Improving the Service Experience for and with the Teacher

Case: Helsinki Summer School

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The aim of the thesis is to improve the service experience for and with the Helsinki Summer School teacher. The tangible finding of the service design project is a framework of requirements for enhancing and influencing the teacher' service experience. The thesis covers the first stages of the service design process by Stefan Moritz, Service Design Understanding and Service Design Thinking. The teacher's current experience is analysed through experience logic. Identifying points of interaction and opportunities of influencing the experience are reviewed by means of value co-creation in service logic.

The Finnish higher education institutions could benefit from service logic in a sense of contributing to customers' value creation. Innovation mind-set and service design are needed in order to overcome challenges of global competition, need for funding, and meeting the demands of labour markets. The case organization Helsinki Summer School (HSS) of the University of Helsinki represents the needed innovation mind-set with its current and previous development projects.

The study shows that HSS teachers are quite happy with the service provided by the HSS office but there are areas that need improvement in order to facilitate the teacher's creation of value. The areas of improvement concern the teacher's workload, overall coordination of responsibilities and marketing activities. It is important to enhance measures that cement motivating factors, which relate to students' enthusiasm, the international atmosphere and the HSS organisation. In the HSS service process, the points of interaction are the phases of call for courses, course planning, decision making about accepting or rejecting the course as part of the HSS course programme and launching and performing marketing.

Opportunities for the HSS office in the points of interaction lie in influencing the teacher's value creation in a way that serves the strategic objectives of HSS and the University of Helsinki.

Outi Lassi

Palvelukokemuksen parantaminen opettajaa varten ja tämän kanssa
Tapaus: Helsinki Summer School

Vuosi	2015		Sivumäärä	69

Opinnäytetyön tarkoituksena on parantaa Helsinki Summer School -opettajan palvelukokemusta. Palvelumuotoiluprojektin konkreettinen lopputulema on kehikko, johon on koottu edellytykset opettajan palvelukokemuksen parantamiseksi ja siihen vaikuttamiseksi. Opinnäyte kattaa Stefan Moritzin palvelumuotoiluprosessin ensimmäiset vaiheet, ymmärtämisen (Service Design Understanding) ja ajattelun (Service Design Thinking). Opettajan nykyinen kokemus analysoidaan kokemuslogiikan kautta. Vuorovaikutuspisteiden ja palvelukokemukseen vaikuttamisen mahdollisuuksien tunnistamista tarkastellaan palvelulogiikan arvon yhteisluomisen näkökulmasta.

Suomalaiset korkeakoulut hyötyisivät palvelulogiikan soveltamisesta siten, että niiden tulisi myötävaikuttaa asiakkaansa arvon luomiseen. Innovaatio-orientoitunut ajattelutapa ja palvelumuotoilu voivat auttaa korkeakouluja voittamaan globaalin kilpailun, rahoitustarpeiden ja työmarkkinoiden tarpeiden haasteet. Opinnäytetyön case-organisaatio Helsinki Summer School (HSS) edustaa innovaatio-orientoitunutta ajattelutapaa olemalla mukana erilaisissa kehitysprojekteissa.

Tutkielman mukaan HSS-opettajat ovat melko tyytyväisiä palveluun, mutta on myös kehittämiskohteita, joita parantamalla opettajan arvonluomista voisi edistää. Kehittämiskohteet liittyvät opettajien työkuormaan, yleiseen vastuiden koordinaatioon ja markkinointiin. On tärkeä korostaa niitä toimenpiteitä, jotka vankistavat opettajaa motivoivia seikkoja. Näitä ovat innostuneet opiskelijat, kansainvälinen ilmapiiri ja HSS:n organisaatio. HSS-palveluprosessissa vuorovaikutuspisteet ovat kurssihaun, kurssisuunnittelun, kurssin hyväksymis- tai hylkäyspäätöksen päätöksenteon ja markkinoinnin lanseerauksen ja toteuttamisen vaiheet.

Vuorovaikutuspisteissä HSS-toimisto voi pyrkiä vaikuttamaan opettajan arvonluomiseen siten, että se palvelee HSS:n ja Helsingin yliopiston strategisia tavoitteita.

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1 Introduction

In recent years, the Finnish higher education institutions (HEI) have undergone a significant change due to the 2010 University Act. The University Act and its implications are linked to development of European higher education, "Europeanisation of higher education policies" following from Bologna Declaration 1999 and the Lisbon Strategy 2000 (Maassen et al. 2011, 758-759). In Finland, through the University Act, authority related to decision making and policies of finance and personnel was delegated from the state to HEIs, and the change has been described radical (Pinheiro et al., 2014, 235, 237, 244). However, the new autonomy is far from being free from the state: the tight financial control of the state still remains, thus diminishing the freedom to act substance-wise (ibid.; Maassen et al. 2011, 758-759).

Despite the reforms, the European higher education still suffers from being overregulated, underfunded, fragmented and insulated, and it lacks diversity. In order to tackle the current challenges, more changes are needed including decreasing government, increasing autonomy and accountability, private investments, partnerships, and mobility of both students and staff. (Maassen et al. 2011, 761.) Bearing the current government program with its introduction of tuition fees for non-EU / EEA students in mind, it is noteworthy that the concept of private investments covers tuition fees, too (ibid.). When referring to the rankings, Ritzen (2009, 52) is on common ground while arguing that universities are better if they are better financed, more autonomous and better led.

There is a tendency to treat European higher institutions as they are, concerning their institutional characteristics, but it would be more fruitful to regard them as what they do as performance-wise (Maassen et al. 2011, 766). Ritzen (2009, 26-27) notes that indifference or even anti-university attitude is more evident in Europe among the population than in in other parts of the world. This indifferent or anti-university attitude by the population may result from the lack of orientation towards society by European universities which manifests itself, in addition to social and demographic factors, as contributing too little to innovation through research and as education not measuring up to demands of labour markets ().

To some extent, the development of European higher education resembles deregulation of service industry in the 1980's. For companies, deregulation of services at the beginning of the eighties meant rivalry and new rivals, price competition, and rising customer expectations (Fisk 1993, 70-71). Higher education in Europe and Finland has undergone considerable reformation whit elements of deregulation but the reformation was half-baked, contrary to deregulation of services some thirty years ago. The companies facing with the changing service environment at that time called upon marketing which came to their rescue for example in the form of cooperation between managers and academics (ibid.).

Based on the discussions presented above, it could be argued that European and the Finnish universities have exercised eccentric kind of goods-dominant logic and not so much of service logic purely aiming at contributing to the customer's value creation. From the alleged lack of orientation towards society and the resultant indifference or anti-university attitude of the public (Ritzen 2009), it could be derived that perhaps the universities have not provided the customer with solutions for solving a problem or getting a job done. Education, which is especially of relevance here, has not been seen as service but more as a product. For example, on the new nationwide application and marketing portal of Finnish education Opintopolku – Study Info, study offerings are presented in somewhat provider-and product-oriented manner (for example "Programme description") with non-existing interaction (Opintopolku.fi). If generalising, the same applies to HEI's websites.

In the same breath, it has to be noted, that the autonomy of the universities in Finland are guaranteed by the law. The purpose of autonomy is to secure the freedom of higher academic and art education" (The University Act 24.7.2009/558, 3 §). Similarly, freedom of research, art and teaching is statutory (The University Act 24.7.2009/558, 6 §). Defining the customer of the university is a complex issue, and depending on the perspective or context it can be a researcher, a teacher, a student, a member of administrative staff, and /or: the society. Is it possible for the university to be receptive to the customer's expectations without losing the autonomy and freedom of research and education? The core duties of the university are vast and multidimensional ensembles of research, teaching and interacting with the society (the University Act 24.7.2009/558, 2 §), and hence, the offering or the value proposition is as difficult to define as is the customer.

Despite the original nature of the university, European universities, the University of Helsinki amongst others, could significantly benefit from service innovation. To Ritzen (2009, 9, 26, 75), Europe is demanded better organised and more innovative universities (organisation-, learning method-, and research-wise) in order to provide the society with well-trained graduates for innovation and creativity. Strategy-based innovation could also respond to budgetary objectives (Ritzen 2009, 171). Ritzen demands "innovation". For the purposes of this thesis, which is an endeavour to apply theories of service logic and service design as a practical tool to the context of an educational institution, innovation is treated as both new service development and improving or redesigning an existing service.

Services represent approximately 75 % of GDP in the U.S. and over 70 % of GDP in other industrializes countries globally (for example Tekes 2010, 7). According to EK - Confederation of Finnish Enterprises - over 2/3 of the Finnish GDP arise from services (http://ek.fi/mita-teemme/talous/perustietoja-suomen-taloudesta/3998-2/). Even though the size and the role

of the service sector is obviously significant, the number of service-related innovations does not reflect the size of the (U.S.) service sector (Bitner et al. 2008, 66).

Service business innovation according to Tekes (2010, 7) is about creating business-to-business (B2B) services so that they deliver value to business customers but also to end-customers. In service innovation, a new mindset is required compared to traditional innovation. The latter concentrated on tangible results through hard technology whereas service innovation has to deal with intangible and interpersonal nature of services together with the focus on processes and experience. (Bitner et al. 2008, 66-67.)

Service design can be seen as a representation of the new mindset. As explained before, the higher education institutions in Europe need to be more innovative in order to beat the competition and meet the expectations of the surrounding society. The new mindset and service design has been put into practice in 2012 in Helsinki Summer School (HSS) in the University of Helsinki, and the approach is tried anew through the thesis project in question. The focus of the both projects is the customer, in 2012 was the student and 2015 the teacher.

1.1   Background

HSS was chosen as the case of the development project for two reasons:

First, a lot is going on at the present in HSS organisation-wise and pedagogically. From 2015 on, HSS has been organised solely by the University of Helsinki due to Aalto's and Hanken's disengagement from the participation. Pedagogy-wise, things are happening, as well. A review of the pedagogical practices in HSS aiming at improving them was launched in 2014, and the investigation project ends in November, 2015 (Lakkala et al. 2014). The service design project related to the thesis in hand aims at complementing for its part other development projects of HSS. The purpose of the service design project is to improve service for the HSS teacher by creating a framework of requirements needed for supporting the HSS teacher.

The first results of the pedagogical review were published in November, 2014. The research was done by of university lecturer Minna Lakkala and researcher Liisa Ilomäki. The aim of the project in whole is to study research-based development of the pedagogical practices of Helsinki Summer School taken perspectives of past, present and future into account. (Lakkala et al., 2014.) The evaluation report as representation of the teacher's voice serves as a central source of the service design project at hand. The report focuses on pedagogy and as such functions as a tool for outlining the pedagogy out of the scope of the thesis and service design project.

Second, there is tradition and inclination in HSS of service developing. As mentioned in Introduction, in 2012 HSS was chosen as one of the Helsinki World Design Capital (WDC) projects of the University of Helsinki. In that connection, a service design project took place. The project pursued bringing service design thinking and tools to the operations of Helsinki Summer School. The project was carried out by a service design company Diagonal, and the results were presented in February and April, 2012. (Helsinki Summer Schoolin palvelumuotoilu, 2012.)

The overall objective of the WDC service design project was to improve the Summer School experience and service for students. The project covered 1) mapping opportunities (Mahdollisuuksien kartoitus) and 2) defining the HSS brand and differentiating features (Brändimäärittely). (Helsinki Summer School palvelumuotoilu 20.2.2015 and 4.4.2012.) Mapping opportunities consisted of discovering customer expectations, profiling customers, mapping the customer journey and benchmarking. Defining the brand was about improving the Summer School experience and defining the HSS brand. At the end of the day, the HSS marketing message, tone of communication e.g. on the web pages, and the value proposition were defined. (ibid.)

The HSS - WDC service design project and its results are taken into account in the current project in the SD stages of Understanding, Thinking and Generating. Obviously, it acts as an underlying benchmark of successful service design project.

1.2   Objective of the thesis

The objective of the thesis is to improve support service for the HSS teacher from the perspective of the theoretical framework of value and experience theories. The purpose is to describe and realise the first stages of a service design project of service improvement. The target group of service which is developed by means of service design is HSS teachers, later: the teacher. With the help of the method, the service design process, the teacher's experience and support service are mapped. The mapped experience and service, as well as opportunities recognised during the project, are interpreted through theoretical framework.

In the Tekes report (2010, 7) already mentioned, service innovation is about creating business-to-business (B2B) services so that they deliver value to business customers but also to end-customers. The idea in the background the HSS development project is that improving service and experience for teachers will ultimately benefit students in the form of quality teaching, education and the overall summer school experience, which in return results as good word of mouth, new HSS students and master's degree and doctoral students (Figure 1).

Figure 1. Desired outcome of the HSS development project (laxly based on Helsinki Summer Schoolin palvelumuotoilu 4.4.2015).

The teacher's current experience is studied through desk research and direct interactions between the teacher and the HSS service team are identified by means of service blueprinting. The aim of identifying direct interactions is to recognise where and how the HSS service team may influence value creation of the teacher and support it (Grönroos 2011). The tangible findings are a service blueprint of service for the HSS teacher and a framework of requirements for enhancing the teacher's experience presenting the points of the teacher and the team interacting. The latter aims at displaying what measures to take for improving service (influencing value creation of the teacher).

The research questions of the thesis are:

What is current service experience of the HSS teacher.

What is required from service in order to have the teacher to experience working in HSS as motivating.

Where in the service process are the points for influencing the teacher's experience. For what purposes is influencing in order and how.

What is the service design process like when designing support service for the teacher.

1.3   Roles of the actors

The target group of the service design project is teachers, lectures and course coordinators who have previously taught in the HSS, and prospective teachers, lectures and course coordinators (the teacher). Coordinators working in the faculties and departments of the University of Helsinki are responsible for coordinating courses, but one third of them also teach in their respective courses (HSS web pages; HSS teachers' feedback 2015). Although the role of the coordinators is double-edged, comprising administration and teaching, they are later in the text (except for the table 1 below) treated as teachers due their business-to-business (B2B) customer -like position. In addition to the teachers, the HSS service team is another significant operator facilitating and supporting service and the experience of the

teacher and the student. International and domestic students are naturally focal actors, however, they are out of the scope of the thesis project. The overall context is the Helsinki Summer School in its entirety comprising the courses and the social programme. The context of the support structure and the framework is the back office of the service team of the Helsinki Summer School.

Theoretically, there are multiple ways to analyse the roles of the teacher and the Summer School team. The table 1 presents a couple of roles which can be applied to the teacher, the coordinator, the service team, and the student, too.

Teacher	Course coordinator	Service team	Student
Actor	Actor	Actor	Actor
Value creator	Value facilitator, value creator	Value facilitator	Value creator
B2B customer	B2B customer	Service provider	End-user

Table 1. The roles of the HSS teacher, the service team and the student (Lusch et al. 2015; Gummesson 2007, 2010).

The arrow on the left side of the first row indicates that, in the context of the thesis, the teacher and the team are considered as actors. The actor perspective is primarily based on service-dominant logic by Vargo and Lusch, and actor-to-actor (A2A) relationships of Gummesson.

It would be plausible to review the teacher as an internal B2B customer of the HSS (the service provider). Gummesson (2007, 2010) finds the roles of B2B and business-to-customer (B2C) marketing problematic. In B2B relationship, the roles of the supplier or the seller and the buyer cannot be identified: Which B is which? There also seems to be only one direction of influencing, namely from business to customer, and the consumer only has a passive role of following the business' lead. This conflicts with the active role that business customer actually has. If the customer is the (co-)creator of value, then, Gummesson's concept of business-to-customer/customer-to-business (B2C/C2B) better describes mutual interaction of the service provider and the customer. (Gummesson 2007, 17; 2010, 182-183.) In the concept, however, he holds on to terms of business and customer and the relationship between the two.

Because of obscurity of the roles in B2B relationship, and one-dimensionality of influencing, B2B theories were not chosen for analysing the roles of HSS. Also, the relationship between the teacher and the team is anything but a clear B2B case.

Moritz (2005, 44) states that when it comes to service domain or B2B context, the customer and the user rarely represents the same sets of people. For Moritz, the customer(-client) is the one that makes a decision about purchasing service (ibid). Moritz's definition of the roles of the customer and the user does not work well applied to the HSS context. First, in HSS the student acts as both consumer-client and user-client while purchasing the education service and consuming it. Second, the teacher, compared to the student, does not seem to have a role in that discussion at all. The teacher may be considered as a client of the HSS support service, but as is the case with the student, the teacher is both the customer- and the user-client.

It is suggested that all economic and social actors involved in exchange relationships and acting as resource integrators should be referred to as actors (Vargo et al. 2008, 8-9; Lusch et al. 2014). The terms like customer or business are replaceable by actor, except for contexts where a distinction needs to be made between the actors. All actors have a common purpose of value co-creation through resource integration and service-for service exchange. Both the firm and the customer integrate and transform resources in order to create new resources for the purpose of exchange. The term actor is neutral in a sense that it does not mislead about or restrict the roles in economic exchange. The use of the term actor allows more diverse activities and functions for the actor and freedom from role-centricity, or discrete roles. (Lusch et al. 2014, 10, 102-103.)

Using the role of actor could be justified in relation to Gummesson's endeavour for grand theory of marketing, many-to-many marketing. In many-to-many marketing, customer-centricity is inclined to be replaced with balanced centricity which is about mediating interests of multiple parties in a network of interactions. Value creation happens in networks and involves multiple stakeholders in addition to the customer. Satisfied customers are not the only drivers of success, and interests of various stakeholders need to be taken into account business- and marketing-wise. (Gummesson 2007, 24-26.) When it comes to analysing interactions in a network of relationships, and value co-creation, Gummesson (2007, 190-191) refers to a network of A2A relationships.

Actor theories allow to consider the teacher as a social actor with various interests (including economic) related to value creation, hence, the actor can stand for what she or he is: the teacher. The same goes with the service team. By legitimacy of A2A relationship and balanced centricity, the team's interests can be taken into consideration, too. HSS should be

considered a whole, an overall experience of education and social program, produced and consumed in the network of students, teachers and the service team, not forgetting the stakeholders. For this reason, the roles are analysed through actor theories (Vargo and Lusch 2008; Gummeson 2007). Having said this, the teacher is first and foremost seen as a teacher performing her / his teaching job and having expectations related to the HSS support service.

As important as it is to analyse the roles according to justified theoretical perspective, clarifying roles and responsibilities is a practical issue as well. Bitner et al. call for defining the roles of the customer and the service provider related to service design process. (Bitner et al. 2008, 70.) Although the need to define the roles and responsibilities for the practical purposes of service design is noteworthy, applying A2A perspective enables to deviate from rigid view on the customer and the provider and lets actors to represent themselves (the teacher, the employer of the service team, the student) as social and economic actors.

1.4   Key concepts

The focal concepts relative to the theoretical framework of the thesis and the HSS service design project are introduced and explained below.

Service

According to Lusch and Vargo, service consists of "application of skills and knowledge for the benefit of another actor or oneself, or application of resources" (Lusch et al. 2008, 4,6; Lusch et al. 2014, 56). When discussing the foundational premises of Service-dominant logic (of marketing), Vargo & Lusch define service in a simpler and more coherent way as "exchange of applied knowledge and skills" (Vargo et al. 2008, 4, 6).

While Grönroos does not refute the Vargo and Lusch definition of service, he, however, relates service more specifically than Vargo and Lusch to value creation: For Grönroos, supporting value creation of another actor is the core of the service (Grönroos 2011, 285). Grönroos emphasises mediating role of service in the value-creation process (ibid.), hence service can be seen as a means of facilitation.

Bitner et al. (2008, 68) discuss two meanings for the concept of service or services. 1) Service means service offerings that are provided for the customer and can be co-created with the customer. 2) Service comprises services which are offered in conjunction with or derived from a tangible product. What the both meanings have in common is a technological or interpersonal interface with the customer. (ibid.) If compared to the definitions of service of service-dominant logic and service logic, even with reference to interaction with the

customer through interface, the definition implies one-dimensionality of influencing: The service provider influences the customer ("provided for the customer", "services which are offered"), and co-creation is only an option with no connection to value creation of the customer.

Interaction, network interaction and service interaction

Interaction is about parties interacting in networks of relationships to communicate needs and wants. Through this communication, exchange is enabled. In addition to being prerequisite of exchange, interaction precedes collaboration and value co-creation (Gummesson et al. 2010, 185-186). Interaction of parties in networks serves as a stimulus to resource integration which is requirement for value creation. By interacting, an actor has an access to value creating process of other actors and gets an opportunity to support it. (Gummesson 2010, 189, 194.) Interaction relates essentially to experience and value as generating them (Gummesson 2010, 194). The concept of interaction is integral part of relationship marketing (see Gummesson). A2A interaction can be seen as service interaction because it aims at exchanging service for service by economic and social actors within and between networks, or service systems (Gummesson et al. 2010, 191; Vargo et al. 2008, 5).

Experience, experience marketing and management

Watkinson (2013, xv) connects a customer experience with interaction. The customer experience represents quality of interaction with the provider or the offering, which is situational (ibid.). Quality refers to sensory and psychological nature of perceiving an experience: an experience cannot be quantitatively measured. (Watkinson 2013, xvi.)

Customers have experiences, and the company should systematically and holistically manage these experiences. Experience management requires cross-functional approach from the company in a way that it is the common goal of the whole organization to strive for creating a positive customer experience which is as coherent as it is memorable. (Bitner et al. 2008, 69.)

It should be bared in mind experience management-wise that customers, too, as external part-time marketers, influence other customers, customer relationships and each other's service experience (Gummesson 2007, 10, 13). These customer-to-customer interactions, happening through communication and activities, take place in networks of multiple parties. Value creation happen in a network (Gummesson 2007, 21, 24).

Education service

Education service is discussed from service quality perspective by Dado et al. (2011). Worldwide, importance of service and service quality in higher education has been acknowledged during the last couple of years due to global educational competition and growing need for funding in addition to public financing. Students and their families as consumers, paying for education in the form of tuition fees, are demanding when it comes to educational services. Besides finances, educational service quality plays a significant role in competing with virtual and global competitors. Issues related to service quality concern and are recognized by European higher education institutions, too. (Dado et al. 2011, 31.)

1.5   Structure of the thesis

The thesis comprises seven sections. In the introduction, background for the development project is set up, the roles of the actors and the key concepts are explained and service design is defined. The chapter two introduces the case organization, the University of Helsinki and especially Helsinki Summer School.

The theoretical framework of the thesis, Service-Dominant logic, service logic, experience logic, value creation, co-design and network interaction, is discussed in the chapter three. The definition and the process of service design are presented in the chapter four as well as the case project.

Service design is put into practice in the chapters five and six in which application of service design tools and findings based on research in the first stages of the service design process by Moritz (2005) are presented.

Finally, in the chapter seven, conclusions are made, as well as suggestions for the further research.

2   The case organization

2.1   The University of Helsinki

The main tasks of the Finnish universities are research, teaching and societal interaction (Universities Act 2 §). The University of Helsinki is one of the leading research universities in the world, and it is the oldest and the most multidisciplinary university in Finland (the Strategic plan for the University of Helsinki 2013–2016, 8). The university has 35 189 degree

students, of which 6,2 % are international. The number of the employees is 8286, of which 13 % are non-Finnish. (Year 2013 - The University of Helsinki Annual Report.)

Ritzen (2009, 9) refers to the present ranking position of European universities as "a bronze Olympic medal" meaning that they are well represented in the top 200 but almost absent in the top 50. This applies to the University of Helsinki, too, as regards to rankings and desirable ranking status. According to the international rankings of Shanghai, QS (Times), Times Higher Taiwan the University's placing varies 64 – 100 (ibid). The objective is to rank among the 50 leading universities in the world by 2020 (the Strategic Plan, 12). One of the measures to be taken for achieving the objective is to actively recruit of top students (18). This measure is further concretized in the action plan of the Education sector.

2.2   Helsinki Summer School

Helsinki Summer School (HSS) is an international summer school which annually takes place in August. The course offering covers master and doctoral level courses from various academic fields and multidisciplinary topics. Teaching is based on research, and happens in English. The applicants are expected to have completed at least two years of university-level studies in order to be eligible for getting accepted into the summer school. (The HSS web pages; Helsinki Summer Schoolin palvelumuotoilu 2012; Opetus- ja opintopalveluiden Palvelukatsaus 2014.)

HSS is subject to charge. The student pays for the courses, housing, and to some level, for the social program. In addition to academic studying, the quality social program is an essential part of HSS. There are multiple social events during which the students are able to get to know their fellow students, as well as Finnish culture, and city of Helsinki (HSS web pages, Helsinki Summer Schoolin palvelumuotoilu). In fact, HSS should be treated as a coherent whole of academic teaching and learning, and the social program. (ibid.)

HSS started out in 2000 as a project related to the year of city of culture. Based on good experiences from the project, the decision was made to continue HSS operations in the following summer (Opintoasiainosaston vuosikertomus 2000; 2001). During the years, the number of the higher education institutions of the Helsinki metropolitan area participating in HSS has varied, and in 2011 the Summer School was jointly organized by the Aalto University and Svenska Handelshögskolan (Hanken).

Organizationally, Helsinki Summer School situated within Education Sector of the University of Helsinki, and it belongs to Interuniversity Services of Education Services. An approximate organization chart outlined for the purpose of the thesis is introduced in the Figure 2.
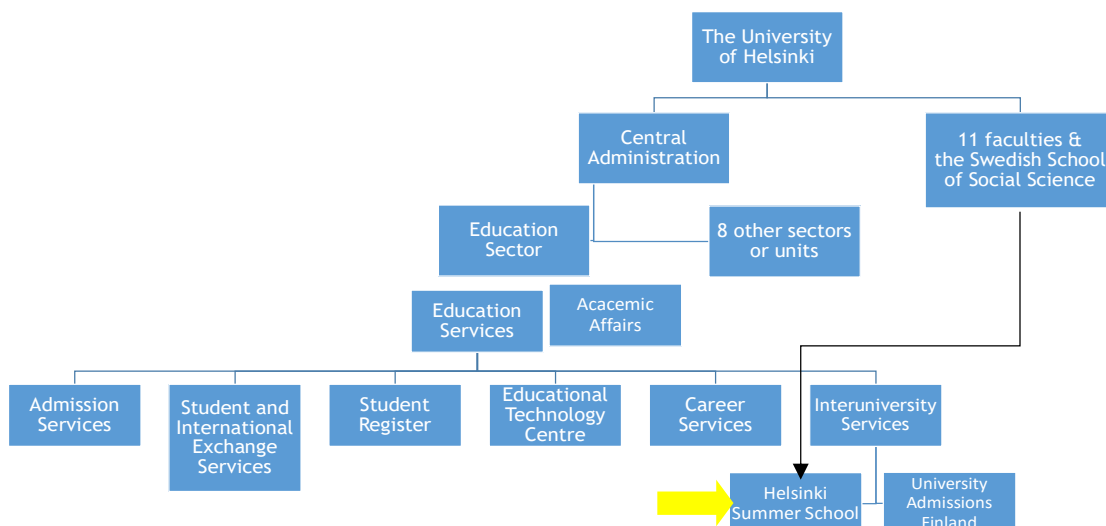
Figure 2. The chart representing placement of HSS in the organization of Education Sector within the University of Helsinki.

From 2015 on HSS is organised solely by the University of Helsinki due to Aalto's and Hanken's disengagement from the participation. (The Helsinki University Operations Manual; HSS web pages; the web pages of education Sector: Interuniversity Services).

HSS is profiled as "a highly valued academic summer event". The high quality of international summer school courses is according to Lakkala et al. (2014, 2) a critical factor from the student recruitment perspective and reputation-wise. In addition to quality courses, studying and group experience are of importance (ibid.) Helsinki Summer School aims at covering both quality and the experience in its offering (see for example the marketing material on the webpages), and it can be described as a joint experience of teachers and students. The vision is to be the most desired summer school in Europe (Lakkala et al. 2014, 2).

There are various reasons why Helsinki Summer School raises interest at the moment and has been chosen as the case of the thesis. On a general level, there is growing interest by students to short-term studying abroad (STSA) programs which Lakkala et al. (2014, 1) refer to in their Evaluation Report 1. According to Barkley et al. (2013, 146), in U.S, during 1994 – 2011 STSA programs (less than eight weeks) grew faster than long-term programmes. Based on their study, STSA programmes when planned and executed well, provide "an outstanding form of experiential learning", "positive experience" and "powerful learning environment" (ibid.). On a more concrete level, the interest arises from the new position of Helsinki Summer School as the summer school of the University of Helsinki which provides new opportunities concerning student marketing and recruitment of both HSS and degree programmes of the UH.

3   Theoretical framework of value, experience and network interaction

The service marketing theories of value, experience and network interaction form the theoretical framework for analysing and understanding discoveries of the service design project. In research, a theoretical framework is derived from theory, and research material is analysed and conceptualized within this framework (Anttila 2006, 137). The theories of value, experience and network interaction relevant to the theoretical framework of the study at hand are introduced next. After introducing them, the theoretical framework is explained.

3.1.1   Service-dominant logic

In their ground breaking article of 2004 Vargo et al. propose a new dominant logic for marketing with a novel emphasis on exchanging skills and knowledge and integrating goods with services (Vargo et al. 2004, 1-2). While goods-dominant logic focused on tangible goods and transactions, in service-dominant logic importance is placed on intangibles, processes and relationships (Vargo et al. 2004, 2). As service-cantered dominant logic, service-dominant logic, however, encompasses all market offerings, both tangible and intangible related to service provision (ibid.) Customer-centricity is crucial, especially when value is concerned: customer defines value and value is co-created with the customer (Vargo et al. 2004, 6).

In the original article of 2004, Vargo et al. presented eight foundational premises (FPs) of service-dominant logic. After having received wide interest and lively discussion, the logic was updated in 2008, and two additional FP was added, the first 2006 and the second 2008. (Vargo et al. 2008.) Of the ten FPs, four are axioms, from which the other FPs can be derived (Lusch et al. 2014, 14-15). The axioms (A) illustrated in Figure 3 comprise the essence of the service-dominant logic (Lusch et al. 2014, 15).
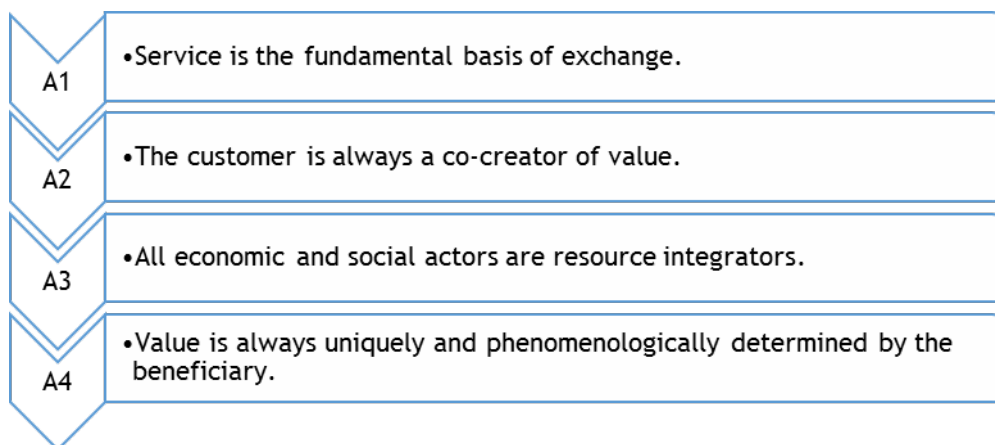
Figure 3. The axioms of Service-dominant logic (Lusch et al. 2014, 14-15).

Three of the FPs, FP 6, FP 7 and FP 10, are selected to be reviewed here because they concentrate on value and value co-creation which relate essentially to all the sub chapters of the chapter three.

FP 6 states that the customer is a value co-creator of value and there is no exception to this rule. Value is created collaboratively in interaction by the offeror and the beneficiary, contrary to more traditional way of thinking the producer and the consumer as separated (Vargo et al. 2004, 10-11; Vargo et al. 2008, 7-8).

FP 7 defines to role of the enterprise as only offering value propositions. Value delivery is outlined. (Vargo et al. 2004, 11; Vargo et al. 2008, 7.) The point of the FP is that the enterprise can offer resources for value creation and co-create value if the value proposition is accepted but the enterprise cannot independently create value (ibid., emphasis added). What is interesting is, that Vargo et al. seem to assume, that value creation is a (at least) a two-way street, that value could not be created by the customer only.

FP 10 emphasises the fact that value can be determined solely by the beneficiary" (Vargo et al. 2008, 7). What is worth noting in the FP is the importance placed on the beneficiary in determining value. FP 6 emphasises interaction and collaboration in value creation but the FP 10 nevertheless could not accentuate the role of the beneficiary more.

3.2   Service logic

Northern European scholars have challenged marketing theory from the 1970s on. The US centricity of marketing research, standards, models, and concept have been questioned through Nordic School of Marketing approach with service at the hub of its marketing context. For the scholars, service is a perspective on marketing contrary to mainstream marketing

approach, where service is something to be fitted in the existing marketing models. The Nordic School emphasis on service perspective of marketing has manifested in service logic. Networks and relationships are in the focal point of interest of the Nordic School. (Gummesson et al 2012, 479-493.)

Service logic is about a service perspective on business, management and marketing. The construct claims that all kinds of resources, whether tangible or intangible, are used as service by the customer. (Grönroos 2011, 282, 283 - 284.)

Service-dominant logic is fundamentally based on service, not dominated by service which is what the name of the logic implies. Because of the all-pervasive service perspective, the underlying idea of service-dominant logic is service logic or a logic of service. (Grönroos 2011, 282-284.) Grönroos (2011, 284) argues that service was originally introduced by Vargo and Lusch as a new dominant logic for marketing which Grönroos interprets as a dominant logic based on service or a service-based dominant logic, that is: service logic.

3.3 Experience logic

A service experience arises from evaluation of service from functional and emotional perspective. Service experience is inseparable of the service and unique to every individual customer and occasion of consumption. Service experience requires active co-creation from the customer. Value-in-use is the cognitive evaluation of the service experience comprising all the functional and emotional experience outcomes. The company may only offer a value proposition as a prerequisite for the service experience, because only the customer can perceive an experience and create value for herself/himself. (Sandström et al. 2008, 112, 114, 118, 120.) The firm should constantly try to make better value propositions to customers by using operant resources (resources producing effects; skills and competences). Customer feedback is an essential instrument of improving value propositions. (Vargo et al. 2004, 3, 5.) Figure 4 illustrates how service experience leads to value-in-use.
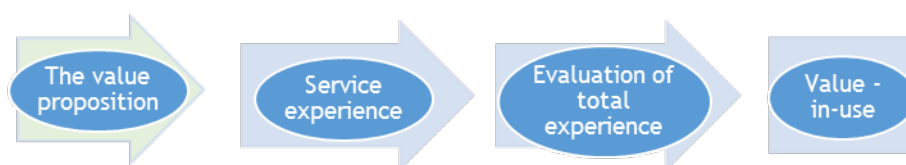

Figure 4. Simplified picture of service experience leading to a customer perceived value (Sandström et al. 2008,112-121).

The company's value proposition consists of functions and intangibles, which customers experience in a personal and individual way. A value proposition can be reviewed from the functional and emotional perspective. Functionality of the value proposition consists of what is possible to do using physical enablers, which are the basis for the conditions and attributes impacting the service experience. Emotional value proposition is intangibles or "symbolic meaning of the customer offering", for example the company culture, strategy, and values, aimed at the intended service experience. (Sandström 2008, 114-117.)

Service experience is influenced and filtered by the individual and the situation, which make dimensions of the value creation process personal and situational (Sandström et al. 2008, 115). Sandström et al. (2008, 120) share the notion that value is co-created by the customer and the service provider and state that co-creating enables customers to experience the service in a way which creates the best possible value for them. Regardless of the phrasing co-created and co-creation, individual and situational filters and value proposition as a prerequisite for the service experience place such emphasis on the individual customer, that the Sandström et al. (2008) framework of service experience framework is not in contradiction with Grönroos' argument of value being solely created by the customer and the company only facilitating the value creation of the customer.

A service experience can fulfil both functional and emotional needs (Sandström et al. 2008, 119). Customers buy products or services in order to get tasks, "jobs", done (Ulwick, 2005, 2008). Positive and negative emotions related to service experience are not mutually exclusive, they can co-exist, and they are also independent of each other in the service marketing context. The emotional effect is an outcome, a reaction to the service delivery and experience. Whether the reaction is positive or negative depends on if the service experience exceeds or do not match the expectations. (Sandström et al. 2008, 119.)

In addition to determining value, the customer may also perceive value as an experience. The consumption experience, which is of value for the customer, is created through, and influenced by interactions, whereupon value of the interaction is determined by the experience. The nature of an experience depends on qualities of the customer, and on the context. (Grönroos 2011, 295.)

3.4   Value-in-use: Customer-dominant logic

Related to the Foundational Premise 6 (FP6) of service-dominant logic, which states that the customer is a co-creator of value, Vargo et al. (2008, 8), with impressions of "unique combination of resources" and "idiosyncratic determination", indirectly associate value determination with the customer. The salient role of the customer as value creator and

determining it is supplemented with the FP10, according to which value can only be determined by the beneficiary (Vargo et al. 2008, 7). There is analogy between service-dominant logic and customer-dominant logic when it comes to value-in-use, although in the before-mentioned foundational premises the customer determination is somewhat vaguely expressed.

Value-in-use means that value is created, experienced and determined by the customer during the usage. The customer's creation of value-in-use that happens in the customer's sphere during and throughout a service process. It cannot be determined by the producer during the production. (Grönroos 2011, 282-283; 287-288.)

Value creation as the customer's experiential perception of the value-in-use emerges from using or possessing resources, or from mental states (Grönroos 2011, 282). Mental states can be considered in relation to customer satisfaction and perceived service. Zeithaml et al. (2009, 104-105) define customer satisfaction as the customer's evaluation of a service in terms of whether the service has met the customer's needs and expectations. One of the factors determining customer satisfaction is consumer emotions which can be stable and pre-existing or influenced by the service experience (ibid.).

3.5   Value co-creation in service logic

Grönroos (2011) analyses value co-creation in value creation, and the roles of the customer and the firm. In his analysis of value co-creation, one of the foundational premises of service-dominant logic, Grönroos in a way deviates from of Vargo and Lusch. Grönroos bases his discussion on value co-creation on the construct of value-in-use. The customer is not the co-creator of value invited to join the value-creating process by the firm. On the contrary, it is the customer as the creator of value-in-use who is in charge of value creation process and, and under certain circumstances, the service provider gets opportunities to co-create value with the customer. (Grönroos 2011, 279; 287-288.)

The objective of providing service is value for the parties involved. For the customer, value is becoming better-off through service (Grönroos 2008). The service provider, by means of service, supports value creation of the customer, and gains financial value in return. Service, as defined by Grönroos, is value-creating support to another party's practices. Supporting is either relieving of something or enabling something. (Grönroos 2011, 285.) Sandström et al. (2008, 122) for their part refer to facilitating the customer's value creation. Facilitation is conceivable if the company can identify, understand and manage physical enablers, which are the basis for the conditions and attributes impacting the service experience, and recognize that the individual and situational filter vary depending on the customer and time (ibid.).

Value for the customer means being or feeling better off after been assisted by a service process (Grönroos 2008, 303). Ulwick et al. (2008, 64) note, that customers buy products or services in order to get jobs done. A job here indicates fundamental goals to be accomplished or problems to be solved by the customer. The company should discover customer requirements – what jobs need to get done - and then through innovation either to help customer to get jobs done better or to have new customers to perform a job. (Ulwick et al. 2008, 64, 67.) For Grönroos (2008), supporting value creation of the customer provides the company financial value in return. For Ulwick et al. (2008, 67) value for the company is in gaining core market growth or market disruption markets with business innovation. "Getting a job done" may be seen as "becoming better off" which is facilitated / helped by the company through innovative service, which in return provides the company with returns (Ulwick 2005, & 2008; Grönroos 2008).

Service has a different meaning for the customer and the service provider, and their service-related goals may differ from or even be in conflict with each other. For the customer, the purpose of service is to provide value for her-/himself through resources provided by the firm by using her/his skills (Grönroos 2008, 301-302). Value creation by the customer happens by using and integrating resources (goods, service activities, and information) provided by the firm (Grönroos 2011, 288-289.)

The firm's role is not that of a value creator but of a value facilitator of the customer's value creation of value-in-use. Value facilitating by the firm for the customer happens through production comprising developing, designing, manufacturing, and delivering resources to the customer. (Grönroos 2011, 288-289.) For the firm, service means enabling, by means of resources and interactive processes, customers to create value for themselves (Grönroos 2011, 286-287). When the customer uses service activities, it provides an open system which enables the firm to engage with direct interactions with the customer and support value creation. The motive of the firm for engaging in and supporting value creation of the customer is to gain financial value (ibid.; Ulwick 2008).

The firm is in charge of the production process of resources, value facilitation. If direct interactions occur, the customer as co-producer, co-designer, or co-developer has an opportunity to influence the firm's production process. The customer is in charge of value creation process. *Direct interactions* are the points which enable the firm to engage to the customer's value creation and co-create value with the customer. It is the firm that benefits from the co-creation opportunities enabled by direct interactions because through them the firm is able to support and influence the customer's creation of value. If direct interactions do not exist, the firm acts as the mere value-facilitator, and the customer is the independent value creator. (Grönroos 2011, 289-291, 296.)

The roles and charges of the firm and the customer as well as meaning of value for the both are shown in Table 2.
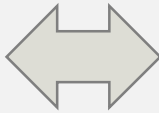
The firm	Direct interaction	The customer
	Non-existing	
Resource producer, *facilitator* Value proposition		*Value creator*
	Existing	
Value co-creator Facilitator		Value (co-)creator Co-designer / -producer
	Value	
Financial value		Value-in-use

Table 2. The roles and charges of the firm and the customer, and meaning of value for the both (Grönroos 2011, 291; table formulated by Lassi.)

The success of value creation during service process influences the customer's willingness to pay the price (Grönroos 2011, 287). With the price Grönroos refers to a price demanded by the firm for the resource it provides (ibid.). It can be assumed that Grönroos here means paying the price in a concrete sense. It could, however, be applied to the customer's motivation, too. For example, if the teacher has in the previous summer gained value for her/himself consuming service provided by the HSS teams, the teacher is probably motivated to participate in HSS the next round and sacrifice other plans for the sake of it.

Co-design

Co-design is explained next in brief from a practical perspective because it can be seen to touch upon Grönroos' discussion on direct interaction and the customer's role as a co-designer. Co-design happens when the customer is engaged in the firm's process as a resource in the design process managed by the firm (Grönroos 2011, 290).

In more practical sense, co-design according to Moritz (2005, 34) is the client being involved in the design. Thurston (2009, 157, 160) sees it as a collaborative process of users and providers which helps to understand how service is experienced and to make changes according to those experiences. Miettinen defines co-design (yhteissuunnittelu) as a process that the customer and the company to co-create service experience that suits the customer's environment and needs (Miettinen 2011, 25). Mattelmäki et al. (2011, 77, 80 - 81) involve also stakeholders in the process and state that the objective of co-design is to bring different perspectives together for inspiring design, discovering opportunities or problems and co-producing information and solutions.

Stickdorn et al. (2010) use the term co-creation instead of co-design when talking about collaborative working in order to innovate a service innovation. Co-creation is a tool used in conjunction with other service design tools. Co-creation requires a structure, boundaries, open up discussion, and keeping the focus in the service. At the end, there is a feeling of shared ownership. (Stickdorn et al. 2010, 198-201.)

3.6   Network interaction

In a network, there are relationships between multiple stakeholders (including suppliers and consumers) each having networks of their own (Figure 5).

Figure 5. A network of A2A relationships. A graphic adapted and simplified from Gummesson (2010, 190.)

Interacting in a network happens between actors as A2A (actor-to-actor) interaction. Interaction precedes resource integration, where the actors through dialog transfer knowledge and / or other resources. By resource transferring actors achieve organizational learning and create or renew resources. The overall aim is an improved service system. (Gummesson et al. 2010, 181.) Figure 6 illustrates the process of A2A interaction leading to value co-creation and improved service system.

Figure 6. A2A interaction leading to value co-creation. A simplified and adapted graphic from Gummesson (2010, 190.)

Resource integration is enabled in interaction through dialogue, thus the actors participate and invest in value co-creation (ibid.). Figure 7 (adapted from Gummesson 2010, 191-192) demonstrates how *interaction* functions as a necessary antecedent of resource integration:
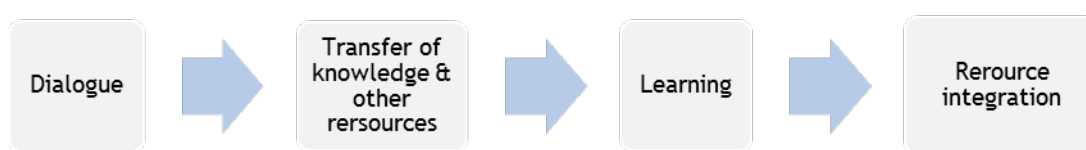

Figure 7. Interaction as an antecedent of resource integration (ibid.).

In resource integration, actors' resources and processes merge, or to put it another way, an actor's resources are incorporated to another actor's processes. Value co-creation happens through resource integration, where actors strive to better match resources by integrating them according to their expectations and capabilities in a network of relationships. Mutual benefit results through stakeholders contributing to value and expecting value in return. (Gummesson 2010, 192-195.)

3.7   Service design project in relation to theoretical framework

The objective of the thesis is improving HSS service experience for and with the teacher by means of service design. By reviewing the research questions again, the meaning of the theoretical frameworks in relation to the service design project given an explanation.
The first research question is what current service experience of the HSS teacher is. The current service experience is mapped and analysed through experience logic. The dominating idea in discovering the teacher's experience is that, as noted above, only the customer can perceive an experience and create value for herself/himself (Sandström et al. 2008). Learning about the current experience is a means of being able to influence it. Service logic is applied in answering to the second research question concerning requirements for service in order to have the teacher to experience working in HSS as motivating.

The third question is about recognizing where in the HSS service process the points for influencing the teacher's experience are. The sub-question is for what purposes influencing is

in order and how. In answering to these question, value co-creation in service logic is crucial. The firm is a value facilitator of the customer's value creation of value-in-use and service means enabling customers' value creation. When the customer uses service, this enables the firm to engage in direct interactions in the customer's value creation. (Grönroos 2011.) Hence, value co-creation in service logic is applied as a base for identifying the points of interactions and mapping opportunities of influencing the teacher's value creation during HSS service process.

Network interaction and A2A theories point out that value creation happens in networks. In addition to benefits for the customer, interests of other stakeholders need to be taken into account. Network interaction and A2A theories justify search for benefits for the HSS office and the UH in trying to influence the teacher's value creating.

4   Service design

Service design is a means to manage systematically service development. (Bitner et al 2008, 70). Stefan Moritz defines service design as holistic, multidisciplinary and integrative way of innovating or improving services to make them more useful, usable and desirable for clients and more efficient and effective for organization (Moritz 2005, 7). He identifies five features that distinguish service design: client perspective, addressing the unique features of services, multidisciplinary (bringing together experts, expertise, and methods from different fields; representation of multiple stakeholders), interactive and iterative (Moritz 2005, 42-48).

Service design process comprises planned stages which enable iteration in development. The objective and the advantage of service development by way of service design is a pleasing customer experience of the service and the competitive advantage for the company through that experience. (Bitner et al 2008, 70.) Miettinen (2011,31) sees that service should be from the customer's perspective desirable and usable, and from the provider's perspective as efficient and recognizable. One important point in service design is the aim of having at the customer return to use service (Miettinen 2011, 28).

Moritz (2005, 42-48) argues that innovating and improving services requires design because of the unique features of services. According to Zeithaml et al. (2009, 20-23), services are intangible, heterogeneous, simultaneously produced and consumed, and perishable. They, too, see the special features of services or characteristics which make services distinctive from goods a challenge for service marketers and managers when it comes to new service designing (ibid.)

The special characteristics of services are the legacy from the Crawling out stage of services marketing when services were recognised distinct from goods (Fisk et al. 1993, 68). The service characteristics can be criticised for representing goods logic and having services features derived from goods. For example, Nordic School researchers argue for seeing service and services as something that have a right to exist as and for what they are (Gummesson et al. 2012, 490). Also, service perspective of service-dominant logic dissipates the distinction between goods and services does not matter because all resources are service (Grönroos 2011, 284) and "goods are service-delivery vehicles" (Vargo et al. 2008, 148). When talking about hybrid product and service units, Moritz (2005, 27, 31), seems to agree on goods being "service delivery vehicles", even though he hangs on distinguishing services from goods.

Setting academic discussion on features of service(s) aside, with the help of service design the organization can create innovative service experiences for customers, and through that accomplish a competitive advantage (Moritz 2005, 7). Moritz (2005, 13) sees service design as a way of delivering value for the organization by practioners. On the whole, Moritz's approach is quite business- and organization-oriented compared to (later) academic discussion of service marketing on service-dominant logic, service logic, and customer logic where the customer and value for the customer are in focal point. Moritz brings up service experience, quality service and feedback while discussing benefits of service design for the client but he does not directly deal with customer value. Service design benefits for the company are presented more explicitly than benefits for the customer.

Lusch et al (see for example 2014), Grönroos (2011) and Gummesson (2007) all agree in principle that the customer determines value or is the creator of value. But they all recognize that other beneficiaries or actors in networks have interests to strive for their actions. To the firm, this is financial value which can be achieved through supporting value creation of the customer (Grönroos 2011, 14).

Having claimed that Moritz's (2005) approach seems business-oriented, it should be kept in mind that Moritz introduces a practical analysis on service design for practioners and managers working with services. He is not trying to contribute to theoretical, academic discussion on service marketing, but provide a method for organizations to innovate, create and improve service in order to enhance business.

However, being more explicit about the customer benefits of service design and integrating customer value in the practical analysis could perhaps elevate the model to the next level by making the customer more of an equal collaborator. Moritz (2005, 34) himself describes the change of design from observation to role immersion of user-centred design. Considering co-creation of value and value-in-use more explicitly in the model could act as a motivator for

customers and stakeholders to participate in service design projects. It could also facilitate micro-level, community-initiated service design projects.

The customer-centricity of service design can be debated, too, to be the company-centric or pass down from the goods-dominant logic. Goods-dominant logic differs from A2A perspective of service-dominant logic by indicating that only the firm can have customers, and it is the firm that needs to be customer-centric (Lusch et al 2014, 112-113). Hence, by having the customer is in focus in service design could be interpreted as taking the firms's perspective and applying thinking and vocabulary of the old days, of goods-dominant logic.

Service design can be applied to enhancing customer experiences of a service but also processes and systems backing the service not excluding strategic planning. The roles of the designer and the user have changed: The user is no longer an object or subject to the designer's aims but a central participator in the design process. Need for service innovations and multidisciplinary and holistic view to design have made it possible to include experts of different fields in the guild of designers. (Moritz 2005, 32-34.) Table 3 presents the roles and experiences of the customer and the organization in service design process.

The need for new service development or improving existing service	
Service design	
The Customer	The organization
· Participating, interacting · Influencing through feedback · Improved overall experience · Satisfaction	· Supporting strategy · Service concepts, solutions, processes · Client- and service-oriented culture · Innovation · Brand affinity
Service experienced by the **customer**	Service experienced by the **organization**
· Useful · Usable · Desirable	· Effective · Efficient

Table 3. The roles and experiences of the customer and the organization in service design (Moritz 2005, 40,150-153. Table: Lassi).

Value for the customer means that she / he is or feels better off after a service process (Grönroos 2008, 303). From this proposition, it can be derived that the service designer's task is, with the help of the service design process and tools, to discover how a service process can improve the customer's experience, develop or improve the service, and evaluate the outcome in an iterative manner.

The process

Stefan Moritz (2005) presents a framework for service design process, which is a practical tool for understanding service design and conducting a service design project. The framework is applicable to both new service development and improving existing service. Moritz categorizes the tasks, which are required to be performed in each stage and tools into six stages. The stages represent the goals of service design but they also stand for different service design-related mind-sets. Throughout the process, when switching the stages, different mind-sets, skills, attitudes and focus need to be applied in order to perform the tasks of the stage at hand. (Moritz 2005, 122-123; 156.)

Moritz's (2005) model of service design comprises six categories or stages which have been given colour codes for visualization of the process. The visualization of the stages is presented in Figure 8.
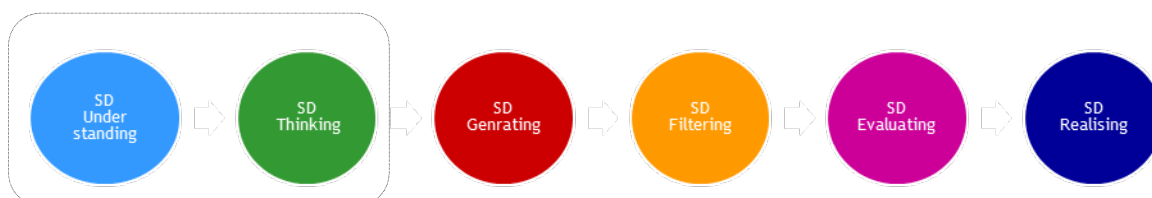

Figure 8. The stages of service design process (Moritz 2005) with an outline of the service design project of improving service experience for and with the HSS teacher.

In a service design project, the categories overlap and interlink, hence, the order of the categories and tasks to be performed in each stage are not definite. The tasks can be performed flexibly on timeline or between the categories. (Moritz 2005, 149-154.) The lack of linearity and flexibility is due to the fact that service design projects vary widely in scope and content but also to iterative nature of service design (ibid.). In Table 4, each stage of service design comprising objectives and tasks is explained.

	SD Understanding	SD Thinking	SD Generating	SD Filtering	SD Explaining	SD Realising
The goal	Understanding, learning	Direction, the purpose	Developing concepts	Selecting the best	Enabling (shared) understanding	Service to market
Tasks	Understanding the customer: Understanding the provider: Understanding the context	Identifying criteria, problems & focus Setting direction & objectives Planning guidelines & timing Strategic frameworks Insights	Innovative ideas, solutions & concepts Setting up design & processes Designing service experience	Selecting the best ideas, concepts & solutions Identifying segments Testing and measuring performance & quality Evaluating results	From intangible to tangible Explaining processes Scenarios, prototypes Future possibilities	Implementing Testing the prototype or service Business plan Training, guidelines Iteration
Requirements	The objectives	Information from SD Understanding	Information, insights & strategy Professional creativity The right people, team & working environment	Criteria from SD thinking The results from the previous stages Decisions	Clear understanding of findings, ideas, processes, the purpose, context & target group	Clear understanding of the whole
The tools applied to the HSS SD project	Desk research Personas Service blueprint	Theoretical framework, Affinity diagram Customer journey				

Table 4. The stages of Service Design project (Moritz 2005, 122-174, except for Tools applied to the HSS SD project).

Miettinen (2011) has interpreted the service design process of Moritz (2005), and according to her, the SD stages comprise the goals prsented in Table 5.

Service design process and the goals of the stages	
The stages of a service design process by Moritz (2005)	**Interpretation of the goals by Miettinen (2011, 33)**
SD Understanding	Acquiring customer understanding
SD Thinking	Discovering service opportunities
SD Generating	Creating ideas
SD Filtering	Evaluating the best ideas and further development
SD Explanation	Visualization of service ideas
SD Generating	Concretizing and implementing

Table 5. Service design process and the goals of the stages (Moritz 2005, Miettinen 2011).

Service design aims at recognizing different behaviour patterns which affect service consumption in order to be able to design the customer experience to meet the needs of different customers (Koivisto 2011, 50).

The case

Based on the research questions presented in the chapter 1.2 and the outline of the given project, the empirical study covers the stages of SD Understanding and SD Thinking (Figure 8) touching slightly upon SD Generating. As allowed by Moritz (2005), the stages, tasks and tools have been applied creatively and in flexible order, mostly due to practical reasons and circumstances but also out of natural necessity of iteration induced by discoveries made along the process.

The assignment given by the client of the case organization, Interuniversity Services (including Helsinki Summer School), was to create a framework of requirements for enhancing service experience of the teacher. The creation of framework requires that 1) the teacher's current experience is studied, 2) the points of interactions where the HSS team can influence the teacher's value creation are identified as well as 3) how and why should influencing happen. The project follows service design process by Moritz (2005).

Customers want to solve a problem and become better off by means of service. As for the company, the customer becoming better-off should in return result in financial gain. (Ulwick 2005; 2008; Grönroos 2008.) The customer has a problem or expectations to which service answers in two different ways. The core service offers a solution to the customer's ultimate need but the core service needs to be completed with supplementary services in order to facilitate service consumption and make it convenient and pleasant. Without facilitating services, the core service cannot be consumed and supporting services make using service more convenient. Opportunities of differentiation lie in supporting services. (Koivisto 2009, 137-139.)

5   SD Understanding

Because service design is user-centric, and the customer is integral part of the service performance, understanding the customer is crucial for designing optimal service. The designer needs to understand customer expectations evident to the customer but also unconscious or latent expectations and requirements. Recognizing latent expectations especially is challenging but when trying to understand the customer, individual nature of customer expectations and behaviour should be kept in mind. The whole point of

understanding the customer is to design a service that suits the customer's natural behaviour (Moritz 2005, 43, 46.)

In addition to the customer focus, Moritz (2005) does not forget the organization's requirements (efficiency and effectivity), either. Hence, it is not understanding just the customer but understanding the service provider and the environment where service happens, as well. SD understanding is more or less about research. Hence, research skills, qualitative and / quantitative, are essential in learning about the user, user behaviour, service provider and operational environment. (Moritz 2005, 162.) Although quantitative research has plenty of significance in marketing research, relevance of qualitative research, especially ethnographic methods, for service marketing and service design as one of the topics and techniques of the former cannot be emphasized in excess.

In addition to managerial and practical grounds, importance of understanding the customer, the provider and the context can be validated by theory. According to service-dominant logic, customer defines value and value is co-created with the customer (Vargo et al. 2004). Grönroos argues that the customer is the creator of value-in-use and the firm enables value creation of the customer through service (Grönroos 2011). The key argument of experience logic is that only the customer can perceive an experience and create value. The company may only offer a value proposition as a prerequisite for the service experience. (Sandström et al. 2008.)

If it is the customer who determines value, understanding the customer is the fundamental task of service design. For the company understanding the customer is elementary if the company wants to manage customer interactions (Grönroos 2011, 290) in order to be able to influence the customer's value creation in direct interactions (Grönroos 2011). Understanding the customer behaviour and expectations, the service process and the context enables the company to recognize opportunities for direct interactions and influencing. On the grounds of understanding, the company can influence the customer by providing service offerings, which actually are translations of value propositions (Ojasalo et al. 2009, 101), and enable the customer getting a job done, having a great service experience and creating value-in-use.

However, there is a fundamental challenge in understanding the customer. In quest of the grand theory of marketing, Gummesson et al. (2010) question the use of terms (customer) "wants" and "needs" in the marketing context. Needs and wants are seen as individual, contextual and dynamic. They are not necessarily understood even by the customer her-/himself, hence, how can the company understand the customer needs and wants, and make use of them. (Gummesson et al. 2010, 182.)

The challenge of learning about the customer's expectations (as needs and wants are called in the thesis context), can be addressed with qualitative research, ethnographic methods and service design tools. It is recognized in literature related to service design that customers' expectations are often latent (see for example Moritz 2005, 125). The designer can discover latent expectations through ethnography by for example observing, interviewing, and making context analysis (Moritz 2005, 127). With the help of these methods, insights into who customers are, what their tasks and goals are, and what they need from the service, can be gained (Curedale 2013, 19).

The service designer gathers information on customers either together with them or by herself/himself through learning by experience. By analysing information, the designer constructs meaning for service from the user's perspective (Hämäläinen et al. 2011, 68.)

5.1 Service design tools applied in SD Understanding

An essential thing in choosing and using service design tools is to have a clear understanding of the relation of the tool and the stage of the service design process. The tools are supposed to support each stage of the process. In the case, the tools were chosen based on how well they served for mapping the teacher's current experience and identifying points of interaction in the service process. In the chapter 4.1, the tools applied in the first stages of the service design project and the findings obtained through the use of the tools are presented.

5.1.1 Desk research

Desk research has been conducted in the both stages of SD Understanding and Thinking. The method was used in order to gather knowledge and data about the HSS actors, operational environment and operations. Research was done iteratively in order to back up and complete ideas which were obtained by applying other service design methods during the process. Desk research is a necessary and useful tool for gathering data related to the case organization and the customer (Koivisto 2011, the presentation).

Desk research is justifiable from co-design perspective, too, when collecting customer knowledge. This way of thinking seems at first to contradict principals of customer involvement principals. However, Miettinen (2011) discusses the role of the user in co-design, and claims, that the role may vary from active participation to passive state. In active participation the user helps to solve design challenges while in passive state designers interpret user information without direct commitment to user community. (Miettinen 2011, 25.)

In the HSS case, the Evaluation report 1 (Lakkala et al. 2014), HSS teachers' feedback 2015 and the reports of 2012 service design project provided significant user information which needed to be studied and analysed in order to learn about the teacher, the HSS team and the operational environment.

History of HSS and the organizational structure of the University of Helsinki was studied by way of the annual reports of Education Services and its predecessors (mainly described in the chapter 2.2). Key figures were obtained from HSS follow-up data and the annual report of Education services. The teacher was explored by reading The Evaluation Report 1 (Lakkala et al. 2014) and analysing HSS teachers' feedback 2015. The courses (2015) and the HSS as the whole experience were scrutinised by studying HSS web pages.

Related to the project, although not in the focal point, the HSS was reviewed through reading the reports of the previous service design project of the summer school.

5.1.2   Trends

Trends influencing the operational environment of HSS were mapped by way of reading and analysing articles, web pages, the evaluation report and the government programme. One way of discovering latent needs, wants and expectations can be by means of environmental scanning which is an activity belonging to organizational strategic foresight. Environmental scanning can be seen as routine-like knowledge acquiring about trends and weak signals in order to anticipate future changes. (Hiltunen 2010, 23, 25.) There is a connection between latent needs and a trend. Samalionis (2009, 126) points out that by keeping eye on extreme users is a way of anticipating future mainstream needs.

To demonstrate predictive nature of extreme users, a short introduction of the Diamond-shaped Trend Model of Vejlgaard (2008) is in order (Figure 9). The Vejlgaard's trend model indicates the process of how a trend becomes mainstream. There are six profiles which are significant in transforming a trend into mundane experience of larger population (Vejlgaard 2008, 63-69.).
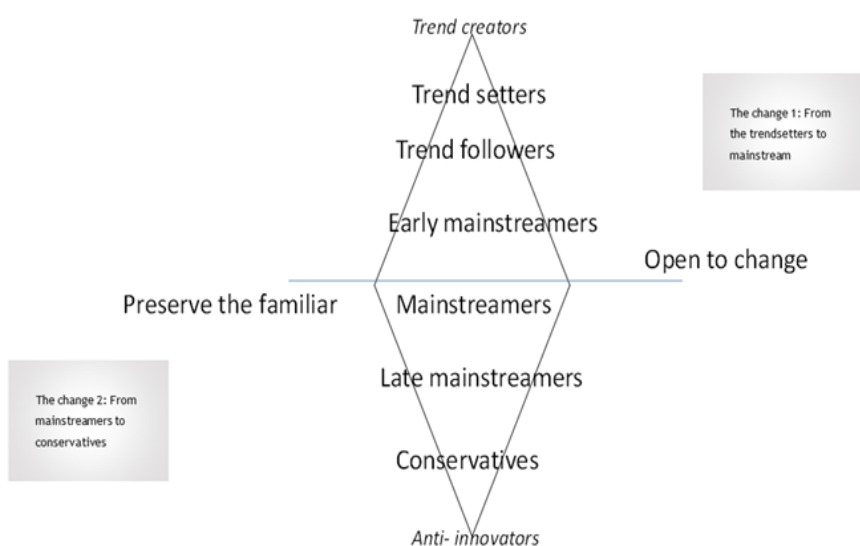
Figure 9. Vejlgaard's Diamond-shaped Trend Model (ibid.).

5.1.3   Personas

In order to keep the customer in focus, three simple personas were created for profiling HSS teachers and understanding the current state of teaching in HSS. The personas supported the service blueprinting by representing the teacher's voice.

Personas are abstract and imaginary representations of target users. Each persona represents a group of users who share behaviours and characteristics similar to those of real users, and in a sense, they can be described as stereotypes. (Koltay et al. 2010, 173-174; Stickdorn 2009, 255.) However, Curedale encourages to avoid stereotypes (2013, 218 – 219). The characteristics which personas are based on need to be relative to the design project. The method aims at defining and engaging customers and interest groups, and it ensures customer-focus through understanding the user. (Koltay et al. 2010, 173-174; Koivisto 2011, 59; Stickdorn et al. 2010, 178-179.) Moritz finds personas a useful tool for strengthening a customer relationship because applying them in design can result in service that meets each customer profile's expectations (Moritz 2005, 62).

Personas are fictional but they should be based on research data. Various qualitative and quantitative methods, like interviews, observation, and analysis of research data, may be used to collect data in order to discover goals and habits of target user. Versatile use of data collection methods ensures scientific credibility of personas. (Koltay et al. 2010, 174; Koivisto 2011, 59.)

Presenting user profiles as specific individuals facilitates empathizing with the user. Through empathy and understanding, a designer is able to frame insights for the service to be designed. A believable profile should cover a name, demographics, behaviour patterns, objectives, ambitions, and lifestyle. (Koivisto 2011, 59; Curedale 2013, 218 - 219.) Curedale (ibid.) mentions also influencers and scenarios as elements of personas. Influencers are especially interesting to be covered in a persona when matters related to customer perceived quality are considered in designing service.

By means of personas, the designer can discover who the customers are, which behaviour patterns of each customer profile are interesting and what the key success factors of service might be. Personas cover behavioural similarities of customer segments. (Stickdorn 2009, 255.)

5.1.4   Service blueprint

In the case project, service blueprinting was a means of mapping current service for the teacher. Theory-wise, objective was to identify points where the teacher and the team interact and engage with each other (Grönroos 2011, 289). Translated to service design terminology, the participants were to map the teacher's actions, touchpoints, frontstage and backstage actions, as well as supporting activities. The concrete aim was to create a service blueprint and to find opportunities for improving the teacher's experience.

Bitner et al. (2008), see service blueprinting as a customer-focused technique for value creation through customer experience. The technique is applicable to both new service innovation and improving existing service, and it can be used for strategic and operational purposes. Blueprinting visualizes and analyses the service process both from the customer's and the service provider's perspective, and takes also into account the support processes which relate to service delivery. It is an analysis of activities that result in a value proposition significant for the customer. (Bitner et al. 2008, 67 - 68.) By means of blueprinting, information on the customer and the context of service is gathered for designing service (Stickdorn et al 2011, 204-207; Curedale 2013, 96-97).

In the definitions of a service blueprint, the concepts of and similar to visual, process, map and entirety seem constantly to come up. For Curedale (2013, 97), a service blueprint is a process map which describes the delivery of the service. For Samalionis (2009, 134), an experience blueprint is a road map for understanding the customer behaviour. Stickdorn emphasises assessing touchpoints when he talks about blueprinting, and an assessment should base itself on a customer journey and critical incident technique. He advices to conduct blueprinting before and during a service design process. (Stickdorn 258-259.) Koivisto (2011,

58) considers the blueprint as a visual representation of a service system and as a tool for analysing the service encounters that constitute service.

Service encounter should be highlighted in this connection also for the reason that interactions (situations where the parties are involved in each other's practices and have opportunities to influence each other) happen in service encounters (Grönroos 2011, 289). Describing service encounters and service-related structures concretise main phases of the service (Kalliomäki & al. 2011, 107). It could be argued that this describing concretizes points of influencing as well.

A service blueprint visualizes the activities, relationships and interdependencies of a service process. Management of the customer experience requires that the clues influencing the customer experience function holistically in order to meet the customer expectations, or even to exceed them. The customer experience evolves through "a time-bounded progression of interactions" where the customer, the service provider, and if need, technology are involved. With the help of service blueprinting, the functions, interactions, and clues related the customer experience of the service can be recognized and managed. (Bitner et al. 2008, 69-70.) Hence, there is an analogy between "successful management of the customer experience" (Bitner et al. 2008) and influencing the customer's creation of value in direct interactions (Grönroos 2011).

The aim of blueprinting is to describe the entire service process. It is necessary to define unambiguously which service process and customer segment is to be blueprinted. Blueprinting begins with mapping the customer actions, and it is followed by depicting the onstage and backstage employee actions, as well as support process. Finally, physical evidence is added to the blueprint. The basic elements of the service blueprint are customer actions, onstage and backstage activities, including support processes, and physical evidence of service encounters. (Bitner et al. 2008, 71-74.) A prerequisite for service blueprinting is knowing the customer demographic. The customer's actions, touchpoints, and frontstage and backstage actions of the service provider, are presented on parallel rows. Emotional experience of the customer may also be included in the blueprint. (Curedale 2013, 96–97.)

A brief introduction of each element is given below:

Customer actions described chronologically along the service process. Regarding the customer experience Bitner et al. (2008, 69) bring up the time-bounded progression of related interactions, hence, the chronological way of presenting the customer actions in the blueprint is justifiable from the value creation perspective. Customer actions are in focal point of the

blueprint, which makes all the other elements supportive to offering or co-creation of value proposition (Bitner et al. 2008, 72-73).

When the customer experiences service she or he is facing the line of interaction (Curedale 2013, 23). The line of interaction separates customer actions from onstage contact employee actions. Onstage or visible contact employee actions take place in face-to-face encounters. The link between the customer and the onstage employee, which permeates the line of interaction, establishes the moment of truth. (Bitner et al. 2008, 72-73.)

The backstage employee actions (invisible contact employee actions) describe non-visible interaction with the customer or other actions required from the contact employees for being able to serve the customer. The onstage employee actions are separate from the backstage employee actions by the line of visibility. (Bitner et al. 2008, 72-73.) Support processes are necessary for the service delivery. Supportive activities are carried out by employees or units other than those in visible or invisible contact with the customer. (Bitner et al. 2008, 72-73.) Physical evidence situates on top of the blueprint, and it represents all the tangibles the customer comes in contact with during the service process (Bitner et al. 2008, 73.)

Grönroos argues (2011, 282) that designing, developing and manufacturing of resources, and back-office processes do not belong to value creation process, unless the customer is in involved in them. There are two separate processes of value creation which are not applicable simultaneously: the customer's creation of value-in-use, which happens in the customer's sphere by the customer, and an all-encompassing process of both provider and the customer spheres with provider and customer activities. Production activities create potential value, and usage creates real value. (Grönroos 2011, 282 - 283.) In addition to the customer perspective (a customer journey and actions, emotional experiences) a service blueprint visualizes the before-mentioned "production activities". If value-creation can be either creation of value-in use by the customer in the customer sphere or all-encompassing process of the provider and customer activities, then, the service blueprint represents the latter.

Grönroos (2011, 287) emphasizes process-nature of value creation. Usage, during which value is created by the customer, is a process, and value is accumulated or destroyed throughout the process. The role of the firm in value creation of value-in-use by the customer, is to be a value facilitator by providing the customer with resources, and value-facilitating covers also back-office processes (Grönroos 2011, 289). Blueprinting takes into account and visualizes these back office processes of the value facilitator, the firm. Service blueprinting could be seen as the joint visualization of the customer's creation of value-in-use and the firm's value facilitation.

Basically, a service blueprint substantiates one of the Grönroos' (2011, 294) reformulation of the service-dominant logic's fundamental premises, namely, "All resources and processes are distribution mechanisms for service provision.

5.2   Findings of SD Understanding

As the result of research by means of service design tools in the SD Understanding, understanding of the teacher, the HSS team and the operational environment was gained. The teacher's current experience of HSS service was mapped and analysed. The points, where the teacher and the team interact and engage in each other's practices were identified. The findings are presented in detail below.

5.2.1   Current stage of HSS

The key figures or indicators represent volume of HSS but they also indicate the potential influence achievable through the service design project. Indicators of Helsinki Summer School are presented in Table 6.

	2013	2014	2015
Courses			
Number of courses	18	16	20
Courses offered by the University of Helsinki	13	13	20 [1]
Teachers, lecturers and coordinators			
Number of teachers, lecturers and coordinators			approx. 85[2]
Students			
Number of students	366	318	328
International students	261	237	255
Finnish students or students studying in Finland	88	81	73
Nationalities	60	50	61
Costs for students			
Course price (€)	50 - 790	50 – 790	50- 990
Accommodation (€)	490 - 1185	435 – 860	460 – 890
Social program, incl. all the events (€)	120	120	95

Table 6. Helsinki Summer School statistics (Opetus- ja opintopalveluiden palvelukatsaus 2014, HSS statistics).

The number of HSS teachers, although an approximate (85), indicates, that in order to function smoothly for both the teacher and the service team, service process needs to be designed carefully. Mass tailoring, that is, taking the teacher's expectations into account in design according to the customer profiles (personas), is justified based on quite a big pool of teachers. If HSS service for the teacher is designed according to the recognized customer profiles, it can improve the teacher's experience and, equally, diminish routine work of the service team due to tailored instructions and service models planned beforehand.

The indicators show, that HSS is international: in 2015, the students represented 61 different nationalities. When designing service for the teacher, support structure that facilitates the teacher making the most of the multicultural group is of importance.

There were 328 students and 20 courses in HSS in 2015. During the 2012 service design projects, four student profiles were identified. Service-wise, matching the student and

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[1] From 2015 HSS is organized solely by the University of Helsinki.
[2] An estimate. The number of lectures is not unambiguous. (HSS web pages.)

teacher profiles with the course offering could be supported and made use in student marketing.

Helsinki Summer School is subject to charge; the students pay for the courses and social programme (table 9). Not taking stand on pricing, the experience aspect and demands of the paying customer (in this case, the student) should be kept in mind. When designing service structure for the teacher, services that support teacher's involvement in social programme and course arrangements could enhance the student's experience and good word-of-mouth. The core operators related to HSS are the following: 1) teaches and lectures, 2) course coordinators 3) international and domestic students, and 3) HSS service team. The roles are dealt in the chapter 1.3. The teacher is discussed in more detail in the later chapters which concerns the teacher's experience, personas and service blueprint. The HSS service (office) and the student are discussed next in the text.

The service team facilitating HSS service and the experience for the teacher's and the student, comprise the programme manager, the assistant programme manager, and a student adviser. In addition, the head of interuniversity services is in charge for the operations as a whole. The significant changes concerning the University administration and educational administration due to the financial situation, however, influence the HSS service team as well as the whole University administration in the following years.

Designing HSS service could, as already noted above, diminish routine work of already small a service team but also insure continuum of the Summer School as an important channel of master and doctoral level studies of the University. Although the team is small and hence resources scarce, the compact size is and has been an asset: the team has twice engaged in service design projects (the project in 2012 and the project at hand) and a pilot for applying a Helsinki Summer School Course to a master's degree programme in the faculty of sciences is underway (Admissions criteria 2016 of the faculty of science of the University of Helsinki). Designed service for the HSS teacher could facilitate hoped success of the pilot.

HSS students were profiled in the service design project of 2012. Four student profiles were identified. Because the focus of the thesis project is in facilitating service and experience for the teacher, only learning motives and advantages relative to the whole of each student profile are posed here. Linking motives of the student profiles and the teacher's Summer School experience is conceivable.

The Student profiles

Career builder (Uranrakentaja). Career builder develops her or his knowing in HSS. Social events act as a tool for learning. (Helsinki Summer School palvelumuotoiluprojekti 20.2.2012.)

Partygoer (Bilettäjä). Partygoer gets to go abroad under cover of the summer course and performing in the course is relatively indifferent. Needs spurring and motivating. Keeps the spirit high in the course. (ibid.)

Performer (Suorittaja). Performer wants to complement her or his studies and participates in HSS for a clear particular theme and course. Loves collective working. (ibid.)
Experimenter (Kokeilija). Experimenter wants to experiment themes which to her of him are unknown. Selects courses by the feeling. Wide-ranging learner who is eager to learn about herself or himself, too. (ibid.)

5.2.2   Trends influencing the operational environment

In 2004 Drury listed the five factors influencing the changes in the competitive environments. They are globalization, privatization and deregulation, changing product life-cycles, customers demanding ever-improving service and the choice of new products, and emergence of e-products (Drury 2004, 23). By taking some liberties, Drury's list of factors influencing the change could be interpreted through Vejlgaard's Diamond-shaped Trend Model (2008). During the last decade, higher education institutions have been part of the big change (see the chapter of Introduction). Due to national legislation, a power struggle between national and European higher education policies (Maassen et al. 2011, 761) and reactive way of changing internally or amongst each other, the higher education institutions (including the University of Helsinki) should be considered more of conservatives than trendsetters.

Some concrete examples of trends (Drury's and other) affecting the University of Helsinki and HSS are given below.

Markets

There is increasing popularity of short-term academic programs (see above Lakkala et al. 2014; Barkely et al. 2013). This is an opportunity to HSS in its own right but also for the University of Helsinki as for master's degree and doctoral studies for which the summer school can act as a shop window.

Globalization, deregulation, privatization

In the government programme of Prime Minister Sipilä, it is stated that "Tuition fees will be introduced for non-EU and non-EEA" (The Strategic Program of Prime Minister Sipilä's Government, 41). On trial bases, it has been possible to charge non-EU/-EEA students for tuition fees already before the current proposal presented in the Sipilä's Government program but the option of charging the fees has not been utilized widely amongst the Finnish HEIs (Pinheiro et al. 2014, 240), the University of Helsinki included. In Sweden, there was a significant decline in student numbers due to introduction of tuition fees for non-EU /EEA students in 2010 (Pinhero et al. 2014, 237).

e-products, technology

The national admissions and education marketing portal Opintopolku – Study Info was finally put in operation in the autumn 2014. The system still needs developing both admissions- and marketing-wise but with sufficient recourses allocated to system and content development, Opintopolku could be a part of the solution of digitalising education service. This is demanded also by the Sipilä Government (The Strategic Program of Prime Minister Sipilä's Government, 27).

Cultural, societal, academic

The demographic trend of aging population and, in consequence, declining size of age cohort (even though birth rates have grown in recent years) of higher education may probably have an impact on student recruitment and enrolment patterns in Finland. In the big picture, the size of higher education sector and the number of providers will be affected by the size of the potential age cohort. (Pinheiro et al. 2014, 236-237.) In addition to ages cohorts, the University will be affected by profiling of higher education institutions also mentioned in the 2015 Government Programme (19-20). There are signs of breaking the so called dual model between the universities of applied sciences and science universities, for example integration of the institutions in the Tampere region, "Tampere 3", which will also influence the size of the sector and the number of providers.

5.2.3   The teacher's current experience

Every year in the end of the Summer School, the HSS coordinators, teachers and visiting lectures are asked for feedback (Figure 10) related to the teacher's course, service provided by the HSS office and the support from the teacher's home organization. Feedback is collected on an e-form. In 2015 there were 19 questions in the questionnaire, 6 of which

asked for numeric feedback in the scale of 5 – 1 (5 = excellent), 1 was a yes/no question and 12 were questions for open feedback. There were 38 answerers of which 15 represented coordinators or teachers & coordinators, and 22 teachers (one answerer represented neither categories). (Feedback of 2015 HSS teachers.) Because pedagogical aspect is out the scope of the thesis project, feedback related to service of HSS office (the service team) and discoveries from service blueprinting workshop is in the focal point here.

Services provided by the HSS office received an average value of 4,50 (the scale 5 – 1, 5 = excellent). On the whole, numeric feedback can be considered very good, the averages varied from 4,23 to 4,67. In 15 occasions of open feedback, the team was given laudatory or satisfied feedback. The teachers' (incl. lecturers and coordinators) expectations are presented in Table 7.

Expectation	Defined expectations
Coordination and communications	Teachers hope for clear instructions, especially related the role division between the office, the coordinator and the teacher. More information is needed and timing should be executed better. Meticulousness is expected from the HSS office.
Marketing	There is a need for centralised public relations activities, advertisement and marketing by the HSS office.
Organising	Teachers expect that red tape, practicalities, arranging, and organising as their responsibility could be reduced. Computers, printers and the learning environment (teachers) require more support. There is need for office space during the summer school.
Funding	For example, organising special activities could use precise funding.

Table 7. HSS teachers' expectations (HSS teachers' feedback 2015).

The findings (concerning other than pedagogical practices) from the feedback of 2015 are quite similar to those discovered by Lakkala et al. (2014, 9-13) in their interviews with 14 HSS teachers. In the interviews, informing and communicating in the form of what is expected of the teacher and the coordinator, came up. Practicalities, like need for secretary-type of help and functionalities of data systems, was an essential topic brought up by the interviewees of the Lakkala et al. The teachers called for university-level policies and strategical decisions related to participations in HSS and the future development of HSS. Need for marketing in the form of advertisement was in common with 2015 feedback. (ibid.)

In the 2015 HSS feedback questionnaire, the teachers were asked whether they are planning to organize a course in the following summer (2016). Out of 38 teachers, 26 gave an answer that could be interpreted as willingness to organise a course anew. There was some uncertainty in some of the answers, however, which dealt with whether the course will be organized by the home organization, course arrangements, financial support and/or resources. Those, who gave an unambiguously positive answer, considered the experience inspiring or empowering, or as a boost for a field of research. Good organisation of HSS was mentioned as a motivator as well. (ibid.)

Certain remarks about feedback on the teacher's course are in order even at risk to crossing the line of pedagogy because they describe the teacher's motivators and experience. Multicultural group of students of many nationalities, internationality and international atmosphere received positive comments (ibid.; Opetus- ja opintopalveluiden Palvelukatsaus 2014; HSS statics). Students were seen as motivated, active, enthusiastic, interested, eager, ambitious and professional. However, prerequisites for the course, such as basic requirements of knowledge, or knowing students' level would facilitate teaching experience. Some students could, according to the feedback, use motivating and activating. (HSS teachers' feedback 2015.)

5.2.4 HSS service process and the points of interaction

There were two workshops with the HSS team related to service for the teacher. The first workshop took place April 24, 2015 but a workshop of an hour and a half appeared a way too optimistic a timetable for service blueprinting, and the sequel was needed. The second workshop was arranged May 5, 2015. The agenda of the workshops was blueprinting current service for the teacher and to discover problem areas and opportunities for improving the teacher's service experience.

The workshop participants represented the HSS service team. The project manager is in charge of HSS administration, the project secretary takes care of student services and the data system administration, and assistant program's responsibility is marketing and communications. The head of Interuniversity services in charge of the operations and the personnel.

There was no physical representative of the customer present in the workshops but the teacher's perspective was considerably taken into account. The teacher had been studied in the investigation project of pedagogical practices of HSS from mainly pedagogical perspective (Lakkala et al. 2014). Although the participants were familiar with the content of the evaluation report, a couple of slides comprising summation of the report were prepared in

order to ensure that the teacher perspective is kept in mind while blueprinting (Picture 1). The teacher perspective was further emphasized by gathering teachers' feedback and suggestions from the Evaluation report 1 on a couple of slides which were placed on the wall in the rooms where the workshops took place (ibid.).
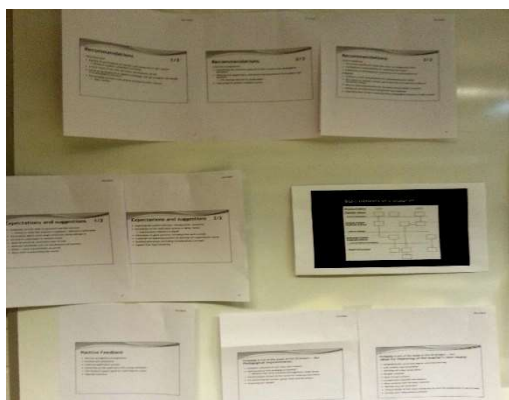
Picture 1. Keeping the customer in focus. Picture: Lassi.

In order to keep the customer in focus, three simple personas were created for profiling HSS teachers and understanding the current state of teaching in HSS. The personas were placed on the wall of the meeting rooms as orienting material for blueprinting (Picture 2).
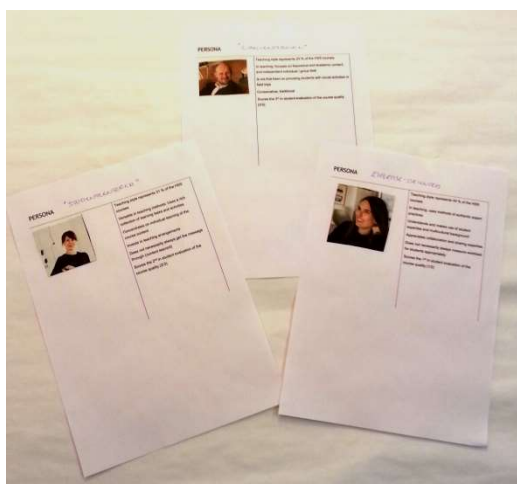
Picture 2. The basic profiles representing the HSS teachers. Picture: Lassi.

The source of information, based on which the teacher personas are created, is the Evaluation Report (Lakkala et al. 2014, 5-9). The personas are the following.

Conventional. Teaching style represents 25 % of the HSS courses. In teaching, focuses on theoretical and academic content, and independent individual or group tasks. Is not that keen

on providing students with social activities or field trips. Conservative, traditional. Scores the 3rd in the student evaluation of the course quality (3/3). (ibid.)

Student-centred. Teaching style represents 31 % of the HSS courses. Versatile in teaching methods: Uses a rich collection of learning tasks and activities. Concentrates on individual learning of the course content. Invests in teaching arrangements. Does not necessarily always get the message through (content learning). Scores the 2nd in student evaluation of the course quality (2/3). (ibid.)

Expert-Community. Teaching style represents 44 % of the HSS courses. In teaching, uses methods of authentic expert practices. Understands and makes use of student expertise and multicultural background. Appreciates collaboration and sharing expertise. Does not necessarily always measure workload for students appropriately. Scores the 1st in student evaluation of the course quality (1/3). (ibid.)

As a by-product of the first workshop, a fourth persona was also discovered, even if creating of personas was not on the agenda. The fourth persona would, then, be: the visiting professor. The participants became interested in further development of personas and utilizing them in the next iterative stages of the service design process of the service for the teacher.

A short introduction of the tool, service blueprint, was given before starting to work on flip charts (Picture 1). The participants soon caught the idea, and were able to start blueprinting. The assignment was to create a service blueprint of the HSS teacher's experience taking into account the whole customer journey from calling for summer courses to farewell ceremony.

The participants were supposed to map the customer journey, the frontstage and backstage activities, and the necessary support services. Because the actual customer was not present, it took, however, some effort at least in the beginning of the blueprinting, not to forget the customer perspective. Picture 3 shows blueprinting in action.

Picture 3. Blueprinting. Pictures: Lassi.

In the first of the two workshops, the team managed to map the customer journey, the touchpoints and service encounters with the frontstage employees. The participants worked almost simultaneously with the customer process, the onstage employee actions and physical evidence. This may be due to the fact that the actual customer, the teacher, was represented in the in the form of pedagogical evaluation, not in person.

During the second workshop May 5, 2015 the processes under the lines of interaction and visibility were mapped. In the first workshop, the discoveries clearly focused on service opportunities. In the latter workshop, the discoveries revolved more around problem areas of the operations. This may be due to the fact that, this time, the participants were in their comfort zone, mapping the processes related to their own expertise and job descriptions. Some of the problem areas or areas of development identified during blueprinting had already been recognized a long time ago, but these problems have not been dealt with thus far. The first workshop already indicated an essential, if not the essential, benefit of service blueprinting tool: discovering opportunities and areas of development. The discoveries of the participants actually came by itself along the process, and no prompting was needed. The facilitator recorded development ideas. Experiences perceived in the workshops proved that service blueprinting is a structured but flexible tool which enables participants to be creative (Bitner et al. 2008, 70).

As a result of the both service blueprinting workshops, "a comprehensive, visual overview of an entire service process" (Bitner 2008, 69) was created (Figure 10).

Service Blueprint of the Service for the HSS Teacher

Physical Evidence
A form of recognition, e-mail, Flamma (intranet) news, newsletter | Wiki | Meeting arrangements | Dream Apply | Meeting arrangements | The decision | The decision about financial support | • Videos, • SoMe, • Web pages, • Portals | The course programme | Moodle | The opening Ceremony | Documents | E-form & report

Customer actions
Gets an enquiry about a course | Plans the course, self-refection | Gets interested | Participates in the course planning meeting | Fills in the application | If need, participates in the workshops (sequel) | Gets the decision (accepted/rejected) | (If accepted) gets the decision about financial support | Gets to know the whole course program | Manages the course in Moodle | Gets the students selected | Joins the Opening Ceremony | Gets • counselling • support in a crisis situation • help with special arrangements | Gives letter of attendance + digital diploma | Grading | Gives feedback

Line of Interaction

"Phishing" courses:
• Networks
• Encounters
• E-mails
• Phone calls
• Intanet
• Direct contacts
| Counselling | Instructions | Facilitating workshops for pedagogic support | Contacting the departments | Providing marketing material | Launching marketing | Publishing the web page | Student admissions | Marketing | • Pre-selection of students • The final decision | Coordination of the social programme & communal support | Updating the course pages | Taking the grades & course descriptions in Oodi. Diploma.

Line of Visibility

Preparing for the course phising
• Pedagogic Evaluation
• Monitoring international exchange
• Conferences
| Preparing messages | Facilitating meetings | Planning the Wiki instructions | Preparing the application form | Preparations for the next Summer School | The Steering Committee evaluates the course descriptions | Preparing the motion for the steering committee • Academic basics • Resources | Facilitating the steering committee meeting. | Booking the facilities | Creating the courses in Oodi | Preparing the application for student admissions | Language check | Modelling the special arrangement instructions for HSS | Taking rights to study in Oodi | Applying for user accounts, printing and magnet keys | Updating the crisis plan | Preparations for invoicing outsiders | Taking care of • student services, • communications with the students • accommodation services • cafeteria services | Course descriptions | Running the letters of attendance | Designing the E-form for feedback | Analysing the feedback

Line of Internal Interaction

Staff Training, & Henkka system | The graphic designer | Barabra digital marketing office | Proofreader | The Centre for Properties & Facilities | The unit of secretary services | The Finance unit | Luottokunta | Ministry of Education

IT Centre | Dream Group | Student Register

Figure 10. HSS Service Blueprint

6 SD Thinking

SD Thinking is about making choices and setting guidelines. Strategic considerations are required at this stage. (Moritz 2005, 128-129.) Project objectives are to be defined prior to SD Understanding and in SD Understanding information on the customer, the company and the context is gathered. In SD Thinking this information is structured to meet the strategies in order to provide direction for the project (ibid.). The meaning of SD Thinking is in keeping guard that service design is led by the goals and the scope set in the beginning.

Emphasis in SD Thinking is on strategic thinking. The designer's expertise lies in the ability to balance between information gained in SD Understanding, and business goals. Opportunities and insights descend from research material through synthesis. (Moritz 2005, 162-163.) Being able to make synthesis is a means for the designer and the team to be innovative as regards to service experience of the customer but also business-wise when thinking of competitive advantage. Defining target audience and segments, and recognizing trends are business skills which are important at this stage (Moritz 2005, 162-163.)

Turning data into insights (Moritz 2005, 128) could use what van der Lugt (2009, 205-207) calls creative problem solving, consisting of finding insights and exploring concepts. This is what has been done with data concerning understanding the teacher, the HSS office and the operational environment.

6.1 Tasks performed in SD Thinking

The tasks performed and tools applied to SD Thinking are linked to brightening up the meaning, identity and significance of the design project (Moritz 2005, 128). In the case, discoveries from SD Understanding have been reflected upon the practical goals through the theoretical framework of value, experience and network interaction. The practical objectives together with the theoretical framework direct and bridle the project. SD thinking, in a way, is a stage, that covers the whole project in an iterative manner because the designer constantly during service designing needs to summon up the objective and make choices.

The practical project objectives and outline were agreed in the beginning with head of Interuniversity Services and project manager of HSS. The tangible finding expected as the result by the client is the framework of requirements for enhancing the teacher's experience of HSS service. The practical objective directed conducting the blueprinting workshops but also clustering data gained from the workshops and desk research. The theoretical framework of the thesis is applied as a means of SD Thinking.

A theoretical framework actually functions well as a tool in SD Thinking. The theoretical framework restrains the researcher from getting lost in dominating and arcane empirical material (Anttila 2006, 392). According to Anttila (ibid.) theoretical frameworks are tools for constructions and they enable discoveries which go beyond the surface of empirical findings. van der Lugt's (2009, 203) notes that in research stage user insights are connected to theory. In principle, same applies to SD Thinking. In the case, analysis of data happened through the theoretical framework of the experience and value th-eories.

6.1.1 Customer journey

The customer journey of the HSS teacher was formed as a by-product of service blueprinting. A customer journey as a tool could have as equally been introduced in the chapters concerning tools and findings of SD Understanding as in SD Thinking. However, it is presented at this point because customer journey (map) in its part sets guidelines for the following stages of the project.

A customer journey map is a visualization of the service user's overall experience. It is important to define touchpoints where users interact with service; these touchpoints are building blocks of the journey. Customers' emotions are to be mapped, too. The touchpoints are figured by generating user insights. The perspective is always the user's. The customer journey map is used to identification of problem areas and opportunities. (Stickdorn et al. 2010, 158-161.)

Curedale (2013, 119) emphasizes the experience factor in his definition of the customer journey map which he calls a customer experience map. As for Stickdorn et al. (2010), for Curedale, too, a customer journey map is a visualization of the experiences the customer has while using the service, and responses of the customer to her/his experiences. The tool is applied to analysing factors which form a customer experience, understanding the context and the use, and to framing insights. In order to be able to map a customer journey, the designer needs to identify an experience to be analysed. An experience happens on a time line, and analysing the parts of the time line that have the most negative experience enables opportunities for design. (Curedale 2013, 118 – 119.)

Koivisto (2009, 142 – 148), too, highlights time scale aspect of customer journey by the definition of services: services are "processes that happen over time". On a time scale, there are service moments, episodes or encounters where service and interactions between the customer and the service provider happen. Service is experienced through touchpoints, which can be channels, objectives, processes or people. Opportunities lie in discovering services missing along the customer journey. (ibid.)

6.1.2   Affinity Diagram

SD Thinking is strongly about clustering and analysing data for insights and ideas. Affinity diagram serves for that purpose. According to Moritz (2005, 202), affinity diagram is a tool for organising ideas in a structured manner. Ideas are written on a piece of paper (e.g. post-it-notes) and then sorted in groups based on common denominators. Finally, headings for the groups are named. (ibid.)

Because data of HSS teachers' feedback (2015) was relatively small and thus easily managed in Excel sheet (see the chapter 5.2.3), no actual diagram was created based. Clustering feedback, nevertheless, happened according to the principles of the tool. Structuring feedback proceeded from individual pieces of feedback to groups with a common denominator. The same applies to creating the framework for enhancing the teacher's service experience and influencing it.

6.2   The Findings of SD Thinking

Information and ideas obtained from SD Understanding need to be structured into innovative but coherent ideas and solutions in SD Thinking stage. Turning data into insights (Moritz 2015, 128) creative but in line with the strategy and the objectives agreed before starting the project.

6.2.1   The framework of requirements

In SD Thinking, data and ideas gathered in the Understanding stage were turned into a template is the first draft of the framework for enhancing the teacher's HSS service experience and influencing it requested by the head of Interuniversity Services. The framework at this stage comprises the following elements: The HSS teacher's current service experience, points of interaction where the HSS office can influence the teacher's value creation, measures of influencing and benefits of influencing for the HSS office.

Insights for the framework (the template) were obtained in the service blueprinting workshops, by studying the Evaluation report 1 of pedagogical practices, and analysing the 2015 teacher feedback. In addition to enhancing the teacher's experience of the service, the provider's benefit is brought out whenever the benefit is apparent. The columns of the current experience and measures of influencing are based on the Evaluation report 1 (Lakkala et al. 2014) and HSS teachers' feedback 2015. Information in the column of points of interaction is based on the workshops of service blueprinting April 24, 2015 and May 5, 2015 in addition to the before-mentioned report and feedback.

The framework for enhancing the HSS teacher's service experience and influencing it consists of five parts according to the teacher's experience (Tables 8 – 12).

The teacher's experience	Point of interaction	Measures of influencing	Benefits for the HSS
Demand for coordination, communication and policies			
	Call for courses (the service blueprint: *phising*)	HSS office gives instructions and counselling related to course planning.	Influencing the course offering. Waking the teacher's interest in marketing discourse.
	Call for courses, course planning. The whole service process.	Clear descriptions of 1) HSS service for the teacher, coordinator and lecturer and 2) division of responsibilities between the course coordinator and the office.	Minimizing overlapping work and confusion about responsibilities and duties.
	Pre-HSS	A university level policy regarding teachers and researchers participation in HSS,	A matter of University-level decision making. A coherent set of rules might facilitate B2B marketing.
	Pre HSS, call for courses	A concept for having the teacher to commit to HSS (timing, ways of acknowledging	Longterm development of the whole. Popular courses as a means of marketing.
	Pre-HSS	Adding financial support for HSS courses in the university level decision about financing internationalization	A matter of University-level decision making. A coherent set of rules might facilitate B2B marketing.
	Informing about the course getting accepted/rejected	Re-formulating the format and the content of the decision of accepting / rejecting the course for the course offering.	Internal marketing. Feedback for the teacher.

Table 8. A part of the framework comprising need for coordination, communication and policies.

The teacher's experience	Point of interaction	Measures of influencing	Benefits for the HSS
Marketing is not core know-how			
	Call for courses, launching marketing	Centralised marketing of courses by the HSS team	By means of well-designed course descriptions, recruiting the best students to HSS and the best degree students to the UH (2013-2016 Helsingin yliopiston strategia).
	Launching marketing	Having the teacher to provide marketing-oriented course information through the platform	A holistic communication message (Grönroos 2007).
	Launching marketing	A concept for First Day Experience	Enhancing students' and teachers overall experience. A means of B2C and B2B marketing
	In the end of the course. before grading	A template for a letter of attendance to be given to students in the last class	Provides the teacher with time for grading before students start to expedite their grades

Table 9. A part of the framework comprising need for centralised marketing.

The teacher's experience	Point of interaction	Measures of influencing	Benefits for the HSS
Exemption from arrangements, reduction of red tape			
	Pre-, during and post-HSS service	Providing all HSS services digitally	Reducing manual work and speeding up processes (of all actors)
	Call for courses	Enabling the Academic Steering Committee to review the course descriptions in the Platform (see also digital services above)	Reducing manual work, speeding up evaluation
		Cooperation and agreement with the IT Centre for IT services suitable HSS and education subject to charge	

Table 10. A part of the framework comprising need to be exempted from arrangements.

The teacher's experience	Point of interaction	Measures of influencing	Benefits for the HSS
(More) funding / precise funding			
		Provision of financial support for arranging course-related social programme.	Communal support enhances organising social programme. Strengthening the brand message of the entirety of HSS experience (HSS Palvelumuotoilu 2012).
		Advancing formulation of the feedback forms of the student and the teacher (at the moment, this is done during the summer school)	

Table 11. A part of the framework comprising need for funding.

The teacher's experience	Point of interaction	Measures of influencing	Benefits for the HSS
Multicultural and international atmosphere as a motivator	Call for courses, launching marketing	Marketing discourse and activities which support HSS being a truly international Summer School.	Recruiting students to HSS and degree students to the UH
Motivated, interested, ambitious students as a motivator	Call for courses, launching marketing	Providing the teacher with information on the student profiles of 2012 service design project.

Managing the student's and the teacher's expectations

Personalized marketing according to the profiles. | Enhancing the HSS experience for the student and the teacher.

Retention of the teacher.

Good word of mouth (the teacher, the student) resulting in new courses and new students |

Table 12. A part of the framework comprising motivating factors.

6.2.2   Customer journey of the teacher

As mentioned in the previous chapter, the customer journey of the HSS teacher was mapped as a by-product in the service blueprinting workshops. Customer journey map represents the customer actions of the HSS teacher (Figure 11).
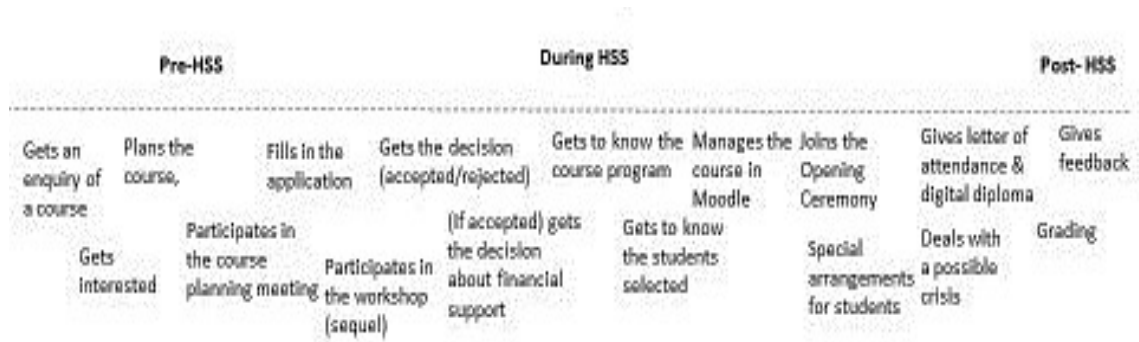
Figure 11. The HSS teacher's customer journey.

The idea behind presenting the customer journey as a finding of SD Thinking is an insight into creating a customer journey for each teacher persona (the chapter 5.2.4). Tailoring customer journeys for the personas enables to design and blueprint service accordingly.

6.2.3   Direction and Design Guidelines

The next stage to be executed in the service design project of improving the HSS teacher's experience is SD Generating. Although the purpose of the thesis was to describe the first stages of the service design process, namely SD understanding and Thinking, SD Generating is touched upon here from the perspective of design guidelines and direction.

One of the major tasks of SD Generating is creating concepts in restrained and strategy-based manner (Moritz 2005, 133, 163). To Gong (2009, 224, 229) concept design is about developing offerings and interaction with the help of co-design. In concept creation, benefits for both the customer and the company need to be taken into account. service produces added value to the company and meets the user's needs (Kalliomäki & al. 2011, 109). To be concise with the theoretical framework of the thesis, this could be phrased, that service should create value for all actors involved.

Design guidelines and timetable for SD generating need to be planned in SD Thinking. Design guidelines means planning a desired service experience with all the touchpoints - channels, objectives, processes, people (Koivisto 2009, 145 - 148).

The first thing, before modelling concepts or getting deeper into SD Generating, is to obtain data for the fourth teacher persona, the visiting professor, which was recognized in the blueprinting workshop April 24, 2015. Tools for that are desk research (statistics, original HEI and country etc), interviewing some course coordinators and workshopping. The idea is to tailor service according to each teacher profile in order to increase motivation.

A concept for improving the HSS teacher's experience has already been created in a form of the framework (see above). The framework takes into account the teacher's current experience, the points of interaction, measures of influencing the experience and benefits for the office. The next step should be testing and documenting how the identified points of interaction serve for the teacher becoming the co-designer and co-creator of value in addition to creating value-in-use. Becoming the co-designer means the teacher being able to influence the HSS office's resource producing as a co-designer. This is equal to the HSS office being able to influence the value creation of the teacher (Grönroos 2011.)

Measures to be taken in order to test the points of interaction and the teacher becoming a co-designer in the HSS service process could be the following: A pilot project as a prototype of service with a teacher of a course could be established. The measures suggested in the framework are to be tested with the teacher and the respective course. Based on the pilot, the framework can be revised. A suggestion for a template of the refined framework is presented in Table 13.

Value proposition by HSS	Point of interaction	Measures of influencing by HSS (co-creation of value)	Co-design	Experience by the teacher

Table 13. The elements of the framework of enhancing and influencing the HSS teacher's service experience.

At this point, one blueprint of HSS service common to all teachers is created. After testing the points of interaction from the teacher's point of view (co-producer) by means of the pilot project, service blueprinting with mapping customer journeys for all the four personas representing HSS teachers should take place. Before blueprinting, a small survey related to teachers' own impression of which personas she / he represent, should be in order. Based on the survey, representatives of each persona could be invited to blueprinting workshop(s).

Blueprinting service for the *HSS office* should also be carried out. Based on the workshops April 24 and May 5, 2015 it is obvious, that in order to be able to improve service for the teacher, service for the office should become smoother.

In Table 14, there are ideas identified in the workshops, which would facilitate operations of the HSS office.

Expectations by the HSS office	To blueprint with
Re-thinking the division of labour between HSS team and Student Register regarding taking summer school courses and students' study rights in the student register system	The Student Register
Cooperation with the student restaurants in order to improve communication	Unicafe
Improving services related to invoicing, SAP functionalities and monetary transactions by acknowledging special nature of HSS as a provider of education subject to charge.	Finance department, secretarial services

Table 14. Identified areas of service improvement for the HSS office.

7   Conclusions and suggestions for the future research

The research questions of the thesis which were presented in the beginning of thesis were the following: What is current service experience of the HSS teacher. What is required from service in order to have the teacher to experience working in HSS as motivating. Where in the service process are the points for influencing the teacher's experience. What is the service design process like when designing support service for the teacher.

What is the service design process like when designing support service for the teacher

To begin with the last of the research questions, the first stages of the service design project of improving service experience for and with the teacher have thus far been executed. The project has covered the service design stages of Understanding and Thinking of the service design process by Stefan Moritz (Figure 8). In SD Understanding the teacher's current experience was mapped and points of interaction where influencing the teacher's value creation can happen were identified. In SD Thinking, the purpose, the focus and the design guidelines were crystallised.

What is current service experience of the HSS teacher

The teacher's current experience can be summarised in Figure 12 of the service experience leading to the customer's perceived value (see the chapter 3.3).

Figure 12. The HSS teacher's experience and value-in-use.

What is required from service in order to have the teacher to experience working in HSS as motivating

Although HSS teachers are in fact quite happy with service provided by the HSS office, there are areas that need improvement in order to facilitate the teacher's creation of value. The areas of improvement concern the teacher's workload, overall coordination of responsibilities and marketing activities. It is also important enhance measures that cement motivating factors, which based on the study, are mainly related to students' enthusiasm, the international atmosphere and the HSS organisation.

Where in the service process are the points for influencing the teacher's experience

Based on the HSS service blueprint, points of interaction were identified. The points of interaction are opportunities for the parties to engage in each other's practices and for the service provider to influence the customer's value creation (Grönroos 2011). In HSS process, the points of interaction are the call for courses phase, the course planning phase, the phase of decision making related to a course being accepted or rejected as part of the HSS course programme and the phase of launching and performing marketing. These points of interaction belong to the service process of the teacher. However, points of interaction where service experience of the HSS team could be influenced in facilitating way, were identified, too, during the workshops. By facilitating value creation of the team, service for the teacher could be facilitated.

Opportunities for the HSS office in the points of interaction lie in influencing the teacher's value creation. The main aim of measures to be taken in the points in order to influence the experience is recruiting new students in HSS but also in the UH. The main objective is served by sub-objectives, which are strengthening the HSS brand message, enhancing the HSS experience of teachers and students, teacher retention and administrating positive word-of-mouth of teachers and students by well-functioning HSS organisation.

Service Concept for Master's degree programmes of the University of Helsinki

HSS is a shop window for masters' and doctoral level studies in the UH. In addition to being a shop window, the service design project of HSS could quite easily function as a template for developing service for teachers of degree programmes of the University. First, naturally, it should be defined, which supporting service needs to be improved. It would be worth studying, what is the current service experience of teachers in the master's degree programmes, how well the HSS teacher personas represent teachers in the master's degree programmes and what the service blueprint of a support service look like.

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Illustrations

Figures

Tables