Research Seminar in Relationship Marketing Strategy: 
Network Approach to Co-Designing the Service Experience

PROFESSOR: Michèle Paulin, LLB, MBA, PhD, RBC Professorship in SRM
CLASS SCHEDULE: Winter, Tuesday 11:45-14:30
CLASSROOM: To be determined
OFFICE HOURS: By appointment
COURSE CREDITS: 3 (PhD and/or MSc students)
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Course Objectives and Philosophy
The course provides an overview on what innovation, service experience and design entails taking into consideration complex contexts and trends of strategic relationship marketing (SRM). SRM is an evolving bundle of theories, perspectives and concepts, outside of traditional marketing and management paradigms. It reaches out towards multidisciplinary approach in research design and outcomes. Thus, the focus of the readings includes service logic, ethics and value creation/destruction, how SRM is moving towards ecosystems and complex offerings where experiences and designs become strategic for the well-being of society, individuals and organizations. The “market” perspective incorporates multiple forms of governance and actors-to-actors requiring a new vision on the architecture and DNA of the organization, digital and human interactions, balancing private and public goods, social and prosocial behaviors as part of the overall model rather than “antecedents, process or outcomes”.

Last revision, June 20\textsuperscript{th} 2017, subject to modification
Course Pedagogy

Based on socio-constructive theory, the emphasis is on collaborative learning, out-of-the-box creativity, dynamic and interactive skills to foster the initiative of designing research that has value for the community and its stakeholders. Students will learn to envision, elaborate, explain and enhance their learning objectives and determine themselves their level of engagement to share insights, comments and questions through workshops.

Future researchers and teachers need to grasp what moral ethical values means and recognize their responsibility towards the community. The research learning process will move from lecturing to an ongoing dynamic of collaboration in co-developing research models and operationalizing new and multiple methods (quantitative or qualitative or both). Researching is more than collect, analyze and present data. It must be linked to sound theoretical development and making “sense” when diffusing results, understanding the research impact on different communities (e.g. tacit and formal knowledge, business, societal evolution, etc.). In many top peer-reviewed journals, researchers are now required to provide a detailed plea on why their research is important and how it can impact the community and its well-being.

Blogs, aps, open communities, open source platforms, virtual dialogs require exploring different dynamics while understanding why, who, what, where and how. It means that students have to develop new skills to become proactive, passionate and curious. This course will serve as a pilot project and incubator to new research service design processes as well as setting up examples of dynamic pedagogical contexts for future researchers whether in business, public organizations and institutions or the academic world.

Open conversation is encouraged as an ongoing process to exercise critical thinking, challenge assumptions and models and be able to reformulate and propose alternatives, engage proactively.

Students participate to their own learning assessment with the professor and classmate to better assess what is a satisfactory, good, very good, excellent and outstanding outcome. What they achieved and what they need to continue to work on.

individual and teamwork is done upfront. Readings, synthesis and team discussions help to set the scene of the “in-class” incubation to refine the critical thinking, enhance tacit knowledge and overall group learning. Key points are integrated weekly in a blog, with alternate “editorial boards” where students are responsible to collate the information and share with others. Groups/individuals will post their synthesis, pertinent additional articles (recent developments 2010-), any new trends on the subject (conferences, research or business talk, etc.) http://www.kilkku.com/blog/2011/08/social-media-is-an-essential-tool-for-service-dominant-logic/
Learning Objectives:

- Develop an interdisciplinary and cross-disciplinary approach to enhance innovative and creative research designs including propositions, measures and hands-on methods;
- Expose fundamental approaches of relationship marketing strategy and other theories (service theory, networks, service dominant logic, etc.), deriving from the commitment-loyalty reciprocal perspective of including the customer/actor and the service organization (profit or not-for-profit);
- Grasp and view complexity of different levels of experiences: individual to service organization, among individuals playing different roles (customers/actors and service employees, community blogs, applications (aps), etc.), individuals to creativity/innovation through collaborative systems, individuals to open networks (e.g. business-to-business, community-to-business, business-to-government, community-to-community, customer-to-customer, etc.). These different levels of reciprocities lead to intangible assets/liabilities, value/risks or reticence and performance that require out-of-the-box thinking taking into consideration contextual elements such as the: ecology, social well-being, artistic/aesthetic, design innovation, culture and ethical moral behavior (the list is not exhaustive);
- Foster interactivity, between this course and other graduate courses, to integrate knowledge and practice. Strong encouragements are made to use Facebook/Blogs and to integrate concepts and methods from other courses such as Qualitative research (but not limited to);

Students will learn to get their hands dirty (No 3, Concordia’s strategic direction)

- CODESIGN AND PROTOTYPING for research, teaching and sharing, individually and with teams;
- COMMUNICATE ideas related to subject matter (oral and written individually and in teams) and outside the class (e.g. using different methods and tools, social media and networks);
- CONCEPTUALIZE complexity, uncertainty and awareness in terms of critical impact for research (individuals, organizations, society);
- CREATE “out of the box” research, methods, potential outcomes that will enhance teaching, research and the whole community wellbeing, not just “publish or perish”;
- CONCILIATE concepts learned with other topics non-business and business related and develop relationship competences through acting, ethical teamwork, communication skills enhancement and critical analysis expertise.
Learning Outcomes:

- Move from the critical analysis to propose a coherent research proposal (purpose of the study, objectives of the research, develop research questions in line with proposed methodologies and potential outcomes for research but also teaching, managerial and societal impact);

- Develop a theoretical/research framework that will have managerial and community value enhancement taking into consideration an interdisciplinary and multidisciplinary approach;

- Have a clear overview of the research process design which must be well articulated, as if one would submit a research proposal, for funding and/or an article for a conference, and/or a presentation to a web community, etc.;

- Able to acquire and refine different skills that will serve research but also managerial decisions and impact positively the community, with the clear notion of what is ethical and moral;

- Be able to communicate the research to different types of audiences, with a pedagogical orientation. This aspect is as important, in this day and age, especially in public community platforms, but also with the media, the business, the community at large. Becoming a researcher is also being proud and passionate of being a professor and pedagogue;

- Participate to The Annual Graduate Research Exposition (AGRE). Part of the learning outcomes in this class, can benchmark your presentation for this Fall event. 

Course Evaluation*

Co-participation (mandatory attendance, in class preparation) 20 %
Dialog (synthesis, blogs, critical thinking, “editorial exercise”) 40 %
Individual/Team term project (10 % presentation, 30 % written) 40 %

Total 100 %

* Further details on each evaluation, please consult the Guidelines for Course Evaluation (will be available on Moodle upon registration).
## Course Schedule/Topics *

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Service Logic, Ethics and Value Creation</td>
<td>Introduction</td>
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<tr>
<td>2</td>
<td>SRM and Ecosystems</td>
<td>Blog posting &amp; dialog on a weekly basis (BP/D)</td>
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<tr>
<td>3</td>
<td>Context: Multiple Offerings, Experiences &amp; Designs</td>
<td>(BP/D)</td>
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<tr>
<td>4</td>
<td>Dyads to Networks of Customers and Stakeholders (actors)</td>
<td>Term project proposal</td>
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<tr>
<td>5</td>
<td>Plural Forms of Governance: Design Thinking to Service Experience(s) Design</td>
<td>(BP/D)</td>
</tr>
<tr>
<td>6</td>
<td>Actors-to-Actors</td>
<td>(BP/D)</td>
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<td>7</td>
<td>Architecture, DNA of the Organization: Designing Complex Service Experiences</td>
<td>(BP/D)</td>
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<td>8</td>
<td>Digital Interactions and Innovation</td>
<td>(BP/D)</td>
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<tr>
<td>9</td>
<td>Reconciling Private and Public Goods</td>
<td>(BP/D)</td>
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<td>10</td>
<td>Social &amp; Charitable Causes Related Marketing within a Strategic Relationship Mindset</td>
<td>(BP/D)</td>
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<td>11</td>
<td>Prosocial Behaviour as Antecedent/Outcome of Strategic Relationship Marketing</td>
<td>(BP/D)</td>
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<td>12</td>
<td>Relational Benefits to Business &amp; Organizations or Institutions</td>
<td>(BP/D)</td>
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<tr>
<td>13</td>
<td>ORAL PRESENTATION OF TERM PROJECT</td>
<td>Report submission by week 14 at the latest</td>
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* The schedule is tentative and subject to modifications.
Assigned Readings

Required readings are available at the Concordia University Library in electronic format, other readings are optional for individual information/research project.

Theme 1: Service-Logic, Ethics and Value Creation

An introduction to Strategic Relationship Marketing, review of pedagogy, themes, learning objectives and assign reviews to MSc/PhD students.

Required readings


Optional readings

**Video on Service-Dominant Logic:** [https://www.youtube.com/watch?v=Rp78Aefaz5I](https://www.youtube.com/watch?v=Rp78Aefaz5I)

**Service Logic**, see recent publications: [http://www.sdlogic.net/publications.html](http://www.sdlogic.net/publications.html)

Special issue on **Service Logic** in *Journal of Academy of Marketing* (2008) 36(1)
[http://link.springer.com/journal/11747/36/1/page/1](http://link.springer.com/journal/11747/36/1/page/1)


Theme 2: SRM & Ecosystems

Required readings


**Optional readings**

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**Theme 3: Context: Multiple Offerings, Experiences & Designs**

**Required readings**


Optional readings

For further insight, please consult related articles and the special issue on Co-creating Service Experience http://www.emeraldinsight.com/toc/josm/26/2


Theme 4: Dyads to Network of Customers and Stakeholders

Required readings


Optional readings


http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.103.6584&rep=rep1&type=pdf

http://dx.doi.org/10.1080/0965254X.2015.1095225

Theme 5: Service Systems: From Design Thinking to Service Experience(s) Design

**Required readings**

http://dx.doi.org/10.1108/JSTP-09-2014-0219


**Optional readings**


http://jsr.sagepub.com/content/18/1/3.full.pdf+html
Theme 6: Actors-to-Actors

**Required readings**


**Optional readings**


Special issue on **Co-management of purchasing and marketing**, Vol. 52 pages 1-174 (January 2016)

For references and model, please refer to the following link:


Theme 7: Architecture, DNA of the organization: Designing Service Experience(s)

Required readings


Optional readings


Refer to the following site where there are many postings from articles, new research, thesis, trends:

Slide share: http://www.slideshare.net/Brioneja/value-cocreation-the-new-approach-to-successful-product-introductions-brioneja-080211a


Theme 8: Digital Interactions and Innovation

Required readings


**Optional readings**


**Theme 9: Reconciling Private and Public Good**

**Required readings**


**Optional readings**


**Theme 10: Social Causes & Charitable Causes Related Marketing within Strategic Relationship Marketing**

**Required readings**


Additional readings


Theme 11: Prosocial Behaviour as an Antecedent/Outcome of SRM

Required readings


Additional readings


Theme 12: Relational Benefits to Business and Organizations

Required readings


*Additional readings*


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The Code of Conduct (Academic) at Concordia University states that the "integrity of University academic life and of the degrees, diplomas and certificates the University confers is dependent upon the honesty and soundness of the instructor-student learning relationship and, in particular, that of the evaluation process. As such, all students are expected to be honest in all of their academic endeavors and relationships with the University (Graduate Calendar).

All students enrolled at Concordia are expected to familiarize themselves with the Academic Code of Conduct. You are strongly encouraged to visit the following web address:

http://www.concordia.ca/students/academic-integrity/code.html

Complete document on Code of conduct is available at:

http://www.concordia.ca/content

Academic Conduct towards Plagiarism

The Code defines as “the presentation of the work of another person as one’s own or without proper acknowledgement.” This includes material copied word for word from books, journals, Internet sites, professor’s course notes, etc. It refers to material that is paraphrased but closely resembles the original source. It also includes for example the work of a fellow student, an answer on a quiz, data for a lab report, a paper or assignment completed by another student. It might be a paper purchased from any source. Plagiarism does not refer to words alone—it can refer to copying images, graphs, tables and ideas. “Presentation” is not limited to written work. It includes oral presentations, computer assignment and artistic works. Finally, if you translate the work of another person into any other language and do not cite the source, this is also plagiarism.