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AMARK- E0010
Technology-driven Service Strategy:
Kick off 01.07.2024

Summer 2024
01.07.2024– 18.08.2024

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Agenda

- **Course structure & Learning goals**

- **Course assignment & evaluation**

- **What is reflection**

- **How to read an article?**

- **Feedback from the previous courses**

- **Q & A?**

Co-creation of wellbeing in service system transformation: digitalising service encounters in healthcare

Case studies on online therapy and genomic data innovations

Henriikka Seittu

Mental Illness Will Cost the World $16 USD Trillion by 2030

Course Structure

COURSE	AMARK-E0010 Technology-driven Service Strategy
Credits	6 ECTS
Status	Master's Program of Marketing, advanced studies

Assessment Methods and Criteria	Independent work (60%)
	    Starting assignment: Reflection note (10%, 0-10 points)
	    Thematic package 1: Learning reflection: mind map & video/audio (10 %, 0-10 points)
	    Thematic package 2: Learning reflection: mind map & video/audio (10 %, 0-10 points)
	    Thematic package 3: Case Study – report (15%, 0-15 points)
	    Thematic package 4: Learning reflection: reflection essay (15 %, 0-15 points)
	        Each Thematic package includes one quiz (pass/fail) (Quizzes need to be *passed* to complete the course)
	Group work (40%)
	    Lean Service Creation project (40 %)

Course book	Coursebook: **Elective, not mandatory** requirement to course completion. Wirtz, Jochen and Christopher Lovelock (2016): Services Marketing: People -Technology - Strategy, 8th ed.
Idea	Hybrid course

Learning goals

1. Develop a Conceptual Toolbox

To get an overview on the main service marketing and management principles.

2. Learn to Understand Service Research

To explain the main service concepts in your own words.

3. Bridge the Gap Between Theory and Practice

To make the transfer from theoretical consideration to practical application.

Course assignments & evaluation

Assignments

Independent work (60%)

- Starting assignment: Reflection note (10%, 0-10 points)
- Thematic package 1: Learning reflection: mind map & video/audio (10 %, 0-10 points)
- Thematic package 2: Learning reflection: mind map & video/audio (10 %, 0-10 points)
- Thematic package 3: Case Study – report (15%, 0-15 points)
- Thematic package 4: Learning reflection: reflection essay (15 %, 0-15 points)
  - Each Thematic package includes one quiz (pass/fail) (Quizzes need to be *passed* to complete the course)

Group work (40%)

- Lean Service Creation project (40 %)

All of the assignments are compulsory. Deadlines are the same for everyone.

Plagiarism – zero tolerance, assignments will be checked

On the course you can earn max. 100 points, which will be converted to the final grade as follows:

Points	Grade	
90 points and over	5	Excellent
80 to 89 points	4	Very good
70 to 79 points	3	Good
60 to 69 points	2	Fair
50 to 59 points	1	Poor
49 points and lower		Fail

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What is reflection?

What is reflection?

"Any kind of reflection that is expected to be presented for assessment in an academic, professional, or skill development contexts"

Tips:

• **Keep the academic tone**

• **Brainstorming – requires time**

• **Use transitional phrases: such therefore, on the contrary, as a result, for instance, on one hand - on the other hand.**

• **Format: Argument – Justification - Proof**

• **What you are trying to say (e.g. State the key idea)? How can you back it up? What evidence will you use to substiantiate your point of view?**

• **Questions you can ask – How did the reading go: what you learned from it, what do you (dis)agree with, how did the article affect you? Did you change your mind? Pros, cons of the issue? What would someone else think ?**

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Academic reflective writing is NOT…	Instead…
Just descriptions of what has happened	Descriptions should be used as foundations for learning.
A personal diary where you can say anything and use any language	Academic reflective writing require structure and formal language.
A place where you get marks for self-disclosure – while reflection is personal, you will not get a good mark by merely sharing challenging experiences or personal trauma	The experiences you share must be used actively to promote learning **AND** be appropriate for the audience. An assessor will probably not be comfortable reading your darkest secrets. Private reflections may include such content, but for academic refection it is unlikely to be appropriate. Reflections should be appropriate both for your boundaries and the boundaries of the person reading them.
A place where you get marks for complementing the course or teacher assessing you	Include the course and the teacher if they have affected you, but be sure to uncover what about them worked or did not work for you, and how you can use this knowledge in other contexts.
A place where you reference learning uncritically	You should evidence how you have learned something, what it means for you, and how it will be used in the future.
A nuisance or waste of time	Done correctly, formalising and structuring reflection can help you surface and evidence your personal learning and development, which in turn can help you to communicate your abilities and experiences effectively.

"Browsing through articles xx and xx, <u>my first impression</u> was that xx and xx are not that hot or popular topics in current business magazines. In effect, searching articles with these keywords gives few or no results at all (N.B. in these publications). <u>The apparent reason to this may</u> be that these terms are not very commonly used in journalistic texts, at least not as commonly as in academic periodicals. <u>This does not, however, mean that</u> the current business news writing would exclude or overlook services. <u>Quite the contrary.</u> By simply searching for "services", one finds a lot interesting stuff but only needs to spend more time filtering which articles are relevant with regard to the topic at hand. In the Economist one finds a lot of articles that deal with xx … <u>Much of these articles are a bit remote to my interests that</u> are rather hands-on and managerial, whereas large corporations covered in the news deal with and hasten the change by acquiring new companies under their group structure. <u>But in essence, the issue is the same</u>: xx."

"As examples of I have chosen … an article by the Economist, which discusses xx. In the case of Nordea, the social aspect has been visible even in the streets of Helsinki, when hundreds of people have been queueing in front of the bank's offices, effectively creating situations where the Corona virus has possibilities to spread — the risk of which the bank aims mitigate by the aforementioned closure measure. Based on the appearances, it is not unjustified to say that … I wonder, how do they make an online reservation, if they were queing in the first place? On the other hand, and on a global scale, the Economist reports, the down-and-out cannot even dream of queueing in front of a bank; there are not really any in the vicinity of their lives. Subsequently, they rely on simple (often) text-message based services in order to be able to manage their basic monetary affairs. The problem is, however, that by doing so … Basically, the question in the articles is the same: … "

How to read an article in ten minutes

A typical flow of a well written article is:

1. **Introduction:** Why research is important (practical and scientific **relevance**)?
2. **Literature Review:** Review of what has been done before (desk research – definitions).
3. **Research Background/Plan:** Model development and study design ("actual" research).
4. **Details of the Research:** Data collection, sample characteristics, measurement of key variables, method of analysis etc.
5. **Data Analysis and Results:** Methodological details.
6. **Discussion:** Relates findings to "conversations" in literature; derives meaningful managerial implications.
7. **Limitations and Conclusion:** Overview on shortcomings and recap of the key points.

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Seittu and Falk
Spring term 2023

Tomas Falk – Spring Term 2020

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Technology-driven Service Strategy
Some Thoughts on Reading Scientific Articles – A Guideline (2/3)

How to read an article in ten minutes

Minute 1: Closely look at the **title**. An author has to come up with a handful of words that tell people what the research is about. Pay attention to the **key words in the title (IVs, DVs, mediating and moderating variables)**.

Read the **abstract** carefully. This is the author's chance to condense an entire argument down into a very small space. Most potential readers scan the titles and abstract to determine whether it's worth their time to read the entire article.

Minute 2: Quickly scan the **first five or six paragraphs**. This is the author's chance to grab your attention and explain why they undertook this research projects in the first place. Often the last paragraph before the first major section of the paper will summarize why they did the research - look for key words like „the goal of this research is..." or „the questions this research addresses are..." or „In summary, ...".

Minutes 3 through 5: Jump to the **end of the paper and read the conclusion**. This is were the author(s) tries/try to wake up everyone drifted off and tell them what he or she just told them. Typically, the conclusion is an excellent guide to what the author(s) said in the paper.

Minute 6: Go back to the **literature review**. If you are not familiar with prior research in this field, you may want to spend more time here in order to relate this to what you already know about the topic. Otherwise, it probably makes sense to just glance at the first sentences in each paragraph.

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Some Thoughts on Reading Scientific Articles – A Guideline (3/3)

How to read an article in ten minutes

Minutes 7 and 8: Scan the rest of the article up to the last pages. Questions to keep in mind include:

What is the author's argument (from the title and the abstract?)
How does it relate to prior work on the topic?
What are the hypotheses, if any?
What approach is useful? (e.g. theoretical model, lab experiment, observation, interviews)
Is there any empirical data (quantitative or qualitative)?

Minute 9: Pay attention to any charts, graphs, tables, and diagrams the author(s) uses/use. Out of the hundreds of possibly thousands of charts, tables, statistics, and diagrams the author(s) probably went through in doing the research, he or she is forced to choose a handful that are most relevant to the argument being made. Pay attention to the ones chosen, their titles, and think about why the author(s) selected them.

Minute 10: Glance again at the title, abstract and conclusion. These three places are where the author(s) are/is forced to succinctly summarize his or her contribution.

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Feedback from the previous courses

"It was the best online course I have ever taken! (created me massive value through the material and latest insights; gave me access to excellent material, made me think, structured my understanding, really inspired! I absolutely want to continue in this direction."

"Too heavy on readings!! Too much writing."

"Too strict grading"

"I also want to add that I am really unhappy about the exam format - articles again…"

"MyCourses was not working properly"

"I am truly satisfied I am introduced to this recent knowledge"

"Many sincere thanks for your feedback to my assignments!"

"This is very encouraging to hear a human voice in response to submissions. THANK YOU!"

Feedback from the previous courses

"Too heavy on readings!! Too much writing."

"I also want to add that I am really unhappy about the exam format - articles again…"

→ Less academic articles (almost 50 % of articles off) → more to listen & watch

→ Less writing (50 % of the reflections as form of mindmap & audio/video)

→ No exam: Group work

"Too strict grading"

→ Transparency added by including points / question available (Syllabus)

→ *"MyCourses was not working properly"*

"It was the best online course I have ever taken! (created me massive value through the material and latest insights; gave me access to excellent material, made me think, structured my understanding, really inspired! I absolutely want to continue in this direction."

"I am truly satisfied I am introduced to this recent knowledge"

"Many sincere thanks for your feedback to my assingments!"

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