

Curriculum as a value proposition to support the transitioning of business and society

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Purpose There is an undisputable progress of service dominant logic (SDL) approach as the main managerial challenge in leading organizations in ever-increasing complexities of societies. This raises the question, where the professionals learn the impacts on SDL, construct deeper understanding on service lens required in today's service business, and acquire relevant competences. Higher education institutes (HEIs) have responded inadequately to service society's competence needs and educational challenges (Ferruzca et. al. 2017; Gallouj & Djellal 2019). The aim of this paper is to highlight the need for a holistic framework of reference for curriculum design in higher education and to justify, why adopting a systemic approach is adequate at both theoretical and practical level. The advances in research on service innovation and SDL provide an understanding of value co-creation and the role of value proposition as the main communication tool to explain the service offering. In this study, we expand the discussion beyond the business to the context of higher education. We first define HEIs as service providers. As such, the context of HEI can be described as a human-centric service system, in which the dynamic configurations of resources are interconnected by curriculum. Moreover, HEIs consist of resource integrators and can provide a platform for extended value cocreation with the working life and society. Second, we consider a curriculum as a value proposition of an HEI. We investigated experiments in curriculum design that have led to advanced solutions. One of which we include in this paper, is the nature and the role of teaching faculty as resource integrators forming a complex adaptive system that practice self-organizing modes of operation.

Design/Methodology/approach This paper examines the curriculum as the value proposition of an HEI, and describes experiments in curriculum designs. To explore and better understand the underlying dynamics of the curriculum, a longitudinal examination of the three cases is conducted. This case study explores the transitions to interdisciplinary of business and design disciplines into the master's program curricula.

Findings As a result, this paper proposes a holistic framework for interdisciplinary curriculum as a value proposition in master's programs. The conceptual framework enhances the understanding of the dimensions that influence the service offering of a HEI. Curriculum design must respond to the domain fundamentals and educated disciplinary specific knowledge and skills. This is a special challenge of the interdisciplinary programs related to service business, in which two disciplines are integrated in education. Fostering the future of the workforce and its development, HEIs need to adapt to the fast-changing world and its requirements in keeping with academic rigor.

Originality/value Research on service innovation driven transitioning of business and society through higher education is scarce. To our knowledge, this is the first attempt to describe the curriculum with the value proposition concept or identifying holistically the relational context of various perspectives in curriculum design. The conceptual model for the curriculum value proposition in the higher education is drawn from rigorous work, experimenting diverse solutions, studies, and learnings from the multifaceted data analysis. By focusing on the relationships between the framework dimensions and elements, the paper provides valuable new knowledge.

Research limitations The limitations of the study are obvious: we studied a single HEI and three case curricula designs. There is a limited number of curricula or HEIs to provide a more comprehensive analysis and comparison of strategies chosen.

Practical implications New professions are outlined and hybrid competences necessitate both interdisciplinary and flexibility from the curricula. In this study, we demonstrate that higher education programs that enclose interdisciplinary and thematically concurring approaches of thoughts,

advocate the competences the future leaders and practitioners need.

Key words – curriculum, value proposition, higher education, service dominant logic

Paper type – Research paper

References

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