



FME3530 Service Marketing 7.5 credits

Tjänstemarknadsföring

This is a translation of the Swedish, legally binding, course syllabus.

If the course is discontinued, students may request to be examined during the following two academic years

Establishment

Course syllabus for FME3530 valid from Spring 2019

Grading scale

P, F

Education cycle

Third cycle

Specific prerequisites

Ph D students

Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

Intended learning outcomes

At the end of this course, students will:

1. Have mastered at least three classical articles from the services marketing literature and have been thoroughly exposed to a number of others.
2. Have learned and practiced some of the basic aspects of teaching services marketing case studies so that these skills can be built upon and practiced.
3. Have begun work on a publishable article on an aspect of services marketing.

Course contents

Whether the marketing of services is different to or pretty much the same as products has been an ongoing debate. There are those who maintain that because services possess certain characteristics that products do not, services marketing is different and more difficult. Others argue that essentially, customers do not purchase products or services, but seek to solve their problems and satisfy their needs and wants, so that the debate is meaningless to marketers. This course sits on the fence by taking the view that both arguments offer valuable insights, and that we have much to learn to strategic marketing advantage by understanding both perspectives. It also takes the understanding of services further by considering that the new economic genre is that of experiences, and explores some aspects of the marketing of experiences.

Examination

- INL1 - Assignment, 7.5 credits, grading scale: P, F

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.