

Service Implementation (F000808)

Course size *(nominal values; actual values may depend on programme)*

Credits 6.0

Study time 180 h

Course offerings and teaching methods in academic year 2025-2026

A (semester 1)

Dutch

Gent

peer teaching

lecture

seminar

independent work

Lecturers in academic year 2025-2026

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EB23

lecturer-in-charge

Offered in the following programmes in 2025-2026

Master of Science in Complementary Studies in Business Economics(main subject
Business Economics)

crdts

6

offering

A

Master of Science in Public Administration and Management

6

A

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 **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 - whether or not with the help of digital information sources - 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

This course unit cannot be taken via an exam contract

Teaching methods

Seminar, Lecture, Independent work, Peer teaching

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.

Study material

Type: Slides

Name: Online presentations lectures/seminars

Indicative price: Free or paid by faculty

Optional: no

Language : Dutch

Number of Slides : 300

Available on Ufora : Yes

Online Available : No

Available in the Library : No

Available through Student Association : No

Additional information: Students can choose to print the online presentations (not necessary), which comes with an extra cost.

Type: Reader

Name: Online book chapters and articles from scientific journals

Indicative price: Free or paid by faculty

Optional: no

Language : English
Number of Pages : 200
Available on Ufora : Yes
Online Available : Yes
Available in the Library : No
Available through Student Association : No
Additional information: Student can choose to print the online book chapters and journal articles (not necessarily), which comes with an extra cost

References

Zeithaml, V., Bitner, M.-J., and Gremler, D. (2018). Services Marketing: Integrating Customer Focus Across the Firm. McGraw Hill.

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.

Assessment moments

end-of-term and continuous assessment

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

Written assessment

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

Written assessment

Examination methods in case of permanent assessment

Participation, Presentation, Assignment

Possibilities of retake in case of permanent assessment

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%.

If students choose not to participate in the assessment of one or more components, or if they obtain less than 10/20 for at least one of the components, passing the course unit as a whole is no longer possible. If the total score does turn out to be a mark of 10 or more out of twenty, this is reduced to the highest fail mark (9/20)

Facilities for Working Students

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