

## SERVICE MARKETING 2010

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<b>Course Code</b>	2386
<b>Period</b>	1 (30.08.2010 – 15.10.2010)
<b>Credits</b>	8 ECTS
<b>Language of instruction</b>	English
<b>Level</b>	Intermediate (Bachelor's) level
<b>Prerequisites</b>	Basic knowledge of marketing, corresponding to an introductory course, is recommended. The course can be chosen by second year and more advanced students. Students who have enrolled at Hanken in 2009, and who plan to take marketing as their main subject, should take this course in their second year (due to exchange program Year 3, autumn).
<b>Signing up procedure</b>	Sign up for the course in Web Oodi, at the latest on 7.9.2010. Sign up for the assignments in Web Oodi during 30.8-7.9.2010.
<b>Amount of work required</b>	Appr. 30 hours in class (classroom sessions and guest lectures) and 170h individual work on assignments, readings, examination. The major part of this work will be done during the 7 weeks of the course, so take this into account when planning extracurricular activities.
<b>Assessment</b>	Assignments 65%, Examination 35%. Both have to be passed to get a course grade and credits for the course.  The grade from the assignments is valid only through the three examination dates set for the course. If you fail to pass the assignments or the exam, you will need to retake the whole course.
<b>Examinator</b>	Professor Veronica Liljander.
<b>Contact information</b>	Department of Marketing, 3 <sup>rd</sup> Floor, Runeberginkatu wing
<b>&amp; Office Hours</b>	Phone: 040-35 21 288 e-mail: first name.lastname(at)hanken.fi <b>Office hour: Tuesday 1 p.m. – 2 p.m.</b>
<b>Course Homepage:</b>	<a href="http://www.hanken.fi/student/StudyHandbook/Material/course/2386/?location=1">http://www.hanken.fi/student/StudyHandbook/Material/course/2386/?location=1</a> . Alternatively, go to <a href="http://www.hanken.fi">www.hanken.fi</a> , click on Courses and Study Plans, click on the subject Marketing, and click on Service Marketing. The password for online course material is intended for the use of course participants only. It will be announced at the introductory lecture.
<b>Link to other courses</b>	In this course you will learn the central concepts of service marketing and management and their application in business. The course supports and complements the content of the other bachelor courses in marketing, and touches upon issues discussed in human resource management and leadership courses. The knowledge gained from this course is both deepened and broadened in the advanced courses: Service and relationship marketing, Service Science: Customers and service systems, and E-business.

## COURSE DESCRIPTION

**Aim:** To understand the unique challenges involved in marketing and management of service, and its implications for business. Students learn to analyze problems and make decisions within the field of service.

**Learning Objectives:** To learn central concepts and models in service marketing (both externally and internally) in customer and market oriented companies. To learn about key characteristics of service and service processes, customer service experiences, the role of internal stakeholders in service delivery, and organisational challenges of managing service. Specifically, students learn to

Additionally, the course is designed to continue to improve students' verbal, written, and analytical skills in preparing them for positions in the business world.

**Methods:** A combination of lectures, assignments, interactive class discussions, and in-class activities. There are two weekly 90 minute sessions introducing the main concepts, theories and models associated with service marketing. These lectures are supplemented with team and individual exercises with analysis of service marketing topics.

Students are expected actively to participate in class activities. Two exercises are prepared in teams, and good team work and early preparation are essential. Team presentations and discussions are vital to the success of the course. It helps your learning and time management if you read the assigned literature before coming to the lectures.

**Attendance and activity:** As is the case in most businesses, your attendance, **promptness (!)** and activity are expected. It is not compulsory to attend all the lectures but assignment sessions and guest lectures (check time table at the end of this syllabus) are compulsory. It is not sufficient that one of your team members attend. Individual attendance is mandatory.

You are obliged to know what has been discussed at lectures; exam questions are based on topics covered in all sessions. Studies have shown that students who attend class regularly and who participate fully find assignments and exams to be much easier and more meaningful, and (surprise!) tend to get better grades than those who do not attend class regularly.

If you cannot attend class because of illness, having another compulsory lesson/exam, or because of some other acceptable reason, please inform the instructor beforehand. Except for medical emergencies that require proper documentation, all other absences must be approved by the instructor prior to the class session that will be missed. For each missed mandatory class 2p will be deducted from the final course points. **Students who miss more than two mandatory sessions fail the course, irrespective of reason. On the other hand, students who attend all five guest lectures, get 3 bonus points!**

**Students are responsible for knowing and meeting all course requirements**, including exams, assignments, and course activity, as indicated in the course syllabus. Remember to sign up for the exam in time!!

## ASSESSMENT

Students are assessed both on individual and group level. In addition to the written examination and assignments, student activity is included in the individual assessment. Student activity includes presenting and discussing views on the topic of the session. Additionally, students are required to contribute questions, comments and insights as part of the discussion process. The assignments account for 65% of the final grade. Individual assessment accounts for 55% (incl. individual assignments and written examination). Note that to pass the course students must receive at least 50% of the points from all the assignments taken together and 50% from the written exam. **Failing to do this cannot be compensated.** There are no extra credit projects to compensate for poor performance.

However, you are given the opportunity to improve your final term paper (Assignment 2) based on feedback from the instructor. You can improve the paper by maximum 3 points (one grade).

## Assignments

Team Assignment 1	15p
Team Assignment 2	30p
Individual Guest lecture analyses	15p (5+5+5)
Individual Self-evaluation	5p
Summary maximum points	65 (32.5 required)
Examination	35p (17.5 p required)

Please go to <http://www.hanken.fi/student/en/media/1676/english230209.pdf> for further instructions for writing academic reports.

## WRITTEN EXAMINATION

The written examination accounts for 35% of the final grade. It covers all material from the course, i.e. the articles and lecture notes. Illustrative examples from the guest lectures and research reports will be rewarded. The exam will consist of a case study that you analyse based on the course literature and lectures (20p) and questions related to the course literature and lectures (15p). Please note the following:

- You have to pass the assignments (50%) to take part in the exam.
- I will post the case on the home page two days prior to the exam, at 9.a.m. at the latest, which will give you time to read it and prepare your answer in advance. You will also receive the case at the exam. You are not allowed to take any papers or notes with you to the exam.
- For the first examination date (21.10) you will receive, in addition, one of the other two exam questions in advance, at the same time as you receive the case. This will be similar to a home exam in that you can prepare your answer at home, however, you will write your answer on the examination date at the place of examination. No notes are allowed into the examination room.
- On the two first examination dates (21.10 and 27.11) there will be a bonus question, which can give you a maximum of 5 added points (max 40 points). However, you have to get at least 3 points for your answer to get the bonus points. The bonus question can come from any part of the course literature.
- The case analysis and bonus question covers the whole literature, whereas the other questions will exclude literature that you covered in guest lecture assignments 1& 3, and team assignment 1.

The examination dates are as follows:

21.10.2010 (case and exam question posted 19.10, bonus question in exam), 27.11.2010 (case posted 25.11, bonus question in exam), 12.01.2011 (case posted 10.1)

**All exams start at 9 a.m. You should register for the examinations, at the latest, one week before the exam date. The examiner cannot help you in case of late registration so please register in good time!**

## ASSIGNMENTS

By completing the assignments you will learn to apply the concepts and models in practice, to critically analyse them and to discuss implications. The assignments are designed to cover essential parts of the book as well as important issues that the book does not discuss in depth.

A diversity of thoughtful viewpoints is encouraged. To make the best contributions to discussion, students must (1) prepare the assignments and focus thinking on the topics being discussed, (2) listen carefully to what others say and then advance the discussion accordingly, and (3) offer comments clearly and succinctly. On one hand, it is possible to “over contribute” (i.e., talk too much), whereas, on the other hand, you cannot contribute to the discussion at all if you are unwilling to talk.

Assignments are due on the given deadlines. Assignments that are handed in late will get their grades reduced (<24h by 30%, <48h by 60%). **Failure to turn in an assignment within 48 hours after the deadline leads to failing the course.**

**Signing up:** You will form teams by signing up in WebOodi similarly to how you signed up for the course. There are four groups (A, B, C, D) corresponding to different schedules (see time table for assignments). Within each group there are six teams (1,2,3,4,5,6) of maximum four members. Sign up as a member in one of the teams. Intercultural teams are encouraged! You can sign up from August 31 to September 7. Only sign up if you know you are going to take the course, and remember to delete your attendance if you decide not to take the course ☺.

**Structure of written assignments:** Assignments 1 and 2 include a list of references, correctly written. Please read the instructions for writing references, which are uploaded on the course home page. The length of the report is suggested in the assignment descriptions, and relates to the scope of the assignment. The front page, reference list and appendices are not included in the suggested number of pages.

### **Title page**

Always include a title page with the name of the course, the title of the assignment and your name / names and matriculation numbers of team members.

### **Format**

Margins should be 2.5 cm (1 inch), font size 12 and 1.5 line spacing. This does not include the title page and references. Use appendices sparingly, unless otherwise instructed, all relevant information should be in the report. Structure your report well and write concisely. It is the quality of writing that is graded.

### **Headings**

Structure your text with headings when appropriate. Use common sense when choosing the format. Headings are meant to help the reader, not fill out the space.

### **Team Assignment 1 (max 15 p)**

In this assignment you will learn about customer value, what it is, and how and when it is created. You should base your written assignment on the course literature and, when necessary, additional literature. The most important part of this assignment is your own empirical part, your analysis of it and the discussions in class.

The aim is to explore consumer perceived value in service by analysing your team members' own experiences of different services. Each team member interviews another team member about his/her value experience in connection to one service. The person/persons conducting the interview will write down a summary account. The account should be rich in detail on what made the experience a positive value experience, what did the value consist of, was value created for the member or by the member, did the member have a part in creating the positive experience, when was value created, what added to or detracted from the value, what consequences were there, if any, etc.? For variety, choose different types of service experiences (e.g., professional service, self-service, mobile service, fixed internet service, service experienced alone or together with others, hedonic/utilitarian service, service performed on person/animal/good, for profit/non profit).

- a) 2-page description of the concept of value. Choose one literature source from the course literature as your main source. In addition, look up and reference at least four other sources that fit your chosen perspective. You may use the course literature. (6p)
- b) 3-page analysis of team interviews, based on your presented value literature. What kind of value did the team members experience and how was it created? (6p)

- c) 1-page discussion of the results (e.g., what was particularly interesting, what could the service providers have done better, or how could they learn from your value experience?) and what did you learn from the exercise. Remember to reflect your findings against the value literature (3p).
- d) The written accounts of team members' value experiences as attachments (The quality of the accounts affect the grade and missing accounts lead to point deductions)
- e) Don't forget the title page and reference list!
- f) Note that no list of content or introductory chapter is needed. Go directly to the point. Only three main headings are needed. You can start the paper by writing: The aim of this paper is to explore consumer experience of value in service. First we give an overview of the value concept. Second, the empirical data will be analysed, consisting of the perceived value of (here you list the services that are included in the accounts and which you analyse in the empirical part). Finally, we discuss the results. This is a simple and common way of structuring a paper for its readers.
- g) Make a one-page summary of your results on a transparency. Take this with you to the classroom and be prepared to present it in class. Do not take a power point file with you, it takes too long to load the files.

## Team Assignment 2

The aim of this assignment is to learn more in-depth specific topics that are covered by the book and which are essential to successful service marketing. This is a term paper and should follow formal rules of what is expected from such a paper. Although there are formal rules on structuring the paper, the content should not be dry and boring. Make the project fun! Find a practical example that interests you, that is fun to study, or that you really want to share with the other students. Depending on which team you chose to add your name to (team 1,2,3,4,5, or 6) you will study a specific phenomenon described below. But remember that the choice of case example is up to you. Use your contacts, hobbies, interests as a starting point. Do interviews with companies or collect data from consumers. Look for information on companies online from web sites, written articles, available statistics etc. Take pictures of services (if you are allowed)! Be creative!

A general tip: Structure the topic and paper based on 1-2 models, or 1-2 book chapters/articles, and then add more references to those, rather than inundate the paper with dozens of concepts from many sources. Focus. Don't complicate it.

If you have a great idea for a paper, but it does not fit any of the topics below, please contact Professor Veronica Liljander to check whether you can write about your suggested topic instead.

The assignment topics are:

**Topic 1:** Service recovery/consumer complaint behaviour/jay customers for a service. Service recovery assumes that the consumer has complained, whereas consumer complaining includes NOT complaining although one is dissatisfied. Thus it might be interesting to study why consumers do not complain although they are dissatisfied with a service. Or you might study what kind of service recovery people have experienced and how it affected their relationship. Or you could study it from a company point of view, what are their service recovery policies, how are these implemented and perceived by employees? Or alternatively, study what service employees do with compliments/complaints that are made to them directly. You can also choose to study jay customers, what training service employees receive to handle such customers and what their experiences are.

**Topic 2:** Servicescape. Describe the servicescape with pictures and words, and motivate your choice. What is good/bad about the servicescape based on your observations? You can study how consumers experience a specific servicescape (8 interviews or 40 survey respondents) or you can study how employees experience it (3 interviews). Use the book and articles.

**Topic 3:** Service development. You can study it from the company's (3 interviews) or consumers' perspective (the development itself or how consumers perceive the new service, in comparison to the old service, or other experienced services (8 personal interviews or 40 survey respondents). You can describe how the service was developed. How did it come about? Who was involved in the development? Where

consumers or employees involved in some way, how? What was the service like before, and did it improve by the development, how? Can the success/failure be determined in some way? Alternatively, describe the developed service and study how consumers perceive the new service in comparison to the old. Use the book and articles.

**Topic 4:** Service quality. Do a study of perceived service quality, either a small quantitative study (40 respondents) on private consumers' perceived B2C service quality, or a qualitative study of business consumers' perceived B2B service quality (about 3 interviews). It can be any type of service, any type of company. You should use Christian Grönroos' model and/or PZB's Servqual model as a basis. Look up an existing survey that you can use as a basis. The model can be found in the book and articles.

**Topic 5:** Public/non-profit/second-hand/art/sport service. You can choose to study any service related topic on an organisation that fits the aforementioned list. You can choose a consumer or company point of view. Number of respondents same as above.

**Topic 6:** Self-service technologies. You can write, for example, about customers' willingness to adopt a self-service technology (what affects adoption), about a customer group that has problems adopting the technology (what is problematic, what can be done about it), or employees' view on the introduction of self-service/new service technologies, or about customer perceptions of the quality, or value, of an online service. Use the book and look up articles that fit your purpose (contact the professor to get hints on where to look, or what to look for). Number of respondents same as above

**Structure of assignment 2, i.e. the term paper:** Use font size 12, 1.5 spacing, 2.5 cm (1 inch) margins. The paper includes:

- a) Title page with a title for your paper, names and matriculation numbers of team members, time of presentation, room and date.
- b) Table of contents
- c) A short introductory chapter where you introduce the topic and why it is important for service managers, and the purpose of your paper, all in all about 1/2 -1 page. You should catch the reader's interest. (2p)
- d) The theoretical framework for your chosen topic and purpose. Introduce the framework and discuss any choices that you have made regarding choice of model, concepts, delimitations. Structure the text on the framework in a logical manner and take care that the reader understands what you want to say, how a figure should be interpreted, how concepts are related, what they mean, with examples (when necessary) etc. Take care to reference correctly in the text, to include references in Figure titles if it is not your own figure, to number all the figures and tables, never to start a chapter with a figure etc. Normal academic writing rules. This section will be about 3-5 pages. (7p)
- e) Introduce your empirical study by telling the reader what kind of data you base your study on, how you designed the questions, how data were collected, from whom/where, and any data collection problems that the reader needs to know because it affected the results. This section will be about 2 pages, including the interview guide/questionnaire. (5p)
- f) Present the results of your empirical study. Summarise the results in figures and tables, or summary descriptions with illustrative citations. This section will be about 4-5 pages (8p)
- g) Analyse and discuss the results in view of your theoretical framework. What was especially striking or interesting, any surprises? What conclusions can be drawn from the results? What managerial implications? This section will be about 3 pages. (5p)
- h) List of references
- i) Oral presentation in class (3p)

## **Presentation of term paper**

The presentation has to be sent to Professor Veronica Liljander at the latest on Friday October 8 at 11 a.m. It will be saved in preparation for the lessons on Monday-Tuesday to save time. You have 30 minutes per team for the presentation and discussion. Your presentation should be maximum 10 minutes, concentrating on the main model, or concepts, the empirical results and conclusions. Each team will act as a discussant to another team, but need not prepare slides for this. Be prepared to make comments on the overall quality of the study, what you learned from it, to ask clarifying questions and to make suggestions on how the paper could have been further improved. Pay specific attention to the empirical part and conclusions, the innovativeness and effort that has gone into the paper, and leave 5 minutes for the rest of the audience to ask questions/make comments.

The discussants are as follows: team 1 and 4 discuss each other's papers, team 2 and 5 discuss each other's papers and team 3 and 6 discuss each other's papers.

## **Guest lecture analyses.**

The guest lecture analyses are designed to make students reflect on the lectures and connect them with the course literature. They are not summaries of the lectures but reflections on your learnings and analysis of the content in comparison with the literature.

*Guest lecture assignment 1:* Professor Christian Grönroos: The Service Logic: Scope and Content of Service Marketing. Prepare for the lecture by reading the first chapter of the book and the article by Professor Grönroos. Summarise the lessons learnt from Professor Grönroos' lecture. Discuss in what way it agrees or disagrees with the course book. Write this up on about 2 pages of structured text (not more!) and send it in by the deadline.

*Guest lecture assignment 2:* Anna Hyvönen: Service strategy at Kone. Prepare for the lecture by reading up on the company (Web pages, available online articles). Summarise the lessons learned from Anna Hyvönen's lecture. Discuss in what way it agrees or disagrees with your other learnings from the lectures and the course book (look up subjects that, according to your reflections, relate to what she said). What did you find especially interesting and why? Write this up on about 2 pages of structured text (not more!) and send it in by the deadline.

*Guest lecture assignment 3:* (Mia Cedercreutz-Skvorc and Marc Skvorc) Service strategy at Design Hotel Klaus K. Prepare for the lecture by reading up on the company (Web pages, available online articles), and Mossberg's article. Summarise the lessons learned from the lecture. Discuss in what way it agrees or disagrees with your other learnings from the lectures, the course book and the assigned articles. What did you find especially interesting and why? Write this up on about 2 pages of structured text (not more!) and send it in by the deadline.

**Self-assessment of learning.** Write a tight, two-page reflection on what you have learned during the course that has changed your thinking or that you have found particularly important (or which might be important) for your future career. You can reflect also upon how your thoughts and/or behaviour toward services have changed. In addition, reflect a bit on your team and how well the students worked as a team, and your own contribution to team work. If you would do it again, what would you do differently, personally or as a team? The structure of the self-assessment is up to you as long as you include at least your own learning and team work. It is a personal account and reflection, with no right or wrong thoughts.

The self-assessment will be graded on the maturity, quality and depth of your reflections.

**Note: The deadline for this assessment is on Friday, October 15, but you can also choose to write it in connection to the written exam. The question will be included with the exam.**

## **ACADEMIC FRAUD**

The department has a very strict policy on all forms of academic fraud, and we monitor very closely that such does not occur: All assignments in this course are automatically checked for plagiarism with the help of a computer program. The consequences of getting caught are severe.

Hanken uses several software programs to check up on fraud. At this course we will use the program Urkund. This means that at the deadline, you will send each assignment as an attachment to the address:

[veronica.liljander.hanken@analys.orkund.se](mailto:veronica.liljander.hanken@analys.orkund.se)

You can send it as a .doc or .pdf file. A computer program performs an analysis of each assignment for plagiarism.

The following is considered grave academic fraud at Hanken:

1. Plagiarism: using someone else's ideas without complete or proper reference. The most blatant and severe forms of plagiarism includes copying several paragraphs/chunks of texts without proper reference from books, reports, articles or electronic resources and posing them as your own; copying from other students in assignments that are individual; and multiple submission - submitting work that has been used in other courses to receive study points.
2. Other forms of dishonest/fraudulent behaviour with the aim of getting study credits, such as having someone else write one's assignment, or writing assignments for someone else, or stating that a student has participated in an assignment when he/she has not.
3. Collusion: Helping someone in the above activities.

In order for each student to get a grasp of what is considered plagiarism/academic fraud we strongly suggest all students taking an online quiz:

([http://www.indiana.edu/~istd/plagiarism\\_test.html](http://www.indiana.edu/~istd/plagiarism_test.html)) to clarify these things:

We want you to pay special attention to the point about plagiarism. As a general rule (and in order to avert "unintentional fraud") NEVER copy and paste chunks of text from an article or elsewhere without valid reason (you might want to use direct quotations if you aim to explain what has been said, or if it is vital that the text is reproduced in its original form. Remember that it is not forbidden to cite other people's work). If you use quotations, indicate so by using quotations marks; "xxxx". Indicate page numbers when you use a direct citation. It is better to be safe than sorry, so it is better never to use the computerized function of copying and pasting. Acts that we have in the past considered as serious cases of plagiarism include posing copied text from reports found on the Internet as the students' own conclusions and comments. Note that it is not sufficient to only include the sources in the reference list at the end of the report! Also, long quotations, even though properly referred to, are not recommended.

Consequences: There is a wide range of consequences depending on the severity of the act, including, at the extreme, expulsion from the school. The **minimum is getting excluded from the course**, which is an automatic consequence of getting caught regardless of the severity. In the case of exchange students a standard consequence is informing the Dean (or similar) of the home university of the acts of academic fraud.

## **COURSE LITERATURE**

**Course book:** Wilson, A., Zeithaml V., Bitner M.J. & Gremler D.D. (2008), Services Marketing: Integrating customer focus across the firm. First European Edition, Berkshire: McGraw-Hill ISBN: 0077107950.

**Note:** If you have a copy of the American edition of this book (without the author Wilson), you can read that just as well. It will make no difference to the assignments or exam. The American version has a more attractive outline. The price of the books on Amazon.co.uk is about the same (from £15 for used and around £38 for new).

### **Articles:**

#### **Service marketing logic**

Grönroos, C. (2006), Adopting a service logic for marketing. Marketing Theory, 6, 4, 2006, pp. 317-333

Vargo, S. L. and Lusch, R. F. (2008). Why "service"?, Journal of the Academy of Marketing Science, Vol. 36, 25-38

### **Service quality**

Grönroos C. (1984), A service quality model and its marketing implications. *European Journal of Marketing*, Vol. 18, No. 4, 36-44.

Parasuraman A., Zeithaml, V. A. & A. Malhotra (2005), E-S-QUAL a multiple scale for assessing electronic service quality, *Journal of Service Research*, Vol. 7, No.3, 213-233.

### **Consumer experienced value**

Grönroos, C. (2008) Service logic revisited: who creates value? And who co-creates? *European Business Review*, 20, 4

Gummerus, J. (unpublished manuscript): Value creation processes and value outcomes – strangers or siblings?

Humphreys, A. and Grayson, K. (2008): The Intersecting Roles of Consumer and Producer: A Critical Perspective on Co-production, Co-creation and Prosumption, *Sociology Compass*, 2, 1-18

Heinonen, K, Strandvik, T. Mickelsson, K-J., Edvardsson, B., Sundström, E. and Andersson, P. (2010). A customer dominant logic of service, *Journal of Service Management*, Vol. 21, No. 4, 531-548.

### **Customer complaints and problem customers**

Harris, L. C. and Reynolds, K. L. (2004), Jaycustomer behaviour: An exploration of types and motives in the hospitality industry. *Journal of Services Marketing*, Vol. 18, No 5, p. 339-357.

Luria, G., Gal, I., and Yagil, D. (2009). Employees' willingness to report service complaints. *Journal of Service Research*, Vol. 12, No. 2, p. 156-174

Sen, S. and Lerman, D. (2007). Why Are You Telling Me This? An Examination Into Negative Consumer Reviews On The Web, *Journal Of Interactive Marketing*, Vol. 21 No. 4, 76-94.

Yani G. and Fisher, R. L. (2008). Customer betrayal and retaliation: When your best customers become your worst enemies. *Journal of the Academy of Marketing Science*, Vol 36, p. 247-261

### **Servicescape**

Mossberg, L. (2008). Extraordinary Experiences through Storytelling. *Scandinavian Journal of Hospitality and Tourism*, 8, 195-210.

Baker, S. M., Holland, J. and Kaufman, C. (2007). How consumers with disabilities perceive "welcome" in retail servicescapes. A critical incident study. *Journal of Services Marketing*, Vol. 21, No. 3, p. 160-173

### **Internal marketing**

Rafiq, M. and Ahmed, P. K. (2000), Advances in internal marketing concept, definition, synthesis and extension. *Journal of Services Marketing*, Vol. 14, No 6, 449-462.

Wenzel, D., Henkel, S. and Tomczak, T. (2010). Can I live up to that ad? Impact of implicit theories of abilities on service employees' responses to advertising. *Journal of Service Research*, Vol. 13, No. 2, 137-152.

### **Service Development**

Magnusson, P., Matthing, J. and Kristensson, P. (2003), Managing User Involvement in Service Innovation: Experiments with Innovating End Users, *Journal of Service Research* Vol. 6, No 2, 111-124.

Stevens, E. and Dimitriadis, S. (2005), "Managing the New Service Development Process: Towards a Systemic Model, *European Journal of Marketing*, Vol. 39, No1/2, pp. 175-198

## COURSE SCHEDULE

Time & place	Instructor	Topic	Readings, assignment deadlines
Mon Aug 30 10.15-11.45 aud 309	VL	Course introduction	Course syllabus and instructions for assignments
Wed Sept 1 10.15-11.45 aud 309	CG	The Service Logic: Scope and Content of Service Marketing	Ch. 1, Grönroos (2006), Vargo and Lusch (2008) <i>Guest lecture assignment 1:</i> Deadline Fri Sept 3 at 2 p.m.
Mon Sept 6 8.30-10.00 aud 309	VL	Service Quality	Chapter 2,3,4,5, Grönroos (1984), Parasuraman et al. (2005)
Tue Sept 7 8.30-10.00 aud 309	JG	Consumer value	<i>Note: Guest lecture, connect to team assignment 1.</i> Chapter 17, Gummerus, unpublished manuscript, Grönroos (2008), Humphreys and Greyson (2008), Heinonen et al. (2010).
Mon Sept 13 8.30-10.00 aud 309	VL	Service recovery	Course book Ch. 15, Harris and Reynolds (2004), Sen and Lerman (2007), Yani and Fisher (2008), Luria et al. (2009)
Tue Sept 14 8.30-10.00 aud 309	VL	Multiple channels - challenges	Course book Ch. 12-13, 16
Mon Sept 20 8.30-10.00 aud 309	VL	Internal marketing	Course book Ch. 11
Tue Sept 21	AH	Service strategy at Kone	Course book, Grönroos 2006, Vargo&Lush 2008) <i>Guest lecture assignment 2 :</i> Deadline Thu Sept 23 at 2 p.m.
Tue Sept 21 Assignment 1 Groups A-D 10.15-18.00 Aud 308	JG	Service value in practice	<i>Team assignment 1:</i> Deadline Thu Sept 16 at 10 a.m.
Mon Sept 27 8.30-10 aud 309	MCC& MC	Design Hotel Klaus K (Kurki), its service strategy and story	Course book Ch. 10, Mossberg (2008), Baker et al. (2007) <i>Guest lecture assignment 3:</i> Deadline Wed Sept 29 at 2 p.m.
Tue Sept 28 8.30-10.00 aud 309	AnuH	Service development	<i>Note: Guest lecture.</i> Course book Ch 8-9, Magnusson et al. 2003, Stevens and Dimitriadis 2005.
Tue Oct 5 8.30-10.00 aud 309	VL	Customer relationships	Course book Ch 7, 18
Mon Oct 11 Tue Oct 12 8.30- 16.00/18.00 Aud 308	VL	Service marketing in practice	Team assignment 2: Term paper Deadline Wed Oct 6 at 10 a.m.

**Guest lecturers:** AH: Anna Hyvönen (VP Service Maintenance Business, Kone Corporation) CG: Christian Grönroos (Professor, Hanken School of Economics), JG: Johanna Gummerus (Ph.D. student, Hanken School of Economics), AnuH (Senior Researcher Aalto University, School of Technology). MCC & MC = Directors Mia Cederberg-Skvorc and Marc Skvorc, Design Hotel Klaus K.

## ASSIGNMENT TIMETABLE OVERVIEW

Date	Time	Aud	Details	Deadlines, instructor
Mon Aug 30	10.15-11.45		Introduction to assignments	Short repetition at later lectures. Read carefully the instructions for the assignments. It is important to start the assignments early on in the course! <b>All Assignments are sent by e-mail to <a href="mailto:veronica.liljander.hanken@analys.urkund.se">veronica.liljander.hanken@analys.urkund.se</a></b>  Recommendation: use your Hanken mailing address and save the sent-message in your sent-folder (safety measure)
<b>Guest lecture assignment 1 (Grönroos)</b>			<b>Mandatory attendance at guest lecture. Write a 2-page analysis.</b>	<b>Deadline Fri Sept 3 at 2 p.m.</b> <a href="mailto:veronica.liljander.hanken@analys.urkund.se">veronica.liljander.hanken@analys.urkund.se</a>
<b>Team assign. 1 Sept 21</b>			<b>Team assignment Empirical study 6 pages + appendices</b>	<b>Deadline Thu Sept 16 at 10 a.m.</b> <a href="mailto:veronica.liljander.hanken@analys.urkund.se">veronica.liljander.hanken@analys.urkund.se</a>
Group B	10.15-11.45	308	Presentations of results and class discussion	Instructor Johanna Gummerus
Group C	12.30-14.00	308	Presentations of results and class discussion	-"-
Group D	14.30-16.00	308	Presentations of results and class discussion	-"-
<b>Group A</b>	16.30-18.00	308	Presentations of results and class discussion	-"- <b>(Observe the time!)</b>
<b>Guest lecture assignment 2 (Kone)</b>			<b>Mandatory attendance at guest lecture. Write a 2-page analysis.</b>	<b>Deadline Thu Sept 23 at 2 p.m.</b> <a href="mailto:veronica.liljander.hanken@analys.urkund.se">veronica.liljander.hanken@analys.urkund.se</a>
<b>Guest lecture assignment 3 (Design Hotel Klaus K)</b>			<b>Mandatory attendance at guest lecture. Write a 2-page analysis.</b>	<b>Deadline Wed Sept 29 at 2 p.m.</b> <a href="mailto:veronica.liljander.hanken@analys.urkund.se">veronica.liljander.hanken@analys.urkund.se</a>
Sept 29	8.30-16.00	Instructor's room	Each team will have a 15 minute discussion with the instructor on questions regarding assignment 2	
<b>Assign. 2 Oct 11-12</b>			<b>Team assignment Empirical study 15 page</b>  <b>Note! Compulsory attendance of all team members in both sessions</b>	<b>Deadline paper: Wed Oct 6 at 10 a.m.</b> <a href="mailto:veronica.liljander.hanken@analys.urkund.se">veronica.liljander.hanken@analys.urkund.se</a> <b>Deadline presentation: Fri Oct 8 at 10 a.m. send to <a href="mailto:veronica.liljander@hanken.fi">veronica.liljander@hanken.fi</a></b> <b>Deadline improvement: Thu Oct 14 at 2 p.m. send to <a href="mailto:veronica.liljander@hanken.fi">veronica.liljander@hanken.fi</a></b>

Group A Oct 11	8.30- 10.00	308	Team A1, A2, A3 Presentations of results and class discussion	Instructor Veronica Liljander
Group B Oct 11	10.15- 11.45	308	Team B1,B2,B3 Presentations of results and class discussion	-“-
Group C Oct 11	12.30- 14.00	308	Team C1, C2, C3 Presentations of results and class discussion	-“-
Group D Oct 11	14.30- 16.00	308	Team D1,D2,D3 Presentations of results and class discussion	-“-
Group A Oct 12	8.30- 10.00	308	Team A4,A5, A6 Presentations of results and class discussion	Instructor Veronica Liljander
Group B Oct 12	10.15- 11.45	308	Team B4, B5, B6 Presentations of results and class discussion	-“-
Group C Oct 12	12.30- 14.00	308	Team C4, C5, C6 Presentations of results and class discussion	-“-
Group D Oct 12	16.30- 18.00	308	Team D4, D5, D6 Presentations of results and class discussion	-“- <b>Note the time!</b>
<b>Self-assessment of learning and team work</b>	.		Individual assignment 2 pages	<b>Deadline Fri October 15 at 10 a.m.</b> <a href="mailto:veronica.liljander.hanken@analys.urkund.se">veronica.liljander.hanken@analys.urkund.se</a> <b>Final results are posted on Monday October 18 at 4 p.m.</b>  <b>However, you may also choose to make the self-assessment in connection to the exam. It will be included as an additional assignment in the exam.</b>