

Master's thesis

Leadership and Service Design

YDESIS14

2016

Anna Korpi-Kyyny

INNOVATION SERVICES OF TURKU UNIVERSITY OF APPLIED SCIENCES

Making the Services Easier to Understand and Purchase



MASTER'S THESIS | ABSTRACT
TURKU UNIVERSITY OF APPLIED SCIENCES
Leadership and Service Design
2016 | 76 + Appendices
Päivi Katajamäki

Anna Korpi-Kyyny

INNOVATION SERVICES OF TURKU UNIVERSITY OF APPLIED SCIENCES

Making the Services Easier to Understand and Purchase

TUAS innovation services are aimed for organisations in Turku region and produced by TUAS students as a part of their studies. There are altogether 15 different innovation services which have different names and visual identities. The starting point was that the services were not well-known among potential customers.

This thesis aimed to find out what the organisations in Turku region think about innovation services in general and how they saw services provided by TUAS. With the customer insight the innovation services were developed so that they would appear more interesting and be easier to understand and purchase for organisations.

The thesis was based on service design and branding theory. Various service design methods were used both in research and development. As a result suggestions on developing TUAS innovation services marketing and communication were made but none of them were prototyped. Also the 15 different innovation services were united under one name as a product family. That included suggestions for the product family's name and slogan but no visual identity was created.

KEYWORDS:

Service design, service, branding, product family, marketing, service branding

CONTENT

1 INTRODUCTION	1
2 INNOVATION SERVICES	3
2.1 TUAS innovation pedagogy	3
2.2 TUAS innovation services	3
3 THE AIM OF THE RESEARCH AND THESIS PROCESS	8
3.1 The framework of the research	9
4 THEORY	11
4.1 Service design	11
4.2 Branding	13
5 RESEARCH AND METHODS	20
5.1 A survey among potential customers	20
5.2 Interviews among the participants of the survey	25
5.3 An analysis of TUAS innovation services	26
5.3.1 TUAS brand hierarchy and innovation services	28
5.3.2 TUAS website	31
5.4 Benchmarking	35
5.5 Observing and Thinking Aloud	42
5.6 Personas representing typical customers	43
5.7 Conclusions	45
6 THE DESIGN AND DEVELOPMENT OF MARKETING AND COMMUNICATION	48
6.1 Marketing and communication	48
6.1.1 Service blueprint	51
6.1.2 TUAS website	53
6.1.3 Future wheel	57
6.2 Product family	59
6.2.1 Product family name	61
6.2.2 Slogan for the product family	64

7 DISCUSSION

66

REFERENCES

74

APPENDICES

Appendix 1. Business model canvas created by TUAS service business.

Appendix 2. Online survey for organisations in Turku region.

Appendix 3. Questions for the phone interviews.

Appendix 4. Evaluation form for Observing and Thinking Aloud task.

Appendix 5. Persona #1

Appendix 6. Persona #2

Appendix 7. Persona #3

Appendix 8. Persona #4

Appendix 9. The Disney method

Appendix 10. Current service blueprint

Appendix 11. Developed service blueprint

1 INTRODUCTION

This study was commissioned by Turku University of Applied Sciences (TUAS) Kolmiloikalla vaihtovirtaa project. The project builds up experts exchange in research, development and innovation (RDI) work for the personnel of Turku and Satakunta universities of applied sciences (Turun ammattikorkeakoulu 2016a). Related to the project are TUAS innovation services that are aimed for organisations in Turku region. This thesis aims to determine what the organisations in Turku region think about innovation services in general and how they see services provided by TUAS. With the customer insight the aim is to develop TUAS innovation services so that they would appear more interesting and be easier to understand and purchase for the organisations.

TUAS is one of the leading universities of applied sciences in Finland. It hosts 9,400 students studying for a Bachelor's or Master's degree and employs 700 people. Studies at TUAS are working life-oriented, combining theoretical studies with professional skills. TUAS has developed a new learning method called Innopeda® which is based on experimenting, sharing expertise and combining different viewpoints. (Turun ammattikorkeakoulu 2016b) TUAS offers studies in Business Administration, Engineering, Information and Communications Technology, Health Care and Culture and Arts (Turun ammattikorkeakoulu 2016c).

Innovation services are services provided by TUAS and they are produced by TUAS students as a part of their studies. These services vary in duration, price and field. TUAS aims to cooperate with organisations in Turku region and provide students with connections to the working life while studying so the innovation services are one way to reach the goal. In Turku region TUAS innovation services compete with similar services provided by other universities and various private companies. In Turku region there operates over 36,000 companies according to Statistics Finland (Regional statistics on entrepreneurial activity 2015). Additionally there are thousands of operators in the public and third sector, which leads to tens of thousands potential customers for TUAS innovation services.

My role in this study is a researcher and in the design process a copywriter and a service designer. I have been working as a copywriter in an advertising agency for over 11 years. In the daily work I deal with branding, brand communication and marketing – for both b-to-b and consumer markets. I have been part of teams which create a completely new brand

identity for companies and guidelines for the brand communication. In this thesis I am going to use my own expertise when creating ways to make TUAS innovation services easier to understand and buy for the potential customers. I will also utilize the expertise of my colleagues in the design process: our agency works regularly on projects with TUAS and other education providers in Finland. In addition, one of my colleagues has almost 20 years of experience working with TUAS and that great amount of insight on TUAS brand and education marketing will be a precious advantage in the developing work.

2 INNOVATION SERVICES

An innovation is a new idea, device or a method (Merriam-Webster Dictionary and Thesaurus 2016). Being more precise, it is described as a new or substantially improved product launched into the market by a company or a new or substantially improved process, a new marketing or organisational method. Innovation is always something new to the organisation (Official Statistics of Finland 2016).

Innovation services help organisations create innovations, ideas and develop their operations. Such services are provided by universities as well as companies.

2.1 TUAS innovation pedagogy

TUAS has developed a new approach to learning called innovation pedagogy, Innopeda®. It links together education, research, development and innovations (RDI) and working life. The learning approach is based on experimenting, sharing expertise and combining diverse viewpoints. (Turun ammattikorkeakoulu 2016d.)

TUAS strategic plan states that the university of applied sciences abides the principles of Innopeda® in its actions. It means, for example, that TUAS creates learning environments that include working life partners, up-to-date laboratories and exercises completed in cooperation with the working life. (Turun AMK:n strategia 2015–2025.) The aim is to teach the students skills which are needed in creating innovations and participating in innovation processes regardless of the study field. These kinds of skills also contribute to creating new innovations regionally, locally and internationally. (Lehto & Penttilä 2013, 20) This Innopeda® ideology forms the base of TUAS innovation services.

2.2 TUAS innovation services

Innovation services have been developed in different TUAS units and some of them have been successfully in operation for years. All of the services are produced by TUAS students and they vary, for example, in duration, price and field. A number of these services are a compulsory part of the studies and some of them students can choose to participate in. A number of services have even been built into company-like structures that are run by students within TUAS. That means that students can work in the company for a longer

period, and for instance, complete a training session there. Although a number of services have established their operations, the range of innovation services is not well-known within TUAS. (Lehto Anttoni, 28 August 2015.)

For organisations these services provide an inexpensive or sometimes free of charge opportunity to develop their products, services or operations. Every service has a **service leader** who is responsible for the service process. The service leader is in contact with the customer and briefs and guides the student group in the service process. The services usually gather a multidisciplinary group of students to work according to the brief provided by the customer. Students can generate fresh ideas and viewpoints for the organisation and help it create something new. Because the services are provided by students, the results and the quality of work may vary. (Lehto Anttoni, 28 August 2015.)

Altogether TUAS provides 15 different innovation services for organisations. They are:

100 ideaa yhdessä illassa (100 Ideas in One Night) is a service of advertising agency Guru that is a part of TUAS Arts Academy. The service is a few-hour brainstorming session dealing with advertising and marketing solutions and it is produced by advertising students. Also longer brainstorming sessions or idea generating are possible. 100 ideaa yhdessä illassa is a new service that has not been marketed yet. (Lehto Anttoni, 28 August 2015.)

Capstone aims to create and test a prototype of a product, service or other solution. For the organisation Capstone offers a risk-free environment to try new, even bold solutions. The service is produced by a multidisciplinary group of students from electronics, information technology, business administration and library and information science degree programmes and it utilizes LEAN thinking. (Turun ammattikorkeakoulu 2016e.) For the students the process simulates working in a startup company. The Capstone process takes about six months and is tied to the TUAS schedule. Capstone was first launched in 2011–2012. (Lehto Anttoni, 28 August 2015.)

Firma (The Firm) operates like a real company and deals with services in ICT. It offers different products and services such as software, maintenance services, websites and small databases and unites all TUAS ICT learning environments under one umbrella. (Firma 2016) The students work in Firma like in a proper company and move on to more demanding tasks when they have gained enough experience. (Turun ammattikorkeakoulu 2016f) Firma's

weekly schedule is similar to any existing company with meetings, reporting tools and documentation. The students can, for example, work in Firma for the summer or complete their training there. Firma started to operate with these principles in fall 2015. (Lehto Anttoni, 28 August 2015.)

IB-HUB is an internationalization service for small and medium enterprises (SME). The services can range from analysing the company's readiness to go international to finding potential markets and entry modes. IB-HUB is produced by a multidisciplinary group of both Finnish and international students. An important asset of the service is its global network which includes over 300 higher education institutions and other connections that the customer can benefit from. (Turun ammattikorkeakoulu 2016g.) IB-HUB has been operating since 2013 (Lehto Anttoni, 28 August 2015).

Inno58h and **Innocamp** are part of LeanInno which is a TUAS project to develop innovation know-how. LeanInno aims to educate thousands of new development and innovation experts in Turku region through cooperation of other universities, innovators and companies. The education occurs always in real working life development projects which aim to find solutions for companies. The services are produced by a multidisciplinary group of students who come from different universities in Turku region. Innocamp is a 48-hour camp which is a part of Inno58h or it can be merged as a part of another course. Inno58h lasts altogether eight weeks and ends with Innocamp and a feedback day. (Lehto Anttoni, 28 August 2015.)

Innovaatiokilpailu (Innovation competition) is a competition for student groups. The assignments comes from research groups within TUAS and the task is to develop the ideas further. The assignments are usually about product development and the competition takes about two months. The competition was piloted in spring 2015 in Salo campus – in the future it could be open to all TUAS students. (Lehto Anttoni, 28 August 2015.)

Monkey is a multidisciplinary study period in Health Care. In Monkey the students produce, for example, event organisation, business development and work welfare services and ideas for implementing welfare strategies. Monkey takes about two months and starts in the beginning of the academic year. The service was developed 10 years ago – the name Monkey is no longer in use and the continuation of the service is unsure. (Lehto Anttoni, 28 August 2015.)

Projektipaja (Project Hatchery), **Tutkimuspaja** (Research Hatchery) and **Kesäpaja** (Summer Hatchery) are workshops where students work in multidisciplinary groups. The assignments can be, for example, organising an event, designing or marketing a product, planning, conducting and analysing a survey or creating a manual. Projektipaja is compulsory for all the first-year students in Technology, Environment and Business faculty, whereas Kesäpaja and Tutkimuspaja are optional. Projektipaja takes place in the fall, Kesäpaja in the summer time and Tutkimuspaja whenever needed. Tutkimuspaja can also be a part of another course. The workshops started about 10 years ago. (Lehto Anttoni, 28 August 2015.)

Tukialus (Support Vessel) is a service produced by social services students. The assignments from social service organisations can be about customer service, method development, reporting or event planning. The service has been available since 2006 and it is executed twice a year. (Lehto Anttoni, 28 August 2015.)

Tuotekehitysmoduuli (Product Development Module) is a compulsory course for the second year Environmental Technology students. The course simulates the process of a product development company so that every group of students form their own venture. The course is more a pre-phase of service than a proper service. Tuotekehitysmoduuli takes place in the fall and it was held for the first time in 2014. (Lehto Anttoni, 28 August 2015.)

Turku Game Lab is a working environment shared by TUAS and the University of Turku. In Turku Game Lab students from both the technical and artistic fields can meet and develop games together. Turku Game Lab provides, for example, game development and game technology solutions for applications. The lab functions with the Living Lab principle where every student interested in game development has access to the lab's modern tools. (Lehto Anttoni, 28 August 2015.)

Tuuletukset offers developing services in the field of environmental business. Both students and experts can participate in the session – usually the assignments deal with new ideas and operating models. Tuuletukset takes only a couple of hours and the service began a few years ago. (Lehto Anttoni, 28 August 2015.)

These innovation services are a part of TUAS service business which includes also continuing education and laboratory services to mention a few (Turun ammattikorkeakoulu

2016h). TUAS business services aim to improve working life competitiveness and welfare in the southwest Finland. They offer custom-made services to enhance the customer's operations and increase revenue (APPENDIX 1). (Virtanen Kirsti, 18 April 2016.)

3 THE AIM OF THE RESEARCH AND THESIS PROCESS

TUAS innovation services are not marketed as a product family but different services market themselves individually. This is why the understanding and awareness of these services is not at the level it should be – even within TUAS. Innovation services have a lot of potential that benefits both TUAS students and organisations in Turku region but the potential is not fully utilized.

The aim of this thesis is to develop and design TUAS innovation services in a way that they would be more understandable, coherent and attractive to potential customers. This is completed by first studying the potential customer views concerning innovation services in general and TUAS innovation services especially. With the customer insight and using service design and branding theories and methods the innovation services are developed to reach the aim.

Research questions in this study were:

- How do the organisations in Turku region see innovation services in general and TUAS innovation services especially?
- In which way the TUAS innovation services that now appear very different from each other could be united as a product family and made interesting and easily purchased?

Making the services easy to purchase is in thesis defined as a possibility for the potential customer to contact a person in TUAS that is responsible for the services or a possibility to leave a contact request.

Thesis process

The whole thesis process comes from the service design theory. Tuulaniemi (2011, 126) says that developing a service always includes creating something new and unique and that is the reason why the process can be described only by a general level. The process presented by him is applied in this thesis (PICTURE 1). In the process service design theory and methods are used to develop the marketing and communication of the innovation services as a whole and to gain customer insight. Branding is used to develop a coherent and attractive product family.



PICTURE 1. The thesis process.

The definition of this study includes the presentation of TUAS innovation services, the aim of the study and research questions.

The research includes branding and service design theory as well as service design methods. The methods used in the thesis are survey, interview, analysis, benchmarking, personas, observing and thinking aloud.

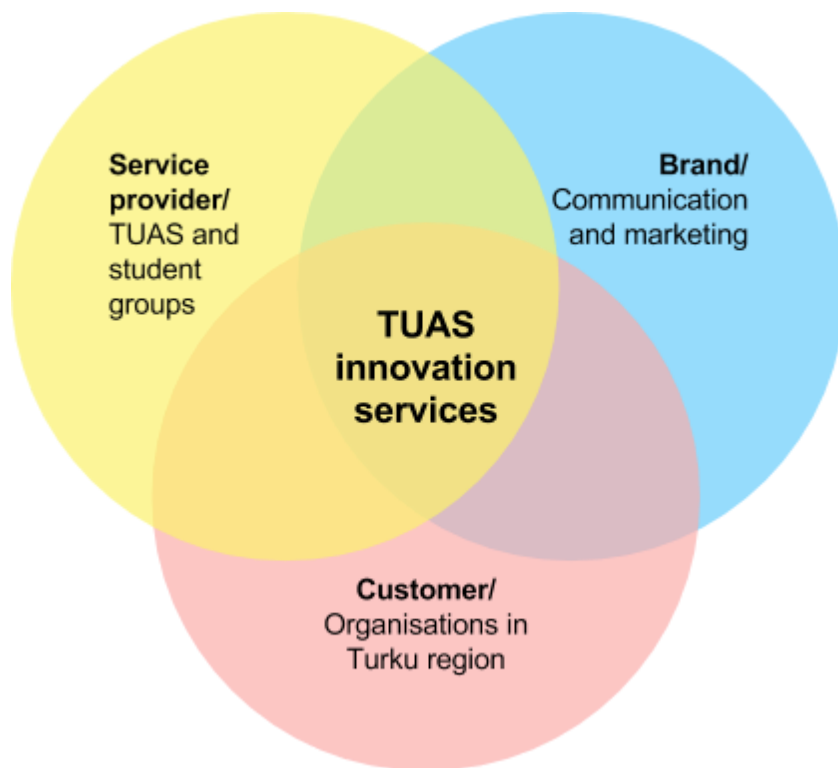
Designing concentrates on two aspects: developing the marketing and communication of TUAS innovation services and creating a product family.

Suggestions to develop TUAS innovation services and their marketing and communication are made in the design and development part. That includes concrete suggestions for improving marketing and communication but none of the ideas are prototyped. Suggestions are also made for the name and slogan of the new product family that is developed.

The evaluation of the entire process and ideas created is completed in the discussion part. The final evaluation of the ideas presented is conducted within TUAS. In any case the ideas need to be further developed if they are implemented – for example, the visual identity remains to be created.

3.1 The framework of the research

In the focus of this study is TUAS innovation services as presented in the framework (PICTURE 2). The study concerns *a service provider*, *a customer* and *a brand* which all are important factors in developing TUAS innovation services. The service provider is TUAS and the student groups gathered for every service. The customer can be any organisation from Turku region and the brand concerns developing the communication and marketing of the services and creating a product family.



PICTURE 2. The framework of the research.

4 THEORY

The theoretical background in this study comes from service design and branding. With the help of service design methods the services can be researched and designed from the customer's point of view. Branding theory is used in analysing the current situation and developing a product family.

4.1 Service design

Services have always been designed and developed – whether there is a professional practice and academic field about service design or not (Junginger 2013, 18–19). Service design uses old familiar things in a new way (Tuulaniemi 2011, 12) but there is no specific mutual definition of what service design is. It is usually described as a combination of various tools and methods which are lent from various disciplines. As an approach service design is always evolving. (Stickdorn & Schneider 2011, 29.)

The methods of service design are suitable for services, manufacturing and a combination of these – also for renewing public services. Service design offers a new, user-oriented aspect and tool for developing services. It begins with understanding human actions, need, emotions and motives. (Miettinen & al 2011, 12–13.)

In service design thinking co-creation is an essential principle which means that customers could and should be a part of the service design process (Vuorela & al 2013, 116–118). Polaine et al (2013, 41) adds that designing with people means not only the customer but the people providing the service.

To be more clear, services do not exist without customers which is why in the center of service design there are always people. Service always includes interaction between the customer and service provider. This is why it is important to know the relations and motives of people and what creates value for them – this is called customer insight – but also know the same about the service provider. When designing a service it is essential to understand all aspects of the entity of which the service is a part. The aspects do not become clear by asking people what they need and expect because they cannot imagine and tell about what does not exist. To gain customer insight and become familiar with the needs of different

people creating the service experience it is important to research and observe how people behave in the service process and in their everyday life. (Tuulaniemi 2011, 66–73.)

Because the service experience is subjective and service design cannot affect it, service design aims to optimize the experience by concentrating on the critical steps of the service process. These include working methods, facilities and interaction. The purpose is to create the most positive service experience possible for the customer which is valuable to any service provider because better service leads to higher customer loyalty. Service design helps create a general view of the factors that influence the service and keep that in mind while the service design process moves forward. It also makes the service visible and concrete with visualisations and prototypes. Because service is abstract it is important to give concrete samples of the service and its quality. (Tuulaniemi 2011, 26–29, 92–94.)

According to Stickdorn (2011, 34–45) these five principles are always present in service design thinking: *user-centered*, *co-creative*, *sequencing*, *evidencing* and *holistic*. As mentioned, the experience forms in the mind of the customer which is why services should be seen through the customer's eyes (user-centered). That leads to sequencing in which the service is visualised as series of actions that are related to each other. In service design all stakeholders should be a part of the design process (co-creative). Evidencing means visualising intangible services and holistic that the entire environment of a service should be taken into account.

In an ideal situation, service design is used on a strategic business level so that it connects the company's business propositions with the circumstances where and how the propositions are delivered to the customer. Every organisation has potential to benefit themselves and their customers by personalising services. When the attention turns from the mass to individuals it creates completely new possibilities – and this is why service design believes more in the qualitative than quantitative research methods. (Polaine & al 2013, 38.)

The service design process helps concretising and understanding both details and the big picture (Miettinen 2013, 6–9). It is a systematic way of developing and innovating services in both an analytical and intuitive way. Service design is based on logical thinking, facts and data but it is also an intuitive skill and experience to look at what could be possible in the future. It brings the familiar policies of design to service development and unites them into the traditional service development process. It helps develop services so that the needs of

both the customer and the service provider have been predicted and considered. In addition to developing the existing services, service design also helps the organisation see the strategical possibilities of services in their business and to innovate new services. Service design aims to create services that are economically, socially and ecologically sustainable. (Tuulaniemi 2011, 10–12, 24–25.)

Service design is important for all organisations if they want to develop, innovate and improve their service offering, strategy and experience (Service Design Network 2016). When improving the existing services that already have customers, competitors and people who understand how to use the service, the focus is on searching the failures of the service and possibilities for elevating the experience. In these cases the scope of the research can be narrower and less about the unfulfilled needs of the customer and more about the using of the service. (Polaine & al 2013, 41.)

Service design links also to branding. Today digitalisation and diverse media field have changed marketing communication from being one-way actions to a dialogue between the brand and customers. Every encounter with people, products and services create the dialogue and to develop a more profound connection the customers demand more possibilities to interact and communicate with the brand. This is called customer engagement and the essential question is how and in which channels the customer encounters the brand. Brand building creates the dialogue in different channels but service design defines where the brand and customer meet and plan the choreography for these encounters. (Tuulaniemi 2011, 48–49.)

4.2 Branding

The history of branding goes back centuries. The term brand was born when livestock owners started burning their mark on the skin of the animals as a sign of ownership. (Jobber 2010, 303.)

Today the American Marketing Association (2016) defines a brand as "name, term, design, symbol, or any other feature that identifies one seller's good or service as distinct from those of other sellers". But brand cannot be created without customers and their view of it. As De Chernatony & al (2011, 31) say a brand includes functional and emotional values with which organisations can promise the customer an unique experience. Jerry McLaughlin (Forbes

2016) differentiates the brand name from the brand by saying that a brand name refers to the product's or service's name but the word brand includes the customer's perception of the product or service. So a brand is not created by advertisements about a brand that a company created – only the customer's vision of what makes the product or service different from the competitors makes the brand exist (Laakso 2004, 14).

According to Ellwood at the center of a successful brand there is always a successful product or service (2000, 11). Grönroos (2015, 337–339) adds that brand is a combination of the messages the brand sends and actions it does every step of the way. He emphasises that when it comes to services, the definition of brand misses an important piece: the service as a process. Because the customer's vision of the brand is created during the service process, the process itself has to be at the core of service brands.

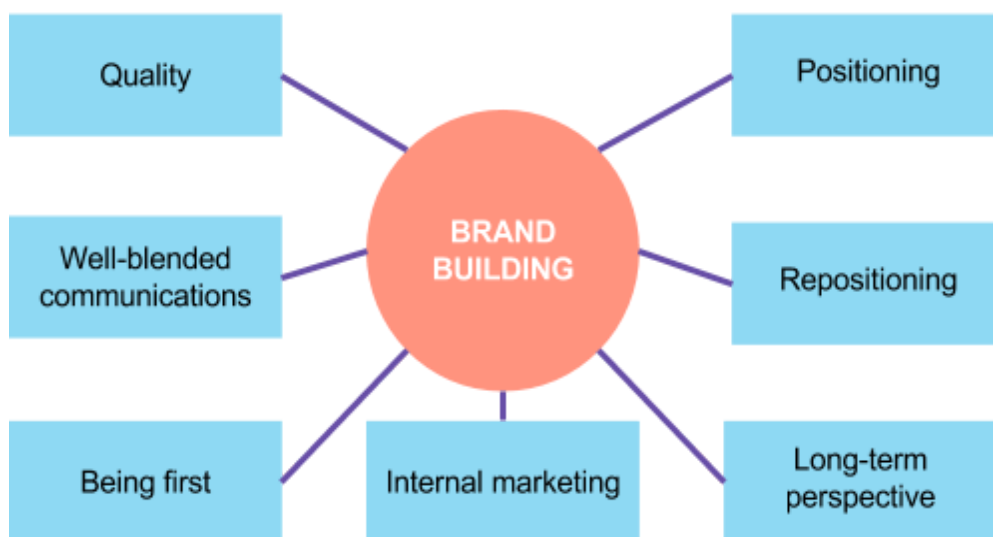
There are different kinds of brands. Groucutt (2005, 132–134) divides them into *family brands*, *individual brands* and *own-label brands*. Family brand means a brand range that takes up the company's name but individual brands are independent and have their own unique identity. Own-label brands are brands that retailers own and market themselves, such as Pirkka or Casa Stockmann. Ellwood's (2000, 41) brand architecture includes *corporate brands* (Barclays Bank), *endorsed brand* (Eternity by Calvin Klein) and *branded business* (Snickers which is produced by Procter and Gamble). Also a person can be a brand – a phenomenon that can be seen, for example, among top athletes and in the music industry (Laakso 2004, 23).

The reason why a brand is important to companies and organisations is that a successful brand building adds values to the product or service and that tempts customers to purchase. A brand creates the product or service a personality and makes it more approachable and interesting. (De Chernatony & al 2010, 18–20.) Brand domination, on the other hand, enables charging a higher price and increasing sales which makes the management of products and brands a key to successful marketing (Jobber 2010, 303).

Branding can begin when a distinctive feature that is important to the customer has been created for the product or service. In addition to the quality of the product or service, these features include price, distribution and marketing communications. Brand building is a long process that requires determination and vision. It is not a process carried on by the marketing department but it is a part of developing the entire business and includes strategic

decisions. (Laakso 2004, 22, 83–84.) Mootee (2013, 9) continues that brand building is a strategic point of view and not a selected set of marketing activities. It is the key tool for creating and sustaining competitive advantages – and the outcome is more than the sum of the brand's parts. (Mootee 2013, 9.)

In marketing branding plays a great role but the reasons why organisations try to build brands vary. Branding can help them differentiate their offerings or it can be a way to increase the awareness of the product or service. Branding also helps the customer to recall the brand and recognise it from the visual or other features that the brand has. (Groucutt 2005, 122–127.)



PICTURE 3. Building successful brands.

Jobber (2010, 313–318) introduces seven important factors in the process of building successful brands: *quality*, *positioning*, *repositioning*, *well-blended communications*, *internal marketing*, *being first* and *long-term perspective* (PICTURE 3). First of all, *quality* comes down to the core product: it has to function as it was designed in order to have a chance to be a brand. *Positioning* means differentiating the product from competitors, for example, with the help of service, design, guarantees and packaging. And when markets change, *repositioning* may be the solution for the brand story to continue. *Well-blended communications* helps to raise the awareness and *internal marketing* is a key to make the brand alive within the company and in every step of the customer's way. It has been studied that *being first* helps to build successful brands because customers form a clear image of the brand in their minds before competitors arrive. But creating a true customer loyalty can take many years. That is why productive brand building also requires *long-term perspective*.

Mootee (2013, 26) simplifies successful brand building into four steps: first make a promise and then tell what was promised, the third step is keeping the promise and the fourth one strengthening the promise. The actual brand promise can be grounded on many things – a technological innovation, a supreme service experience or customer support. The promise must be relevant to the customers and it may be somewhat differentiated to different target groups. The trustworthiness of the brand promise depends on the persistence and consistency of its delivery. (De Chernatony & al 2011, 166.)

Today customers become familiar with the brands through several different touch points, such as advertising, word of mouth, personal experience with the brand, website and social media. In brand building all of these touch points should be carefully managed by the company. To do that the brand story and its meaning should be clear to everybody in the company. (Kotler & Armstrong 2014, 268.)

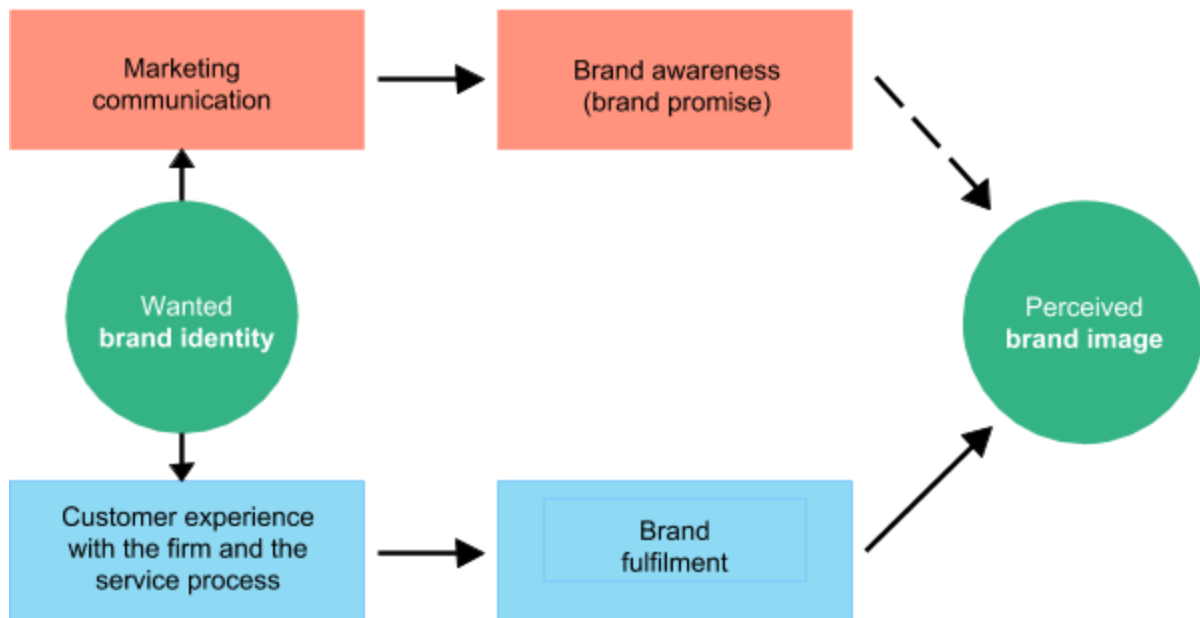
When it comes to business-to-business branding the process of purchase is more complex and it has more people influencing the outcome than consumer branding. In b-to-b branding the rational side has more weight but it also brings opportunities for long-term customer relationships and brand loyalty. The person using the product or service is not necessarily the same one who is responsible for the purchase. This is why the brand has to appeal to different kinds of people along the process and emphasize different features of the brand to different people. (Ellwood 2000, 56–63.)

Service brands

When taking a look at a good service company the focus is on both customers and employees. Service branding requires both external and internal marketing to motivate employees. (Kotler & Armstrong 2014, 276.)

Grönroos points out that a major mistake in branding services is to leave the service process and the end result of it outside branding. In service branding the process (PICTURE 4) should start with analysing the brand image the organisation aspires – that is the *wanted brand identity*. With planned marketing communication *brand awareness* is then raised. It makes the customers and stakeholders aware of “the existence of a given service” and supports the brand promise which is aligned with the customer experiences of the service provider and the service process itself. In the branding process customer experiences of the

service provider and the service process create the *brand fulfilment*. This leads to the *perceived brand image* in the minds of customers and other stakeholders. In the perceived brand image planned marketing communication has only a supportive role. (Grönroos 2015, 337–345.)



PICTURE 4. The service branding process.

Services have many more concrete encounters with the brand and the customer than products have, and every encounter is a possibility to tell the brand story. In services every action is a marketing effort and good service is the best marketing. In services the brand does not show but it is experienced. Tuulaniemi points out that the essential questions of branding a service are: *What makes the brand unique and how this comes across in the customer experience? How is the brand seen and experienced in the dialogue between the staff and the customers? Is the usage of the service logical and understandable in every channel and every encounter with the service? Does the customer receive positive brand experiences that lead to positive brand relationship in every encounter?* All in all, the research says that essential in building a successful service brand is discussing with employees about the company's goals, values and position in the markets and to communicate clearly the brand values so that everybody working in the service understands and shares the same values. (Tuulaniemi 2011, 50–54.)

Brand name

A brand name helps customers to find products that might be helpful to them. The customer brand is also a sign of quality and consistency – the customers know what they receive when purchasing the same brand over and over again. (Kotler & Armstrong 2014, 255.) One could say a brand for a customer is like a waving flag which grasps his attention and makes it different from all the other products and services (Ellwood 2000, 11).

A brand name is in many cases the key piece of information which is why it is important to choose a brand name that reinforces the brand's wanted positioning. An effective brand name should be, for example, *simple, distinctive, meaningful, compatible with the product or service and protected legally*. It is also good to create names that are *internationally valid and allow flexibility* if widening the portfolio becomes current. (De Chernatony & al 2011, 103–110.)

The name of the brand is often the most visible and memorable element of the brand for the customer. As people meet, they introduce each other by telling their name and that is the piece of information that people remember and how they refer to each other. The same goes with brands – it is usually the most memorable part of the whole brand identity. The name can also be the most sacred part of the brand while other elements, such as packaging, slogans and the brand promise, are often revised and reviewed. In addition, the value of a brand wraps around the brand name – while purchasing a competitor the company buys to have the brand to itself. This is seen also in the seven functions of a brand name (PICTURE 5). The name *identifies* the product or service as one of a kind to the customer and portrays either the product/service or an essential emotional brand *benefit*. The name should be *easy to pronounce* and spell and possible to *use around the world*. Also protection of the brand name is important: a *legal barrier* could be created to prevent counterfeiting. Linked to this is the point that the name should also be seen as an *equity* that could be traded. Finally, the name should most of all *feel good* in a subjective sense. (Ellwood 2000, 138–144.)



PICTURE 5. Seven functions of a brand name.

Jobber (2010, 319) introduces three brand name strategies: *family brand names*, *individual brand names* and *combination brand names*. A family brand name is used for all the products and this is how the good reputation of the family brand name helps all brands. Also the marketing efforts with the brand name benefit all the brands carrying it. An individual brand name has a unique identity and it does not connect to a company. A combination brand name is a mixture of the two so it carries the name of the family to benefit the reputation but has individual identity, such as Volkswagen Golf.

5 RESEARCH AND METHODS

The research methods used in this study were *survey, interview, analysis, benchmarking, observing, thinking aloud* and *personas*. The online survey determined what organisations in Turku region think about innovation services and TUAS innovation service especially. After the survey ten participants were interviewed to gain more insight about how they see TUAS as an innovation service provider. An analysis of TUAS innovation services was conducted by learning how the services present themselves and how they are presented on the TUAS website. A discussion with the TUAS Brand Manager about TUAS brand hierarchy was linked to the analysis. Benchmarking was used to review how other universities in Finland present their similar services on their websites. The TUAS website and its usability was analysed further by observing and thinking aloud. Personas that represented the typical customers of TUAS innovation services were created to help the upcoming design process.

5.1 A survey among potential customers

A survey was chosen as a research method to gain background information about the potential customers, study what they think about innovation services in general and determine if they are interested in the services provided by TUAS. One benefit of a survey is that a large research material can be collected because a survey can have a great number of participants and questions about many different matters (Hirsjärvi & al 2004, 184). Because the target group was so vast, a structured survey was chosen.

The survey had four parts: *gathering background information, general data about using innovation services, opinions about cooperating with universities* and *TUAS innovation services*. Regarding the last part, *TUAS innovation services*, it was decided together with the commissioner to leave a number of the TUAS innovation services out from the survey because the services are not marketed as innovation services and/or by their name or no one knows them yet. The excluded services were *100 ideaa yhdessä illassa, Firma, Innovaatiokilpailu, Tuotekehitysmoduuli, Turku Game Lab* and *Tuuletukset*.

The survey had altogether fourteen multiple choice questions (APPENDIX 2) which were created together with the commissioner. Multiple choice questions were chosen to produce data that can be easily comparable and to help participants answer the questions by providing alternatives (Hirsjärvi & al 2004, 190). A number of the questions also had 'Other'

field where the participant could write his own answer. The questions were sent in advance to the TUAS innovation service leaders for comments.

For the survey TUAS provided a mailing list containing over 2,700 email addresses. The mailing list included organisations in Turku region from the private, public and third sector. The goal was to receive at least 200 answers. The survey was conducted in August and September 2015.

The results of the survey

The survey produced 216 answers. From the organisations that answered the survey 72% represented the private sector, 18% the public sector and 10% third sector organisations. They operate in various fields such as *expert and consultant services* (19%), *health and social services* (15%), *manufacturing* (13%) and *service sector* (12%). The lowest number of representatives were in *finance and insurance sector* with only two participants (1%). 15% answered that their organisation represents *other* field. Organisations represented all sizes: 38% of the participants work in an organisation that employs under five people and 6% employs over 500 people (FIGURE 1).

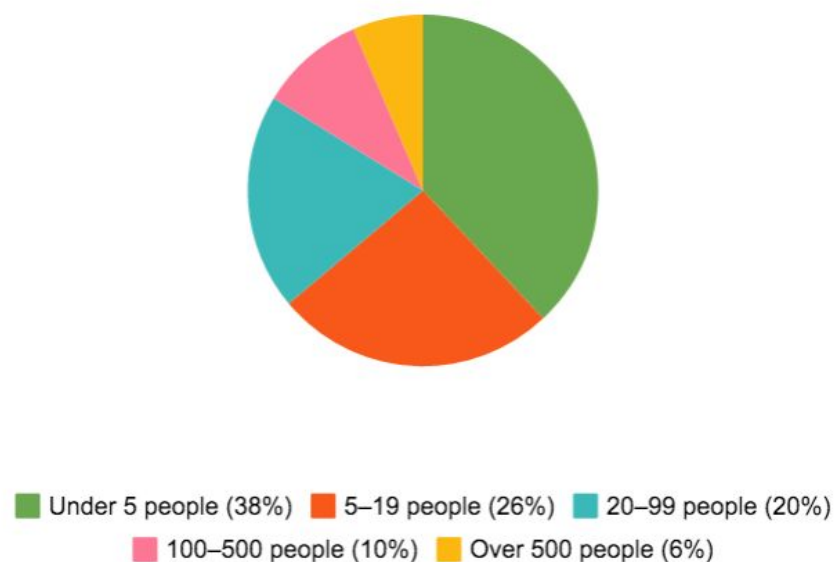


FIGURE 1. Organisation employs in Turku region.

When asked about where their organisation looks for innovation service providers the most popular choices were *colleagues* (48%), *internet* (41%) and *universities of applied sciences (UAS)* (28%). Over 20% mentioned also *ELY Centres*, *universities*, *consultant companies* and the choice “*I look for service providers in events and seminars*”. (FIGURE 2)

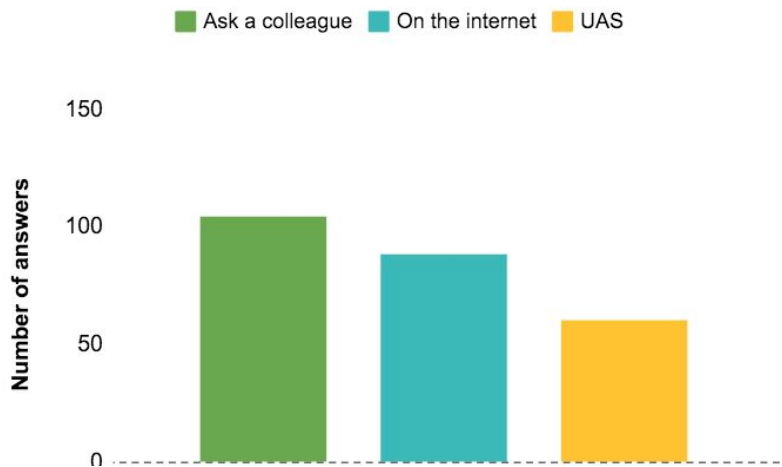


FIGURE 2. Where organisations look for innovation and development services. Top three answers.

When asked to name the most important reason for not investing in developing operations and innovations the participants answered the *lack of time* (31%) and the *lack of money* (30%). But on the other hand 26% answered there was no such reason because *their organisation invests plenty in developing*. (FIGURE 3)



FIGURE 3. The most important reason why organisation does not invest in developing operations and innovations.

The matters that organisations would most need help in developing were improving *services and service design* (45%), *marketing* (40%) and *developing their own organisation or personnel* (37%).

When choosing a partner for innovation and developing processes the organisations valued *professionalism* (42%), *cost-efficiency* (40%) and *fresh viewpoints* (33%). Also *inventiveness* and *enthusiasm* were seen as important qualities. (FIGURE 4)

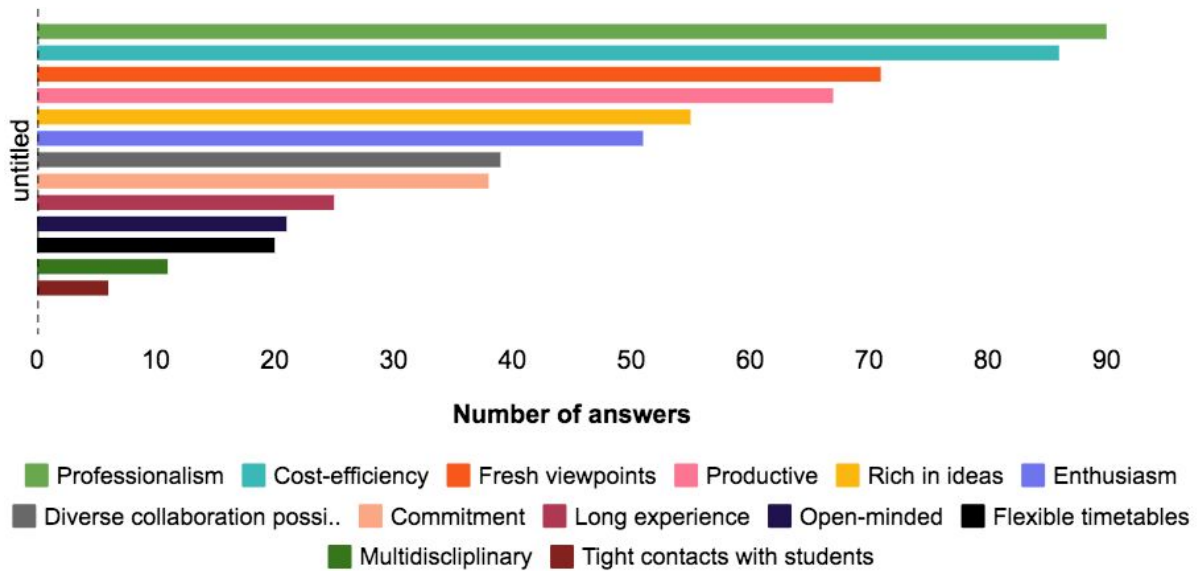


FIGURE 4. Essential criteria for development or innovation collaborator.

The majority of the organisations had cooperated with students before. For example 68% of the organisations had had students as apprentice. Only 14% of the organisations had no previous experience in cooperating with students.

When asked to answer the statement “*My organisation should cooperate more with universities and their students*” about 70% of the participants agreed fully or somewhat. Only 2% disagreed completely. Over 72% answered that they are absolutely or somewhat ready to try new kinds of ways to cooperate. When asked to answer to the claim “*My organisation is interested in utilizing innovation services provided by students from universities of applied sciences*”, over 70% agreed fully or somewhat (FIGURE 5).

Answers on what kind of cooperation with students would interest organisations 43% chose the option “*All kinds of forms of cooperation interest me*” and 21% chose projects that last for a few weeks. 7% answered that no kind of cooperation interests them. Organisations were ready to invest their personnel’s time and resources in innovation and development work with students absolutely (15%) or to some extent (60%).

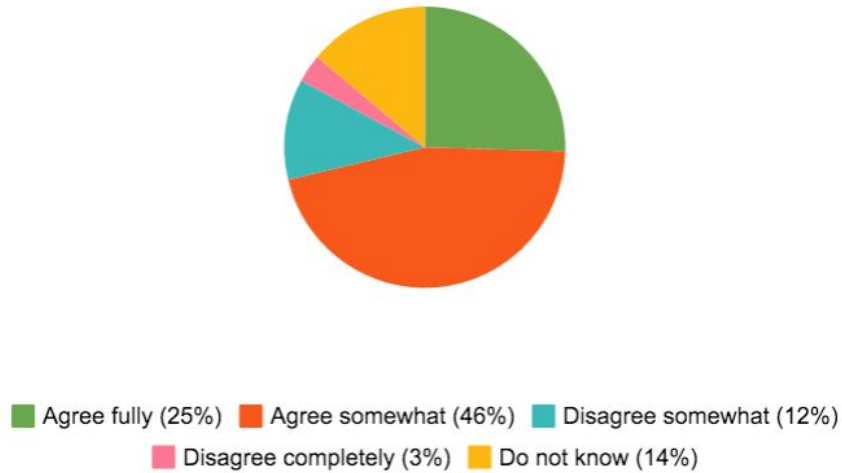


FIGURE 5. Answers to claim "My organisation is interested in utilizing innovation services provided by UAS students".

The last question of the survey introduced the TUAS innovation services by name and the participants were asked to cross every service they know by name (FIGURE 6). The most well-known service was *Projektipaja* that was known among 11% of the participants. The next most well-known were *Tukialus* (7%) and *Innocamp* (6%). 76 % of all answered that they did not know any of these services.

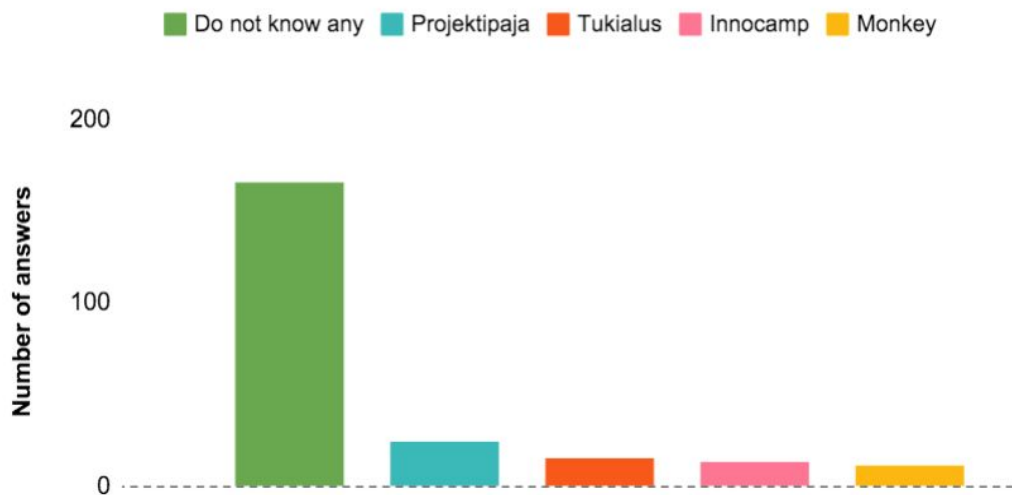


FIGURE 6. Answers to question "Cross every TUAS innovation service you know by name". Top five answers.

5.2 Interviews among the participants of the survey

The participants for the interviews were chosen among the people who were willing to take part in a short additional phone interview and gave their contact information at the end of the survey. Interviews help to study customer experiences or views more precisely (Laws & al 2007, 286). Altogether 23 people left their contact information and ten of them were chosen so that they represented the three sectors (private, public and the third sector) and also organisations with different background and size. The interviews were conducted via phone on September 25 and 28 in 2015 and the participants did not receive the questions in advance.

The interview was semi-structured which mean that the questions were planned in advance but they could be slightly altered if needed during the interview (Hirsjärvi & al 2004, 196–199). The interview had more detailed questions about TUAS innovation services. The participants were asked *what kind of innovation or development services they have used before, how they saw the image of TUAS innovation services (whether they had used the services or not), what additional value could innovation services produced by a multidisciplinary student group bring to their organisation and do they see some obstacles to using these student services* (APPENDIX 3).

The results of the interviews

Only few of the people interviewed had experience in TUAS innovation services. When asked about what kind of image they had on the services, whether they had used them or not, answers varied from *interesting, helpful, resourceful with ideas and has many opportunities* to *not interesting and amateur*. Some saw that students could bring general ideas to their organisation but they lacked the knowledge on solving specific acute problems within the organisation. On the other hand, some thought that their own personnel was aging and had hands full of work so they were keen on receiving fresh perspectives from students.

The value that a multidisciplinary student group could bring to developing their services or organisation was in their opinion a wider perspective on the problem, fresh ideas and thinking outside the box.

Most of the participants did not see any obstacles to using TUAS innovation services but it was mentioned that the service leader has a great role in the success of the project. It was

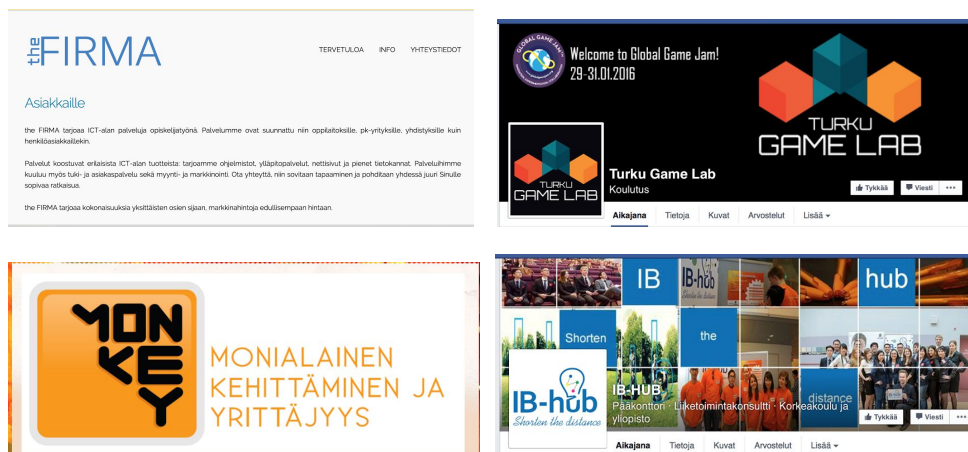
also mentioned that one obstacle can be that the services are tied to the TUAS schedule and this way the organisation needs may be different.

5.3 An analysis of TUAS innovation services

A brand is defined to be name, design, symbol or other feature that makes the product or service stand out from competitors (American Marketing Association 2016). A brand makes the product or service individual and easy to approach (De Chernatony & al 2010, 18–20). In the following chapters TUAS innovation services own materials were analysed on their consistency and the brand image they portray. After that TUAS Brand Manager was interviewed on TUAS brand hierarchy. The last part of analysis concentrated on TUAS website and the customer experience it provides.

Innovation services' own materials

TUAS innovation services include 15 different services: 100 ideaa yhdessä illassa, Capstone, Firma, IB-HUB, Inno58h, Innocamp, Innovaatiokilpailu, Kesäpaja, Monkey, Projektipaja, Tukialus, Tuotekehitysmoduuli, Turku Game Lab, Tutkimuspaja and Tuuletukset. A number of these services have their own websites and/or Facebook pages, such as Capstone, Firma, Monkey and Turku Game Lab (PICTURE 6).



PICTURE 6. Examples of how TUAS innovation services present themselves online. (Firma 2016; Turku Game Lab 2016; Monkey 2016; IB-HUB 2016)

When studying how the services present themselves, it was clear that they look very different. Every service had their own visual identity, colors, logo and a way of speaking. They seemed to be completely individual services and with a glimpse there could not be

seen any visual or written hint that they all were services provided by TUAS – let alone a part of a product family.

If there was a lot of variation between the services, it could also be found within one service. For example, Tukialus has their own logo with a helm and blue and yellow colors (PICTURE 7).



PICTURE 7. Tukialus' logo. (Tukialus 2016)

The different posters about Tukialus' project (PICTURE 8) has the logo in all of them but it seemed to be the only common element in them and it has been used very differently. In one poster the logo is the main visual element and in the other three it has a lot smaller role. Every poster has different colors, layout, fonts and way of presenting the facts.



PICTURE 8. Examples of Tukialus' posters. (Tukialus 2016)

5.3.1 TUAS brand hierarchy and innovation services

In order to gain insight on how TUAS brand and its use is defined, the following information was gathered in a discussion with the TUAS Brand Manager Mari Hartemo (30 March 2016).

TUAS introduced the completely new position of a Brand Manager in fall 2015 which indicates that brand building is an aspect TUAS wants to invest in. The Brand Manager aims to brighten TUAS brand, make the university more well-known and increase its appeal.

TUAS brand was renewed in 2015 which led to a new logo and visual approach (PICTURE 9).



COLORS



EXAMPLES



PICTURE 9. TUAS new logo, brand colors and examples of the new visual identity. (Hartemo, 30 March 2016)

TUAS brand personality is defined to be *humane and energetic, inspiring and unrestricted, colourful and clear, renewing and experimental and always taking the target group into account.*

As a part of the brand building TUAS has created four Excellence Centers which gathers the expertise of a certain field, such as sales or innovation pedagogy, within the school and provides the expertise to the organisations in Turku region as a service. Hartemo and her team have instructed what should be told about the Excellence Center services and the same can be applied to innovation services. The communication about innovation services should answer the following questions: *What is this service? How does the process go? What does the customer get? Why does it benefits the customer? What does it costs? Who can verify the quality of the service? Who can the customer contact?*

Hartemo also defines four steps of brand communication for TUAS services.

Step 1: Every service **must have** full product information on turkuamk.fi.

Step 2: The service can have its own blog.

Step 3: The service can open its own website outside turkuamk.fi.

Step 4: Unique visual identity can be created with professionals for the service.

Concerning these steps TUAS is creating a WordPress platform which includes selected editable templates. The platform offers TUAS services an inexpensive way to build up their own websites and at the same time gives the TUAS marketing and communication unit the possibility to make sure TUAS brand is present and the communication on the page is aligned with the brand communication. The WordPress platform will be launched in fall 2016.

When talking about innovation services with their own social media channels, Hartemo says they are fine as long as they reach enough people in the target group but she prefers fewer different Facebook pages and focused communication. With focused, common channels the communication is always active and current. She thinks it could be better to gather, for example, innovation services and continuing education together and provide one shared Facebook page for organisations in Turku region.

All in all Hartemo thinks that TUAS innovation services need branding, one common name and a unique selling proposition in order to share the information about the services both inside and outside TUAS. She has noticed that the structure on turkuamk.fi does not serve

the customers who are interested in TUAS services and says that these matters need to be redesigned. According to her turkuamk.fi site is the most important communication and marketing channel for TUAS.

She thinks that good examples of how TUAS brand could be integrated to the service material and site are, for example, Resurssitehokkuus.fi and Bisnesakatemia (PICTURES 10-11). Both of them have their own visual look but TUAS logo is placed above the brand name on their site. This way it is clear that this is a service or a project that is strongly linked to TUAS.



PICTURE 10. Resurssitehokkuus site. (Resurssitehokkuus 2016)



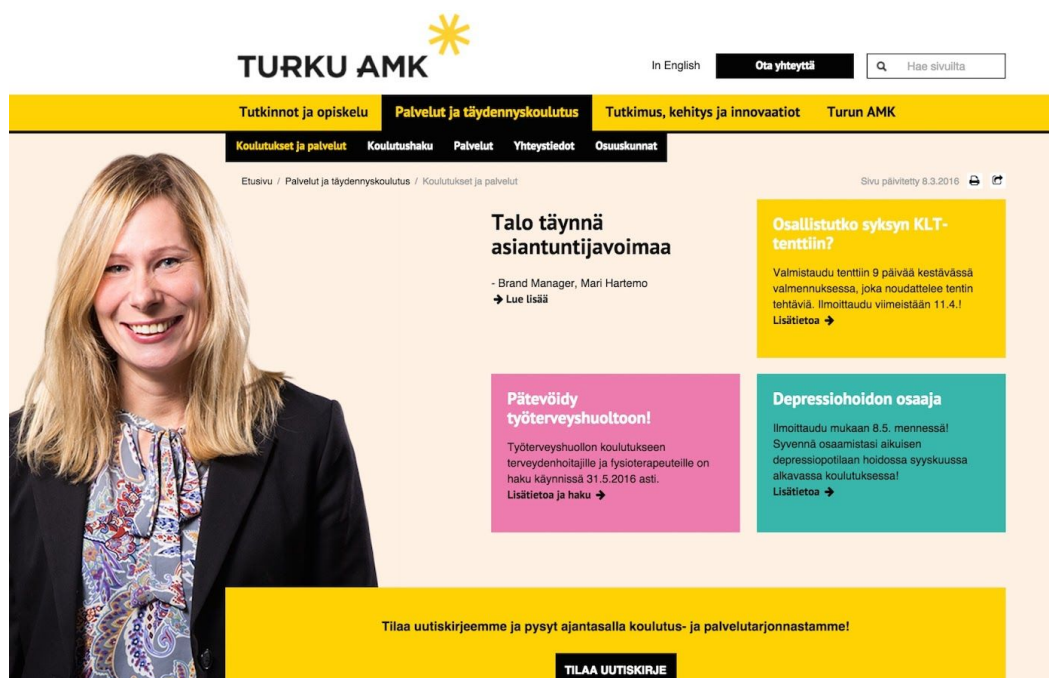
PICTURE 11. Bisnesakatemia site. (Bisnesakatemia 2016)

5.3.2 TUAS website

Hartemo brought up the fact that the website is the most important channel for TUAS in marketing and communication (Hartemo, 30 March 2016). The following studies how TUAS presents innovation services for organisations on its Finnish website. The focus is on how easy the path is from the front page to the services, what the site tells about these services in general and how it provides contact information.



PICTURE 12. TUAS Finnish website frontpage. (TUAS 2016)



PICTURE 13. Services and Continuing Education page. (TUAS 2016)

The TUAS website (PICTURE 12) introduces the current news and main navigation on the yellow background which includes the titles *Degrees and Studying, Services and Continuing Education, Research, Development and Innovations* and *TUAS*.

When taking a closer look at the *Services and Continuing Education* section (PICTURE 13) it opens a secondary navigation that includes *Education and Services, Education search, Services, Contact Information* and *Cooperatives*. Education and Services is the sub page that opens automatically when choosing *Services and Continuing Education* – and in the colourful big boxes there is information about starting education and the big yellow box encourages the visitor to subscribe to a newsletter.

When choosing *Services* from the secondary navigation, the visitor ends up to a page (PICTURE 14) that represents 81 different services TUAS offers – from renting TUAS facilities to innovation services. The variety of services can be filtered but by choosing specialist services the list still contains 61 different services. They cannot be filtered with any word concerning development or innovation. Five of the fifteen innovation services can be found in the full list of services. Neither the colourful boxes mention innovation services: the topics in them are trainees, theses and service design for companies.

The screenshot shows the TUAS Services page layout. On the left, there is a navigation menu with the following items: **Tarjoamme** (expanded), **Opiskelija palveluksessasi**, **Hintaluokka**, and **Tavoitteena on**. The main content area features several informational boxes: **Tutustu palveluihimme!** (with a photo of a man), **Harjoittelijat** (yellow box), **Opinnäytetyöt** (teal box), and **Palvelumuotoilu huomioi asiakkaasi** (blue box). Below these is a search section with filters for 'Rajaa hakua' and 'Suodata hakutulokset alan mukaan' (0 valittuna). The search results are categorized by field: Auto-, kone- ja laivatekniikka (9), Bio- ja elintarviketekniikka (10), Informaatioteknologia (17), Kielet ja viestintä (7), Liiketoiminta ja talous (17), Rakentaminen ja ympäristö (24), Taide ja media (19), Terveys ja hyvinvointi (16), Muut (17), Innopeda Excellence Center (1), and Sales Excellence Center (4). The 'Palvelut' section (81 hakutulosta) includes links for 'Lajittele hakutulokset', '100 ideaa yhdessä illassa', '3D-mittausvarsi käytössänne', 'Aineenkoetusta yritysten tarpeisiin', 'Ajoneuvokatsastus', and 'Akustiikka- ja meluselvitykset'.

PICTURE 14. Services page. (TUAS 2016)

If the visitor is still interested in innovation services, the contact page (PICTURE 15) concerning services contains only information about education services for organisations. This makes the visitor unsure if this is the wrong place.

Tutkinnot ja opiskelu **Palvelut ja täydennyskoulutus** **Tutkimus, kehitys ja innovaatiot**

Koulutukset ja palvelut Koulutushaku Palvelut Yhteystiedot Osuskunnat


Etusivu / Palvelut ja täydennyskoulutus / Yhteystiedot

Palveluliiketoiminnan yhteystiedot

Järjestämme monipuolista koulutusta sinun ja yrityksesi tarpeisiin: Turun AMK:n palveluliiketoiminta auttaa yrityksiä ja organisaatioita esim. henkilöstökoulutuksissa, kieli- ja kulttuurikoulutuksissa, työhyvinvointiin liittyvissä koulutuksissa sekä erilaisissa räätälöidyissä koulutuksissa.

Jätä [koulutuksen toimeksianto tai tarjouspyyntö](#).

Ota meihin yhteyttä!



Kirsti Virtanen
Kumppanuuspäällikkö
Puhelin: +358 50 5985 681
Sähköposti: etunimi.sukunimi@turkuamk.fi
Organisaatiosähköposti: kirsti.virtanen@turkuamk.fi
Yksikkö: Yhteiset palvelut, Palveluliiketoiminta

PICTURE 15. Contact page. (TUAS 2016)

Tutkinnot ja opiskelu **Palvelut ja täydennyskoulutus** **Tutkimus, kehitys ja innovaatiot** **Turun AMK**

Kehitetään yhdessä Turun AMK:n TKI Tutkimusryhmät Projektit Julkaisut Yhteystiedot

Etusivu / Tutkimus, kehitys ja innovaatiot / Kehitetään yhdessä

Sivu päivitetty 10.11.2015

Kehitetään yhdessä!

Meillä kohtaavat opiskelijoiden luovat ja innovatiiviset ideat, opettajien alansa asiantuntemus sekä projektiammattilaisten kokemus.

Turun AMK:n TKI

Kehitämme tuotteita, palveluja tai toimintatapoja eri alojen tarpeisiin yhteistyössä alueen yritysten ja organisaatioiden kanssa.
[Lue lisää →](#)

Tuloksia ja tilastoja

Laaja ja monipuolinen TKI-toimintamme esittäytyi tilastoina ja käytännön projektiesimerkkeinä vuoden 2014 vuosikertomuksesta.
[Lue lisää vuosikertomuksestamme →](#)

Julkaisut

Projektit julkaisevat tuloksiaan Turun AMK:n julkaisusarjoissa.
[Lue lisää →](#)

Kiinnostaako projektiyhteistyö?

Yhteistyö Turun AMK:n kulloiseenkin projektiin linkittyvien yritysten, julkisen sektorin toimijoiden ja yhteisöjen kanssa on menestyksekkään projektin ehto. Siksi Turun AMK etsii aktiivisesti uusia työelämän yhteistyökumppaneita projekteihinsa.

Mitä yhteistyö ammattikorkeakoulun kanssa voisi tarkoittaa? Tutustu AMK:n käynnissä oleviin [projekteihin](#) ja kerro meille kehittämistarpeitasi! Ota yhteyttä, niin suunnitellaan sinun yrityksesi tai organisaatiosi tarpeisiin sopiva kehittämisprojekti! Voit olla yhteydessä suoraan eri [yksikköihin](#) (tulosalueisiin) tai käyttää [yhteydenottolomaketta](#).

OTA MEIHIN YHTEYTTÄ!

PICTURE 16. Research, Development and Innovations page. (TUAS 2016)

While searching for innovation services the visitor could easily end up to *Research, Development and Innovations* page (PICTURE 16). It has a secondary navigation that includes *Let's develop together, TUAS RDI, Research groups, Projects, Publications* and *Contact Information*. The general presentation text says “*Let's develop together! We make students' creative and innovative ideas meet teachers' expertise and the experience of project professionals.*” which sounds like innovation services. But actually this page concerns projects that take years and that apply funding. This fact is not mentioned anywhere on the page.

The same goes with all the content on the page. For example, the big yellow box at the bottom of the page has a text “*Are you interested in project cooperation?*” and encourages to contact and discuss one's developing needs and a suitable project. If the visitor is looking for services to develop his organisation in some way, he might think this is the right place and contact the person responsible for RDI projects.



Laaja-alaista, ammattimaista ja innovatiivista kehitystyötä

Turun ammattikorkeakoulun tutkimus- kehitys- ja innovaatiotoiminnassa (TKI) kohtaavat opiskelijoiden tuoret ja luovat ideat, opettajien oman alansa huippuasiantuntemus sekä projektiammattilaisten vuosien kokemus kansallisista ja kansainvälisistä rahoitusmahdollisuuksista.

Turun ammattikorkeakoulun yhdeksän Excellence Centeriä ja yli 30 erilaista [tutkimusryhmää](#) tekevät töitä alueen tavoitteiden ja hyvinvoinnin edistämiseksi. Työn tukena ammattikorkeakoululla on alueellisten verkostojen lisäksi vahvat kansalliset ja kansainväliset kumppaniverkostot. TKI-työn lähtökohtana ovat asiakkaiden ja yhteisöjen tarpeet.

Projektit voivat olla ajallisesti lyhyitä yhden organisaation kehittämistarpeeseen suunniteltuja, monivuotisia kansainvälisiä verkostohankkeita ja kaikkea siltä väliltä. Onnistunut projekti hyödyttää kaikkia siihen osallistuvia toimijoita, ja sen tulokset jatkavat elämäänsä myös varsinaisen projektin päättymisen jälkeen esim. erilaisina tuotteina, toimintatapoina, palveluina ja koulutuksina.

[Innovaatiot](#)

Näytä lisää ➤

[Opiskelijoilta tuoreita näkemyksiä](#)

Näytä lisää ➤

[Projektioppimisympäristöt](#)

Näytä lisää ➤

Ota yhteyttä

Etsitkö tietyn alan osaajaa? Ole yhteydessä, me etsimme tarvitsemasi ammattiosaajan.

TKI-palvelut@turkuamk.fi

Esitteitä TKI-osaamisesta

[Excellence in Action - Improving reality](#)

[Turun AMK tutkii ja kehittää: Tekniikka, ympäristö ja talous](#)

[Turun AMK tutkii ja kehittää: Terveys ja hyvinvointi](#)

[Turun AMK:n projektipaia](#)

Pikalinkit

[Projektit](#)

[Tutkimusryhmät](#)

[Projektori](#)
(projektinhallinnan tietokanta)

[Julkaisukauppa LOKI](#)
(myytävät ja vapaasti ladattavat sarjajulkaisut)

[Publikaattori](#)
(henkilökunnan julkaisurekisteri)

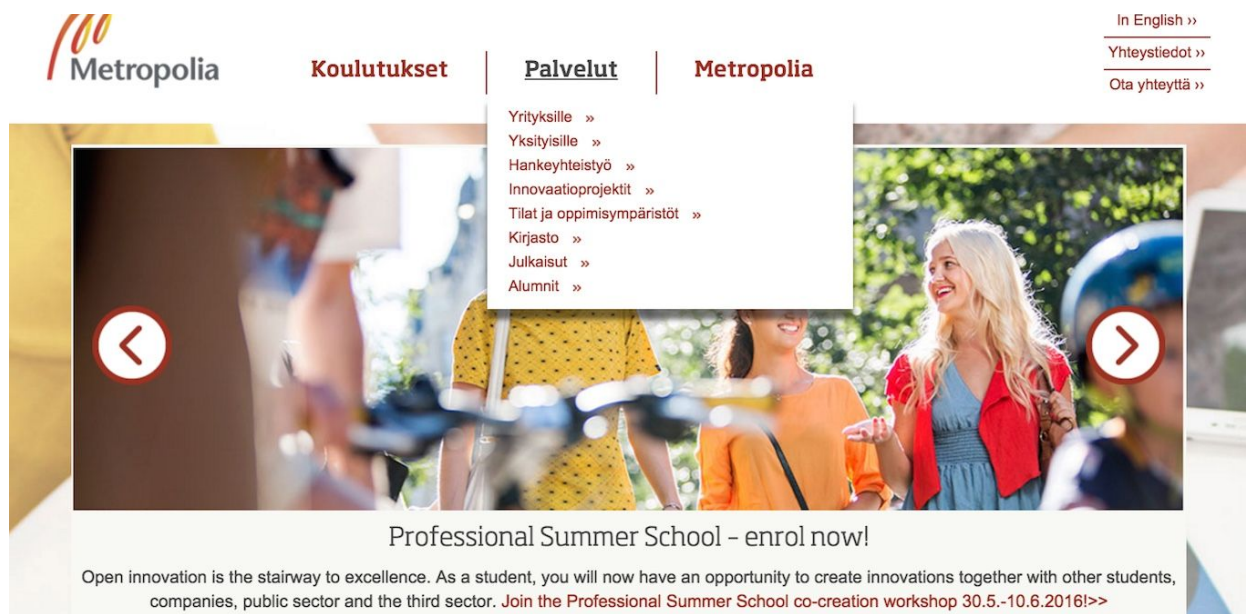
PICTURE 17. TUAS RDI page. (TUAS 2016)

TUAS RDI page (PICTURE 17) presents information about the different possibilities to cooperate. Under the headline *Project learning environments* could be found information about projects students work with while studying. Among them few of the innovation services, for example Capstone, Turku Game Lab and Firma are presented with the name of a contact person.

5.4 Benchmarking

Benchmarking is a method with which an organisation can compare its products, services and customer service experiences with products, services and experiences of a competitor or a company from another field. Benchmarking helps find best practices and processes in order to take them into use. It is also a way to compare the company's performance with the world's best companies. (Curedale 2013, 49)

The following chapters will demonstrate a few examples of how other Finnish universities present their innovation services for organisations on their websites. The focus of benchmarking was on how easy the path is from the front page to the services, what the site tells about the services in general and how it provides contact information.



PICTURE 18. Metropolia's front page. (Metropolia 2016)

Metropolia is the largest university of applied sciences in Finland (Suomen virallinen tilasto 2016). On metropolia.fi the front page (PICTURE 18) presents a clear main navigation with the choices *Educations*, *Services* and *Metropolia* which makes it clear where to search for innovation services. Under *Services* there is a dropdown menu that includes the choices *For companies*, *For private use*, *Project cooperation*, *Innovation projects*, *Library*, *Publications* and *Alumns*. A visitor looking for innovation services could choose to click either *For companies* or *Innovation projects*.

The *For companies* page (PICTURE 19) presents a short introduction text and a collection of links under three headlines: *Specialist services*, *Recruiting a student* and *Services produced while learning*. The introduction says that they generate ideas, enrich and develop new solutions, services and products together with their customers. There is no contact information so if the visitor does not find a suitable link he can be slightly confused.

Yrityksille » Yksityisille » Hankkelyhteistyö » Innovaatioprojektit » Tilat ja oppimisympäristöt » Kirjasto » Julkaisut » Alumnit »

Electria » EMC-laboratorio » IT-testikeskus » Konservointipalvelut » Lämpökuvaukset » Tiivysmittaukset » Liikelaboratorio »

Game Studio » Valovirta » Laboratorioanalytiikan palvelut » Musiikkioppilaitosyhteistyö » Esintyväväilyt » Harjoittelijat »

Opinnäytetyöntekijät » Valmistuvat »

Etusivu / Palvelut / Yrityksille

Palvelut yrityksille ja yhteisölle

Ideasta toteutukseen ja menestyksekkäästi markkinoille. Ideoimme, rikastamme ja kehitämme käytäntöön uusia ratkaisuja, palveluja ja tuotteita yhteistyössä asiakkaidemme kanssa. Ajanmukaiset laboratoriot ja laiteresurssit, toimivat sidosryhmäverkostot, hyvä tutkimus- ja kehitysvalmius sekä innovatiivinen ilmapiiri luovat edellytykset korkealaatuiselle yritys yhteistyölle.

Asiantuntijapalvelut

- Electria - sovelletun elektronikan tutkimus- ja kehitysyksikkö
- EMC-testaus sähkömagneettisen yhteensopivuuden laboratoripalvelut
- IT-testikeskus
- Rakennusten lämpökuvaukset
- Rakennusten tiivysmittaukset
- Nuuskija - liikkuva ilmanlaadun tutkimuslaboratorio
- Materiaali- ja pinnotekniikan palvelut
- Ajoneuvotekniikan laboratoriot
- Elektronikan laboratoriot
- Konetekniikan laboratoriot
- Laboratorioanalytiikan palvelut
- Sähkötekniikan laboratoriot

Opimisen yhteydessä tuotetut palvelut

- Game Studio
- Konservointipalvelut
- Liikelaboratorio
- Musiikkioppilaitosyhteistyö
- Valovirta - viestinnän, markkinoinnin ja median osaamiskeskus
- Posiitiivisyyden palvelut
- Työelämäyhteistyö
 - Ajoneuvotekniikka
 - Automaatiotekniikka
 - Esittävä taide
 - Fysioterapia
 - ITC-ala
 - Laboratorioala
 - Materiaali- ja pintakäsittelytekniikka
 - Kulttuurituotanto
 - Laboratorioala

Opiskelijatyöväilyt

- Esintyväväilyt
- Harjoittelijat

Täydennyskoulutus

Tutustu täydennyskoulutustarjontaamme ja räätälöityihin yritys koulutuksiin!

PICTURE 19. Metropolia's *For Companies* page. (Metropolia 2016)

Innovation projects page (PICTURE 20) explains that the projects look for a practical solution for the needs of the working life and that they are conducted in multidisciplinary students groups as a part of their studies. Compared to the *For companies* page this offers a lot of information and examples of completed projects. It gives an interesting image of the

possibilities for companies but only after the visitor starts to look for contact information, it becomes clear that in Metropolia these innovation services are under the name *Minno Metropolian Innovaatioprojektit* (Minno Metropolia's Innovation Projects). On the *Minnotoimisto palvelee* sub page there are a few lines of text that explain that Minno is the operator which helps companies and students to find each other. Otherwise Minno is not mentioned in the texts but is presented on the right side of the Innovation projects page. There is no contact information available on Metropolia's site to contact the people within Minno so the visitor is lead to Minno's site (PICTURE 21).

Yrityksille » Yksityisille » Hankeyhteistyö » Innovaatioprojektit » Tilat ja oppimisympäristöt » Kirjasto » Julkaisut » Alumnit »

Mikä on innovaatio? » Toimijat » Toteutuneita projekteja » Minnotoimisto palvelee »

Etusivu / Palvelut / Innovaatioprojektit

Oivallusta tulevaisuuden tekemiseen - Näe maailma uusin silmin!

Innovaatioprojekteissa etsitään käytännön ratkaisuja työelämän tarpeisiin.

Innovaatioprojektit ovat merkittävä osa Metropolian toimintaa ja yksi keskeisistä tavoista toteuttaa työelämäyhteistyötä. Monialaisilla, työelämäyhteistyössä tehtävillä innovaatioprojekteilla vastataan aluekehittämissaasteeseen ja integroidaan tutkimus- ja kehittämistyötä opetukseen. Innovaatioprojektit voivat olla monenlaisia ja monipuolisia, myös kansainvälisiä. Yhteistä innovaatioprojekteilla on palvelujen, toimintatapojen, menetelmien tai tuotteiden uudistaminen ja kehittäminen yhteistyössä työelämäkumppaneiden kanssa.

"Kun sähköinsinööri kohtaa toimintaterapeutin, kun elokuvaohjaaja kohtaa talotekniikan osaajan, kun laboratorioanalytiikko kohtaa muotoilijan syntyy jotain aivan uutta ja uniikkia ajattelua."

Tervetuloa kumppaniksemme rakentamaan tulevaisuuden Suomea. Toteuta hankkeesi yhdessä opiskelijoiden kanssa!

[Tutustu toteutuneisiin projekteihin >>](#)

Miksi innovaatioprojekteja?

Tavat tehdä työtä muuttuvat, minkä vuoksi myös osaamistarpeet muuttuvat. Yhä harvemmin töitä tehdään yksin. Organisaatiot ovat yhteistoimintahakuisia ja verkottuneita. Työtä luonnehtii ennalta määrittelemättömyys, ja sitä tehdään vähemmän rutiinomaisesti.

Työntekijältä odotetaan substanssiosaamisen rinnalla moniosaamista, mahdollisuusajattelua, kykyä nähdä ja tuottaa vaihtoehtoisia toimintatapoja. Moniosaajuus syntyy ryhmässä. Työelämässä tarvitaan sekä syvälle menevää substanssiosaamista että niitä, jotka kykenevät luovimaan eri osaamisalueilla ja toimimaan laajalaisesti.

Substanssiosaamisen lisäksi tarvitaan kykyä seurata, etsiä ja löytää olennaista tietoa, ongelmanratkaisutaitoja sekä kykyä perustella omat näkökantansa asiakkaille ja muille ammattilaisille.

Puhutaan T-mallista osaajista, joista T:n jalka muodostaa substanssiosaamisen. T:n hattu muodostuu taidoista olla tekemisissä muiden kanssa ja kyvystä ymmärtää muita osaamisalueita. [Ks. Oivallus -osaamis- ja työvoimatarpeiden ennakointihankkeen tulokset >](#)

Monialainen innovaatioprojekti tarjoaa opiskelijalle tällaiseen työskentelyyn hyvän oppimisympäristön.

Tutustu innovaatiopedagogiikkaan

Metropolian innovaatioped...

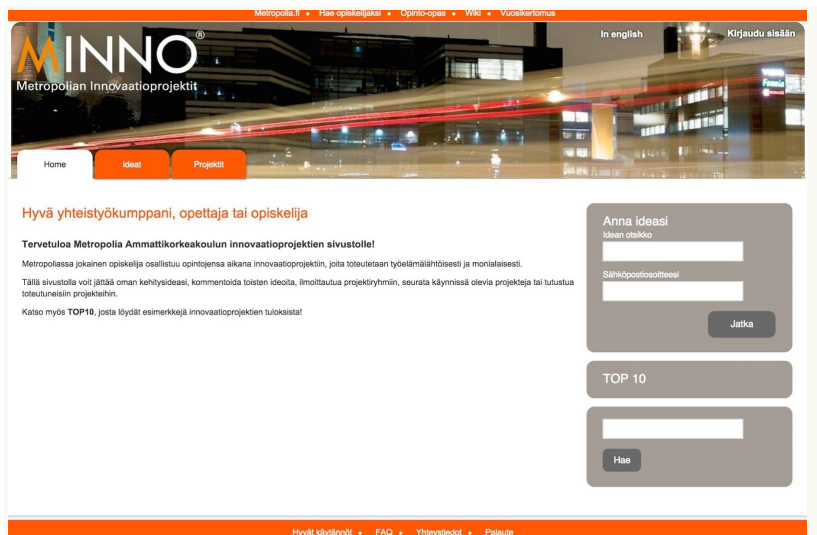
Näe maailma uusin silmin!

Näe maailma uusin silmin
See the world with new eyes
Metropolia Open Innovation

[Katso esite \(pdf\)](#)

PICTURE 20. Metropolia's Innovation Projects page. (Metropolia 2016)

Minno's site (PICTURE 21) looks completely different than Metropolia's site and quite blank. There are only a few lines of text and the last projects that can be found are dated to year 2015. It might be an active site but it does not give that impression to a visitor. On the bottom of the site contact information (Yhteystiedot) can be found which opens a blank page with a person's name and email address on it.



Yhteystiedot:
 Metropolian Innotoimisto
 Juha Järvinen
 minno(at)metropolia.fi

PICTURE 21. Minno Metropolia's Innovation Projects' site and contact's page. (Minno 2016)

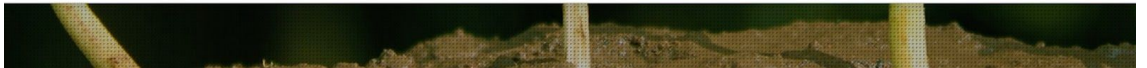
The University of Helsinki is the highest ranked university in Finland (Top Universities 2016). On its site helsinki.fi (PICTURE 22) there is a main navigation with the words *Current*, *Research*, *Studying*, *Cooperation* and *University*. The word *Cooperation* opens a dropdown menu with various links. For a potential innovation service customer there is a heading *For companies and organisations* and under that links *Commission continuing or additional education*, *Network and develop together*, *Utilize employer services*, *Be seen on campus* and *Book a venue or organise an event*. Choosing the link *Network and develop together* seems a logical step forward.

Network and develop together page (PICTURE 23) explains that companies and organisations can participate in events, build networks and bring their ideas to be developed together. The service is aimed at companies, non-governmental organisations (NGO), public organisations, foundations and other participants interested. The page brings up seven topics: six different projects or opportunities for organisations and the seventh one is contact information. Also the introduction text encourages to be in contact for starting up collaboration. The path for a potential customer is quite straightforward but the page does not provide much information of the different possibilities of collaboration.



Front page with dropdown menu

ALUMNILLE SÄÄTIÖILLE JA RAHOITTAJILLE Palvelut säätiöille ja yhteystiedot Säätiöt rahoittajina	YRITYKSILLE JA YHTEISÖILLE Tilaa täydennys- tai lisäkoulutusta Verkostoitu ja kehity yhdessä Hyödynnä työnantajapalveluja Näy yliopistolla, työnantaja Varaa tila ja järjestä tapahtuma	TUTKIMUSYHTEISTYÖ Näin tutkimusyhteistyö toimii Tutkimusinfrastruktuurien hyödyntäminen Innovaatiot ja kaupallistaminen
LAHJOITTAJALLE	AJANKOHTAISTA: LAHJOITA TÄNÄÄN -PÄIVÄ 27.4.2016	OTA YHTEYTTÄ AJANKOHTAISTA: TEKIJÄ-VAPAAEHTOISOHJELMA










PICTURE 22. Helsinki University front page and the dropdown menu. (Helsinki University 2016)

VERKOSTOIDU JA KEHITÄ YHDESSÄ

Haluatko aloittaa tai syventää yhteistyötä yliopiston, tutkijoiden ja opiskelijoiden kanssa? Osallistu tilaisuuksiin, rakenna verkostoja ja tuo ajatuksesi kehitettäväksi yhdessä eteenpäin. [Yhteiskuntasuhteet-tiimin](#) kautta tavoitat ideallesi tärkeitä yhteistyökumppanit kaikkialta yliopistosta ja saat tukea yhteistyön käynnistämiseen. Palvelu on tarkoitettu yrityksille, kansalaisjärjestöille, julkisorganisaatioille, säätiöille ja muille kiinnostuneille.

Yhteistyö yliopiston kanssa avaa kumppaneille myös mahdollisuuksia vaikuttaa yhteiskunnan suurten haasteiden ratkaisemiseen esimerkiksi [professorin perustaminen uudelle alalle](#) tai yhteistyö [Helsinki Think Company -yrittäjyisyhteisön](#) kanssa. Tutustu esimerkkeihin, ja [ota yhteyttä](#) yhteistyön aloittamiseksi.

 <p>SCIENCE AND BUSINESS IN DIALOGUE -VERKOSTO Yritykset ja elinkeinoelämän toimijat - tervetuloa mukaan kehittämään tutkimuksen ja elinkeinoelämän yhteistyötä eri tieteenoilla...</p>	 <p>TULE RATKAISEMAAN ONGELMIA! Helsinki Challenge on kansainvälinen tiedepohjainen ideakilpailu, jossa ratkotaan maailman suuria ongelmia tieteen ja tutkimuksen keinoin...</p>	 <p>YRITTÄJYYTTÄ JA UUSIA RATKAISUJA Helsinki Think Company on akateemisen yrittäjyyden alusta ja yhteistyötila. Ajatus on akateemisen osaamisen käyttäminen maailman ongelmien...</p>	 <p>HYVINVOINTIA UUSILLA TAVOILLA Helsingin yliopiston ja LähiTapiolan yhteisessä nuorten osajien Hyvä yhteiskunta Master Class -ohjelmassa on pohdittu...</p>
 <p>VOX HELSINKI HAASTAA AJATTELEMAAN Helsingin yliopiston ja Helsingin Sanomien yhteinen tapahtumasarja on kaikille avoin VOX Helsinki, joka tutkii neljä kertaa vuodessa...</p>	 <p>LAHJOITUSPROFESSUURI - LAHJA TIETEEN YTIMEEN Nimikoidun lahjoitusprofessorin perustaminen on investointi tutkimusalueen edelläkävijyyteen tai kokonaan uuden tutkimusalan...</p>	 <p>OTA YHTEYTTÄ Kehitämme yhteistyötä kumppaneiden kanssa. Ota yhteyttä - yhdessä löydämme sopivan tavan viedä ajatuksia eteenpäin. ...</p>	

PICTURE 23. Network and develop together page. (Helsinki University 2016)

The University of Helsinki offers also other kinds of services for organisations and a good example of this is **Helsinki Innovation Services**. It is a company owned by the University of Helsinki and Helsinki Innovation Services Ltd and it offers commercialisation services for innovations.

On Helsinki Innovation Services website [his.fi](#) (PICTURE 24) the concept of the company is presented in a commercial and an interesting way. The front page has a large image which does not link in a concrete way to the facts but creates an image that leaves room for imagination. The title on the front page says *“Tailwind for ideas, ground from innovation”* and the button says *“Report an innovation”*. Under that the site tells a bit more about the service by saying that they offer a one-stop-shop expert services for commercialisation and they want to help develop ideas created in the University of Helsinki into business activities and licenses. Their *For companies* page (PICTURE 25) offers companies a chance to benefit from the new innovations in their own businesses and guides them to take a closer look at the innovations made or contact Helsinki Innovation Services for more information about research made in the University of Helsinki.



PÄÄOMANA TIEDE

Olemme täyden palvelun asiantuntijakumppani tutkimuksen kaupallistamisessa. Tavoittemme on edistää Helsingin yliopistossa syntyneiden tutkimusideoiden ja yritysmaailman kohtaamista tunnistamalla ja arvioimalla tutkimustulosten kaupallista merkittävyyttä ja muuttamalla ne menestyksekkääksi yritystoiminnaksi ja lisensseiksi elinkeinoelämälle.

PICTURE 24. Helsinki Innovation Services site. (HIS 2016)



Helsingin yliopistossa tehdään kansainvälisesti merkittävää tutkimusta, joka tarjoaa uusinta tietoa ja ratkaisuja maailmanlaajuisiin haasteisiin. Toimimme kaupallistamisen asiantuntijakumppanina tutkijoiden ja yritysmaailman välillä edistääksemme tutkimuksessa syntyvien innovaatioiden päättymistä yritysmaailman, ja siten yhteiskunnan käyttöön. Tarjoamme mielellämme asiantuntemustamme myös innovaatioiden hyödyntämiseen liittyvissä neuvotteluissa yhteistyössä yliopiston lakimiesten kanssa.

PICTURE 25. For companies page on www.his.fi. (HIS 2016)

5.5 Observing and Thinking Aloud

Website turkuamk.fi is the most important marketing and communication channel for TUAS (Hartemo, 30 March 2016). To gain more information on the usability of the TUAS website, observing and thinking aloud were chosen as a method. Observing is a way to collect information on how the customers really behave in the context (Curedale 2013, 200). Thinking aloud for one helps to understand how the customer feels using the product or service (Curedale 2013, 248).

Three experts of web design and digital user experience were asked to perform a simple task. The task was to investigate TUAS site as follows: *“You are interested in developing your business with a university in Turku region. Go to www.turkuamk.fi and find what kind of development and innovation services they offer for companies and organisations. You would also like to find a contact person you can ask more about these services. Browse through the site and speak aloud everything you think of when visiting the site.”*

All the participants were observed while doing this task. Simultaneously as they browsed the site they were asked to say aloud everything they thought. After visiting the site the participants filled a form (APPENDIX 4) that had questions about what kind of image did they gained about TUAS innovation services based on their visit to the site.

As a result of observing it was clear that TUAS site does not provide a clear path for the potential customer. While doing this task one of the participants searched innovation services from the Services and Continuing Education page, one from the Research, Development and Innovation page and one from both of them. Observation revealed that they were not sure where to go on the page and same message came through with thinking aloud. The participant who went straight to the Services and Continuing Education page did not know where to continue from there though he thought he was in the right place. The list of over 80 services that vary from renting a venue from TUAS to concrete tests for industries and idea generation for marketing purposes did not seem to serve the visitor. Also the participants mentioned that the titles of the services were very uninformative.

Two of the participants found case examples that they said were good and interesting and complimented that they provided enough info and also contact information. What they did not know was that those case examples were not about TUAS innovation services. Although

TUAS site provides case examples already, it is not made clear what the services include and what kind of similar services they could purchase.

The participants criticised that the visitor are not encouraged to contact TUAS and also lack of contact possibilities and information in general. They would have wanted to see the faces of contact persons and have direct access to the contact information because the services are so complex that it would be beneficial to talk to someone. Also a contact request form was missing on the page which they saw as a minus.

On the forms the participants reviewed the image that they received about TUAS innovation services while browsing on the site. Because of browsing through the “wrong” case examples two of the participants give more positive review of the site than the person that did not find any case examples. As a whole they saw the image of TUAS innovation services on turkuamk.fi quite unclear, not that interesting and quite bureaucratic. They thought that buying of the services was somewhat difficult. They were also asked who they would contact about TUAS innovation services: two of them answered they would contact Head of RDI and one did not find any contact information on the site.

All in all, the observation and thinking aloud confirmed the problems that were found in the analysis part. The biggest problem that the methods raised and what the participants articulated was that the whole site was designed from TUAS point of view and not thinking about the user experience and the customers’ needs.

5.6 Personas representing typical customers

Personas are characterized profiles that represent groups of customers that share the same interests. They provide various perspectives to a service and can change the focus from demographic data to the real needs of the customer. (Stickdorn & Schneider 2011, 178) Building personas also helps creating empathy for customers and cuts down self-reference. With personas it is possible to analyse and gain insight about users. (Curedale 2013, 218–219)

The following personas (APPENDICES 5-8) were built together with the commissioner and the service leaders. Personas represent four customers that are typical for TUAS innovation services. Personas were created for a base for the following development work.

SME entrepreneur Matti (40 yr) has a heavy industry company that employs 50 people. His personality is impatient, active, social and somewhat conservative and traditional. He has not cooperated with TUAS before and is a bit prejudiced about all universities. He chose to contact UAS instead of a university because he had heard that their operations are more practical. Matti's company is heading for international markets and the company has marketing and product development related needs but no time to take them up. He has high expectations and is hoping of concrete results with a tight schedule.

Public sector representative Seija (50 yr) works as a Chief Administrator in social services and has 150 subordinates. Her personality is calm, deliberate and quite liberal but not that experimental or social. She knows TUAS only through trainees and theses and she has recently participated in an event organised by the city. There she had heard about TUAS innovation services. Seija is new to her job and wants to renew operations. The changes are enhanced by the increasing immigration which will change the operations inevitably. The operations need fresh viewpoints and developing but the organisation lacks expertise on how to do it. Seija expects new ideas that can be easily taken into practice.

Startup entrepreneur Karoliina (27 yr) has started a logistics company with two of her fellow students. Her personality is quite impatient, very active, liberal, experimental and social. Karoliina graduated from TUAS two years ago and the idea for the company was created with peer students in a research, development and innovation project that was a part of their studies. The company has been operating for a year and they have had guiding from the city's startup services but they have not succeeded in convincing major companies of their idea and they need help in productization. Karoliina is ready to be an active part in the innovation service process and she knows TUAS resources.

International enterprise representative Kristian (47 yr) works as the Head of Design in a marine engineering company that employs 5,000 people. His personality is deliberate, quite calm and conservative, not that social but a bit experimental. Kristian has seen many TUAS trainees in his job and has commissioned a few theses. The enterprise wants to enhance student recruiting and develop future workforce so that the students expertise would correspond better to the expertise the enterprise needs. The company offers students interesting projects but they require sufficient expertise. The company hopes that TUAS in

the future offers them workforce that has worked with their projects while studying and that is educated precisely for their needs. Kristian expects that the students are motivated.

5.7 Conclusions

Considering the topic of this thesis it was important to have proof that TUAS, its students and their services were seen as interesting and the majority of the organisations were willing to cooperate more and explore new ways of cooperating. Only two percent of the participants disagreed completely with the claim "*My organisation should do more cooperation with universities and their students*". Overall TUAS innovation and development services received a positive reception when over two thirds agreed with the claim "*My organisation is interested in utilising innovation services provided by students from universities of applied sciences*". It was a also pleasant surprise to see that universities of applied sciences were already in the top three choices when looking for innovation service provider. The result that 76% of the participants did not know any of the mentioned innovation services was expected and made clear the need for a renewal.

The interviews gave some insights on how the services and cooperation with TUAS is seen in general. Although the answers varied from person to person, it was clear that TUAS services were interesting and student insights were appreciated. The value of multidisciplinary student groups is an asset that should be highlighted when marketing these services. The negative opinions of the services being amateur and not interesting is something that can be affected in the upcoming development. Also the need of these services being more flexible with timetables and schedules should be considered when thinking about the future of the innovation services.

The analysis showed that TUAS innovation services own materials vary from each other in every way. They had no common visual approach or way to express that they are a part of TUAS. Also within one service the visual solutions in the marketing and communication materials varied so much it was hard to understand they are about the same service. The communication and marketing of TUAS innovation services followed no principles of branding and had very little aspects which would make the services recognizable and memorable.

TUAS Brand Manager Mari Hartemo shared the information about TUAS brand and the brand hierarchy. According to the brand definition TUAS is humane, inspiring, renewing and always taking the target group into account. Hartemo thinks that communication about innovation services should answer the questions what the service is, how the process goes, what does the customer get, why it benefits the customer, what it costs, who can verify the quality of the service and who can the customer contact. She thinks that the innovation services need branding, a common name and a unique selling proposition and that it could be useful to unite the services own social media channels under a common channel about TUAS services for organisations. She also tells that website was considered as the most important marketing and communication channel for TUAS.

The analysis of the TUAS website showed that the structure of TUAS website seems to be designed considering the different units within TUAS and their operations – and not considering the needs of the potential customer or visitor on the site. The structure was very confusing when trying to look for the innovation services. There was no clear path on the site for the visitor because one can end up either in *Services and Continuing Education* page or *Research, Development and Innovations* page when looking for innovation services. There was no sign of TUAS having 15 different innovation services to offer. The content of the site did not make the offering clear or inspire to find more about the services. A number of the innovation services were presented on the site but they were hard to find as well as the contact information. It was unclear who the customer would contact if he wanted to receive information about TUAS services in general.

None of the benchmarked universities succeeded in providing both a clear path for the potential customer and presenting the variety of services in a way they would be interesting and easy to purchase. It seemed that universities invest more in marketing themselves for students than marketing of the services they provide. All in all, Metropolia's front page was really clear with the choice education versus services. When taking a look at the presentation of the service, Helsinki Innovation Services succeeded best by creating a more inspiring image of the service. A combination of these aspects – a clear path for the customer and a creative way to tell about the service – could be the best solution to attract new customers.

Observing and thinking aloud reinforced the view that the TUAS website did not provide a good experience for a customer looking for innovation services. The major problem was that

the site was designed from TUAS point of view and it was stuck on the offerings of internal units. This led the experimentees browsing on the site not finding the information they were looking for – or if they thought they found the right place, it was actually the wrong place and introduced other TUAS services. The site provided no general information about TUAS innovation services and the visitor was not encouraged to contact TUAS. Also contact information regarding innovation services was overall hard to find.

Typical customers of TUAS innovation services differ from each other almost in every way, which must be considered in the design process. Some of them expect great changes in a short period of time – and some of them find it difficult to keep up with the schedule of the service. This makes the role of the service leader more important so that the customer needs and expectations will become clear and so that he knows what to realistically expect as an outcome. Differences in personality must also be considered when thinking of how the innovation services will be presented for the customers.

6 THE DESIGN AND DEVELOPMENT OF MARKETING AND COMMUNICATION

The development process was conducted together with an art director who has worked with TUAS for approximately twenty years and created various marketing and communication solutions for the organisation. Also the commissioner participated in the development process.

The development focused on two aspects. The first focus was the essential marketing efforts the product family requires which included idea generating with the Disney method and creating a service blueprint. The second aspect was creating a product family which included using an affinity diagram and creating a name and a slogan for the product family. All these changes were reviewed with a future wheel. Ideas were presented mostly in a written form without creating any concrete visual solutions.

6.1 Marketing and communication

TUAS brand definition gives base to the developing process: TUAS is humane, inspiring, renewing and always taking the target group into account (Hartemo, 30 March 2016). Grönroos (2015, 337–345) pointed out, in branding services a great mistake is to leave the service process and the end result outside branding. According to him brand is a combination of actions the brand does and messages it sends every step of the way. As a starting point for developing of the innovation services marketing and communication the Disney method was utilized (APPENDIX 9). Curedale (2013, 276) describes it as a workshop method that endorses parallel thinking to analyse the challenge or problem. It helps create ideas, evaluate them and build a strategy.

In the Disney method the participants look the subject at hand from four different perspectives that are *Spectators*, *Dreamers*, *Realists* and *Critics*. Spectators look at the problem from outside, Dreamers create ideas for the ideal situation, Realists consider which of the ideas created in the earlier phases would be possible to carry out and Critics consider if the ideas Realists chose have any obstacles. (Curedale 2013, 276.) The method was also good for studying from the service design perspective how to optimize the service

experience by concentrating on the critical steps of the process which Tuulaniemi (2011, 26–29) thought was important.

The Disney method had two participants: the service designer and the art director who has a lot of experience on working with TUAS marketing.

Spectators suggestions for developing TUAS innovation services was to productize services so that they would be easy to purchase and sell. Also the service processes could need standardising which would lead to a more stable quality level. TUAS should inform about the services, eliminate the current names and create common marketing efforts which could enable common marketing efforts for different target groups. Also the link to Innopeda® that has made some name for itself should be better connected to the services.

A feedback survey would be needed so that it would become a routine to collect feedback from all the customers after finishing the service process. Also it would be important to create cases about the projects. The cases would include three parts: the starting point/brief, check-up while developing and results/benefits for the customer plus citations from the customer and the students. The cases would work as a proof of quality. The innovation services should be found online and the site should offer content and facts. The structure of turkuamk.fi should be renewed which would lead to a better presentation of the offering and help customers compare the services. Better marketing and communication of TUAS innovation services would require that matters are organized both inside and out. It also requires that the persons who make these changes are given the responsibility to do so. Also the Spectators pointed out that cooperating with students can be a form of being responsible for the organisation.

Dreamers suggestions were that the customers would have their own salesperson that they could contact. The salespersons would have different backgrounds so that, for example, one of them would be an engineer and another one would have studied business. They would share the customers so that they could relate to the customer's business. The salespersons would be solution-oriented and know about all the services TUAS has to offer for organisations so that their expertise would not limit to innovation services. The salespersons would determine what the customers need and suggest a suitable service for every situation – maybe Innocamp or another idea generating service would be a good starting point for the cooperation between TUAS and the organisation. Also the salespersons would spread the

word about TUAS services to Turku Region Development Service and work with the startups in the area.

As a result of these changes TUAS would be a partner for organisations in Turku region and TUAS services would become a profitable business for TUAS. Also the results of the innovation services would enable TUAS and the student groups to participate in innovation competitions. An organisation would recommend TUAS (innovation) services and for the cases TUAS would become a well-known organisation (such as Meyer Turku or Hesburger) that would have a lot of media coverage. Also all TUAS staff would know about the services and would be able to guide potential customers forward.

On the internet keywords are findability and usability so the website should be an easy-to-use service. A chat feature would be a good addition so that the customer who is interested in TUAS services could ask for information right away. Also all the contacts should be answered quickly, at the latest within 48 hours.

From the Dreamers point of view one goal for TUAS is being the top choice when talking about innovation services. In an ideal situation every student would participate in producing innovation services and if a number of students would like to participate even more, they should be rewarded for their active approach. Also it would be great if the innovation services were always ongoing and flexible, not tied to the school schedule.

Realists chose the following suggestions possible to implement: TUAS should eliminate the old names and productize the services so that they would be easy to purchase and sell. TUAS should tell about the services and invest in common marketing efforts that would lead to common marketing efforts to different target groups. Renewing the turkuamk.fi structure would be essential as well as creating an easy-to-use service. Linked to this are the cases about innovation service projects that would provide the needed content and facts for the turkuamk.fi site. The cases would also provide information and feedback about the services which would be needed in standardizing the service processes and creating a more stable quality level. The Realists see the cases as a tool that would generate valuable content for sales materials and press releases to mention a few. Also the salespersons are seen as a change that would be realistic but it would naturally require of a new way of thinking and organising. The salespersons would also share the responsibility so that the service leaders

would not be the only ones responsible for acquiring new projects. It would be also necessary to clearly point out who are responsible for making the changes.

Critics saw that sharing the responsibilities and appointing salespersons for TUAS services could cause some objections so the possible negative attitudes towards the changes should be considered. Taking the case examples as a part of the innovation process needs the support from the executives. The cases seem to be so essential to all the marketing and communication that the Critics ask how else interesting content could be created this efficiently. Also it was mentioned that the TUAS communication unit could provide help with composing the cases. Standardising the service processes and the quality level were not seen as the first matters that should be addressed. When talking about the quality level it is also important to remember that the quality level should be set so that it can always be redeemed.

6.1.1 Service blueprint

In order to concretize and organise the new ideas created with the Disney method, service blueprint was chosen as a method. Service blueprint helps detail every aspect of the service and display the also hidden processes that together define user experience (Stickdorn & Schneider 2011, 204–205). The whole service process is important from a branding point of view because customers get to know the brand through several touch points, for example, advertising and website (Kotler & Armstrong 2014, 268). But the service process is also in the core of service design. Because the service experience is always subjective and it cannot be affected, the aim is to optimize the experience by concentrating on the critical steps of the service process which include working methods, facilities and interaction (Tuulaniemi 2011, 26–29).

To demonstrate the suggested changes two service blueprints were made: current and developed (APPENDICES 10-11). Current service blueprint was created with the commissioner. The commissioner brought up that the most common way for a customer to contact TUAS about innovation services is via TUAS staff member that the customer already knows. It was decided to create the blueprint about a situation where the customer searches innovation service providers on the internet so that the changes made in the developed service blueprint would be more comparable. As the survey results showed, internet and universities of applied sciences were in the top three places for the organisations to look for

innovation and development services so the scenario presented in the developed service blueprint was probable. The developed service blueprint was created based on the ideas created with the Disney method and it presented the idea of the TUAS service salesperson on a concept level. The blueprint also showed how case examples about the projects and targeted communication lead to better results.

The current service blueprint showed that the customer gets lost browsing on the TUAS site in the beginning of his customer journey and ends up calling the wrong person. This can make the customer feel bothered if he thought that he was calling the right person. After contacting the service leader the process advances smoothly and the customer receives the results from the service leader. The customer may well be satisfied and the full potential of the collaboration is not utilized. After the service is completed the customer is added to TUAS mailing list for future newsletters.

The the greatest changes in **the developed service blueprint** compared to the current one are that the service salesperson has a great responsibility for the customer service and keeping the interaction going. The service salesperson listens to the customer needs and fulfills them on a completely new level. The blueprint demonstrates how the salesperson works closely with the service leaders and handles almost all the communication with the customer. The entire idea is that the customer does not have to know which service he would like to purchase but the process starts from determining his needs and TUAS understanding his business. After that the service salesperson suggests suitable services for every need and situation. This way the customer could utilize the full potential of TUAS services. In addition to the customer also TUAS and TUAS students would benefit from the close and continuous collaboration.

The developed service blueprint requires changes in the way of marketing and selling TUAS innovation services. It requires also a more defined service process for TUAS services as a whole, better internal communication and creating tools for gathering information that will be used and needed in the process and further developing the services. The whole perspective is turned from the different services and projects to the entire offering and expertise TUAS has.

The developed service blueprint ends now to an email that the service salesperson sends to the customer about an continuing education but the blueprint could be continued much

further. The entire idea is that the service salesperson is a companion for the customer and works with him to develop his business with the help of various services of TUAS.

Feedback survey

One of the concrete changes suggested in the developed service blueprint was a feedback survey which would be sent to the customer after every innovation service process is completed. Online feedback survey is easy to use and it gives the customer a chance to give both positive and negative feedback and also express things that might be left unsaid. Showing interest on how the customers feel about the project is good service.

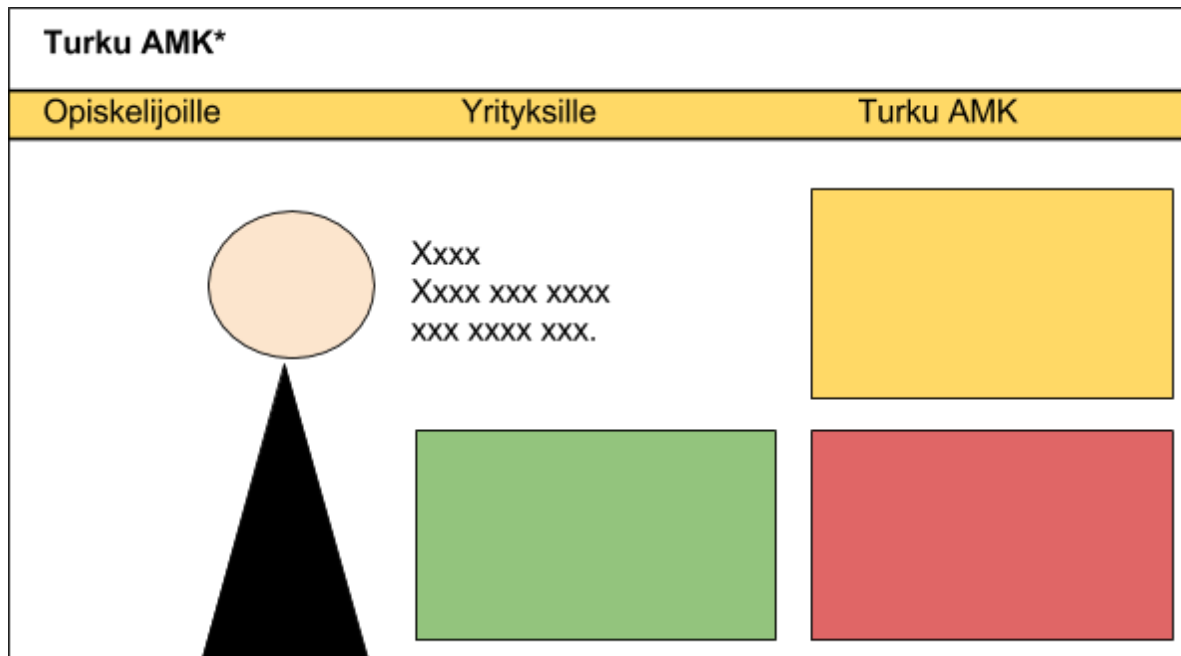
The feedback survey should be created so that it serves all the different innovation services. The questions of the survey should be well considered because changing the questions after the survey has already been in use makes the results incomparable.

Making the survey a part of the innovation service process would give valuable information about how beneficial the customers see the service and what works and what should be developed. It would also reveal the services that the customers are most satisfied with and this way enable sharing good practices between service leaders. The survey would also be a good way to monitor how changes made in the service process affect the customer experience and satisfaction. The results would also provide interesting material for marketing and communication.

6.1.2 TUAS website

Improving existing services the focus is on searching the failures of the service and chances of improving the experience (Polaine 2013, 41). The analysis of the TUAS website, the discussion with the Brand Manager and utilizing observing and thinking aloud methods all indicated that the TUAS website needed some redesigning from a customer point of view. Developing ideas for the website were created with the Disney method and the next chapters will present suggestions about developing the site's structure, usability and content. To develop the TUAS website more customer-friendly the structure of the site should be simplified. When benchmarking other service providers in Finland, Metropolia University of Applied Sciences had a clear structure in the main navigation. The same thinking should be implemented on the TUAS site excluding the internal units.

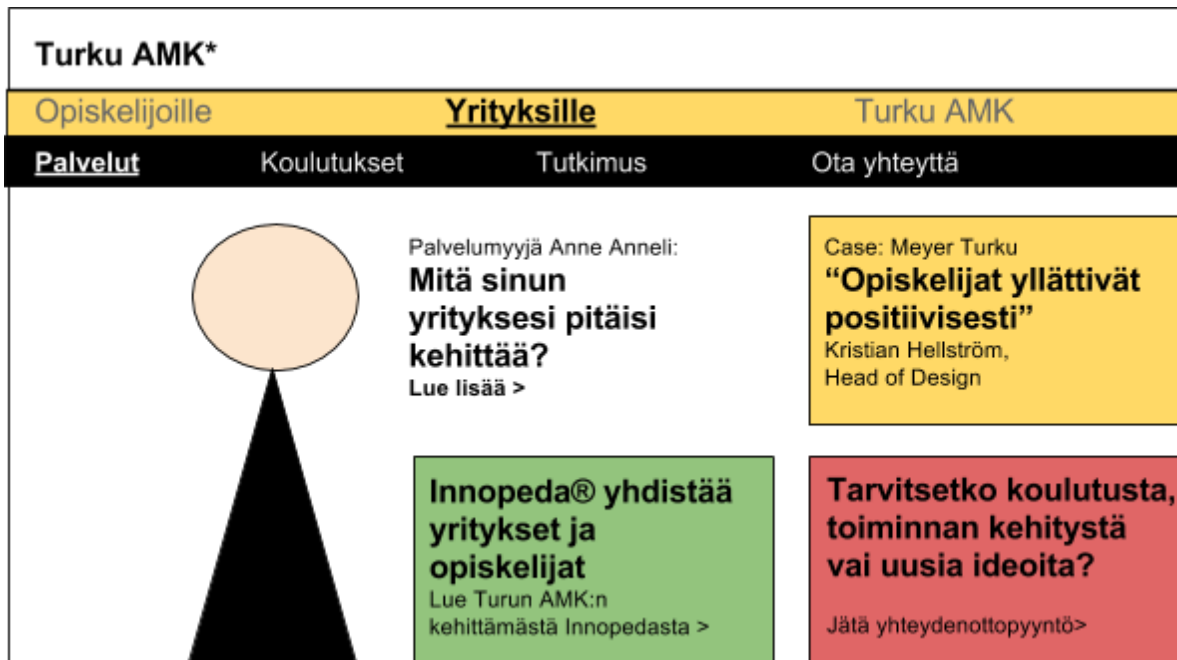
The suggested main navigation of the front page includes only three words *For students*, *For companies* and *TUAS* (PICTURE 26). This main navigation minimizes the possibility of becoming lost on the site. Also gathering all the services that are for companies and organisations in one place can lead to the potential customer becoming interested in a service he did not know to look for on TUAS site.



PICTURE 26. Suggested main navigation for TUAS front page.

On the *For companies* page there would be a secondary navigation that carries on the simple structure. It has the titles *Services*, *Educations*, *Research* and *Contact us*. The *Services* subpage (PICTURE 27) would have the same structure as the front page. The person introduced with a photo would be, for example, TUAS service salesperson that asks *What should your company develop?* In the colourful boxes there would always be at least one case example of completed service projects. One could, for example, introduce the idea of Innopeda® and another one would encourage to leave a request for contact. The content of the site should offer something for each customer persona (APPENDICES 5–8).

In addition to these changes, the navigation as a whole should be redesigned and the site search engine optimized so that the relevant content the site provides would appear high in the organic Google search results and attract potential customers to the site.



PICTURE 27. Suggested titles of secondary navigation in the For companies section and topics for Services page.

Cases

An important element of the TUAS site content would be case examples of the completed service projects. The cases would present TUAS innovation services through a specific project. With concrete examples they would create an image of what kind of problems innovation services can solve and give a voice to the customer.

Cases should be made an essential part of the innovation service process. To make gathering cases as easy as possible the content of a case should be defined so that TUAS personnel could easily access the tool and fill in the information needed.

Communication about innovation services should answer the questions what the service is, how the process goes, what does the customer get, why it benefits the customer, what it costs, who can verify the quality of the service and who can the customer contact (Hartemo 30.3.2016). A case should have three parts. The minimum content of a case should include:

1. *What was the starting point?*

Tell about the brief.

2. *What was the process like?*

Picture and/or video of students innovating. Short description of the process and possibly a citation from a student.

3. What was the result?

What advantages was there for the customer? Citations from the customer and possibly from a student/service leader.

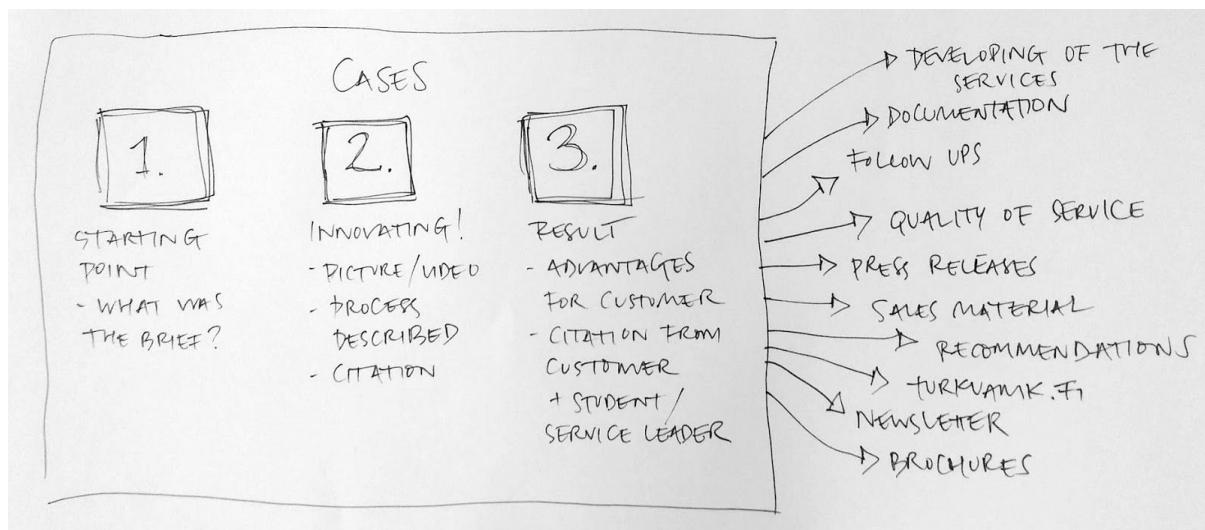
Turku AMK*			
Opiskelijoille	Yrityksille		Turku AMK
Palvelut	Koulutukset	Tutkimus	Ota yhteyttä
<p>Case: Meyer Turku “Opiskelijat yllättivät positiivisesti”</p> <ul style="list-style-type: none">• Lähtökohta: xxxx xxxxxxxx xxxxxxxxxx• Lopputulos: xxxxxxxxxx xxxxxxxxxx xxxxxxxxxx xxxxx xxxxxxxxxx xxxxxx xxxxxxxxxx xxxxxx <p>Meyer Turku xxxxx xxxxx xx xx x xxxxx.Xxxxx xxxxx xxxx xx x xxxxx. Opiskelijaryhmä xxxxx xxxxx xx xx x xxxxx.</p> <p>– xxxx xxxx xx x xxxxx. xxxxx xxxxx xx xx x xxxxx, kertoo Meyer Turun Kristian Hellström Kehitystyö xxxx xx xx x xxxxx. xxxxx xx xx x x xxxxx. xxxxx xx xx x xxxxx. xx x xxxxx xxxxx xx xx x xxxxx xxxxx xx xx x xxxxx.</p> <p>Tuloksena xxx xxx x xxx x xxxxxxxxx.</p> <p>– xxxx xxxx xx x xxxxx. xxxxx xxxxx xx xx x xxxxx, kiittää Hellström.</p>			
			<p>Kiinnostuitko? Ota yhteyttä: Anne Anneli p. 050 555 5555 anne.anneli@turkuamk.fi</p> 
<p>Lue myös:</p> <div data-bbox="1054 880 1350 1028"><p>Case: Silja Line “Testilaboratoriomme sijaitsee nyt Turun AMK:lla” >></p></div> <div data-bbox="1054 1061 1350 1209"><p>Case: Sandvik Mining “Saimme uusia väli- neitä työtyytyväisyyden kohentamiseen” >></p></div>			
			

PICTURE 28. Example of how cases could be presented on the TUAS site.

The content should be presented so that the different customer personas (APPENDICES 5–8) would find the information interesting. For example, on the TUAS website (PICTURE 28) the case examples should be presented so that the upper title tells clearly that it is a case and which company it involves. The main title can be a citation. The beginning of the text has two or three bullet points that gather the starting point and the result of the case which serves the impatient and action oriented personas, such as the SME entrepreneur (APPENDIX 5). Under the bullet points is the case story with citations from the customer and picture and/or video material about the innovation process, for example, students working on the case. On the right side of the page there are contact information for the service salesperson who is in

charge of these kinds of customers – in this case heavy industry. Under that similar cases that could also interest the visitor are presented.

The content gathered for cases has many uses (PICTURE 29). It helps develop the services and share good practices within TUAS. Cases work as a documentation so that new employees can quickly have an image what the services are about when going through them. Cases also provide material for follow-ups – what did the company do about the ideas provided by students. Within TUAS the cases help monitor the quality of service and to other potential customers they are a proof of quality. Cases provide content and ideas for numerous communication and marketing materials, such as press releases, recommendations, brochures, newsletters and most importantly the TUAS site.



PICTURE 29. Creating a case and its benefits to marketing and communication.

6.1.3 Future wheel

To go through what the changes presented for TUAS innovation services marketing and communication, a future wheel was built around the idea of the services having their own service salespersons. The future wheel is a method with which the direct and indirect results of suggested changes can be visually presented and analysed (Curedale 2013, 68–69). The biggest suggested change was appointing service salespersons for TUAS services, and that is why the future wheel was built around this idea (PICTURE 30).

The direct changes of this idea are that a strategic change in TUAS needs to be made. The service salespersons need to be appointed, possibly recruited, after which they begin

cooperation with TUAS service leaders. They handle the whole service offering and have their own customers. Their way of working is listening to what the customers need.



PICTURE 30. Future wheel about appointing service salespersons for TUAS services.

The strategic change means that the way of thinking within TUAS must be changed from what our unit offers to the customers to “One TUAS”. It means operating more like a proper company and in a solution-oriented way. The strategic change can also be seen as an asset in student recruiting. Service salespersons cooperate with service leaders and let them concentrate on producing the services. Offering all TUAS services to organisation is beneficial to all: students get to participate in interesting projects and tie connections to companies; customers can utilize the versatile expertise TUAS offers and use inexpensive

services; and TUAS receives more interesting collaboration offers and makes the collaboration with organisations a profitable business. When service salespersons have their own customers it enables them to build strong relationships and create true partnership so that TUAS can help the customer in every developing need. This makes the customers more committed to TUAS and increases satisfaction. Satisfaction is also increased in the new way of operating: first listening to what the customer needs and then finding a solution to it. Listening also helps serving the customer in a right way which raises the quality of the service in the customer's eyes and makes it easy for the customer to recommend the services further.

6.2 Product family

TUAS offers 15 different innovation services: 100 ideaa yhdessä illassa, Capstone, Firma, IB-HUB, Inno58h, Innocamp, Innovaatiokilpailu, Kesäpaja, Monkey, Projektipaja, Tukialus, Tuotekehitysmoduuli, Turku Game Lab, Tutkimuspaja and Tuuletukset. Common aspects of all the services are that they are produced by student groups, they are inexpensive and provide fresh ideas for organisations.

Affinity diagram

To take a closer look of what similar features the innovation services have, an affinity diagram was used as a method. It helps form relationships of affinities between information and decide which relationships are used as a starting point to the design process (Curedale 2013, 94).

When thinking about the services from the customer perspective, it would be good to know how long these services last and which of them could be started quickly. Affinity diagrams about these topics were created together with the commissioner (PICTURES 31-32).

Monkey and Tuotekehitysmoduuli were in brackets because Monkey was not active service at the time and Tuotekehitysmoduuli was more a course than a service but they were not excluded completely.

The duration was divided into three: hours/days, weeks/months, a semester or any length. The shortest services were 100 ideaa yhdessä yössä, Tuuletukset and Innocamp that take hours or days. Kesäpaja, Tutkimuspaja, Innovaatiokilpailu and IB-HUB take weeks or months and Capstone, Tukialus, Projektipaja, Inno58h, Monkey and Tuotekehitysmoduuli a

semester. Firma and Turku Game Lab are services that have no specific length but it depends on the commission.

The starting schedule was divided into two: services that made a quick start possible and services that started according to the course plan. Quickly starting services were 100 ideaa yhdessä yössä, Tuuletukset, Innocamp, Firma, Turku Game Lab, IB-HUB and Tutkimuspaja. Services that start according to the schedule were Capstone, Tukialus, Projektipaja, Kesäpaja, Inno58h, Innovaatiokilpailu, Monkey and Tuotekehitysmoduuli.



PICTURE 31. The affinity diagram about the duration of TUAS innovation services.



PICTURE 32. The affinity diagram about the starting schedule of TUAS innovation services.

Related to the starting schedule, it would be essential to think if the services could be more flexible and that way meet better customer needs. Flexibility in the timetables and schedules was one matter that the interviews brought up. Considering the facts that every decision or purchase situation need, price is an important matter but in TUAS innovation services there are only a few fixed prices for the services so this could not be applied to the affinity diagram.

The affinity diagram showed that there were not many features with which the services could be divided into groups. The only features services could be compared with were the duration and the starting schedule. The lack of similarities must be considered when thinking about the product family name and communication about the services.

6.2.1 Product family name

Branding helps to increase awareness of the services and the customer to recall the brand (Groucutt 2005, 122–127). For the customer the name is often the most visible and memorable element of the brand (Ellwood 2000, 138). The brand name helps customers to find products and services that are helpful to them and is also a sign of quality (Kotler & Armstrong 2014, 255). As the survey showed, the services were not known among

organisations in Turku region by their names or brands – 76% of the participants did not recognize any of the names presented in the survey. The most well-known service was Projektipaja with 11% of participants knowing the service by name. This was an indication that the current 15 names could be abandoned – neither of them had become a brand in the eyes of the target group. Also TUAS Brand Manager (Hartemo, 30 March 2016) saw that the innovation services needed a common name.

Considering these aspects, as a starting point for the idea generation a goal was set to create a common name for the services. That name would in the future be the name that TUAS innovation services would be marketed with. The current names would not be visible to customers because the aim is to make the innovation services more well-known. For that to be successful all the marketing and communication efforts must be done under one brand name. If needed the current service names could remain in internal use.

Ideas for the product family name were created in a discussion together with the service designer and the art director who is familiar with TUAS marketing. When thinking about the brand name strategy that Jobber introduced (2010, 319) it was clear that the product family should have an individual name. This was because a family brand name is too general for this purpose and a combination name with Turku AMK or TUAS in it makes the name too long and difficult to use. Also it would be good to create a name that would work internationally because in Turku region there operate many international companies and entrepreneurs already.

Ideas for the name were generated while discussing different aspects of the services. The session produced three suggestions for the product family name:

1. Innovointipalvelut
2. Camp & Lab
3. Inno

1. Innovointipalvelut

The suggestion Innovointipalvelut (Innovation services) was based on an idea that it would be better express directly what the services are about and not create another brand name that needs to be explained. The downside to this name is that innovointipalvelut is a difficult word that no one outside TUAS knows to use or search for when, for example, googling. Development services, *kehityspalvelut*, is a term that is more used but it is too general and

refers also to TUAS RDI services. Innovointipalvelut is a valid name only in Finland and to Finnish organisations which may be considered as a minus.

2. Camp & Lab

This idea come from the affinity diagram and the duration of the different services. The affinity diagram showed that innovation services could be divided into short term, nonrecurring services and services with longer duration. When thinking about the words that would represent these two categories, the existing names provided inspiration. The name Camp came from Innocamp and Lab from Turku Game Lab. Camp would be the name for shorter, quickly starting services and Lab would be the name services that last longer and could more tied to the schedule.

Camp and Lab could work as a name internationally and it generates the right kind of images. Camp as a word is associated with an event that has many participants and lasts maybe a few nights. Camp has also positive associations in the business world – for example, Turku Creative Business Camp gathers interesting speakers, entrepreneurs and people from the business world together for two days. Lab, on the other hand, associates with precise and thorough processes and high quality of work. Lab can create more detailed and focused outcomes when camp is more about brainstorming and seeing things from another perspective.

3. Inno

When proceeding with the brainstorming there was an idea of Into as a name. Into in Finnish is a male name and it also means enthusiasm. In English it would describe the process of student groups entering together the world of the customer and finding solutions to the given challenge. The idea was further developed to a more simple word Inno which works as an abbreviation from innovointipalvelut and links strongly to Innopeda® – the idea behind TUAS innovation services. Inno is also familiar from the Innocamp and Inno58h services. Inno is a general, short word that could represent all the innovation services TUAS offers.

The service designer and the art director decided together that Inno was the best suggestion for the product family name.

De Chernatony et al (2011, 103–110) said that an effective brand name should be, for example, simple, distinctive, meaningful, compatible with the product or service and

protected legally. When thinking about the name Inno, it is simple and compatible with the service and also meaningful because it raises positive associations of innovation, ideas and creativity. The name Inno is not particularly distinctive because it has been used in many similar contexts and it may also be difficult to protect it legally because it has been registered by so many other companies (Tavaramerkkitietokanta 2016). On the other hand, the significance of a legal protection for TUAS innovation services name may not be major. One possibility is to combine TUAS in the official name so that it can be protected.

Ellwoods seven function of a brand name included equity asset, legal barrier, global usage, feel good, easy to pronounce, describe benefit and unique identity (Ellwood 2000, 138–144). To discuss the functions provided by Ellwood, Inno is easy to pronounce, it is globally usable, it describes benefit by creating the right kind of images as discussed in the chapter above and it feels like a good name for the services. But Inno is not an equity asset because it is used by so many companies already.

6.2.2 Slogan for the product family

The slogan of the product family should tell about the service and raise interest to find out more. To help the slogan creation Tuulaniemi (2011, 50–54) brought up the essential questions of branding a service and one of them was 'What makes the brand unique and how this comes across in the customer experience?'.

The uniqueness of TUAS innovation services is that all the service are provided by TUAS students and most of them have multidisciplinary student groups working on the task. As mentioned, TUAS hosts about 9,400 students (Turun ammattikorkeakoulu 2016b). The services are inexpensive and have many choices for the customer. As the results of the survey and the interview pointed out, the potential customers were interested in services provided by TUAS and saw TUAS innovation services as a way to gather new ideas and fresh viewpoints.

The essential aspects of the services are innovating and developing the customer's business and students that provide the services. This lead to slogan ideas:

- Meillä on kehitysosasto, jossa on lähes 10 000 opiskelijaa (We have a developing unit which has nearly 10,000 students)

- Meillä on tarjota sinulle kehitysosasto, jossa on lähes 10 000 opiskelijaa (We can offer you a developing unit with nearly 10,000 students)
- Etsitkö lisäresursseja kehittämiseen? Meillä olisi yli 9 000 opiskelijaa (Looking for more development resources? We host over 9,000 students)

For a slogan these are too long but they would work as a title on website or other materials about the services. A packed up version of the ideas could be:

- Innovointia ja kehitystä 9 400 opiskelijan voimin

Because 'innovointi' (innovation) as a Finnish word is not used in everyday language it would be good to add the word 'kehitys' (development) to the slogan. This way it would tell more about the service and create images about a wider range of developing services. Together with the name it would be:

INNO-palvelut

Innovointia ja kehitystä 9 400 opiskelijan voimin

In English 'Innovation and development with the help of 9,400 students'.

7 DISCUSSION

The aim of the thesis was to develop and design TUAS innovation services in a way that they would be more understandable, coherent and attractive to potential customers.

Research

The research on the topic began with an online survey for organisation in Turku region. The survey collected answers over the targeted amount and provided the base information about the potential customers, although it would have been beneficial to ask the participants their job title to gain more knowledge about them. The results told essential information about where organisations look for innovation service providers, what things they need help developing and how they see services provided by TUAS. An important fact was also that the current innovation services were not known by name among the organisations. This created a strong argument to the idea that a common name and a product family must be created. Altogether the participants saw cooperation with TUAS interesting and something they should increase.

On the other hand, the mailing list for the survey was provided by TUAS. This meant that the organisations and TUAS had cooperated somehow in the past which may have resulted in more positive outcome of the survey results compared to a randomly selected group of organisations. It would have been interesting to make the same survey for a completely random selection of organisations within Turku region to see if the results would have varied in any significant way. But because mailing lists for organisations are chargeable, utilizing the list TUAS provided was the only option. Although TUAS provided the list, the results presented such clear differences that small changes would not have changed the big picture.

Ten participants of the survey were selected to be interviewed via phone and asked more about how they see TUAS as a innovation service provider. The interviews produced some data but the number of participants was quite low and the relevance of the interviews quite minor. To gain more insight about how the participants saw TUAS as an innovation service provider, they could have been first introduced to the material about the services and interviewed after that about the images the material arouses.

The analysis was an important part of the thesis: it contained analysis of TUAS innovation service own marketing material, the discussion about TUAS brand hierarchy with the Brand

Manager and the analysis of TUAS website from the customer's point of view. The analysis showed clearly that the innovation services own material had no specific visual identity or way of speaking. Neither had the materials TUAS logo present in them which would have communicated that they were services provided by TUAS. The services had no similar features which could have made them look like a product family.

The Brand Manager brought up that TUAS website is the most important marketing and communication channel for TUAS. She thought that creating a product family was a good idea and provided essential information about TUAS brand. She had noticed problems in the structure of TUAS site that made it hard for a potential customer to find any information about the innovation services. She thought that common marketing and communication efforts were recommendable and more efficient. The Brand Manager's views provided essential arguments for the development of the services.

When analysing TUAS website it became clear that there was a good chance that the potential customer does not find the information he is looking for on the site. There were no basic information about the services available nor contact info for a person who could tell more about the services. The different services were scattered around the site so that one could find information about them by change – or possible using Google. The structure of the site was confusing to the customer looking for innovation and development services because the main navigation had the word 'services' on one title and the words 'development and innovation' on the other. It was not clear where the customer could find the information needed. When thinking about a busy CEO of a company coming to the site, the chances are he will not spend a lot of time there but continues the search for another service provider. The analysis and the information that the site was the most significant marketing and communication channel for TUAS (Hartemo, 30 March 2016) made it one of the main developing subjects.

The same notices about the site were made with the methods observing and thinking aloud. The methods were used with three website specialists who analysed the site's usability from the customer's point of view. It was important to have expert opinions about the site. The experts found the same problems and said that the site was completely designed from TUAS point of view. The experts also pointed out that the customers were not encouraged to contact TUAS which could make the potential customers leave the site without contacting.

All in all, they thought that purchasing the services was somewhat difficult and saw the image of TUAS innovation services quite unclear, bureaucratic and not that interesting.

Benchmarking was used to research how other Finnish universities were presenting similar services. It was surprising that none of the benchmarked sites did a particularly good job in presenting their offering for organisations. Nonetheless, a good example of a front page navigation was found on Metropolia's site and the same idea was implemented in the development of TUAS site.

The personas were created together with the commissioner and the service leaders to get more familiar with the typical customers. The personas were important, for example, in creating ideas to the website. In the future the four personas form a base for any developing project for the services and they can be completed with additional research.

Design process

As Tuulaniemi (2011, 50–54) pointed out, every encounter with the customer is a possibility to tell the brand story. That was why the developing of TUAS innovation services marketing and communication began with the Disney method. That was also the reason why the service designer asked her colleague with some 20 years of experience of working with TUAS and other education providers marketing to join the idea creation.

The Disney method was suitable for idea creation because of its perspective on the whole service process. The method worked very well in this intent and created a great number of ideas. From the ideas the ones that could be implemented quite easily were chosen for further developing. One of the biggest changes suggested was that TUAS services should have service salespersons that would communicate with the customers, find out their real developing needs and suggest suitable services of TUAS. The salespersons would know about all the services TUAS offers and they would be responsible for a certain amount of customers and building long-lasting relationships with them. With this change TUAS would start operating more like a company and being an active operator among the organisations in Turku region. This would require a strategic change and also a change in mindset. There would be no units and their services within TUAS but one TUAS that offers wide range of services produced by the 9,400 students and TUAS experts.

The idea of service salespersons was something that was not expected as a result of the developing but it immediately felt like an important idea that could change the whole TUAS service business. It was a bold suggestion that surely causes doubt and criticism internally but could open new possibilities for TUAS. It was as an good example on how service design can help organisations see strategical possibilities in their business and to innovate new services (Tuulaniemi 2011, 24–25).

The ideas of the Disney method were used to create a developed service blueprint that presented how the changes in the internal operations affected the customer experience and made the customer purchase more services. The current service blueprint, which was created with the commissioner, showed how the pre-service period was dependent on the customer's interest towards TUAS services and after completing the service process and receiving the results the customer was only added to the mailing list. All the potential of a new customer relationship was left unused. The developed service blueprint presented on a concept level how the service salesperson could change the customer experience. The whole idea of building a relationship with the customer and being an active partner in the development of the organisation would result in the organisation buying more services from TUAS and new service periods. In this thesis service blueprints were essential in showcasing the new ideas and thinking about what kind of internal processes would be needed in order for the service process to succeed.

The idea of the service salesperson was researched once again with a future wheel which made to think about the direct and indirect changes that the change would have. Because the future wheel was created only by the service designer, it might lack some essential aspects.

As mentioned, TUAS website was one of the most important developing objects. As a result suggestions were made on redesigning the site's structure and navigation so that it would serve the organisations better and guide the visitors immediately to the right place. Also the Services page content was renewed so that it would provide relevant content to the visitor interested in TUAS services and possibilities to contact service salespersons or leave a contact request. The importance and content of case examples was defined and a possible layout for a case example created.

The case examples that were suggested would provide versatile content for communication and marketing. That makes the case examples an essential change that would be easy to implement. The first steps of making the case examples into reality would be creating tools, for example, ready-made templates, for compiling the case content and giving the people dealing with TUAS innovation services the responsibility to collect the needed data. Case examples would help the customers to understand what kind of services TUAS offers and provide a proof of the service quality. Related to the cases it was suggested that a feedback survey would be taken as a part of the innovation service process. By creating a survey that would be sent to all the customers after the service is completed TUAS could gather valuable information about the needs of the customer and develop the services further. The survey could also provide material for marketing materials and help identify best practices.

The creation of the product family was started together with the commissioner by utilizing the affinity diagram and investigating what kind of affinities the innovation services had. With the method only two affinities were found: duration and starting schedule. Other aspects, such as price, could not be defined because the pricing varies. It was surprising for the service designer that the services had so little similar features they could be categorised with.

After that suggestions for product family name were created and the name Inno was chosen as the best suggestion. The name was estimated according to the brand name theories and its benefits were that it was simple, easy to pronounce, compatible with the service, international, meaningful and it created positive associations. It also linked strongly to the background idea of TUAS innovation services, Innopeda®. On the other hand, it was used by other companies so it was not that unique or distinctive and it may not be possible to protect it legally. When thinking about the target group of TUAS innovation services Inno could be the start of building innovation service brand.

Brand building is a long process that requires determination and vision (Laakso 2004, 83–84). The common name for the services provides a beginning that could be developed into an interesting brand. It does not necessarily need its own visual identity to become a brand but it has to tell the same story over and over again in every encounter. Inno also makes it possible for TUAS to create similar names for other services they provide.

The idea creation for the product family's slogan began with thinking about the distinctive qualities TUAS innovation services have. The fact that the services are created by TUAS

students became the starting point and as a result of idea generating the slogan of 'Innovointia ja kehitystä 9 400 opiskelijan voimin' was born. The words 'innovointia ja kehitystä' explain the content and intention of Inno services and the ending '9 400 opiskelijan voimin' tells that TUAS host thousands of students that can participate in producing the services. Telling the number of students increases the credibility of the services and emphasizes that TUAS is a major university.

Looking back at the design process and the principles of service design, which according to Stickdorn (2011, 24–45) are user-centered, co-creative, sequencing, evidencing and holistic, the process could have needed some more co-creation with the commissioner and/or the service leaders. Due to timetable challenges co-creation sessions could not be arranged and the commissioner participated only in creating the current service blueprint and utilizing affinity notes.

Research questions

The first research question asked how do the organisations in Turku region see innovation services in general and TUAS innovation services especially. The online survey was a major source for this question and provided essential information about innovation services in general and how they see TUAS as a service provider. The part about how the organisation see TUAS innovation services especially could have been more thoroughly examined although the survey and interviews provided basic information about the subject.

The second research question asked how TUAS innovation services that now appear very different from each other could be united as a product family and made interesting and easily purchased. Making the services easy to purchase was in this thesis defined as a possibility for the potential customer to contact a person in TUAS that is responsible for the services or a possibility to leave a contact request. This question was answered by developing the whole innovation service process and the developed service blueprint. The problems of TUAS website were handled with suggestions of a new main navigation titles, providing contact possibilities and content suggestions that would make the services more approachable and interesting for potential customers. All the suggestions made for the website made it more customer-friendly and easy to use. Finally the services were united as a product family with a name and a slogan. Although the design process could have gone even further the suggested changes were seen as the most essential and that is why they

were addressed. The research question was answered with various concrete suggestions as presented in the previous chapters.

In addition, one of the problems the commissioner brought up was that the innovation services are not well-known even within TUAS. All of the suggestions made in the thesis would also benefit TUAS staff and make the innovation services more familiar to them. Creating a product family under one name that is easy to remember makes it easier to talk about the services. Also the new structure of turkuamk.fi site would make it easy for anyone of the staff to get to know the services and guide potential customers forward. The case examples would also give the staff a better image of what TUAS can offer.

Future

This thesis mirrored the current situation of TUAS innovation services and their marketing and contained several suggestions that would make TUAS innovation services more understandable, interesting and attractive to the potential customers. Some of the suggestions would be easy to implement in the service processes within months, other are long-term goals that require many internal changes. The changes suggested are evaluated within TUAS.

The question is does TUAS have resources to promote and market 15 different innovation services with different names and identities – in addition to other services they offer for organisations. And is it wise? Do the current innovation services portray the image TUAS would like them to? From outside it seems clear that the efforts should be united so that the possibility of purchasing inexpensive innovation and developing services from TUAS would become familiar for the organisations in Turku region.

Some of the suggestions made in this thesis would start a bigger developing process within TUAS. For example, the renewals suggested for main navigation and structure of TUAS website would mean that structure of the whole site would have to be redesigned. Also creating common marketing efforts for the innovation services would lead to evaluating the content, success and quality of the services. As Ellwood (2000, 11) wrote, at the core of a successful brand is always a successful product or service. In addition to a good service, service branding needs both external and internal marketing to motivate employees (Kotler & Armstrong 2014, 276). If TUAS wants to invest in the innovation services, the service

processes and the brand promise need to be clearly defined and communicated so that everyone knows what they are expected.

All in all, it remains to be seen how TUAS innovation services and their marketing are developed in the future. This thesis works as a foundation for any additional research and development of TUAS innovation service or TUAS services as a whole.

REFERENCES

American Marketing Association. Dictionary. Referenced 11.3.2016.
www.ama.org/resources/Pages/Dictionary.aspx

Bisnesakatemia 2016. Referenced 1.4.2016. www.bisnesakatemia.fi

De Chernatony, L.; McDonald, M, & Wallace, E. 2011. Creating Powerful Brands. Fourth Edition. Brooklyn, New York: Routledge.

Ellwood, I. 2000. The Essential Brand Book – Over 100 Techniques to Increase Brand Value. London: Kogan Page.

Firma 2016. Referenced 23.4.2016. www.thefirma.fi

Forbes 2016. What is a Brand, Anyway? Referenced 21.2.2016.
www.forbes.com/sites/jerrymclaughlin/2011/12/21/what-is-a-brand-anyway

Groucutt, J. 2005. Foundations of Marketing. Basingstoke: Palgrave Macmillan.

Grönroos, C. 2015. Service Management and Marketing: Managing the Service Profit Logic. Fourth edition. Chichester: John Wiley & Sons Ltd.

Helsinki University 2016. Referenced 27.3.2016. www.helsinki.fi

HIS 2016. Referenced 27.3.2016. www.his.fi

Hirsjärvi, S.; Remes, P. & Sajavaara, P. 2004. Tutki ja kirjoita. 10., osin uud. laitos. Helsinki: Tammi.

IB-HUB 2016. Referenced 23.1.2016 www.facebook.com/IB-HUB-134040296801017

Jobber, D. 2010. Principles and Practice of Marketing. Sixth Edition. Berkshire: McGraw-Hill Education.

Junginger, S. 2013. Public Foundations of Service Design. In: Miettinen, S. & Valtonen, A. (toim.) Service Design with Theory. 2nd revised edition. Rovaniemi: Lapland University Press.

Kotler, P. & Armstrong, G. 2010. Principles of Marketing: Global Edition. 13th ed. Upper Saddle River, NJ : Pearson cop.

Laakso, H. 2004. Brändit kilpailuetuna. Helsinki: Talentum.

Laws, S.; Harper, C. & Marcus, R. 2007. Research for Development: A Practical Guide. London: SAGE Publications

Lehto, A. & Penttilä, T. 2013. Pedagogical Views on Innovation Competences and Entrepreneurship. Innovation Pedagogy and Other Approaches. Referred 15.3.2016.
E-publication.julkaisut.turkuamk.fi/isbn9789522164407.pdf

Merriam-Webster Dictionary and Thesaurus 2016. Referenced 11.3.2016.
www.merriam-webster.com

Metropolia 2016. Referenced 27.3.2016. www.metropolia.fi

Miettinen, S. 2013. Discussion on change, value and methods. In: Miettinen, S. & Valtonen, A. (edit.) Service Design with Theory. 2nd revised edition. Rovaniemi: Lapland University Press.

Miettinen, S.; Raulo, M & Ruuska, J. 2011. Johdanto. In: Miettinen, S. (toim.) Palvelumuotoilu – uusia menetelmiä käyttäjätiedon hankintaan ja hyödyntämiseen. 2. painos. Helsinki: Teknologiainfo Teknova. 12–17.

Minno 2016. Referenced 27.3.2016. minno.metropolia.fi

Monkey 2016. Referenced 23.1.2016. monkeyprojekti.blogspot.fi

Mootee, I. 2013. 60 Minute Brand Strategist. The Essential Brand Book for Marketing Professionals. Hoboken: John Wiley & Sons.

Official Statistics of Finland 2016. Innovation. Referred: 28.4.2016. Helsinki: Statistics Finland. www.stat.fi/til/inn/index_en.html

Polaine, A; Løvlie, L. & Reason, B. 2013. Service Design: from Insight to Implementation. New York: Rosenfeld Media. Referenced 26.3.2016.
<https://www-dawsonera-com.ezproxy.turkuamk.fi/abstract/9781457102806>

Resurssitehokkuus 2016. Referenced 1.4.2016. resurssitehokkuus.turkuamk.fi

Service Design Network 2016. Referenced 21.2.2016. www.service-design-network.org

Statistics: Regional statistics on entrepreneurial activity 2015. Referred: 28.9.2015
Helsinki: Statistics Finland. www.stat.fi/til/alyr/2013/alyr_2013_2014-12-18_tie_001_en.html

Stickdorn, M. & Schneider, J. 2010. This is Service Design Thinking.

Suomen virallinen tilasto 2016. Ammattikorkeakoulukoulutus. Referred: 23.4.2016. Helsinki: Tilastokeskus. www.stat.fi/til/akop/2015/akop_2015_2016-04-19_tie_001_fi.html

Tavaramerkkitietokanta 2016. Referenced 1.5.2016.
www.tavaramerkki.prh.fi/web/tietopalvelu/haku

TUAS 2016. Referenced 27.3.2016. www.turkuamk.fi

Tukialus 2016. Referenced 3.2.2016. www.tukialus.fi/2011/10/tukialusinfo.html

Turku Game Lab 2016. Referenced 23.1.2016. www.facebook.com/TurkuGameLab

Turun ammattikorkeakoulu 2016a. Kolmiloikalla vaihtovirtaa. Referenced 12.4.2016.
www.turkuamk.fi/fi/tutkimus-kehitys-ja-innovaatiot/hae-projekteja/kolmiloikalla-vaihtovirtaa

Turun ammattikorkeakoulu 2016b. Esittely. Referenced 12.4.2016.
www.turkuamk.fi/fi/turun-amk/tutu/esittely

Turun ammattikorkeakoulu 2016c. Koulutustarjonta. Referenced 12.4.2016.
www.turkuamk.fi/fi/turun-amk/tutu/koulutustarjonta

Turun ammattikorkeakoulu 2016d. Innovaatiopedagogiikka. Referenced 22.4.2016.
www.turkuamk.fi/fi/turun-amk/tunne-meidat/innovaatiopedagogiikka

Turun ammattikorkeakoulu 2016e. Capstone-innovaatioprojekti korostaa luovaa ajattelua ja käyttäjakeskeistä kehittämistä. Referenced 23.4.2016.
www.turkuamk.fi/fi/ajankohtaista/422/capstone-innovaatioprojekti-korostaa-luovaa-ajattelua-ja-kayttajakeskeista-kehittamista

Turun ammattikorkeakoulu 2016f. FIRMAssa työskennellään kuin oikeassa yrityksessä. Referenced 23.4.2016.
www.turkuamk.fi/fi/ajankohtaista/624/firmassa-tyoskennellaan-kuin-oikeassa-yrityksessa

Turun ammattikorkeakoulu 2016g. Internationalization services: IB-HUB.
www.turkuamk.fi/fi/palvelut-ja-taydennyskoulutus/palvelut/internationalization-services-ib-hub

Turun ammattikorkeakoulu 2016h. Koulutukset ja palvelut. Referenced 23.4.2016.
www.turkuamk.fi/fi/palvelut-ja-taydennyskoulutus/koulutukset-ja-palvelut

Top universities 2016. Country guides – Study in Finland. Referenced 23.4.2016.
www.topuniversities.com/where-to-study/europe/finland/guide

Vuorela, T.; Ahola H. & Aro, P. 2013. Opportunities and challenges of using service design in SME service business development. In: Miettinen, S. & Valtonen, A. (edit.) Service Design with Theory. 2nd revised edition. Rovaniemi: Lapland University Press.

Wikipedia 2016. Brand. Referenced 21.2.2016. en.wikipedia.org/wiki/Brand

APPENDIX 1.

BUSINESS MODEL CANVAS CREATED BY TUAS SERVICE BUSINESS.

BUSINESS MODEL CANVAS

<p>Key Partners</p> <p>Tarjoamme koulutusta ja palveluja alueella niin yksityisille kuin julkisille työelämäorganisaatioille kaikilla aloilla, joilla Turun AMK tarjoaa koulutusta.</p> <p>Isona monialaisena toimijana pystymme usein löytämään tarvittavat tekijät omasta organisaatiostamme.</p> <p>Teemme yhteistyötä myös alueen muiden korkeakoulujen ja oppilaitosten sekä yhdistysten kanssa.</p>	<p>Key Activities</p> <p>Tärkein tuottamamme arvo asiakkaillemme on heidän tarpeittensa mukaan räätälöity kehittämissyö (koulutukset ja palvelut), jonka tavoitteena on parantaa asiakasorganisaatioidemme toimintaa ja lisätä liikevaihtoa.</p> <p>Key Resources</p> <p>Asiantuntijat ja opiskelijat, laaja monialainen osaaminen. Koulutus, TKI-toiminta ja konsultointi. Laboratorio-, testaus- ja mittauspalvelut.</p>	<p>Value Propositions</p> <p>Parannamme Varsinais-Suomen työelämän kilpailukykyä ja hyvinvointia.</p> <p>Toimimme työelämän uudistajana toiminta-alueellamme.</p> <p>Suunnittelemme ja toteutamme täydennyskoulutusta ja palveluja mm. Varsinais-Suomen aluekehitysstrategian sekä alakohtaisten valtakunnallisten osaamistarpeiden pohjalta.</p>	<p>Customer Relationships</p> <p>Pyrimme kaikkien asiakkaiden suhteen jatkuvaan ja syventyvään yhteistyöhön, jolloin voimme tarjota monialaisia palvelujamme organisaation kaikkien toimintojen kehittämiseksi.</p> <p>Channels</p> <p>Netisivuilla, somesta, julkaisujen, uutiskirjeiden ym. kautta. Lisäksi otamme aktiivisesti yhteyttä asiakkaisiin puhelimitse ja sovimme tapaamisia organisaation koulutus- ja palvelutarpeiden kartoittamiseksi.</p>	<p>Customer Segments</p> <p>Ryhmittelemme asiakkaat</p> <ul style="list-style-type: none"> - toimialoitain - koon mukaan - kotimaiset/kansainväliset - yhteistyön laajuuden ja syvyyden mukaan: <p>kumppanuusyhtykset, avainasiakkaat ja satunnaiset asiakkaat</p>
<p>Cost Structure</p> <p>Hyvän asiakkuussuhteen rakentaminen vaatii paljon aikaa ja työtä. Eniten työtä vaatii kerran menetetyt asiakkaat takaisin saaminen, toiseksi eniten uuden asiakkaan hankkiminen, kolmanneksi eniten nykyisen asiakkaan pitäminen – viimeksi mainittu kuitenkin vie suurimman osan työajasta, koska asiakkaita on paljon. Tulevaisuudessa kansainvälisten asiakkaiden kanssa työskentely tulee viemään aikaa enenevässä määrin.</p>	<p>Revenue Streams</p> <p>Palveluliiketoiminnalla on selkeät liikevaihto- ja tuottotavoitteet. Tavoitteiden saavuttamista seurataan kuukausittain. Tuloja kertyy eniten täydennyskoulutuksesta. Suoran asiantuntijamyynnin (täydennyskoulutus) lisäksi tarjoamme paljon erilaisia palveluja, kehittämistä ja konsultointia sekä yhä enemmän myös opiskelijayhteistyötä.</p>			

ONLINE SURVEY FOR ORGANISATIONS IN TURKU REGION.**Kysely innovointi- ja kehityspalveluista**

Tämä kysely kartoittaa varsinaissuomalaisten organisaatioiden innovointi- ja kehityspalvelujen käyttöä ja tuntemusta sekä palveluihin liittyviä tarpeita.

Innovointi- ja kehityspalveluilla tarkoitetaan tässä yhteydessä ulkopuolisen tahon tarjoamaa asiantuntemusta organisaation tuotteiden, palvelujen tai toiminnan kehittämiseksi sekä innovaatioiden synnyttämiseksi. Palvelu voi olla esimerkiksi lyhyt parin tunnin ideointityöpaja tai kuukausien mittainen kehitysprojekti.

Kysely on osa Turun ammattikorkeakoulun ylemmän AMK-tutkinnon opinnäytetyötä. Kaikki vastaukset käsitellään anonyymisti. Kyselyn täyttäminen vie muutaman minuutin. Kiitos vastauksistasi jo etukäteen!

***Pakollinen**

Mikä näistä edustamasi organisaatio on? *

- Yksityinen yritys
- Julkisen sektorin toimija
- Kolmannen sektorin toimija

Millä alalla organisaatiosi toimii? *

- Asiantuntija- ja konsulttipalvelut
- IT
- Julkinen hallinto
- Koulutus
- Majoitus- ja ravitsemisala
- Palveluala
- Rakennus ja kiinteistöala
- Rahoitus- ja vakuutusala
- Teollisuus
- Terveys- ja sosiaaliala
- Viestintä-, kulttuuri, media- tai markkinointiala
- Yhteiskunnallinen toiminta
- Muu:

Montako henkilöä organisaatiosi työllistää Varsinais-Suomessa? *

- Alle 5 henkilöä
- 5–19 henkilöä
- 20–99 henkilöä
- 100–500 henkilöä
- Yli 500 henkilöä

Innovointi- ja kehityspalveluihin liittyvät kysymykset

Innovointi- ja kehityspalveluilla tarkoitetaan tässä yhteydessä ulkopuolisen tahon tarjoamaa asiantuntemusta organisaation tuotteiden, palvelujen tai toiminnan kehittämiseksi sekä innovaatioiden synnyttämiseksi. Palvelu voi olla esimerkiksi lyhyt parin tunnin ideointityöpaja tai kuukausien mittainen kehitysprojekti.

Kun organisaatiosi tarvitsee innovointi- ja kehityspalveluja, mistä etsit niitä? *

Valitse vähintään yksi.

- Turun seudun kehittämisskeskuksesta
- ELY-keskuksesta
- Tekesistä
- Varsinais-Suomen Liitosta
- Yrittäjähdistyksestä
- Paikallisesta kauppakamarista
- Turku Science Parkista
- Yliopistoista
- Ammattikorkeakouluista
- Konsulttiyrityksistä
- Etsin osajia tapahtumista tai seminaareista
- Kysyn kollegoilta
- Netistä
- Muu:

Suurin syy siihen, miksi organisaatiosi ei panosta enemmän oman toiminnan ja/tai innovaatioiden kehittämiseen on. *

- Rahan puute
- Ajan puute
- Osaamisen puute
- Yhteistyökumppanien puute
- Epävarmat taloudelliset näkymät
- Ei mikään yllä olevista, sillä organisaatiosi panostaa riittävästi toiminnan ja innovaatioiden kehittämiseen.
- Muu:

Missä asioissa organisaationne tarvitsisi ulkopuolista kumppania innovointi- tai kehitystyöhön? *

Valitse vähintään yksi.

- Tuotekehitys
- Palvelujen kehittäminen tai palvelumuotoilu
- Markkinointi
- Sisäinen tai ulkoinen viestintä
- Sertifikaattien hankinta
- Tapahtumien järjestäminen
- Oman organisaation ja/tai henkilöstön kehittäminen
- Tyky-toiminta
- Muu:

Mitkä kriteerit ovat oleellisia organisaatiollesi, kun valitsette kumppania innovointi- tai kehittämistyöhön? *

Valitse kolme tärkeintä.

- Innostunut asenne
- Ammattimaisuus
- Tuoreet näkökulmat
- Pitkä kokemus
- Kansainvälisyys
- Joustavat aikataulut
- Tuloksellisuus
- Kustannustehokkuus
- Idearikkaus
- Ennakkoluulottomuus
- Tiiviit kontaktit korkeakoulujen opiskelijoihin
- Yhteistyömahdollisuuksien monipuolisuus
- Monialaisuus
- Sitoutuneisuus

Millaisia kokemuksia organisaatiollasi on yhteistyöstä opiskelijoiden kanssa? *

- Opiskelijat käyvät/ovat käyneet vierailulla.
- Opiskelijoita on/on ollut harjoittelussa.
- Opiskelija tekee/on tehnyt lopputyönsä organisaatiolleni.
- Opiskelijat tekevät/ovat tehneet projektin organisaatiolleni.
- Ei ole kokemuksia.
- Muu:

Vastaa väitteisiin.**Organisaationi pitäisi tehdä enemmän yhteistyötä alueen korkeakoulujen ja niiden opiskelijoiden kanssa. ***

- Täysin samaa mieltä.
- Jonkin verran samaa mieltä.
- Jonkin verran eri mieltä.
- Täysin eri mieltä.
- En osaa sanoa.

Organisaationi on valmis kokeilemaan uudenlaisia yhteistyömuotoja korkeakoulujen kanssa. *

- Täysin samaa mieltä.
- Jonkin verran samaa mieltä.
- Jonkin verran eri mieltä.
- Täysin eri mieltä.
- En osaa sanoa.

Organisaationi on kiinnostunut hyödyntämään AMK-opiskelijoiden tarjoamia innovointipalveluita. *

- Täysin samaa mieltä.
- Jonkin verran samaa mieltä.
- Jonkin verran eri mieltä.
- Täysin eri mieltä.
- En osaa sanoa.

Vastaa opiskelijayhteistyötä koskeviin kysymyksiin.

Organisaatiolenni voisivat mielestäni sopia opiskelijoiden kanssa toteutettavat... *

- Muutamia tunnin mittaiset ideoinnit.
- Lyhyet, korkeintaan muutaman vuorokauden kestävät työpajat.
- Muutamia viikkoja kestävät projektit.
- Pidemmät, kuukausia kestävät projektit.
- Kalkenlaiset yhteistyömuodot kiinnostavat.
- Mitkään yhteistyömuodot eivät kiinnosta.

Organisaationi on valmis panostamaan oman henkilökunnan aikaa ja resursseja opiskelijoiden kanssa tehtävään innovointi- ja kehitystyöhön: *

- Kyllä, ehdottomasti!
- Kyllä, jonkin verran.
- Ei, kehitystyö olisi pelkästään opiskelijoiden vastuulla.
- En osaa sanoa.

Rastita kaikki Turun AMK:n tarjoamat innovointipalvelut, jotka tunnet nimeltä. *

- Capstone
- IB Hub
- Inno 58 h
- Innocamp
- Monkey
- Tukialus
- Kesäpaja
- Projektipaja
- Tutkimuspaja
- En tunnista yhtäkään palvelua.

Olisitko valmis vastaamaan muutamiin syventäviin haastattelukysymyksiin puhelimitse?

Jos kyllä, jätä alle puhelinnumerosi ja nimesi. Haastattelu vie arviolta 15 minuuttia.

Älä koskaan lähetä salasanaa Google Formsin kautta.

100 %. Sait sen valmiiksi.

APPENDIX 3.

QUESTIONS FOR THE PHONE INTERVIEWS.

Puhelinhaastattelun kysymykset

Minkälaisia innovointi- ja tuotekehityspalveluita organisaatiosi on käyttänyt/käyttää?

Millainen mielikuva sinulla on Turun AMK:n innovointi- ja tuotekehityspalveluista?

Mitä organisaatiosi odottaa kumppanilta, jonka kanssa ryhtyisi tekemään innovointi- tai kehittämistyötä?

Mitä lisäarvoa organisaatiollesi voisi tuoda monialaisen opiskelijaryhmän toteuttamat innovointi- ja tuotekehityspalvelut?

Entä mikä voisi olla/on ollut esteenä opiskelijoiden kanssa tehtävälle innovointi- tai tuotekehitysprojektille?

APPENDIX 4.

EVALUATION FORM FOR OBSERVING AND THINKING ALOUD TASK.

ARVIOINTI:

Millainen mielikuva sinulle tuli Turun AMK:n tarjoamista innovointipalveluista nettisivuilla olevan tiedon perusteella?

Sekava

Selkeä

Amatöörimäinen

Asiantunteva

Epäkiinnostava

Mielenkiintoinen

Vanhanaikainen

Moderni

Byrokraattinen

Joustava

Suppea valikoima

Laaja valikoima

Vaikea ostaa

Helppo ostaa

Löysitkö sivuilta tarpeeksi tietoa palveluista?

() En

() Kyllä

() En osaa sanoa

Tiedätkö, keneen voisit ottaa yhteyttä lisätietojen saamiseksi?

() En

() Kyllä

Yhteyshenkilön nimi: _____

Oliko yhteystietojen löytäminen?

() Vaikeaa

() Helppoa

() En osaa sanoa

() En löytänyt yhteystietoja

Vapaat kommentit:

PERSONAS

Persona #1
SME entrepreneur



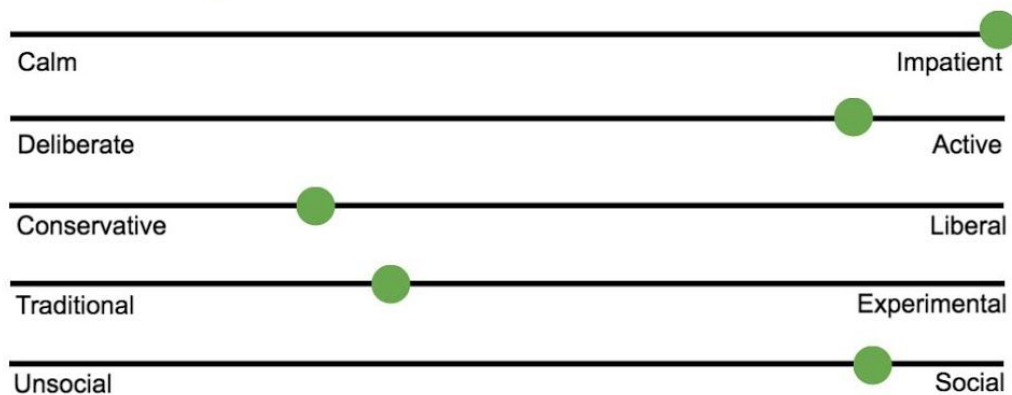
Matti

Age: 40
City: Paimio

Education: Career college
Title: Founder, CEO

Line of business: Heavy industry
Company employs: 50 persons

Personality



Relation to TUAS

Matti has not cooperated with TUAS before and he is a bit prejudiced about all universities. He chose to contact UAS instead of an university because he has heard that operations in UAS are more practical. Also the inexpensive price affected the choice.

Need

Matti's company is heading for international markets. To this point the company has grown organically and there has not been a need for marketing efforts. Now the company wants to strengthen its position and reach new customers outside Finland. The company has marketing and product development related needs but no time to take them up.

Expectations

Matti has high expectations and he is hoping for concrete results with a tight schedule. He does not want to tie his own nor personnels resources much to the project.

Persona #2

Public sector



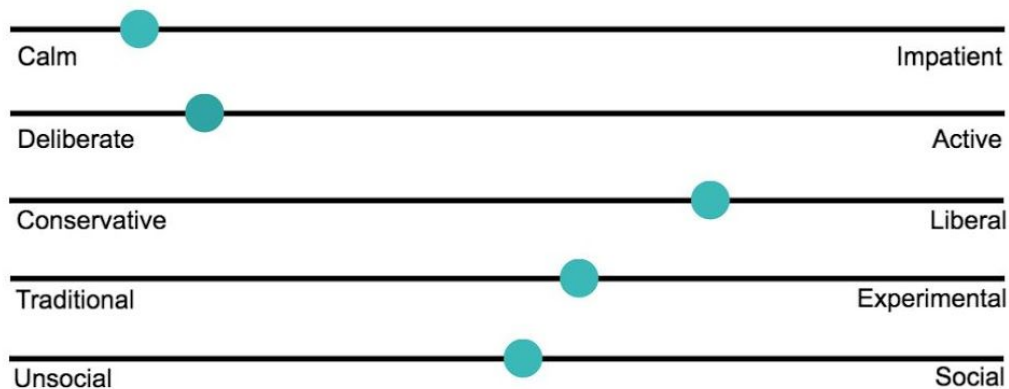
Seija

Age: 50
City: Naantali

Education: University
Title: Chief Administrator

Line of business: Social services
Organisation employs: 150 persons

Personality



Relation to TUAS

Seija knows TUAS only through trainees and these students have made for the organisation. She has recently participated in an event organised by the city.

There have been discussions about universities changing role and a representative of TUAS has brought up TUAS' innovation services.

Need

Seija has always worked for the public sector but is new to her job and wants to renew operations. The changes are speeded up by the increasing immigration which will change the operations inevitable. The operations need fresh viewpoints and developing but the organisation lacks know-how on how to do it.

Expectations

Seija expects new ideas that can be easily taken into practice. When the project starts, the fast timetable of the innovation service is a surprise for the organisation that is used to long processes.

Persona #3

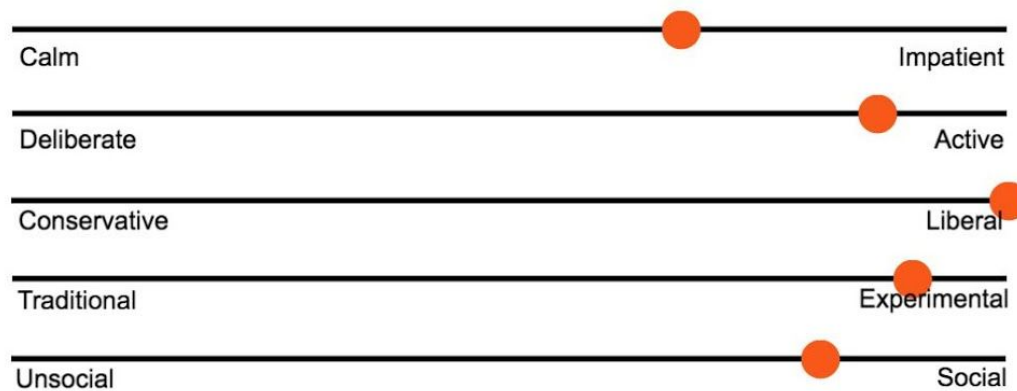
Startup entrepreneur

**Karoliina**

Age: 27
City: Turku

Education: University of applied sciences
Title: Founder, CEO

Line of business: Logistics
Company employs: 3 persons

Personality**Relation to TUAS**

Karoliina has graduated from TUAS two years ago. The idea for the company was created with peer students in a RDI project that was a part of their studies. After graduation they started their own company.

Need

The company has been operating a year and its idea is to utilize excess material from industry processes. They have had guiding from city's startup services but they have not succeeded in convincing major companies in the area of their idea and they need help in productization.

Expectations

Karoliina is ready to be an active part of the innovation service process and knows TUAS' resources. She expects to get the know-how needed for starting and conducting the productization.

Persona #4

International enterprise



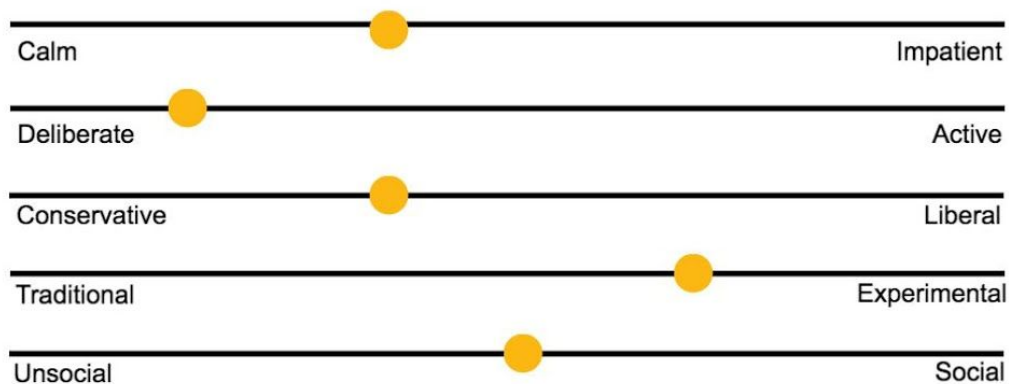
Kristian

Age: 48
City: Turku

Education: University
Title: Head of Design

Line of business: Marine engineering
Company employs: 5 000 persons

Personality



Relation to TUAS

Kristian has studied outside Turku region and moved to the area to work 15 years ago. He has seen many TUAS' trainees in his job and has commissioned few theses that were made for the enterprise. He wants to support local universities.

Need

Enterprise wants to enhance student recruiting and develop future workforce so that the students' know-how would correspond better the know-how the enterprise needs. The company offers students interesting projects but they require sufficient know-how. With recruiting students the company's staff can concentrate on more challenging projects.

Expectations

Company hopes that TUAS in the future offers them workforce that has worked with their projects already while studying and that is educated precisely for their needs. They look for workers in various fields and also individuals who can think outside their own field. Kristian expects that the students are motivated.

APPENDIX 10.

CURRENT SERVICE BLUEPRINT

Pre-service							
Physical evidences	Google results	TUAS' website	Contact information, paper	Phone call	Phone call	Email, Word document	
Customer actions	Googles innovation and development service providers in Turku region.	Clicks to TUAS' site and reads through RDI section.	Writes down the Head of RDI's phone number.	Calls Head of RDI but learns that he is not the right person. Head of RDI asks background info and promises that a someone calls back.	Answers a call from TUAS' innovation service leader.	Sends more detail info about the developing needs to the service leader. Receives a plan about the implementation of the service process and schedules a meeting.	
Line of interaction							
Front stage							
Line of visibility							
Back stage	Writing content about innovation and development services on TUAS' site.	Providing info about TUAS' RDI services.	Providing contact information on site.	Head of RDI answers the call and tells about innovation services. Writing down info about the case for the service leader.	Service leader calls the potential customer.	Service leader receives information from the customer. Service leader creates a plan about the implementation and sends an email with the info and suggestion of a meeting date.	
Line of internal interaction							
Support processes	Internet, Google search engine	Communication unit creates content on site together with the people dealing with RDI.	Deciding who's contact information to provide on site.	Providing info internally about different services available.	Receiving background info about the potential customer from the Head of RDI.	Definition of service process and resources available. Information about TUAS schedule.	
Pre-service		Service period				Post-service	
Physical evidences	Meeting at customer's office	Email, Word document	TUAS' class room, presentation material, Word document	Email	Phone call	TUAS' conference room, PowerPoint material, Word document	Newsletter
Customer actions	Meets with the service leader to discuss the plan. Makes adjustments to the plan.	Approves the modified plan and goals for the process. Sets the date for briefing students.	Briefs the student group at TUAS.	Receives info about how the students have proceeded with the task.	Answers a call from the service leader and sets a date for going through the results.	Goes through the results with service leader and receives a summary.	Receives TUAS' newsletter in the email.
Line of interaction							
Front stage	Discussing the innovation service plan at the customer's office.	Introducing the student group and providing equipment for presentation.				Service leader goes through the results and talks about them with the customer.	
Line of visibility							
Back stage	Receiving an email from the customer and scheduling the start of the service with the customer and students.	Gathering students and pre-briefing them on the service they are participating.	Service leader keeps the customer posted about the process and sends him an email.	Service leader calls the customer and tells that the service is completed and sets a date for a meeting.	Gathering the results and preparing a presentation and a more thorough document for the customer.	Communication unit creates content for the newsletter.	
Line of internal interaction							
Support processes	Definition of service process and resources available.	Information about TUAS' and students schedule. Internal communication channels.	TUAS' facilities.	Definition and goals of the service process. Mentoring and helping student group.	Answers a call from the service leader and sets a date for going through the results.	Definition and goals of the service process.	Adding the customer to the mailing list.

DEVELOPED SERVICE BLUEPRINT

