

AI-Driven ISSIP Course for Onboarding Participants

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Abstract: *This is the <university student team> white paper describing the ISSIP AICollab Project to build a participant onboarding course for ISSIP.*

The AI-Driven ISSIP Course for Onboarding Participants represents a pioneering effort by a university student team to address the challenge of integrating new members into the International Society of Service Innovation Professionals (ISSIP) community. Historically, ISSIP lacked a standardized onboarding process, leaving new participants to navigate resources independently or rely on informal mentorship. This project aimed to design, implement, and evaluate three distinct onboarding course formats: instructor-led, self-paced, and AI-tutor-led. Each format was assessed based on its effectiveness (learning outcomes), efficiency (completion time), and engagement (learner interest and relevance).

Leveraging cutting-edge AI tools such as OpenAI ChatGPT, Anthropic Claude, Google Gemini, and Microsoft Bing Co-pilot, the student team iteratively developed a comprehensive course divided into three sections. The first section, inspired by the book "Service in the AI Era," introduced ten foundational concepts of service innovation. The second section drew from the ISSIP Handbook, focusing on organizational structure, policies, and community engagement. The final section emphasized practical participation strategies, fostering a culture of give-get-grow.

Through a rigorous design process that included weekly checkpoints and collaborative team roles, the students employed prompt engineering, content curation, and iterative feedback loops to optimize course materials. Evaluations were conducted with critical, neutral, and positive biases to ensure well-rounded insights.

Results indicated that all three formats enhanced participant understanding and engagement, with the AI-tutor-led version showing notable promise for scalability and personalization. Key takeaways included the importance of prompt refinement, ethical AI usage, and the value of collaborative teamwork in educational design. Additionally, reflections on the barriers faced and future directions offered insights for accelerating the development process in subsequent iterations.

The outcomes of this project not only provided ISSIP with a versatile onboarding solution but also demonstrated how integrating AI tools into instructional design can enhance learning experiences. The final deliverables, including a whitepaper, presentation, and recorded session, will be made accessible on the ISSIP website, accompanied by digital certifications for the contributing students.

1. Introduction & The Problem

Section outline.

Describe ISSIP and the Problem of Onboarding New Participants to the Community of Practice, and that ISSIP does not currently have a standard onboarding course. Currently, people just figure it out on their own or find a mentor.

Describe University Student Team Program, How many students, How many weeks

Describe the problem more – in any organization that depends on active engagement of participants and volunteers, having a shared common understanding is essential for communications and making progress together. Onboarding courses are one approach.

Describe the deliverables – Main deliverable is design and evaluation of three versions of the ISSIP onboarding course (self-paced, AI-tutor, and leader led) to be evaluated for effectiveness (with pre-test and post-test, did they learn?), efficiency (how long did the course take, ideally less than an hour), and engagement (how interested and useful was the course, was it relevant to the learners' current roles and future career?). The course might have three sections and 30 learning items as shared in a draft course – with first section drawn from the book “Service in the AI Era” with 10 concepts, and the second two sections drawn from the ISSIP Handbook PDF with 10 learning items about ISSIP, and ten learning items about engaging in ISSIP activities. The secondary deliverables are a whitepaper, a presentation, a recorded version of the presentation.

Describe that the results will be posted to the ISSIP website in a blog post, and the students will earn ISSIP digital certifications that they can add to their LinkedIn profile.

There are some references for the above information.

2. Importance

Section outline.

Describe the importance from the perspective of ISSIP -having an onboarding course.

Describe the importance from the perspective of the students – learning to use AI tools as part of teamwork.

3. Approach

Section Outline.

Describe learning to use AI tools to create content (courses, tests, documents, presentations, etc.)

Describe learning to prompt design.

Describe learning to curate AI output in a document design that can be feed back to the AI for improvement suggestions.

Describe learning to process and teamwork improvement by iterative design of process and team roles.

Describe need to create a weekly schedule, with weekly checkpoints, and calendaring and shared documents to keep things on track and ensure deliverables created.

Describe how process design is also viewable as system design - interaction and change of the roles interacting.

4. Progress

Section outline.

Describe using AI to generate the 30 learning items and the weekly project schedule (See Appendix I).

Describe the course and evaluation.

5. Future Directions & Concluding Remarks

Section outline.

Describe all the barriers encountered that might be future work directions.

Describe AI tools strengths and weakness, and how capabilities might improve in the future.

Describe how all this work could have happened faster, if the work were to be done a second time. What was learning during the first time that would speed up creating the deliverables if done a second time.

Acknowledgements:

Thank those who helped who are not co-authors, including all the users who helped evaluate the course materials.

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Appendix I: Generating Course Project Foundation: 30 Learning Items and Weekly Schedule

Course

2025 Spring

Project: Course

Student teams building ISSIP AI-Powered Course (onboarding participants).

Deliverables:

Course (Design, Build, Evaluate) [Weeks 2 – 6]

Whitepaper (Week 7)

Presentation (Week 8)

Recording (Week 9)

Deliverables (More Details):

Course (30 learning items in 3 sections), Pre-test and Post-test (How familiar are you with the following: 10 Service in the AI Era items, 10 ISSIP Handbook items, 10 ISSIP Participation items); Course three delivery modes: leader led (instructor), self-led (learner), AI-tool led (AI). Each deliver mode should be evaluated from the perspective of three persona: critical, neutral, positive bias.

Whitepaper (title, date, authors, how-to-cite, abstract, introduction - the problem and importance, approach, progress, future directions, acknowledgement, references, and any appendices describing the course, pre-test, post-test, and subject evaluations, each member of team must write some portion - coauthorship),

Presentation (Based on whitepaper, must include one slide with picture of the student team),

Recording (Zoom recording of presentation, additional materials fine as well, each member of team must present some portion).

30 Learning Items

Section 1: Service in the AI Era

1. Service
2. Service Innovation
3. AI, Digital Service, Technology-Mediated Service
4. Service Practice
5. Service Research
6. Service Education
7. Service Science
8. Service-Dominant (S-D) Logic
9. Service-Dominant Architecture
10. T-shaped Service Innovation Professional

Section 2: ISSIP Handbook

1. Code of Conduct
2. Annual Calendar
3. Bylaws - Non-Profit
4. Programs - Community of Practice

5. Constellation of Platforms
6. Website & Registration
7. Conferences
8. Group & Blog Posts
9. Event Series, Panels, Whitepaper
10. Books (Business Expert Press Partnership)

Section 3: Participation

1. Culture: Give-Get-Grow Plan
2. Newsletter
3. Vote in ISSIP Annual VP Election
4. Encourage Nominations in ISSIP Excellence in Service Award
5. Follow ISSIP LinkedIn Company
6. Member ISSIP LinkedIn Group
7. Subscriber ISSIP YouTube Channel
8. Follower ISSIP Slideshare
9. Ambassadors
10. Support & Leadership (Benevity, Institutional Donations)

URL: <https://chatgpt.com/share/6790e992-a288-8003-ba20-029f07499038>

Share1 URL: <https://chatgpt.com/share/6790e992-a288-8003-ba20-029f07499038>

Share2 URL: <https://chatgpt.com/share/679246f7-a598-8003-9828-8bcf53b7d8a5>

Share2 URL: <https://chatgpt.com/share/679246f7-a598-8003-9828-8bcf53b7d8a5>

OpenAI ChatGPT (20240122)

Prompt:

Please help me design ten excellent prompts for a student team to use on a ten week project. I need an excellent prompt for the students to use each week to help them perform weekly agile sprint. The goal of the project is to design, build, and test a course to be delivered in three condition - an instructor-led condition, a self-directed learning condition using a web site, so called self-instructor, and using an AI platform, so-called AI instructor. The course will have a pre-test and a post-test. The students will also have to use the last four weeks to do the following: week 7: finalize whitepaper (title, date, authors, how-to-cite, abstract, introduction - the problem and importance, approach, progress, future directions, acknowledgement, references, and any appendices describing the course, pre-test, post-test, and subject evaluations) about the project, week 8: finalize a powerpoint presentation about the project, week 9: record the final presentation, week 10: review their digital certifications and add them to their LinkedIn profile. The course should take one hour to complete, including taking the short pre-test (30 questions) and the short-post-test (30 questions). The course is designed to help onboard new participants into the ISSIP.org

community of practice that has a focus on service innovation. The course will have three parts with 10 important learning lessons in each of the three parts. The first part of the course deals with ISSIP's views on service, service innovation, service systems, service science, Service-Dominant (S-D) logic, Service-Dominant Architecture (SDA), and concept largely drawn from the book "Service in the AI Era" by Spohrer, Maglio, Vargo, and Warg. The second part of the course deals with participants learning about ISSIP itself and is largely drawn from the ISSIP Handbook which includes first reading, understanding, and adding ones email to a code of conduct, learning about the ISSIP annual calendar of activities, learning about the ISSIP non-profit, ISSIP community of practice, and ISSIP constellation of platforms. The third part of the course deals with helping the participant being onboarded learn to be an active and engaged participants who gives-get-grows to the degree they would like to be involved in the community, and share specific activities the learner/participants can start doing right away to engage. Week 1: requires the students to connect with the mentor (Jim Spohrer) on LinkedIn since the LinkedIn profile of the students is needed for issuing the final ISSIP digital certificates, and also onboarding on Slack so the students will be able to check in each week for the weekly project mentoring zoom where Jim will review their progress and provide advice, answer questions. Week 1 they should also have reviewed the ISSIP Handbook and the "Service in the AI Era Book" needed for designing, building and testing the course. Week 2: The students should try out the ten prompts in at least four different LLMs (OpenAI ChatGPT, Anthropic Claude, Google Gemini, and Microsoft Bing Co-Pilot) the students should learn to get help from the LLM to improve the prompts, check the outputs, learn to the strengths and weaknesses of the various AI tools, and how to do ethical citations of use of AI tools for the final whitepaper, presentation, and recorded talk deliverables. Week 3: The students focus on getting ten items for each of the three sections of the course, as well as a simple pre-test and post-test for all 30 items. The pre-test and post-test can be the same test and has the learner rate how familiar they are with ISSIP concepts around service, the ISSIP non-profit, community of practice, and constellation of platforms, and finally how familiar they are with ISSIP participant engagement activities. The student must limit the course to just ten learning items in each section, but they should consider a larger set of learning items for evaluation for including. Tuning the ten learning items over time is a future design direction. Week 4: The students should prompt the AI tools to build the instructor-led, self-led, and AI-tool led version of the course. Week 5: The students need a prompt to help them improve each of the three versions, and get them ready for testing. Week 6: Will be the busiest week of all, the students need a prompt to help them do 9 evaluations of the the course and three conditions. 3

evaluations of the instructor-led (with students playing both role of instructor and learners), 3 evaluations of self-led (with students playing role of learners). 3 evaluations of AI-Tool-led (with students playing the role of learners). The test should have a critical, neutral, and positive-bias test subject. Please ask me three questions for improving this prompt, and then I will ask you to create the ten weeks of prompts, and summarize them in a table with three columns: week number, high level description of prompt, detailed prompt.

OpenAI ChatGPT (20240122)

Response:

Questions to Improve the Prompt

1. **What level of experience do the students have with agile sprints, LLMs, instructional design, and evaluation methodologies?**
This will help tailor the prompts to their skill level and ensure they can effectively execute each task.
2. **What specific format or style should the prompts follow to align with the students' workflow (e.g., concise actionable steps, reflective questions, or detailed guidance)?**
This ensures the prompts are easy to use and integrate seamlessly into their sprints.
3. **Should the weekly prompts include guidance on collaboration strategies for the team (e.g., dividing tasks, assigning roles, or sharing resources), or is that assumed to be outside the scope of the prompts?**
This would clarify whether the prompts should focus solely on tasks or also address team dynamics.

Let me know your thoughts on these questions, and I'll proceed with creating the ten weekly prompts!

OpenAI ChatGPT (20240122)

Prompt:

The students have moderate to good skill levels on the tools and methodologies, the prompts should be concise actionable steps, and yes, the prompts should provide guidance on collaboration strategies for the team. Please create the prompts for the students to use for each of the ten weeks to get their work done in an excellent manner and clearly earn and deserve the ISSIP digital certifications of their ability to use AI to design, build, test a course for onboarding participants into the ISSIP organization, and then create a whitepaper (Word Doc), presentation (PowerPoint doc), and recording (Zoom recording) all to be posted to the ISSIP website blog at the end of the project.

OpenAI ChatGPT (20240122)

Response:

Here are the ten weekly prompts designed to guide the student team through their agile sprints effectively, ensuring they achieve the project goals and earn their ISSIP digital certifications:

High-Level		
Week	Description of Prompt	Detailed Prompt
1	Onboarding and Orientation	1. Connect with Jim Spohrer on LinkedIn and join the ISSIP Slack channel. 2. Schedule your weekly team meetings and confirm attendance for the mentoring Zoom calls. 3. Review the ISSIP Handbook and "Service in the AI Era" book to understand the concepts for the course. 4. Assign team roles (project manager, content designer, AI specialist, tester, etc.). 5. Draft a shared team charter outlining how tasks will be tracked and progress reported.
2	Exploring AI Tools and Ethical Use	1. Test 10 initial prompts on four different LLMs (ChatGPT, Claude, Gemini, Co-Pilot). 2. Analyze the strengths and weaknesses of each tool for your project needs. 3. Collaboratively refine the prompts based on outputs and team discussions. 4. Document ethical AI usage practices, including proper citations, for inclusion in your deliverables. 5. Create a shared repository for storing prompt experiments and results.
3	Designing Course Content	1. Brainstorm and compile an initial list of potential learning items for each of the three course sections (focus on key ISSIP concepts, organization details, and engagement activities). 2. Narrow down to 10 key learning items per section. 3. Design the draft pre-test and post-test with 30 questions based on the selected learning items. 4. Distribute tasks for refining the learning items and tests, ensuring diverse inputs from the team.
4	Building the Course Versions	1. Use AI tools to create initial drafts for the instructor-led, self-led, and AI-led versions of the course. 2. Assign team members to test and review each version for accuracy and engagement. 3. Gather feedback from team members on how to improve the flow and clarity of each version. 4. Identify gaps or challenges for further refinement in the next sprint.
5	Refining the Course Versions	1. Develop a checklist to ensure consistency across all three course formats. 2. Use AI tools and team discussions to improve content, visuals, and interactivity in each version. 3. Conduct peer reviews within the team to ensure quality and alignment with project goals. 4. Assign a team member to document the improvements made for inclusion in the final deliverables.

Week	High-Level Description of Prompt	Detailed Prompt
6	Testing and Evaluating the Course	1. Conduct nine evaluations of the course, with team members playing the roles of instructors, learners, and evaluators. 2. Use a balanced approach (critical, neutral, and positive biases) to assess each condition. 3. Document test results and identify key insights and areas for improvement. 4. Assign tasks for addressing feedback and updating the course. 5. Prepare a summary of the testing process for the whitepaper.
7	Finalizing the Whitepaper	1. Draft and finalize the whitepaper, including all required sections (title, abstract, introduction, approach, progress, future directions, acknowledgments, references, and appendices). 2. Assign team members to write and review specific sections. 3. Ensure ethical AI use is documented in the whitepaper. 4. Perform a final review for coherence and professionalism.
8	Preparing the Presentation	1. Create a PowerPoint presentation summarizing the project (objectives, approach, challenges, results, and future directions). 2. Assign roles for slide creation, content review, and design refinement. 3. Rehearse the presentation as a team and refine it based on feedback. 4. Confirm the presentation aligns with the whitepaper and project goals.
9	Recording the Final Presentation	1. Schedule a time to record the final presentation via Zoom. 2. Assign roles for the recording (e.g., presenter, slide manager, backup support). 3. Test audio, visuals, and transitions before recording. 4. Conduct the recording and review it for clarity and professionalism. 5. Save and upload the recording to the ISSIP blog repository.
10	Digital Certification and Final Submissions	1. Review and ensure all digital certifications have been issued to team members. 2. Add certifications to your LinkedIn profiles and encourage teammates to do the same. 3. Submit the whitepaper, presentation, and recording to the ISSIP blog. 4. Conduct a final team retrospective on what went well, challenges faced, and lessons learned.

This structured approach ensures the team has clear, actionable steps each week, effectively balancing design, testing, and deliverable creation. Let me know if any further refinements are needed!

OpenAI ChatGPT (20240123)

Prompt:

Thank-you. Now I need help creating the learning items for the course. The course will include three section and ten learning items in each of three sections:

Section 1 on Concepts (based on "Service in the AI Era" book by Spohrer, Maglio, Vargo, and Warg), Section 2 on ISSIP (based on the "ISSIP Handbook"), and Section 3 on Participation (how participants who are being onboarded can engage in activities, based on primarily online interactions and activities with others). Before the students upload the materials and generate the ten learning items for each section, please provide three considerations that the students should keep in mind as they study the materials ("Service in the AI Era" and "ISSIP Handbook") and think about ISSIP participants onboarding experience with this course they are creating. What three things should the students keep in mind as they study the material, create the ten learning items in each of the three sections, and use AI Tools to help them design, build, and evaluate this course? Please make three suggestions, including that the students should work as a team or in pairs, with one student running the AI tool and typing in prompts, and the other student carefully reading the results to understand the outputs, strengths and weakness, and thinking of important details that the learners taking the course will need to know.

OpenAI ChatGPT (20240123)

Response:

Here are three key considerations for the students to keep in mind as they study the materials, create the learning items for the course, and use AI tools to support their design, building, and evaluation processes:

1. Clarity and Accessibility of Content for Learners

- When studying the materials ("Service in the AI Era" and the "ISSIP Handbook"), focus on identifying and distilling complex concepts into concise, clear, and easily understandable learning items for new participants.
- Consider the diverse backgrounds of learners who may be onboarding into ISSIP. Ensure that the language, examples, and learning items are accessible to individuals with varying levels of expertise in service innovation and technology.
- Use the AI tools to rephrase, simplify, or generate analogies and examples to make learning items more relatable and engaging for participants.

2. Team Collaboration for AI-Powered Course Design

- Work in pairs or as a team, assigning one student to interact with the AI tool and type in prompts while the other carefully reviews the outputs. This approach encourages collaborative critical thinking and ensures the generated outputs are relevant, accurate, and aligned with the course objectives.
- Discuss and document the strengths and weaknesses of the AI-generated outputs to refine prompts iteratively. For example, if a prompt leads to overly complex or vague results, collaborate to adjust the prompt for better clarity and specificity.
- Regularly check that the generated content aligns with the desired learning outcomes for each section of the course.

3. Empathy for the Onboarding Experience

- Think from the perspective of a new participant being introduced to ISSIP. What challenges might they face in understanding the concepts, organization, and engagement opportunities? Design learning items to address those potential challenges.
- Ensure that each section of the course builds progressively, starting with foundational concepts (Section 1), then transitioning to organizational details (Section 2), and finally providing actionable steps for engagement (Section 3). This structure should create a smooth and logical learning journey for participants.
- Use AI tools to generate potential learner questions or feedback and incorporate this perspective into the design and evaluation of the course.

Would you like me to help outline the ten learning items for each section, or would you prefer guidance on generating prompts for the students to create these items themselves?

OpenAI ChatGPT (20240123)

Prompt:

Let's work together now on creating an outline for the ten learning items for section 1. Attached is the "Service in the AI Era" by Spohrer, Maglio, Vargo, and Lusch. And here are ten possible learning items. Please summarize the PDF, then create a table with column one being the ten learning items, and column 2 being a sentence or two summary explaining what the learning items means. Section 1: Service in the AI Era 1. Service 2. Service Innovation 3. AI, Digital Service, Technology-Mediated Service 4. Service Practice 5. Service Research 6. Service Education 7. Service Science 8. Service-Dominant (S-D) Logic 9. Service-Dominant Architecture, 10. T-shaped Service Innovation Professionals

OpenAI ChatGPT (20240123)

Response:

Here's an outline summarizing the first ten learning items for Section 1: "Service in the AI Era" based on the text. The second column provides a concise explanation for each learning item.

Learning Item	Summary Explanation
1. Service	Service is the application of resources (e.g., knowledge) for the benefit of others, forming the basis of value cocreation in interactions.

Learning Item	Summary Explanation
2. Service Innovation	The process of finding new ways for people to apply knowledge, creating mutually beneficial interactions that improve quality of life.
3. AI, Digital Service, Technology-Mediated Service	AI and digital technologies enhance service by automating processes, enabling augmentation, and improving interactions.
4. Service Practice	Practical methods and strategies used by individuals, businesses, and governments to apply knowledge responsibly and collaboratively.
5. Service Research	The study of service systems to understand and improve interactions, focusing on value cocreation and addressing societal challenges.
6. Service Education	Teaching the principles of service science and logic to prepare individuals for creating win-win solutions in an evolving AI-driven world.
7. Service Science	An emerging transdiscipline that integrates all fields to study how people, businesses, and systems interact to cocreate value.
8. Service-Dominant (S-D) Logic	A framework that emphasizes service-for-service exchange, focusing on value cocreation rather than goods-for-money transactions.
9. Service-Dominant Architecture (SDA)	A structured approach to designing service systems that optimize interactions between people, organizations, and technology.
10. T-shaped Service Innovation Professionals	Professionals with communication breadth and problem solving depth (T-shaped) who are lifelong learners on the topic of service innovation and improving service systems in business and society.

Would you like to delve deeper into any of these summaries or discuss additional details for the other sections?

OpenAI ChatGPT (20240123)

Prompt:

Let's move on to the next section. Attached is the ISSIP Handbook. Please summarize the PDF, then create a table with column one being the ten learning items, and column 2 being a sentence or two summary explaining what the learning items means. Section 2: ISSIP Handbook 1. Code of Conduct 2. Annual Calendar 3. Bylaws - Non-Profit 4. Programs - Community of Practice 5. Constellation of Platforms 6. Website & Registration 7. Conferences 8. Group & Blog Posts 9. Event Series, Panels, Whitepaper 10. Books (Business Expert Press Partnership)

OpenAI ChatGPT (20240123)

Response:

Here is an outline summarizing Section 2 from the ISSIP Handbook for the course. The second column explains the meaning of each learning item in a sentence or two.

Learning Item	Summary Explanation
1. Code of Conduct	Establishes ethical guidelines and professional behavior standards for participants, ensuring respectful and productive interactions.
2. Annual Calendar	Summarizes ISSIP's yearly schedule, including key events, updates, and engagement opportunities for participants.
3. Bylaws - Non-Profit	Outlines the structure and operational guidelines of ISSIP as a California-based non-profit organization.
4. Programs - Community of Practice	Describes initiatives like awards, ambassador announcements, newsletters, and summits to foster engagement and knowledge sharing.
5. Constellation of Platforms	Lists ISSIP's platforms (e.g., website, LinkedIn, YouTube, Slack) used for communication, collaboration, and resource sharing.
6. Website & Registration	Explains how participants register on the ISSIP website to access resources, newsletters, and event information.
7. Conferences	Highlights ISSIP-organized conferences where members share insights, network, and collaborate on service innovation topics.
8. Group & Blog Posts	Describes community interactions through LinkedIn groups and blog posts that amplify discussions and share ideas.
9. Event Series, Panels, Whitepaper	Discusses regular events like speaker panels and the creation of whitepapers to disseminate service innovation knowledge.
10. Books (Business Expert Press Partnership)	Introduces ISSIP's collaboration with Business Expert Press to publish books that advance service innovation practices.

Would you like to delve deeper into any of these items or proceed to outline Section 3?

OpenAI ChatGPT (20240123)

Prompt:

Let's Proceed to Outline Section 3. Consider the perspective of a new participant (student, professionals in a job - industry practitioner, academic faculty, startup entrepreneur, consultant, or government service provider, or retiree). ISSIP wants to encourage a culture of give-get-grow, where everyone has something to give to the community, something to get, and an ability to grow an network of others at each stage of a life-journey. The participants (no matter what life stage) can engage in a small way or a large way. Please create a table with column one being the ten learning items, and column 2 being a sentence or two summary explaining what the learning items means. Use knowledge gleaned from "Service

in the AI Era" as well as the "ISSIP Handbook" as the table of these ten items for section 3 is created: Section 3: Participation 1. Culture: Give-Get-Grow Plan 2. Newsletter 3. Vote in ISSIP Annual VP Election 4. Encourage Nominations in ISSIP Excellence in Service Award 5. Follow ISSIP LinkedIn Company 6. Member ISSIP LinkedIn Group 7. Subscriber ISSIP YouTube Channel 8. Follower ISSIP Slideshare 9. Ambassadors 10. Support & Leadership (Benevity, Institutional Donations)

OpenAI ChatGPT (20240123)

Response:

Here is the outline summarizing Section 3: Participation, with a focus on engaging new participants across all life stages in ISSIP activities:

Learning Item	Summary Explanation
1. Culture: Give-Get-Grow Plan	Encourages participants to identify ways to contribute (give), benefit from the community (get), and build connections (grow) to create a balanced engagement plan tailored to their interests and life stage.
2. Newsletter	Subscribing to the ISSIP monthly newsletter keeps participants informed about upcoming events, opportunities, and important updates.
3. Vote in ISSIP Annual VP Election	Actively participating in the VP election process empowers members to have a voice in ISSIP's leadership and future direction.
4. Encourage Nominations in ISSIP Excellence in Service Award	Motivates participants to recognize and celebrate outstanding contributions to service innovation by nominating deserving peers.
5. Follow ISSIP LinkedIn Company	Following the ISSIP LinkedIn Company page helps participants stay updated on news, discussions, and professional insights shared by the community.
6. Member ISSIP LinkedIn Group	Joining the ISSIP LinkedIn Group provides opportunities for networking, knowledge sharing, and collaborative discussions with other members.
7. Subscriber ISSIP YouTube Channel	Subscribing to the ISSIP YouTube channel grants access to recorded events, presentations, and educational resources, enabling learning at one's own pace.
8. Follower ISSIP Slideshare	Following ISSIP on Slideshare provides participants with access to valuable presentations and documentation shared by experts in the field.

Learning Item	Summary Explanation
9. Ambassadors	Ambassadors play a crucial role in promoting ISSIP's values and initiatives, mentoring new participants, and expanding the community's reach.
10. Support & Leadership (Benevity, Institutional Donations)	Participants can support ISSIP's mission by contributing through Benevity or institutional donations, and engaging in leadership roles to shape the community's impact.

This outline emphasizes ISSIP's inclusive approach to participation, offering opportunities for engagement in ways that suit the diverse backgrounds and commitments of its members. Let me know if there's anything you'd like to expand or adjust!

OpenAI ChatGPT (20240123)

Prompt:

Now please generate some additional advise for the student team as they study the ISSIP materials and use AI tools to create the one-hour course for on-boarding new ISSIP participants. The course must have three sections, and ten learning items per section, and they must work with AI tools to generate the ten items for each section, and continue to refine those into an instructor-led materials, self-directed learning materials, and AI-led materials that require the learner to prompt an AI tool to get the on-boarding course.

OpenAI ChatGPT (20240123)

Response:

Here's some additional advice for the student team to help them effectively use the ISSIP materials and AI tools to create the one-hour onboarding course:

1. Adopt a Structured and Iterative Approach

- **Break Down the Work:** Focus on one section of the course at a time (Concepts, ISSIP, and Participation), ensuring thorough exploration and refinement of the ten learning items before moving to the next section.
 - **Iterate with Feedback Loops:** Use an iterative cycle—draft, review, refine—for each course format (instructor-led, self-directed, and AI-led). Incorporate feedback from peers, mentors, and test users to improve clarity and engagement.
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2. Optimize the Use of AI Tools for Content Creation

- **Prompt Engineering:** Collaboratively craft effective prompts to generate initial drafts of learning items. For example:
 - *“Create a concise explanation of Service-Dominant Logic for onboarding new ISSIP participants, suitable for professionals in industry.”*
 - *“Generate a 5-minute learning activity to explain ISSIP’s Code of Conduct.”*
 - **Leverage AI for Comparisons:** Use multiple AI tools (e.g., ChatGPT, Claude, Gemini, Co-Pilot) to test outputs, compare their quality, and select the best insights.
 - **Refine Outputs:** Have one team member run prompts while another critically reviews the generated content to refine ideas, add missing details, and ensure alignment with ISSIP's goals.
-

3. Tailor Content to the Three Course Formats

- **Instructor-Led Materials:**
 - Include slides, discussion prompts, and facilitator notes to guide live sessions.
 - Plan interactive elements (e.g., Q&A sessions or group activities) to encourage real-time engagement.
 - **Self-Directed Learning Materials:**
 - Provide bite-sized content modules with clear instructions, visuals, and practice quizzes to support individual learning.
 - Incorporate hyperlinks to ISSIP resources (e.g., LinkedIn, YouTube, Slideshare) for deeper exploration.
 - **AI-Led Materials:**
 - Design prompts that learners will use to interact with AI tools to learn about ISSIP. Example:
 - *“Ask the AI to explain ISSIP’s Annual Excellence in Service Award and provide examples of past winners.”*
 - *“Prompt the AI to create a give-get-grow plan based on your career stage.”*
-

4. Design for a One-Hour Experience

- **Time Allocation:** Divide the course equally across the three sections, ensuring approximately 15-20 minutes per section, including the pre-test and post-test.
 - **Balance Depth and Simplicity:** Prioritize clarity and simplicity over excessive detail. Use AI tools to condense complex topics into digestible, engaging content.
 - **Interactive Elements:** Incorporate quick quizzes, reflection prompts, or activities at the end of each section to maintain engagement.
-

5. Maintain Alignment with ISSIP's Goals

- **Empathy for New Participants:** Continuously consider the perspective of learners (students, industry professionals, academics, etc.). What questions might they have? What might motivate them to engage with ISSIP?
 - **Highlight Key ISSIP Concepts:** Ensure the content reinforces ISSIP's values of give-get-grow, professional collaboration, and service innovation.
 - **Promote Participation Opportunities:** Clearly outline ways learners can get involved (e.g., attending events, joining groups, or submitting nominations).
-

6. Emphasize Ethical AI Use and Citations

- **Acknowledge AI Contributions:** Ensure that any content generated by AI tools is properly cited in the whitepaper, presentation, and final materials.
 - **Educate Learners on AI Ethics:** In the AI-led course, include a brief note on the responsible use of AI tools, emphasizing transparency and accountability.
-

7. Collaborate as a Team

- **Assign Roles:** Define roles like prompt engineer, content reviewer, slide designer, and tester to streamline teamwork and ensure accountability.
 - **Share Learnings:** Regularly discuss findings, challenges, and ideas during team check-ins to foster creativity and innovation.
-

8. Test and Evaluate

- **Pilot Testing:** Test all three course formats (instructor-led, self-directed, and AI-led) with a small group of users representing different ISSIP participant types.
 - **Gather Feedback:** Use surveys or informal discussions to collect feedback on the clarity, engagement, and value of the course.
 - **Iterate Based on Feedback:** Refine content and structure based on test results to ensure the final course is impactful.
-

9. Prepare Deliverables for ISSIP Submission

- **Whitepaper:** Include a detailed description of the course, the process of using AI tools, lessons learned, and future recommendations.
- **Presentation:** Summarize the course development journey, including examples of learning items and highlights of the three formats.

- **Recording:** Record a polished walkthrough of the course materials, emphasizing how the course aligns with ISSIP's mission and goals.

This advice should help the team stay organized, produce high-quality content, and effectively utilize AI tools. Let me know if you need further assistance or specific examples for any part of the course!

OpenAI ChatGPT (20240123)

Prompt:

OpenAI ChatGPT (20240123)

Response:

Appendix II: Using four AI tools to create course materials for AI Tutor

This is an example of improving the engagement for a learner, in a way that only an AI-driven tutor can..
I like this a lot. Wondering if the prompt can add something like, ask the user some questions about what they might want to explore next. For example, on value cocreation "Can you explain value co-creation in service systems? - I then asked: "If I am an industrial engineering student working on my bachelor degree, how is thus relevant in my day to day student life?" (edited)

8:54

As an industrial engineering student, value co-creation in service systems is highly relevant to your daily student life in multiple ways:### 1. **Group Projects & Teamwork**

- In collaborative coursework, you and your peers co-create value by sharing knowledge, solving problems together, and improving project outcomes.
- The more engaged and interactive the group is, the better the final result—just like in service systems.### 2. **Internships & Industry Projects**
- If you participate in industry internships or capstone projects, companies expect you to work with stakeholders (engineers, managers, and customers) to optimize processes.
- Your role is not just about solving problems but working *with* others to create better solutions.### 3. **Process Improvement in Campus Life**
- Industrial engineering focuses on efficiency and optimization. If your university has inefficient processes (e.g., slow registration, lab scheduling issues), applying value co-creation principles by engaging with administrators and students can lead to better solutions.### 4. **Technology & AI in Engineering**
- Many industrial engineering applications use AI and digital tools for automation, supply chain optimization, or manufacturing efficiency. Co-creating value in these areas means collaborating with users and stakeholders to refine and improve these technologies.### 5. **Networking & Professional Growth**
- Engaging with ISSIP, professional societies, and industry experts allows you to co-create knowledge through discussions, conferences, and innovation programs.Would you like some specific examples of how to implement this in a particular project or course?

8:55

I then asked, "please ask me a multiple choice question to test my knowledge about value cocreation." (edited)

8:57

And got back: Sure! Here's a multiple-choice question to test your knowledge of value co-creation:**Which of the following best describes value co-creation in service systems?**A) The process where a company solely creates value and delivers it to customers.
B) A collaborative effort where service providers and users work together to create value.
C) A system where only customers determine the value of a product or service.

D) A method focused only on reducing costs without customer involvement.**What's your answer?**



8:57

I answered B and got back this: (edited)

8:58



Correct!Value co-creation is all about collaboration between service providers and users to generate better solutions, improve experiences, and drive innovation. It's not a one-way process but an interactive approach that benefits both parties.Great



job! Want to try another question or discuss how this applies to a specific industry?

8:58

I then asked "What if I had answered C?"

8:59



If you had answered ****C****, I would have said: ****Not quite!**** While customers play a crucial role in determining value, value co-creation is not a one-sided process. It involves both ****service providers and users working together**** to shape, refine, and



enhance the service experience. Would you like another question to reinforce your understanding?

8:59

I think this was a fantastic short interaction to learn about value cocreation.

9:03

Does Open AI ChatGPT, Anthropic Claude, Google Gemini, or Microsoft Bing Copilot work best for always suggesting a few follow-up questions - like "tell me about who you are and your role, and I will first give you the general answer and then a specific answer of how it is relevant to you in your day to day life."

9:04

LLMs can be a powerful learning tool if they provide definitions of concepts, then tune that definition for day-to-day relevance for the learner (engaging), and then test the learner with a multiple choice question (effectiveness). And perhaps they can also help with efficiency, if there was a way they knew start time and end time for sections (efficiency)

9:05

These are the kind of learnings to explore that will make your white paper of interest to the broader ISSIP community, and perhaps lead to a publication with some ISSIP leaders to boost that part of your future careers.

Prompt for a multiple choice quiz – right, wrong answer.

Appendix III. AI Tutor

Uploaded the draft course with 30 learning items to Google Gemini. And used this prompt:

Prompt: Please summarize the 30 learning items in the course in a table, with column 1 being a short description of the learning item, and column 2 being the relevance of the learning item to a student at a university who is hoping to benefit from being a participant in the ISSIP community of practice.

Output:

Here's a table summarizing the 30 learning items from the document and their relevance to a university student aiming to benefit from the ISSIP community of practice:

Learning Item Description	Relevance to a University Student in the ISSIP Community
Service Education: Education is key for knowledge into practice and preparing future professionals. Service education spans across disciplines like business, engineering, social sciences, and professional fields.	Provides a foundation for understanding the importance of service education across various academic and professional domains, which is highly relevant for a student's academic and career development.
Service Science: It is a systematic process for creating new knowledge. It's an emerging transdiscipline studying service systems, including their design and evolution. Service systems involve entities that give and get service. They are dynamic configurations of people, technology, information, and organizations interconnected by value propositions. Service science encompasses management, engineering, design, arts, and public policy (SSME-DAPP).	Introduces the student to the scientific study of service systems, enhancing their understanding of the complexities and dynamics of service across different entities.
Service-Dominant (S-D) Logic: Logics help people interact in win-win ways and are alternative ways of viewing the world. S-D logic is a mindset where value is co-created through systems of exchange, contrasting with Goods-Dominant (G-D) logic. Key propositions of S-D logic include service as the basis of exchange, value co-creation, resource integration through service exchange, value as a measure of well-being, and the role of institutions in coordinating value co-creation. Understanding S-D logic can be challenging for those accustomed to the G-D logic mindset, which focuses on things rather than actions and outcomes.	Helps the student shift from a traditional goods-centric view to a service-oriented mindset, crucial for innovating and participating effectively in service ecosystems.

Service Dominant Architecture (SDA): Well-designed organizational architectures help organizations adapt to change. SDA, based on S-D logic and service science, provides a logic for shaping companies, platforms, and ecosystems through design patterns. An online course is available for further learning.	Equips the student with knowledge of how to design organizational structures that are flexible and responsive to change, an essential skill in today's dynamic business environment.
T-shaped Service Innovation Professionals: T-shaped skills combine breadth and depth. Breadth facilitates better communication in teams and faster learning, while depth provides specialized problem-solving expertise and the ability to identify knowledge gaps. Key areas for T-shaped development include advanced technologies, academic disciplines, industry sectors, cultural patterns, work practices, and growth mindsets. Lifelong learning is crucial for service innovation professionals. An exercise is included to identify personal interest in the six areas for T-shaped development.	Encourages the development of versatile skills, combining broad knowledge with deep expertise, which is highly valued in the interdisciplinary field of service innovation.
ISSIP Code of Conduct: The Code of Conduct URL link is available on every ISSIP website page.	Familiarizes the student with the ethical and professional standards of the ISSIP community, ensuring they engage respectfully and responsibly.
ISSIP Annual Calendar: The Annual Calendar, detailing standard monthly events, is available in the ISSIP Handbook.	Helps the student stay informed about and participate in the community's regular activities and events.
ISSIP Bylaws - Nonprofit: The Bylaws URL link is on every ISSIP website page.	Provides insight into the organizational structure and governance of ISSIP, useful for understanding how the community functions.
ISSIP Programs – Community of Practice: Programs are led by volunteers and operations teams and are designed for give-get-grow dynamics, focusing on knowledge sharing, recognition, and network growth.	Offers opportunities for the student to engage in community activities that enhance their knowledge, provide recognition, and expand their professional network.
ISSIP Constellation of Platforms: Platforms support ISSIP participants and programs, facilitating knowledge sharing, recognition, and network growth.	Introduces the student to the various tools and platforms used by ISSIP to support community interaction and development.

ISSIP Website & Registration: Participants should explore the website, register, and subscribe to the monthly newsletter.	Guides the student on how to become an official participant in the ISSIP community and stay updated on community news and events.
ISSIP Conferences: Participants are encouraged to attend service-innovation-related conferences to publish papers, give talks, and network.	Provides opportunities for the student to present their work, learn from experts, and build connections in the field of service innovation.
ISSIP LinkedIn Group & Website Blog Posts: Participants can share updates on the LinkedIn Group and longer abstracts on the website blog.	Offers platforms for the student to share their insights and engage in discussions with other professionals and academics.
ISSIP Event Series, Panels, and Whitepapers: Opportunities to meet ISSIP leadership and new participants through specific events.	Facilitates networking and relationship-building within the ISSIP community, helping the student connect with key individuals.
ISSIP Books (Business Expert Press): ISSIP supports first-time book authors.	Provides potential opportunities for the student to publish their work, enhancing their academic and professional credentials.
Participation 1: Culture of Give-Get-Grow: This culture is for students, professionals, and retirees, emphasizing giving time, sharing knowledge, getting recognition, and growing networks in a friendly, informal environment. It encourages helpfulness and lifelong learning, with a focus on volunteering and avoiding self-promotion.	Encourages a collaborative and supportive mindset, helping the student build relationships and learn from others in the community.
Participation 2: Newsletter: Monthly newsletters keep participants informed.	Keeps the student updated on the latest news, events, and opportunities within the ISSIP community.
Participation 3: Vote in ISSIP VP Annual Election: Opportunities to participate in ISSIP governance.	Allows the student to engage in the democratic processes of the community and have a voice in its leadership.
Participation 4: Encourage Nominations in ISSIP Excellence in Service Annual Awards: Participants can nominate others for awards.	Provides a way for the student to acknowledge and celebrate contributions to the field of service innovation.

Participation 5: Become a Follower of ISSIP LinkedIn Company: For ISSIP calendar reminders and leadership posts.	Helps the student stay connected with ISSIP updates and important announcements.
Participation 6: Become a Member of ISSIP LinkedIn Group: For sharing short posts and updates.	Enables the student to engage in discussions and share insights with other community members.
Participation 7: Become a Subscriber of ISSIP YouTube Channel: Events are recorded and shared.	Provides access to valuable content from ISSIP events, allowing the student to learn from experts and stay informed.
Participation 8: Become a Follower of ISSIP Slideshare: Event presentations and AI Collab deliverables are shared.	Offers resources for learning and staying updated on ISSIP projects and presentations.
Participation 9: Follow ISSIP Ambassadors on LinkedIn: To grow professional networks.	Facilitates networking with key individuals in the ISSIP community, enhancing the student's professional connections.
Participation 10: Volunteer Support (Benevity and Institutional Donations): Opportunities to support ISSIP through volunteering and donations.	Provides avenues for the student to contribute to the community and support its initiatives.
After the Course: Post-test.	Assessment of learning outcomes.

Prompt:

You are now a super tutor who will help me learn these 30 AI learning items. I want you to teach me them one after the other. Start by summarizing the first learning item and what I will learn and what I need to know. Then ask me, if I need an example to make it relevant to my current role or future career. Also, ask if I want a multiple choice question to see if I have learned the item. And then give me feedback if I give the right or wrong answer. Then ask me if I am ready to go to the next learning item. However, first tell me what we are going to do next.

Output:

Okay, I'm ready to be your super tutor! I will guide you through the 30 learning items, one by one. For each item, I will:

- Summarize the key concepts.
- Explain its relevance to you as a university student aiming to benefit from the ISSIP community.
- Ask if you'd like an example to connect the concept to your current role or future career aspirations.
- Offer a multiple-choice question to check your understanding.

- Provide feedback on your answer.
- Finally, I'll ask if you're ready to move on to the next learning item.

Let's begin!

Learning Item 1: Service Education

Here's a summary:

- Service education is how expert knowledge is put into practice and how future professionals are prepared.
- It exists across many academic areas, including business schools (service marketing, service operations), engineering schools (service systems engineering, service computing), social sciences schools (service economics), and professional schools (medicine, law, education, public policy, etc.).

In simpler terms, this learning item emphasizes that service education is crucial for getting knowledge out there and training the next generation of workers. It also highlights that service education is not limited to one field but is present in various disciplines.

As a university student, this is important because it likely relates directly to the courses you are taking now and any future career you are considering.

Would you like an example of how service education relates to a specific role or career path you're interested in?

Prompt:

Yes, please give me a specific example of how this is relevant. And please make the example, fun and engaging.

Output:

Alright, let's make this fun and engaging!

Example: Service Education and the Future of Urban Farming

Imagine you're a student passionate about sustainability and addressing food deserts in urban areas. You envision a future where rooftop gardens and vertical farms are common, providing fresh, healthy food to city residents.

Here's how "Service Education" is super relevant:

- **Business Schools:** You'd study service marketing to understand how to promote urban farm produce and create a sustainable business model that

serves the community. You'd also learn service operations to efficiently manage the farm's production and distribution.

- **Engineering Schools:** You might explore service systems engineering to design and optimize the vertical farm technology, making it energy-efficient and productive. Service computing could help you develop apps that connect consumers with local urban farms, providing real-time information on produce availability.
- **Social Sciences Schools:** You could delve into service economics to analyze the economic impact of urban farms on local communities, studying how they create jobs, reduce food costs, and improve access to healthy food.
- **Professional Schools:** If you went to public policy school, you could learn how to advocate for policies that support urban agriculture, such as zoning changes or subsidies for rooftop gardens.

In this example, "Service Education" isn't just about textbooks and lectures. It's about gaining the knowledge and skills from different disciplines to create and deliver a valuable service—sustainable, accessible food—to urban communities. It connects your passion for a better world with concrete educational paths.

See how that brings it to life?

Now, are you ready for a multiple-choice question to check your understanding of "Service Education"?

Prompt:

Great example, I am all charged up. Please give me a multiple choice question about service education, so I can test my knowledge.

Output:

Okay, here's your multiple-choice question:

Multiple Choice Question:

Which of the following statements best describes the concept of "Service Education" as presented in the learning material?

- A) It primarily focuses on training individuals for careers in traditional manufacturing and goods production.
- B) It is limited to business schools, focusing solely on service marketing and operations.
- C) It is the process of imparting expert knowledge and preparing future professionals across various academic disciplines.
- D) It emphasizes the importance of learning about tangible products rather than intangible services.

Take your time and choose the best answer.

Prompt:

C is my answer. Is that right?

Output:

You are absolutely correct!

Feedback:

Yes, C is the correct answer.

- **C) It is the process of imparting expert knowledge and preparing future professionals across various academic disciplines.**

This accurately captures the essence of "Service Education" as discussed in the learning material. It emphasizes the role of education in preparing individuals for roles in business and society across different fields.

Great job! You've successfully grasped the concept of Service Education.

Are you ready to move on to the next learning item?

Prompt:

Not yet ready. I almost answered D. Can you help me understand why that would have been the wrong answer.

Output:

Of course! It's great that you're thinking critically about why other options are incorrect. That's a key part of learning.

Here's why D, "It emphasizes the importance of learning about tangible products rather than intangible services," is wrong:

- The core idea of "Service Education" is about preparing people for roles in *service* industries and service-oriented aspects of other industries.
- It directly addresses the teaching and learning of how to provide value through services, which are often intangible (think of consulting, software support, or even the experience of attending a concert).
- Option D gets it backward by suggesting a focus on tangible products. This would align more with a traditional "goods-dominant" mindset, which the course material contrasts with a "service-dominant" mindset.

Does that explanation help clarify why D is incorrect? Do you feel ready to move on to the next learning item?

Prompt:

Great. I am ready to learn the next learning item please.

Output:

Excellent! Let's move on to the next learning item.

Learning Item 2: Service Science

Here's a summary:

- Science is a systematic process for creating new knowledge.
- Service science is an emerging transdiscipline that studies service systems, including their design and evolution.
- Service system entities give and get service.
- Service systems are defined as “dynamic configurations of people, technology, information, and organizations, all interconnected by value propositions.”
- Service systems include people, families, businesses, universities, and nations, and other entities that give and get service across a wide spectrum of scales.
- Service science is short for “Service Science, Management, Engineering, Design, Arts, and Public Policy (SSME-DAPP),” which is a longer name reflecting more aspects of the emerging transdiscipline.

In simpler terms: Service science is a relatively new academic field that uses scientific methods to study service systems (which are complex combinations of people, technology, organizations, etc.) to better understand how they work and how to improve them.

As a university student, this is relevant because service science offers a framework for understanding and innovating within service industries, which are a huge part of the global economy. It also demonstrates how different disciplines can come together to solve complex problems.

Would you like an example of how service science might apply to a specific area of interest for you?