MASTER OF BUSINESS ADMINISTRATION

Service Innovation and Design, 90 ects

LAU REA

CONTENT

1   Laurea University of Applied Sciences

1.1   LAUREA´S MISSION

THE STRATEGIC INTENT of Laurea University of Applied Sciences is to be an international developer of working life competence and vitality in the Uusimaa region in 2030. Seven strategic themes specify the goals of our activities leading to the achievement of the strategic intent: a student-centric UAS, a UAS integrated with working life, a digital UAS that reforms professional learning, a UAS that develops competence through applied research, an international UAS that develops the region, a UAS of sustainable development, and a community-oriented UAS. Our mission is to educate, research, develop and innovate. In our activities we apply the action model of Learning by Developing (LbD).

A STUDENT GRADUATING from Laurea will be able to act in new situations, anticipate future trends, develop new operating models and examine the world with open eyes. Laurea's mission is to be an internationally networked university of applied sciences with an operating method that creates links between learning and the working life. This way, new competence will be produced and service innovations generated.

1.2   COMPETENCE DEVELOPMENT

AT LAUREA OUR focus is on the student, emphasising the student's freedom and responsibility. The students are offered an opportunity to develop their competence according to their goals. Freedom means that the learning outcomes may be achieved through different modes of studying. Responsibility means an active approach to studying, responsibility for your own choices and a constructive and motivated attitude towards doing things together. Laurea's staff is responsible for supporting and guiding the student's learning.

INTERNATIONALITY AT LAUREA means opportunities for being active in various multicultural settings, developing your language skills, going on student exchanges and taking part in international research and development (R&D) projects.

LAUREA'S STRATEGIC RESEARCH areas are based on strong expertise on which the education offered by Laurea is based. Laurea's fields of expertise in RDI activities are sustainable and versatile social and health care, coherent security, service business and circular economy, entrepreneurship as well as pedagogy and co-creation. Student entrepreneurship is supported and entrepreneurship is visible in Laurea's activities not only as an entrepreneurial attitude and cooperation with companies but also as concrete new businesses that the students may set up even before completing their studies.

COMPETENCE DEVELOPMENT IN EDUCATION LEADING TO A MASTER'S DEGREE

IN EDUCATION LEADING to a Master's degree learning is seen as a process during which competence is developed by producing new knowledge and skills related to questions that cannot be solved merely by relying on previously acquired knowledge and competence. Learning is a process of creating new knowledge and competence that utilises innovation activities in the relevant field and area. For the students, the period they spend in education is a personal and collective project for building up their expertise and developing and exceeding themselves, aiming for a combination of competence that is relevant and useful from the perspective of future workplace requirements. The students have an active role in the learning process. They act as specialists, developers and influencers in the community. The students develop their competence by interacting with their environment and their sector. Resources for competence development include a learning culture that favours creativity and goal-oriented action, expert guidance and instruction, as well as a learning environment that supports competence development. Participatory instruction is used to guide competence. Every teacher is a tutor whose expertise and operating methods support the reinforcement of expertise. The learning environment consists of a competence network, an innovation environment, and structures that support learning.

RATHER THAN FOCUSING on presenting and repeating information and controlling the students' command of it, the aim is to have a learning process with progressive problem-solving, continuous learning, and developing and exceeding oneself. Competence is demonstrated as development competence and impact.

1.3   LEARNING BY DEVELOPING (LBD)

LAUREA'S INSPIRING AND innovative learning environments are based on the model of Learning by Developing. The idea

of Learning by Developing is built around authentic encounters with working life. The ensuing cooperation is based on trust and creativity.

THE STUDENTS LEARN to identify targets for workplace and competence development, to create new solutions, products and operating models and to develop their own action in observance of changing workplace requirements. The characteristics of LbD are authenticity, partnership, experiential nature, creativity and a research-oriented approach.

LEARNING BY DEVELOPING combines learning that produces competence with creativity through various research and development projects. Learning builds on new opportunities that open up as the project progresses. The required competence is accumulated through practical activities in various workshops and labs.

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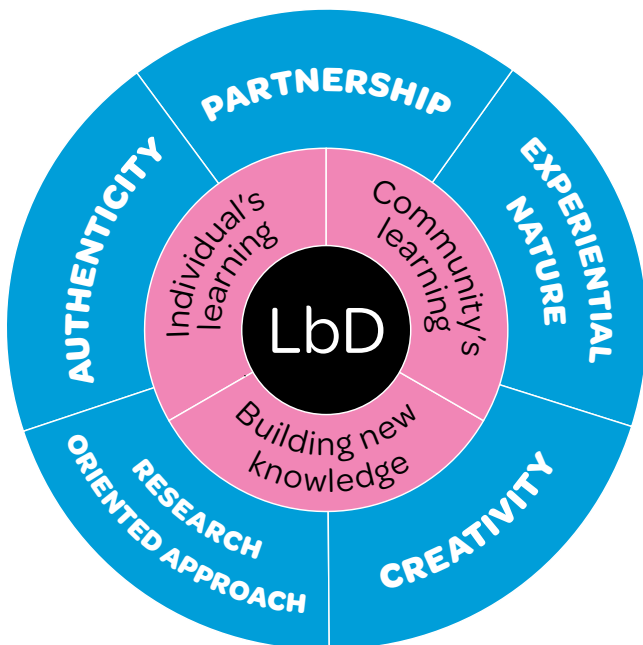
2 Degree structure in education leading to a master's degree

2.1 SCOPE AND EXTENT OF THE DEGREE

THE SCOPE OF the degree is 90 credits of which thesis forms 30 credits. The degree takes on average 1.5-2.5 years to complete. In line with the international ECTS standard, one credit corresponds with 26.7 hours of work for an average student.

2.2 DEGREE STRUCTURE

AT LAUREA, THE degree structure of education leading to a Master's degree consists of core competence modules including the thesis, and complementary competence modules. The modules comprise competence areas that are part of the degree.
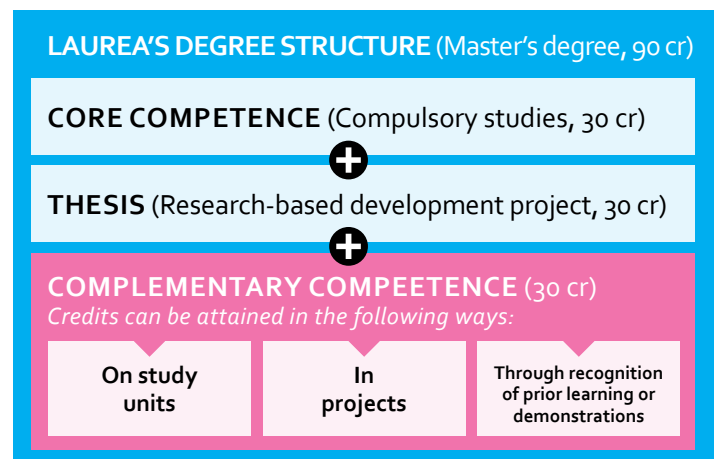
THE SCOPE OF the compulsory core competence is 60 credits in education leading to a Master's degree. Complementary modules make it possible for students to deepen or extend their knowledge. The scope of complementary competence is 30 credits. Complementary competence modules support individual study paths and competence. Complementary competence modules can be selected freely.

LEARNING IS LINKED to workplace development and the student's personal goals. Credits are attained when the student completes study units that are part of the module or projects in which the corresponding competence area is developed (see picture 1). Credits can also be gained through recognition of prior learning or demonstrations.

AT LAUREA, THERE are flexible possibilities of building up the competence specified in the learning outcomes of Master's degree modules. The student can
- *select complementary competence modules offered at Tikkurila and Leppävaara campuses,*
- *select studies in English from Laurea's offering of education in English, even if the student studies in a Finnish language degree programme,*
- *select studies in Finnish from Laurea's offering of education in Finnish, even if the student studies in an English language degree programme,*
- *select online studies that give more flexibility to study schedules,*
- *develop their competence by taking part in projects,*
- *select studies from the joint offering of 3AMK (Laurea, Haaga-Helia and Metropolia)*

STUDY UNIT IMPLEMENTATION plans specify the objectives, content and implementation mode of the studies.

LAUREA'S DEGREE STRUCTURE (Master's degree, 90 cr)

CORE COMPETENCE (Compulsory studies, 30 cr)

➕

THESIS (Research-based development project, 30 cr)

➕

COMPLEMENTARY COMPEETENCE (30 cr)
Credits can be attained in the following ways:

On study units	In projects	Through recognition of prior learning or demonstrations

3 International comparability of the degree

COMPETENCE IS AT the centre of all activities at Laurea, and we recognize competence in a comprehensive sense. The level of the degree corresponds with level 7 of the National Qualifications Framework (NQF) and level 7 of the European Qualifications Framework (EQF).

4 Curriculum development

THE CURRICULUM IS developed by using evaluation, monitoring and feedback data. Feedback is received from students, personnel and workplaces for the development of the curriculum. In addition, the curriculum is regularly assessed using predefined assessment criteria. The development of the curriculum also takes into consideration the changing needs of society.

CHANGES MAY OCCUR in the study units and implementation modes of the modules. Especially the offering of the complementary competence modules is constantly under development to match the requirements of the working life and thus the offering may change during the studies.

IN PARALLEL TO curriculum changes, Laurea also works to continuously develop the study implementations. Self-assessment of studies by means of education quality criteria is incorporated in the planning of each implementation.

5 Professional Operating Environment

IN THE ADVANCED information society most jobs are concentrated within the service industry and businesses are characterised by a service dominant logic. Companies have moved from business models where value came from physical goods, tangible things, to models where value comes from intangible things such as service solutions, knowledge and relationships. Consequently, the meaning of value and the value creation process are rapidly shifting from a supplier company-centric view to customer experiences and joint value co-creation. In value co-creation customers and other stakeholders engage in the process of both defining and creating value.

THUS, WHETHER IN a traditional service firm, in a manufacturing company, or in a non-profit organisation, adding value through services has become an essential way to compete. Most organisations strive to create services that deliver a sustainable competitive advantage. They develop their operations, offerings, concepts and brands. Some seek growth, others cost savings. Some look to expand and internationalise. Consequently, there is a continuous need for service innovation and service business competence.

SERVICE INNOVATION IS reflected in an ability to anticipate changes in customers' needs and behaviour, and in the

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consequent competence to improve service solutions and create new value propositions. Customers can be involved at every stage of service development in two ways: 1) Active dialog improves identifying customers' latent needs and wants (proactive approach), 2) Involving customers in co-design.

TODAY CUSTOMERS ARE looking for comprehensive solutions and compelling experiences. They pay for advice, information, assurances and the use of infrastructures and leasing. This shift in the source of value requires offering continuously improved and new services and complying exactly with customers' often unarticulated needs and expectations. It is essential to identify where, when and how a service can be improved and made more valuable to those who provide and those who consume it. In a rapidly changing environment, businesses must no longer react to change but optimally initiate it. In particular, service innovation means creating real value and genuine new ways of delivering and consuming services instead of copying others. In fact, a business focus may well no longer be on today's processes but on tomorrow's dynamic strategies.

SERVICE INNOVATION AND design is a distinctly multidisciplinary field (see References). Since the end of 1970's, there has been much research and discussions about new service development and service improvement from a service marketing perspective. There is also a long tradition of focusing on service improvement in operation and management areas and in economics as well. More recently, designers have started to turn to service design, which is a practical approach to creating outstanding and innovative user experiences using design methods. Service design focuses on deeply knowing the user and bringing many intangible elements together into a cohesive user experience. In addition, service engineering has been discussed and researched from the industrial engineering perspective and service computing from the computer science perspective.

"service innovation means creating real value and genuine new ways of delivering and consuming services instead of copying others.

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6   Expertise in the field

GROWING COMPETITION AND rapidly changing customer needs mean that service expertise never stands still. Frequently asked questions are: How can service innovation be stimulated, implemented and sustained? How can new service concepts be scaled up with growth in both revenue and margin? Consequently, the rising demand for service development and innovation has extensive implications for competences and the knowledge base that underpins them. People are needed who can understand service value, who have the sensitivity to anticipate changes in customers' expectations and in business environment, and who have skills to rapidly create a repeatable, scalable and unique market success, i.e. people who can develop genuinely new ways of delivering services, supporting customers' value creation processes and creating unique customer experiences.

SERVICE INNOVATION IS not just a matter of new ideas. Rather, it is a process that requires a disciplined approach to rigorously recognize and implement the most promising ideas. The implementation of service innovation typically requires the alignment of the right idea, the right target group, the right time to market, the right development process, the right team, the right leadership, the right level of risk management, and so on. Expertise in the field of service innovation and design can be roughly divided into four main categories, which will be described next.

6.1.   DEVELOPING INSIGHTS INTO A BUSINESS, ITS CUSTOMERS, BUSINESS ENVIRONMENT AND FUTURE TRENDS

LEADING SERVICE ORGANISATIONS exhibit a clear vision about their goals and strategies. A vision for the future should be based on an understanding of where a business is now, who are the customers, what is offered to customers and how the company has come to this point. It is also important to know how profitable the business is, how the company is doing compared to its competitors and what the core capabilities and strengths of the organisation are. The market landscape for service business is constantly evolving. Thus, deep insights into any legislative, technological, market or cultural changes and trends that will have an impact on the business are essential. Service innovation is inherently based on changing customer behaviours and market trends. Deeply understanding customers is critical for any service business, because customers and their decisions are the source of all revenue. Distinguished service organisations innovate and design services directly with their customers. Service design emphasises the importance of collaborative innovation and encourages companies to take a genuinely people centred, empathetic approach. Customers and users can be seen as an essential source of information, innovation and creativity. In addition to deeply knowing customers and their real needs and expectations, companies should know the reasons why these customers do business with them and how profitable they are.

6.2.   CREATING INNOVATIVE VALUE PROPOSITIONS

A VALUE PROPOSITION is a term describing competing service offerings in a competitive marketplace. Service design aims at creating innovative value propositions for service providers and users, and developing visions to take existing value propositions forward. Designing existing services can focus on cutting costs, but it is often more about adding value for both users and providers of a service. Creating innovative value propositions includes the ability to translate intangible value propositions into desirable, often more tangible offerings. By using service design methods value propositions can be prototyped early to allow emerging ideas to be shared and modified with users, experts, employees and so on. Service design focuses on examining what happens before, during and after the core service experience, for both service providers and users. All the points of contact between the user and the service provider are analysed. These are usually called 'touchpoints', and include e.g. the frontline staff, service environment and physical elements, brand, sales as well as communications materials and channels. To provide enjoyable experiences companies need to understand how each point of contact between the user and provider affects the service delivery. To develop loyalty and long-term customer relationships, customers need to trust that the service is reliable and consistent, i.e. the same or better each time they experience it. Being consistent also includes making sure that the service organisation does not over promise and under deliver by raising expectations that cannot be met. Lastly, because services are typically produced and consumed within other services or they rely on other services, it is important to look holistically at the

whole service system and understand how the different parts of a service interconnect.

6.3.   MANAGING THE SERVICE BUSINESS

SERVICE ORGANISATIONS NEED evidence and methods to monitor the payback of investments in new or improved services. Many managers still see service improvements as costs rather than as contributors to profits. This is partly because of the difficulty involved in tracing the link between service improvement and financial returns or cost reductions. Results of service design are often cumulative, and therefore, evidence of the link between the improvements made and revenue growth or cost reduction may not come quickly after investment. While the financial impact of cost cutting efforts is often more easily evaluated, the financial impact of revenue growth efforts requires more devotion and more sophisticated models. Nevertheless, this is an essential task for any company that seeks to build its service profitability. One way to evaluate the financial impact of service improvements is to measure the return on investment (ROI) by relating the increase in customer equity to the investment required to produce that increase. A classic performance measurement approach is the balanced scorecard that captures three perspectives in addition to the traditional financial perspective, which are the customer, internal processes, and learning and growth. The balanced scorecard can be implemented not only in business but also in government and non-profit organisations as well. The balanced scorecard brings together, in a single management report, many elements of an organisation's competitive agenda, and forces management to consider all the important measures together.
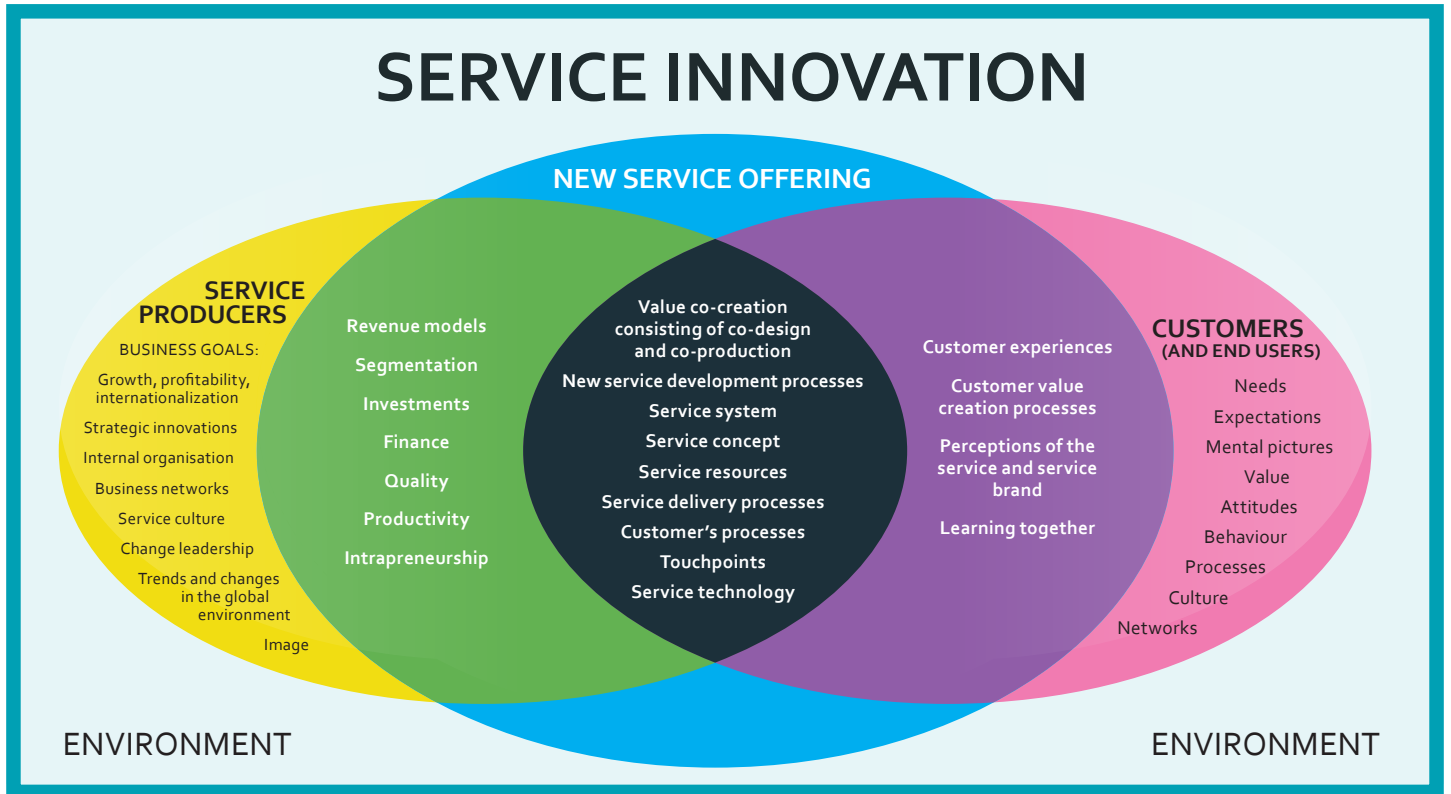
6.4.   FOSTERING THE SERVICE CULTURE AND SERVICE LEADERSHIP

A STRONG ORGANISATIONAL culture is an important prerequisite for implementing a new or changed service concept. Core values, a strategic focus on customer driven processes, roles, responsibilities and skills support the change leadership needed to embed innovation in an organisation. Leaders and managers need to have the ability to attract and retain talent,
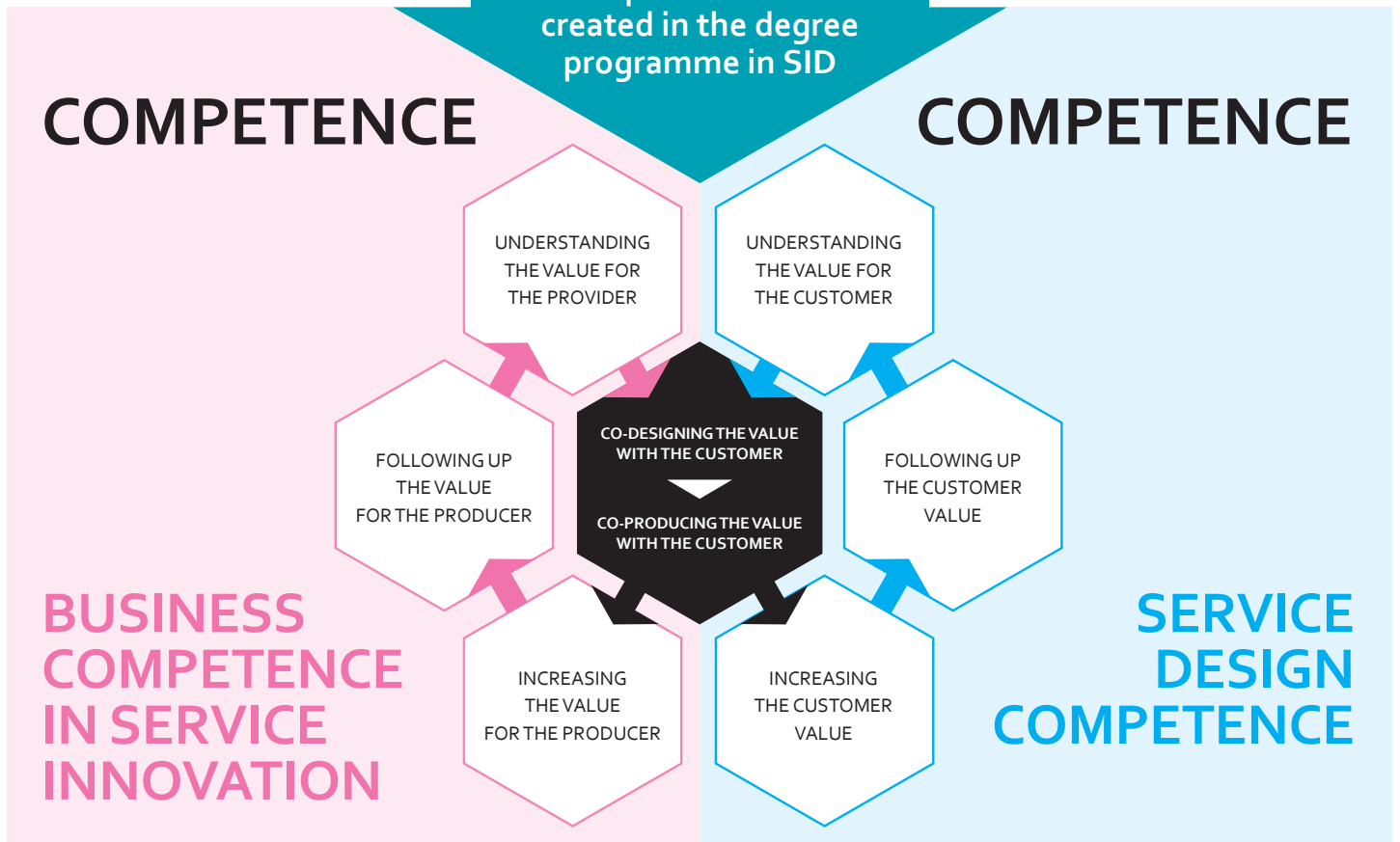
respect individual concerns and develop competencies and commitment while business undergoes continuous change. In service organisations, effective internal communication is crucial for staff engagement and the clarity of a company's strategic goals. Successful service organisations have a participatory culture in place, where staff can share ideas and discuss how the organisation is progressing. Those staff who meet customers (frontline staff) should also be able to engage in dialogue with them and pass on any potential concerns to the management. This helps to keep staff motivated and ensures that everyone is clear about the company's goals and objectives. Ultimately, frontline staff is the face of a service company. In order to provide valuable experiences, they should be properly trained to understand the needs of different customers and have the necessary autonomy to provide a personalised service.

TO SUM UP this section about the expertise required in the field of service innovation and design, a major challenge for service organisations is to integrate customers into every stage of service development process as early as possible. An active dialog when co-creating value with customers improves identifying customers' latent needs and wants. Customers may also be directly involved to specifically develop new value propositions, i.e. co-design is one form of co-creation. In this service dominant society, critical areas of expertise include competences in gaining deep insights into customers, the business environment and future trends. The critical areas of expertise also include competences in creating innovative value propositions together with customers, managing and controlling the service business, fostering the service culture and service leadership as well as applying service design methods to make a genuinely people centred, empathetic approach. To conclude, it is important that a holistic approach to all aspects of service innovation and development is adopted.

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7 Areas of expertise

SERVICE INNOVATION

NEW SERVICE OFFERING

SERVICE PRODUCERS

BUSINESS GOALS:
Growth, profitability, internationalization
Strategic innovations
Internal organisation
Business networks
Service culture
Change leadership
Trends and changes in the global environment
Image

Revenue models
Segmentation
Investments
Finance
Quality
Productivity
Intrapreneurship

Value co-creation consisting of co-design and co-production
New service development processes
Service system
Service concept
Service resources
Service delivery processes
Customer's processes
Touchpoints
Service technology

Customer experiences
Customer value creation processes
Perceptions of the service and service brand
Learning together

CUSTOMERS (AND END USERS)

Needs
Expectations
Mental pictures
Value
Attitudes
Behaviour
Processes
Culture
Networks

ENVIRONMENT

ENVIRONMENT

Competences to be created in the degree programme in SID

COMPETENCE

COMPETENCE

UNDERSTANDING THE VALUE FOR THE PROVIDER

UNDERSTANDING THE VALUE FOR THE CUSTOMER

FOLLOWING UP THE VALUE FOR THE PRODUCER

CO-DESIGNING THE VALUE WITH THE CUSTOMER

CO-PRODUCING THE VALUE WITH THE CUSTOMER

FOLLOWING UP THE CUSTOMER VALUE

INCREASING THE VALUE FOR THE PRODUCER

INCREASING THE CUSTOMER VALUE

BUSINESS COMPETENCE IN SERVICE INNOVATION

SERVICE DESIGN COMPETENCE

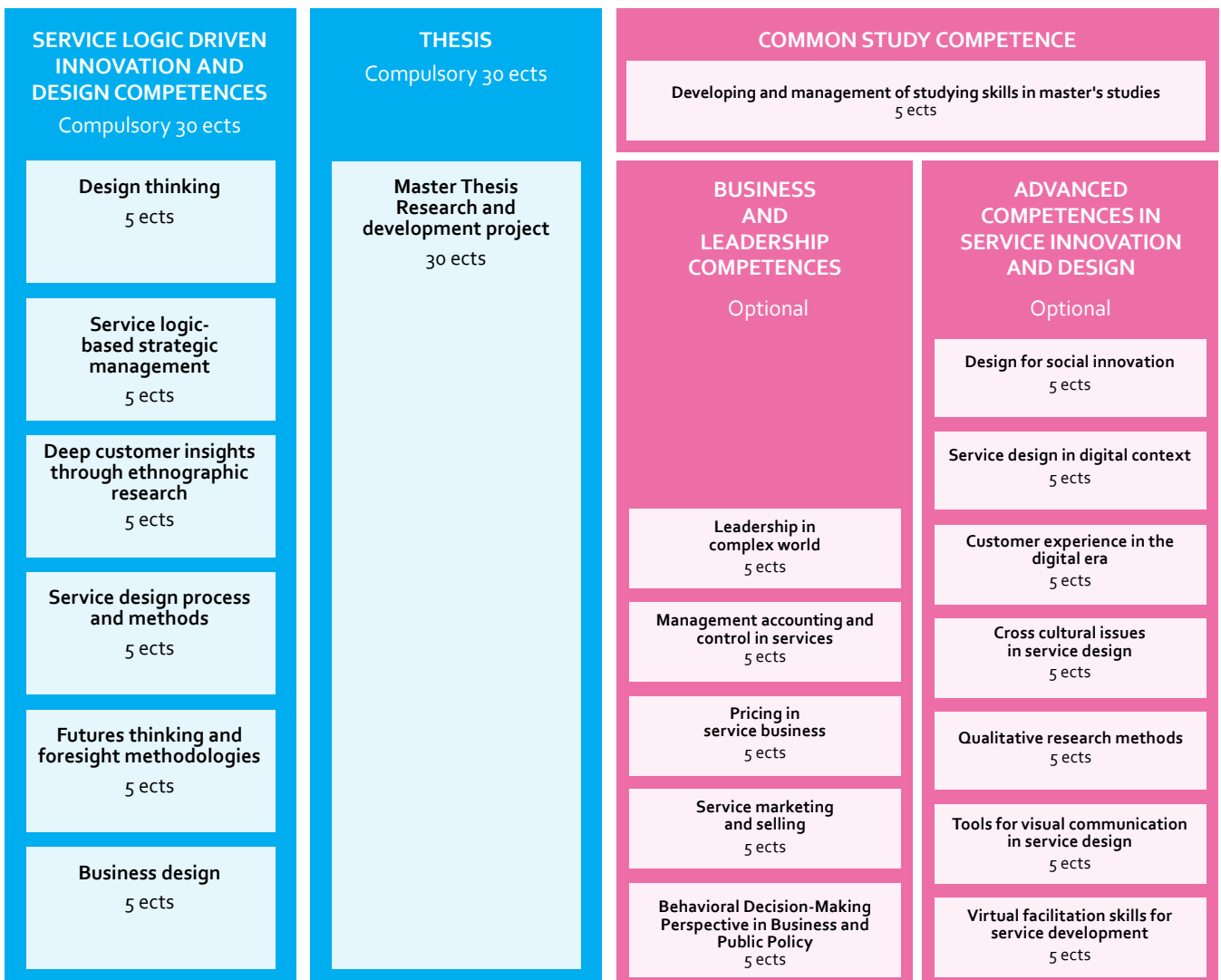| COMPETENCE RELATED TO	COMPETENCE RELATED TO	COMPETENCE RELATED TO	COMPETENCE RELATED TO	COMPETENCE RELATED TO
• Futures thinking	• Development of revenue models	• Value co-creation (including co-design and co-production)	• Design thinking	• Deeply knowing the customers/end-users
• Analysis of global environment	• Productivity	• New Service development process	• Customer experience and value creation	• Service design process and methods
• Change leadership	• Investments and financial issues	• Design of service concept	• Integration of customers in new service	• Multicultural issues
• Service culture	• Pricing of services	• Design of service resources	• Development processes	
• Systems thinking	• Marketing and selling of services	• Design of service delivery and service process		
• Service accounting and management control systems	• Intrapreneurship	• Customer prosesses		
	• Empowerement of personnel	• Customer interractions and touchpoints		
		• Use of technology in service processes		

8   Competence development process

THE AIM OF THE degree programme is to provide students with multidisciplinary knowledge in service innovation and design through the advanced study of different service theories and their implications for service innovation and design practice. The programme brings students to the forefront of recent development in the service innovation and design field by including supervised development training. Another important objective is to improve students' competences in combining academic rigour with managerial relevance when working on independent projects. The structure of the studies is illustrated

COMPETENCE DEVELOPMENT PROCESS

CORE COMPETENCE
(30 + 30 ects)

COMPLEMENTARY COMPETENCE
(30 ects)

SERVICE LOGIC DRIVEN INNOVATION AND DESIGN COMPETENCES
Compulsory 30 ects

THESIS
Compulsory 30 ects

COMMON STUDY COMPETENCE

Developing and management of studying skills in master's studies
5 ects

Design thinking
5 ects

Master Thesis Research and development project
30 ects

BUSINESS AND LEADERSHIP COMPETENCES

Optional

ADVANCED COMPETENCES IN SERVICE INNOVATION AND DESIGN

Optional

Service logic-based strategic management
5 ects

Design for social innovation
5 ects

Deep customer insights through ethnographic research
5 ects

Service design in digital context
5 ects

Service design process and methods
5 ects

Customer experience in the digital era
5 ects

Leadership in complex world
5 ects

Cross cultural issues in service design
5 ects

Futures thinking and foresight methodologies
5 ects

Management accounting and control in services
5 ects

Qualitative research methods
5 ects

Pricing in service business
5 ects

Business design
5 ects

Tools for visual communication in service design
5 ects

Service marketing and selling
5 ects

Behavioral Decision-Making Perspective in Business and Public Policy
5 ects

Virtual facilitation skills for service development
5 ects

in the next figure. The following complementary study units suit well for students in SID program.

Compulsory study units (60 ects) are:
- *Design Thinking (5 ects)*
- *Service Logic-Based Strategic Management (5 ects)*
- *Deep Customer Insights through Ethnographic Research (5 ects)*
- *Service Design Process and Methods (5 ects)*
- *Futures Thinking and Foresight Methodologies (5 ects)*
- *Business Design (5 ects)*
- *Thesis: a research and development project (30 ects)*

THE COMPLEMENTARY STUDY units (30 ects) enable students to pursue their specific interests and overcome deficiencies in their service design preparation. The following complementary study units suit well for students in SID program. You may select complementary courses from the general complementary study offering at Laurea or be provided by partner universities. These may also include research and development projects, shared intensive courses, and conferences arranged for example with Laurea's partners.

A CENTRAL THEME of the studies is that service business requires a distinctive approach to strategy, innovation and design. In the Degree Programme in Service Innovation and Design, the learning process is a future oriented process of research and development during which competence is developed by systematically seeking answers to questions that cannot be solved just on the basis of previously acquired information or competence. Learning is a way of creating new knowledge and competence, which links learning to the innovation activities of the region. Study time at Laurea is an individual and collective project aimed at developing expertise and stretching and exceeding oneself, in which students seek a relevant and useful combination of competences to meet the needs of the future business environment. In competence development, it is not so important to memorise information but to learn to use and process information in order to create new operating methods, models, interpretations and explanations for the issue at hand each time.

COMPETENCE DEVELOPMENT ARISES from shared experience in a competence enriching community that links innovative individuals and groups to each other. Students grow into development experts by adopting the methods of innovation organisations and participating in the activities of innovative knowledge-generating communities. Learners develop their competence by interacting with their environments and fields. Some of the resources of competence development are a learning culture that promotes creativeness and target orientation, expert guidance and instruction, and a learning environment that supports development. Competence tutoring is provided in a participatory manner. Every lecturer is a tutor who supports the growth of expertise with his or her professionalism and work methods. The learning environment is formed by a competence network, an innovation environment, a platform for competence development and structures that support learning. The construction of learning environments emphasises facilitating people, their enthusiasm and their interaction in order to achieve creativity. Instruction does not focus on presenting, repeating and checking information but strives to create a learning process that becomes apparent through progressive problem solving, continuous learning, and developing and exceeding oneself. The aim is to achieve competence that is useful in service organisations, where work is increasingly a function of creativity, and whose management depends on the ability to create a responsible, result oriented leadership culture based on leaving room for individual creativity. Competence becomes apparent as influence and development skills.

TO CONCLUDE, MASTER'S DEGREE students will develop a critical awareness of knowledge issues in the field of study and at the interface between different fields (see Appendix 1 describing the competence evaluation criteria). They will learn to integrate knowledge critically and systematically and to analyse, assess and handle complexity. They will develop their competences to manage and transform work and study contexts that are complex, unpredictable and require new strategic approaches. They will practise identifying and formulating problems critically, independently and creatively, and develop the competence to plan, carry out and evaluate qualified tasks within a given timeframe by applying adequate methods, thus contributing to the development of knowledge. They will participate productively in innovation networks, and identify and investigate innovation mechanisms. The Master's degree students should adopt a developmental and predictive approach to work, and influence their work environment. They should also have the skills to clearly communicate, orally and in the written form, and provide clear conclusions and usable knowledge, and do so through dialogue with different groups nationally and internationally.

9 Studies

SERVICE LOGIC DRIVEN INNOVATION AND DESIGN COMPETENCES (30 ECTS)

Design Thinking, 5 ects
The students will be able to
- *classify the principles of design thinking*
- *apply design thinking approach and basic tools in innovation processes*
- *develop the skills required in creative thinking*

Service Logic-Based Strategic Management, 5 ects
The students will be able to
- *explain the strategic shift to service-based business logic and its impact on corporate level*
- *analyse a company's strategy and strategic choices*
- *master the key concepts, principles and methods of strategic management*

Deep Customer Insights through Ethnographic Research, 5 ects
The students will be able to
- *use the ethnographic approach in service development*
- *apply qualitative research methods*
- *discover unarticulated customer / user needs and envision the opportunities this opens up*
- *analyse customer / user experiences across all the touch*
- *points of an organisation*

Service Design Process and Methods, 5 ects
The students will be able to
- *explain the principles of service design*
- *apply service design process into practice*
- *use service design methods and tools*
- *develop the facilitation skills required in service design*

Futures Thinking and Foresight Methodologies, 5 ects
The students will be able to
- *explain the terminology and principles of futures thinking*
- *perceive futures design as the next phase in the evolution of futures thinking*
- *systematically identify and monitor change in the operational environment.*
- *use foresight and futures design, methods and practices in service innovation*

Business design, 5 ects
The students will be able to
- *cocreate business models iteratively using business design methods and tools*
- *identify, compare and evaluate business models*
- *perceive business development as a part of organisation's strategy*

THESIS 30 ECTS — LEARNING OUTCOMES AND PROCESSES

THE AIM OF the Master's thesis is to develop the students' ability to carry out a demanding service development project independently. The aim is to allow students to deepen their ability to apply theories in practice, their analytical skills, their project management and R&D competence and their social skills. According to the Government Degree (423/2005), the aim of the Master's thesis is to develop and demonstrate students' ability to apply research data, to use selected methods for analyzing and solving work life problems and to carry out demanding specialist tasks independently.

THE STUDENTS will be able to
- *plan, carry out and evaluate a demanding research and development project within a given timeframe by applying appropriate methods*
- *manage and transform work contexts that are complex, unpredictable and require new strategic approaches*
- *identify and formulate problems and solutions critically, independently and creatively*
- *use the specialised problem solving skills required in research and innovation in order to develop new procedures and knowledge and to integrate knowledge from different fields*
- *take responsibility for contributing to professional practice and knowledge*
- *carry out and manage project tasks, take initiatives, adopt a developmental approach to work and initiate and implement change processes*
- *adapt the necessary abilities for lifelong learning and the continuous development of their own professional competence*

- *guide and coach others and develop good communication and language skills required by work*
- *develop the skills required for international interaction and operation*

LEARNING PROCESS IN THESIS

IN THE THESIS process students acquire and produce highly specialised knowledge, some of which is at the forefront of knowledge in a field of service innovation and design, as the basis for original thinking and research. One or more supervisor(s) is set for the thesis. The task of the supervisor(s) is to work with the commissioner of the project and with other participants to direct the thesis process while promoting interaction between Laurea and the business environment. The commissioner's representative and the supervisor(s) can form the thesis tutoring team together. The main responsibility for completing the thesis lies with the student.

THE THESIS PROCESS involves participation in thesis workshops. In them, students generate project theme and ideas and present and discuss their theses with supervisor(s) and their student peers. Students start by creating a thesis plan containing the main stages and deadlines for the work. This is presented to the supervisor(s) or the tutoring group and to other students. The plan is a compulsory and essential preparatory stage in the thesis process, whose aim is to set the actual thesis project in motion. The thesis plan allows students to discuss their intentions with as many people as possible (e.g. supervisors, other students, business partners) and to receive valuable feedback.

IN THE THESIS plan, the student explains why a project is necessary, sets objectives for it, links the project to earlier research and projects, presents the methods to be used and the planned progress of the project, outlines the content and schedule of the project and lists the main sources of information. The plan is typically specified and updated as the project progresses. The thesis plan also includes dates for reporting on the progress of the work. Students are recommended to keep a sufficiently detailed work journal and must report on their progress according to plan.

AS THE STUDIES progress, the objectives and topic of the thesis are specified and focused on. Regardless of how practical the orientation of the project is, students must familiarise themselves with existing research and demonstrate this by providing a bibliography report. The student selects an appropriate method for the thesis and discusses it with the supervisor.

THE STAGES OF the thesis depend on the nature and extent of the development project. Familiarisation with the task begins when the student discusses the subject with the commissioner of the project and with other stakeholders. The work is further defined as the process continues, and initial task descriptions can change. The choice of tasks and solutions must be professionally justified. Creative thinking is used in seeking new solutions and weighing up alternatives. Completed theses are presented to different parties and feedback sessions are arranged as a part of the evaluation process. The evaluation criteria of a Master's thesis are decribed in Appendix 2.

DESCRIPTION

THE THESIS PROCESS progresses as a collaboration between the student, its commissioner and the supervisors. Students' work is guided through workshops and personal tutoring.

9.2   COMPLEMENTARY COMPETENCES (30 ECTS)

THE STUDENTS WILL be able to choose their complementary study units from the offering of Laurea. Furthermore, master level courses are provided in the joint offering of the universities of applied sciences and by 3AMK universities. The SID students are encouraged to focus on areas that develop their business and leadership competences or service innovation and design competences.

FROM THE OFFERING OF Laurea the following study units suit well for the students of the SID programme.

COMMON STUDY COMPETENCE

ALL STUDENTS GET 5 ects by accomplishing a joint study unit "Developing and Management of Studying Skills in Master's Studies" to orientate themselves for the studies.

Developing and Management of Studying Skills in Master's Studies, 5 ects
The students will be able to
- *develop and lead his/her studying, skills and career competence*
- *analyse and apply the needed scientific principles and contents*

MANAGEMENT COMPETENCE

Leadership in Complex World, 5 ects
The students will be able to:
- *discover the basics in systems thinking, principles and frameworks*
- *analyze the management of organizations from the systems thinking and complexity leadership theory perspectives*
- *construct and promote the scientific knowledge of systems thinking into management*
- *influence the use of systems thinking in working life*
- *strengthen own management competences in complex world*

BUSINESS COMPETENCE

Service Marketing and Selling, 5 ects
The students will be able to
- *explain the evolution of services marketing thought*
- *identify the strategic approach in service marketing*
- *establish, maintain and develop customer relationships*
- *conceptualize and sell services*
- *map customer service experience for facilitating value creation*

Management Accounting and Control in Service, 5 ects
The students will be able to
- *explain the importance of management accounting for decision making*
- *prepare budgets*
- *use KPIs to set targets and control performance*
- *use cost accounting in setting prices for services and*
- *analyzing customer profitability*

Pricing in Service Business, 5 ects
The students will be able to
- *adapt to the current change from cost focus to customer value orientation*
- *explain the theory and research concerning pricing of services*
- *price new services using traditional pricing methods*
- *apply innovative pricing methods and tools in practice*

Behavioral Decision-Making Perspective in Business and Public Policy
The students will be able to
- *understand the role of heuristics and biases in everyday decision making*
- *explore the fields of behavioral economics and behavioral decision making*
- *identify and apply psychological factors in business and public policy applications*
- *evaluate development plans from behavioral perspective*
- *analyze ethical aspects of behavioral interventions and nudges*

DESIGN THINKING COMPETENCE

Cross-Cultural Issues in Service Design, 5 ects
The students will be able to
- *identify and deeply understand culture-related issues in*
- *service design*
- *involve diverse stakeholders and manage multicultural*
- *teams*
- *develop intercultural communication competence relevant in service design*

Design for Social Innovation, 5 ects
The students will be able to
- *explain the role of design and innovation in fostering positive social and (environmental) impact*
- *recognize opportunities to solve societal problems through design and critically analyse their impact*
- *use design methods to develop and manage social innovation processes together with the (future) beneficiaries*

Tools for Visual Communication in Service Design, 5 ects
The students will be able to
- *understand and apply basic theory of visual design*
- *visualize the outcomes of the different phases of a service design process*
- *utilize a variety of visualization approaches for creating content (e.g. image editing, computer graphic software, free drawing, visual collaboration and prototyping platforms)*

Virtual Facilitation Skills for Service Development, 5 ects
The students will be able to
- *explain the principles of facilitation and what is facilitation in different contexts, including virtual environments*
- *analyze and compare the roles of facilitator and service designer*
- *classify facilitation competences, methods and tools, and to master their business applications*
- *identify goals of facilitation in developing business*
- *plan a facilitated workshop process that interlinks facilitation goals and implementation with expected development outcomes*

PLANNING OF DIGITAL SERVICES

Customer Experience in the Digital Era
The students will be able to
- *Describe the industrial trends and challenges which are shaping the next generation of services and customer experiences in the digital age*
- *Discover innovation in customer experience at the intersection of the digital, physical and social realms. Design customer journey emotions and touchpoints*
- *Identify data sources and analytics to manage and monitor customer experiences*
- *Generate insights from data analytics to manage customer loyalty*
- *Identify what it takes to delight your Customers*

RESEARCH AND DEVELOPMENT COMPETENCE

Qualitative Research Methods, 5 ects
The students will be able to
- *Understand the principles of qualitative research and data analysis*
- *Outline the different approaches of qualitative data*
- *analysis*
- *Understand the stages in the analytical process*
- *Code and categorize qualitative data*
- *Report results from analysis*

THE OFFERING OF the complementary competence modules is constantly under development to match the demand and requirements of the working life and thus the offering may change during the studies.

MASTER OF BUSINESS ADMINISTRATION
SERVICE INNOVATION AND DESIGN, 90 ECTS

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Appendix 1: Competence evaluation

DEGREE PROGRAMME IN SERVICE INNOVATION AND DESIGN

NQF, Level 7

Outcomes of the Master's degree

MASTERS EXTENSIVE, highly specialised concepts, methods and knowledge of the field, requiring specialist competence, and uses them as a basis for independent thinking and/or research.

UNDERSTANDS QUESTIONS related to the field and the meeting points between different fields, and takes a critical approach towards them and towards new information. Is able to solve demanding problems in research and/or innovation work conducted to develop new knowledge or procedures, in which information from different fields is combined and applied.

CAN WORK INDEPENDENTLY in the demanding expert tasks of the profession, or as an entrepreneur. Is able to lead and develop complex, unpredictable and new strategic approaches. Can manage issues and/or people. Can evaluate the actions of individuals and groups. Knows how to increase knowledge of the field and its practices and can assume responsibility for others' development.

HAS SKILLS FOR continuous learning. Communicates well verbally and in writing with both specialist and non-specialist audiences. Is able to carry out demanding international communication and interaction.

CURRICULUM **MASTER OF BUSINESS ADMINISTRATION**
SERVICE INNOVATION AND DESIGN, 90 ECTS

BACHELOR'S DEGREE, GRADUATION PHASE

MASTER'S DEGREE, GRADUATION PHASE

GRADE 5 EXCELLENT

Students are able to...

Bachelor's:
- apply professional concepts expertly and extensively, and manage the big picture.
- develop occupational safety of the operating environment.
- develop operating methods by comparing, combining and selecting evidence-based information.
- work independently and innovatively in line with objectives.
- Activities are mostly creative, focused on developing the workplace and distinctly professional.
- select, combine and develop appropriate techniques and models.
- take initiatives and act responsibly in customer relations, and understands the meaning of customer relationships for the big picture.
- develop and renew activities of teams.
- critically apply ethical principles in the subject field in complex and unanticipated situations.

Master's:
- assume responsibility for a community's target-oriented learning
- promote the fulfilment of sustainable development principles and social responsibility
- manage socially impactful activities based on ethical values
- manage and reform operations in complex and unpredictable operating environments
- work in demanding expert tasks, in management positions and as entrepreneurs
- develop customer-oriented, sustainable and financially
- viable operations
- predict the effects and opportunities of internationalisation in their field

GRADE 3 GOOD

Students are able to...

Bachelor's:
- apply professional concepts expertly
- take care of occupational safety for themselves and the work community, and identify areas of development
- select methods of operation in accordance with evidence-based information and guidelines
- work systematically and critically in line with objectives in complex situations. Actions are often flexible, systematic, creative and active.
- select the appropriate techniques and models for activities, and justify their choices
- prioritise and maintain customer relationships
- promote group activities
- critically apply professional ethical principles to their work

Master's:
- acquire, process, produce and critically evaluate information from the perspectives of different professions
- make decisions with awareness of the individual, community and societal points of view
- promote the fulfilment of equality ideals in the workplace
- utilise information and communication technology in their work
- build partnerships and networks
- manage projects profitably
- manage research, development and innovation projects and master the methods of R&D
- operate in international environments

GRADE 1 SATIS-FACTORY

Students are able to...

Bachelor's:
- apply professional concepts systematically
- comply with occupational safety instructions responsibly and independently
- justify and analyse their activities using general guidelines and evidence-based information
- act professionally and responsibly in unanticipated customer and problem situations
- work independently in different tasks in each operating environment
- apply acquired techniques and models diversely
- act in customer-oriented ways and according to the situation
- work in a group in line with objectives
- act and justify their activities in accordance with ethical principles

Master's:
- diversely evaluate and develop their expertise in a target-oriented way
- take responsibility for a community's actions and their consequences
- apply the ethical principles of the field in their work as experts and workplace developers
- develop the operations and well-being of a work community
- develop multidisciplinary communications and interaction in the workplace
- generate new information and renew ways of working,
- combining competence from various sectors
- carry out international communications in their work and in developing operations

CURRICULUM   **MASTER OF BUSINESS ADMINISTRATION**
SERVICE INNOVATION AND DESIGN, 90 ECTS