McGill University
Desautels Faculty of Management
DOCTORAL PROGRAM IN MANAGEMENT
Topics in Service Science (MRKT 7XX)
Winter 2013

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Class Time: Wednesdays, 10:00am – 1:00pm
Classroom: 1610W (at 1010Sherbrooke Street West)
Office Hours: by appointment

OVERVIEW

MRKT 711 is a doctoral level seminar that focuses on the review of research on service science content, formulation process and implementation related issues. Service research is by academic standards a relatively young area that has evolved over the last 20 years into a prominent field. Students will develop an in-depth understanding of theories, concepts, models, and paradigms that collectively form the foundation for service science.

During the course, students will study, discuss, and critique a selection of important and influential research papers on service science. They will examine the prevailing theories and methodologies, discuss their foundations, and explore possible extensions for future research. By the end of the course, students will be able to conduct research on service science, which has the potential to be published in leading academic journals.

Therefore, students are expected to come to class prepared and ready to actively participate in the discussion of any article in the reading list. In addition, every week students are required to prepare a summary of four articles and lead the discussion of one assigned paper. Finally, students are required to prepare a research proposal on any topic in the service science area. Each student will present her/his proposal on the last day of class.

COURSE OBJECTIVES

1. Reviewing the literature related to important topics in the area of service science.
2. Developing the ability to identify opportunities for major gaps that exist in the service science literature, and as a result identify research opportunities in high priority areas.
3. Developing the skills to write and present a research proposal that has the potential to be published in a leading academic journal.
4. Enhancing the ability to explain and defend scholarly thoughts, as well as to professionally respond and react to other scholars.

COURSE COMPONENTS

Article Discussions\(^2\): Every week each student is expected to present one paper from the reading list and lead the discussion (schedule to be finalized in the first class) for the paper. These presentations should be concise and to the point. The presentation and discussion should answer at least the following questions:

1. What is the central idea/contribution of the article? What are the specific research questions being investigated?
2. What is the model being tested? Develop a diagram if possible.
3. What are the independent variables and dependent variables in the model (how are these defined and measured)?
4. What is the logic for the relationships in the model (the theoretical arguments?) – are these sound? Are there logical leaps and how can they be avoided?
5. Why was the paper publishable?
6. How can this article lead to further research? Identify additional viable research topics related to this article.

Article Summaries: From the readings assigned for each week (with the exception of session one), students are required to submit summaries on four articles. These summaries should not exceed one typed page (single spaced). The summaries should highlight the most salient points as succinctly as possible (e.g., 2-4 sentences per section). To maintain consistency, each summary should have the following format:

1. Complete citation: in bold, at the top of the page (following JM format)
2. Summarized by: Student name
3. Theoretical foundation: this section should summarize the theoretical argument of the reading, its basic assumptions, and major propositions.
4. Methodology: this section should summarize the research design and methodology (if appropriate).
5. Results and conclusions: this section should summarize the results and major discussion points.
6. Future research ideas: this section should note those future research suggestions forwarded by the author(s) that are particularly insightful.

The summaries will be graded on an ad-hoc basis. No late submissions will be accepted.

\(^2\) Saurabh Mishra (2012)
Class Participation: Class participation is an important and integral part of a doctoral level seminar. Every student enrolled in the seminar is expected to play an active role in discussing the assigned readings. The evaluation of class participation will be based on a student’s level of preparation and the quality of contributions to the class discussion. Not attending class without prior permission or a valid medical excuse will result in a loss of grade.

Research Proposal: Each student will be asked to develop an original research proposal around any topic within the scope of the seminar. The proposal will be a maximum of twenty pages (double spaced, 12pt font, 1-inch margins, not including references, tables, appendices, etc.) and include the following:

1. Introduction - motivation of the proposed research.
2. Literature review summarizing the most relevant research streams and identifying the major gaps the proposal is trying to fill.
3. Proposed research design and methodology, including data sources.
4. References (provided in a bibliography)

Students are required to submit a one page outline of the proposal on week 4 and a five page outline on week 8 (double spaced, 12pt font, 1-inch margins). At this time, a completed synthesis of the relevant literature and some tentative propositions/hypotheses should be included. Students will receive feedback from the instructor on these outlines, which should provide directions to the students before the final proposal is due. On the last day of class, each student is required to present her/his proposal in an academic presentation similar to a conference presentation. The final papers are due one week after the presentations and no late submissions will be accepted. Based on the first round of comments by the instructor, students can resubmit their proposal with the recommended changes for a higher grade.

GRADING
The grading components for the course are:

<table>
<thead>
<tr>
<th>Article Discussion</th>
<th>25%</th>
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<tbody>
<tr>
<td>Article Summaries</td>
<td>15%</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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<tr>
<td>Research Proposal:</td>
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<tr>
<td>Presentation</td>
<td>15%</td>
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<tr>
<td>Paper</td>
<td>35%</td>
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Note: All requirements must be completed satisfactorily. Superior performance in one would not compensate for unsatisfactory performance in others.

IMPORTANT ANNOUNCEMENTS

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/integrity for more information.)

In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded.
<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Services Marketing (History &amp; Trends)</td>
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<td>Week 2</td>
<td>Services Science</td>
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<td>Week 3</td>
<td>Service Innovation</td>
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<td>Week 4</td>
<td>Service Encounters and Service Quality</td>
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<td><em>Due: 1 page proposal outline</em></td>
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<td>Week 5</td>
<td>Service Recovery</td>
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<td>Week 6</td>
<td>Service Infusion or Service Transformation</td>
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<td>Week 7</td>
<td>Customers as Co-Producers/ Co-Creators of Services</td>
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<td>Week 8</td>
<td>Employees’ Roles/ Service Profit Chain</td>
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<td><em>Due: 5 page proposal outline</em></td>
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<td>Week 9</td>
<td>Relationship Marketing</td>
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<td>Week 10</td>
<td>Service Design</td>
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<td>Week 11</td>
<td>Transformative Service Research</td>
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<td>Week 12</td>
<td>Technology and Service</td>
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<tr>
<td>Week 13</td>
<td>Research Proposal Presentations</td>
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*Note:* The above schedule is tentative and the professor reserves the right to make modifications during the semester as necessary.
Class Sessions and Readings

I. Services Marketing: History & Trends (Week 1)


II. Services Science (Week 2)


III. Service Innovation (Week 3)


IV. Service Encounters and Service Quality (Week 4)


V. Service Recovery (Week 5)


VI. Service Infusion or Service Transformation (Week 6)


VII. Customers as Co-Producers/ Co-Creators of Services (Week 7)


VIII. Employees’ Roles/ Service Profit Chain (Week 8)


IX. Relationship Marketing (Week 9)


X. Service Design (Week 10)


XI. Transformative Service Research (Week 11)


XII. Technology and Service (Week 12)


XIII. Research Proposal Presentations (Week 13)