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### From Good Dominant Logic (G-D) to Service Dominant Logic (S-D): An Exploratory Case Study of a Service System

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#### ABSTRACT

It has been realized from the last almost 50 years that Service has gained a central position in various disciplines. Due to the shift from G-D logic to S-D logic, the service science is becoming as an emerging multidisciplinary field in which its abstraction as well as the unit of analysis is the service system. 21st century could be represented as an emerging revolution from business and economic point of view where service-dominant (S-D logic) serves as a base of service system. Service system due to its dynamic nature, allows share information among various service systems through the configuration of resources resulting in co-creation of value. The need of abstraction of service system for the service science is motivated by S-D logic. Service science being trans-disciplinary in nature is itself in development stage and it needs much more to do in various dimensions regarding theories, frameworks and models of social value. Therefore, this research paper analyze focal organization as a social enterprise in service system perspective by using the framework that has been presented by (Tracy & Lyons, 2013). New parameters have also been added in this framework. For this purpose, qualitative method has been adopted and the primary research method and single case study design is used.

### Introduction of Service System

Due to the current attention towards the emergence of a new paradigm i-e. Service Dominant logic (S-D Logic) that in turn was due to the non-fulfillment and unsatisfactory answers in Good Dominant logic (G-D Logic), the research world has started focusing on the need of operand resources to get a competitive advantage. Previously “commodities/goods” were considered the heart of G-D Logic and they were treated as a unit of exchange. It was believed that firm can attain and maintain its competitive advantage with the help of operand resources (physical resources). However, Penrose (1959) was the first one who introduced intangible as firm resources in his

Resource Based view (RBV). Barney (1991) describes resources as any capabilities, assets, organization, attributes, processes, firm, information, knowledge that a firm possesses, and enables it to form and implement strategies that improve the efficiency and effectiveness of that firm. Therefore, the concept of service came into existence with the passage of time and gave rise to new service logic. As economics is considered the heart of all the disciplines, “Value” and “Value creation” and role of collaboration and interaction of mutual exchange in service system gained attention (Witztum, 2024). Emerging from foundations of S-D logic, service science includes the study of service systems and the co-creation of value within a complex constellation of integrated resources. (Spohrer, Vargo, Caswell, & Maglio, 2008; Jaakkola, Kaartemo, Siltalo, & Vargo, 2024). Moreover, Service-Centered Dominant Model of exchange is the one in which operant resources (knowledge and skills) possess a central position. Its characteristics include intangibles, competences, dynamics, exchange processes and relationships, interactivity, integration, customization and co-production. Customer (operant resource) is a co-producer in this concept. Value in service system is created through the interaction of participants, processes and resources. History shows that Aristotle was the first person who debated on nature of value and distinguished “use value” and “exchange value”.

Value is specifically defined as the benefit received by someone against some sacrifice. With the value, another concept called “value in exchange” is used. Traditionally in G-D logic, goods possessed a central value and when they are created and distributed, value is created. Here role of the producers and the consumers is distinct. So, in this way value of creation is frequently believed as a series of different activities that are performed by firm (Benson, Glanfield, Hirst, & Wakenshaw, 2024). The advocates of this logic are (Vargo & Lusch, 2004a; Vargo & Morgan, 2005). Additionally, in previous studies, value is also investigated from integrative point of view due to its extensive importance in service dominant logic. This integrative view of value in co-creation process is proposed by the combination of different attributes of value from different contexts including interaction between the firms-customer, customer-customer and also many to many or complex interaction in value co-creation so these interactions are unavoidable while calculating or considering the value co-creation (Kuzgun & Asugman, 2015). However, with the emergence of service dominant logic, the concept changed in which role of producer and consumer do not remain distinct but value is always co-created faintly and reciprocally through the integration of resources and application of competences so in this way “value in use” concept arises (Vargo & Lusch, 2008; Liljeroos-Cork, & Luhtala, 2024). Maglio and Spohrer (2008) and Spohrer, Vargo, et al. (2008) considered S-D logic to be the foundation to service science and to the study of value-creation in service system.

To them service systems engage in exchange with other service systems to enhance adaptability and survivability thus, co-creating value for themselves and others. Moreover, Smith (1776) explained value as a utility of some particular object as a value-in-use of purchasing some other good which the possession of that object conveys as a “value in exchange” for the first time in economics discussion. The major difference between G-D logic and S-D logic is the “basis of exchange” where former emphasis on the exchange of operand resources while later gives importance to the exchange of operant resource. Hence in S-D logic value is co-created through the beneficial application of operant resources which are sometimes transmitted through operand resources or goods (Bakhsh, & Riivits-Arkonsuo, 2022; Vargo & Lusch, 2004a).

In service system perspective, the distinction between producer-consumer disappears in value creation and they all contribute in value creation. Furthermore, when a notion moves from the value based on units of firm towards the value based on processes, then with the integration of

these resources service science is developed. Service system is an arrangement of resources (including people, technology, information etc.) connected to other systems by value proposition/mutual benefit (Brozović, & Tregua, 2022; Spohrer, Vargo, et al., 2008). In this way value is co-created, effectively depending on the resources of others to survive. Hence, value-in-exchange is the negotiated measurement offered and received (e.g. money and value proposition) among exchange partners. In previous studies, a framework regarding ontology was designed in order to develop understanding about the process of value co-creation as a result of resource integration under social science perspective (Javed, Othman, & Kohda, 2015). Above all, it is important to mention that co-creation of value needs more than on service system and it is through integration and application of resources made available through exchange that value is created. So, the systems working together improve mutual capabilities.

Due to the shift from G-D logic to S-D logic, the service science is becoming as an emerging multidisciplinary field in which its abstraction as well as the unit of analysis is the service system. Service system is defined as “dynamic value co-creation configuration of resources, including people, organization, shared information (language, laws, measures, methods), and technology, all connected internally and externally to other service systems by value proposition” (Spohrer, Vargo, et al., 2008). Furthermore, due to the emerging importance of service science it has become crucial to explain various scientific concepts and methods of service. Therefore, Social value can be examined from social entity as well as individual point of view under service science perspective. This connecting framework was proposed by (Spohrer, Demirkan, & Lyons, 2015).

In section 4, social value concept from the service science perspective discussed. From the point of view regarding collective service system entity (such as nation), they had mentioned four benefits out of which any of them could be included in process of valuing (i.e. win-win mechanism, competing for collaboration, voice of disenfranchised, simpler, greener energy sources or materials). They had also discussed that processes of valuing have gained attention in research due to the reason that it is differently defined by the beneficiary who can either be a customer or a society/community, under the service science perspective. Additionally, on the basis of literature they also mentioned the social value in terms of emotional, social as well as functional perspective. Moreover, it is worthy to mention that from conventional perspective, there is no final settlement on the social value, its measures and assessment (Mulgan, 2010). While concluding, the researchers had mentioned that social value in terms of service science demands more to explore. However, service science being trans-disciplinary in nature is itself in development stage and it needs much more to do in various dimensions regarding theories, frameworks and models of social value (Spohrer et al., 2015). Table below, shows the different perspectives of G-D logic and S-D logic.

#### **Difference of S-D and G-D Logic**

|                             | <b>G-D logic</b>            | <b>S-D logic</b>           |
|-----------------------------|-----------------------------|----------------------------|
| <b>Purpose</b>              | Producing, selling          | Value co-creation          |
| <b>The role of customer</b> | Purchaser or consumer       | Co-producer                |
| <b>Resource used</b>        | Operand resources           | Operant resources          |
| <b>Exchange unit</b>        | Goods and services, outputs | Servicing and experiencing |
| <b>Value chain</b>          | Supply chain                | Value-creation network     |

In this paper, we tried to draw the attention of the researchers and practitioners towards a service system that is understudied. The study of Social Purpose Organizations (SPOs) as nonprofit

charitable organization or academic institutions in perspective of service science could contribute in the theoretical foundations and development of this emerging multidisciplinary field. These SPOs are established with the aim of providing benefit to the public, social and human welfare along with the concept of making profit. We applied the service science concepts to this focal organization with the perspective of profit and nonprofit characteristics. From the literature, it has been found that the hybrid non-profit social organizations establish bonds with the for-profits entity (social businesses) for the purpose of revenue. Additionally, one of the previous studies proposed some main suggestions and practices for the computation of value proposition (i.e. for individual input public, representational practices, corporate, input public, organizational or management) relevant to NGOs in S-D logic perspective (Frentz, 2017).

This paper considers that social enterprise/organization/ business engaged in commercially focused manufacture and sales of goods and/or services for achieving a public benefit mission. Charitable organizations with business initiatives, nonprofits engaging in commercial activities, for-profit cooperatives, and businesses whose primary aim is social in nature would be included. Hence, this study will and can help in understanding the social value co-creation within the service systems in focal organization that in turn will/can contribute various dimensions in the development of service science foundation.

In this paper we have used the framework that has been presented by Tracy and Lyons (2013) along with new parameters that also added in this framework to analyses focal organization as a service system. So, keeping in mind the concept of service system, we have selected Social Purpose Organizations (SPOs).

In the light of the above discussion the purpose of this study is to examine whether the focal organization is a service System and serving as a social enterprise or not. Additionally, the purpose of this study is to measure the ability and success of both entities i.e. focal organization and its beneficiaries engaged in value co-creation process as a service system under SD logic perspective.

To explore whether focal organization is a Service System under S-D Logic Perspective.

To what extent focal organization as a social enterprise fulfill the needs and wants of the its beneficiaries.

### **Significance of the study**

This study is significant because this study explores the concept of SD Logic from social value perspective on the educational institute which will contribute to the existing literature of SD Logic. A framework of service system has also been used by different other researchers and scholars like (Demian et al., 2022; Tracy & Lyons, 2013) and (Spohrer, Vargo, et al., 2008) along with new characteristics proposed in this study to categorize an upcoming educational institute as a service system in social value perspective.

### **Literature Review**

A system is a group of interconnected components (Basholli, Mezini, & Basholli, 2023; Wang, Wang, Zhang, Ip, & Furuta, 2014). Services are acts simplified through interactions that an entity and a human could conform by following a comprehensive plan (Basholli, Mezini, & Basholli, 2023; Wang et al., 2014). Four features of a service are outlined by Krishnamurthy (2007) as (1) it is intangible, (2) it is consumed when it is produced, (3) its core efficacy lies in the provision of value-addition in one form or another, and (4) co-production. Tien and Berg (2003) explained the

process in which the provider and consumer engage in a continuous interaction to appreciate an understanding of the need and wants of the customer in terms of who gets satisfied and how, is called co-production. In economics, a system can generally be classified into four broad categories: agricultural system (produces food) (L. Xu, Liang, & Gao, 2008), manufacturing systems (produces products) (Tan et al., 2010; Tao, Zhang, Lu, & Zhao, 2012; Yin & Xie, 2011), product system (a tangible entity that transfer and/or performs the conversion of motion, force, and power) (Wang et al., 2014) and service systems (Spohrer, Maglio, Bailey, & Gruhl, 2007). Major economies have shifted to a service economy from a manufacturing economy in the last two decades (Krishnamurthy, 2007).

In literature, different definitions of ‘service system’ has been given from different point of view (Alter, 2008; Pinhanez, 2009; Sampson & Froehle, 2006; Spohrer et al., 2007; Stanicek & Winkler, 2010; Xing, Li, Bi, Wilamowska-Korsak, & Zhang, 2013). The definitions of service system could be classified into three categories. First category views the human-in-the loop as the key feature in a service system (Pinhanez, 2009; Sampson & Froehle, 2006). The second category considers that the manufacturing system and service system has same structure but this system is capable of producing either service or a product (Alter, 2008). Third category considers that the service system is the complementary and interdependent component of economic exchange (Spohrer et al., 2007; Stanicek & Winkler, 2010). Different service systems, such as healthcare and medical systems (Duan, Street, & Xu, 2011; K. Wang, Bai, Li, & Ding, 2010; E. Xu, Wermus, & Bauman, 2011), enterprise information systems (J. Wang, Gao, & Ip, 2010; J. Wang et al., 2016) and transportation systems (J. Wang, Ip, & Zhang, 2010) and more importantly the information system (Avison & Fitzgerald, 2003; Pawlak, 1981) have played significant roles in our society.

Similar considerations apply to other definitions of service systems from the standpoint of an array of service types. Lusch and Vargo (2014) defined it as the performance or series of actions promised by the provider and offered in exchange for some value. In a service system, value is created within the interaction, constituted by participants, processes, and resources. Value could be seen as generic, which means that it is a benefit with respect to a sacrifice made by someone. Customer value, Holbrook (2006) argued, is an “interactive relativistic preference experience.” According to Spohrer et al. (2008), in Service Science, the service system is a “dynamic value co-creation configuration of resources, including people, organizations, shared information (language, laws, measures, methods), and technologies, all connected internally and externally to other service systems by value proposition”. A notion called service system has been identified to constitute a science discipline (Wang et al., 2014). To satisfy the needs of the consumers or human beings, a service system, a firm, or an organization constitutes three subsystems (Wang et al., 2014): these are (i) infrastructure, (ii) substance, and (iii) management. The infrastructure is the one over which the substance will flow. Management takes on duties such as planning, coordination, control, and leadership, delegating those tasks to both infrastructure and substance systems (J. Wang et al., 2014).

A service system is “the social construction of a series of actual service events involving a systematic process of exchange involving beneficial action based on knowledge that creates value in a provider-client relationship”. A service system is knowledge-based strategy for generating value. It mainly emphasizes the importance of people and their competencies. The entire system centers around service where encounters exchanged one service for another and an end was created through the competencies of people.

Spohrer, Anderson, Pass, and Ager (2008) advances the 10 principles constituting the service system which are for all intents and purposes. Our proposed service system framework was cast

from an in-depth literature survey on service-dominant logic and service system. Those are some of the foundational concepts with which to understand a service system as an abstraction: resources, entities, rights of access, value co-creation interactions, governance interactions, stakeholders, outcomes, measures, networks, and ecology.

## **Resources**

A resource has to be a leveraged entity within an exchange system to create value for one actor or the other. Resources could be of a material or intellectual nature. Resources are the things that are exchanged for the purpose of creating value and are anything with a name that is useful (Lu et al., 2023; Lyons & Tracy, 2013). In the literature, there are numerous divergent definitions and perspectives with respect to resources. Barile and Polese (2010) define resources as anything that has a name that is useful. According to Vargo and Lusch (2004a), resources may be “physical or not, being a function of human ingenuity and appraisal”. They also classify resources into operand resources and operant resources. Operant resources (those that set in motion) are typically the core competences or processes of an organization (Vargo & Lusch, 2004a). Lyons and Tracy (2013) define operant resources as skills and knowledge.

Spohrer et al. (2007) have listed three types of resources: people, technology, and shared Information, later extended to include organizations as a fourth resource type (Maglio & Spohrer, 2008). According to Spohrer et al. (2007), there are “three types of shared information which include language, laws, and measures”. These four categories are to be significant as they “include resources with rights (people and organizations), resources as property (technology and shared information), physical entities (people and technology) and socially constructed entities (organizations and shared information)” (Maglio & Spohrer, 2008). Spohrer et al. (2008) further put forward that “all resources can be classified as one of four types: physical with rights, not physical with rights, not physical with no rights, and physical with no rights”. Organization resources can improve services and create value for organizations. Resources (whether tangible, intangible, operant or operand) “are not valuable by themselves; rather need to be applied and integrated into a service process so as to become valuable by means of making a benefit for a specific actor” (Mele, Russo Spena, & Colurcio, 2010). Tracy and Lyons (2013) have applied the notion of space into the service system. The role of space “as a resource was discussed for both its physical and conceptual significance” (Tracy & Lyons, 2013).

## **Access Rights**

According to Barile and Polese (2010), access rights in reference to resources describe the determination of access and use of resources according to social norms and legal regulations. They identify four possible forms of access to resources: complete ownership, use through lease or contract, shared availability, and restricted or privileged access. Recognizing how resources can be accessed is crucial in the context of service systems, since these rights directly shape and constrain how the system can be structured and managed.

Barile and Polese (2010) defined owned outright as “Ownership, full rights and responsibilities for use”. As the owner “may choose to lease or contract out, or provide shared or privileged access to other entities”, leased/contracted as “No ownership and restrictions for use may apply”, shared access as “No ownership and restrictions for use may apply”. Access to resource is provided in shared environment with other entities. As a result of shared use, “the activities of other entities could limit the ability to effectively use resource” and privileged access as “No ownership and

restrictions for use most certainly apply”. Access to resource is “provided in privileged environment, might be shared with other privileged entities or dedicated”.

### **Entities**

Barile and Polese (2010) have defined entities as resource integrators facilitating exchanges for the purpose of value-co-creation either within or across service systems. According to Spohrer et al., (2008), all service system entities are resources but not all resources are entities of service system. Entities share and apply their competencies within structured arrangements, which are guided and made meaningful through the value propositions that link them together (Maglio and Spohrer, 2008). Within a service system, Katzan Jr (2009) identifies five types of entities i.e. Service principal (owner or holder of service act as a whole), Service producer (responsible to produce service offering at back-end), Service provider (applied the resources that are provided by the producer for the benefit of beneficiary), Service client/customer (beneficiary or direct recipient of outcome of processes of service) and Service object.

### **Stakeholders**

Stakeholders are regarded as “actors that interact in a co-productive relationship that creates value” (Barile & Polese, 2010). Stakeholder types typically include all stake holders mainly shareowners, customers, employees, lenders, suppliers, and the society (Freeman & Reed, 1983; (Hall, Harrison, & Obilo, 2023). Maglio and Spohrer (2008) stated that “all service system entities can view themselves and be viewed by others from multiple stakeholder perspectives”. Stakeholders are portrayed in service science more as perspectives than as fixed entities, allowing an entity in a service system to embody simultaneously multiple stakeholder perspectives (Maglio & Spohrer, 2008). The four main perspectives highlighted in the literature are customer, provider, authority, and competitor (Barile & Polese, 2010).

### **Service System Interactions**

Interacting with the service system is always about different entities, which are subjected to processes of mobilizing, exchanging, and integrating resources through their respective competences. Value co-creation typically unfolds through a set of processes—formal or informal—that define how the exchange takes place and establish the foundation upon which service providers can generate value (Sandström et al., 2008). These building blocks are determined by the service provider and delivered according to value proposition. Special applied resources, such as skills or knowledge, are exchanged during this interaction (Vargo, Lusch, & Morgan 2006).

The interaction segmented into two parts as mentioned in literature: value cocreation interactions (Barile & Polese, 2010) and governance interactions (Tracy & Lyons, 2013). Along with these two interactions, some more interactions are proposed in this study i.e. Information Sharing, knowledge and skills sharing, feedback, support, information seeking, value proposition, and responsibility.

### **Value co-creation**

Value co-creation interaction is a series of processes, either formal or informal, constituting the timeline for co-creation and determining the exchange. These underlying conditions are created in collaboration with the provider and expressed through a value proposition (Tracy & Lyons, 2013). Value is not created exclusively but created with collaboration (Vargo & Lusch, 2004b) during

their interactions with different actors. Nguyen, Shirahada, and Kosaka (2012) stated that SDL provides an excellent structure to study co-creating value among university stakeholders.

Under this paradigm, students and lecturers are the main actors co-creating value in the university context by mutually integrating their respective resources (Díaz-Méndez & Gummesson, 2012). It is expected of lecturers to know students' needs and aspirations and bestow knowledge in line with that and nurture students holistically (Ibid). In the view of Lusch et al. (2008), SDL regards resources as “potential resources” because value is that which is created out of their transformation to benefit differentiating ends. Students' major resources include intelligence, study habits and techniques, sense of responsibility, and personal traits. Their extent in receiving the benefits from the service educational system depends largely on how effectively they are integrating these resources. Importantly, lecturers too possess core resources that include subject knowledge and teaching skills, and personal attributes such as formal behavior and personality (Díaz-Méndez & Gummesson, 2012). For the stakeholders to co-create value, the quality of resources must be high.

### **Governance interactions**

Governance interactions refer to “the system interactions that take place as a means to ensure the system is efficient and viable” (Barile & Polese, 2010). They may exist to “ensure compliance to internal or external policies or regulations, to continuously seek opportunities for growth and innovation, or to serve as a dispute resolution” (Spohrer et al., 2008). Governance interactions involve “entities, generally authoritative, that exist either within or outside of the service system” (Lyons & Tracy, 2013).

### **Value Proposition**

A ‘value proposition’ can be defined as a promise that a company makes to its clients about its goods and services, or a proposition that promises a better or different experience than that offered by the competition (Chalcraft & Lynch, 2011). According to FP6, a ‘supplier’ will never be able to deliver value directly; rather, the supplier can only offer a value proposition with the intention of co-creating or actualizing value by the users concerned (Gummesson, 2008), as further emphasized in FP7. Furthermore, according to FP10, the value perceived by the beneficiary (user) can uniquely be determined by them. Therefore, the supplier or organization can only propose value that coincides with what's valuable to the user to offer anything meaningful (Ballantyne & Varey, 2006). Therefore, the “value proposition exists to facilitate the co-creation of experiences” (Payne, Storbacka, & Frow, 2008). (Ballantyne & Varey, 2006) argued that for long-term relationship between the customer and the supplier, the value propositions that is offered by both parties must be mutually satisfactory this is termed as ‘reciprocal’ value propositions. In fact, value proposition is the “invitations from actors to one another to engage in service” (Chandler & Lusch, 2015).

### **Outcomes**

Service is created through interactions among parties intending to co-create value (Spohrer, Anderson, et al., 2008; Hossain, Jahan, & Kim, 2023). The results are essentially based on that interaction. To illustrate this, the authors propose the ISPAR model—Interact, Serve, Propose, Agree, Realize—which provides a framework for understanding possible service system outcomes. These include: the value is successfully realized; the value proposition is not understood; the value proposition is not accepted; value is not realized but no disputes occur; disputes are resolved in a manner acceptable to all stakeholders; disputes are resolved in a way that is unacceptable to some or all stakeholders; the interaction is not a service interaction but welcomes it; the interaction is not a service interaction and is unwelcomed but is noncriminal; the interaction is a criminal one but



justice is served; and the interaction is criminal and justice is not served. The authors claim that these scenarios cover all possible outcomes from service interactions.

### **Measures**

Measures can be defined in terms of information type that needs to be shared and exchanged in the co-creation of value. Measures thereby serve as factors within governance mechanisms. Spohrer et al. (2008) identify four important types of measures: productivity, quality, compliance, and sustainable innovation. These measures represent the four major stakeholders: providers, customers, authorities, and competitors, respectively. More in detail, providers are concerned with productivity, customers are concerned with quality, authorities are concerned with compliance, and competitors are concerned with sustainable innovation (Spohrer et al., 2008; Sauermann, 2023).

### **Networks**

While developing value, networks deal with the presence of value co-creation into individual service systems or multiparty service systems (Virtanen & Jalonen, 2024). These networks emerge upon interdependent value propositions and exchanges among various entities (Spohrer et al., 2008). Furthermore, networks can exist solely within one service system or beyond one service system to join an external party and external resource. In the words of Mele and Polese (2011), social networks and technological networks are instances of networks that have evolved because of the interaction between different social systems, which results in the formation of a value network that creates value for the stakeholders.

### **Ecology**

Ecology is a term which more describes a conjunction or a collection of service systems. Spohrer et al. (2008) articulate that “the entire universe of service system entities” characterized by both variety of these entities and relative quantities. Spohrer and Maglio (2010) say ecology is a term that embraces the whole “population of all types of service system entities within a service system,” together with the relationship among them inside service systems and with the outside networks. A major challenge mentioned concerning service system ecologies is that of coordination and pricing for different offerings (van Dinther, Blau, Conte, & Weinhardt, 2011).

### **Experience**

In co-creation interaction, customers realized the value which highly depends on their perception and on previously established expectations of the service provided (Katzan, 2008b). Expectations developed through previous experiences, word of mouth, branding relationships, etc (Maru, & Sai Vijay, 2024). According to Sandström et al. (2008), value is experiential and an organization itself cannot create or develop the desired experience. They can establish the “prerequisites for the service experience and the value for the user”. For the value to be assessed, Dolfsma (2004) point out that service(s) need to be experienced. According to (Vargo & Lusch, 2008), in S-D logic, value “is always determined by the beneficiary of service—in the unique experience of that benefit—and, thus it is inherently customer oriented”. Vargo and Lusch (2004a) explained that customer experience “is not designed, rather it is co-created through customer interactions with the several service elements”.

From the perspective of customer value generation and the services experience, Skålén, Gummerus, von Koskull, and Magnusson (2015) underscored the importance of valuating value propositions and pursuing innovations in service. According to Payne et al. (2008), value

proposition "exists in order to facilitate the co-creation of experiences." Value propositions involve varied actors that configure the service experience, and with different relationship and disposition will end up having a peculiarity in how the service is perceived (Chandler & Lusch, 2015). Customers "co-create unique experiences through their interactions with a service provider across different touch points, responding to the different designed elements, along with other elements that are not under an organization control, such as the social environment" (Verhoef et al., 2009).

The service experience is that moment when the service actually becomes real for whichever participant it may be, regardless of when or where he/she is engaged (Sandström et al., 2004). It is a consequence of the interplay between organizations and systems, processes, service employees, and customers (Bitner et al., 1997). According to Chandler and Lusch (2015), apparently, service experience involves "many-to-many engagement." The experience of service is similar to user experience as both have a larger scope that includes emotions, subjectivity, and contextual determinants apart from practical aspects like functionality and usability (Hassenzahl & Tractinsky, 2006). Since each actor undergoes his or her experience differently (Robins, Pattison, & Woolcock, 2005), some experiences may benefit certain actors while damaging others (Chandler & Lusch, 2015). Furthermore, service experiences are ephemeral and transient (Chandler & Lusch, 2015; Wang, 2024).

According to well-known experiential learning theory Kolb (2014), learning happens in four ways: directly within experience in the real world; by reflexive observation of direct or indirect experiences (including observing the experiences of others); by abstract reasoning with a model or theory that provide cognitive frameworks to organize and synthesize information; and by active and intentional experimentation with alternative routes to a solution.

Service learning is experiential: "a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities that are intended to promote student learning and development" (Jacoby, 1996).

### **Non-governmental organizations**

Non-governmental organizations (NGOs) even in recent times are playing an increasing role in the society for the social and economic development of civil society (Arvidson & Lyon, 2014). NGOs enhance the status of civil society by the "providence of service, being advocates, being builders of social capital and through their role as value guardians" (Salamon, 1993). According to (Lehmann, 2006), "S-D logic is the dominant logic in NGOs". "The S-D logic is more abstract, simpler (but broader), a more general, and transcending framework for understanding human exchange and exchange systems in general" (Lusch & Vargo, 2014). Tracy and Lyons (2013) underscore the importance of social purpose organizations (SPOs) from service system perspective. Due to the realization of service science emergence as a multidisciplinary field, it has become crucial to develop understanding about service system and how value is co-created. (Tracy & Lyons, 2013) through their case study confirmed that social enterprises were motivated for the social innovation due to the environmental or social challenges. Moreover, in terms of value, social and emotional benefits need to be further addressed in perspective of service system.

Frentz (2017) used S-D logic as a base for the NGO's related value proposition framework. They concluded two factors that could serve helpful for the applicability of value proposition to the input publics. One of the factors was those various practices that on basis of S-D logic were made by configuration of value proposition and secondly was the applicability of those configurations in order to attain pro-social behavior by their application on various motives. Emerging changes in

cultural, social and economic perspectives, have pushed the education sector into a new environment, where the quality of educational services provided has become crucial (Siddiq, Olofsson, Lindberg, & Tomczyk, 2024; Jain, Sahney, & Sinha, 2013).

## **Research Method and Design**

Research philosophy helps the researcher to choose an appropriate research methodology and research design (Creswell & Creswell, 2017). Ontology, epistemology and methodology are the main components of research philosophy. 'Ontology' is the 'reality', the world view that researchers investigate and 'epistemology' is about the association among that realism and the researcher and 'methodology' is the procedure adopted by the researcher to examine that reality (Healy & Perry, 2000).

In general, inductive and deductive approaches are the two approaches which are commonly adopted in social research. Among the two approaches, inductive approach is frequently used by researchers who attempt to build a theory based on the data collected. According to Saunders (2011), induction emphasizes the insight into how individuals interpret their social world and the meaning they attach to events. The inductive approach is likely to be associated with interpretivism paradigm rather than positivism paradigm (Saunders, 2011). The research approach of this study is inductive a rather than deductive approach.

This qualitative single case study method for not-for-profit service organization will be expected to extend the Service Dominant Logic concepts. For this study, qualitative method has adopted and the primary and secondary research method used for this study. Based on literature review of Service Dominant logic, we choose qualitative research method rather than a quantitative research method because qualitative studies seemed to provide better understanding of the topic of service. As per Yin (2013), qualitative research method attempts to study and examine the in-depth and detailed description of a case study or certain phenomena and it does not entail numerical measurements of any kind. Qualitative approach facilitated the scope of this study with respect to time and resources available. The conceptual framework of Service Dominant Logic investigated the backgrounds, and consequences of service co-creation. Dynamic resources, such as skills and knowledge as well as static resources such as natural resources are focused in this study. By using conceptual framework method, we have defined the concepts applied in the research with a set of comparative analysis of the existing literature i.e. Lyons and Tracy (2013) to show the importance of our framework.

## **Sample frame and description of case organization**

The focal organization operates on a holistic model of social development aimed at uplifting impoverished communities in Pakistan. It delivers a wide range of social initiatives, including interest-free microfinance, healthcare services, education, and other programs designed to enhance the quality of life for underprivileged groups.

Its primary mission is to support the poorest segments of society by improving their living conditions through interest-free financial assistance, provided under its microfinance program, which envisions a more equitable society. According to the organization's 2017 progress report, it has directly reached 2.2 million beneficiaries, indirectly impacting nearly 20 million families. Loan distribution records show that 60% of the funds were granted to men and 40% to women.

To fulfill the dream of a poverty-free society, focal organization provides educational services like schools, college, university, social enterprise and management organization.

## **Data Collection**

In case studies, information is gathered through different sorts for example semi-structured interviews, in-depth interviews, observations, documents, physical artifacts archival records (R. K. Yin, 2013). Collection of data through interviews can be done in many ways i.e. face to face interviews, computer mediation communication or telephonic interview (Opdenakker, 2006). For this study, data was gathered through surfing the official websites of focal organization and other material available on the internet. Information regarding focal organization was also be collected via visiting and interviewed the Project Manager of focal organization and their staff.

## **Describing Service System Using Framework**

Spohrer, Vargo, and colleagues (2008) introduced the Interact-Service-Propose-Agree-Realize (ISPAR) model, which explains how services are delivered. The model is valuable because it distinguishes between the actual realization of a service and the value proposition offered during service system interactions. According to Tracy and Lyons (2013), service science could be presented as an abstraction of service system where it can interact with other service system via value proposition and the nature of service system is dynamic.

This research applies framework of Spohrer, Vargo, et al. (2008) to measure the service system of an upcoming university, where a service system is the basic abstraction of service science. A service system framework has been used by other researchers like (Tracy & Lyons, 2013), (Spohrer, Vargo, et al., 2008), (Spohrer et al., 2007) and (Roelens, Lemey, & Poels, 2012) to find out if a specific organization could be categorized as a service system. This framework contains eight characteristics that are: resources, access right, entities, measures, stakeholders, interactions, network, outcomes, and ecology. The reason of differentiation of this framework from other framework was its relatedness to service science concepts on the basis of which various variables are recognized and their relationship is predicted (Tracy & Lyons, 2013). The goal of this research paper is to categorize upcoming focal organization as service system by applying service system framework.

## **Applying the Framework to focal organization**

Based on the secondary data collection, the service system characteristics that are reflected in focal organization are as the followings:

### **Resources**

Resources can be divided into physical, conceptual and measures (Helfat, Kaul, Ketchen Jr., Barney, Chatain, & Singh, 2023; Spohrer et al., 2007). In focal organization, the physical resource will include administrator staff, students, lecturers, non-administrative staff, class rooms, blocks, library, computer labs, computers, furniture, books, electronics devices, projectors, multimedia, instruments, grounds, stationary, etc. The conceptual resource will include conceptual ideas and knowledge, website, web services, knowledge, policies, information, lectures, etc. Measures of focal organization will be number of students, feedback from the students, employee satisfaction, results, job placement, ranking etc. focal organization will apply latest technology in the university for the students as well as for the facility of its staff and other stakeholders. focal organization will share information through language (Urdu and English), culture, system, laws, measure and method to the students of the university for their development and for the improvement in their skills and knowledge.

The key resource of the university is the space and focal organization support service interaction through the of that space. The space includes the way that how the class rooms and other blocks are arranged as well as the arrangement in the classes and blocks. Physical operand resources with rights (people) of focal organization are the administrative, non-administrative staff and faculty members. Physical operand resources with no rights (technology) of focal organization are the software and web sites. Conceptual operand resources with rights (organizations) of focal organization are the founder of organization.

### **Access Rights**

Access right means all the regulations that control the access to organization recourses (Alamri, Alharthi, & AzrilahAbdulaziz, 2016). Access rights refer to “the social norms and legal regulations that determine access and use of resources” (Barile & Polese, 2010). Four types of access rights are proposed by Barile and Polese (2010) that a single resource or combination of resources may have. That are “owned outright, leased or contracted, shared access, and privileged access”. Some resources service systems do not neatly fit into the service system categories of owned, leased, shared, or privileged access but instead are considered open access (Ibid).

Focal organization will use almost all types of access right for the construction and running the university. Collecting fund (donation) with the moto “Buy a brick – Build a University”. The basic purpose of this educational institute is to serve the under privileged background students. Building, policies and students record will be owned by focal organization. Class room, library, furniture and books along with knowledge and skills will be shared with the students.

### **Entities**

Entities described as resources that have a specific role in the service system. Entities are resource integrator that enable exchange for the purpose of value co-creation within or between service systems (Tracy & Lyons, 2013). There are five types of entities: service principal, service producer, service provider, service client or customer, and Object (Ibid).

The entities of focal organization are

|                            |                                                                     |
|----------------------------|---------------------------------------------------------------------|
| Service principal          | Focal organization                                                  |
| Service producer           | focal organization, donors                                          |
| Service provider           | Academic staff, Administrative, Non-administrative staff, librarian |
| Service client or customer | Students of under privileged background                             |
| Object                     | FREE quality education                                              |

Adler (2017) argued that higher education institutions were unlike businesses and students should not be treated as customers.

**Stakeholders:** Every person who is a part of the service system is the stakeholder of the system (Tindall et al., 2023; Tracy & Lyons, 2013). Stakeholders in any organization typically include shareowners, employees, customers, suppliers, lenders, and society. The concept of stakeholder in service science is seen as a perspective rather than an entity such that a service system entity can maintain multiple stakeholder perspectives (Tracy & Lyons, 2013). Previous researches in service

system divided stakeholders into customer, provider, authority, and competitor (Barile & Polese, 2010).

Customers of focal organization will be the students of under privileged background. Provider will be focal organization, Donors, academic staff, non-academic staff. Authority of focal organization will be the Board of Directors of the university, Donors, Government, Higher Education Commission, Pakistan Engineering Council, Pakistan Medical and Dental Council (PM&DC). Competitors of focal organization will be all the universities of government as well as private sectors but they have some economic perspective. focal organization will be the first university in Pakistan of its type which has no financial perspective. focal organization will provide free quality education to all under privileged background students. So, in this scenario, there will be no competitor of focal organization. Like focal organization will work for the welfare and wellbeing of the society. So, society will also be the main and direct stakeholder of focal organization.

The stakeholders of focal organization will be both internal and external. Internal stakeholders will range from students, academic, non-academic service departments, etc., to all others who were involved in institutional growth and survival. External stakeholders could range from the public to the state legislators and policy oversight bodies, as well as businesses who may support certain programs, recruit graduates from those programs, to different hiring managers, etc.

**Interactions;** It is service system interaction between the entities. This interaction comes through mobilization, integration and, exchange of resources (Tracy & Lyons, 2013). These processes are enabled through the “integration of needs, resources, information, and objectives among providers and users” (Barile & Polese, 2010). focal organization interaction will be between student’s service interactions, administration staff interactions, IT staff interactions, students-admins interactions, Student-librarian interactions.

The interaction segmented into two parts as mentioned in literature: value co-creation interactions (Barile & Polese, 2010) and governance interactions (Tracy & Lyons, 2013). Along with these two interactions, some more interactions are proposed in this study i.e. Information Sharing, knowledge and skills sharing, feedback, support, information seeking, value proposition, and responsibility.

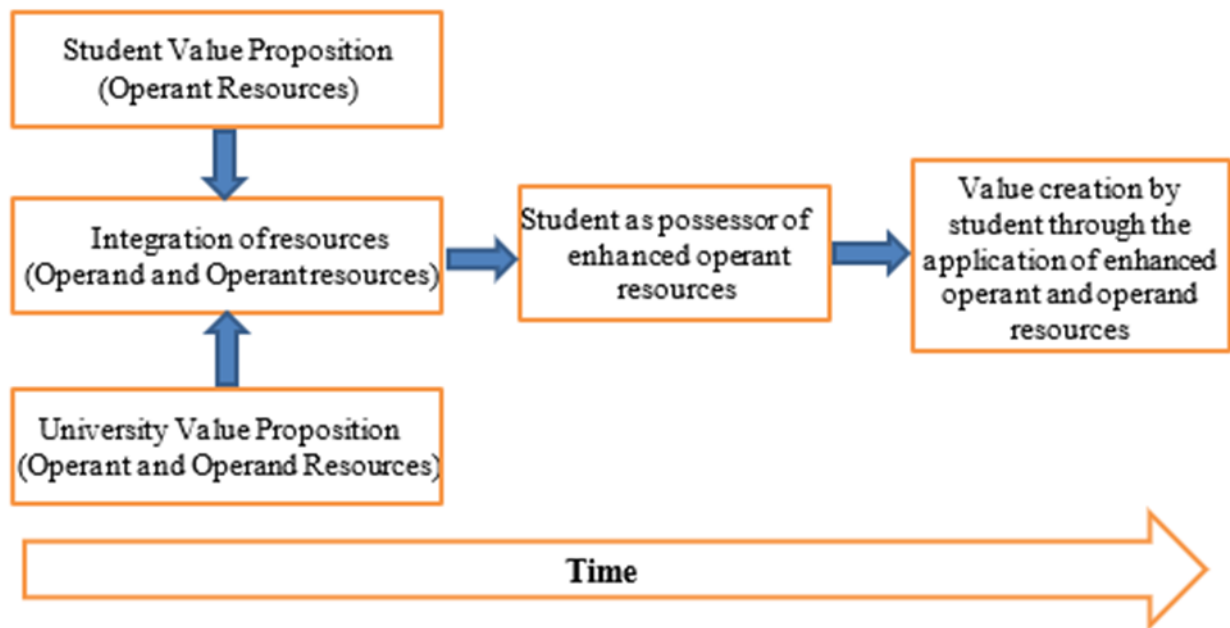
**Value co-creation:** Service interaction will be between the students of focal organization, focal organization and the donors, focal organization with its faculty and non-faculty staff, focal organization and internal and external stakeholder of the university, and between focal organization and the society for the co-creation of value. This interaction will be IT Support service interactions, Donor support interaction, research support, educational and learning material support, use of space, use of technology and resources, equipment, reference service interaction.

Governance interactions ensure compliance to internal or external policies or regulations, to continuously seek opportunities for growth and innovation, or to serve as a dispute resolution. Governance interaction of focal organization will be the contracts of staff, contract with the providers of materials, other universities and the faculty, compliance board, contract between students and the university, university rules and policies, HEC, PEC and PM&DC rules and policies, departmental policies. All the stakeholders as well as the entities of focal organization perform governance interaction and it is measured by measures.

**Value Proposition** Students are the ‘consumers’ and possess operant resources like knowledge, skills, capabilities, imagination, initiative (Chalcraft & Lynch, 2011). Students integrate these resources with the resources of university and both co-produce experiences and personal value

(Baron & Harris, 2006). Students get opportunities to enhance their operant resources through building knowledge, acquiring skills and developing understanding by collaborating these with the university and its staff to develop and realize their reciprocal value propositions through engaging with co-production activities. Through the application of enhanced operant resources, students generate 'value-in-use' over time and in different locations to actualize the opportunities (Chalcraft & Lynch, 2011). This process is illustrated through diagram below.

### Integration of reciprocal value propositions



**Source: (Ballantyne & Varey, 2006)**

This process will also be implemented on the service system of focal organization where the operant resources of students are integrated with the operant and operand resources of the university for the co-creation of the value over the time. Students will propose their value and also the university in collaboration with the donor also propose their value for the students. When the proposed value met, admission will be offered to the students and with the passage of time, the value is created.

**Information seeking:** The students process of searching for information to perform their role in value cocreation. This behavior may be attempting to answer questions or clarify misunderstandings regarding education and training events.

**Information sharing:** The faculty and students process of providing knowledge-based resources during the value creation process. This behavior may be the students sharing the expectations and goals they wish to achieve as an outcome of service.

**Responsibility:** The entities' acceptance of their roles and responsibilities. This correlates to the expectations and desired utility to be gained from the education. The level of interest affects the acceptance as the role of "learner". The university will be responsible for the delivery of service(s) to the students of the university and also the status to them in the society. In the same way, students will be responsible to give their interest and the response to them as per their requirement.

**Knowledge and Skills interaction:** The university as service producer and the staff as service provider will share their knowledge and transfer their skills to the students for their development as well as for the wellbeing of the society. In the same way, the student will share their knowledge and enhance their skills for their development and for the good will of the university of the staff and definitely of the university.

**Support:** Focal organization in collaboration with its donors will support focal organization and its service provider as well as its students for the delivery of service(s) for their wellbeing. Student, in response, will support their university as well as the society after completing their degrees.

**Feedback:** Focal organization, donors and focal organization will take feedback from each other as well as from the students about the provider of service(s) for the betterment of the quality of education and service(s). Students will also give feedback of the staff and service(s) to the university according to their need and demands. Students, through feedback, will also give suggestion for the changing in the service offerings.

**Networks:** Network has a key role in the interaction within the service system as well as across service system. When the entities, which are interconnected through value propositions, interchange with each other than networks are established (Spohrer, Vargo, et al., 2008). The exchange between entities performed by the network is divided into the internal and external, virtual and physical network.

Internal Network of focal organization will be the academic staff, non-academic staff, librarian, classes, buses, administrative staff, classes etc. External Network of focal organization will be the donors, Focal organization, other universities, external staff, visiting staff, students of other universities, HEC, PEC, etc. Virtual Network of focal organization will be the website and Official email ID of the university as well the WIFI, virtual network of the university, virtual access to other networks through focal organization official network. Physical Network of focal organization will be academic staff, non-academic staff, librarian, library, classes, buses, administrative staff, etc.

**Outcomes:** After services accomplished by the interaction of entities that are seeking value co-creation outcomes (Spohrer, Vargo, et al., 2008). The outcome of focal organization will be the transfer of knowledge and skills to the students of underprivileged class of the society and finally the completion of their degree. The objective of focal organization will also be accomplished as the free and quality education to the students of underprivileged class of the society on the behalf of donors. Number of foreign students that will study in the university, number of graduates of the university, faculty member's worth, number of publications and the number of graduates who secure good jobs are some of the important factors that will depict the success and worth of that university. So, value of the university is realized when university achieve its outcomes.

As per ISPAR model, First the interaction will be made between focal organization and the students. focal organization will serve to the students through its academic and non-academic staff as well as operand and operant resources. Students will propose their requirements (to which program they are interested or willing to take admission) also the university will propose the programs that the university will be offering as well as the facilities that the university will offer. Both students and the focal organization as well as donor will agree then the value is realized. So, the value will be co-created among students, focal organization and donors and the society.

**Measures:** Spohrer et al., (2008) identified four types of measures: productivity, quality, compliance, and sustainable innovation. Productivity will be evaluated by the staff of the



university. Quality of the programs will be evaluated by the students. Sustainable innovation of programs of focal organization will be evaluated by its competitor universities and compliance will be evaluated by authorities like Board of Directors of the university, focal organization, Donors, Government, Higher Education Commission, Pakistan Engineering Council, Pakistan Medical and Dental Council (PM&DC).

**Ecology:** This concept sees service system as a whole, rather than parts. Spohrer et al., (2008) define that ecology encompasses service system entities' full universe and is "characterized both by the diversity of types of service system entities and their relative numbers". Ecology is "composed of the total population of all types of service system entities within a service system as well as their relationships and networks" (Spohrer & Maglio, 2010; Lyons & Tracy, 2013). For focal organization service system, it provides service for system users inside university and students.

**Experience:** In S-D logic, during the consumption experience, the value emerges and this value is not embedded in output itself or during manufacturing (Schneider & Bowen, 2010). Service organizations deliver experience to the customers rather than tangible goods. In the delivery of service, experience is being created for beneficiaries, and this experience cannot be managed as it is unfolding. Expectation from intangibles is less clear than the expectations for tangibles and intangibles are experiences that the beneficiary expect. Provider of focal organization will be rich and variety of experience and their direct knowledge of the real world. Students of focal organization will learn and gain the quality and diversity of previous experience of the provider. Students turn this experience into learning outcome reflecting on their own experience and that of their fellows and consequently enhance the opportunity to learn from each other's experience. Through learning and experience, students of focal organization will produce intangible values.

Focal organization itself as well as the beneficiaries of focal organization will gain experience over time. This experience will be either positive or negative. Experience of beneficiaries will be beneficial to themselves but may be harmful to some other actors and vice versa. Experience of focal organization with its beneficiaries is divided into social, functional and learning experiences. Social values that focal organization provides to the beneficiaries may be, giving voice to the weakest of the society, economically strong society, take feedback from beneficiaries, involvement of beneficiaries in decision making, higher social status, satisfaction (mutual), adjusted quality of life, trustworthiness, faith and loyalty.

Functional values that focal organization provides to the beneficiaries may be no discrimination of class, caste, religion, political affiliation, proper hierarchy of management for processing and decision making, efficient communication in hierarchy and across network, a well-defined flat structured hierarchy for the design and implementation of strategies for beneficiaries and technology. Students of focal organization will possess operant resources (i.e. skills, knowledge, imagination, capabilities, initiative) which they integrate with the resources of the university and its staff to co-produce experiences and their own personal value.

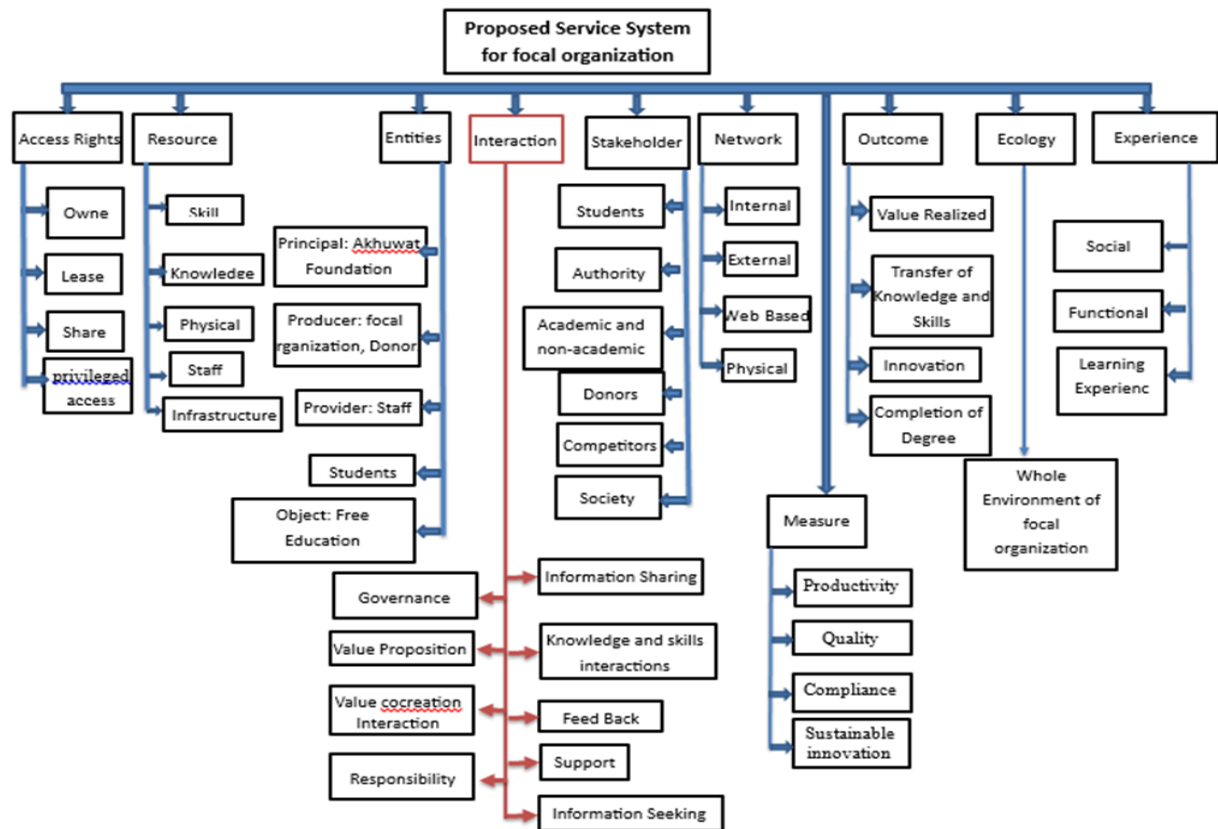
Learning experience of focal organization service system is the co-creation of value which is beneficial for both focal organization as well as for the beneficiary of focal organization and other related stakeholder. All these entities can work together for value co-creation.

## **Conclusion and Future Work**

Core of the service system is service that depends on the exchange between beneficiary. Service system is constructed and designed to deliver service(s) that satisfy the needs of beneficiaries. The Main objective of this study was to fill the gap of the literature of service science by testing the existing characteristics of service system and its conceptualization and principles by applying them to the social enterprise context. According to Tracy and Lyons (2013) The principles of a service system include resources, entities, access rights, interactions, stakeholders, networks, outcomes, and ecology while we have added experience in these principles. The focus of this study was on service system in one of non-government organization. A framework of the characteristics of service system was implemented on upcoming not for profit focal organization through interview, to specify what each characteristic of service system contains. The purpose of applying this service system framework on focal organization is to identifying variables and interactions among them that are related to the concepts of service science more than the defined service system of a specific framework that were designed for other purposes by including some more variables with more and in-depth detail of them as per service system. This framework of service system is flexible to characterized service systems that can be applied to many kinds of system.

This framework is valid for conceptualizing focal organization as a service system and the effectiveness of this will come from the quality of interactions, the nature of co-creation, orientation on outcome and focusing on professional as well as individual experience of the beneficiaries. This framework will not only help to review the programs but will also useful for rethinking the educational experience, help in co-designing the learning-experience among all the stakeholders of the university and will bring together the core components of the service to enhance the value for beneficiaries. This study attempts to expand and generalize the acceptability and applicability of the concepts of Service Dominant logic at educational institutions, and not just restrict the study to responses provided by the participant of study.

In this paper, the frame work of service system has applied to the upcoming not for profit and non-government focal organization. For future research, this framework should be implemented to focal organization when it is established. In addition, further work would apply the framework to the competitive organizations.



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