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Human-centered approach for flourishing: discovering the value of service ecosystem design in psychosocial career counselling service

Nie, Zichao and Zurlo, Francesco

Discovering the Value of Service Ecosystem Design in Career Counselling Service

| Zichao NIE
| Francesco ZURLO
| Design Department
| Politecnico di Milano

POLITECNICO
MILANO 1863

DOTTORATO DI RICERCA IN DESIGN
POLITECNICO DI MILANO, DIPARTIMENTO DI DESIGN

BACKGROUND

- **Career Counselling Service (CCS)**

- **School-to-Work Transition Issues**

- **The Importance of CCS in Universities**

- **Problems in Campus CCS**

BACKGROUND
Career Counselling Service (CCS)

DEFINITION

The aim of this service starts with emphasis on **self-awareness** and **self-directing** (Naicker,1994; Shertzer & Stone, 1981), turning into a holistic approach which means integrating **personal competences, skills, and work habits** with the information obtained on their general **interests, education and work experience** (Litoiu & Oproiu, 2012).

TERMINOLOGY

It emerges from "career or vocational guidance", "job or career counselling", "occupational coaching", to "psychoeducational models", and even more (Herr, 1997). This situation of no agreement mainly is due to **linguistic and conceptual differences** (Athanansou,2018) and **the evolution of vocational services** (Herr, 2013). this research chose the career counselling because of this research of career counselling is taking from **psychology perspective**.

BACKGROUND
School-to-Work Transition Issues

- Special Period- The nature of "Emerging Adulthood" is self- exploration that everyone seeks out his or her own educational, vocational and personal pursuits (Super, 1970; Perry, 1970/1999).

Internal Issues

- Psychological Disorders
- Increasing Number of Students Drop Out of School
- Stability within Work Values is the Lowest

External Challenges

- Socio-economic Climate Changed(digital revolution and globalization)
- Temporary Tasks and Time-limited Jobs
- The Feelings of Insecurity and Anxiety

BACKGROUND
The Importance of CCS in Universities

The primary criteria for this list is based on statistics drawn from databasing websites: **Online Education Database** and **NerdWallet**

SYRACUSE UNIVERSITY	reports some of the best job placement statistics in the country. In 2013, of the 3,039 students surveyed, **nearly 100%** of graduates had full time jobs 6 months after graduation
DICKINSON STATE UNIVERSITY	In 2011 reported a **99.2% employment rate of graduates** who were either employed, in the military, or continuing their education, and has maintained this rate for many consecutive years.
BABSON COLLEGE	In 2013, **99% of graduates** were employed 6 months after graduation. Top employers of Babson students include PricewaterhouseCoopers, Bank of America, EY, Staples, and EMC.
THE UNIVERSITY OF PENNSYLVANIA WHARTON	In 2014, the university reported a **98.6% employment rate** 6 months after graduation with an annual base salary of $125,000.
BENTLEY UNIVERSITY	a **98% "knowledge rate"** in 2013, a statistic that was calculated according to those alumni that were either gainfully employed, or enrolled in a graduate program.

Problems in Campus CCS

One of their biggest demands is a good career service in university (Cramer, Herr, & Niles, 2004)

- **Being unaware of this service** (Ashburn, 2006; Fouad et al., 2006)

- **The lack of understanding student needs** (Engelland, Workman, Singh& Mandeep, 2000; Lee & Johnston, 2001)

- **The need of integrating theory, practice and research** (Murdock et al., 2012)

- **The absence of holistic personalized services** (Sun & Yuen, 2012)

- **The limited resources** (Amundson, Harris-Bowlsbey & Niles, 2009; Pipkins et al., 2014)

- **First-year students** (Hartung, 2010; Sun & Yuen, 2012; Cojocariu & Puiu, 2014; Richiţeanu-Năstase & Stăiculescu, 2015).

Why Service Ecosystem Design Can Benefit Career Counselling Service

What Is Service Ecosystem Design?

Value constellations

- **providers- providers**
It incorporates operations, service marketing and information technology (Patricio & Fisk, 2013), underscoring a focal point on the boundaries of dynamic resource exchanges between entities.

Service ecosystems

- **Actor networks**
solving complex issues related to public service rearrange or social challenges, aligning with the intent of social design (sangiorgi, 2011) or transformative service research (Anderson et al. 2013).

Organizational service systems

- **Customers- providers**
improving service experiences concerning on touchpoints, service encounters, and possibly service system within organizations.

Figure 1: Service System Design Levels Adapted from Sangiorgi, Patricio & Fisk, 2017

THEORETICAL CONTEXT
What Is Service Ecosystem Design?

The definition of service ecosystems has been accorded as "comparatively **self-contained, self-regulating system**[s] of resource-incorporating actors linked by shared system arrangements and common value creation through **service exchange**" (Lusch & Vargo, 2014; Vargo & Lusch, 2016).

This perspective stresses the attention of **the socio-historic contexts**, composed of multiple institutions, that lead value determination and those interactions (Akaka et al., 2013). The emerging trend of service ecosystems in service design (Patrício et al., 2011; Sangiorgi et al., 2017) entangles systemic design from **combining design and system thinking** (Jones, 2013).

In the study of Akaka and Vargo (2015), it argued the context of service is nested **within institutional arrangements or socio-historic structures** and **dynamic systems of service exchanges**, instead of limitedly social and physical encounters.

The service ecosystem perspective integrates **a sociological view** (e.g., Giddens 1984) and underlines the embeddedness of direct microlevel interactions within more complex **mesosystems or macrosystems** (Akaka, Vargo & Lusch, 2013) which is direct or indirect actions of **multiple actors** (Grönroos & Voima, 2013).

THEORETICAL CONTEXT
What Is Service Ecosystem Design?

Ecosystem
Watershed & bioregion
Natural resource stocks
Ecosystem actors
Ecosystem services:
Process & use flows
Cultural services

Macrosystem
Cultural flourishing
Recognizing natural ecosystem
Human & non-human rights
Place in the world

Cultural Belonging

Corporations

Government &Institutions

National Identity

Neighbourhood

Political Parties

Practice Community

Network Learning

Community Exosystem
Equity of access to services
Community livability
Cultural resilience
Respect for commons, law
Political participation
Capacity to satisfy essential human needs
Community care

Congregation

Workplace   Workplace

Organizational Exosystem
Work-life satisfaction
Organizational participation
Measures of success
Value co-created with stakeholders
Socially responsible

Person& Family

Voluntary Clubs

Schools

Family Groups

Mesosystem
Social coherence
Social actualization
Social integration
Social acceptance
Social contribution
Social care
Social equality

Microsystem
Self-acceptance
Positive relations
Personal growth
Purpose in life, meaning
Environmental mastery,
Competence
Autonomy, Self-care
Integrity
Influence

MICRO-SYSTEM ←

MESO-SYSTEM ←

EXO-SYSTEM ←

MACRO-SYSTEM ←

ECO-SYSTEM ←

Figure 2: Flourishing in the Social Ecology (Jones, 2017)

EMPIRICAL RESEARCH
Research Methods

CASE STUDY	
Phase 1 In-depth Interview	**Phase 2** Open-ended Questionnaire
Research Methods	Research Methods

	Phase 1	Phase 2
CHINA	1. the relation with university" 2. need and work" 3. service perceptions and expectations"	9 questions the knowledge of service existence, the satisfaction of the service, and the perceptions and expectations of it
ITALY	1. the relation with university" 2. need and work" 3. service perceptions and expectations"	9 questions the knowledge of service existence, the satisfaction of the service, and the perceptions and expectations of it

EMPIRICAL RESEARCH
Data Collection

CASE STUDY		
Phase 1 In-depth Interview		
	Data Resource	Record Methods
CHINA	32 participants First-year students Semi-structured 40-60mins Gender: 16 females; 16 males	Audio Record; Notes for the key points during interview; transcription after interview
ITALY	26 participants First-year students Semi-structured 40-60mins Gender: 19 females; 7 males	Audio Record; Notes for the key points during interview; transcription after interview

EMPIRICAL RESEARCH
Data Collection

CASE STUDY	
Phase 2 Open-ended Questionnaire	
Data Resource	Record Methods
CHINA 553 Responses 4 Invalid Questionnaires 499 Valid Questionnaires	Paper-pencil questionnaires
ITALY 487 Responses 220 Invalid Questionnaires 267 Valid Questionnaires	Online questionnaires Qualtrics Survey Software Link: goo.gl/cNBpcF

FINDINGS
Phase 1: In-depth Interview

Southeast University	the University of Milano-Bicocca
The Role of the Context	The Role of the Context
Open-Day	Open-Day
University Reputation & Strength	Not Linear Path
Geographical Location	Change Life & Place
Volunteer Choice	Personal Stories
City Resources	Work and Future

Table 4.2 The Themes of the factors of choosing the university

1. were influenced or sometimes even decided by people who around them.
2. the geographical factor was another important concern for students.
3. 'city resources' was a similar topic
4. the university option was considered as a potential for their work and future life.

FINDINGS
Phase 1: In-depth Interview

- The different national education system

Participant 3 told the interviewer *'I did not think too much, I chose it based on my scores of **GaoKao exam** which university I was able to apply among my promising choices'.*

*However, in Bicocca, some students said they changed university after they discovered the university or study subject. For example, **Participant 1** depicted 'Last year, I was enrolled in the nurse path, then I **changed** because I understood it wasn't for me.'*

FINDINGS
Phase 1: In-depth Interview

- The Service Problems

The students from each university said that they **did not know this service** because of the service visibility, and they did **not have enough information** and **indications** from the service.

In SEU, students thought there was **no complete and systematic career counselling service** for first-year students.

In Bicocca, the students who received the service believed that the problems of **dispersive spaces**, the **partial information on the web**, the need of renewing the classrooms, and the temperature in the classrooms.

FINDINGS
Phase 1: In-depth Interview

- The Expected Services

SEU

Participant 31 expressed '*I did not know this service, I wish the university can have more notifications to let us to know this service first*'. At first, it was critically significant to improve the publicity on the career services, and the methods could be from staffs, online channels, and other ways.

Participant 2 expected '*I think it can be very useful of one-to-one talk with professional therapist or counsellor, and the tutor can give us an open lecture for general career information, which two ways can be combined together*'

participant 18 said '*the best way is the face-to-face individually with career counselor*'.

FINDINGS
Phase 1: In-depth Interview

- The Expected Services

SEU

In terms of 'optional course', **participant 1** described '*it can be an optional course for us to choose, in this way, it helps some people who is interested in discovering their career development*'.

'Online service' was another very popular proposal among students' ideas. **Participant 7** thought *'I think the online publicity of the service is really needed, and the digital platform also can give a way for staff to guide student career development*.' **Participant 12** said *'the internet platform can receive students' concerns, then the professional staffs can divide their issues by different level, then decide who need to come to the service in person*.'

FINDINGS
Phase 1: In-depth Interview

- The Expected Services

SEU

The 'Lecture' services some students still believed it could **cover a wide range of people** and it was a good to **improve the students' awareness** of their vocational development.

Then the 'Inter-communication' service **was a common bridge for group discussion**, including different stakeholders.

The 'Hands-on Experiences' service met the need of **knowing the company or real workplace** with different jobs, in order to experience a real word and make a decision.

The way of 'Documentary' aimed to **make a video of the working life** from different jobs, then students could watch it online or in the classroom to have a general idea of the different career life.

FINDINGS
Phase 1: In-depth Interview

- The Expected Services

Bicocca

The need of face-to-face service was about "*We are in an era of technology; there are no longer people. But it was better to see a real face*" (**Participant 12**).

The exam information service was about "*I would have chosen better with a more detailed description of the exams to be performed*" (**Participant 19**).

The course information service like **participant 14** said that '*if a person who knows more or less all the universities will go into a class - not in front of 300 people - in order to answer questions from the technical point of view and, macro, macro - are as regards the different universities would be perfect. He would go in a class where one feels comfortable even to ask questions and above all can hear the questions of everyone and things like that.*'

students valued the seniors' opinions "*a senior that offer all the possible opportunities, not evaluating only one, but try to give a complete picture of the situation*" (**Participant 23**).

FINDINGS
Phase 1: In-depth Interview

- The Expected Services

Bicocca

According to the digital tools, the scenarios from the Unimib students said that **participant 4** thought "*Maybe Facebook or a social network*", and **participant 9** represented "*a website where the students can access and follow from home and see the several events and meetings, therefore even if he cannot follow the various meetings face to face.*"

for the student thought about a service for the people who was outside of the university that **participant 15** "*people from outside the university, talking about their projects, about their work, what they do … for me it's very important … because we don't know where to ask for help, information … where we can go for looking for a Job.*"

FINDINGS
Phase 2: Open-ended Questionnaire

553 in total
335- NO
214- YES (52 USED; 162 NO USED)
449- VALID
4- NO VALID

487- in total
26-NO
241- YES
267- VALID
220- NO VALID

52 USED (497 NO USED)

1.It shows 32 participants felt satisfied with the service, and 20 participants felt ok with the service. Therefore, participants who used this service held positive attitude.

2.It shows 14 participants who believed the service help solve their problems completely, 35 participants who believed the service help solve their problems partly, 3 participants who believed the service help solve their problems barely. Thus, the majority of participants value this service.

35 USED (212 NO USED)

1.It shows 18 participants felt satisfied with the service, and 15 participants felt ok with the service. Therefore, participants who used, almost all (33/35) this service held positive attitude.

2.It shows 22 participants who believed the service help solve their problems completely, 19 participants who believed the service help solve their problems partly. Thus, the majority of participants (31/35) value this service.

Phase 2: Open-ended Questionnaire

Extended Publicity

Enhance credibility

Personalized Service

Increased channels

Tacking Service

Overall Information

Extended Publicity

Increased channels

Increase availability

Others

The Guideline for CCS Though SED

Ecosystem
eco-social climate: globalization, liquid society, risk society, complex society, uncertainties

Macrosystem
policy, law, culture, international/ national society

Cultural Belonging

Corporations

Neighbourhood

Network Learning

Practice Community

Congregation

Microsystem
individual counselling, individual training

Workplace

Organizational Exosystem
Work-life satisfaction
Organizational participation
Measures of success
Value co-created with stakeholders
Socially responsible

Family

School

Voluntary Clubs

Mesosystem
open day, lecture, course, group activities, peer support

Exosystem
Job news, Job fair, alumni network, hands-on

MICRO-SYSTEM
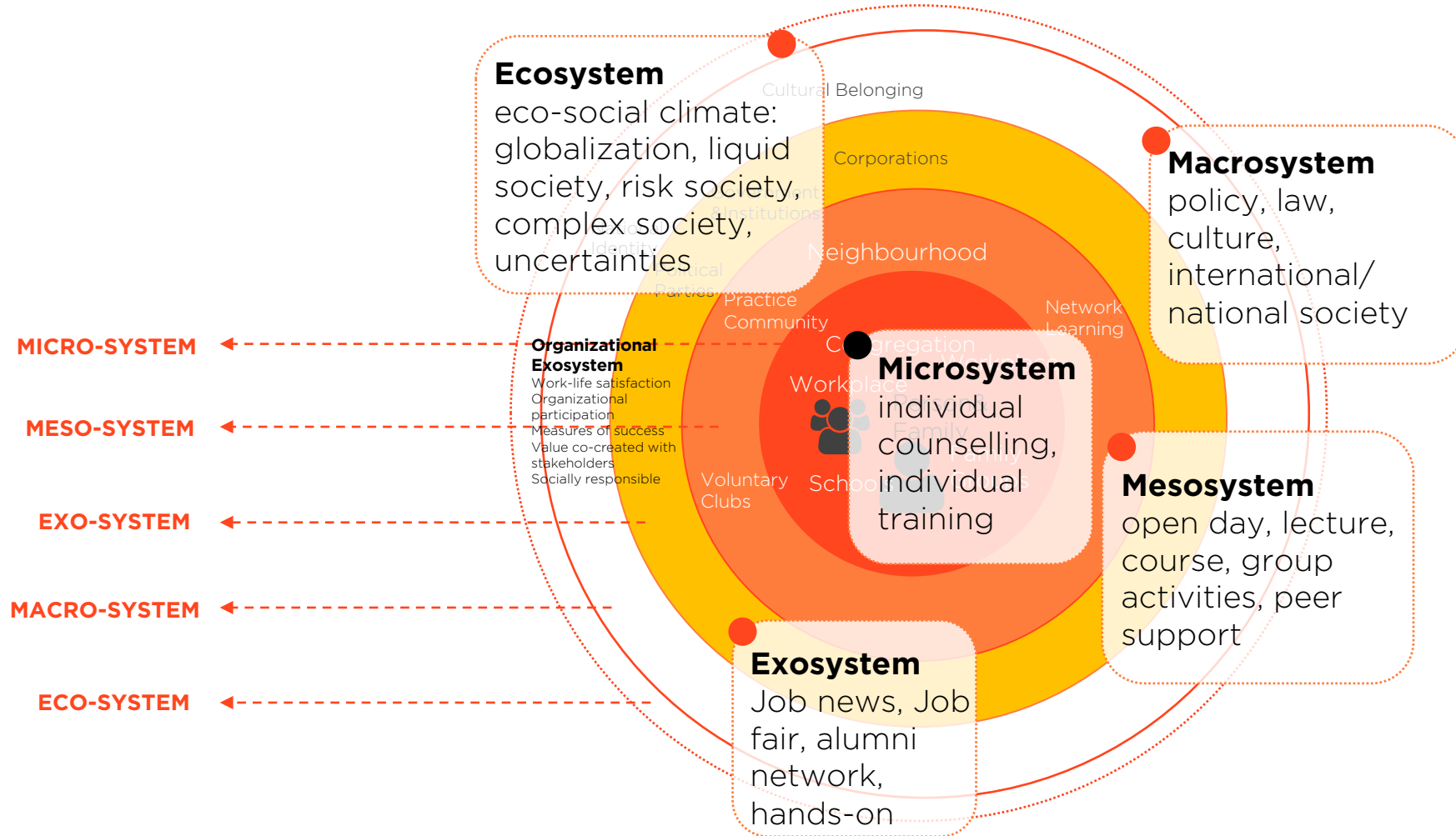
MESO-SYSTEM

EXO-SYSTEM

MACRO-SYSTEM

ECO-SYSTEM

Figure 3: The Guideline for CCS in Uni. Through Service Ecosystem Design

CONCLUSION
The SED as A Promising Way to Improve CCS

- to examine not only from the concrete services within micro-level, meso-level, and exo-level, but also from **the service influencer factors within macro-level and eco-level**, which is based on service ecosystem logic.

- **A general guideline** of service improvements in universities through service ecosystem approach.

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THANKS FOR WATCHING!

Discovering the Value of Service Ecosystem Design in Career Counselling Service

| **Zichao NIE**
| 31 cycle
| PhD in Design
| Design Department
| service design
| supervisor | **Francesco Zurlo**

Contacts:

✉ zichao.nie@polimi.it

✉ francesco.zurlo@polimi.it

📍 38, Durando, Milan City, ITALY