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# Service Design Tools in Tour Guide Organizations: Case Innoguide 2.0

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**Service Design Tools in Tour Guide  
Organizations: Case Innoguide 2.0**

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The subject of the thesis was service design methods in the Innoguide 2.0 project. The commissioner of the thesis was the international Innoguide 2.0 project. The purpose of the Innoguide 2.0 project was to aid tour guides and tour guide organizations to become more customer-oriented in their activities. The Innoguide 2.0 project offered European tour guides an opportunity to learn about guiding by learning through a platform online. It also provided them opportunities to participate in workshops and seminars on tour guiding.

The objective of the thesis was to establish development ideas for the Innoguide 2.0 project's service design toolkit. The toolkit contains three service design methods, which were used to develop the guide services. The purpose of the thesis was to develop the service design methods for the use of tour guides and tour guide organizations. Consequently, the guide services will become more customer-oriented. The service design methods of the toolkit were quiz, guide role personas and customer journey. The development ideas were to help the guides use the service design methods effortlessly and individually.

The theoretical framework of the thesis consisted of the themes of the Innoguide project: tourist guiding, sustainable tourism and intercultural guiding. The theoretical framework also includes service design, service design process and service design methods. The research methods used in the thesis were observation and semi-structured interview. The observation was used in a workshop arranged by Innoguide on 20<sup>th</sup> January 2016. International guides, who worked for the Innoguide 2.0 project, participated in the workshop. During the workshop, the guides were introduced to the service design toolkit and their reactions to the toolkit were observed.

Two Finnish guides were interviewed in a semi-structured interview. The themes for the semi-structured interview were service design, service design toolkit and Innoguide. The development ideas for the service design methods were generated from the results of the research methods: the service design toolkit should have an introduction to service design as well as an introduction to each method, and when taking the quiz the guides should be able to choose more than one answer. In each guide role persona, there should be an example of each guide's tour and the guides should be able to share their own customer journeys with other guides in the Innoguide learning platform. These development ideas were created to improve the practicality of the service design methods. From the commissioner's point of view the thesis did reach its objective and purpose. New development ideas were established and the commissioner said that these development ideas will be taken into account when developing the service design toolkit further.

Keywords: Service design, service design methods, tour guides, tour guide services

Claudia Lindberg

**Opaspalveluiden kehittäminen Service Design-menetelmiä käyttäen:**

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Opinnäytetyön aiheena oli service design -menetelmät Innoguide 2.0 -projektissa. Toimeksiantajana toimi kansainvälinen Innoguide 2.0 -projekti. Innoguide 2.0 -projektin tarkoituksena oli auttaa oppaita sekä opaspalveluyrityksiä kehittymään asiakaslähtöisemmiksi toiminnassaan. Innoguide 2.0 -projekti tarjosi eurooppalaisille matkaoppaille mahdollisuuden hankkia tietoa ja kehittää itseään erilaisten workshoppien, seminaarien ja elektronisten opetusmateriaalien avulla.

Opinnäytetyön tavoitteena oli kehittää kehitysideoita Innoguide 2.0 -projektin service design työkalupakille (toolkit), jonka avulla pyritään parantamaan opaspalveluita. Opinnäytetyön tarkoituksena oli kehittää service design menetelmiä opaspalveluiden käyttöön, jonka seurauksena opaspalvelut kehittyvät asiakaslähtöisemmiksi. Työkalupakin service design-menetelmät olivat quiz, persoonat ja asiakaspolku. Kehitysideoiden tuli auttaa oppaita käyttämään service design -työkalupakkia sujuvammin ja yksilöllisemmin.

Opinnäytetyön teoriaosuus koostui matkailun alakäsitteistä monikulttuurisuus, kestävä kehitys ja matkaopaspalvelut, jotka kuuluvat Innoguide -projektin teemoihin. Teoriaosuudessa tuotiin myös esille palvelumuotoilu, palvelumuotoiluprosessi sekä palvelumuotoilumenetelmät, jotka olivat keskeinen osa työtä. Työn tutkimusmenetelminä käytettiin havainnointia ja teemahaastattelua.

Havainnointia käytettiin 20.1.2016 järjestetyssä workshopissa, johon osallistui Innoguide-projektissa mukana olleita oppaita. Workshopin aikana oppaille esiteltiin service design -työkalupakki ja heidän reaktioitaan havainnoitiin. Teemahaastattelua varten haastateltiin kaksi suomalaista opasta.

Teemahaastattelun teemoina olivat service design, service design -työpakki ja Innoguide-projekti. Käytettyjen kehitysmenetelmien tulosten pohjalta kehitettiin kehitysideat työkalupakille: työkalupakissa tulisi olla johdanto palvelumuotoiluun sekä jokaiselle menetelmälle oma johdanto, quizissa tulisi olla useampi vastausvaihtoehto, opaspersoonissa tulisi olla esimerkkejä jokaisen opaspersoonan kierroksesta ja oppailla tulisi olla mahdollisuus jakaa asiakaspolkuja omista kierroksista, jotta oppaat voisivat oppia toisiltaan. Näiden kehitysideoiden toivotaan parantavan menetelmien käytännöllisyyttä matkaoppaiden keskuudessa. Toimeksiantajan mielestä työn tavoite ja tarkoitus tavoitettiin. Uudet kehitysideat otetaan huomioon kun service design työkalupakkia kehitetään jatkossa.

Avainsanat: Matkaopaspalvelut, matkaoppaat, palvelumuotoilu, palvelumuotoilumenetelmät

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## 1 Introduction

As the world population increases, so do globalization and travel. People tend to travel for leisure, to see new things and gather experiences. As years have gone by, more travelers emerge and people are keen to find new cultures and places to visit. As a result of the population increase, some people are interested in sustainable tourism, which tries to preserve local culture and heritage. (Innoguide 2016.)

During these travels tour guides are used. Tour guides work for the tourists, providing them information about the places they visit and showing them attractions. Tour guides work is demanding, because knowledge of different cultures and service industry is needed. Service design is an excellent tool used by guides and tour guide operators in developing their services to be more customer orientated. (Innoguide 2016.)

The commissioner of the thesis was Innoguide, an international project for tour guides. The objective of the thesis was to establish development ideas for the Innoguide 2.0 project's service design toolkit. The thesis introduces three service design methods which will be introduced to guides as well as tour guide organizations. Service design is a tool that is used to develop services. These service design methods are used by guides for learning purposes and for developing their actions and tours. The purpose of the thesis was to develop the service design methods for the use of tour guides and tour guide organizations

The thesis' theory base consists of tourism, service design and service design methods. Observation and semi-structured interview were used as research methods. Group of international guides were observed during a train-the-trainer workshop, which was held on January 2016 in Espoo, Finland. Two Finnish guides were separately interviewed for the thesis. A semi-structured interview method was used for these interviews.

In the first sections the thesis introduces the commissioner of the thesis. After this the thesis concentrates on the theory base, which consist of the three themes of Innoguide; tourist guiding, sustainable tourism and intercultural guiding, service design and the service design methods. The fourth section focuses on the methods and the results from these methods. The fourth section also gives a general overview of the development ideas that can be taken into account in developing the toolkit. The fifth section consists of the conclusions of the thesis.

## 2 Innoguide 2.0

The commissioner of the thesis was Innoguide. Innoguide is an international European project, which focuses on the aiding and educating guides and guide organizations. Innoguide also offers educational material in their websites and an opportunity for guides to share and learn new approaches to guiding and how to better their performance. These materials are available for everyone. (Innoguide 2015.) Figure one is a logo of the Innoguide project.

There have been two Innoguide projects in the past six years. The first one was executed from late 2010 to late 2013. Its focal point was developing and creating better guide guidance. During this three year project, it was proven that the three main themes of Innoguide; sustainable guiding, multiculturalism and experience guiding were not given the attention they needed. Because of the growing demand of guiding as well as international guiding, it was decided that a teaching material toolkit would be created so that guides from all over the world could learn new innovative ideas and concepts about guiding. (Innoguide 2015.)



Figure 1: Innoguide tourism logo (Innoguide 2015.)

The second project was called Innoguide 2.0. Because of the growing number of people and travel, new challenges have been surfacing in the guiding world. This is why a new Innoguide project was created. It is a two year project which is backed by the Erasmus+ plan. (Innoguide 2015.)

The two projects are corresponded by a Flemish company, VisitFlanders, which is in charge of tourism. Also eleven European countries are taking part with the project; Belgium, the Netherlands, Finland, Denmark, Norway, Croatia, Spain, France, Hungary, Italy and Malta. (Innoguide 2015.)

This thesis aids to develop service design toolkit, so that guides may benefit from it better. This thesis introduces three service design methods which will be introduced to guides as well as tour guide organizations. These service design methods are used by guides for learning purposes and for developing their actions and tours. Laurea University of Applied Sciences is one of the stakeholders taking part in the Innoguide project. It is located in Finland. Laurea especially concentrates on the service design toolkit; developing it and producing it.

### 3 Service development in tour guide organizations

This chapter consists the theory base of the thesis. It contains theory about tourist guiding, sustainable tourism and intercultural guiding. These are introduced so that the reader will understand the main points of the Innoguide project. This chapter also involves theory about services and service process, service design and the service design tools for guides.

A service usually consists of some kind of interactions with the service provider. The customer is not always necessarily in direct contact with the service organization when in contact with the service provider. Services are processes, which consists of actions. Services are produced and consumed somewhat at the same time. The customer is an important part of the service and the service process, because they are involved in the production process of the service. (Grönroos 2009, 77 & 79.)

A service has a service process. The service process contains customer trail, service moments, different contact points and the customer's experiences. The customer trail describes how a customer experiences a service. This trail consists of service moments, which consist of contact points. Through these moments and points the customer is in contact with the service. Contact points can be humans, different surroundings, objects and ways of actions. (Tuulaniemi 2013, 78-80.)

#### 3.1 Tourist guiding

Tour guides are needed for tourism, because they play an essential role for it. Different names are used for tour guides such as mentor and tour manager, but tour guide is a universal phrase better known by tourist and workers in the tourism industry. Tour guides job is a demanding job. Tour guides must be able to create an unforgettable experience, remain a high quality during the stay and also take into consideration the local community and how they may benefit from tourist in a sustainable way. (Prakash & Chowdhary 2010.)



It has been said that a tour guide's main interest is to create new experiences for tourist. Planning trips for tourist are important, because the responsibility of a good experience rests on the shoulders of a tour guide. These experiences decide if a trip is a success or not. By creating these trips and experiences, a tour guide does not only represent themselves, but also their company and even the destination. (Prakash & Chowdhary 2010.)

One of the key aims for a tour guide is to create attentive guests. Guest who are interested in local culture and try to travel in a sustainable manner. Guest who are operating and examine their surroundings. There are some ways how tour guides can influence their guests and try and make their visit more memorable and create better experiences. Tour guides should give their guest options and information on how they may spend their time in a location in variable ways. Tour guides should also keep in mind that many of their guest may be travelling for the first time, so information about safety is essential. This way guests may feel more comfortable travelling in destinations also by themselves. Tour guides should also give their guest an opportunity to take part in different functions. (Prakash & Chowdhary 2010.)

### 3.2 Sustainable tourism

Sustainable tourism is a way of tourism that considers in its actions the effect it has on the local environment and economy. Sustainable tourism takes into account the requirements of the visitors, the locals and the whole tourism business. Sustainability may be implemented to all types of tourism. (Innoguide 2016.)

There are distinct essential parts of sustainable tourism. It should foster the environment and aid to maintain nature. Sustainable tourism should also appreciate the local cultures of different areas. It should also act as a bridge builder between different cultures and encourage patience between them. Sustainable tourism would also have to create new jobs and sources of earnings as well as maintain the local economy. (Innoguide 2016.)

There are reasons why tour guides, tour guide organizations and in general the tourist industry has become interested in sustainability in their actions. Some of these reasons are the development of new tourist clientele and their interest in sustainable traveling. It has also been said that sustainability is beneficial for businesses as it takes into consideration their actions and what it does to their surroundings. (Weaver & Oppermann 2000, 356.)

### 3.3 Intercultural guiding

Being a tour guide is not easy. It takes special skills to be able to take care and teach people of different origins and cultures. It is not only sufficient to know about different cultures, tour guides must also comprehend them. Cultures are different and within a country they may vary in different regions. This is what makes a tour guides job difficult. Stereotypical thinking can appear. (Innoguide 2016.)

Not only knowing the culture of their guests, but tour guides must also internalize the culture of the destination in which they perform their tour. This is important, because the travelers are counting on the knowledge of the tour guides. Tour guides have to plan out their tours, so that it could become an educational experience of the local culture. Tour guides are the representative of the local culture for the travelers. (Innoguide 2016.)

During the last 30 years, the customer base of tourism has changed. More people are traveling and even more people are exploring destinations far away. More Asian travelers are exploring European attractions than ever before. Also many European have started to explore Asia and the United States. Because of this tour guides had to identify new cultures across the globe. (Innoguide 2016.)

Because the number of travelers is still rising, it is difficult for tour guides to keep up with all travelers' ways and cultures. Because of this many may be exposed to stereotypes of different people. Some cultures are seen as unclean, others loud and some disrespectful to others. Because of this, tour guides need to look past the stereotypes and wonder why people might think such things about others. What may appear rude to one might be acceptable behavior in an others culture. Tour guides must not judge their client, because of their behavior. They should try to figure out whether their behavior it is culturally acceptable in their own culture. Maybe travelers should themselves think about their own behavior and try to adapt more to the local culture which they are visiting. (Innoguide 2016.)

### 3.4 Service design and service design process

Services provide new important business activity opportunities for organizations. Organizations are able to separate from their competition with services and form a bond with their clients. The importance of services has risen during the years and services offer new and interesting points of views of business, the opportunity to use new business models and new opportunities for business increase. By using services organizations are able to find new markets, which grow faster than usual goods markets. (Tuulaniemi 2013, 18.)

Services can be created and developed by service design to make them even more accessible and convenient for service users and for service providers they can be made even more adequate and compelling. (Stickdorn & Schneider 2010, 30-31.) Service design aids companies to improve their services for the better and to establish new ones for their strategic chances. Service design is not a new innovation, but a manner of connecting old facts with new ones. (Tuulaniemi 2013, 24.). Service design is a path that combines two or more procedures and appliances from different fields of study. Service design keeps on changing and it is not a new approach for the business world. (Stickdorn & Schneider 2010, 29.)

When flexibility is formed into the design, the adjusting of services will be easier and carry out longer for the consumer. The knowledge is more suffice, when design constitution is implemented to all aspects of a service. It can be confirmed that service design stems in more efficient recruitment of capital, when service achievement is gauged in the correct way. (Polaire, Lavrans, Lovlie & Reason 2013, 19.)

The service design process and its tools emphasize on social skills, empathy towards the users, creativity and visual thinking. In a service design project the designer has an important role as a coordinator between all of the stakeholder. (Miettinen, Koivisto, Hämäläinen, Vilka, Mattelmäki, Vaajakallio, Kalliomäki, Ruuska & Vaahtojärvi 2011, 32.) One, who has been researching and studying service design is Stefan Moritz. He has developed a model of service design that describes the process of service designing. Phases of this model are understanding, generating and realizing. Figure 2 is a simplified picture of Moritz's model and it consists all six phases of them. In each phases different tools and methods are used. (Moritz 2005, 123.)



Figure 2: Service design model (Moritz 2005, 125.)

The first phase finds out the service users hidden and attentive requirements, goals and desires. Within this first phase the opportunities of the service user are investigated. The understanding phase produces ideas for the company, so that it may develop towards its goals. The understanding phase's mission is to set realistic aims and goals for the organization. Typical tools for this phase are benchmarking and mystery shopping. (Moritz 2005, 125.)

In the next phase, service design generating, new innovative ideas are formed. In this phase new different characters, forms and ideas are developed and these developments come up with new solutions. This phase is extremely important for the service experience. It needs to be detailed and developed in a precise way. Typical tools for this phase are brainstorming and brain writing. (Moritz 2005, 133.)

The last phase, realizing, creates the service and produces the service. In this phase a plan of action is usually created for the service as well as a service blueprint. This is done so that the development of the service can be monitored as well as refined. In this phase it is important for service providers to brief their subordinates and guide them so that the service will be served without any mistakes. Typical tools for this phase are blueprint and service prototype. (Moritz 2005, 145.)

The service design methods that were used in the Innoguide 2.0 tour guide service workshops were quiz, guide roles and customer journey. These methods were developed so that tour guide operators may use them to improve their services and as well as develop new innovative ideas in their line of work. All three methods have specific goals. The quizzes intention is to introduce and educate the guides of different guide roles. It also functions as a self-evaluating tool. The intention of the guide roles is to educate the guides of the different personas and to let the guides themselves discover development aspects in their tours. The intention of the customer journey is to map out the present journey the customer takes with their services and develop it. Its intention is to also assemble customer's observations and criticism of their services. (Mantere & Harmoinen 2015.)

### 3.5 Service design method: Quiz

Quiz is a diverse test, that lets new, as well as experienced, guides to test out what kind of a guide role suits them. It is a tool which is used in the beginning of the service design process, the understanding phase (Moritz 2005, 125). It is used, so that new guides can have a peek of how guide roles differ from each other.

It is also used as a tool that will stir up conversation and different opinions and thoughts. Quiz is meant to make the guides think about their guide persona, how they may be able to develop them and how they can develop themselves in becoming better service providers. (Mantere & Harmoinen 2015.)

In the Innoguide 2.0 project the quiz consist of five questions, all of which are meant for the guides. In each question there are six options. The guides can only pick one option for each answer. Each answer option reflects the characteristics of one of the guide roles. The quiz is easy and fast to complete. (Mantere & Harmoinen 2015.)

### 3.6 Service design method: Personas

In 1998 Alan Cooper created the persona template. A persona is depiction of a user that is most likely to use the service providers' services or products. A persona is created by analyzing and benchmarking customers. A persona aids service providers to create an understanding of their customer base. (Curedale 2013, 219.)

Personas are used to create an image of a probable client or person. By using personas an organization can create alternative concepts and test the potential value of services with them before introducing the service to the markets. Personas give essential information about the

services and it makes it easier for organizations to decide which ideas are worth keeping and which ideas should be forgotten. (Tuulaniemi 2013, 154-155.)

In the next chapters the guide roles are introduced which were developed for guides in training during the Innoguide 2.0 project. The personas were created from semi-structured interviews, stakeholder interviews and by doing an inquiry for the Innoguide 2.0 stakeholders. These personas give an image of what kind of a guide an individual can be. All five guide roles were presented to the Innoguide 2.0 stakeholders in their workshop.

### 3.6.1 Emotional Partner

In the world there are many different people. People of different cultures, different characters and different manners. Emotions and emotional situations differs from culture to culture. This is why it is important for an emotional partner guide to be able to be aware of cultural differences as well as a customers' different needs. By sensing these differences they are able to so call, break the ice. (Innoguide 2016.)

An emotional partner guide is a calm and fair persona. This is the reason they are able to relate and control big groups. Their education consist of learning how to communicate with different groups and being able to remark different cultures. These guides prefer to get to know the cultural differences of their guiding groups before the tours, so that that tours will be enjoyable for all. This however is not always possible. (Innoguide 2016.)

An emotional tour guide is in touch with the emotional side of their work. They recommend their clients to be in touch with their emotions during the tours and to issue their emotions with others. But an emotional tour guide does not force their customers to do anything that they would not want to do. (Innoguide 2016.)

### 3.6.2 Local Flavor Guide

Local culture and traditions are important for a local flavor guide. This is why honoring and supporting these aspect are a number one priority for the guide. In their tours, they concentrate on teaching customers of local manners and ways. They gather stories from locals so that they may distribute them to others. (Innoguide 2016.)

When planning their tours, local flavor guides prefer to stay sustainable. They find ways of performing their tours in a way that conserves nature and local environment. This means that they do not usually use cars or busses to get from place A to place B, but rather by walking, cycling or other nature preserving way. Supporting local businesses are also a part of the job

of a local flavor guide. (Innoguide 2016.)

A local flavor guide tries to introduce new cultures and manners to their customers. This is done by arranging workshops and activities that includes locals. This is a way of mixing different cultures together and this way both sides will learn something new. These genuine participations are a once in a life time chance for a customer to get to know local culture. (Innoguide 2016.)

### 3.6.3 Bridge-Builder

A bridge builder guide works as a cultural messenger between several different cultures. This guide is a crucial part of the journey for customers who have never been in contact with the unfamiliar culture and location they are traveling to. Bridge builder guides try to find similarities on both cultures, so that connections can be made between the locals and travelers. For this guide, it is important to show both sides that there may be some resemblances in different cultures. (Innoguide 2016.)

Identifying different cultures and interpreting them is extremely important for a bridge-builder guide. There are many aspects in manners and ideologies that vary from culture to culture. This is why it is important for a bridge-builder guide to see the differences in cultures and to try and bring people of different cultures together. Respecting your own and others cultures is number one priority for a bridge builder guide. (Innoguide 2016.)

But to obtain the knowledge about different cultures, the bridge-builder guide needs to communicate with their customers. This way the customers aid the guides to have a better knowledge of various cultures. Knowing the language of the locals also give them a genuine approach to guiding. (Innoguide 2016.)

### 3.6.4 Script Writer

Script writer guides focus on entertaining their customers. Acting out scenes or characters from history are well known aspects of script writer guides. Getting in contact with their customers by storytelling and acting out scenes are a fun and different way of approaching customers. (Innoguide 2016.)

Different techniques are used by script writer guides, so that they may exercise acting, make up stories and focus on making the experience unforgettable for their clients. Script writer guides use imagination when setting up their tours. They may use technology for their advantage, for example asking customers to take photos and be part of a blog about their trav-

els. For script writer guides it is important to stay connected with their customers during the tours. (Innoguide 2016.)

### 3.6.5 Interactive innovator

An interactive innovator guide is someone who is interested in the changing trend of the world and wants to actively take part in them. It is important for these guides to be ahead of their customers with these trends. An interactive innovator guide depends mostly on technological equipment on their tour. They also use social media during their tours and try to interact with their customers through it. (Innoguide 2016.)

An interactive innovator guide appreciates any visual memory that they themselves or customers take from their tours, like photos and video clips. Then these photos and video clips can be shared through social media to the families of the customers and by doing this it might increase future customers. Through social media interactive guides also communicate with their customers and receive feedback of their tours. (Innoguide 2016.)

An interactive innovator guide is interested on developing their services. This is usually done by utilizing technology on developing the services. This guide also wants customers to actively take part on their tours and also have an influence on the tours take part on. (Innoguide 2016.)

## 3.7 Service design method: Customer journey

A customer journey is used to give an image and an idea of how a customer's knowledge of the service flow of an organization is described. Customer journey maps out the different interaction points that a customer has with the organization and the representatives of the organization. This journey shows how many times a customer merges with a company's service. (Stickdorn & Schneider 2010, 158.)

For the organization it is critical for them to recognize the points of contact that a customer has with their services. These points can be a customer visiting their websites, calling customer services or visiting the organization in person. When mapping out the customer journey map the organization has to put themselves in the customer perspective. When all of these points have been singled out the customer journey map can be assembled. A customer journey map is visual and it contains plenty of information about the journey. (Stickdorn & Schneider 2010, 158.)



In the Innoguide 2.0 project the guides can use the customer journey in their guide services. The guides are introduced to the customer journey tool on the Innoguide toolkit websites. Guides should get acquainted to the customer journey map and they should attempt to use it in their own tours. Guides should also help each other assemble their customer journey maps and distribute them.

#### 4 Unraveling development ideas

The objective of this thesis was to generate new development ideas for the Innoguide 2.0 service design toolkit. These development ideas were developed with the methods used in the thesis. The methods used in this thesis were observation and semi-structured interview. A group of guides were observed on 20<sup>th</sup> of January 2016 during the Innoguide 2.0 train-the-trainer workshop. The subject of the workshop was sustainability in tourism, with also an introduction to the service design toolkit. Two Finnish tour guides were interviewed in a semi-structured interview. They were asked questions about service design, Innoguide and the methods.

##### 4.1 Observation

On 18 January 2016 to 22 January 2016 a train-the-trainer workshop was held in Laurea University of Applied Science in Leppävaara. During this Innoguide train-the-trainer workshop on 20<sup>th</sup> January 2016 the guides who attended were introduced to the service design toolkit and they were shown how these service design methods could be used in their guiding as well as educating new guides. Guides from Belgium, the Netherlands, Croatia and Denmark attended the seminar. Observation was used as a research method, because by observing the workshop participants it was easy to gather information about their thoughts on the service design toolkit.

##### 4.1.1 Observation theory

Observation is a method which is used, when people observe other people to try and find out whether they act or do certain things the way they should. By observing people, we find out how they act in certain situations. Scientific observation is not only seeing, it is also monitoring. It is possible to set different demands for scientific observation, which separates this even more from traditional observation. Observation is an important part of scientific studies and it is used daily in the field of science. (Hirsjärvi, Remes & Sajavaara 2010, 212-213).

The biggest advantage of using observation is that you will be able to collect straight and direct information about individuals, groups and organizations behavior and operations. By us-

ing observation you get an actual idea of how an individual or organization operates. Observation is an excellent method of inspecting interactions in situations which are hard to predict and which are quick to change. This method is also used in situations in which the examinee does not want to disclose something during interviews. One negative impact that observation has, is that it is able to change the natural course of actions or behavior of the examinee. (Hirsjärvi, etc. 2010, 213.)

There are three different observation forms; hidden observation, participating observation and rapid rural appraisal. Hidden observation is the least used form of observation techniques. It means that the observer is blended in with the target of observation without their knowledge of being observed. This way the results of the observation are authentic, because there is no knowledge of observation taking place. However this observation form creates great ethical problems, because the targets have no knowledge of being taking part of an experiment. (Tuomi & Sarajärvi 2012, 81.)

In the participating observation form the observer is openly observing. Social interactions are essential for this observation method. Without them only a small amount of material will be gathered. The rapid rural appraisal observation form has similar aspects to the participating observation form. It was created in the 1970's and it includes participating. In this form personal experiences and the knowledge which it produces are valued. (Tuomi & Sarajärvi 2012, 82.)

An analysis method that is usually used in analyzing observation results is content analysis. Content analysis can be used in different research methods and it can be implemented to a much larger analysis ensemble. A content analysis follows a specific pattern. First the person who is doing the analysis must decide what part of the research is interesting and worth analyzing. When going through the material the person must bring forth the points of interest of the research. When this is done, all other material must be put aside and the focus must be on the material that has been gathered. After this, the material is usually either categorized or grouped under specific themes. Finally a summary is written of the research results. (Tuomi, Sarajärvi 2012, 91-92.)

#### 4.1.2 Observation implementation and results

During the train-the-trainer workshop, the workshop was observed. Observation was used as a research method, because by observing the workshop participants it was easy to gather information about their thoughts on the service design toolkit. A tape recorder was placed in the class room to record all the discussion about service design and the service design toolkit. This recording lasted for an hour. The summary of the transcript can be found in appendix

one at the end of the thesis. The attendants of the workshop knew that there was a person attending the workshop for observation reasons, but they were not given specific information on what part of the discussions were being observed. In the presentation the three service design tools were introduced; quiz, guide personas and customer journey.

Before the observation began, information about the service design tools and the Innoguide project was gathered. Any additional information that was given about the guides and the workshop was also taken into account. The observation plan for the workshop was to listen and carefully observe the reactions of the 13 guides when they were told about the service design toolkit. The observation took place in a classroom, where the participants were sitting in a semicircle while two presenters were in the front presenting the service design tools. The observer was sitting amongst the participants, so that a clear view of all the participants during the presentation was available.

The service design toolkit presentation began with asking the guides whether they knew what service design was and what they thought this meant. This was supposed to start of the presentation with a little discussion between the guides. Some participants had never heard of the term and others guessed what it might be. The results of the discussions were that for them service design is a way to make services more accessible for the appropriate user. Service design is research through monitoring and collecting opinions of both service provider as well as customer. This way services may be improved for the better. Service design is also a way to create an improved service process for both the provider and user.

In figure 3 are the guides' thoughts about service design. The presenters first asked the guides what they thought service design meant. Then the guides wrote down their thoughts and lastly the presenters went through their thoughts and explained what service design actually is.

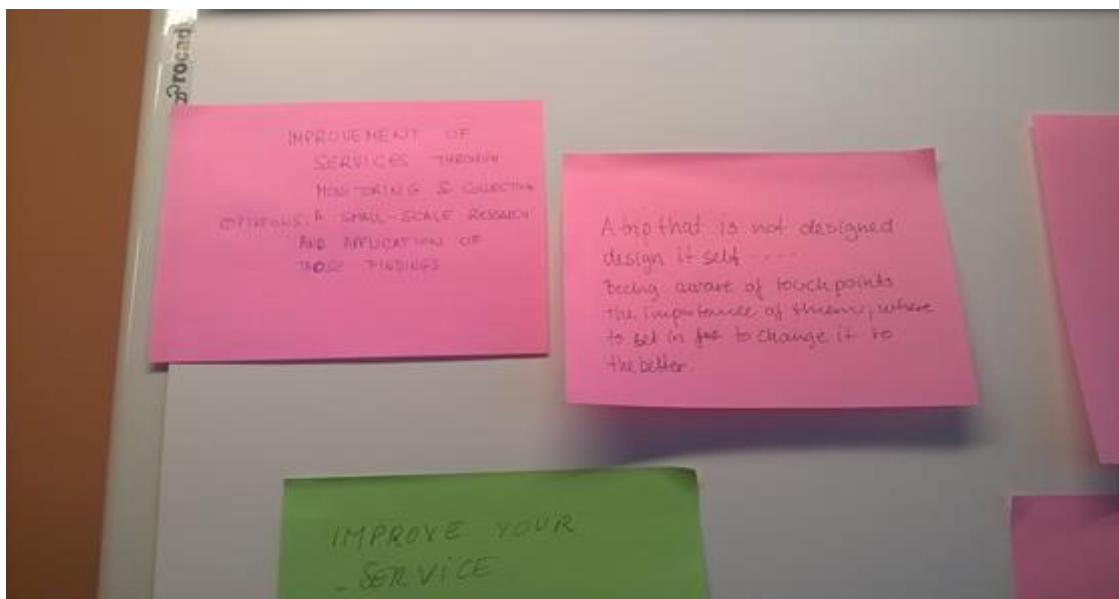


Figure 3: Thoughts on service design

The observation began with observing the participants facial expressions, while the methods were introduced to them. Facial expressions of the guides indicated that they were interested in the tools, but some confusion was observable. These observation results were noted down by the observer. Also the verbal reactions of the participants were observed during the one hour presentation of the methods. The observations were noted down and tape recorded, after which the material was summarized to results.

The international guides were interested in the service design toolkit, but many questions rose up. The use of the persona template was liked, but they were concerned whether the template would be a bit too boring, so that customers may not be interested in reading all of the information presented on it. Some guides thought that the persona template could be used for business to business use. That way the templates may be used for their full potential.

Some of the tools seemed to be confusing or the instructions on the use of the tools were unclear. If the tools would be used for education purposes or for business to business purposes, there would be a need for an introduction as well as instructions. For the quiz there should be a variety of options that can be picked from the questions. At the moment guides may only pick one answer option for each question. The purpose of the personas need to be clear. Some guides questioned the fact that may they use the personas for identifying what kind of guides they are as well as identifying customers of different cultural backgrounds.

For the tools to work, guides need to be educated about service design and how organizations can benefit from it. Tour guide organizations may benefit from service design. Service design aids them to understand their actions better and give them development ideas. Service design also aids them to understand their customer base and what their needs are.

#### 4.2 Semi-structured interview and results

A semi-structured interview is an interview type which is in between a form interview and an open interview. The aspects of a semi-structured interview are that the theme for the whole interview is selected and the questions are selected to match the theme. However the correct form and order of the questions are not essential. A semi-structured interview can be used in quantitative as well as in qualitative research. (Hirsjärvi, etc. 2010, 208.)

A semi-structured interview was used in the thesis process. The themes for the interview were service design, its methods and Innoguide. The persons who were interviewed were Mrs. X, a freelance guide who took part in the Innoguide project during a few years, and Mr. Y, a guide who had his own guide organization which operates in Finland. The interview layout is presented in the end of the document (Appendix 2). The interviews were carried out, because it was believed that it would give an insight of what Finnish guides might think of the service design toolkit and if it needed any improvements.

On 25<sup>th</sup> of February 2016 Mrs. X visited Laurea University of Applied Sciences and came to discuss service design and its methods. This visit lasted for an hour. She pressured on the fact that service design methods are an important factor on guiding. The methods help new as well as experienced guides. The guide role personas are an important method for new guides, so that they may compare different guide personas and to possibly learn from each guide persona. Mrs. X also believes that even though guide role personas are essential, customer personas are crucial for guides. This way guides can orientate themselves before each guide tour and familiarize different cultural aspects between tourists.

Mrs. X believed that the service design toolkit will be a good asset for the Innoguide community. Quiz is a fun and educational way for new guides to learn what type of guide they are and how different guides differ from one and another. Customer journey a productive method, which helps tour guides plan their tours and it is useful, because it is also a method that gathers feedback. The toolkit is essentially an effective training package for tour guides.

Mr. Y considered that the quiz and the guide roles could be used as a reflector tools for new guides. These tools could be used as a conversation starter to try and develop guides as well as their actions. Customer journey is an important tool that provides essential information for

guides about their tours and what kind of an impact they have on their customers. Mr. Y believed that it is also a tool that can be used to gather feedback.

#### 4.3 Development ideas

After the workshops and interviews, new development ideas were created for the toolkit based on the observation, interview and post-it results. The guides' feedback given on the workshop was used on the development of the ideas. They gave feedback on how they would use them and how some development aspects would make using the tools easier and convenient for them. All of the guides' points of views and ideas were taken account on the development ideas.

The first development aspect came from the guides when they noticed that some of them were not completely sure what service design is and how it is used in businesses. Some guides had negative prejudices of the word. In the beginning of the service design toolkit, there should be a small introduction of what service design means and how some businesses have benefited from service design. Real examples of service design used in businesses may motivate guides to want to learn more of it and not be intimidated by its complex reputation and name. This introduction is essential, because guides who use Innoguides learning platform are from different backgrounds; other may have been introduced to service design, others may not.

Introductions to all tools is also an important aspect in the toolkit. It is significant for the guides to understand why this particular tool is being used, what its outcome will be and how to use it in the future. This way it can be guaranteed that the tools are being used correctly. In figure 4 are presented the development ideas of each service design tool.

## Development ideas for service design toolkit



Figure 4: Development ideas for toolkit

Individual development ideas of the tools rose during the workshop. Quiz was seen as an amusing tool, which introduces the guide to the guide role personas. The guides were a bit disappointed that when taking the quiz, only one stated fact is able to be picked. Some thought that multiple choice questions, where multiple answers could be picked would be better. The answers should also be sent to individuals e-mails, so that they may return to their answers whenever they want.

The guide roles were received with a positive note by the guides. They thought that the persona templates were useful and they could use them in the future. One development idea for the guide roles could be that in each guide persona template there could be an example of each guides tours. What kind of a tour would an emotional guide have in comparison to a bridge-builder guide? Some guide also thought that there could also be examples of customer persona templates. In these customer templates cultural differences could be brought up.

In the customer journey tool detailed instructions on how and why the tool is being used is needed. The customer journey was thought of being an essential and exceptional tool for the guides to use. An out of the ordinary development of the customer journey could be a platform where guides may share their own customer journeys and experiences in improving them for their tours.

On 19<sup>th</sup> of April a meeting was held with the commissioner of the thesis. It was discussed that examples of service design used in organizations should be brought up in the thesis. Some of

these examples can be found in Mark Stickdorn's and Jakob Schneider's book 'This is service design thinking' (2010). It has examples of how the Dutch Ministry of Economic Affairs as well as how the University of Pittsburgh Medical Center has used service design thinking in their operations. (Stickdorn & Schneider 2010, 220 & 266).

## 5 Conclusions

The objective of the thesis was to establish development ideas for the Innoguide 2.0 project's service design toolkit. The thesis introduces three service design methods, which are part of the service design toolkit. The development ideas were created from around these service design methods. These service design methods are used by guides for learning purposes and for developing their actions and tours. The purpose of the thesis was to develop the service design methods for the use of tour guides and tour guide organizations.

Through observing tour guides in a workshop, in which this toolkit was presented, new ideas were generated to develop the toolkit, so that it would be easier for the guides to use it individually as well as with other guides. The development ideas for the service design methods were generated from the results of the research methods: the service design toolkit should have an introduction to service design as well as an introduction to each method, and when taking the quiz the guides should be able to choose more than one answer. In each guide role persona, there should be an example of each guide's tour and the guides should be able to share their own customer journeys with other guides in the Innoguide learning platform.

The workshop observation helped create new innovative development ideas for the service design toolkit. It provided an opportunity to notice what international guides thought of the toolkit and it gave an idea of how well the toolkit would be perceived by different guides. Interviewing two Finnish tour guides also gave excellent insight into what they thought about the toolkit and how it could be benefitted. It would have been interested to interview guides, who are not tied to the Innoguide 2.0 project and to have received their viewpoint of Innoguide 2.0 project and the service design toolkit. Interviewing international guides could have also been beneficial for the development of the development ideas for the toolkit. It would have given even more detailed thoughts on the toolkit.

New development aspects were developed at the end of the project. Detailed examples of how service design has been used by several organizations could be needed to convince people, who are not quite sure of the functionality of service design. This could be a follow up to this thesis. The next development step could be going through the development ideas with stakeholders and surveying their reactions to them. When this is conducted, the new development ideas can be put to use.



From the commissioner's point of view, the thesis did reach its objective and purpose. New development ideas were established and it has been said that these development ideas will be taken into account when developing the service design toolkit further. The service design toolkit is beneficial for tour guides and tour guide organizations, because it allows the guides to test out service design thinking and lets the guides figure out if service design is profitable for their actions. The guides can also apply a new tool for their tours and learn from it.

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Appendix 1: Transcription of Workshop 20<sup>th</sup> of January 2016

*Laurea University of Applied Sciences*  
*Leppävaara, Finland*  
*20th January 2016*

**Presenter:** First I would like to ask you what is service design to you?

**Guide 1:** No idea

**Guide 2:** I do not know

**Guide 3:** Improving services

**Guide 4:** Improve quality of services

**Presenter:** We have created a toolkit with different kind of tools and instruments that help to improve your services. They make the services more visual and create understanding of customers. The tools are quiz, guide personas and customer journey. We have some examples of how businesses have used service design in their services.

**Presenter:** It is easy to think when we provide a service, we know what customers want from the service. However there are many things we do not know from a customer's perspective and point of view. Customer's experiences vary. We need to think how we can gather customer feedback so we get the instant picture of what the customer needs and wants.

**Presenter:** How do you get information from your customers?

**Guide 2:** From e-mails.

**Guide 4:** You ask for feedback.

**Guide 1:** We ask customers how we can make your journey better directly, so that the customer may answer honestly.

**Presenter:** How much do you get feedback from the customers?

**Guide 2:** Maybe half of those who we send the e-mail.

**Presenter:** Feedback develops the tours and services for the next customers.

**Presenter:** The service design toolkit will be up on the Innoguide webpages. There will be a separate page for it and on the main page there will be a button for the pages. There are different kind of tools in this toolkit. They will help you to develop your services. You can pick all of the tools or maybe just one if you want to use them. You do not have to use them all.

**Presenter:** Did you all make the quiz? Yes. You all got your results. What did you thought about the quiz? Was it difficult to do the quiz?

**Guide 6:** Yes, because you could not select more than one answer.

**Guide 5:** Yes I would have wanted to answer with multiple answers.

**Guide 2:** I'm sorry I still have trouble understanding when to use each tool.

**Presenter:** Well, quiz is used as a starting tool, you can find out what kind of a guide you are by answering the questions. It is a fun one of finding this out. This can be used in workshops or by yourself. So quiz is a teaser which starts the self-evaluation. This then describes what kind of guide you are. After this you can create your own persona template or profile. Which then you can use in your company or as a tool in your CV.

**Guide 3:** What is the purpose of personas?

**Presenter:** The purpose of the persona is to understand your customer, also to identify your own strengths and weaknesses and this way you can improve yourself. We try to go a bit deeper than just traditional segmentation based on the social demographics.

**Presenter:** Has anyone seen those guide roles that we have created. Based on the information that we got from interviews and surveys from different countries, we got all the information to these guide roles.

**Presenter:** Customer journey shows the service with the customers view. It is a visual tool. It gives information what are the most important moments during a customer's journey with the service. It gives a moment of truth for services. It can be used when you develop your services, guides can use it when they are developing their tours. Companies can use it by giving customers possibilities to write down in their webpages their customer journeys for others to see. It lets customers to bring up their own point of view of the services.

## Appendix 2: Semi-structured interview questions

### Service design

-Is service design familiar to you?

### Service design methods

-General thoughts on tools?

-Which tool is believed to be the most used/efficient by users?

-How important are SD- tools in the education process of guides?

-How will the tools be used?

-Any improvement propositions on the tools? Could they be easier or more reliable?

### Innoguide

-Were you aware of Innoguide before you decided to join it?

-How many years have you been part of the Innoguide project?

-Have you used the Innoguide education platform?