and,
2. Enhance your ability to develop and critically evaluate research.

#### Discipline/Professional and Transferable Skills:

3. Critically review and synthesize diverse viewpoints on some aspect of management research;
4. Organize material related to a specified aspect of management research, compile it as a comprehensive literature review; and,

5. Present and discuss your research.

### Attitudes and Values

6. Socialize with other graduate students and faculty, the process of developing research ideas and developing researchable topics.

### Summary of Course Content and Materials

#### **Week 1 (January 10): Services Management Review**

**Required:**

**Activity:** Bring your final paper from HTM6710; discuss key theories of service management and how they bridge to your specific area of research.

#### **Week 2 (January 17): Understanding Academic Literature**

**Required:**

**Activity:** Read 3 articles on academic literature reviews (see list under Course Resources below or find your own); discuss the approach you will follow.

#### **Week 3 (January 24): Foundational Theories**

**Required Reading +:**

**Activity:** Search literature to find seminal research related to foundational theories for your topic; (i) read 3+ articles and post your references to Courselink; (ii) write and submit a review of these foundational theories; also, (iii) read 1 article your classmate posted.

#### **Week 4 (January 31): Conceptualizations**

**Required Reading +:**

**Activity:** Search literature to find research related to conceptualizations for your topic; (i) read 3+ articles and post your references to Courselink; (ii) write and submit a review of these conceptualizations; also, (iii) read 1 article your classmate posted.

#### **Week 5 (February 7): Models/Frameworks**

**Required Reading +:**

**Activity:** Search literature to find research related to models and/or frameworks for your topic; (i) read 3+ articles and post your references to Courselink; (ii) write and submit a review of these models; also, (iii) read 1 article your classmate posted.

#### **Week 6 (February 14): Relationship to Behaviour**

**Required Reading +:**

**Activity:** Search literature to find research of your topic's relationship to (consumer) behaviour; (i) read 3+ articles and post your references to Courselink; (ii) write and submit a review of these relationships; also, (iii) read 1 article your classmate posted.

## **Week 7 (February 28): Relationship to Marketing**

### **Required Reading +:**

**Activity:** Search literature to find research of your topic's relationship to marketing; (i) read 3+ articles and post your references to CourseLink; (ii) write and submit a review of these relationships; also, (iii) read 1 article your classmate posted.

## **Week 8 (March 6): Methods of Analysis**

### **Required Readings +:**

**Activity:** Search literature to find research of your research topic's methods of analysis; (i) read 3+ articles and post your references to CourseLink; (ii) write and submit a review of these methods; also, (iii) read 1 article your classmate posted.

## **Week 9 (March 13): ABSTRACT**

### **Required Readings +:**

**Activity:** Based on your literature review to-date, identify your topic's practical applications; (i) write and submit an abstract to your literature review, identifying application(s).

## **Week 10 (March 20): Future Research Directions**

### **Required Readings +:**

**Activity:** Based on your literature review to-date, identify your topic's future directions for discussion in class; submit any missing assignments.

## **Week 11 (March 27): DRAFT Literature Review**

### **Required Readings +:**

**Activity:** Compile your literature review to-date, identifying your topic's foundations, conceptualizations, models, relationships, methodologies, applications, and future research directions; (i) submit draft literature review.

## **Week 12 (April 3): FINAL Literature Review and Presentation**

**Activity:** Finalize your literature review, covering foundations, conceptualizations, models, relationships, methodologies, applications, and future research directions; (i) submit final literature review; and, (ii) present in class.

### Course Assessment

			<b>Associated Learning Outcomes</b>	<b>Due Date</b>
<b>Assessment 1:</b>	15%	Abstract	LO 1 - 4	<i>Week 9 March 13</i>
<b>Assessment 2:</b>	30%	Article critiques (6)	LO 1 - 4	<i>Weeks 3-8</i>
<b>Assessment 3:</b>	15%	Draft literature review	LO 1 - 6	<i>Week 11</i>

<b>Assessment 4:</b>	40%	Final literature review	LO 5-6	Week 12 April 3
<b>Total</b>	<b>100%</b>			

### Teaching and Learning Practices

- Lectures**
- *The basic method of instruction will be discussion.*
  - *Feedback is welcome and encouraged.*
  - *Students must read to prepare for, and participate in discussions.*

### Course Resources

**Required Readings:** The student must find three related readings each week (from weeks 3 to 8) from the academic literature, and write a brief summary of the topic in literature review format.

**Crafting a Literature Review:** A literature review can serve many purposes:

- *Source identification.* Identifying and pinpointing documents of relevance (Rowley & Slack, 2004).
- *Comparing and contrasting previous research.* Identifying other people working in the same field (Bourner, 1996 in Greenfield), comparing their contributions, identifying the relationships amongst studies and contrasting opposing views (Hart, 1998).
- *Identifying gaps in the literature.* Distinguishing what has already been achieved from what still needs to be understood and accomplished, thus identifying existing gaps in literature and raising questions that hold potential for exploration (Boote and Beile, 2005; Bourner, 1996 in Greenfield).
- *Identifying issues.* Providing “a clearly organized, well-argued statement of what the literature does and does not say about some key issue or question” (Boote & Beile, 2005).
- *Defining the proposed research contributions.* Highlighting the intended contributions and justifying the research (Jonsson, 2006).
- *Building the foundation.* Providing “the foundation stone on which one’s own work is built” (Massey, 1996), as well as the background to the research (Bruce, 1994, *The Curious Researcher*).
- *Reinterpretation of results.* Creating “new understandings of the topic” and building a premise about what the existing evidence suggests for future inquiry (Boote & Beile, 2005; Khoo, Na & Jaidka, 2011).
- *Situating the work in the research literature.* Helping “the reader understand your thinking and what has impacted it, [adding] credibility to your expertise as an author, and [situating] your writing in the larger scholarly dialogue” (Hinchliffe, 2003).

### Course Policies

#### Grading Policies

Unless you have discussed an extension well ahead of the due date with the instructor, late penalties of 5% of the total grade earned per day (including weekends) will be assigned to any assessment (i.e. deducted from the total mark). Extensions will only be granted on the basis of 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 officially to the class at large, unless circumstances permit and alternative arrangements have been made.

Students who find themselves unable to meet course requirements by the deadlines or the criteria expected because of medical or personal reasons, should review the regulations on academic consideration in the Academic Calendar and discuss their situation with the instructor, program counselor or other academic counselor as appropriate.

[https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec\\_d0e2195.shtml](https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e2195.shtml)

Missed Assignments:

A grade of zero will be assigned if you fail to submit an assignment, unless you are ill or have other compassionate reasons. Please read your Undergraduate Calendar for the regulations regarding illness and compassionate grounds. Please note, vacation travel, moving house, or outside work commitments 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 in order to make arrangements for your assessment if appropriate.

## 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/2018-2019/genreg/sec\\_d0e2502.shtml](https://www.uoguelph.ca/registrar/calendars/graduate/2018-2019/genreg/sec_d0e2502.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 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/2018-2019/genreg/sec\\_d0e2952.shtml](https://www.uoguelph.ca/registrar/calendars/graduate/2018-2019/genreg/sec_d0e2952.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/>

### **Course Evaluation Information**

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

### **Recording of Materials**

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

### **Drop date**

The last date to drop one-semester courses, without academic penalty, is April 3, 2020. For regulations and procedures for Dropping Courses, see the Academic Calendar:

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

<b>Date Submitted to Chair:</b>	
<b>Chair Signature (Approval):</b>	
<b>Date Approved by Chair:</b>	