

**2021\_S02\_PGE\_M2\_MKT\_0004\_E\_L\_BOD**  
**SERVICES MARKETING**  
*2020 – 2021*

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<b>OFFICE HOURS</b>	Tuesday 14:00 – 17:00

**Kedge Business School and its professors, encourage you to use your Pro-Acts, company projects and internships as privileged opportunities to apply the reflections, theories, concepts and tools presented during this course**

<b>COURSE DELIVERABLE</b>	<b>DUE DATE</b>	<b>WEIGHT ON FINAL GRADE</b>
Exam – Individual Evaluation	Session 9	40%
Case studies and article presentations – in groups	Sessions 6-8	20%
Final project – in groups	Session 10	20%
Activity points - individual	Every session	20%

## INTRODUCTION AND OBJECTIVES

### *Course Purpose & Objectives*

The course focuses on the field of services, with a particular attention to luxury services and how they differ from other services. Another key focus is to delimit how service marketing overall differs from product marketing. Students should learn to understand and practice a new, alternative perspective on business, based on customer centricity and a service perspective. Students should be able to *identify* management challenges in service and non-service oriented firms, to *understand and use* service-based theories, models and concepts, to *analyze* existing challenges, and to *create actionable solutions*.

### *Courses contribution to program objectives*

The objective is to study customer-focused management and marketing issues in firms that face **service competition**, where customer **relationships** form a natural foundation for marketing. Service competition means that service is critical to success, and that adopting a **service logic** is important. So-called service firms, of course, face such situations, but increasingly also manufacturers of goods on business-to-business markets and even on consumer markets, and in the final analysis any firm, will find a service perspective a key means of creating and maintaining a competitive advantage

### *Course Contribution to Application of Critical Thinking*

LEARN - Learning is of course important, but keep in mind that it is only one part of the course.

APPLY - Applying what you have learned is one of the most important objectives of the course. It is by applying what you learn that you have real use for it.

CRITICIZE - Almost all progress is made by testing and contradicting existing theories. You do not have to agree with everything said in class, you are encouraged to offer constructive criticism!

### *Courses description*

- The role of services in the modern economy
- How marketing services differ from marketing products
- What are luxury services, and how to they differ from both other services and from luxury products.
- How to successfully manage a service business
- Customer value from a service points of view

**COURSE MATERIAL**

*The final decision on articles to read will be taken just before the start of the course, to incorporate relevant recent research. In other words, the following articles are all likely to be included, but other might still be added.*

**Articles**

Blut, M., Wang, C., & Schoefer, K. (2016), "Factors Influencing the Acceptance of Self-Service Technologies: A Meta-Analysis," *Journal of Service Research*, 19(4), 396-416.

Grönroos, C. (1994), "Quo Vadis, Marketing? Toward a Relationship Marketing Paradigm," *Journal of Marketing Management*, 10(5), 347-360.

Grönroos, C., & Voima, P. (2013), "Critical Service Logic: Making Sense of Value Creation and Co-Creation," *Journal of the Academy of Marketing Science*, 41(2), 133-150.

Harris, L., & Reynolds, K. (2003), "The Consequences of Dysfunctional Customer Behavior," *Journal of Service Research*, 6(2), 144-161.

He, Y., Chen, Q., & Alden, D.L. (2012), "Consumption in the public eye: The influence of social presence on service experience," *Journal of Business Research*, 65(3), 302-310.

Holmqvist, J. & Grönroos, C. (2011), "How does language matter for services? Challenges and propositions for service research," *Journal of Service Research*, 15 (4), 430-442.

Orsingher, C., Valentini, S., & de Angelis, M. (2010), "A Meta-Analysis of Satisfaction With Complaint Handling in Services," *Journal of the Academy of Marketing Science*, 38(2), 169-186.

Parasuraman, A., Zeithaml, V., & Berry, L. (1988), "SERVQUAL: A Multiple-Item Scale for Measuring Consumer Perceptions of Service Quality," *Journal of Retailing*, 64(1), 12-40.

Parasuraman, A., Zeithaml, V., & Malhotra, A. (2005), "E-S-QUAL: A Multiple-Item Scale for Assessing Electronic Service Quality," *Journal of Service Research*, 7(3), 213-233.

Shah, D., Rust, R., Parasuraman, A., Staelin, R., & Day, G. (2006), "The Path to Customer Centricity," *Journal of Service Research*, 9(2), 113-124.

Van Vaerenbergh, Y., & Holmqvist, J. (2013), "Speak My Language if You Want My Money! Service Language's Influence on Consumer Tipping Behavior," *European Journal of Marketing*, 47(8), 1276-1292.

Vargo, S., & Lusch, R. (2004), "Evolving to a New Dominant Logic for Marketing," *Journal of Marketing*, 68 (1), 1-17.

Wirtz, J., Holmqvist, J., & Fritze, M. P. (2020). Luxury services. *Journal of Service Management (forthcoming)*.

**COURSE CONTENTS AND TIMETABLE**

<b>SESSIONS</b>	<b>THEMES</b>	<b>PRELIMINARY READING(S AND ASSIGNMENTS</b>
<b>1</b>	<b>Service logic and luxury services</b> J. Holmqvist	Wirtz, J., Holmqvist, J., & Fritze, M. P. (2020), "Luxury services," <i>Journal of Service Management (forthcoming)</i>
<b>2</b>	<b>Foundations for services marketing and service-dominant logic</b>  A. Costers	Vargo, S., & Lusch, R. (2004), "Evolving to a New Dominant Logic for Marketing," <i>Journal of Marketing</i> , 68 (1), 1-17.  Grönroos, C., & Voima, P. (2013), "Critical Service Logic: Making Sense of Value Creation and Co-Creation," <i>Journal of the Academy of Marketing Science</i> , 41(2), 133-150.  Grönroos, C. (1994), "Quo Vadis, Marketing? Toward a Relationship Marketing Paradigm," <i>Journal of Marketing Management</i> , 10(5), 347-360.
<b>3</b>	<b>Service encounter: the moment of truth</b>  A. Costers	Bitner, M. J., Booms, B., & Stanfield Tetreault M. (1990), "The Service Encounter: Diagnosing Favorable and Unfavorable Incidents," <i>Journal of Marketing</i> , 54 (January), 71-84.  Blut, M., Wang, C., & Schoefer, K. (2016), "Factors Influencing the Acceptance of Self-Service Technologies: A Meta-Analysis," <i>Journal of Service Research</i> , 19(4), 396-416.  Harris, L., & Reynolds, K. (2003), "The Consequences of Dysfunctional Customer Behavior," <i>Journal of Service Research</i> , 6(2), 144-161.  Van Vaerenbergh, Y., & Holmqvist, J. (2013), "Speak My Language if You Want My Money! Service Language's Influence on Consumer Tipping Behavior," <i>European Journal of Marketing</i> , 47(8), 1276-1292.
<b>4</b>	<b>Service quality</b>  A. Costers	Grönroos, C. (1984), "A Service Quality Model and its Marketing Implications," <i>European Journal of Marketing</i> , 18(4), 36-44.  Parasuraman, A., Zeithaml, V., & Berry, L. (1988), "SERVQUAL: A Multiple-Item Scale for Measuring Consumer Perceptions of Service Quality," <i>Journal of Retailing</i> , 64(1), 12-40.  Parasuraman, A., Zeithaml, V., & Malhotra, A. (2005), "E-S-QUAL: A Multiple-Item Scale for Assessing Electronic Service Quality," <i>Journal of Service Research</i> , 7(3), 213-233.
<b>5</b>		He, Y., Chen, Q., & Alden, D.L. (2012), "Consumption in the public eye: The influence of

	<p><b>Customer experience management: the “new” challenge</b></p> <p>A. Costers</p>	<p>social presence on service experience,” <i>Journal of Business Research</i>, 65(3), 302-310.</p> <p>Holmqvist, J. &amp; Grönroos, C. (2011), “How does language matter for services? Challenges and propositions for service research,” <i>Journal of Service Research</i>, 15 (4), 430-442.</p> <p>Orsingher, C., Valentini, S., &amp; de Angelis, M. (2010), “A Meta-Analysis of Satisfaction With Complaint Handling in Services,” <i>Journal of the Academy of Marketing Science</i>, 38(2), 169-186.</p> <p>Shah, D., Rust, R., Parasuraman, A., Staelin, R., &amp; Day, G. (2006), “The Path to Customer Centricity,” <i>Journal of Service Research</i>, 9(2), 113-124.</p>
6	<p><b>The Servicescape of luxury boutiques</b></p> <p>J. Holmqvist</p>	<p>Introduction to the main project of the course, focusing on studying service quality and the servicescape in the setting of luxury boutiques.</p>
7	<p><b>Case study</b></p> <p>Prof. J. Holmqvist</p>	<p>Case study in groups</p>
8	<p><b>Case study</b></p> <p>Prof. J. Holmqvist</p>	<p>Case study in groups</p>
9	<p><b>Exam</b></p> <p>Prof. J. Holmqvist</p>	<p>Individual exam</p>
10	<p><b>Group Work Presentations</b></p> <p>Prof. J. Holmqvist</p>	<p>Students present their course project.</p>

## TEACHING APPROACH/ INSTRUCTIONAL METHODS

### *Organization of the sessions*

The course consist of ten sessions, organized as follows

- Session 1 is an introduction to the field of marketing of services, focusing on luxury services and the service logic.
- Sessions 2, 3, 4 and 5 consist of specialized sessions on different topics within the field of services. During every session the professor introduces the topic and gives an introduction, followed by student presentations on academic articles related to the topic.
- Sessions 6, 7 and 8 consist of case studies to apply the theories learnt in class to managerial situations.
- Session 9 consists of the individual exam.
- Session 10 is devoted to the main group project. During this final session, each group presents the findings of their project and hands in a written report.

### *Individual Assignments*

The individual exam consists of a written exam in which the student answers two questions related to the content of the course. Students are also evaluated individual for their activity during the course.

### *Group work*

The group work consists of three aspects

- Three case studies per group.
- One article presentation per group.
- The main project of the course

## EVALUATION OF STUDENT PERFORMANCE

EVALUATIONS	WEIGHT
Written exam	40%
Case studies and article presentations	20%
Course project	20%
Activity	20%

**Methods Used to Evaluate Student Performance**

<b>Learning competences expected</b>	<b>Level attained</b>		
	<b>Fails to meet Standard</b>	<b>Meets Standard</b>	<b>Above Standard</b>
	<b>Not acceptable</b>	<b>Acceptable</b>	<b>Superior</b>
	<b>0-1</b>	<b>2-3</b>	<b>4-5</b>
<b>Ability to identify management challenges in service and non-service oriented firms.</b>	<b>Insufficient knowledge of what service marketing is and how customers view services.</b>	<b>Detailed understanding of the nature of services and customers' service perceptions.</b>	<b>Adapting a customer-centric service logic building on the characteristics of services</b>
<b>Ability to understand and to use service-based theories, models and concepts to address issues in the firm.</b>	<b>Not knowing the main models of service marketing and customer value perceptions.</b>	<b>Knowing how to use the main models to better understand customer value perceptions.</b>	<b>Using the main models to analyze how customer value perceptions can be improved.</b>
<b>Analytical skills for analyzing existing and future challenges to the successful delivery of service quality.</b>	<b>Not able to recognize the main challenges that can impede good service delivery.</b>	<b>Ability to solve challenges that threaten the delivery of good service quality.</b>	<b>Building on the nature of services to predict where future problems can arise in the implementation of new service strategies.</b>
<b>Ability to create actionable solutions that are feasible and beneficial for good service delivery.</b>	<b>Lack of general knowledge of the technical and functional quality of service strategies.</b>	<b>Knowing which solutions benefit customers and how they can be implemented</b>	<b>Developing service solutions that build on both technical and functional quality to enhance customer experiences</b>

## Services Marketing



### **Jonas Holmqvist**

is Associate Professor of Luxury Marketing and Service Marketing at Kedge Business School (Bordeaux) since 2011. His research has been published in several leading international journal such as Journal of Service Research, Journal of Retailing, International Journal of Research in Marketing, Journal of Business Research, Journal of Service Management, and Europe Journal of Marketing.



## ACADEMIC FRAUD

### *Definition*

Academic fraud is a breach of ethics.

*“Is achieved using unfair means or deception, to obtain material or undue moral advantage, or with the intent to avoid the enforcement of laws”. (Translated from the original source: Dictionnaire Juridique des Lois, 2010, available at: [www.dictionnaire-juridique.com/definition/fraude/php](http://www.dictionnaire-juridique.com/definition/fraude/php))*

Plagiarism consists of attributing authorship by (partial or total) copying, imitation or misappropriation.

The act of fraud is committed by one or more students/participants when they:

- appropriate written or oral work to themselves when they are not the author (in whole or in part) of the work, by omitting any references or quotations to the author or to the owner of the work;
- present any data that has been falsified or invented in any way;
- use the identity of the author, attributing the contents of and/or a resource to him/her, but without explicitly mentioning that they are not the author;
- appropriate the creative work of someone else and present it as their own;
- acquire excerpts of texts, images, results etc. from external sources by including them in their own work without mentioning the origins of the excerpts;
- summarise the original idea of an author by expressing it in their own words but omit quoting the source;
- cheat in an academic evaluation.

Plagiarism can occur in:

- an academic article or book;
- an exercise or a case study;
- a study or a report;
- a dissertation or a thesis;
- any document of which the student/participant is not, but purports to be the author.

### *Sanctions*

Any student/participant having committed academic fraud, or having participated in it, will be sanctioned by the professor in charge of the course. The professor can apply 1<sup>st</sup> and 2<sup>nd</sup> level sanctions (detailed below). The professor will send a copy of the sanction to the student's/participant's programme. The student/participant will be informed/and or convoked by the programme director (or his/her representative) to a hearing prior to the possible convening of the Kedge Business School Disciplinary Council. In the case of a hearing of the Disciplinary Council, they can decide to apply 3<sup>rd</sup> and 4<sup>th</sup> level of sanctions.

Any student/participant guilty of academic fraud will receive one of the following sanctions:

## Services Marketing

- Applied by the professor in charge of the course, Kedge Business School faculty member (1st and 2<sup>nd</sup> level):
  - A grade of zero for the work concerned and a formal warning;
  - A grade of zero for the course or module concerned and a formal warning.
- Applied by Kedge Business School's Disciplinary Council (3<sup>rd</sup> and 4<sup>th</sup> level):
  - Suspension from the programme for one or two semesters;
  - Exclusion from the programme.

N.B.: Plagiarism within a partner institution can result in these sanctions being applied by Kedge Business School, notwithstanding partner's decision.