

Course Specifications

From the academic year 2017-2018 up to and including the

Course size (nominal values; actual values may depend on programme)
Credits 6.0 Study time 180 h Contact hrs 60.0 h

Course offerings in academic year 2018-2019

Lecturers in academic year 2018-2019

Offered in the following programmes in 2018-2019 crdts offering

Teaching languages

Dutch

Keywords

Service management, service implementation, service-dominant and goods-dominant firms, customer solutions, role of customers, employees and technology, value creation, and experience management

Position of the course

Services represent 63% of the Gross Domestic Product (GDP) worldwide, and in Belgium 78% of the GDP is attributed to services. As such, many people are employed in the service industry. Interestingly, the importance of services also holds for manufacturing firms. Management in these industries starts to realize that in order to survive and achieve competitive advantage, excellence in service will be a decisive criterion (e.g. computer and car industry). As such, the need to implement service successfully in various industries becomes pertinent. The objectives of this course are (1) to learn how different types of industries can benefit from excellence in service implementation, (2) learn the role of employees, customers and technology in implementing services successfully, and (3) learn under which conditions service implementation leads to value and good experiences for different parties simultaneously.

The course grants students access to specific knowledge in several distinct academic fields in order to hold successfully a management position in a service context. Furthermore, students are given the opportunity to acquire the requisite analytical, creative and social skills, and attitudes to apply this knowledge in practice.

Contents

This course consists of the following topics: (1) the contexts in which service implementation can take place: services for service-dominant firms, the infusion of services for goods-dominant firms (=servitization), and selling customer solutions (=combination of products and services in one package) (2) the role of employees for service implementation: focus on the creation of a service climate, and the motivation and training of employees (3) the role of technology for service implementation: focus on a multichannel strategies for service delivery, including online and offline channels, and mobile apps (4) the role of customers for service implementation: focus on customer engagement and co-creation (5) outcomes of service implementation: focus on understanding and optimizing synergies between customers, employees, and technology by adopting service quality models, satisfaction models, and value creation models.

Initial competences

no specific requirements

Final competences

- 1 understand the contexts in which the implementation of services generates competitive advantages for the firm and its stakeholders
- 2 critical thinking about the roles of different types of employees (frontline, backoffice, managers) in serving and satisfying customers
- 3 Analyse how current and forthcoming technologies will be likely to change service delivery: will they augment or replace employees, and/or strengthen the relationship and connectivity with customers
- 4 Critical thinking about the engagement and input of customers in order to optimize the efficiency and effectivity of the service.
- 5 understand the synergies between customers, employees and technology for successful implementation of services and favorable experiences and mutual value.

Conditions for credit contract

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

Conditions for exam contract

Access to this course unit via an exam contract is unrestricted

Teaching methods

Guided self-study, lecture, microteaching, seminar

Extra information on the teaching methods

By means of individual assignments (discussion and reflection on 2 scientific papers + write short paper on a business case in the year theme), students need to use and integrate their knowledge on customers, employees and technologies.

Learning materials and price

Presentations lectures and additional journal articles which are downloadable via Minerva. Textbook: Gemmel, P., Van Looy, B., Van Dierdonck, R. (2013). Service Management: an Integrated Approach, Pearson Education Limited. (estimated cost: 70 euro)

References

Course content-related study coaching

During the working lectures, an active and interactive teaching method is used, by which students are supposed to have run through the course material and participate actively through critical reflection about their processing task. Thanks to microteaching, students are given the opportunity to gain more insight into a topic of their choice, and to share it with their peers. The students get feedback from the teacher on their preparation materials and progress, and the teacher will help them to stimulate the discussion in the class room. The preparation of cases, book chapters and scientific articles (research-based teaching) stimulates class participation. The teacher gives feedback on the various reports.

Evaluation methods

end-of-term evaluation and continuous assessment

Examination methods in case of periodic evaluation during the first examination period

Written examination

Examination methods in case of periodic evaluation during the second examination period

Written examination

Examination methods in case of permanent evaluation

Participation, assignment

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible

Extra information on the examination methods

For the periodic evaluation, a written examination (8 out of 20 points) will assess students' knowledge and skills with respect to the implementation of services. The permanent evaluation, consists of 3 parts (12 points)
 (1) micro-teaching (in groups) and discussion during class (5 points)
 (2) individual assignment with the purpose to discuss and critically reflect on 2 scientific papers; 3 points)
 (3) final individual assignment related to the year theme, in which the gathered knowledge on customers, employees and technologies needs to be applied to a specific case/company (4 points)
 The written examination of the second examination period is similar to the first examination period. With respect to the individual assignments and microteaching, the

professor will give new and modified (cf. in case of microteaching) assignments for the parts of the permanent evaluation.

Calculation of the examination mark

End-of-term evaluation 40%, permanent evaluation 60%

Facilities for Working Students

Students with special statutes are given the possibility to discuss additional cases and scientific articles (via reports) instead of microteaching and in-classroom discussion / participation.