Course Specifications
Valid as from the academic year 2020-2021

Due to Covid 19, the education and evaluation methods may vary from the information displayed in the schedules and course details. Any changes will be communicated on Ufora.

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

Course offerings and teaching methods in academic year 2020-2021
A (semester 1) Dutch Gent

- seminar 15.0 h
- lecture 25.0 h
- guided self-study 10.0 h
- microteaching 10.0 h

Lecturers in academic year 2020-2021
Verleye, Katrien EB23 lecturer-in-charge

Offered in the following programmes in 2020-2021

<table>
<thead>
<tr>
<th>Programme</th>
<th>credits</th>
<th>offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science in Complementary Studies in Business Economics (main subject Business Economics)</td>
<td>6</td>
<td>A</td>
</tr>
<tr>
<td>Master of Science in Public Administration and Management</td>
<td>6</td>
<td>A</td>
</tr>
</tbody>
</table>

Teaching languages
Dutch

Keywords
Service management, service marketing, value creation, customer participation, customer engagement, employee well-being, service robots, smart services, service platform, sharing economy, gig economy

Position of the course
Services are omnipresent in society. A lot of people work in public or social-profit organizations offering services (e.g., municipalities and healthcare organizations) and many companies focus on services, going from offering after-sales services for their product (e.g., car or smartphone) to exclusively offering services (e.g., phone/internet services and hotels). Not surprisingly, services present 63% of the Gross Domestic Product (GDP) worldwide, and in Belgium 78% of the GDP is attributed to services. In this context, the need to implement services and further develop these services is increasing. This course provides insight into the different contexts in which the implementation of services can create value for different actors, such as customers, employees, companies and citizens. More particularly, this course elaborates upon how to implement services to maximize the creation of value. Specific attention will be paid to the role of customers, employees, and new technologies, such as service robots, smart services, and service platforms. This course prepares students to successfully implement and/or evaluate services and eventually fulfill management positions within a services context by not only providing theoretical frameworks from different scientific domains but also encouraging students to apply these frameworks to concrete cases and reflecting upon the applications of these frameworks.

Contents
This course consists of the following topics: (1) the contexts in which service implementation can take place by which specific attention is paid to servitization in manufacturing companies, digitalization/robotization of service organizations and Service-Dominant Logic, (2) the role of customers for service implementation with specific attention for customer participation and customer engagement, (3) the role of employees for service implementation: focus on the creation of a service climate, and the motivation and training of employees with specific attention for the performance and well-being of employees and the emergence of the gig economy, (4) the role of

(Approved)
technology for service implementation with specific attention for service robots, smart services, and service platforms (cf. sharing economy), and (5) the implementation of services from an ecosystem perspective by which we explore how to maximize the creation of value for different actors.

Initial competences

- no specific requirements

Final competences

1. understand the contexts in which the implementation of service is necessary to create value for different actors, such as citizens/customers, employees, organizations/companies and society
2. analyze the way in which customers, technologies, employees, and organizations can create value for themselves and others in different service contexts by means of concepts and theories related to service implementation
3. critical thinking about the way in which customers, technologies, employees, and organizations create value for themselves and others in different service contexts
4. report analyses and critical reflections about the implementation of services as described in academic papers and in (inter)national cases in a structured and scientific way

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, online lecture, online seminar: coached exercises

Extra information on the teaching methods

The course involves lectures/seminars where active participation is desirable (whether or not online), because active participation in the form of case discussions and guided exercises contributes to achieving the learning objectives and allows to translate the content to the context in which students would like to work.

Furthermore, this course involves micro-teaching (whether or not online), where student teams integrate their analyses of and reflections about academic articles with concrete examples in practice and present the results of their integration efforts during a pre-specified session of the course.

The micro-teaching assignment will be supported by feedback sessions (whether or not online), by which students do not only get content-based feedback but also feedback to present the content in a structured, scientific, and engaging way.

Learning materials and price

Presentations lectures/seminars and additional book chapters and journal articles are downloadable via Ufora.

References


Course content-related study coaching

A research-based teaching method is used during the lectures/seminars, by which students are encouraged to actively participate and critically reflect upon the learning material. As each session is based upon a set of book chapters and scientific articles that are shared with the students via Ufora (cf. research-based teaching), students can read through these book chapters and scientific articles in preparation for the lecture/seminar.

By means of an individual assignment in combination with microteaching, students are given the opportunity to gain more insight into a service implementation topic and share their analyses and reflections with peers. The lecturer is available to prepare and improve the micro-teaching and stimulate discussions with peers during the micro-teaching in the class room.

Finally, the lecture gives feedback on all assignments, so that students gain insight into the extent to which the learning objectives are achieved.

Evaluation methods

- end-of-term evaluation and continuous assessment

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

(Approved)
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** will assess whether the learning objectives are achieved (12 out of 20 points).
The permanent evaluation (8 out of 20 points) is related to:
- an **individual assignment** by which students report their analyses and reflections with regard to scientific articles about a service implementation topic (3 points)
- a **micro-teaching assignment** by which student teams integrate their analyses and reflections about scientific articles associated with a service implementation topic to real-life examples and prepare a presentation in which their analyses and reflections are reported to peers during pre-defined sessions (5 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 60%, permanent evaluation 40%

Facilities for Working Students

Students with special statutes can - if requested - replace the micro-teaching assignment in class by an online presentation.