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Conceptualization of Higher Education Institutions (HEI) as a Service System Using S-D Logic Lens

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A B S T R A C T

This qualitative study provides a tentative theory of university as service system using S-D logic lens. Presently, the universities are working under G-D logic, where the networks & entities are performing under the different agendas to contribute to the whole ecology with the approach of unilateral transfer of services/resources. However, the organizational effectiveness highly depends on actively interacting with its internal and external networks to seek valuable resources to ensure its functioning through a shared worldview. Therefore, universities need to develop an architecture of participation where actors connect and collaborate through a shared vision. The results of G-D logic-based university system revealed the dominant factors; "the behaviour of people" which is opportunistic, and "dealings" have been done in self-interest, as the system is complex and based on indirect interactions. This study presents a solution by the conceptualization of universities as service system; the propositions reveal a mechanism of resource integration through which entities and networks link resources through forming the value proposition for mutual benefits. Thereby, this mechanism may be use as "transparent check of governance" in which all the public and private university system's constraints may be mitigated by application of S-D logic.

Keywords: Entities, Resources, Networks, Management, G-D logic, S-D logic and Service system

1. INTRODUCTION

The Higher Education Institutions (HEIs) are diverse kind of organizations with multiple of roles in society. These roles include knowledge creation & dissemination, research, innovation and society outreach (Brighouse & McPherson, 2015). Presently, universities are working with G-D logic. Where, the different networks & entities (standard chartered authority, HEC, accreditation organizations, business markets, management, teachers, and students) are performing under the different agendas to

contribute the whole ecology while being separate networks (Usman, 2014; Mintzberg, 1994). As the notion of G-D logic is taken from the concept of scientific management and division of labor (Smith, 1776). However, the literature reveals that the whole ecology of the universities' universe is working under G-D logic with specific approaches "Unilateral transfer of services/resources" and "job to get done" (Lusch, 2011; Gopalakrishnan, G. (2015).

Universities' structure is hierarchical and entities performing their duties in their own layered with "job to get done" approaches (Usman, 2014). Where, the top management with selective minds formed the policies and takes the major decisions about academic, non-academic and financial matters. With that, G-D logic-based university system's decision makings having lack of the contribution of entities e.g. students, teachers. It seems services are produced like goods in production house (in the hands of university, HEC and teachers) and delivered them through the hands of employees (teachers). Due to lack of "shared worldview" in policy-making by all involved parties (business markets, students' customized needs and teacher's academic viewpoints) universities are producing degrees as a product (Díaz-Méndez et al., 2019) without having clear idea of purpose of degrees as well as producing only analytical competencies through a standardized curriculum with old pedagogical styles (Mintzberg, 2004; Boyatzis & Saatcioglu, 2008).

On the other hand, the use of the Information Communication Technology (ICT) has a great impact in the era of post-industrial society (Alcoforado, 2018). The job of the human brain and working capacity has been replaced by the ICT and this situation has resulted in the greater rate of unemployment (Fehlner, 2019). However, only memorization of contents does not produce cognitive, emotional and behavioral intelligence as well as lifelong professional competence which is inevitable to survive in this contemporary era's challenges and complexities (Datar et al., 2011; Lusch & Wu, 2012). Therefore, universities, need to develop an architecture of participation where actors connect and collaborate through a shared vision.

The components of service system as an abstraction of service science under S-D logic, have potential to be "a significant system" for the conceptualization of university

as service system (Knight & Wood, 2005). The Service System under S-D logic comprises the multifarious resources which include people, organizations, technologies, and shared information (Spohrer et al., 2007). S-D Logic comprises two types of resources which are named as operand and operant. The operant resources consist of people and organizations while the operand resources consist of technology (using tools) and shared information (symbolic processing). The different entities with integrations of resources interact with each another's resources and form service systems. Finally, this study refers the principles of service system; "entities, stakeholders, resources, interactions, governance interactions, access rights, VCC, measures, networks, ecology and outcomes" under S-D logic to universities in accordance to present conceptualization of university as a service system (Maglio et al., 2010). The feasibility of entities within the specific ecosystem is concerned with the creation of VP and reciprocal VP for the resource allocation and interaction with others which ultimately influence their relative efficiency and capability (Maglio et al., 2010).

In order to develop the LPC in the students, the theoretical support of this study is linked with the theory RBV (Resource-Based View) in conjunction with the components of service system of service science under the lens of S-D logic. The main focal point of RBV theory in service system of service science under S-D logic, is taken into considerations in the perspectives of the management of the university. With the service mindset of all key entities, which may contribute and integrate their resources, focusing on the VCC as a mutual service process at university as service system (Vargo & Lusch, 2004). RBV theory provides theoretical foundations about the organizational resources and its management (Arnould et al., 2006). However, the linkage of S-D logic with RBV validates this philosophy beyond the organizational resource management as "All economic and social actors are resource integrators" (see fundamental premises 9; Vargo & Lusch, 2004; Lusch, Vargo, & Wessels, 2008).

1.1. Research Gap

"The trouble with our times is that the future is not what it used to be." (Paul Valery)

The universities are overly focused on degrees as "units of output" and promote

hierarchal management orientation (Usman, 2014). This specific focus expressed that universities are operationalized with an industrial mindset and firm-centric view which implicit G-D logic without considering the insights of all key stakeholders (Caza & Brower, 2015). Literature review disclosed the approaches "Unilateral transfer of services/resource" ,"a firm's centric view orientation used by the universities" and "job to get done" within different spheres of the entities and networks (Arnould et al., 2006). Therefore, G-D logic based university system need new approaches and strategies to be more responsive to the rapidly changing and complex environment (Spohrer et al., 2012).

Consequently, to think and compete via existing logics associated with G-D logic are not enough reactive to succeed in a 21st-century complex environment (Baik et al., 2015). Moreover, the students are required an extensive role of education in the 21st century. Universities must motivate the students to be adaptive innovators, who may be deeply skilled in their home disciplines and lifelong learners as before (IfM, 2008). The study presents universities as a service system based on S-D logic as an alternative approach. The approach (Universities as a service system under S-D logic) transforms the students into value co-creator who may enable themselves to be lifelong professional competencies to succeed in a dynamic market. The approach "universities as a service system under S-D logic" is a shift from the unilateral transfer of services/resources to collaborative resource integration.

1.2. Problem of the study

In nutshell, the problem of this research is; how and why the unilateral transfer of services/resources from the macro (university) to micro (teachers and students) and external networks (government, HEC, Business markets) to internal networks (University, departments, governance) is insufficient to develop and improve lifelong professional competencies in the students.

1.3. Purpose of the study

The study presents a conceptualization of the university as a service system under the lens of service-dominant logic.

1.4. Research Questions

a. How internal and external entities proposed value in the university system?

b. How the resources are bundled by the internal and external entities?

c. How the internal and external entities co-create value in the universities?

2. LITERATURE REVIEW

In this section, the literature review regarding all constructs is presented.

2.1. Theoretical Underpinnings of the study

The Resource-based view (RBV) of the firm demonstrates the conception of intangible resources as discussed in the previous literature of management sciences. The RBV builds a linkage between the firm's performance and its internal resources of the firm. The competitive advantage can be attained through the proper allocation and management of the valuable resources of the firm (Barney, 1991). This viewpoint of resources management would be a fundamental theory for managing the resources of educational institutions.

S-D Logic has been put forward on the basis of RBV theory. S-D Logic can be differentiated from its antecedent theory so distinctly with the addition of two significant constituents which make it a unique theory. (1) The main focal point of S-D logic is to integrate the customer resources in the VCC (Arnould et al., 2006) and (2) RBV theory plays an integral part to substantiate the theoretical framework which is supportive for the exploration of the organizational resources while S-D Logic focuses not only to explore the organizational-resources but also extended towards the service eco-system. (Lusch et al., 2008). According to S-D Logic, the resources can be classified into two categories; operand resources which yield the productive effects by applying some operant resources. The second kind is operant resources which are utilized effectively by applying on operand resources and may be other operant resources as discussed below (Vargo & Lusch, 2004). In this context, the intangible resources can evolve, transform, and multiply through the continuous and dynamic processes. In S-D Logic, the operant resources are valuable resources for the attainment of a competitive edge (Foundational Premise 4). The assessment of the VCC is done by the beneficiaries who compare the VCC with the value-in-use accordingly. (Lusch, Vargo, & O'brien, 2007).

This study takes another support from the components of practice theory i.e.

social reality consist of practices that make actions possible. The knowledge of individuals is seen as situated in practice. This situated view of knowledge derives from a perspective of learning as being dependent on the activity, context and culture in which it occurs (Schatzki & Schatzki, 1996).

2.2. The Goods-Dominant Logic

G-D logic was originated from economic science since 1776 when Adam Smith had contributed in the domain of economics. Generally, Smith is known as the father of economics but in fact, Smith didn't postulate any literary terms of economics. Basically, Smith was a philosopher who pointed out what is right and good for society and how and what nations should adopt such methods for increasing the wealth of the nation through economic activity. Along with Adam Smith and other economists, the focus was on economic terms such as ownership, goods, and production. Smith proposed the different ways of increasing the wealth of nation during the industrial revolution as the manufacturing process was becoming systematically effortless on the basis scientific management principles, he has stressed on the production of the goods (Smith, 1776). According to Smith, productive labor is the labor which is resulted in the physical goods while the unproductive labor is that labor which is unable to produce the physical goods (i.e. services). In nutshell, the main purpose of the manufacturing firms is to produce and sell the goods which are taken in view of good-centered logic and old enterprise logic (Zuboff & Maxmin, 2004).

Moreover, the activities which were performed specifically for the generation of physical goods (exportable goods) these were considered as productive while the activities which were limited to the individualistic well-being and benefits, these were taken as unproductive as they were not the exportable goods (Vargo & Morgan, 2005). The productive, tangible products which could be exportable, shifted from usefulness to the quality of products to value-in-exchange however, unproductive transfigured into services (intangible goods). These two distinctions are the source of the old philosophy of the producers who are creators of value and consumers are destroyers of value (Vargo & Morgan, 2005).

2.3. Origins of Service-Dominant Logic

The transition from the industrial into a post-industrial era brought a shift of a manufacturing economy to a service economy. The remarkable growth of the service industries which is characterized by intangible assets such as knowledge, skills, and innovation, having a great contribution to economic success (Gadrey & Gallouj, 2002).

This S-D logic depicts the basic idea of VCC in the context of the wealth of the nation by Smith. However, having established labor/service (mental and physical skills) was as central to exchange along with the well-being of individuals through value-in-use as a holistic model but Smith partially used this model (Smith, 1776). He focused on labor or services that were tradeable and contribute to the wealth of the nation. Therefore, his focus was limited on value-in-exchange, rather than value-in-use. Now, in order to present the concept VCC, S-D logic incorporates value-in-use the old concept of Adam Smith which is more persuasive than value-in-exchange.

2.4. Dominant distinguished features of Goods-Dominant Logic and Service Dominant Logic

2.4.1. S-D logic as foundation for Service Science

S-D logic can serve as the theoretical foundation for service science as it provides us with the necessary "perspective, vocabulary and assumptions to build a theory of service systems (Maglio & Spohrer, 2008).

Service Provision rather than the Production of Goods

The S-D Logic paradigm emerges in response to the inadequacies of G-D logic. These inadequacies are often attributed to dependence on traditional economic theories that distinguish between goods and services (Barile & Polese, 2010). G-D logic "sees the economic exchange in terms of the production and distribution of units of output-which acquire value during the manufacturing process". In contrast, S-D logic challenges the notion that producers can embed value into the development processes. Instead, it is assumed that value is only perceived by the customer after experiencing the product or service (Maglio & Spohrer, 2008). As a result, S-D logic is a paradigm built on the nature of the "provision of service" rather than the "production of goods" (Vargo & Lusch, 2008). A useful distinction between these two worldviews was made by Vargo & Lusch (2008). They assert that "S-D logic focuses on the action of operant resources (those that

act upon other resources) whereas, G-D logic focuses on the exchange of operand resources".

2.4.2.   The Definition of Service under S-D logic

The S-D logic define service as; "the actors apply their competences to benefit others and reciprocally benefit from others" (Vargo & Lusch, 2004).

Goods-Dominant Logic at University System

Under G-D logic, services can be defined in terms of non-tangibles (Lusch & Vargo, 2006). The HEIs are renowned organizations in the service sector (Canada, 2012). The university is a great source to produce human capital for the development of the business world and society. If we categorize the operation of HEIs into two streams, there is one stream; teaching and learning and second; management of the university. As far as teaching and learning is concerned, teachers used conventional approaches for teaching and learning in their classrooms, despite having academic freedom in teaching and learning (Deaconu et al., 2014). The approaches of teaching and learning at universities are lecture based and case study methods or mix method approach (Athakkakath et al., 2015).

The lecture-based approach is executed typically for the communication of lower order knowledge (memorization theories), it is usually transmission-oriented; content (information) is transmitted to learners, and the source of learning is expected by lecturers (Caza & Brower, 2015). One of the criticisms of transmission-based approaches in higher education teaching is that it does not improve emotional and social resource/competence in students but only analytical resources/competence (Boyatzis & Saatcioglu, 2008). On the other hand, the case study is a case of some organization, given to the students for valuable solutions by making the appropriate decision as managers do in the particular context, therefore, case study only produce experts for analysis of past situations without real context (Mintzberg & Lampel, 2001). According to the study of Boyatzis, Stubbs, & Taylor, (2002) the programs at HEIs with the typical lecture and case study methods are unable to develop cognitive, emotional and behavioral resource/competence because of the sole focus of knowledge acquisition (Mintzberg, 2004).

The second stream of the university which is the management of the university which may be part of supply chain and hierarchical structure such as standard chartered authority, board of governance, board of faculty having a significant role in curriculum design, as HEC provides detailed eligibility criterion for the faculty recruitment process (Usman, 2014). Accreditation organizations set the standards of quality education which should be applicable in all institutes (Kohler 2006). However, these bodies are known as systems/networks with different agenda contribute to the whole ecology. These different network (standard chartered authority, HEC, accreditation authorities, business markets, top management, faculty, and students) while performing in a focal firm "university" as separate networks reflect G-D logic (Cabral et al., 2019; Usman, 2014; Mintzberg, 1994). As the notion of G-D logic is taken from the concept of scientific management and division of labor (Smith, 1776). The different agendas by the different networks create a complex environment. The professional bureaucracy typically seems to handle the complex operations of the professionals, while the adhocracy helps the professionals, particularly in generating research, teaching services and management for power to take right decision for the right reason (Weathersby & White, 2004; Bui & Baruch, 2010). However, their decision-making is based on without collaboration of all participants especially, the students. It reveals that universities present "Unilateral transfer of services/resources" for the organization's success which reflects a firm-centric view (Lusch, 2011). With the exclusion of service object (students) services/resources, it is inadequate to develop cognitive, social, emotional and behavioral competence/resources in internal and external entities and networks as well as to fulfill the purpose of knowledge acquisition, creation and dissemination of the universities (Burch et al., 2015).

2.5. The Service System under Service Science

Service science is an emerging multidisciplinary field concerned with the study of service systems and VCC. Katzan, (2009) defines a service system as a "socially constructed collection of service events in which participants exchange beneficial actions through a knowledge-based strategy that captures value from a supplier-customer relationship." The emphasis on a knowledge-based strategy for the creation of value signifies the importance of people and the competences of people (such as knowledge and

understanding) in as service exchange. Maglio & Spohrer, (2008) define the service system as a "value co-creation configuration of people, technology, VP connecting internal and external service systems, and shared information". Katzan, (2009) lays emphasis on the role of people how they tend to share information through VP. Maglio & Spohrer, (2008) elaborate 10 foundational components of a service system. These components are formulated to display the purposes and the fundamental concepts that are useful to understand a service system. These 10 components include "the entities, stakeholders, resources, interactions, governance interactions, access rights, value co-creation, measures, networks, ecology and outcomes".

2.6. Universities as Service System under Service Dominant Logic

The World Bank, in its report on Lifelong Learning in the Global Knowledge Economy" reported that preparing workers to compete in the knowledge economy requires a new practice of education. The report critiqued as "Educational systems can no longer emphasize goods-specific skills but must focus instead on developing learners' decision-making and problem-solving skills and teaching them how to learn on their own and with others". The universities should emphasize decision-making skills, dialogue, participation and the ability to take charge of one's own learning, rather than arming students with knowledge that can become obsolete (IBRD, 2003).

The service system as an abstraction of service science under S-D logic have potential to be a new system of HEIs (Knight & Wood, 2005). The Service System under S-D Logic comprises the multifarious resources which include people, organizations, technologies, and shared information (Spohrer et al., 2007). S-D Logic comprises two types of resources which are named as operand and operant. The operant resources consist of people and organizations while the operand resources consist of technology (using tools) and information (symbolic processing). The different entities with integrations of resources have interaction with one another's resources through rights of accessibility for forming service systems.

However, this study refer the principles of service system; the entities, stakeholders, resources, interactions, governance interactions, access rights, value co-creation, measures, networks, ecology and outcomes under S-D logic to universities for

the purpose of conceptualization of university as a service system) (Maglio et al., 2009). The feasibility of entities within the specific ecosystem is concerned with creation of VP and reciprocal VP for resource allocation and interaction with others which ultimately influence their relative efficiency and capability (Spohrer et al., 2008).

The one of the principles of service system under S-D Logic is networks which play an instrumental role to supplement VCC within service systems. The universities consist of the specific networks which provide the basis for the value-creating networks, increasing the stakeholder value (society) (Brighouse & McPherson, 2015). Therefore, the principle of networks under S-D logic is based on relational view to co-create value which is a great source of normative and collaborative integration of resources instead of simply transfer of resources.

While living in a network, resource integration becomes a complex process however, there are governance mechanism to measure quality, productivity, sustainable innovation and compliance. (Maglio & Spohrer, 2008). The student as a service customer evaluates the quality of education and they are self-seeker of opportunities for learning and innovation as they are trained to formulate reciprocal VP in a university service system. The teachers as service producer evaluate the productivity as they always have composite resources and more experience. University as a service principle make sure compliance (Chalcraft & Lynch, 2011).

Teachers, students, university management, HEC, parents, government and society are stakeholders. "All service system entities can view themselves and be viewed by others in the perspective of multiple stakeholder" (Maglio et al., 2009). Resultantly, service system entities always put their resources for mutual gains to uplift the levels of assigned interests of the stakeholders in the different perspectives. Therefore, the competitors' concept vanished and co-operative perspective flourished in service system. An outcome of the service system is simply a consequence of the interactions among the entities. When the value is realized by both the provider and customer of service, a VCC, or win-win, outcome has occurred (Maglio et al., 2009).

 Barile & Polese (2010) assert that there is greater distinction between the value of co-creation interactions and governance interactions. VCC interactions are taken as a

set of processes, a formal or informal for defining the nature of the exchange through the prerequisites of VCC (Sandström et al., 2008). These prerequisites are set up by the provider who presents the VP. The service provider and service customers both parties exchange the skills and knowledge through the specialized resources. (Vargo & Lusch, 2016). In correspondence with the co-creation interaction, the perceived value of the customer is related to the expectations of the customers before the experiential usage of the services. (Katzan, 2008). In classes, the service interaction is called VCC interactions (Maria et al., 2014).

On the other hand, governance interactions are such kind of system interactions which helps to measure the efficiency and feasibility of the system.(Barile & Polese, 2010). These interactions systems are applicable for the formulation of the policies and rules & regulations to boost up the innovation and development and resolve any kind of dispute. (Maglio et al., 2006). Governance interactions involve entities, generally authoritative, that exist either within or outside of the service system (Maria et al., 2014).

The definition of service system interactions reflects the importance of the active role of actors. In a particular context of education, teachers and student's active participation is required. The study by Garrison, Anderson, & Archer, (1999) demonstrate that service system interactions are important for learning and wide-ranging VCC (Venkatesan, 2017). As the feedback of the students displays their specific disposition, propensity, skillful knowledge and with the desirable perceived value which are inseparable constituents of the VP as well as VCC processes (Beckman & Khare, 2018).

Spohrer, Vargo, et al., (2008) pointed out that although "all service system entities are resources but not all the resources are service system entities". It suggests that entities require competencies, whether cognitive, functional or social, in order to facilitate VCC outcomes. Spohrer, Vargo, et al., (2008) also support this view. They believe that entities within the service system exchange competencies through the VP that are connected with the other entities.

In the educational system, a student is more activist to influence the services or products which are delivered to them and they are bringing value in use, therefore,

student role is a service object (Anshari et al., 2015). University management is playing the role of a service principle and teachers are service producer entities in the universities (David Chalcraft et al., 2015). It is very significant to understand the access rights of resources within a service system which are the influential attributes of the system design (Spohrer et al., 2008). In order to align the students with the resources of university like open access material are (furniture, equipment, books, some policies), leased (equipment, loaned books), shared access (objects in partner libraries, some policies), privileged access (material made available for students in a class) working on assignments through their skills of reading, writing with prerequisite knowledge as well as communicating with teachers and class fellows who have been playing their role to boost up VCC (Lyons & Tracy, 2013).
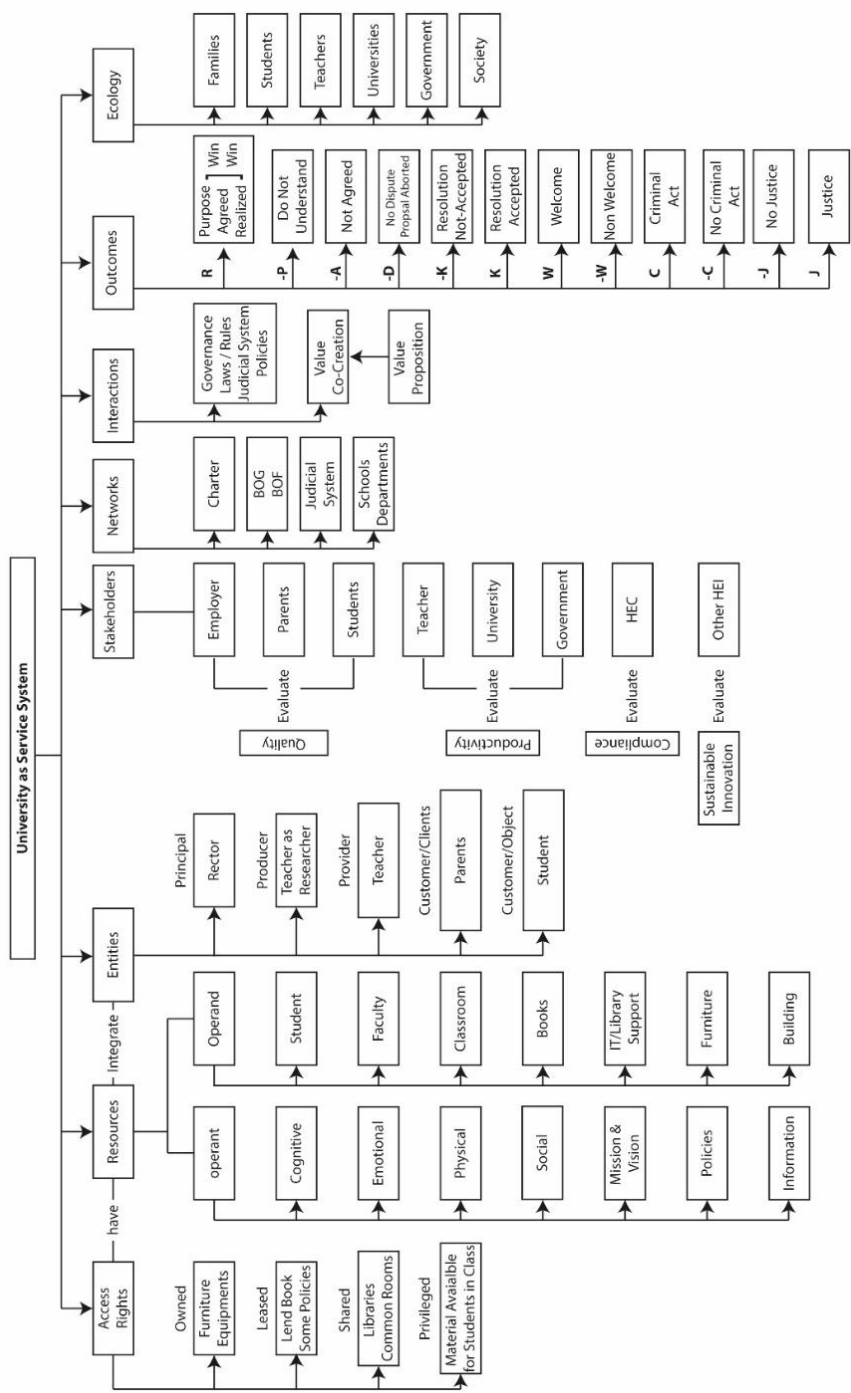
Figure 1. Conceptual Model of the Study

3. RESEARCH METHODOLOGY

The paradigm of this research is based on interpretivist perspectives in which the researcher analyzes multi-dimensions of the phenomenon. The researcher belongs to the relativistic school of thought who have projections of the multiple views of informants by bracketing personal biases at one side. While studying several dimensions of one phenomenon (VCC) many constructions and deconstruction of another phenomenon also impact on the studied phenomenon. When several concepts influence upon phenomenon, the boundaries are blurred. As this study aims at exploring the process of VCC to develop universities as service system under the lens of S-D logic, therefore, we cannot separate object of study (VCC) from the context of universities. In order to study a phenomenon within its blurred boundaries, the case study research method is used. Therefore, this study used case study research as methodology and the Gioia used as a method of data analysis for multiple interpretations (narratives) to analyze and explore the actual boundaries of the phenomenon (VCC). This study used multi-case with the holistic designs and the case (unit of analysis) of this study is VCC process and the contexts are public and private sector universities. Therefore, when case study research deals with one unit of analysis (VCC process) within more than one context (comparison between public and private universities), it is known as type-3 multi-case with holistic design with best suitable for replication. The case, phenomenon or unit of analysis of this study is "VCC process". After determining the case, it's essential to evaluate that your case is relevant. According to Yin (2004), a useful screening criterion is identifying key persons participating in the study.

1. By the level of their contribution (Management people as principle, teachers as service producer and providers, students as objects, HEC & employer as external networks for compliance

2. By activity (VCC)

3. By definition of service logic and VP under the lens of S-D logic

4. By context of public and private sector universities

3.1. Transcription of Interview and Analysis

In this section we present interview transcriptions and data analysis. The pattern of transcriptions and data analysis follow the sequence of this study's research questions with relationship of ten principles of service system. This is a qualitative study and it provides key insights for the conceptualization of the universities as service system under the lens of S-D logic. We have taken data from different entities of the university. The different personals from top management, HEC & business markets and from few teachers and students from one private sector and one public sector university.

3.2. Resources Management Orientations based on G-D Logic

It is observed that public universities are facing lack of integrity of the system, support and political influence in its all functions related to resource allocation. The private sector universities' autonomy and integrity of the system in resource management decisions are in the hands of owner. However, the owner's overemphasizing on the resource allocation is the issue. Therefore, may be the stereotype decision makings emerge and the other intellectual people found no way to use their capabilities to perform well.

The data analysis provides single reflection from the viewpoints of teachers and students. The entities always experience at same place and same things (teaching & learning). As far as resources management related to teaching and learning function is concerned, teachers have the dominant decision power of screening and selection of learning resources and student act as passive bodies.

People believe that a good position is important rather than the person's intellectual, social, emotional or psychological values as resource power to win resource fight. They have status quo mindsets and attitude of working within job designation. People prefer to work in confined boundaries, and the tendency to improvements at university level is weak related to infrastructure, living facilities, transportation, food and medical facilities. Short budget may be another reason of less focus towards physical facilities at the university. public sector

Job security, fixed salary and benefits may be the reasons that people normally work within their job designation boundaries. They are less motivated to use their social,

emotional and psychological resources to create impact " Public sector

In private universities, there is no job security and owners are less willing to give autonomy of decision-making within certain job. Private sector

I have seen, owners prefer to allot more resources to those departments of the university which produce high rate of return. On the other hand, who have more bargaining power. Private sector

The environment of the private universities is more competitive. People always lived in position of survival; therefore, they always try to use their best. Thereby, while dealing with higher authorities and sub-ordinates, people use intellectual, social, emotional or psychological resources to create impact. private sector

Before the commencement of classes, the teachers are wholly/solely responsible to set the course outline. Teacher has authority to select and drop the contents, according to the students learning capacities. public sector

It is obvious that in one class every student may have different area of interest. But mostly we discuss the concepts and content which is already design in course outline. It is possible that some students may not find their related area of interest study martials or discussions. However, these specific students can consult the teacher in counseling hours. public university

As far as the content selection of the course is concerned, I use my intellectual and experiential resources. On the other hand, whenever I feel that students have scarce competencies to understand the given contents then I can find clues from the class discussion which thing can be helpful to fulfill the needs of learning. Then, I add the related contents in course outline. public university

There are specific guidelines from HEC related to each program. Teacher's normally follow the given umbrella guidelines of the courses" public sector

Mostly, two kinds of groups are working at private sector universities. One who are retired from the government sector, second who are fresh PhD with no work experience. However, I have observed the fresh blood who are young teachers, are more encouraging and performing with creating the engaged relations with the students. Thereby, this engaged relation may provide an ease to students for managing their scarce

intellectual, experiential and motivational resources. private sector

The faculty of private university face more uncertainty during their academic journey. They have no job security. Therefore, their connectivity with their students, peers work awareness and university work orientation awareness always more. They are in the journey of creating their recognition, reputation and impact of their name. These are some kind of variables, which make the private university teachers more responsive. private sector

I believe, in order to raise the student's intellectual resources as well as learning behavior, emotional values play a significant role. The management of the emotions of students such as disappointments, worries, failures, success, workload pressure etc. can be significant impact on students learning resource input rate. private sector

Due to lecturing style of teaching, the rehearsal of think broadly is impossible. interview 3 public sector

Due to lecturing style of teaching, and passive role of students, motivation to response rate always low. public sector

less attentive behavior of teachers and students due to traditional teaching and learning mechanisms, students do not try to drag themselves from a certain level of learning. Ultimately, it presents static view of learning. public sector

As far as the physical facilities are concerned, they are typical, their way of use is typical. private sector

There can be plenty of ways to use the same physical facilities for better teaching and learning. But, unfortunately, due to teachers less interest and less innovative mindset, things are victim of status-quo. private sector

3.3. Resource Management Orientation Using S-D logic Lens

The statements of interviewees express, the resource management under S-D logic depend on the professional expertise, knowledge, competence, social & emotional values and experience of key persons at different positions. The reflection of their "unique perspective" in redesigning the policies, practices and resource management decisions highly matter. In this manner, the level of motivation sharpens the entity's capacity to draw an understanding as a means to fulfill the service requirements by the

entities.

"When people start learning by using information, knowledge and experiences of each other at the agenda of mutual gain, the tendency of sharing the knowledge and the spirit of work enhanced at fast pace" public sector

"The way of working for mutual gain can inspire many other key people. To create passion of work, motivation and interest not only an individual's job but also with other's fields/jobs is possible when the people at key positions prove themselves as a role model" public sector

"As the BOG members have been elected from the different fields. Therefore, the most important thing is the motivation, self-efficacy belief, emotional attachment with their filed of the members of the BOG. To defend and protect the rights of their concerning fields which may be source of producing outstanding performance not only for their fields (miso- level) but for collective image (macro-level) of the university" private sector

"There is opportunity to customization of the service but there would be depend upon the energy of an individual entities' assortment and the aggregate access to resources at a specific time and place" Private sector

3.4. Entities Orientation based on G-D logic

There are differences between public and private sector universities in perspective of entities' behavior of these universities.

"We have secured jobs. So, most of us unwilling to exert our utmost efforts in order to achieve objectives" public sector.

"May be hierarchical layers and high degree of formalization are sources of corruption and work delays" public sector

I have seen the most dominant reasons e.g. conflicting goals and objectives, due to which a decision making becomes a difficult task public sector.

There is strict formal setting hence we find fewer ways for innovation and improvement public sector.

"Our university have more tendency to focus on physical facilities, and learning aided equipment's, but we always found ready-made programs and courses. We just have

to follow them. ^{private sector}

"Often, my teacher view point regarding the decision of course material is considered. Universities have not any formal mechanism to train the teachers for taking the input from the student's ^{private sector}

3.5. Entities Orientation based on S-D logic

The participation of entities with the mechanism of service logic by forming the VP, would have their separate script of writing (proposals). After comparing the proposal given by entities, the emergent knowledge, information and learning would be emerged. So, co-creative practices constituted by different positional competencies would be done under coherent goals and objective of the entities. The presence of the VP mechanism compels the entities to form their multi-directions and varying interest at single vision.

"Recorded script of writing will motivate the entities, to share their secret information, ideas and ways of working" ^{public sector}

"As long as, people have the same level of interest, expertise and enthusiasm for service exchange the results would be positive" ^{public sector}

"I believe, these mechanisms require that entities need information of all domains very well. Because, to understand the VP is only possible, when they have awareness, knowledge and related information" ^{public sector}

"yes, every interaction will open the new windows of opportunities" private sector

"Entities can easily be able to assess their resource constraints and appropriate resource needs" ^{private sector}

"No more blind interactions will be remained" ^{private sector}

"I think, the mechanism will be as booster for social and emotional values of entities" ^{private sector}

"There would no fear to stolen the information, because now people have been start utilizing information for the benefit of each other's" ^{private sector}

"As a teacher, now the area of my subject knowledge will need to link up with the different students' different interest areas" ^{private sector}

3.6. Networks Orientations based on G-D logic

The arguments by the interviewees revealed HEC playing authoritarian role for the advancements of universities by giving advises to the government regarding the ways for establishment and development of the universities.

The accumulated information reached at top level in an abstract form with individuals' political beliefs through the different networks i.e. academic council, BOF and BOG respectively. *public sector*

The Vice Chancellors use their power, due to their political appointments. Therefore, they always manipulated the system given by HEC in many aspects. *public sector*

The information gathering mechanism is based on hierarchical, therefore, people misuse the delayed and second hand information. *private sector*

"The students and teachers have the mindset with the complete trust on the governance of the university and stop questioning or critical evaluation of the policies, designed by the top management. Therefore, they do not think about their valuable input and importance for the authenticity of the policy-making" *public sector*

The existing policies and management system discourage the faculty participation. For example, fewer full-time faculty are employed, the participation is not rewarded, other self-interest preferences, and faculty individual interest commitments rather than institutions. There is less concern about the institutional effectiveness, morale, and the quality of decision-making" *private sector*

3.7. Networks Orientations using S-D logic

In the light of respondent's views about preparing the service under the lens of S-D logic at the university, highly dependent on the integration of resources of formal and informal networks. The networks bring various networks together, such as university boards, councils, departments and the external networks (HEC) as regulatory authority as well as government through VCC interactions.

"Frequent meetings with the agenda of "service provisioning" among university internal and external networks can be source of high VCC" *public sector*

"The agenda may be consisting of open discussions, engaging atmosphere and to build a sense of common purpose and mutual support" *public sector*

Brainstorming sessions can be fruitful through taking discomfort perspectives of every network will allow not only networks but also the entities to overcome the vertical constraints of their roles and to connect horizontally across the eco-system" private sector

"There is important to bridge virtual networks with physical ones and offices as service platform for external networks to interact, engage in discussion on regular basis" private sector

3.8. Stakeholder Orientation based on G-D logic

The statements of informants revealed that the stakeholder's management in both public & private sector is different due to their circumstances.

"Traditionally provide free education, the strategy applied in the approach to the students is the defense strategy" public sector

"The strategy chosen in the approach to the students is the accommodation strategy" private sector

"The public universities deal their employees with the strategy of defense" public sector

"To ensure high quality academicians, the private universities, opt for a more active approach, the strategy of accommodation" private sector

"Ministry of Education, which is the dominant provider of financial means for the public universities and, at the same time, the regulator granting licenses to provide university education to both the public and the private universities, it applies the strategy of pro-action"

"Public universities ignore these business markets as stakeholders and apply the strategy of reaction" public sector

"The private universities, which apply the accommodation strategy to deal business markets" private sector

3.9. Stakeholders orientations Using S-D logic

The respondents of the study agree that for higher compliance and standardized system, in all the public and private universities policies should be formed with mechanism of VP by involving all stakeholders. The VP mechanism will authenticate the policies generalizability as well as can draw the constraints of certain policies.

"Employers are important due to their information resource on time sensitivity and critical allegations" public sector

"Government with the power to control the wrong practices through ruling, and capacity to motivate those who perform well" public sector

"HEC with the information resource of all HEIs" public sector

"Role of teacher & student as direct observers while commencing the functions for new patterns" public sector

"Management staff rich information resources as direct observer while commencing the functions" public sector

"Shared and Discriminatory goals of all stakeholders as information resources can be drawn through arranging the frequent sessions" public sector

"The more interactive sessions can acquire the emotional, psychological commitment with the facility of anticipated future relationships" private sector

3.10.   Value Driven Orientation Based on G-D logic

According to the viewpoints of respondent's universities have more transactional interactions. Once a student enrolled by the university, there is no policy of the University for the Development of any yard stick to measure the rate of competencies developments in the students. Now, it is the responsibility of the teachers that how they are delivering the knowledge. However, there are some checks for example, the completion of the number of credit hours, attendance of the students. Consequently, many graduates with having diverse course work and education experience do not have a clear idea of the purpose of their attaining programs and lifelong learning abilities.

"A student has some pre-requisite knowledge, experience, or professional competencies. These resources can play a significant input in deciding their life-time journey. public sector

Student have more transactional attachments with the university, they pay the fees and enrolled themselves in the classes. A ready-made course outline with pre-decided curriculum they received with blind view of their scope of the study and useful competencies of the industry." public & private sector

There is need to develop the policies to support the innovative moves by the

people. Contrarily, university have the mindset that the rules should be developed for internal control & checks ^public & private sector

Resource allocations is totally in the hands of top management within governmental rules, guidelines and budgetary directions and strategic planning-based ^public sector

3.11.   Value Co-Creation Based on S-D logic

Data analysis reveal a new way of understanding that the entities and networks can be treated as strategy in a university as service system. There should be collaborative input of external & internal entities and networks and boundaries of them recognized as a conceptual rather than hard.

"The collaborative inputs through calling all involved entities and network may be a great source of distinguished perspective related to certain domains" ^public sector

"One benefit could be of VP and VCC approaches may be that people can fell themselves for more innovative participation after viewing other content of participations" ^public sector

"The skills, knowledge and competencies of people will be refined day by day with greater number of practices and high amount of time" ^public sector

"The opportunity of viewing the bundle of resources in shape of VP given by teachers and other co-fellows, students will have more chances to assess how to enable more resources" ^private sector

"It can be easily visualizing the win-win outcomes for all involved entities and networks with systematize ability to form unique formation of VP by entities and networks" ^private sector

"Co-elevational of the policies will depend on the high number of interactions among the internal and external entities and networks" ^private sector

3.12.   Value Co-Destruction

The arguments of informants substantiated that not all entities and networks have same level of resources and goals as well as they have varying expectations for values of the certain proposals and service processes. Therefore, it is possible that value co-destruction happened also.

"It is my personal experience, the relevant person's lack of awareness, low self-efficacy to explore the things, and limited applied competencies may be the reason of value co-destruction" [public-sector]

"The most dominant indicator of any proposal destroying value can be students' insufficient perceived values and applied practices" [public sector]

"As a student, I feel whenever the teachers do not provide the sufficient support to the immature proposals with supportive contents of the students, they cannot develop their limited resources. Instead, they will be discouraged" [private sector]

3.13.   Governance Interaction

Public & private universities are governed according to their relevant rules and regulations, which specify the laws providing for their establishment and control.

I observed that some relevant people are not fully aware of their roles and responsibilities. They actually do not know that what role they have to play and what they are doing and how effectively they can perform their duties and what role actually they don't have to play. [public sector]

"Universities decision makings are based on without consistent shared vision & goals and there is no social or emotional values management in tackling the system" [public sector]

"We have observed many times that there is great misunderstanding between the goals decided by to-management and what is actually implemented" [public sector]

Except the rules, mechanism and fear of job loss, there is not any social and emotional support to direct the entities towards their specific direction [private sector]

"Yes, the decisions are done with impartial involvement of entities & networks" [private sector]

3.14.   Governance Interactions based on S-D logic

The university boards and committees such as board of governance, board of faculty, academic councils' interactions would be based on the VP mechanism via integration of the external networks such as business markets, HEC and Government.

"Shared vision and symmetry of information would be proved as governing mechanisms" [public sector]

"To share the vision among actors of service interaction, the goals and objectives of each entity or network will create linkages for assessment of normative resource provisioning. These goals can be used as governing check of service interactions" ^private sector

3.15.   Outcomes and Measures based on S-D logic

The outcomes may be assessed with unique perspectives of stakeholders and networks. The existence of multi-stakeholder perspectives, particularly account for measures; quality (markets and students), compliance (HEC), productivity (government and university) and sustainable innovation (other HEI) concerns, may be central to measure the operations of university as service system.

"Yes, there would be great impact to assess the mindsets and perspectives of internal, external networks and stakeholders, to identifying their efforts for certain outputs and measures in value co-creation interactions"

3.16.   Coding and Data Analysis

Dissimilarities of Public & Private universities Based on G-D Logic with Gioia Coding, Categories and Aggregate Dimensions (Management Perspective)

Table 1. Resource Management Orientation of Private University		
1st Order codes	**2nd order categories**	**Aggregate Dimensions**
- Pressure of No-job security - Every allotment of resource with cost-benefit analysis - Bargaining for funds maximizations - Rigid guidelines for resource usage - Feasible infrastructure to eliminate the constraints of working - Up-to-date Equipment's for boosting the efficiency of work - Accommodation facilities to remove the barriers of location, - Transportation facilities to remove the barriers of location, - Food and medical facilities as assistive aids - Social engagements to create impact - Emotional values usage to create impact	- Less autonomous entities for resource fight - Primary focus on physical facilities - Primary focus on social values	Owners interest-oriented resource management

Table 2. Resource Management Orientation of Public University Based on Management Perspective

1st Order codes	2nd order categories	Aggregate Dimensions
▪ Entities' motive driven resource management ▪ Job security as power ▪ Less motivated efforts of working ▪ Fixed salaries and rewards as constraints of creativity ▪ Autonomous-decisions in awarded resources ▪ Personal relationship ▪ Corruption in quantitative hiring ▪ Less focus on Infrastructure and Equipment's ▪ No standardized Living facilities, Transportation, Food and medical facilities	▪ Powers of entities for resources fight ▪ Political Moves ▪ Secondary focus on physical facilities	Power-Driven Resource Management

Table 3. Entities Management Orientation of Private University Based on Management Perspective

1st Order codes	2nd order categories	Aggregate Dimensions
▪ Job functions as sphere of working of an actor ▪ Less empowered jobs ▪ Focus on individual motives ▪ Intentions to hide professional expertise ▪ Direct people with threatening the negative consequences ▪ Audit parameters ▪ Authoritarian management approach ▪ Less supportive environment ▪ No freedom ▪ Policies as constraints ▪ Insufficient encouragement ▪ Attendance ▪ Job targets ▪ Performance evaluation through surveys	▪ Job role as responsibility ▪ Follow minimum requirements at job ▪ Traditional Value System	Consideration of designation as responsibility

Table 4. Entities Management Orientation of Public University Based on Management Perspective

1st Order codes	2nd order categories	Aggregate Dimensions
- job designation as power - Focus on private gain - use of favoritism - empowerment within job designation - Direct people with threatening the negative consequences - Audit parameters - Authoritarian management approach - Less supportive environment - No freedom - Policies as constraints - Insufficient encouragement - Attendance - Job targets - Performance evaluation through surveys	- job an entrusted power - Follow minimum requirements at job - Traditional Value System	Consideration of designation as Power

Table 5. Networks Management Orientation of Private University Based on Management Perspective

1st Order codes	2nd order categories	Aggregate Dimensions
- University board's working for university agenda - Departments working for which are meaningful to them - HEC functioning in mechanistic fashion - Absence of the shared vision of all networks - Instability - No care to manage the external network's value overlap - Separate the work and social gathering events - Mission and goals as milestone - Individualism culture - Information limited to top level - Meetup organized by the university - Self-concerned atmosphere - No open discussion - High politics moves	- Management of owner's desires - Mechanistic designed roadmaps of working - Managerial confined workings of networks	Networks as Individual provisions for their achievements

Table 6. Networks Management Orientation of Public University Based on Management Perspective

1st Order codes	2nd order categories	Aggregate Dimensions
• Politically influenced university board's working • Existence of individual political beliefs • Institutional dependency on different interest groups	• Management of political influences	Management of intra & inter political influence for individual networks achievements
▪ Uni-directional guidelines; ▪ Learning through hit and trail method; ▪ Less communicated vision; ▪ Second hand information; abstract information; ▪ Application of the rules and decisions;	▪ Static Road Maps of working	
▪ Ignorance of overlapping benefits of each network ▪ Ignorance the collaborative efforts ▪ Transmitting orientations	▪ Managerial confined workings of networks	

Table 7. Stakeholders Management Orientation of Private University Based on Management Perspective

1st Order codes	2nd order categories	Aggregate Dimensions
• Accommodative strategies for students • Accommodation strategies for employees • Accommodation strategies for ministry of education Accommodation strategies for markets	Relative importance of stakeholders	Accommodative management of Stakeholders

Table 8. Stakeholders Management Orientation of Public University

1st Order codes	2nd order categories	Aggregate Dimensions
• Defensive strategies for students • Defensive strategies for employees • Proactive strategies for ministry of education • Reactive strategies for markets	Self-Interest guide policies	Defensive management of Stakeholders

Similarities of Public & Private universities Based on G-D Logic with Gioia Coding, Categories and Aggregate Dimensions (Management Perspective)

Table 9. Value Driven Orientation of Private & Public University

1st Order codes	2nd order categories	Aggregate Dimensions
• Service Delivery orientation • Living as separate entities • Scientific management • Division of labor	▪ Uni-lateral transfer of services	Hierarchical management system
▪ Students pay the tuition fee to obtain a degree ▪ Teachers receives salary for teaching service ▪ University provides facilities for students and teachers satisfaction ▪ Problems & solutions handled separately ▪ Official required interactions ▪ Value in terms of tangible benefits ▪ Policies as controlling mechanism	▪ Transactional interactions	
▪ Internal control & checks ▪ Resource management consistent with laws ▪ Primacy of management of operand resources ▪ Separate and inter-related objectives consideration by networks ▪ Control over misuse and wastages of resources ▪ Strategic planning-based resource allocations	▪ Organizational resource management	

Table 10. Governing Orientation of Private & Public University Based on Management Perspective

1st Order codes	2nd order categories	Aggregate Dimensions
• Universities make chances without consistent shared vision & goals • Misunderstanding between the goals decided by to-management and what is actually implemented • Lack of social and emotional support to direct the entities towards one direction • Decisions with impartial involvement of entities & networks	• University Governance	Regulations as governing check
▪ Preparation of criteria & policies ▪ Preparation of quality check indicator Preparation of standardized curriculum design	▪ Uniformity check as governing system	

Table 11. Outcomes view of Private & Public University Based on Management Perspective		
1st Order codes	2nd order categories	Aggregate Dimensions
• Top-to-down relationships • Operational role • Discretionary authority as power • Followers of the standardized operating procedures (SOP)	▪ Getting the job done	No-innovation
▪ annual government charters for the university sector ▪ resource and cost allocation issues ▪ the development of quality control procedures	▪ Static goals & objectives	
• Coercive policies • Negatively rupturing activities of policies • Less collaborative culture • Interest-driven agency • Power struggles	▪ No-agency among networks & entities	

Gioia Coding, Categories and Aggregate Dimensions for University as Service System Using S-D logic Lens

Table 1. Resources view of University as Service System Based on Management Perspective		
1st Order codes	2nd order categories	Aggregate Dimensions
• Professional competence as job security • Ability to converge way of working at the contemporary contextual demands • Outcome based requests for fund generation	▪ Humans as resource bundle	Operant Resources as trigger of bundle of resources
▪ Appointment of individuals based on the ability to use others resources to make new bundle of resources ▪ Hiring of people based on the ability to create connections in interdisciplinary fields	▪ Different approaches of working as resource	
▪ Best Infrastructure to satisfy the employees and students ▪ Best availability of Equipment's ▪ Living facilities for employees and students ▪ Transportation, Food and medical facilities at campus	▪ Operand resources as platform to produce new resource bundle	
➤ self-efficacy ➤ passion, attachment ➤ professional, knowledge & skills competences and experience ➤ sociability, known personality	➤ Social, emotional and psychological values as high impact factors	

Table 2. Entities view of University as Service System Based on Management Perspective

1st Order codes	2nd order categories	Aggregate Dimensions
• Rector as "chief decision- maker" • Dean as "departmental decision -maker" • Other board members' specific field - knowledge • IT distinctive role as non-human entity	• Job role as resource	Job role of entities as trigger for resource provisioning
▪ Learning from other's positional competencies ▪ Multi-facet service opportunity ▪ Entities as privileged authority to choose the resource bundle	▪ Other entity job role as information resource	
o How other's field benefit can become my field benefit o attachment with own field as emotional value for high resource provisioning o interest with work as emotional resource for high resource provisioning o professional & knowledge expertise as intellectual and sociability resource	o Social & emotional attachment with job as resource	

Table 3. Networks view of University as Service System Based on Management Perspective

1st Order codes	2nd order categories	Aggregate Dimensions
• University board's unique mission & vision as a resource • University departments mission & vision as a resource • HEC mission & vision as a resource • Government mission & vision resource • Discriminatory and Shared goals of all networks as a resource	• Networks identity as resource	Dependency among Networks as resource
▪ Distinctive VP ▪ Regular meetups to take benefits from other networks resources ▪ Multi-lenses ▪ Transparency ▪ Shared worldview	▪ Interactive efforts for new resources	
o Engaging atmosphere with zero politics o Optimistic culture o Communication of the positions of each network o Anticipated future relationships	o Managerial tie of networks	

Table 4. Stakeholders view of University as Service System Based on Management Perspective

1ˢᵗ Order codes	2ⁿᵈ order categories	Aggregate Dimensions
• Employer with information resource on time sensitivity and critical allegations • Government with the power to effect through ruling • HEC with the power of governance mechanism • • Role of teacher & student as direct entities to commence the functions • way of management as direct entity to commence the functions • Shared and Discriminatory goals of all ▪ New patterns ▪ Day-to-day information ▪ Transparency ○ Acquiring the emotional, psychological commitment ○ Service ○ Multi-perspective management of resources ○ Anticipated future relationships	• Related info. of specific stakeholder as resource ▪ Reciprocal normative resource provisioning commitment ○ Contingent & emergent resource management	Perspectives of stakeholders as Trigger for resource provisioning

Table 5. Value Co-Creation view of University as Service System Based on Management Perspective

1ˢᵗ Order codes	2ⁿᵈ order categories	Aggregate Dimensions
• Multi-dimensional entities and network contribution • Autonomous role of human entities • High assessment how to enable more resources • Systematize ability to form unique formation of bundles of resources ▪ Complete information ▪ Multidimensional views included ▪ Round-way input from all internal and external networks and entities ○ Entities as system maker ○ Institutions as entity maker ○ Context is the source to determine the meaning of value ○ Co-elevation policies	• Co-experience ▪ Co-define ○ Co-development	Value-Co-Creation

Table 6. Value Co-Destruction view of University as Service System Based on Management Perspective

1st Order codes	2nd order categories	Aggregate Dimensions
o Anxiety to fight within standardized service o Frightened to be expose for less efforts o Limited resources	System survival pressure	Comfort-level Decline

Table 7. Governance Interaction view of University as Service System Based on Management Perspective

1st Order codes	2nd order categories	Aggregate Dimensions
• Application of service logic as governance interaction • Value-propositional interactions • Shared vision and symmetry information ▪ Entities specific objectives and targets ▪ Alignments of service mean ▪ Alignments of service outcome	• Legitimate interactions ▪ System resolution	Service Logic as governing check

Table 8. Outcomes view of University as Service System Based on Management Perspective

1st Order codes	2nd order categories	Aggregate Dimensions
• Each interaction contained with shared vision • Decided individual responsibility sphere • Self-management for survival in service system • Self-assessment of his/her limited resources ▪ Ask for help for understanding the certain unique vision ▪ Enough ability to add value to complete the sense of goals, targets, and proposals ▪ Ability to highlight the reasons of disqualified proposals o Visualizations all practices and experiences reveal different values for different parties o Fast exertions o Best use of all type of resources o Identification of the potential resources	• Propose ▪ Agreements and disagreements o Realizations	Synchronized Management System

Table 9. Measures view of University as Service System Based on Management Perspective		
1st Order codes	**2nd order categories**	**Aggregate Dimensions**
• Supportive institutional arrangements for morally, physically, emotionally psychologically utilization of resources ▪ Satisfaction of multiple expectations of all entities ▪ Improving working conditions so as to convey VCC mechanism to students ▪ Self-motivated students to participate at policy level ▪ Improved student's mobility to broaden their minds when dealing with other areas ▪ To participate ability in many to many interactions ▪ Improved ability to establish compelling VP ▪ o Assurance for credible guidelines must be followed by actions o Regular brainstorming meetings o Rules as coordination mechanism	• Quality of the Service ▪ Productivity of the Service o Compliance for service	Contingence openhearted management for the requirements of Respective stakeholders

Teacher & Students Perspective Data Based on G-D logic

Table 1. Resources management at Private University		
1st Order codes	**2nd order categories**	**Aggregate Dimensions**
• High tendency of welcoming the customized learning requirements • Extra care to create an ease for students for choice of contents • Vigilant response at scarce resources of students • High emotional management of students • work on important emotional resources ▪ High technologically equipped class rooms ▪ Best comfortable air condition class rooms ▪ Best seated arrangements ▪ Convenient library, IT lab for learning assistance	• Encouraging behavior of young-teachers to beat competition ▪ Primary focus on tangible facilities	Facilitative behavior of teachers as mitigator for ideological differences at learning resource management

Table 2. Resources management at Public University

1st Order codes	2nd order categories	Aggregate Dimensions
• HEC control on every program curriculum design • To establish standardized learning in country • To audit the fraudulent programs of the teachers and universities ▪ Authoritative mindset in teaching ▪ program/courses designed by teachers ▪ Symbolic customized offerings ▪ One size fit for all ▪ Teachers are responsible for contents delivery ▪ No accountability for social & emotional resources	• Diffused curriculum ▪ Teacher's viewpoint-based learning resources	Management of Learning Resources with Ideological gap

Table 3. Entities management at Private University

1st Order codes	2nd order categories	Aggregate Dimensions
• Focus on transferring the knowledge • Learning-resources as power • Work for maximizing own learning-resources ▪ Teachers focus on finish the credit hours ▪ Students focus on grades ▪ Follow minimum requirements ▪ Learning under restricted atmosphere ▪ Policy driven teachers & students' direction o Attendance o Job targets o Performance evaluation through surveys o Infrastructural & living facilities development for satisfaction	• Job role as responsibility ▪ Follow minimum requirements at job o Traditional Value System	Consideration of designation as responsibility

Table 4. Entities management at Private University		
1st Order codes	**2nd order categories**	**Aggregate Dimensions**
• Job designation as power • Focus on private gain • Use of favoritism • Empowerment within job designation ▪ Direct people with threatening the negative consequences ▪ Audit parameters ▪ Transmitting approach ▪ Less encouraging behavior ▪ Misuse of Policies ○ Attendance ○ targets ○ Performance evaluation through surveys	• Job an entrusted power ▪ Follow minimum requirements at job ○ Traditional Value System	Consideration of designation as Power

Teacher & Students Perspective Data Based on S-D logic

Table 1. Resources view of University as Service System		
1st Order codes	**2nd order categories**	**Aggregate Dimensions**
• Teachers resource bundle in the classes • Students resource bundle in the classes • Course and career goals prepared through co-provisioning • Collaborative input in the classes ▪ Passion, interest with subject ▪ Self-efficacy ▪ Professional expertise, knowledge & skills ▪ Sociability ○ Books ○ Notes ○ Research projects	• Emergent course outline as resource bundle ▪ Significant Social and emotional values as resource ○ Platforms to bundling the resources	Operant Resources as triggers of bundle of resources

Table 2. Entities view of University as Service System

1st Order codes	2nd order categories	Aggregate Dimensions
• Teacher as "chief decision- maker" • Students as "learning level decision -maker" • Teaching support staff assisting experience as resource • IT distinctive role as non-human resource	• Job role as resource	
▪ Accommodate teaching from student's target competencies ▪ Multi-dimensional resource input ▪ Enhance ability to answer each proposal by individual student	▪ Resource provisioning through Interdisciplinary perspective	Job Role as triggers for resource provisioning
o Motivation to cooperate with teachers o Interest with certain area as emotional value for high resource provisioning o Self-efficacy as psychological resource for high resource provisioning o Knowledge as intellectual resource o Sociability & personality as social resource for high resource provisioning	o Significant Social and emotional values for high resource provisioning	

Table 3. Value Co-Creation view of University as Service System

1st Order codes	2nd order categories	Aggregate Dimensions
• VP-based interactions • Teacher as proposes • Student as contextual evaluator • Spontaneous decision about relevant and irrelevant proposals	• Co-experience	
▪ Auto formation of learning road map ▪ theoretical and practical learning simultaneously ▪ high frequency interaction ▪ High trust culture ▪ Motivated culture ▪ Sharpen vision ▪ Experiential learning	▪ Co-define	Value Co-Creation
o Co-producers o No-one has authentic power o Goals are source to give new roles to entities o Agreements and disagreements by-default o Stick with normative goals	o Co-development	

The Drivers of Essence of the Phenomenon G-D logic-based University	
Aggregate Dimensions	**Essence of the phenomenon**
[1] Categorical management of academic (Teaching, learning) and non-academic functions (tangible facilities for learning) [public sector] [2] Owners perspective RM [private]	G-D logic Based University
[1] Consideration of designation as Power [private] [2] consideration of designation as responsibility	
Hierarchical interactional management system	
Rules, policies and regulations as governing check	
Passive and active roles	
No-Innovation, getting the job done, static goals and objectives	

The Drivers of Essence of the Phenomenon University as Service System	
Aggregate Dimensions	**Essence of the phenomenon**
Operant resources as trigger of new bundle of resources	University as Service System
Job role of entities as trigger for resource provisioning	
Dependency among networks as resource	
Perspectives of stakeholders as trigger for resource provisioning	
Value-Co-Creation	
System survival pressure	
Service logic and VP as governing check	
Synchronized Management System	
Contingence openhearted management for the requirements of internal & external networks	

4. DISCUSSION

The findings of this study are based on the empirical evidence through interviews in perspective of G-D logic-based universities and university as service system and how the university as service system better source to produce lifelong professional competencies in students.

This research highlights the importance of the class as formal organization in university system, as it is a subsystem of university. Findings revealed an important perspective that universities may form the rules, policies as well as unique physical and conceptual structure for getting desired skills, competencies and capabilities in students. More specifically, there is need to re-consider the management of the functions of G-D logic-based universities such as, design of curriculum & course outlines, teachers' expectations, relation patterns among them, arrangement of key administrative

assistances and planning of sub-educational activities and recognition of the student's resources. In that way, this study validates the findings of Trakman, (2008) Allen & Simpson, (2019) that G-D logic-based system, to create and improve the lifelong professional competencies and the utilization of different bundle of resources of the students (social, emotional, psychological, motivational and conceptual) have not "explicit architecture" within existing mechanism of teaching and learning approaches. On the other hand, the empirical findings of this study suggested an argument to create and improve the lifelong professional competencies of the students i.e. the collaboration with the business markets may be highly significant for right decision-makings regarding the design of curriculum, programs, and courses. However, the both public and private, G-D logic-based universities have been limited interactions with business markets. The entities and stakeholders (teachers, students, HEC, markets and government) are working within confined spheres within their division of working, without any collaboration.. Trakman, (2008), Cabral et al., (2019), Hammervoll, (2012) and Brodie et al., (2019) highlighted this issue also in his research that the universities have not any system to find information on how occupations, skills and competencies have been changed over time.

Another perspective given by findings of the study is that G-D logic-based public & private universities are violating the quality standards given by HEC and therefore, they are weakening quality differently. It is observed that private universities are compromising the standards of student's intake but also have shortage of appropriate faculty. On the other hand, public universities have efforts for competent faculty but have no intensions to improve the week physical infrastructure. However, Halai, (2013) presents empirical evidences that public universities are strong follower of the standardized policies given by HEC as compare to private sector universities. The data analysis reveal an argument in align some similar patterns given by Gilani et al., (n.d.) and Ullah et al., (2011) that HEC as an external stakeholder not having full authority over the management of the universities. The universities are violating through one way or another. In this situation, G-D logic-based university system have only the written standards of quality, but have not the power to influence on the actions and by-passing intensions of the universities.

As far as role of entities are concerned, analysis show that there are no motivational plans, track checks and certain parameters to improve the decision makings/policies as well as quality adoption of those policies & decisions by the entities at both G-D logic based private & public universities. The study by Al Shobaki et al., (2018) and Wieland et al., (2012) also revealed a criticism on public and private universities that entities are working in the middle of safe siding themselves, caught by the higher authorities as well as to misuse the policies, rules and constitutions in their self-interests. According to one typical example given by one informant was that the university board members belong to different fields of life. However, an individual from a certain field, (i.e. academic, non-academic, government employee, markets) working within confined boundaries of knowledge of their field, therefore, they always do efforts to maximize values for their fields.

Related to resource management perspectives, findings of the study revealed that tuition fees are the main source of revenue of private sector of the universities. Thereby, private sector universities have been provided facilitated infrastructure and physical facilities as strategy to cater more and more students ultimate for revenue generation. The study by Hayden & Van Khanh, (2010) also exposes transactional relations among entities and networks as dominant interactions of G-D logic-based universities . On the contrary, public universities due to fixed seats, lower tuition fees, the privilege of good ranking and having the authentic accredited programs, does not care towards the facilitated infrastructure, physical facilities and learning equipment's necessities. Hackman, (1985) and Altbach, (2005) also criticize the patterns of management of the public sector universities which have the secondary focus towards physical facilities improvements.

Edvardsson et al., (2014) presents the value of the application of service logic and VCC concepts in the context of business organization. In align to the findings of literature as well as empirical findings of the study, this study have been adopted, VP and VCC strategies for working at micro, miso and macro levels of the University for conceptualization of universities as service system ultimate for lifelong professional competence of the students. The results substantiated that the university as service system

has the capacity to overcome the limitations of G-D logic-based universities way of workings. The study reveals that while interacting the entities (board members, heads of schools, teachers, students, business markets, government and HEC) with each other through service logic and VP, they may develop the new knowledge and learning emergently with every task as well as they provide vigilant feedback on present services and policies. Taillard et al., (2016) and Klein et al., (2019) give evidences how an organization can adopt modular strategies to overcome certain limitations due to previous management mechanism.

Díaz-Méndez et al., (2019) support the argument of this study that the convergence of the teaching and learning mechanism into value co-creation mechanism, provide the opportunity to train the students to understand the VP given by teachers, other co-fellows, business markets and university. This mechanism may create lifelong professional competencies through exercising high "co-creation experiences and extracting values in terms of value-in-use". Furthermore, the students may be achieved leading role and lifelong learning abilities in their education experience. In university as service system, all the networks may be facilitators for each other benefits. The teachers become facilitator of learning and student's co-creator, and the process occurs inside the classroom and across all involved entities and networks (Elliott & Healy, 2001).

The study findings reveal that the teachers with superior knowledge holders, vast theoretical knowledge with high observation and estimation skills can play "field study" role. However, the teachers cannot play this role independently. Because, it requires different types of support from the university level. Some researches present some areas where the support from top management of the university may develop successful mechanism for high VCC. For example, research by Mouzas & Henneberg, (2015) presents the value of cognitive abilities of different inside entities and supplier firms for focal organization. Lin et al., (2019) provide the value of peer engagement, Kowalkowski et al., (2012) provide the mechanism of service relations with VP and Hollebeek, (2019) provide the evidence how customer engagement may be source for successful VCC. The empirical evidences from this study reveal that a co-creative practice may be conceptualized as reciprocal exchange of knowledge that is mediated by the practice-

related script, understandings, procedures, and engagements that each resource-integrating actor may be drawn upon.
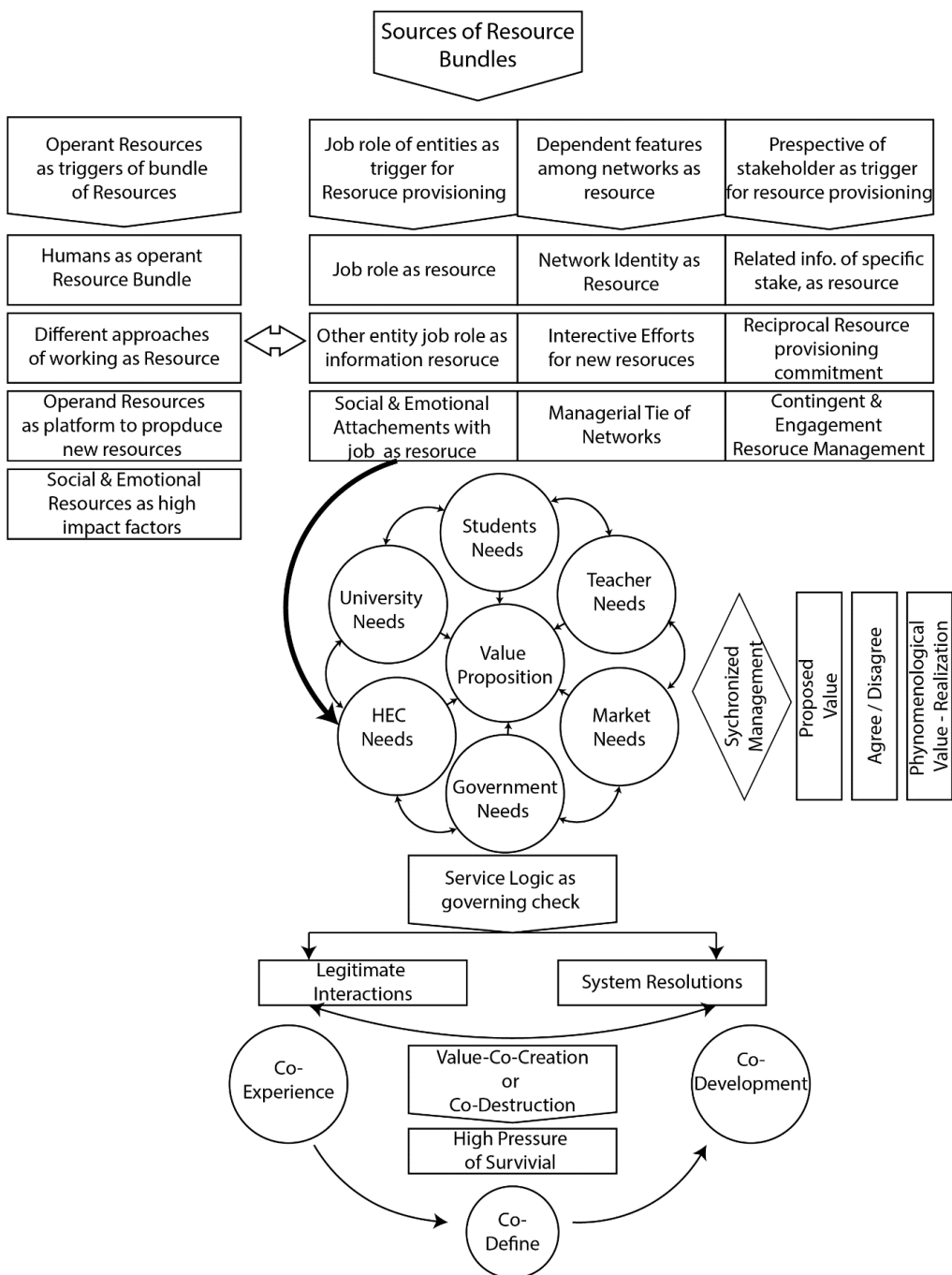
The findings of the study highlighted that the universities need to change the role of students also to encourage input from the students. With reference to their role, they may be extracted distinctive resource bundles to integrate and contribute to co-create value at their learning as well as university policy level. Vargo & Lusch, (2016) validate the argument that how by adopting specific role different entities contribute unique value and resources in service system. The finding of this study reveals that how student by adopting the role as future designer, may lead himself and others by putting his conceptual resources to secure future goals (propose) with sufficient theoretical knowledge (agree) and finally relating the information and knowledge with standardized curriculum goals (realized). Thereby, these steps of VP (propose, agree and value realize), may be employed to measure the developed abilities of the students during this learning experience. Caridà et al., (2019) also support these findings. However, the findings such as lack of standardized knowledge, skills and abilities may cause value co-destruction are in align with the studies of Phillips, (2019) and Harris et al., (2010). The study also substantiates that VCC platforms clarify the specific role of entities and networks based on the entities' and networks' job-role competencies. The role of entities are studied by Sutarso et al., (2019), Bharti et al., (2015) Corsaro, (2019), which support our study's findings. One informant argue that entities' perceived role is created from a bundle of activities and the reaction of others through status and reputation (social, emotional and psychological values). Therefore, a co-creator's role changes in relation to other's status. Concludingly, the practical aspects of S-D logic and VP mechanism can play another role e.g. governing mechanism and transparent check within unique contexts of entities and networks (Lusch & Webster, 2011).

Furthermore, the resources management based on S-D logic may be done with "distinctive perspective" as also proved by Overkamp et al., (2018). This study substantiates that the operant resources (entities, networks, stakeholders, conceptual, social and emotional and psychological) are acted upon the operand resources (students, teachers, administrative staff, and physical & tangible) to create the significant value.

Thereby, this resource integration for value generation has involved with the idiosyncratic and dynamic process as the research by Wilden et al., (2019) presents the significance of dynamic capabilities for novel resource generation.

The study described that the most important areas to support through policy-making are special motivational and financial rewards for teachers to boost up their teaching efforts in the interests of the students. The only teachers know what type of encouragement is required by a specific student such as intellectual, social and emotional. Secondly, to prepare the physical conditions which suits more better for successful VCC activities. As, study reveals that a well aesthetic appearance of classes can enhance the class participation. On the contrary, a dismal, noisy and ill prepared classrooms environment negatively affect the participation of the students.

UNIVERSITY AS SERVICE SYSTEM FRAMEWORK

Sources of Resource Bundles

Operant Resources as triggers of bundle of Resources	Job role of entities as trigger for Resoruce provisioning	Dependent features among networks as resource	Prespective of stakeholder as trigger for resource provisioning
Humans as operant Resource Bundle	Job role as resource	Network Identity as Resource	Related info. of specific stake, as resource
Different approaches of working as Resource	Other entity job role as information resoruce	Interective Efforts for new resoruces	Reciprocal Resource provisioning commitment
Operand Resources as platform to propduce new resources	Social & Emotional Attachments with job as resoruce	Managerial Tie of Networks	Contingent & Engagement Resoruce Management
Social & Emotional Resources as high impact factors			

Students Needs

University Needs

Teacher Needs

Value Proposition

HEC Needs

Market Needs

Government Needs

Sychronized Management

Proposed Value

Agree / Disagree

Phynomenological Value - Realization

Service Logic as governing check

Legitimate Interactions

System Resolutions

Co-Experience

Value-Co-Creation or Co-Destruction

High Pressure of Survivial

Co-Development

Co-Define

5. CONCLUSION

This study has great implications for G-D logic-based universities in order to convert themselves into university as a service system using the lens of S-D logic. G-D logic-based universities need to clear the mindset in the lens of S-D logic as well as should set their institutionalized arrangements according to above discussed manner. As it is already well discussed in this specific study, the S-D logic emphasized on value co-creation and coordinated through VP.

Concluding university as service system required specific set of functions and processes; the ability to form reciprocal VP and assessment of VP presented by others. These functions develop trust among service entities and networks which further motivate entities to engage in service relationship to co-create value. University as service system emphasize broader view of value co-creation. Where, internal and external networks and stakeholders should gather at single platform with their unique value-propositions and value sphere. This study contributes to the research by showing that how different networks and stakeholder with unique contexts and interconnected processes eliminates the destructive actions of G-D logic-based universities. Moreover, the second contribution of this study, revealed an empirical framework, which presents the cyclical service input by different entities and networks. This study found that these patterns of service exchange based on VP mechanism minimize the opportunistic and manipulated behavior of G-D logic-based universities.

On the other hand, this study emphasized that through VP and VCC, changes occur in the mind-set and behavior of entities, networks and stakeholders. Consequently, enabling them to believe in their system and making them willing to use all channels to share their knowledge with others is important. However, only VP and VCC among universities' entities and stakeholders can make the real value for students' lifelong professional competencies. Because, VCC is more a multiplication than a sum of individual contribution, because of the beneficial effects from collaboration, which leverage the student's life-long professional potentialities.

PROPOSITIONS

Proposition 1

To conceptualize university as service system, there is need for service exchange (reciprocal exchange of knowledge, skills and competence) among the key entities and networks, leads service entities and networks (teachers, students, university, HEC, government and business markets).

Proposition 2

The successful service relationship and VCC among the key entities, networks and stakeholders depends upon the significant formation of VP rather transactional efforts.

Proposition 3

University as service system, eliminates the patterns based on engineering mechanism and presents "emergent mechanism" for policy-making and learning experience.

Proposition 4

University as service system under the lens of S-D logic, envisioned active role of the students and teachers, specifically in learning and policy-making.

Proposition 5

VP and service logic may be employed as a governance mechanism to handle the complexity of university as service system.

Proposition 6

University as service system emphasizes to use entities' job role, dependence features of interactive networks and related information of stakeholders as foundation for "novel resources".

5.1. PRACTICAL IMPLICATIONS

Following are the practical implications for HEIs.

- In the framework of university as service system, the definition of service is skills and knowledge within/outside the university where anyone can be a service provider like, university, academic/non-academic staff, teacher, students, markets, government or HEC. If you are open to accept variety of

services, then ultimate choice is S-D logic. Give value to others and take value from others.

▪ The study has given an emerging philosophy to policy makers of university in align they should try to engage entities in exchanging of skills or knowledge (Services) which is operant resources which can provide competitive advantage for getting win-win value outcomes.

▪ The classical mindset is needed to be changed. For example, high rank individual is a boss and lower ranked are subordinates. Subordinates perform only by ordering the tasks. On the contrary, our tentative theory reset the mindset that higher ranked entities are facilitator which is discussed by S-D logic. Primary role of a facilitator is to give confidence to the other involved entities to fulfill professional obligations via direct connection. It may be achieved by providing VP platforms for applying their own knowledge in current circumstances.

▪ For better assessment of presented VP by the entities and networks in university, this study proposes following practical implications.

5.2. Goals and Objectives shared openly

1. Do trust on other involved entities and respond openly to their questions

2. Credible, words must be followed by action

3. Higher authorities must treat all level of entities and individuals with respect

4. Providing them with equipment, resources and knowledge appropriate to carry out their tasks

5. Creating a safe working environment, both from a physically, psychologically and emotionally

6. Ask them honest questions and welcome honest answers

7. Create clear offer training and learningy while in future study proactive personality may be taken as mediator.

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