



GRADUATE SCHOOL

GM1111 Service design - applied consumer behaviour, 7.5 credits

Tjänstedesign - konsumentbeteende i praktiken, 7,5 högskolepoäng

Second Cycle

Confirmation

This course syllabus was confirmed by School of Business, Economics and Law on 2013-11-18 and was last revised on 2018-02-26 by Graduate School to be valid from 2018-03-01, spring semester of 2018.

Field of education: Social Sciences 100%

Department: Graduate School

Position in the educational system

The course Service design - applied consumer behaviour, is a course within the Master of Science programmes at the Graduate School, School of Business, Economics and Law, University of Gothenburg.

Main field of studies

Marketing and Consumption

Specialization

A1F, Second cycle, has second-cycle course/s as entry requirements

Entry requirements

To be eligible for the course Service design - applied consumer behaviour, the participant must fulfil the entrance qualifications for one of the Master of Science programmes at the Graduate School.

Learning outcomes

On successful completion of the course, the student will be able to:

Knowledge and understanding

1 in an in-depth way account for central concepts within the area of consumer behavior in the service economy

Competence and skills

2.1 independently select, argue for and apply central concepts within services marketing on a real world situation connected to communication within a service context

2.2 independently search for and evaluate relevant literature focusing on consumer behavior in the service economy

2.3 discuss and verbally criticize theories regarding consumer behavior in the service economy

Judgement and approach

3.1 evaluate and critically reflect upon academic literature regarding consumer behavior in the service economy

Course content

In this advanced course in Service design – applied consumer behaviour, students will be exposed to a number of central topics regarding services design and its implications for consumer behaviour.

The course addresses the central service design topics from a theoretical perspective, taking as starting point in recently published academic articles. It further emphasizes the connection to practical problems and enables the student to work closely with an organization/company in order to apply knowledge gain in a real-life situation. The practical connection, with focus on web-site design, continues throughout the course, and evolves along with theoretical seminars.

The starting point of the course is knowledge about the organization/company and the service it delivers. An initial analysis of the current web-site is performed along with a discussion regarding the type of service delivered (search/experience/credence). The focus then shifts to the consumer, discussion relevant customer segmentation, role of emotions in the service design and the possibility of working with story-telling and co-creation in a service design context. The central issues are thus traditional marketing concepts, now analysed and applied in a service design context.

Form of teaching

The bulk of teaching takes place through seminars on various themes, preceded by written reports handed in by students. Traditional lectures are added for some of the themes.

Language of instruction: English

Assessment

The course is examined through the following forms of examination:

Group assignment

- Hand-in: Written assignment
Learning outcome: 1, 2.1, 2.2, 3.1
Grading: Fail/Pass/Pass with Distinction
- Hand-in: Individual logg (discussing the own contribution to the group assignment)
Learning outcome : 3.1
Grading: Fail/Pass
Individual examination related to seminars: (Examination portfolio and seminar attendance)
- Hand-in: Examination portfolio consisting of three PM's and a reflecting text (describing the contribution of each PM to the students' learning).
Learning outcome: 1, 2.1, 2.2, 3.1
Grading: Fail/Pass/Pass with Distinction
- Active participation: Seminar 1-6
Learning outcome: 2.3
Grading: Fail/Pass

The individual assignments (separate PM's, the examination portfolio, the logg and the reflecting text) shall be written individually; cooperation in formulating text, tables, figures etc is hence not allowed.

Absence from one or several of the six compulsory seminars will require handing in a make-up assignment on the same theme as the missed seminar.

A group assignment or an examination portfolio that has received the grade Fail can be completed.

If a student, who has failed the same examined component twice, wishes to change examiner before the next examination, a written application shall be sent to the department responsible for the course and shall be granted unless there are special reasons to the contrary (Chapter 6, Section 22 of Higher Education Ordinance).

In cases where a course has been discontinued or has undergone major changes, the student shall normally be guaranteed at least three examination occasions (including the ordinary examination) during a period of at least one year from the last time the course was given.

The number of examinations is limited to five.

Grades

The grading scale comprises: Pass with Distinction (VG), Pass (G) and Fail (U).

To receive a Pass on the course the student needs at least the grade Pass on the group assignment, at least the grade Pass on the individual examination portfolio and the grade Pass on all seminar-related outcomes (seminar participation) and the individual log.

To receive a Pass with Distinction the student needs a Pass on all seminar-related outcomes (seminar attendance) and the individual log and a Pass with Distinction on the group assignment and the individual examination portfolio (weighed together with weights 60% from the individual examination portfolio and 40% from the group assignment).

Course evaluation

The course will be evaluated upon completion.

The results of and possible changes to the course will be shared with students who participated in the evaluation and students who are starting the course.