Service Designing the Student Experience of the Leadership and Service Design Degree Programme

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Degree Thesis for Master of Culture and Arts

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DEGREE THESIS

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Degree Programme and place: Leadership and Service Design
Specialization Alternative:
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Title: Service Designing the Student Experience of the Leadership and Service Design Degree Programme
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Date 4.10.2018   Number of pages 119   Appendices 10
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Abstract

The topic of this master's thesis is to develop the leadership and service design - programme of Turku University of Applied Sciences and Novia University of Applied Sciences to better meet their students' and other stakeholders' needs in the future.

The first aim is to produce a suggestion or a prototype of a pre-introductory package to be delivered before the beginning of the studies. The second aim is to improve the existing study platform to enable a customer-friendly working environment that would increase the information flow and networking possibilities between students, teachers and the industry. The third aim is to intent to find and explain what the connection between the main subjects, leadership and service design is by co-designing the courses with teachers and students.

The methods used to reach these aims are a combination of benchmarking, customer journeys, personas, surveys and interviews. Also, methods of co-design in the form of brainstorming, workshops with students and focus group discussion with both teachers and students were used.

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Language: eng   Key words: leadership, service design, education, customer experience
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Table of Contents

1. INTRODUCTION

The service design movement is right now at its peak popularity and a widely used buzzword. New degree programmes are being established, service design related conferences are being organized as well as existing conferences adding service design to their speaker and workshop topics. Several new books are being published in different languages and global social media communities, where service design is the main topic, are being set up. Companies are enhancing service design in their job advertisements and design thinking is mentioned as a skill of the future. With the importance of creativity increasing, so does the need and knowledge on how to lead these creative professionals and how to apply design thinking and creative problem solving in to leadership become even more important. Nevertheless, it seems that not so many people are aware of what the actual content of a service design process, or leading it, is all about.

The aim of this master's thesis is to develop the leadership and service design - programme of Turku University of Applied Sciences and Novia University of Applied Sciences to better meet their students' and other stakeholders' needs in the future. The initiative for this development need has been proposed by students and the content of the thesis has been agreed on with the commissioners.

Feedback from the previous and current students of this programme show that the outcome of the studies would benefit from an informative starting package, an interactive web platform, a further developed curriculum and more extensive networking possibilities. During the past four years of its existence, the degree programme has admitted an increasing number of students each year - students of different international and professional backgrounds, and therefore, with different needs. Since the degree programme is a joint programme for both students with BA, BCA and BBA -degrees, this thesis is a work by two students of each degree, Jenny Koskelainen from Novia University of applied Sciences and Johanna Molin from Turku University of Applied Sciences.

Both Koskelainen and Molin have completed pedagogical studies and possess vast leadership experience and during the studies they have taken part in numerous discussions on how adults with vast professional experience differ as learners from younger university students. There have also been several internal discussions on how to more efficiently implement students' professional backgrounds in to the study programme and how to make a prominent connection between the two main subjects, leadership and service design.

The students have also hoped for more engagement and cooperation with local companies and professionals. They could become a part of the study programme by offering their expertise, experience and stories via company visits or guest lectures and at the same time offering a possibility to networking with them and information on future employment. There have also been continuous discussions about the delivery of information and the complexity of multiple different channels for accessing important information.

The customers in this thesis are the current and former students of the degree programme as well as the students of the future. Stakeholders in this case are the students, current employers of students, teachers, visiting lecturers, service design companies and other related companies and professionals.

The time-scale this thesis is focused on is between applying to the programme until the end of the first semester. The reason for this lies in the fact that the first semester is a determining factor in the creation of the customer experience, as it gives the first impression of the studies. As the schedule is relatively tight and the learning process is still at its beginning, the first semester is also the time when most of the students decide whether the programme is for them or not. That is why it is of a high importance that the customer experience and service offered during this period are as user-friendly and smooth as possible.

2. COMMISSIONERS

The commissioners are Novia University of Applied Sciences and Turku University of Applied Sciences -institutions that offer master's degree studies in Leadership and Service Design as a joint programme. The content of this thesis is being developed together with Elina Vartama, representing Novia University of Applied Sciences, and Ulla Seppälä-Kaven, representing Turku University of Applied Sciences.

According to its homepage (Novia University of Applied Sciences, (w.y.)), Novia University of Applied Sciences (Novia UAS) offers multidisciplinary higher education with a practical orientation, training professionals for expert and development posts based on the requirements of working life and its development, on scientific research and artistic principles. Novia describes itself as a high-class regional university that acts along the Swedish-speaking parts of the Finnish coastline. With over 4000 students and a staff of about 300, Novia is the largest Swedish-speaking university of applied sciences in Finland. High-class and state-of-the-art degree programs provide students with a proper platform for their future careers. Novia offers bachelor's and master's degree studies in both Swedish and English, as well as adult education, open university studies and specialisation studies.

The vision of Novia is to be an important developer of working life and industry nearby. In the strategic focus areas Novia is among the top of the nation and internationally recognised. Novia has a national responsibility within higher education offered in Swedish in Finland and thus a special mission to respond to the special workforce demands and challenges in the Swedish-speaking and bilingual coastal areas of Finland. Being a Swedish-speaking university of applied sciences, Novia has an established position when it comes to cooperation within the Nordic countries.

Turku University of Applied Sciences (TUAS) on its homepage (TUAS, (w.y)) describes itself as an inspiring community of 10,000 members– an innovative and multidisciplinary higher education institution, which creates international competitiveness and well-being for Southwest Finland.

Studies at TUAS are working life oriented, combining theoretical studies with professional skills. At the core of the teaching is Innovation Pedagogy, a new approach to learning developed at TUAS. In 2016 TUAS had a total of 8,808 students and 638 members of staff. TUAS provides high quality and flexible training and consulting services for both individuals and organizations in the public and private sector. It is also possible to study at TUAS Open University of Applied Sciences. In the field of applied research, Turku University of Applied Sciences represents the top tier in the country. TUAS coordinates or acts as a partner in over 200 Research, Development and Innovations projects annually.

2.1. Leadership and Service Design Degree Programmes

The Master's Degree Programme in Leadership and Service Design (Turku University of Applied Sciences (w.y)) answers to the constantly growing competence requirements and needs in design, businesses and working life. The profile of the programme is a combination of design thinking, business and society, and the focus is on the area of service design.

To learn how to design, develop and implement the tasks by sharing information and communication in collaboration with the customers and stakeholders, belong to the main objectives of this programme. The different professional and cultural backgrounds of the students will enable a dynamic and interactive learning environment. To be eligible as an applicant for a higher education, a degree completed in Finland or abroad is required. An applicant must have a minimum of three years of relevant work experience after completing the degree. More detailed eligibility criteria can be found at Studyinfos webpage (Studyinfo, 2018).

2.1.1 Degree Programme for Turku University of Applied Sciences

The objectives of the studies are to develop one's approach to problem solving, innovativeness and creativity through design thinking. Practice and shared expertise in teams and networks from different disciplines and cultures create and manage professional networks, also considers the cultural, social, economic and ecological aspects of sustainable development and understands how they may be interrelated. Business leadership, service design and development are mentioned as the main subjects and the content of the studies is described to be a combination of design thinking, business and society with the focus on the area of service design. To learn to design, develop and implement the tasks by sharing information and communication in collaboration with the customers and stakeholders belong to the main objectives of the programme.

The studies consist of advanced studies (55 ECTS), elective studies (5 ECTS) and master's thesis (30 ECTS). The Master's thesis is a demanding development project or research work combining theory, praxis and creation of new knowledge. The thesis subject and aim are based on requirements and needs of the students. The duration of the degree programme is approximately 2 years (90 ECTS) and the studies can be completed while working full-time (Studyinfo, 2018).

2.1.2 Degree Programme for Novia University of Applied Sciences

The Master's Degree Programme in Leadership and Service Design leads to one of three different degree titles depending on students' previous bachelor's degree. Upon completion one of the following degrees are awarded:

- Master of Culture and Arts
- Master of Business Administration
- Master of Hospitality Management

Students' previous bachelor's degree will determine the extent of studies. Studies for Master of Culture and Arts requires 60 ECTS, whereas Master of Business Administration or Master of Hospitality Management require 90 ECTS.

The studies are aimed for students with a few years of creative or business experience. The different professional and cultural backgrounds of the students will enable a dynamic and interactive learning environment. The studies are suitable for persons who want to work with leadership and service design tasks within a creative business. After studying in this programme, the student will be prepared to work with leadership and service design tasks within different organizations that want to develop their services. The programme also provides students with an insight in starting or developing their own business. The studies give the student an advanced knowledge base for leadership tasks of multi professionals and tools for future leadership challenges in the business (Novia, 2018).

3. PROBLEM AREAS

During the fall of 2017 there were extensive discussions among students on how the degree programme could better meet the expected standards and needs of students. The discussions included a few specific topics;

- a need for a more organized delivery of information about the studies (timetables, commissioners, elective courses, literature) at the beginning of the studies.

- a need for a more informative and interactive study platform to increase and organize the information flow in general, networking possibilities as well as information about connections to the industry.

- a need to better understand the connection between the two main subjects, leadership and service design.

From the above-mentioned needs arouse the interest in developing the programme and the possibility of doing a thesis about the subject. The responsible teachers of the degree programme were approached and inquiries about willingness to become commissioners made. The goal was to service design the programme to become of better user experience mainly for its customers, the students. The commissioners also required

research on the future of leadership and service design both from an educational and business perspective.

The schools are providing a service and according to Schneider and Stickdorn (2011, 38-39), providing a service is an effort involving different stakeholders; front-line and back-office employees, managers and non-human factors. Involving all stakeholders is the key to co-designing a service. It enables a fluent interaction between the stakeholders to enable a sustainable customer and employee satisfaction. For this thesis it was considered necessary to involve both students as the customers as well as teachers as the commissioners in the design process.

After some discussion there was a mutual understanding of the topic of the thesis and the main content of the work. Collaboration together with the commissioners was the key in to reach the best possible outcome and thus providing the thesis with elements of leadership, service design and future research. Thanks to the commissioners it was possible to arrange co-design workshops together with students during lecture time and the teachers agreed in participating in both focus group discussions and answering a survey.

4. RESEARCH DESIGN

Since provision of the service resides with the educational institutions, research was undertaken to explore how these institutions apply their services according to their customers', the students', feedback. Defining education as a service provides a lens through which current change may be analysed to inform the future development of the service and the use of service design as an approach.

As the focus of the research was on understanding the need of educational change and development from both the commissioners' and the customers' point of view, the main data was collected via interviews, a few different online surveys, focus group discussions, workshops and brainstorming with commissioners, customers and relevant stakeholders. Parts of the results of the research will remain confidential and the anonymity of participants in the surveys and some interviews is guaranteed as previously agreed upon.

The methods used in the thesis have been discussed and agreed on with the commissioners in advance and further developed during the process. There will be explanations of the motivations and the decisions made that have led to the choice of each method.

4.1. Aim

The general aim of the thesis is to focus on developing parts of the existing degree programme with service design tools and methods, so that it would better answer to the needs of the students. To clarify the process, the aims are divided into three parts: the first aim is to produce a suggestion or a prototype of a pre-introductory -package to be delivered before the beginning of the studies for an efficient and motivating study start. The second aim is the improving of the existing study platform so that it would increase the information flow and networking possibilities between students, teachers and the industry. The third aim is to intent to find and explain what the connection between the main subjects, leadership and service design, is. Ideally, the degree programme will be of higher quality with a more positive word of mouth reputation thus attracting more students both from Finland and from abroad. It will also provide the students with a useful network and thus better possibilities for employment in the field.

The goal of this thesis is to provide practical suggestions for a pre-introductory package that will be distributed to the students before the beginning of the studies. This package will provide the students with details on study tools (working platforms, passwords, literature, previous theses) background information of the course of the studies, requirements of commissioners, details on how to find and contact commissioners and a list of events, companies, networking sites and discussion groups related to the industry of both leadership and service design.

The purpose of the complete package is to give a better and less hectic study start that will contribute to more prepared and motivated students, more effective completion of courses and increased opportunities of networking and employment in the future. With students participating in leadership and service design -related events, the degree

programme will gain visibility and hopefully generate more applicants. Networking and being in contact with the industry will increase the students' and universities' abilities to learn about the current needs of the industry and prepare the students for future employment possibilities.

4.2. Research questions and methods

The research questions are based on the aims presented in the previous chapter.

1. How to improve the information flow given during the introductory days?
2. How to make the study -platform more agile?
3. How to find the connection between the two main subjects, Leadership and Service Design?

The methods used are a combination of benchmarking, customer journeys, personas, surveys and interviews. We have also used methods of co-design in the form of brainstorming, workshops with students and focus group discussions with both teachers and students.

4.3. Frame of reference

The focus in this thesis is on improving the customers', here meaning the students', experience in the beginning of the studies, and for the educational institutions to be able to offer an even more competitive advantage considering networking between students and service design related stakeholders and future employers.

The customer is the student of the degree programme. The service providers are the institutions of TUAS and Novia with the teachers and experts, and the actual service is the offered program of Leadership and Service Design. Customer service is something that the service provider is offering the customer, in this case in the form of teaching, offering information, instructions, support and supervision.

Local companies and the city of Turku and the nearby municipalities offer projects to the students and therefore form a part of the service, providing the students with a glimpse of working life, possibilities for networking, and for future employment opportunities.

All these aspects together with the physical study-environment of classrooms and surroundings together with the customers' interaction and overall atmosphere with the provided teaching and the content of the program, form the customer experience, which is the focus of this work. The following figure nr.1 is visualizing the frame of reference.
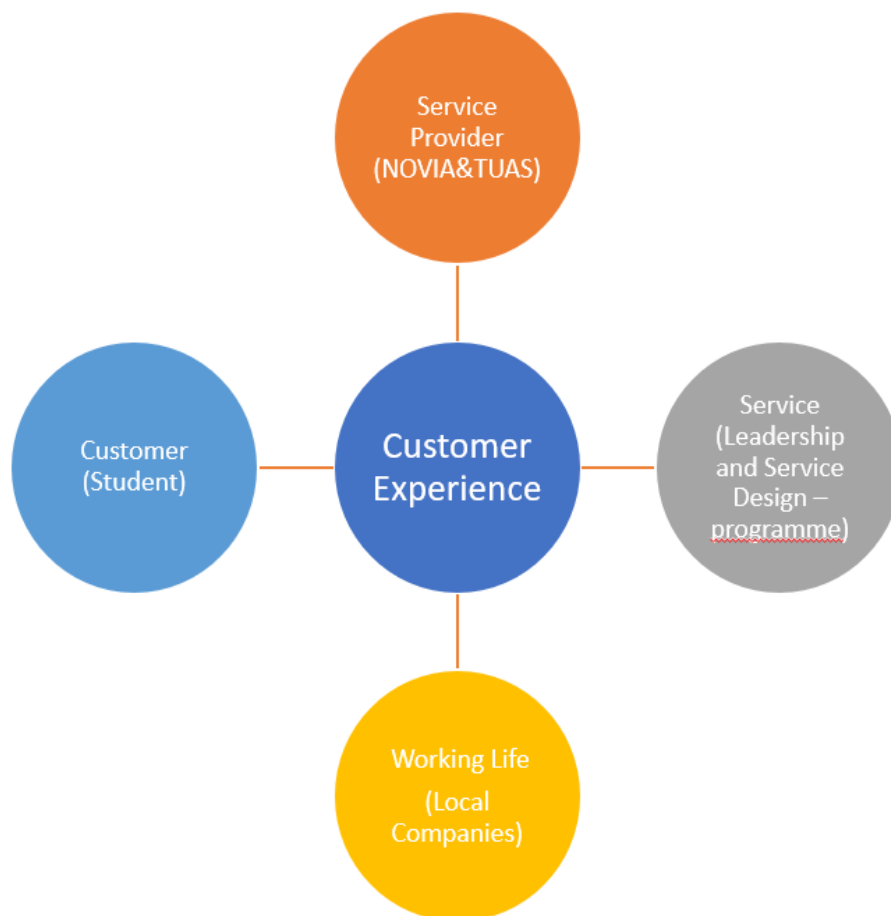

Figure 1. Frame of reference

When designing a service, there is usually the core-service that offers the basic product - in this case; the teaching of service design would be the core-service. In addition to the core-service, there are additional services, which are not essential, but are there to make the service stand out from the competition. The additional services make the experience more pleasant, user-friendly and add to the value of the service. In higher education, additional services could be the service provider's (institution's) location, the professionalism of the staff, the looks of the surroundings, the communication between the customers (the students) and the service provider (the teachers), the clarity and user-friendliness of the provided systems (Optima and other study platforms) and appliances and the impact of the other customers (Miettinen, 2016, 44-46).

7.4 Service Design process

To figure and visualize the process of service design, the double diamond visualized in fig. 2 by UK Design Council (Design Council, w.y.) was used. The Double Diamond with its four D's stand for Discovery, Definition, Development and Delivery.

The start of a project is a period of discovery, gathering inspiration and insights, identifying user needs and developing initial ideas. In the Discovery stage, designers try to look at the world in a fresh way, noticing new things and seeking inspiration. The idea is to identify the problem to be addressed and to define the boundaries of the solution space. In this exploration, both qualitative and quantitative research methods can be used. Methods in the discovery phase could be e.g. user journey mapping, user diaries, service safari and user shadowing (Design Council, 2015, 7-8). In this thesis there was a decision to use benchmarking, surveys, in-depth interviews, customer journey mapping and focus group discussions for the discovery stage.

The second part of the process is the Definition phase, in which designers try to make sense of all the possibilities identified in the discovery phase. These possibilities and ideas are analysed and structured to achieve a reduced set of problem statements. These are mirrored with the organisational needs and business objectives to identify which ones to take forward. The result of the phase should be a clear definition of the fundamental challenge or a problem to be addressed. User personas, brainstorming and design brief

are possible tools to utilise in the define phase. (Design Council, 2015, 7-8). To define the possibilities even further, methods like personas, brainstorming and workshops with customers were used.

The third part of the double diamond process is a period of Development, where solutions are created, prototyped, tested and iterated. This process of trial and error helps designers to improve and refine their ideas. Key activities and objectives during the development phase are: brainstorming, prototyping, multi-disciplinary working, visual management, development methods and testing. The development phase takes the initial design brief and through a process of developing and testing, refines the product or service concepts until they are ready for implementation. In the development -phase the users are involved in testing, and their feedback will be incorporated in the final service. Service blueprinting, experience prototyping and business model canvas are tools that could be utilised in this phase (Design Council, 2015, 7-9). In the development part of this thesis, the focus was on co-designing with the customers, with continued brainstorming and arranged workshops to create and develop the service and to finally build a prototype of the service.

The final quarter of the double diamond model is the Delivery phase, where the resulting product or service is finalised and launched. The key activities and objectives during this stage are final testing, approval and launch, targets, evaluation and feedback loops. The delivery phase is also the point to feedback lessons from the process to colleagues and partners, sharing new knowledge, insight tools, or ways of working (ibid.).

In this thesis, the goal is to deliver a developed prototype of a pre-introductory package for students, a suggestion of content for a study platform and some other recommendations considering the studies and challenges that have come up during the research and design process.

When the customer experience is the focus, the logical starting point would be asking for the customer's opinion. A survey is an excellent way of getting a lot of information in a relatively short time period. It is also a reliable way of receiving useful data, as survey is done by the actual end-users of the service and their anonymity is guaranteed. Acknowledgement of previous feedback on different matters about the program enabled

forming the relevant questions, as well as benchmarking with other higher education institutions and interviewing experts in the field.

Once the survey results were at hand, they gave useful information about the pain points of the program, as well as general information about the age, gender and geographical location of the students.
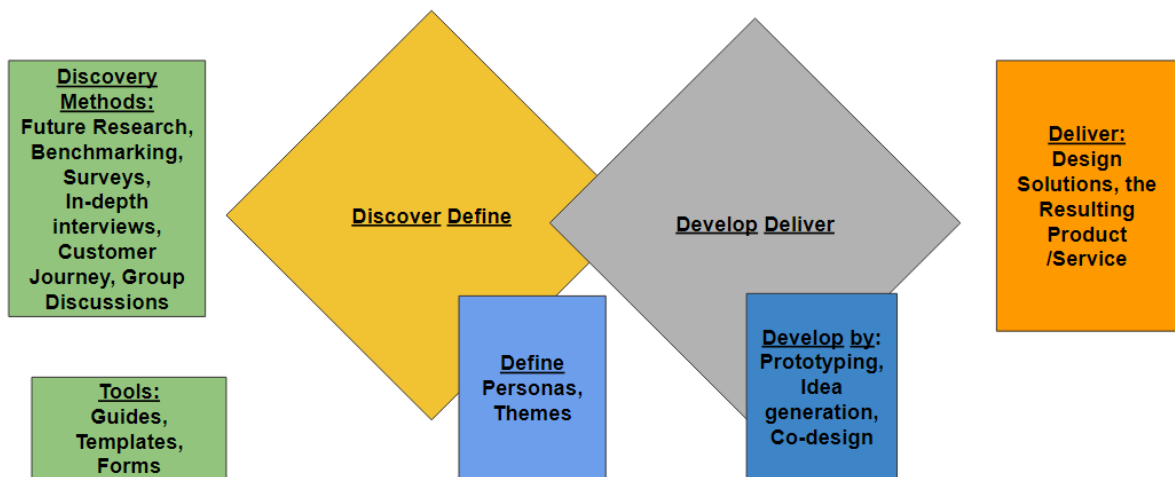

Figure 2. The Double Diamond visualizing the design process.

Once the customer needs were discovered through the survey, the defining of the challenges could be done. It worked as a platform for group discussions and brainstorming and the personas were created according to the customers. Different templates for customer journey and service blueprint are available online and they were developed according to the survey results. Solutions for challenges were developed together with the customers and a prototype for the content of a working platform introduced. Finally, a product/service was delivered in the form of a developed suggestion of a pre-introductory -package for students and an online working platform, along with some additional suggestions that emerged in the results of the research process.

The product comprises suggestions and recommendations more than an actual product and the final testing; launching and possible implementation will be in the hands of the service provider.

4.5. Project plan and writing process

The writing process started by making a first version of a project plan that would be modified and developed on the run. The writing process is visualised below in figure 3 and it is worth mentioning that the writing process in the end contained more meetings and methods that were initially planned. The whole writing process was carried out during a time spectrum of nine months.
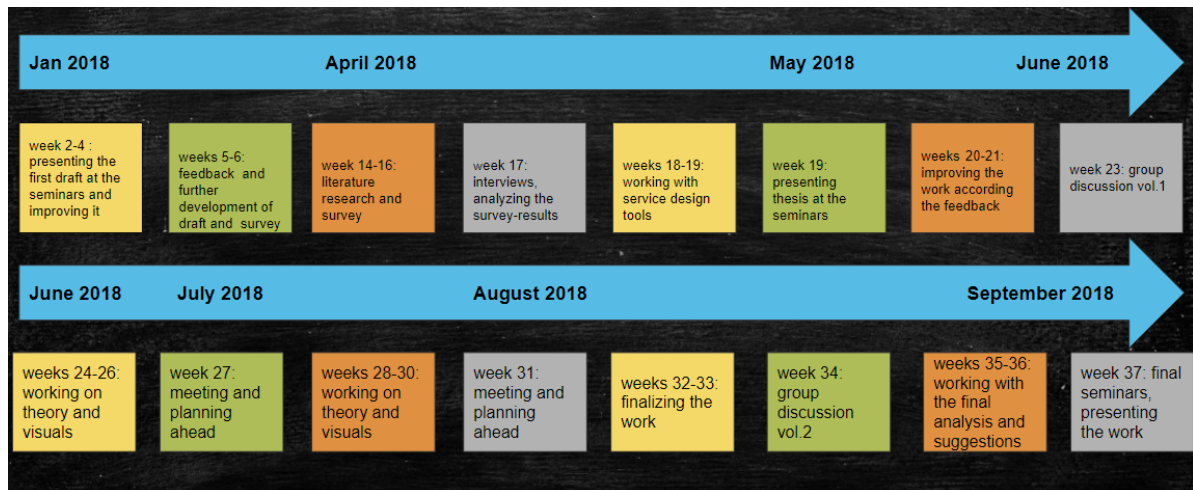
Figure 3. The writing process

In this thesis project, there was a clear structure of first identifying the problem areas and aims and then the forming of relevant research questions. After that, the service design process was being explained, followed by theory. After the theoretical part, there was the description and execution of empirical research and methods, after which the results were explained together with an analysis, followed by the delivery of the developed prototypes and suggestions. Finally, there was the analysis and conclusion of the project.

In continuation, the theoretical part of this thesis is followed by detailed descriptions of the research methods, results, analysis, suggestions and conclusions.

5. SERVICE DESIGN

Service Design is a relatively new field of expertise that has been developing over the past 20 years. Designers and other professionals have been doing service design for ages unaware of the professional term. The development in the field of service design has been connected to Design Thinking. Service Design was first introduced as a disciplinary field of design by Professor Dr. Erloff at Köln International School of Design in 1991 and the first service design consultancy, live I work, opened for business in London in 2001 (Curedale, 2013, 4-8). According to the book Service Design - 250 essential methods by Curedale (op.cot.pag. 2-3) a total of 19 different definitions of service design are presented which proves the versatility of the subject.

Service design addresses human needs and thus takes a people centric approach. Service Design seeks to uncover unmet needs and desires and responds with innovative design solutions. By not referencing existing products services and experiences, this approach can lead to design solutions that are differentiated or unique and have a competitive advantage (Curedale, 2013, 14).

There are many slightly varying definitions of service design. The one by Mager and Sung (2011) splits the experience into two sides, recognising that both the provider and the user have different roles and needs but the same aim, whereby services need to be "useful, usable and desirable from the user perspective, and efficient, effective and different from the provider perspective". For this to happen, users must be involved in the process of designing services. It is impossible for a service provider to determine what is "useful, usable and desirable" from the user's perspective.

Stickdorn & Schneider (2011, 29) explain that service design is an interdisciplinary approach that combines different methods and tools from various disciplines. It is a new way of thinking as opposed to a new stand-alone academic discipline. Service Design is an evolving approach -this is particularly apparent in the fact that, yet, there is no common definition or clearly articulated language of service design. A quotation that well defines the difficulty of exactly defining service design would be that "if you would ask ten people what service design is, you would end up with eleven different answers (ibid.). Other

ways of defining the field are that Service Design helps to innovate (create new) or improve (existing) services to make them more useful, usable, desirable for clients and efficient as well as effective for organisations (2011, 31). Service design is user-centered, co-creative, it is sequencing, evidencing and holistic (op.cit, 36-45).

But how does one ensure that design is user centered? The ISO Standard (ISO 9241-210, 2010) describes 6 key principles that will help in ensuring this:

1. The design is based upon an explicit understanding of users, tasks and environments.
2. Users are involved throughout design and development.
3. The design is driven and refined by user-centered evaluation.
4. The process is iterative.
5. The design addresses the whole user experience.
6. The design team includes multidisciplinary skills and perspectives.

Some good questions to ask when doing service design are who are the users, what are the users' tasks and goals, what are the users' experience levels, what functions do the users need from the design, what information will be needed from the end-users, in what form do they need it, how do users think the design should work, what are the extreme environments, is the user multitasking and does the interface utilize different input modes such as touching, spoken gestures, or orientation (Curedale, 2013, 19).

6. LEADERSHIP AND SERVICE DESIGN

One of the aims of this thesis is to find how the two main subjects of this programme, leadership and service design, are connected? During the studies, making this connection has been a challenge for the students as many have experienced the two topics as completely detached from each other. As the service design has now been defined, the intent is to next define leadership and its connection with service design.

Gamelearn (2016) describes leadership as having a vision and mastering the ability in sharing it with others in an inspiring way so that a team remains motivated to share a common goal towards which to direct the efforts and dedication. The basic qualities of a great leader are described to be emotional intelligence, meaning the ability to put oneself in the place of others and understand their employees, colleagues and customers concerns and solve their problems. A leader should also be creative and encourage his/her team members to develop themselves. Thoroughness is an important skill in addition to the ability to listen. When talking about the difference between management and leadership, one can shortly summarize that pure management focuses mainly on the tasks whereas leadership focuses on the people. The leader is the one responsible for taking risks and should be confident to make decisions. When mistaken the leader should also have the courage to acknowledge their guilt without blaming their team members. Since good leaders also know how to get ahead of their time, they see opportunities invisible to others and work on spreading the enthusiasm for their vision and finally making it reality. Leaders should focus on self -development and influence or encourage their team to do the same.

Since design thinking and service design is becoming increasingly important in the future, somebody has to be able to lead the design process and the people in it. Should a leader then be an expert in service design or is it enough to understand of the creative process to be able to lead the people designing it? Service designers are creative professionals after all.

Ville Ohtonen (2018) from the disruption company TBWA in Helsinki says in his article that creative directors focus too much on creativity and not enough on leadership. As an example, Ohtonen mentions Paul Polman, the head of Unilever. Nobody expects Polman to be able to make soap because as a CEO of a global corporation, his expertise lies, as it should, in his leadership skills. As another example Ohtonen mentions Jose Mourinho, the manager of Manchester United, who can't score, save or pass like the best players in his team, can to develop his players' skills, adapt team tactics and communicate efficiently, both internally and externally.

Ohtonen points out that in to be a great leader, one does not need to be a great maker, the important is to possess the skills that helps make the team and its members shine and this happens by focusing on communication, motivation, sharing information and responsibility, recognising and adapting to the unique needs of each team member.

According to Ohtonen, the advertising industry differs from this perception, as especially in the advertising industry, the creative directors are themselves the most talented creatives, with or without leadership skills or intents to develop themselves. The reason for this usually is that a title is like a proof of validation of success and helps in keeping the most successful creatives in the agency.

Professor in design and leadership, Alf Rehn (2018), talks in his article on difficulties of leading creativity, that leadership is a constant balancing between creativity and determination. Both aspects are important, but the leader must know exactly when to execute them.

Creativity is an essential part of leadership and leaders all over the world are experiencing a constant battle between pondering on when and how to be creative enough and at the same time clear and stable in communicating the vision of the organisation. Employees also need to feel stability and if a leader keeps on coming up with hundreds of new ideas every day, this persistence and feeling of security disappears. Rehn (ibíd) points out that it is important for a leader to invest time in practising creativity, as well as in developing their leadership skills.

According to Rehn (ibíd), especially creative professionals are hard to lead since a leader might experience a hard time in figuring out whether the employee is mentally unstable or just being creative. He quotes and agrees with Bengt Holmström, professor and Nobel Prize winner in economics, who points out that creativity is not only born out of excessive freedom but from challenges, restrictions and questions. A creative leader leading creative needs to know how to combine these aspects.

So what other skills are necessary for a future leader? Before continuing the research and focusing on the future of service design, it is probably relevant to mention some leadership skills that experts see as the most important to possess and master in the future.

According to an article by Maureen Metcalf for Forbes (Metcalf, 2017) technology, innovation, and geopolitical change are accelerating and so is the need for companies and its leaders to evolve to attract the best people and produce the best products and services. Skills that will be valued in 2020 are the ability of being professionally humble, have unwavering commitment to the right action, 360 degrees thinking capability, intellectual versatility, authenticity and reflectivity, ability to create inspirational followership and to be innately collaborative. Another article by Forbes Coaches Council (2017) adds listening and communication skills to the list, among empathy, cultural intelligence and agility, as well as change leadership.

Lily Dart (2015) presents that designers' need to be leaders, and in her article on how to apply design skills to leadership skills and vice versa, she explains the similarities between leadership and design in a very clear and easily understandable way. Creating a user experience and design are after all team sports with several different actors and somebody needs oversee of leading them.
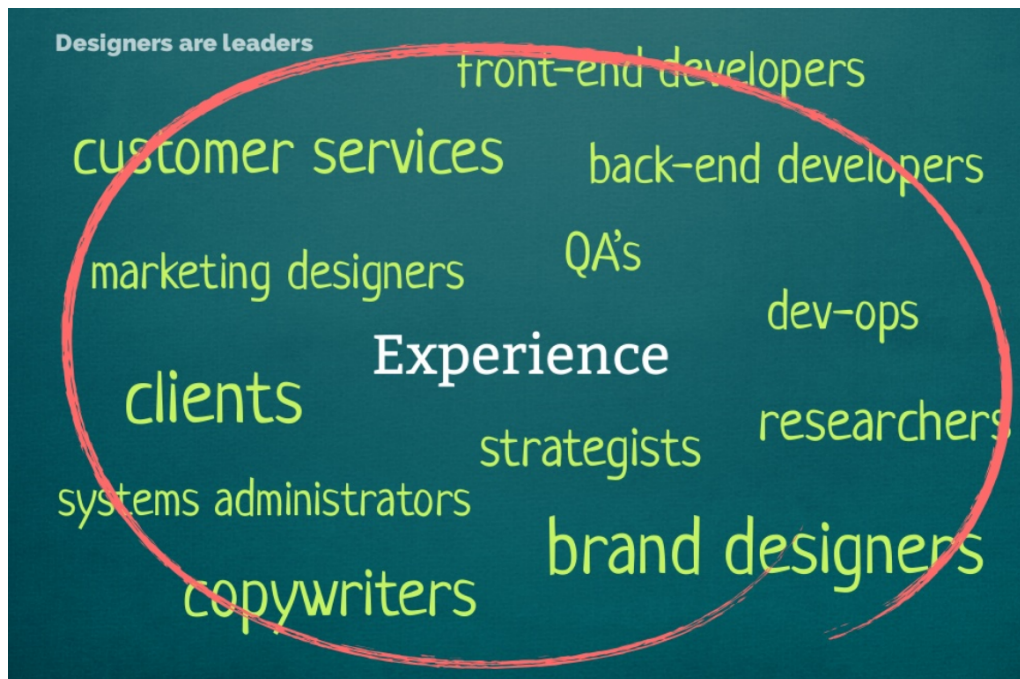
Figure 4. Stakeholders in creating an experience (Dart, 2015).

Both designers and leaders benefit from empathy, the capacity to recognize the concerns that other people have. Empathy is used to connect with both team members as well as customers, we need to understand what motivates them, take time to understand their problems and consider our colleagues' needs as they were our own. In Dart's opinion, this is the main quality of a good designer and of a good leader (Dart, 2015).

Dart explains that both good leaders and good designers facilitate collaboration. A good leader makes space for new ideas to be considered, they empower teams to make their own decisions and they do not claim personal credit for success.

A good designer is open to feedback and new ideas, focuses on creating assets that are easy to use and present information in a way everyone can understand. Dart encourages leaders to empower their colleagues to be design-led, that means to help colleagues in problem solving instead of solving things for them, to focus advice on value and impact and not only "best practice" and not being the expert, but more of a coach (Dart, 2015).

Figures 5-6. Empathy as the driving force for a good leader and a good designer (Dart, 2015).

The connection between the leadership and service design studies in the program exists, but it needs more clarification and consistency to be found by the customers. Once the connection between service design and leadership is obvious, it will connect to other subjects more logically as well. Future research is also one important aspect that will impact on the studies and the development of the degree program, and therefore consequently requires some investigation.

7. FUTURE RESEARCH

Is service design just one ism, now at its peak and soon fading away? Will there be any future for service design? There was a request from the commissioners to add some future research in this thesis, partly because it is part of the degree programme curriculum, and partly to get some information on how to best develop the service design studies to meet the demands of the future.

Aalto University Executive Education arranged a networking event around this theme on the International Service Design Day 1.6.2017. Speakers and panelists who came from different backgrounds looked at the topic in a versatile and detailed way. The results of the discussions were thoughts on how service design must grow further from a project-oriented way of doing to a way of thinking that will lead to cultural change and transformation in organizations. Service design as a term and concept might disappear in the future, but the content itself will become part of organizational approaches and practices. Whatever term is used, the goal remains the same: creating better experiences and focusing on the customer. In the strong trend of digitalization, the human contact might be forgotten and therefore empathy skills and emotional intelligence will be needed more than ever. Human is at its best in a creative process and service design might help organizations in the future to survive in this changing environment. After all, the ability to communicate separates us from the machines (Sidlaurea, 2017).

The prospects of service design in the specific fields of business and education are presented next together with comments from service design professionals.

7.1. The future of service design in business

According to service design professionals, the lack of skills in selling service design to organizations and management is a huge problem now. Service design is hard to buy and people inside the organizations lack service design inquiry skills (Pamela Spokes, 2018).

The professionals also agree, that for service design to survive, new service design tools must be developed. The new tools must be inspirational and make the whole organization realize the ongoing change and offer skills to empty one's mind and focus on the essential even if the world around is a mess. From the designer this requires sensibility, an open mind and empathy as described earlier. Listening and being present would also be of great importance (Spokes, 2018).

When thinking about the future, it is not enough to concentrate on what happened yesterday or what is happening right now - the world is evolving fast and future thinking and foresight is needed. In the future quantitative and qualitative customer understanding are melting together. Qualitative know-how and technology are together the strongest forces for change. Artificial intelligence will help a lot in customer understanding. To find customer needs, customers own data and behaviour traces will be increasingly utilized. Gaming will be used as a method for participating and storytelling, making service design even more fun, human and creative (Spokes, 2018).

Service Designer Eric Flowers (2016) predicts that design thinking will also be applied to how experiences are produced, and services delivered internally. The point is to design the company internally so that employees can do a better job and have the resources and capacity to deliver what the customer needs, in better ways. This means that you must apply the same human-centered lens internally, reflecting not just on what you make and provide, but on yourself and how you work. You can do a better job, lowering delivery costs while at the same time increasing quality and efficiency. Service design offers the best currently available approach to do this. Service design is a much-needed tool for companies to design better and deliver exceptional customer experience. According to Flowers, almost all companies will benefit greatly from the service design uprising. Service design has the effectiveness to drive change for both customers and organizations.

Serving a customer becomes the new method of offering value, regardless of industry and designing for service is how we will get there (Flowers, 2016).

Tiffany Elliot (2018) suggests that the human mind is strongly rooted in the belief that people matter. Innovation designers help organizations, communities, and systems succeed by supporting teams and organizations through the transition from where they are now to where they need to be tomorrow. As part of bringing innovation to clients and communities, designers rely on several different methodologies to embrace new and persistent challenges. Service Design is one of the methodologies to be used when helping create and shape organizations and products that work better for people. No matter what kind of product or service a company is providing it is certain that already today, and even increasingly in the future, organizations of all shapes and sizes will be competing based on experience.

As a conclusion, service design as a content will exist in the future. Experts agree that a need for design is endless, as challenges will always remain. There will be an evolution in service design doing, followed by changes in business environment and due to embedding service design in everyday practice. New tools and a broad range of design makers are needed, and in the future, service design will be the heart partner with quantitative methods and technology (Sidlaurea, 2017).

7.2. The future of service design in education

The future will show if service design is to become a part of developing education and continue its popularity as a subject.

Ferruzca M., Tossavainen P., Kaartti V., Santonen T., (2016) present in their article how well the service design is embedded in the higher education. Service design has gained increasing attention during the last years and it has been approached from the design, business, engineering and the computer science perspectives. Furthermore, service design has grown considerably as an economic activity. At the same time, service design programs have emerged into higher education, oriented to prepare future professionals with new competences. This includes skills on how to be capable to guide innovation by

fostering the co-creation of value with users and to design the best experiences with customers alongside with generating a good return on their investment. If we take it for granted that service design faces challenges in moving forward as a discipline, we need to consider the contextual, social or technological perspective to understand it.

According to Service Designer Pamela Spokes (2018), higher education is probably the most co-created, voluntarily accessed public service there is, and that this is the case all over the world. In her experience, it is administrators who create and deliver services that support students but with little input from the users, the students, themselves even though these services are designed for people. The author experiences that change is reactionary and taken behind closed doors rather than co-created and with current or new services almost entirely formed with the current administrative structure in mind. This ends up serving the administration rather than the students and it is for these very reasons that service design should be flush with case examples of education institutions of all levels. For the most part the terms 'service design' and 'education' together relate to curriculum and teaching in service design and design thinking tools and methods to the students when it needs to be used to serve the students on the services side also.

Higher education is one of the largest investments of time and money that individuals will make in their future. This significant purchase is also expected to be paid for primarily upfront, without a chance to test drive it before it is bought. On the institutional side, the cost of a student leaving an institution early can also increase to thousands, considering the cost of replacing the student in marketing budget, administrative costs, and the money lost from the expected income for the institution. Having a student leave due to poor service design is a loss, both for the institution and the student. Therefore, usable, useful, and desirable student services that are purposefully and thoughtfully co-created with the users are critical components of student retention, engagement, and satisfaction, Spokes writes (ibid.).

In an article by Bhamra, Kuzmina and Trimingham, the authors cite Stickdorn and Schneider saying that service design may be defined as an approach that is used to innovate (create new) or improve (existing) services making them more useful, usable and effective. While the emerging use of service design in education indicates the relevance

of the approach to its overall development and change, it is currently unclear what that change is and what the role of service design is in it (Miettinen & Valtonen, 2013, 25-33).

According to the authors, the service design approach in developing education emphasises student and stakeholder participation as it is based on service dominant (S-D) logic that define service not a product but a process of value co-creation. This approach suggests that provision of education happens when schools propose a basis for value creation to its user, the student. The proposition is in the form of resources that may include goods, services, information or knowledge and skills of the staff. The role of the student is to co-create the value through value-generating processes by directly interacting with the resources and contributing with their own skills and resources if necessary (ibid. 27).

Defining education as a service situates it at the heart of what the educational institution does. It is suggested that the role of educational institutions is to "provide an appropriate and meaningful education" to its main users, the students, while defining it with their local context. The service provider uses their competences to configure resources in such a way as to provide benefit to its users and itself.   What service system provides may be separated into the core service and additional services that may support and facilitate it. How a service system provides it, is based on how the service provider perceives services, from the objective or a value creating view, which is also the basis of S-D logic discussed previously (ibid. 28).

So, what about the curriculums of the future service design degree programmes? Simon Mhanna (2018) writes that service design is all about putting people in the focus of the experience and taking an all-encompassing approach to problem solving and co-creating the future. Disruption is quickly changing our current environment and perspectives together with the spreading use of technologies, the rapid growth of AI, the shifts in global economies, and the future of work, among others. Mhanna thinks that there are great opportunities for service design to take on challenges beyond redesigning only services and products — it can help to redesign whole communities and organisations. Organizing experiences at scale and working alongside data scientists, technologists, economists, storytellers, and public servants in addition to designers and businesses,

service designers have the necessary skills and toolkit to tackle exiting and even more complex problems of the future. Together, the future of service design can co-create and design for challenges such as algorithm biases, AI ethics, climate change, privacy and security, and maybe even for life in space. Service design is a key enabler to humanize the world and to create a better future for all of us says Mhanna (2018).

As stated on many occasions before, service design has multiple definitions and it can be applied to many different fields of expertise. Most of the students in this programme are of a mature age between 35-45 with previous work experience from several different fields and professional efficiency in English language as the program is offered in English. The teaching language enables also the participation of foreign students from different cultures. To understand the needs of the customers in this particular case, it is important to know what kind of learners they are.

8. INTERCULTURAL ADULTS AS LEARNERS

As the degree programme in question is focused on students who have already been in the working life for a few years after graduating, the average age of students is naturally higher than of those fresh from the university. This late age of started studying again is explained by the way society has changed over the years.

The biggest shift in the history of adult education in Finland has been that adults nowadays study more and more because of the increasing demands and evolution of a certain job or profession, rather than as a hobby or increasing one's general knowledge, which were the main reasons for adult learning in the past (Antikainen, Rinne, Koski, 2010, 106).

The societal change in the 1960's influenced the adult pedagogy moving towards practicality and professionalism. There was a notion that an adult as a learner means that learning is continuous through one's lifetime instead of the idea of learning being a part of life for only people of a certain age. The concept of lifelong learning includes the idea of a citizen as a knowing and independent customer, who is producing services for

himself. The idea of teaching was changed to learning and that gave ground to a new kind of guidance instead of the conventional concept of teaching. (Koski and Filander in Heikkinen and Kallio (ed.) 2014, 43.)

Nowadays more and more people change their careers over time due to the changing needs of the recruiters and the on-going changes in the structure of the society. Certain professions are dying out and new ones are born at a speed that is hard to keep up with. There are more temporary than full-time jobs available and the future is uncertain in many fields. Digitalization is taking over the manual jobs and new skills are required as a result. Unemployment rates are alarmingly high, as the skills and experiences of the unemployed do not meet the requirements of the tasks available. That is why many people decide to take up on studying at a mature age. They want to keep up with the society and find perhaps a new career involving modern technologies. A service design - program is a valid choice for adult learners since they have already gained experience and know-how in working life and services. Maturity and life experience provide a wider perspective on things and, in many cases, the courage to get involved and speak up when things are not working. It can be used as a tool of instruction as the adult learning is more focused on the participation and dialogue between the teacher and the student. In the "participant-friendly" approach of adult learning, the focus is on the students and their specific needs (Heikkinen etc., 2014, 44).

Adults already have independence and life-experience and when applying to school after working for years, there are quite often confused feelings in the background: feeling of being at the crossroads in life and wanting to change the course of things, feelings of uncertainty or boredom in the current situation might also be the incentives to start studying. There is maybe a need to seek counselling from other professionals or teachers. That is why the personal study plan, acknowledging the student's skills and know-how, learning by doing and personalization of the studies are in the heart of adult education. (Pasanen and Onnismaa in Heikkinen etc. 2014, 45).

Since the degree programme is conducted in English, it is popular among foreign students. Adult learners who have already started their professional careers from all over

the world participate in the study programme and the classroom becomes an intercultural melting pot.

Pietilä (2010, 61) confirms that in today's world, people from different cultures migrate to or sojourn in different cultures to work, study and live during their life-time. Students all over the world are participating in foreign study programmes, which require them to adapt to a new cultural environment. It is important for both teachers and peer students to acknowledge the challenges they might face when learning and adapting new cultural practices, the culture of studying, university hierarchy and cooperation with peer students might differ quite a lot from the culture in their home countries.

According to Pietilä (2010, 64), in intercultural communication situations cultural, sociocultural, psychocultural and environmental factors exert influences. They influence what is learned from the information, how the communication situation is interpreted, and what kinds of evaluations are made. Intercultural interactions are crucial parts of intercultural learning and understanding.

According to Hofstede (1997, 201) when people work in multicultural environments they must change their own behavioural practices, and this results in new challenges in people's everyday communication and a need to sometimes even learn new ways of communicating. All these different aspects have then to be considered also from the teachers' perspective when moderating the discussions and providing information.

Pietilä comments (2010, 66) that adapting to a new culture is a complex and dynamic process and very often it is assumed that it is only the newcomer's responsibility to adapt. Pietilä says that, however, in many studies it has been proved that the intercultural adaptation and learning process is most effective when both parties are involved and that, according to researchers, even if the concepts of intercultural communication are understood, the theories must be put into practice because intercultural interactions are a crucial part of the intercultural learning process. A new perspective on intercultural adaptation, learning and understanding could be provided by the situated learning theory, meaning that when learners participate in joint activities they have opportunities to use many ways of learning strategies and create new modes of understanding and

participation. Through this interaction students can enhance new options for intercultural learning and adaptation.

Pietilä suggests (2010, 76) that to achieve positive outcomes, people should use dialogical communication strategies in intercultural communication situations. Equal dialogue allows participants to create new meanings together and reach mutual understanding. In dialogue, meaning is discovered between individuals rather than owned by each individual. Dialogical communication expands individual viewpoints and develops a sense of working together towards a new and wider understanding.

9. EXECUTION OF RESEARCH - SERVICE DESIGN METHODS

In this chapter, the service design tools and methods used in this thesis will be presented and explained. They were chosen from a wide range of alternatives. The chosen tools were the service blueprint, the business model canvas, swot-analysis, stakeholder map and the double diamond. The following methods of service design were chosen for this work to gain customer data and support the research: benchmarking, surveys, interviews, customer journey, personas and online -safari together with co-design methods such as focus group discussions, brainstorming and workshops with students.

Benchmarking worked as a source of information for the improvement of the existing programme. It offered some insights into the future of service design studies -what are the other programs offering that could be adapted to this program? The study content and the emphasis varied slightly between different institutions.

The survey for this thesis was formed after the benchmarking and the results of the survey worked as the basis for the customer journey and service blueprint. The time-scale of the customer journey and service blueprint was between the application to the programme until the end of the first term.

Personas were created based on the survey results as well. The customer journeys were then created based on the survey results and the personas. Brainstorming with the

supervisors, commissioners and students was used along the way. Interviews with the service design professionals and alumni were used as a reference for the future of service design studies.

Online -safari was made of the existing web platforms that are necessary for the studies, with some comparison of the use of the same platforms by other degree programmes added.

Co-design is the core of the thesis methodology and in the true essence of service design it was done together with the teachers and students to gain as much perspective as possible from several points of view.

9.1. The Business Model Canvas

According to Stickdorn & Schneider (2011, 208-209), a Business Model Canvas is a useful tool for describing, analysing, and designing business models. The canvas usually takes the form of a large table printed onto a writable surface. This table is split into nine sections, each of which is said to represent one of the "blocks" of a successful business model. The table can then be filled in collaboratively, with groups of people using sticky notes to sketch and model the various aspects of their business model. Its key benefits – bringing clarity to an organisation's core aims whilst identifying its strengths, weaknesses, and priorities – allow it to provide an up-to-date "snapshot" of any organisation attempting to implement the results of a service design project.

Toolshero (2018) presents The Business Model Canvas or BMC model and defines it as a graphic representation of several of variables that show the values of an organization. The Business Model Canvas can be deployed as a strategy tool for the development of a new organization. Furthermore, it also analyses the (business) situation of an existing business. The nine building blocks of a business model canvas are are: Key partners, Key activities, Key resources, Value propositions, Customer relationships, Channels, Customer segments, Cost structure and Revenue streams. The effectivity of an existing organization can easily be improved by using the Business Model Canvas. All company aspects are made clear at a glance because of the visual aspect. By looking at the developments per

category, an organization can fine-tune its value proposition and structurally improve its strategy. When setting up a new company, clear decisions can be made in advance using the Business Model Canvas.

The following business model canvas (figure 7) in a single page explains the core elements that drive the business and was created with an online tool provided by Strategyzer (2018). The content of the business model canvas was developed and discussed together with the commissioners during the thesis writing process.

The Business Model Canvas

Key Partners	Key Activities	Value Propositions	Customer Relationships	Customer Segments
• Local companies • Service Design events • Educational institutions • Service Design networks • Service Design companies • Companies in need of Service Design skills • City of Turku • Nearby municipalities	• Provide education • Developing teaching • Developing curriculum • Attract more students • Develop teaching and curriculums **Key Resources** • Teachers from two schools • IT • Marketing	• Service design skills • Leadership skills • Design thinking skills • Problem solving skills • Real-life projects • Networks • Intercultural communication • Multi professional environment	• Supervision • Support • Service Design as a service for commissioners **Channels** • Optima • Peppi • Studyinfo.fi	• Adults with professional career • Foreign students • Unemployed • Post-graduates

Cost Structure	Revenue Streams
• Personnel • Repairs • Utilities • Purchases • Administrative costs • Taxes • Insurances • Teachers • Maintenance • Rent • Guest lecturers	• Society • Ministry of Education • Tuition fees for non-EU students • Graduates • Projects

Strategyzer
strategyzer.com

Figure 7. The Business Model Canvas

9.2. SWOT analysis

According to Investopedia (w.y), a SWOT analysis identifies an organization's strengths, weaknesses, opportunities and threats. When using a SWOT analysis, an organization needs to be realistic about its good and bad points. The SWOT analysis should be short and simple, and should avoid complexity and over-analysis, as much of the information is subjective. To summarize:

- Strengths describe what an organization excels at and separates it from the competition: things like a strong brand, loyal customer base, strong balance sheet, unique technology and so on.
- Weaknesses stop an organization from performing at its optimum level. They are areas where the business needs to improve to remain competitive.
- Opportunities refer to favorable external factors that an organization can use to give it a competitive advantage.
- Threats refer to factors that have the potential to harm an organization.

Figure 8. A SWOT analysis of the degree programme.

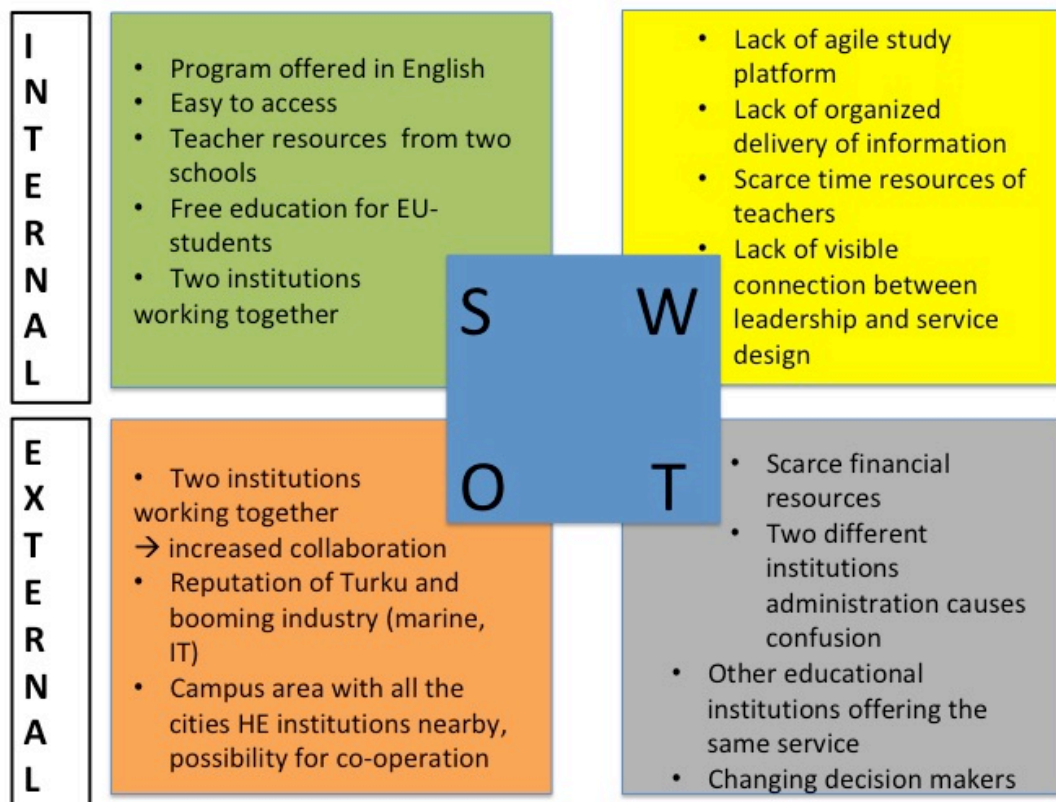In figure 8 is the SWOT analysis of the Leadership and Service Design study programme presented. The analysis was updated after a discussion session with responsible teachers Ulla-Seppälä Kavén from TUAS and Elina Vartama from Novia on 26 September 2018.

9.3. Stakeholder map

Stakeholder maps are used to document the key stakeholders and their relationship. They can include end users, those who will benefit, those who may be adversely affected, those who hold power and those who may sabotage design outcomes. It is important to identify the key stakeholders and their relationships at the beginning of a design project. Stakeholder mapping is also a good way to discover positive stakeholders to involve in the design process (Curedale, 2013, 235).

Stickdorn & Schneider (2011, 150-151) describe the stakeholder map as a visual or physical representation of the various groups involved with a service. By representing the students as customers, the staff of the universities and partner organisations, companies and other stakeholders, the interplay between these various groups can be charted and analysed. A comprehensive but accessible overview of stakeholders is integral to any attempts at improving engagement. The stakeholders of this thesis project are visualized in figure nr.9.
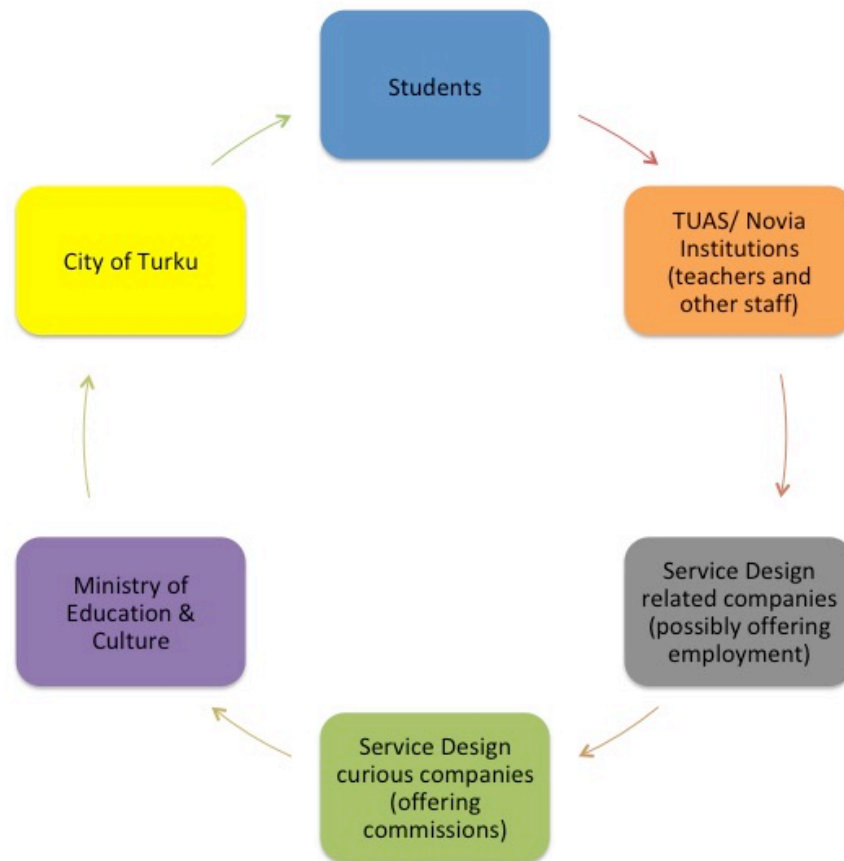
Figure 9. The stakeholder map

The main stakeholders in this service are the students, alumni, teachers, companies in need of service design knowledge in the region and individuals, organisations or companies providing knowledge for the degree programme via lectures.

The intention of the stakeholder map is to clarify how these groups of stakeholders are related to each other and how they interact with each other. Highlighting of these connections visually provide as an easily accessible overview that can both identify pain points and explore areas of potential opportunity.

9.4. Benchmarking

According to Curedale (2013, 48-49), benchmarking is a method for organizations to compare their products, services or customer experiences with other industry products, services and experiences to identify best practices. It is described to be a good tool to identify, establish and achieve standards of excellence, as well as it is a structured process of continually searching for the best methods, practices, and processes and possibly adopting them. It is also said to be the practice of measuring your performance against world-class organizations.

There are two main types of benchmarking; "informal" and "formal" benchmarking. Informal benchmarking is the type of benchmarking that most of us do unconsciously at work and in our home life. There are also two types of formal benchmarking: performance benchmarking and best practice benchmarking. Performance benchmarking involves comparing the performance levels of organisations for a specific process. Best practice benchmarking is where organisations search for and study organisations that are high performers in areas of interest (Business Performance Improvement Resource, 2016).

The objective of benchmarking is to find examples of superior performance and to understand the processes and practices driving that performance. Companies then improve their performance by tailoring and incorporating these best practices into their own operations—not by imitating, but by innovating (Bain & Company, 2016).

Different types of benchmarking can be identified; best practices, peer benchmarking, SWOT and collaborative benchmarking. Best practices - companies choose to look at a company or companies that they aspire to be like. By choosing companies that are on the leading edge of the industry, they can identify best practices that help improve their own company. Peer benchmarking - this is a benchmark report where companies look at other businesses very similar to themselves. This allows companies to make sure they are staying competitive with similar businesses. SWOT - this is a type of benchmarking report where companies gather data by looking at strengths, weaknesses, opportunities, and threats to help understand their climate.

Collaborative benchmarking - this is benchmarking as a part of a group. Many industries have associations they can join e.g., The Association of Information Technology Professionals, and The National Education Association. These collaborative associations allow for members to provide information to the association. The association can then provide benchmarking and best practice reports for the membership (Study.com, 2016).

In addition to Turku UAS and Novia UAS, the following educational institutions in Finland are offering service design in their curriculum: Aalto University, Kymenlaakso UAS, Laurea UAS in Espoo, Metropolia in Helsinki, University of Lapland, Tampere UAS and Tampere Open University. Most of the degrees awarded are Master of Hospitality or Designer.

 As Laurea and Metropolia offer quite similar study programs as Novia/TUAS, they will be the focus in this thesis when it comes to best practice and peer benchmarking. Also, a couple of foreign institutions with service design degree programmes offered in English are benchmarked to reflect the competition in Nordic and Baltic countries.
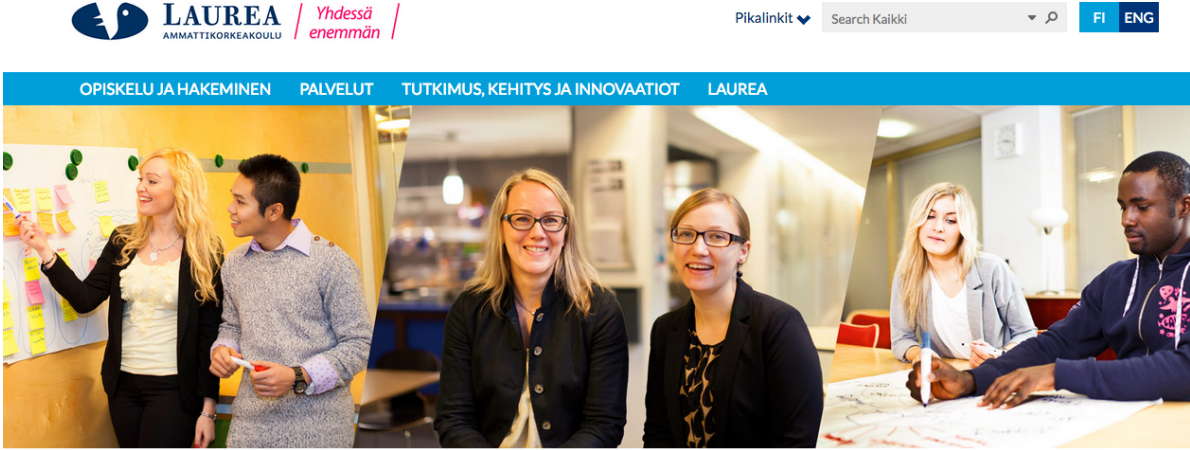
9.4.1 Laurea University of Applied Sciences

Laurea University of Applied Sciences offers a study program in service design for professionals in the fields of expertise, management and development. The program is approximately two years long and includes both close contact lessons and independent study with distant tasks. Contact lessons take up to 3 days a month.
The studies offer the student the ability to develop services and service businesses, to recognize the needs of the customers and the changes in the working environment, to use the service design methods and to develop innovative, financially sustainable service concepts.

The studies consist of core studies (30 ECTS), elective studies (30 ECTS) and the master's thesis (30 ECTS). Core studies are divided into two modules: service design and service business. The service design module focuses on the methods and processes of service design and the service design thinking. In the service business -module the focus is on the

service development and leadership. The elective studies are gathered from supporting subjects enabling students to personalize his/her own study path.

Picture 1. Service Design studies at Laurea.

An eligible student must have a degree in hospitality management or other relevant undergraduate degree and at least three years working experience in a related field. Admissions exam consists of a written part related to material that is given to the students at the beginning of the exam.

Laurea University of Applied Sciences provides a good comparison for benchmarking since it is very similarly structured with the program offered in Novia/ TUAS (Laurea UAS, (w.y.)).

9.4.2 Metropolia University of Applied Sciences

Metropolia University of Applied Sciences offers a degree program of service design with similar content to Laurea UAS. In the execution part, Metropolia also mentions different methods for analysis and research, along with development projects that would be done in working life. The studies focus on networking, co-working skills and learning methods that will enable internationalization. The content of the studies focusses on service design

and themes around city planning and has been designed in cooperation with representatives of working life.

The degree program consists of 60 ECTS. The Master's thesis will be a development project for working life. Studies take 1,5 years to complete. The degree provides students with expertise that is highly adaptable, which enables working in many different positions and fields. The studies take the changes in working life into account by linking the studies with the working communities of the students and the development work done by research. The Master's thesis is related to working life and can result in new solutions for products, services, working methods etc. The student will be able to adapt the methods of product development, design and service design to the development processes of business and organisations, as well as to strategic planning. The student can focus his/her previous designing expertise on broader targets as developing branding, service design, city planning and developing of the public sector. Students can work in different positions in design -as an expert, designer, in development or management, as well as an entrepreneur in national and international environments (Metropolia UAS, (w.y.)).

9.4.3 Aalto University

Aalto University is offering service design as a single course in MA Design degree programme, but the university is not offering a degree that would have its emphasis merely in service design. The marketing broschure (appendix 4, 5) of the Service Design course at Aalto University is skilfully made and inviting, something similar could be designed for the Leadership and Service Design Degree Programme at Novia/ TUAS.
Master's Degree in City Planning and Design is implementing service design in its programme and the graduates will have the abilities and skills to work in the field of service design.

MA in City Planning and Design

Aalto University is offering a 2-year degree programme in City Planning and Design with 120 ECTS. Teaching is offered in English -the exams and master's thesis can be done also in Finnish or Swedish. The programme is multidisciplinary combining the fields of

humanities, social sciences, engineering, architecture, ecology, art and design. The student will gain the basic knowledge in decision making in city planning, the abilities in forming critical and relevant research questions and developing conclusions gathered from several different sources. The student will have also the ability to produce and analyze the information about the city planning and skills to use digital and analogical tools to gather that information. The student will know how to produce solutions to the problems concerning the cities by using different tools and methods and to present them by creating prototypes, testing and evaluation. The goal is also to offer the student with the abilities to produce academic research and specialist articles.

As the challenges in city planning requires the expertise of so many different fields, the combination of Aalto University and University of Helsinki are offering a multidisciplinary and unique degree programme. The emphasis of the studies is in the deep knowledge of the core skills and practical skills. The student will gain theoretical, historical and methodical knowledge with practical skills and understanding the city planning.

There are three different study paths to be chosen from: City planning and design, City life, economics and city cultures and City technologies and ecology. The programme is international with international students and teachers, researchers and guest speakers. There is a possibility for an exchange programme or international internship and the students are encouraged to do international collaboration in their master's thesis. There is a strong collaboration with the city of Helsinki, local media, cultural institutes and companies (University of Helsinki, 2017).

Aalto Pro is also offering Service Design as a four-day -course for the whopping fee of 2800 euros (+vat). The course is targeted to marketing and business professionals and the high fee suggests that it is mainly of interest for big companies to offer their staff the possibility to train and enhance their careers. The promise of the course is that a human-centered approach in developing services will be adapted, the concept, meaning and usability of service design in wide perspective will be comprehended, different stages of the service design process will be learned, and practical experience gained. The content of the course is divided into four sectors: service design process and understanding the

customer, analyzing the customer data and interpretation, concept and innovation and business design (Aalto Pro (w.y.)).

As the course is only four days long with a high attendance fee, benchmarking does not seem reasonable in this case. Surely, there are new things to be learned and new skills to be gained in this course, but the limited time translates to only scraping the surface of service design.

The reason why Aalto Pro is still worth mentioning here is their marketing tactics. The brochure of the course looks professional and inviting -perhaps something that could be used in improving the image and attractiveness of the service design -program in Novia/TUAS. Aalto University also required registration to get information about the course, leaving a trace of the visitor and by doing so, enabling future contact about the upcoming courses. This marketing strategy and its' brochure gives a professional impression of a high -class programme, presents the whole course in a nutshell and the it is easy to distribute to attract new students.

All the above -mentioned institutions were contacted and a few questions about their programs were asked, but unfortunately, none of them responded, so comparison can be made only based on the information provided by each institution's web page.

9.4.4. Foreign Educational Institutions

To see what the foreign institutes in Scandinavia and the Baltic countries have to offer when it comes to Service Design -degree programmes, two different examples were picked: Estonian Academy of Arts and Linköping University.

Estonian Academy of Arts (MA Interaction Design, 120 ECTS)

The Estonian Academy of Arts is offering a 2-year degree programme in Interaction Design. Interaction Design (IxD) is a theme that will answer to the needs of the developments in technology and the way it relates to people.

The programme is project-based and will work on real projects together with industry partners. In different projects, the design community, industry professionals and public are involved. The programme is about research, developing concepts to design products, experiences, services, and environments.

The Programme is structured so that in the first semester students are focusing on design storytelling, digital product design, people-centred design and visual interaction design. Second semester is about emotional, tangible, business and service design. The third semester consists of information visualisation and design for social innovation and emerging themes. The fourth and final semester is dedicated to the degree project (Overview -Estonian Academy of Arts (w.y.)), [Online].

Linköping University, Sweden (Master's Programme in Design, 120 ECTS)

Linköping University in Sweden is offering a degree programme with a studio-based, interdisciplinary approach to design, solving societal challenges. The aim of the programme is to train designers who can enter these complex issues, take on a deciding role and co-create solid, sustainable solutions. The eligible students come from multiple different backgrounds. Previous academic design qualifications are not required - excellent design abilities and a desire to develop design is more sought- after qualities in a student candidate.

Elective courses offer three different topics: sustainable futures, transformative service and visual media. A sustainable future is about promoting sustainability in society by designing sustainable systems and it is project-based. Transformative service means designing for the service sector by developing service concepts and social innovations to enable transformation of practises. Visual media concentrates in designing interactive visual environments. It is studio-based course combining graphic design, interaction design and information visualisation.

The core of each semester is a studio course based on a certain challenge, where students apply and develop design skills and knowledge to create understanding of that challenge and work towards solutions.

Studio courses run along a set of core courses of Co-design, Design Research Methodologies, and Norm-Creativity.

During the second and third semester, students can select three single courses from a wide range of course offerings across all faculties. During the fourth semester, the focus will be on the final project and thesis (Design -Linköping University.) (w.y.), [Online].

9.4.5 Conclusions of the curriculum comparison

When comparing on a national level, Laurea UAS has many similarities with Novia and TUAS, it also offers service design programmes for the length of two years with 90 ECTS. They have contact lessons approximately 3 weekends per month and the programme is focusing on the fields of expertise, management and development. Their core-studies consist of service design and service business, which contains business development and leadership. There is a logical connection between the studies of leadership and service design, something Novia and TUAS could probably work on. Metropolia UAS offers a 1,5 - year program of 60 ECTS. It offers a very practical course with focus on networking, co-working and internationalization. They focus on development projects in working life and city planning. Their strength is that the courses are designed together with representatives from the industry.
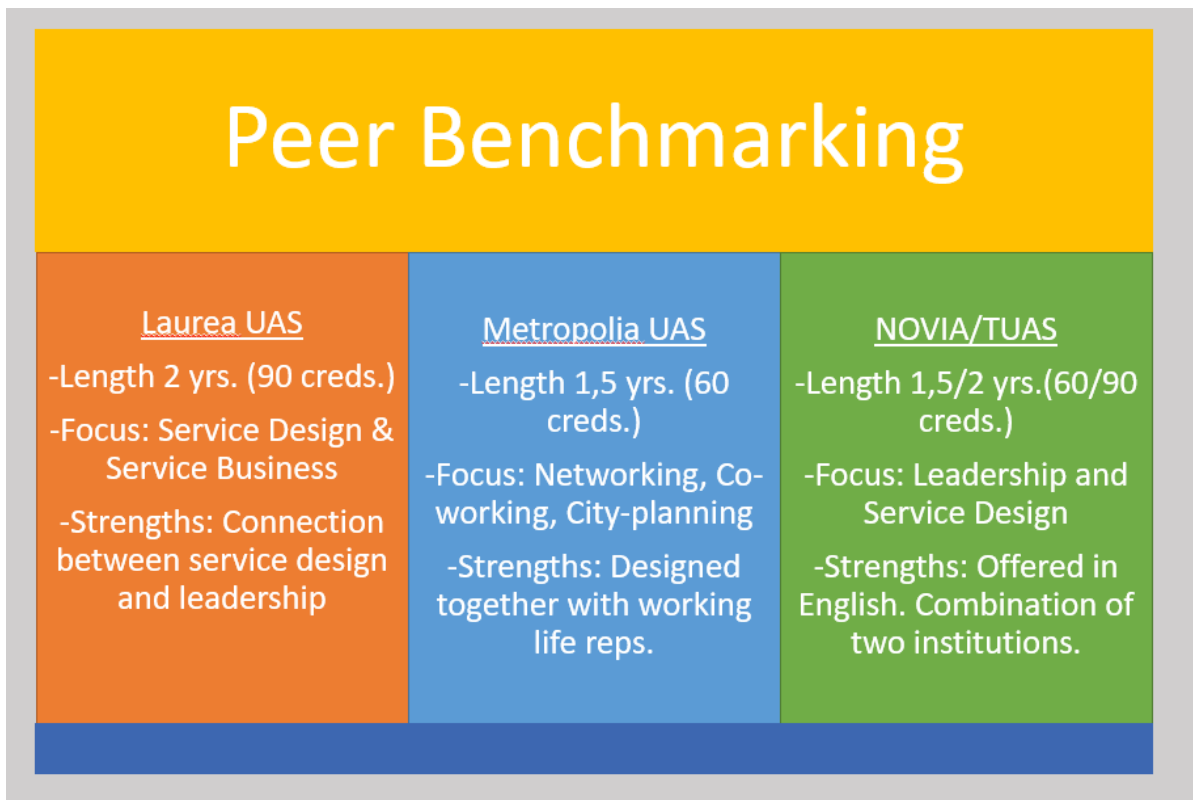
Figure 10. National Peer Benchmarking.

If following the best practices benchmarking, the clear connection between leadership and service design from Laurea UAS could be something to consider and the co-designing of courses together with local companies that Metropolia is doing, is worth applying into the Novia/TUAS - degree programme.

As mentioned before, all the available information was gathered merely from the institution's own web pages and therefore the comparison between the qualities of the programs cannot be done. The results of the peer benchmarking are visualized in figure 10.

The foreign institutes offer a vast collection of courses and electives to choose from -both degrees are awarded with 120 ECTS though. Sustainability, service sector and visual media play a big part in Linköping's degree programme, whereas in Estonian Academy of Arts interaction is in the heart of the studies.

9.5. Surveys

A survey is a method of collecting information. Surveys usually collect data from many participants and a survey may be undertaken to study objects or animals as well as people. Surveys may take the form of a questionnaire or a face-to-face interview. Curedale also explains that survey as a method could be used because it is easy to analyze, it gives a large sample at a relatively low cost, it is simple to manage, it has a familiar format and is quick to complete, it can be used for sensitive topics and the respondents have flexibility in time to complete. Surveys are great tools to gather knowledge, they can be completed independently, which means that there is no interviewer administering the completion of the questionnaire. Alternatively, it can take the form of a face-to-face interview (Curedale, 2013, 252).

Bryman and Bell (2011) propose three general rules of thumb to consider avoiding the most obvious pitfalls when designing questions for a survey. Firstly, the questions in a survey should always be designed to provide answers to the research questions. Secondly, questions should determine in detail what the researcher is aiming at with them. Thirdly, you should put yourself in the shoes of the respondent (Bryman and Bell, 2011, 255).

In this thesis the surveys were conducted online for the main stakeholders, the teachers, as the service providers and the students, as the customers of the service. Also, the alumni were included in the surveys. The goal of the surveys was to gather as much customer insight as possible to develop the existing master's programme of service design, concentrating on the first six months of studies from the application until the end of first term.

To avoid the pitfalls mentioned above by Bryman and Bell, the questions were designed to provide answers for the research questions about how to improve the information flow and how to make studying more agile. To gain more insight and wider perspective, there were a variety of open-ended questions with possibilities for the respondents to comment.

The survey was available online and sent to the students of the Leadership and Service Design -program, as well as to the alumni and the teachers involved in the degree programme. The survey was open for a period of two weeks, from 13-27 April 2018. A caption of the conducted services can be seen in picture 2.

3. Has the study program met your expectations?

	1	2	3	4	5	
No, not at all	O	O	O	O	O	Yes, it's more than I expected

4. Did you get all the necessary informa introductory days? How do you think th improved?

Ditt svar

5. What did the first semester from Sep like in comparison to your initial expect

Ditt svar

6. What was the part of the studies that most? What part do you feel was not so comment why/why not.

Ditt svar

7. How did you feel about the instructio -were they sufficient, or was there some opinion?

1. Do you feel you have a competitive edge in working life because of your degree from Novia/TUAS?

O yes

O no

O It does not make a difference

O Övrigt:

2. Have you participated in leadership networking events after graduation?

O yes I have

O No I have not

O Övrigt:

3. Are you in professional contact witl same study program?

O yes I am

O No I am not

4. Has Novia/TUAS contacted you aft please comment why.

1. How would you develop the leadership-studies based on previous experience?

Ditt svar

2. How would you develop the service design -studies?

Ditt svar

3. Do you feel you can make the most of your professional skills when teaching this program?

O Yes I can

O No I can not

4. How do you feel about teaching in English?

Ditt svar

5. Are you familiar with other leadership/service design -programs offered by other institutions? If yes, which ones?

Ditt svar

6. How do you feel about instructing adults?

Picture 2. Caption of conducted surveys

9.5.1 Results and analysis of the surveys

In the survey for students from years 2016 and 2017, 37 people responded, 35,1% of them were between the age of 35-40, 24,3% between 30-35 and 21,6% between 40-45. 13.5% were between 25-30 and 5,4% over 45 years old. Of the respondents, 64,9% were female and 35,1% male, 42,2% stated Turku as their place of residence, 12,1% answered Finland, 9,1% Helsinki, 9,1% Espoo, and the rest were evenly either from the Turku area or the capital area.

Age:
38 responses
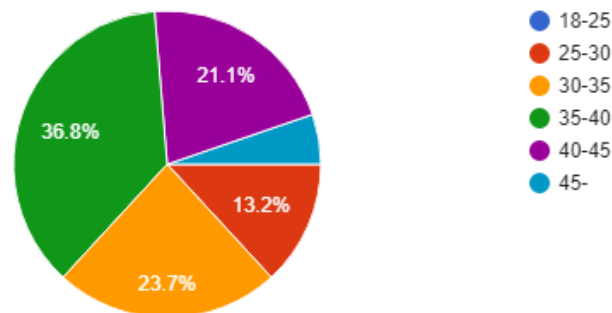
Figure 11. Age division of the respondents

Gender:
38 responses
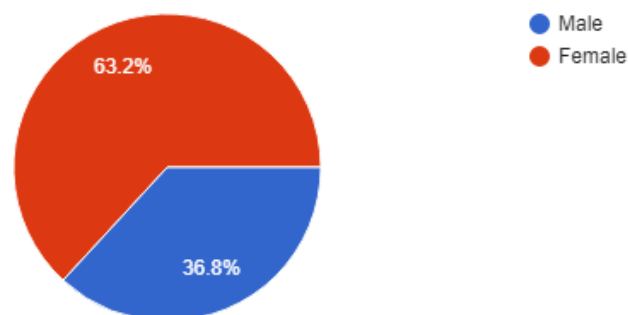
Figure 12. Gender division of the respondents

Place of residence:

34 responses
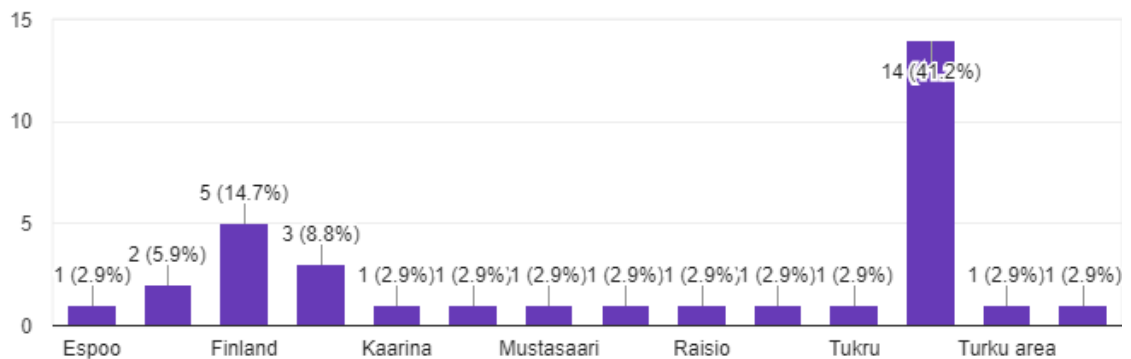
Figure 13. Place of residence of the respondents

Survey for students

The first questions were about the motives of the students applying to the degree programme. Most of the students applied to the programme since they felt that the degree would help them to gain better possibilities in the job market in general. Service design was also the main interest for the majority. A need for a degree worked as an incentive to apply for 18,4% of the respondents.

1. Why did you apply to the study program?

38 responses
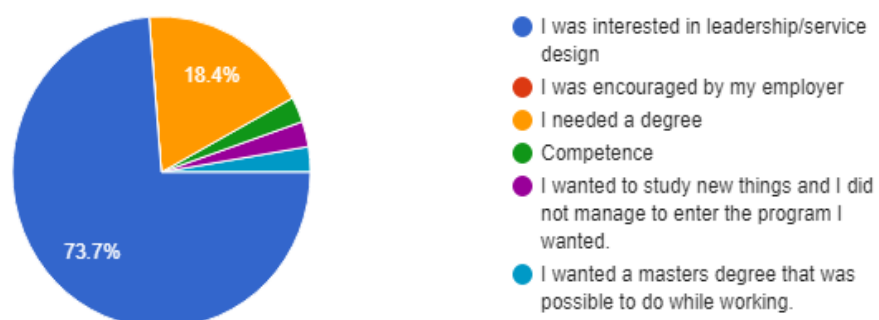
Figure 14. Motives behind the application

2. What is your professional goal with the degree?

38 responses

- ● I want to learn new skills
- ● I want to get a higher degree
- ● I wish to start a career in leadership/ service design
- ● I feel that the degree will increase my employment opportunities in general
- ● equally all of the above, but perhaps mostly to shift towards working in s…
- ● and I feel that the degree will increase my employment opportunities in ge…

Figure 15. Professional goals

When asked about the expectations the students had for the studies and had they been met, most of the answers were neutral expressing that they were more or less what was expected.

3. Has the study program met your expectations?

38 responses
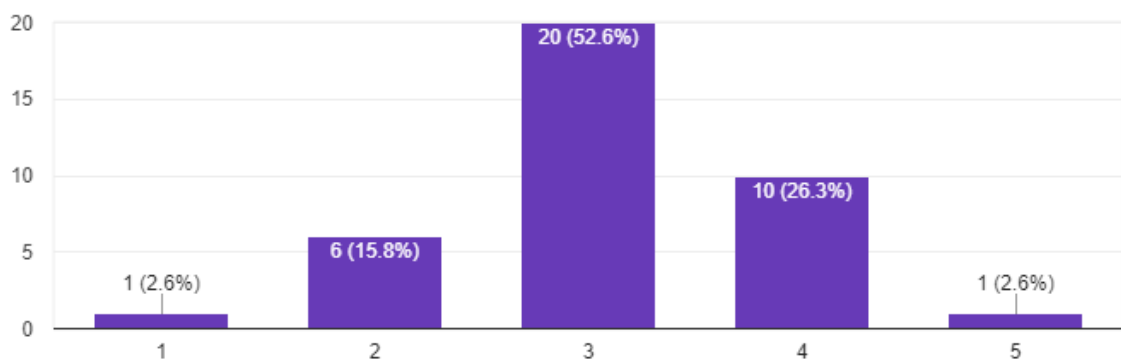
Figure 16. Study expectations met

4. Did you get all the necessary information during the introductory days? How do you think the content could be improved?

When asked about the introductory-days, many felt they were somewhat disorganized and chaotic. A lot of useful information was delivered but the overall feeling was that a proper info-package could have been easier to handle. Many offered ideas about to-do-lists and links.

"It would be excellent to get a "map" of services you need during the studies."

"Yes. Too much information in a short time. Perhaps a page or to do-list with all necessary links etc.?"

5. What did the first semester from September to December feel like in comparison to your initial expectations?

The first semester was experienced as hectic and demanding by many as the schedule was considered too tight and the workload more than expected. Working in groups and in different real-life projects were considered beneficial by most of the respondents. Instructions given for tasks were experienced unclear and not enough at times. The implementation plans for service design -courses were handy and clear for most of the people.
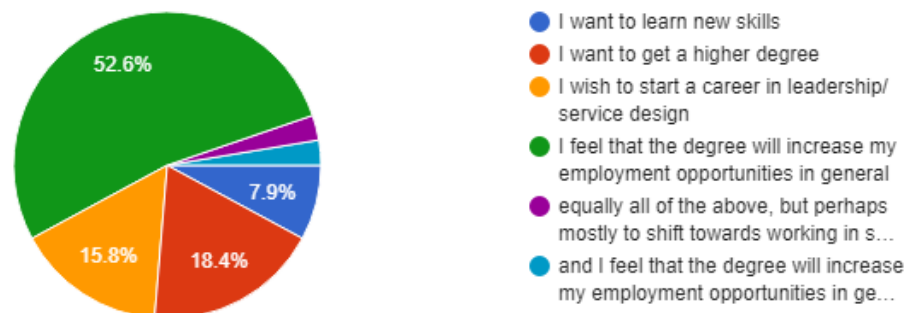
"It was harder than I thought, but I think a learn a lot."

"It was good. The most important thing was the inspiration towards the service design field that came from our classmates and team. We all had different kind of backgrounds (this was great!!) and everyone were eager to learn."

"There was much more work, pressure, frustration and confusion than I expected."

6. What was the part of the studies that you benefited from the most? What part do you feel was not so useful for you? Please comment why/why not.

For many respondents, working in groups was mentioned as the most beneficial part of the studies. The sharing of opinions and skills with the overall positive atmosphere in

working together with fellow students was experienced as most interesting and rewarding.

"The service design case done for a commissioner was most interesting. Leadership course assignment was not very beneficial. "

"Good team spirit and the student peers. Some of the goals and deliverables were not sure."

"Group works are great. Mostly because of the group's members. Usually we have very friendly atmosphere and trying to solve all the problems together."

7. How did you feel about the instructions given for the tasks -were they sufficient, or was there something missing in your opinion?

Instructions were experienced sufficient in some cases and in other cases they were experienced lacking. The comments were uneven and depended completely on the course. In general, the instructions given in service design -courses were experienced clear and consistent.

"Sometimes they are not clear enough considering the amount of contact session."

"In some cases, we have had very good and clear instructions, but we have also had those courses where we got very hazy instructions or very little information about the expectations."

8. How did you find Optima as a study tool? How do you think it could be used more efficiently?

Optima was easy to use for the majority but would need some improvements. Many expressed their concerns about too many different tools and platforms to be used in to gain information and noted that it makes it complicated and time-consuming. Many ideas were proposed concerning Optima: there should be notifications, messaging possibilities and possibility to chat for example.

"There are too many tools you have to use when studying. Accesses and integrations between are not fluently working."

"There could be email alerts when a new task is coming, new material is added or a deadline is approaching."

"All the information should be found in the same place. Now one has to know where to look for different information."
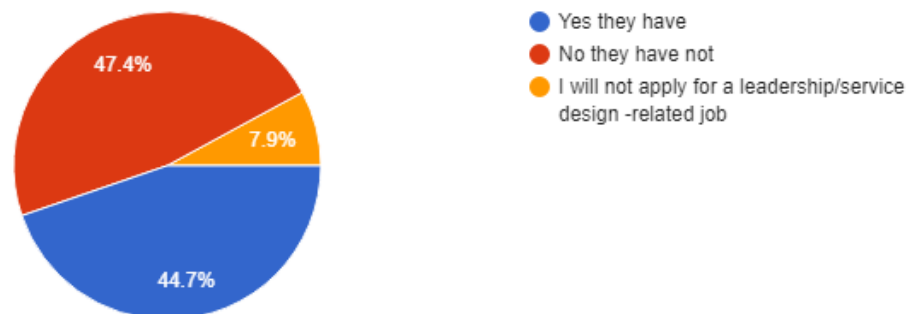
Figure 17. Confidence in applying for a job

47,4% of the respondents felt that they do not have the confidence to apply for a job related to leadership or service design. As the challenges concerning the information flow, study platform and consistency of the courses are found in this survey, as well as in the discussions held with the students before, the aim of this thesis to improve the student experience gets support from this question.

10. Would you recommend the study program for a friend? Please comment why/why not.

Many respondents felt that with some improvements they would recommend the programme for a friend. The benefits of working together with a group of professional people from different fields of expertise was the definite strength of the programme by many. Students own activity and motivation were mentioned as the determining factors of how he/she would succeed in the studies.

11. What would you consider are the strengths and weaknesses of the study program?

When asked about the strengths of the programme, the curriculum, English as a teaching language, different projects, tutoring and designing skills received most comments. Guest speakers and thesis supervision were mentioned as well.

Teaching methods in some courses, as well as task instructions at times were considered weaknesses and the information flow was experienced as unsatisfactory. The results support the problem areas, research questions and aims well.

11. What would you consider are the strengths and weaknesses of the study program? Please answer every individual point.
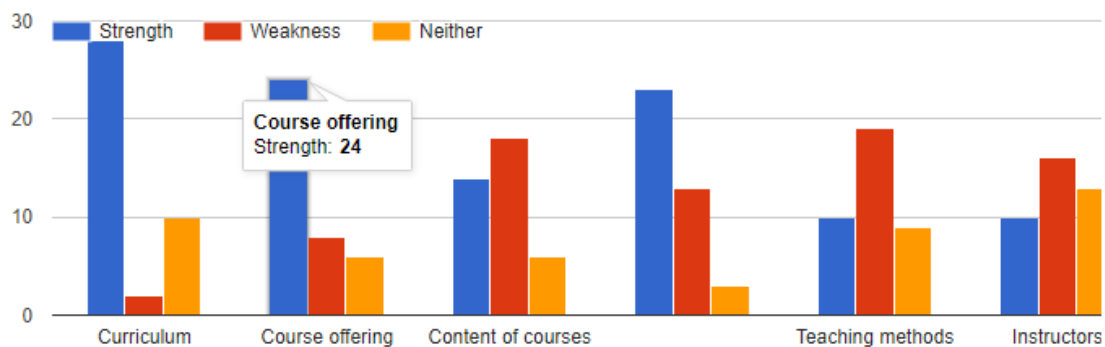
Figure 18. Example of strengths and weaknesses of the programme according to the students

12. Has the study program helped you in expanding your network and finding useful contacts, or possibly fu…employers, to contact after graduation?
38 responses
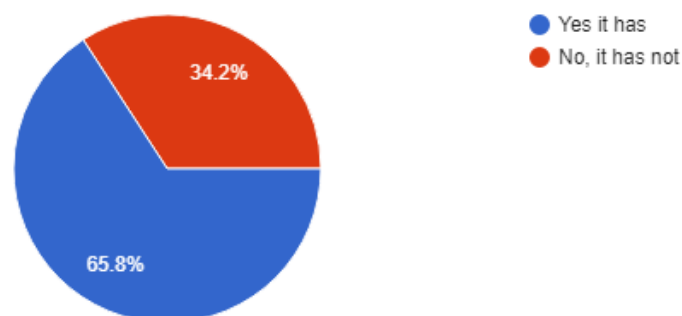
Figure 19. Increased networking opportunities

13. Is there something you would like to add concerning the study program?

In additional comments many mentioned the leadership being separate from the service design studies and that the connection between the different subjects was missing. More teaching in Graphic design and learning about the use of visual tools was on the wish list of many respondents. The overall feeling of the programme was positive and with minor improvements it would be recommended by many.

"Dedicated teachers! Projects were THE essential part of the studies! Some theory felt first a little irrelevant, but after projects - those made sense. You need to have motivation to study - otherwise making the master´s thesis and graduation will be really really troublesome."
"I would like to have even more people from working life to tell about the service design and its possibilities. And give real life examples and tasks."

Survey for alumni

Statistics:
45.5% of the respondents were between ages 35-40, 27,3% over 45, 18,2% between 40-45 and 9,1% between 25-30.
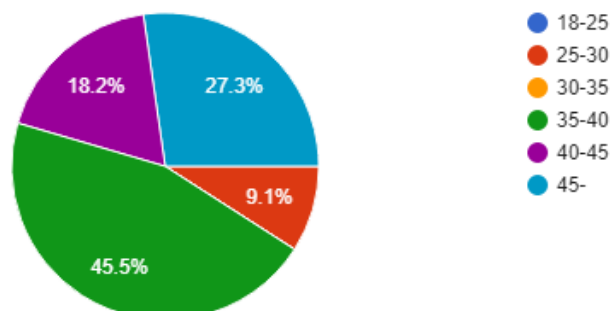
Figure 20. Age of the respondents
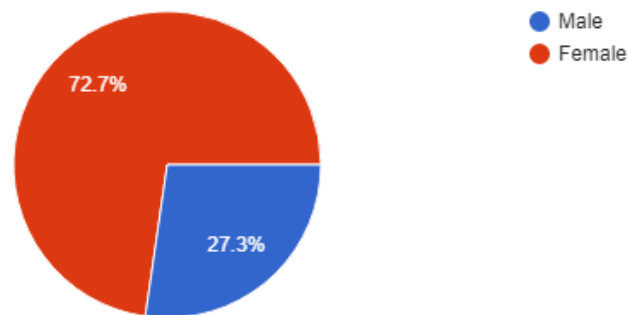
Figure 21. Gender of the respondents

36,4% stated Turku as their place of residence, 18,2% Helsinki and the rest evenly from Finland. One respondent was from United States.
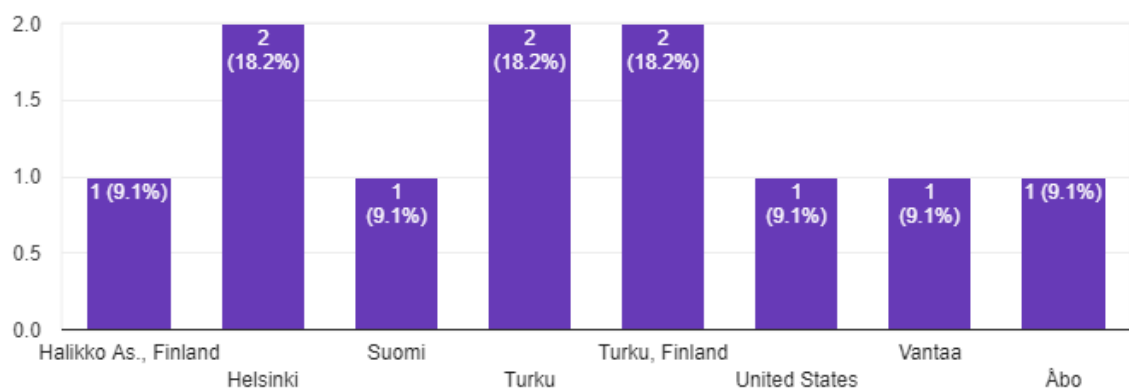
Figure 22. Place of residence of the respondents

Alumni experiences of the program were mainly positive and 36,4% had applied for a job in service design after the graduation. Networking with other alumni was something

45,5% of the respondents did, but networking with the school on the other hand was almost non-existent. Almost half had been participating in service design -related events. The practical courses of the program were found interesting and beneficial, some parts of the leadership and financial management were seen as not relevant. 63,6% of the respondents felt that the degree has helped them in gaining a competitive edge in working life.
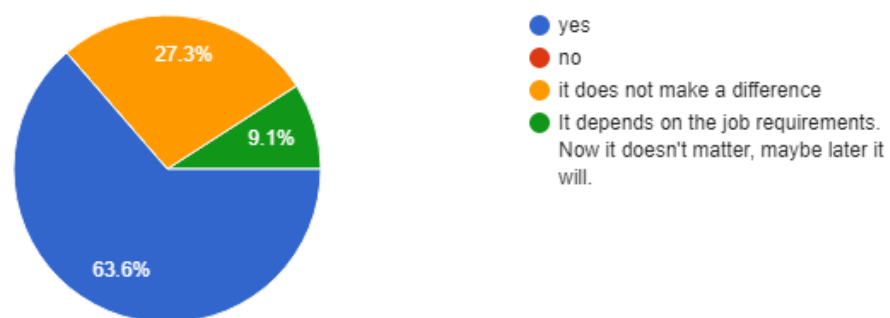
Figure 23. Competitive edge
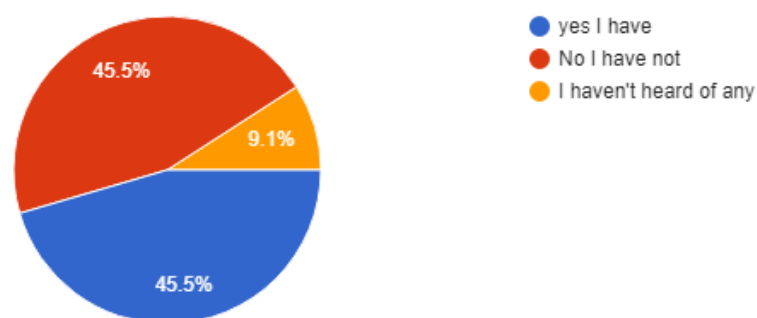
Figure 24. Participation in events

3. Are you in professional contact with other graduates from the same study program?

11 responses
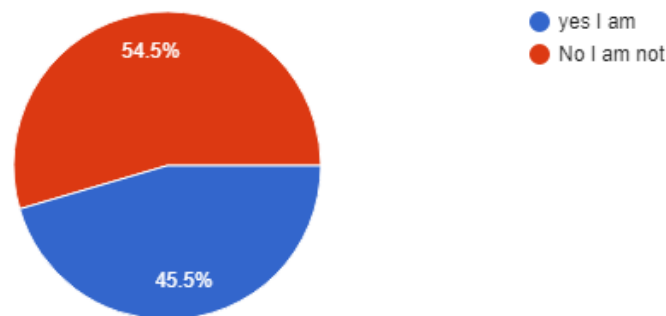
Figure 25. Networking with other graduates

4. Has Novia or TUAS contacted you after the graduation and if yes, why

For the most alumni, the schools had not been in touch with them after the graduation. There were some exceptions though:

"Yes. The school invited me to come tell about my master's thesis and working life after graduation."

5. How do you feel about your Master's thesis -did you get enough time and support and feedback during the process?

Many respondents felt that they received sufficiently support and feedback about their master's thesis. They were very grateful for the dedication of some of the supervisors.

6. Thinking back, what do you think would have been essential to learn in the program?

Many respondents wished for more teaching in practices and design programs. They also felt the need for improvements in Leadership education.

"More hands-on facilitation training in terms of methods, best practices and so on."
"We should have had at least some kind of instruction in design programs."
"Leadership education should be developed, service design was good."

7. How do you feel about the curriculum, courses and content of the program?

More teaching in design programs was lacking according to few respondents, as well as in practical skills. The connection of the two main subjects was felt as missing for many.

"Leadership and service design seem like two quite different paths, so not sure why they are joined in the programme. "

The overall feeling of the programme was positive and most of the respondents would recommend it for a friend. 54,5% mentioned that they had gained professionally useful contacts from the programme.
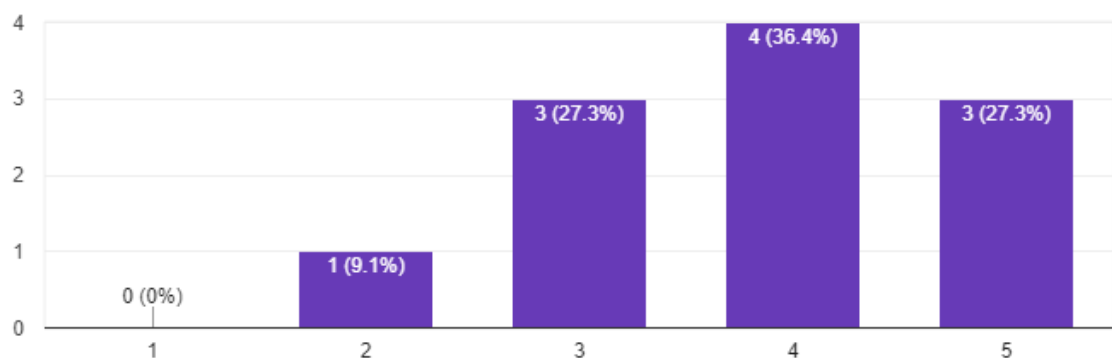
Figure. 26. Recommendations likely given

9. Did you gain new professionally useful contacts from the study program?

11 responses

Legend:
- yes I did
- No I did not

45.5%

54.5%
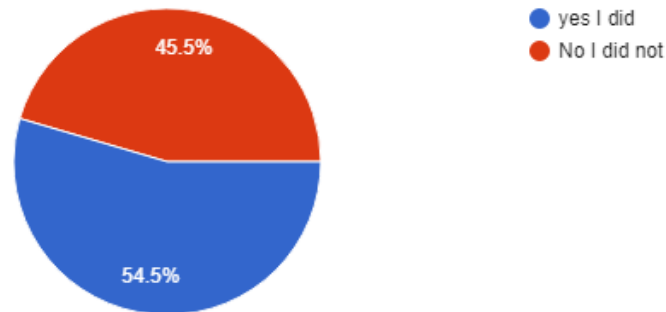
Figure 27. Useful contacts gained

10. Did you get employed in leadership/service design after the graduation?

11 responses

Legend:
- Yes
- No
- I did not apply for any leadership/ service design -related job

27.3%

36.4%

36.4%
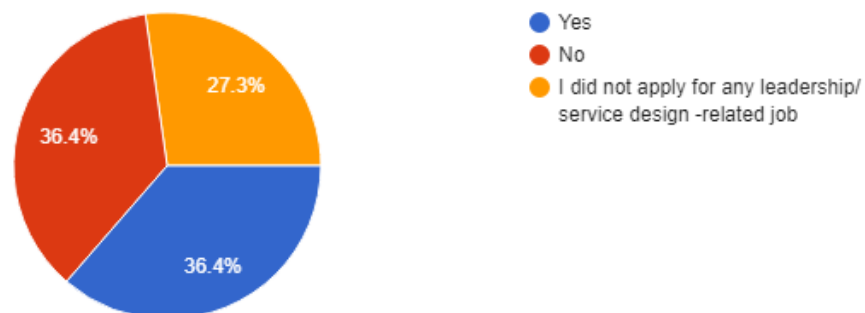
Figure 28. Employment after graduation

11. Is there something you would like to add concerning this study program?

More business cases and experts were wished to include in the programme, as well as connections to business life. The support from the instructors was appraised.

"The program and support from the educators was excellent. I hope to see more international integration."

Survey for teachers

Statistics

5 teachers answered the survey. 60% of them were between ages 55 and 60, 20% between 50-55 and 20% between 45-50.

Age:
5 responses
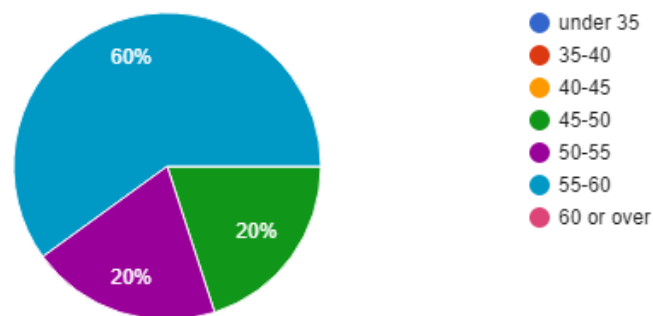
Figure 29. Age division of the respondents

60% of the respondents were female and 40% male. 80% were residents of Turku, 20% from Turku area.

Gender:
5 responses
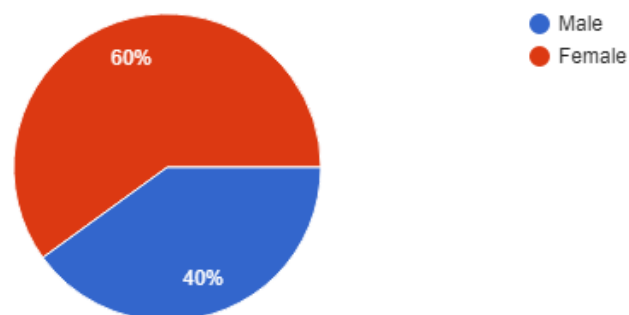
Figure 30. Gender division of the respondents

Place of Residence:

5 responses
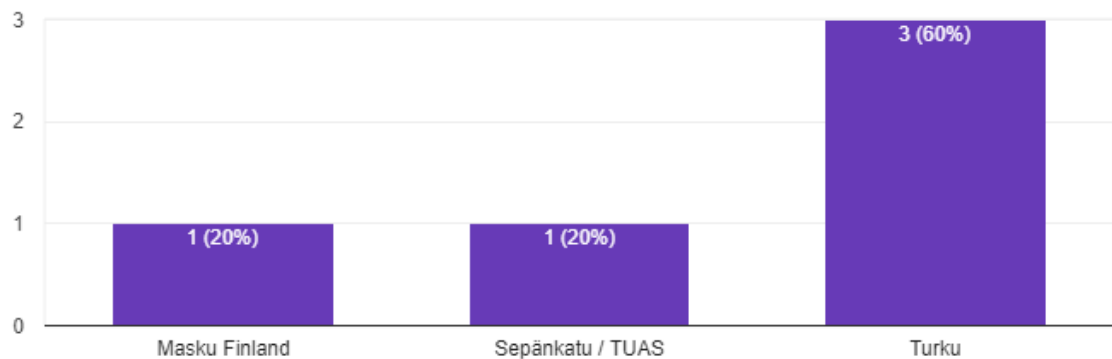
Figure 31. Place of residence of the respondents

Questions and Answers

In a survey for the teachers, the lack of resources including time and money, was the main concern for the most when asked about the weaknesses of the programme. Most of the respondents enjoyed working with adult students and teaching in English was not seen as a problem.

1. How would you develop the leadership studies based on previous experience?

A need for developing the course with a new approach was mentioned as well as developing the Marketing Skills as there has been uneven feedback. Lean thinking could be included in some of the courses.

2. How would you develop the service design studies?

Teachers would develop the studies by adding to it more lecturers, guest speakers and international seminars. Also, by having more practical examples how methods are used and how the design process is done in real life. Deeper theory and possibility to work more online were mentioned also.

3. Do you feel you can make the most of your professional skills when teaching this program?

5 responses
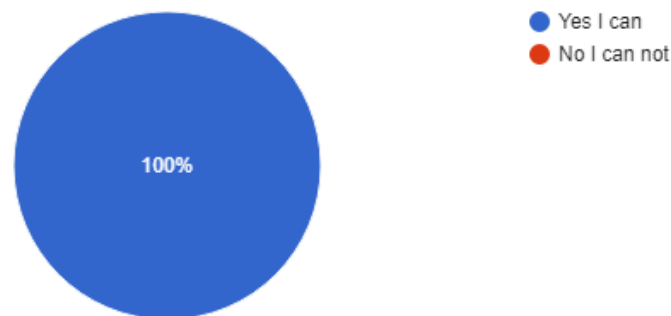
Figure 32. Ability to make the most of the professional skills

4. How do you feel about teaching in English?

For the most teachers, teaching in English was not experienced as a problem.

5. Are you familiar with other leadership and service design -programmes offered by different institutions? If yes, which ones?

The service design -programmes of Laurea University of Applied Sciences and Aalto University were mentioned by most of the respondents. Also, some teachers were familiar with Lahti UAS, University of Lapland and Haaga-Helia and Metropolia UAS.

6. How do you feel about instructing adults?

Instructing adults was experienced comfortable and interesting mainly and adult learners as equals with the instructors.

7. Do you feel your work load is sufficient during the program?
4 responses
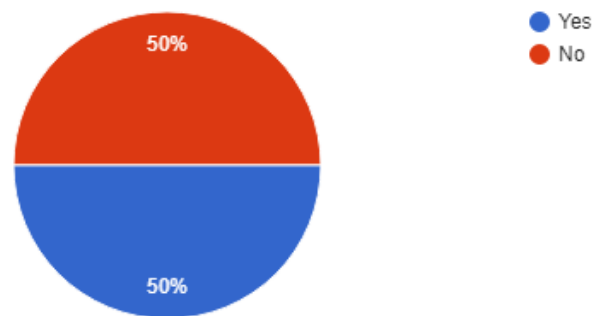
Figure 33. Feelings about the workload

8. How do you feel about using different work templates (Optima, WinhaWille, Soleops etc.)?

The constant changes in work templates were mentioned as a nuisance as it requires more learning constantly. Some mentioned it was merely ok or that they are easy to use.

9. What do you consider as the strengths and weaknesses of this particular study program?

Projects and groups of students with multicultural backgrounds were seen as strengths. Also, the structure of the programme and the dedication of the lecturers were experienced as strengths, along with student's eagerness to study. Collaboration between the two universities, combination of service design, leadership and research and development studies, multi professional student groups, real life projects, Innopeda and the possibility to choose between the individual and group project were all mentioned as the strengths of the programme.

What comes to weaknesses, the changes in responsible managers at the institutions were mentioned, as well as the lack of resources and the fact that lecturers do not work full time with the programme. Lack of personal feedback given to the students was felt like a weakness also.

10. How would you like to develop your skills as an instructor?

Teachers would like to have more interaction during the courses, as well as have more contact with entrepreneurs and scholars. Some wanted to be able to offer digital, online - based possibilities for interaction. The received feedback would work as an incentive for developing skills for one of the respondents.

To summarize the results, the challenges of the programme that were mentioned support the research questions well. When the aim was to gain insight about the information flow and agility concerning the studies, the questions about task instructions and Optima offered good information for researchers to work on.

There seems to be a need for better information flow, beginning with the introductory days throughout the first semester. An interactive study platform and re-organizing the courses so that the connection between the subjects can be found would enhance the customer experience and add to the confidence of the students.

Also, the need for networking is existing as many wished for a list of commissioners for the projects or more information about the possible employers and the actual work of a service designer.

The lack of resources and the uneven answers concerning the sufficient workload mentioned by the teachers will obviously have an effect on the execution of the needed improvements, making one of the aims of this thesis to offer practical solutions that will also contribute to the satisfaction of the teachers by decreasing their workload.

The next step in the design process was to develop personas based on the survey results.

9.6. Personas

Curedale (2013, 219) refers to Cooper when explaining that a persona is a stereotypical character whos aim is to represent a group of users in a role who share common goals, attitudes and behaviors when interacting with a product or service. Personas are user models that are presented as specific individual humans, they are not actual people, but are synthesized directly from observations of real people. This method helps create empathy for users and reduce self-reference, it is a tool to analyze and gain insight into users and is helpful in gaining buy-in from stakeholders.

Stickdorn & Schneider (2013, 178) present personas as fictional character descriptions of someone using the service. Personas help designers to understand the desires and needs of real people. Personas can be developed from research insights from surveys, shadowing or stakeholder maps. The more compelling the persona is, the more it can give the designers to support the design work.

A user persona is a tool for analysing qualitative user research material and work as an inspirational resource during the development process. User personas help to guide decisions as part of a user centered or driven design process when developing services, products or brands. User personas can be produced in many ways. Personas are hypothetical archetypes of potential customers that aim at representing them throughout the design process and guide the development of a product or service. Personas are not real people or average users, but user models described in detail, that have the key attributes of the social group they represent. Classic descriptions of target groups are often based on market segmentation using demographic criteria. This kind of segmentation does not reflect different expectations or behaviours. Therefore, it is better to use criteria like interests, behaviour and expectations to differentiate between customer groups. It is hard to empathize with rather abstract descriptions of a group of people. Personas are a way to describe such a group of people in a way that is easy to understand, and everyone can easily empathize with. It is important to both describe the person as a human being (background story, common behaviour, patterns, goals, skills, attitudes, hopes, needs, environmental, a quote, etc.) as well as a stakeholder in the

context of a service (interests, expectations, etc.) User personas can be a possible user for the product, service, or anything that is relevant for the design challenge. Created personas lead to new insights on who the customers really are and what they really expect and need from a service or product. Designing products and services based on well-defined personas helps to uncover customers' or employees' needs, increase customer experience and streamline processes. Personas are the basis for any customer journey map and are also helpful for tools like stakeholder maps, prototypes, or business model visualizations (Service Design, 2016).

The personas were created based on the survey results. The average age of the students, their different professional backgrounds and life-situations were available in the data gathered from the survey answers.
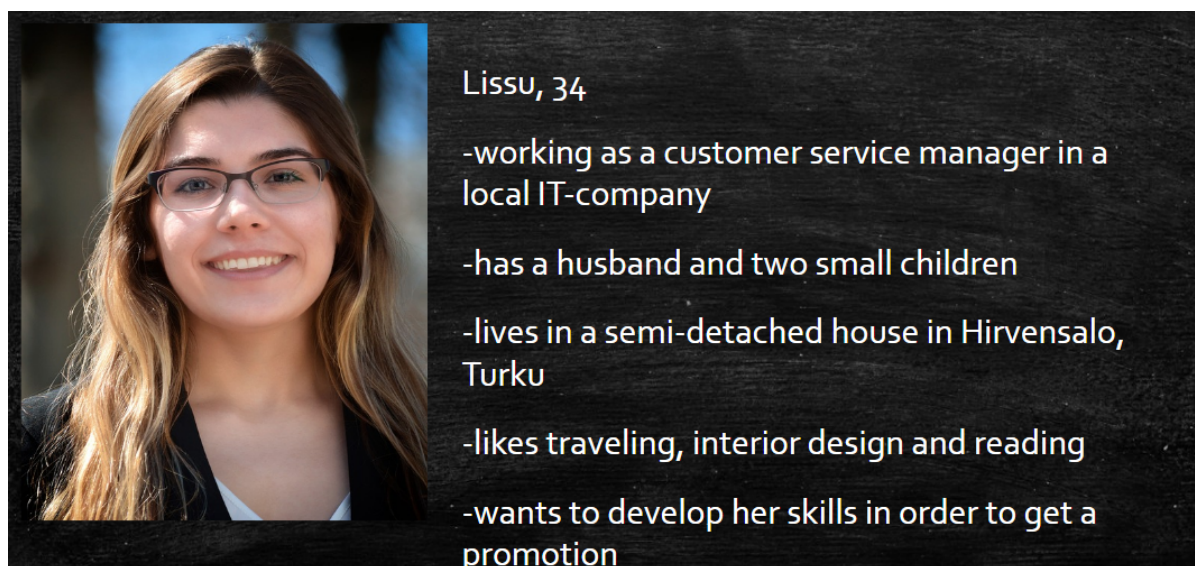
Figure 34. Persona 1.

Liisa, "Lissu" is a 34 -year old customer service -manager from Turku. She lives in a semi-detached house in Hirvensalo with her husband Kalle and two children, Topias, 4, and Ella, 6. They also have a golden retriever called Severi. Lissu has worked in customer service all her life and she has studied IT- engineering at the University of Turku.

Lissu drives a car to work every day, even though she has been planning for ages to start riding her bike to get in shape and to save the environment. But her busy schedule and the duties of taking the kids to day care before work make her intentions mere intentions. At work, Lissu is very detail-oriented and efficient. She always wants to do her best and it is important for her to get recognition from her work. She is very kind and hard working and saying no is very hard for her. She takes perfection to extremes and suffers from stress and poorly slept nights as a result. When she was a student, she always wanted clear instructions and supervision, when and how to do it, and feedback for her work. She is very ambitious and career -oriented but feels bad sometimes when her work-mood continues at home and prevents her from truly being there for her kids. She is always looking for the next step in her career but is not sure whether it is to be promoted, or to change workplace all together.

When on holidays, Lissu and her family always travel to new destinations to receive new experiences and to get away from the everyday routines. Lissu loves old cities with narrow cobblestone-streets and cozy restaurants where they can eat well and enjoy a glass of wine in a warm atmosphere. She likes walking around, looking at people and buildings and reading a good book on the beach. She is always looking for some interior design -items to take back home. Their house is full of mementos from their travels and Lissu loves to re-decorate the rooms with them ever so often. She talks about her work a lot with her husband and searches the net for new and trendy things to follow in career and in life. The term "Service Design" keeps popping up regularly from different sites and articles. One day when talking to a friend, the friend mentions this service design -program she participated in and Lissu gets intrigued. A few days later she runs into an advertisement of this very same program in her facebook newsfeed and she wants to know more.

Figure 35. Persona 2.

Mark is a 37-year old graphic designer from London. He met a Finnish girl in a bar one night and they started dating. The girl was studying in London and after she graduated, she wanted to move back home with Mark. As Mark was thinking about quitting his job anyway, the opportunity to move to Finland appealed to him. After a few months in Finland, they broke up, but Mark wanted to stay anyway, as he had already grown into liking this Nordic country with its unique nature and people.

Mark now lives by himself in a tiny flat in the city centre. He does some freelance graphic design and tends a bar occasionally to make a living. He is single at the moment and loving it. He loves the independency and the fact that he can do whatever he wants, whenever he wants. He feels most creative at nights, so being alone is convenient -he does not have to think about disturbing someone's sleep while he is working. He loves to play acoustic guitar and read art books. He is into photography and calligraphy and goes to see every exhibition possible at the local art museum.

Mark also loves nature and he thinks that Turku offers the most beautiful archipelago he has ever seen. He loves to go hiking in the nearby natural parks or to walk around in Ruissalo, and he often brings his camera with him.

He is not so ambitious, but he is nevertheless interested in developing himself. He roams around in internet a lot and is spending hours with it during the long nights. He is very bad at keeping up with timetables and deadlines when he gets into his artistic flow. He

finds himself quite lazy and disoriented when he is not working. When he worked in an advertising agency in London, he hated the meetings with the customers and people who made fuss about themselves or were over-dramatic. Mark likes his own crowd and his own company and does not feel the need to connect with people all the time.

At weekends, Mark usually goes out for a few pints with some friends. They like to hang out at student bars and alternative places and often they go to a gig somewhere to listen to small local bands. They like to drink craft beers and talk about philosophy, politics, music and arts. Even though Mark has friends and he enjoys living in Finland, he misses having something regular to do during the days and that brings an idea of applying to a school. He wants to know if there is anything close to his skills that would be taught in English and after searching the internet for a while, he finds a service design -programme that sounds just about right.

9.7. Customer journey mapping

Customer journey mapping is also called customer experience mapping and it is a method of documenting and visualizing the experiences that customers have as they use a product or service and their responses to their experiences. The method allows a team to access and analyze the interacting factors that form a customer experience. Reasons for using this method is that it helps to develop a consistent, predictable customer experience and it presents an overview of your customer's experience from their point of view. Using the customer journey method also helps to reduce the number of dissatisfied customers and it can be used with different personas (Curedale, 2013, 119).

The customer journeys followingly presented are based on the personas earlier presented in chapter 9.6.
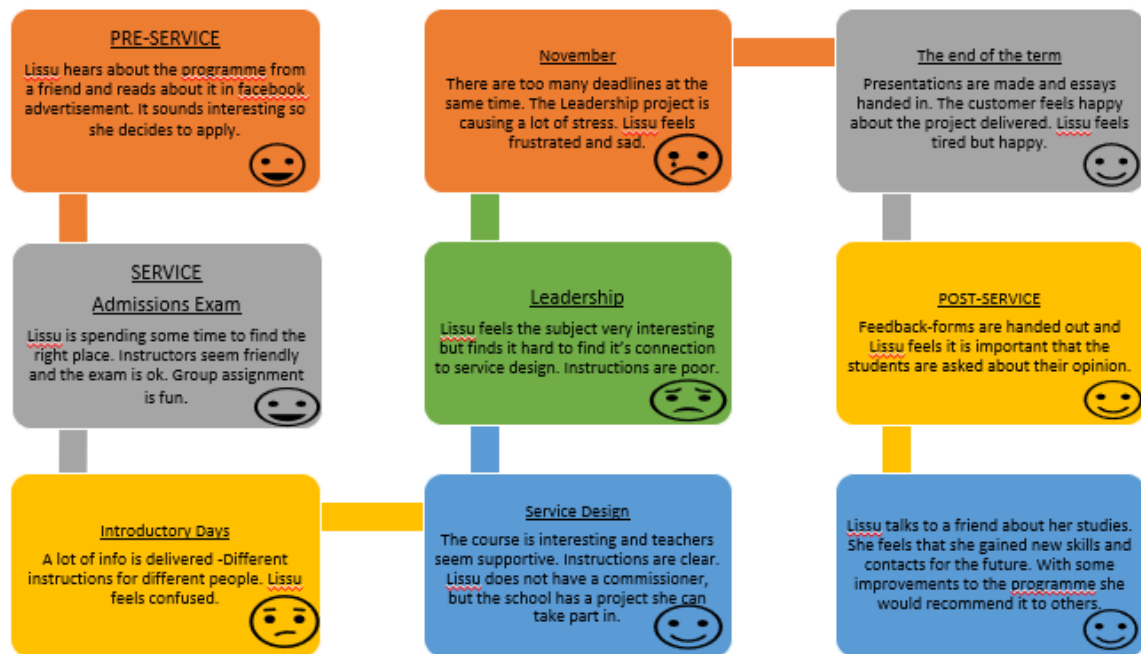
Figure 36. Customer Journey of Lissu

During the pre-service period Lissu talks to a friend who has been in the programme and it sounds interesting. Lissu scrolls facebook and notices an advertisement for available study places in Novia and TUAS, which would lead to a MA/MBA -degree in service design. She wants to find out more and clicks a link to the institution's page. She decides to apply.

The actual service period starts with the admissions exam. The location of the exam is a bit of a challenge to find, but once there, Lissu gets a warm welcome from the instructors. The exam is about designing alone and, in a group, added with some questions to be answered. Lissu finds the group work most inspiring as she learns to know her peers and show her strength in collaborative situations. She feels quite satisfied with her performance.

The studying starts in September with the introductory days and Lissu is all excited, first day of school in a while! There are 30-40 people in the room, all about the same age. Lissu recognizes a couple of familiar faces. The atmosphere is excited and a bit nervous at the same time. The teachers seem excited and happy to see so many people turn up. They deliver a slideshow full of information. It seems a bit too much to take in all at once. People are whispering and mumbling while opening their laptops and trying to log in. The

brave ones ask some questions and confused looks are exchanged by others. Apparently, this is a joint programme and there are students from two different institutions here at the same time. Some of the information applies on both institutions while some do not. Lissu is frustrated as she can not get into any relevant web page and now she thinks she missed some important info. She feels a bit nervous and hopes things will be clearer in the future.

Service Design sounds really interesting. Lissu realizes that this is something she has always been doing at work actually. There is a project right away to be started. Lissu does not know anyone too well to propose a group, fortunately teachers have some extra group project for everyone interested. Lissu makes conversation with her new group and is happy to find out that everyone is really nice. It is interesting to hear what people have done in the past and what they are doing now. There are really so many different professions represented among the students! The teachers seem really nice and they treat everyone with respect. There is a clear implementation plan and schedule for the project handed out. Lissu feels a bit stressed but excited at the same time.

Leadership classes are all about sharing and talking. Interesting opinions fly around. An essay coming up. Lissu likes writing essays, so it does not sound too bad. Topics are interesting, but it seems that there is a connection missing to the service design -studies. Lissu likes leadership but hears that fellow students are not too happy with it. The instructions are poor.

November project deadlines are coming up and there is this massive project to be finished. And an essay to be handed in. There is another project that nobody really understands what it is about. Lissu feels anxious, there is too much work at the same time. How can she handle her work, kids and family and school work all together? The leadership project is causing a lot of stress in the project groups and the whole class. Someone is talking about dropping out. Someone already did. Lissu weighs her options but wants to continue. She will make time for everything. Hopefully her boss is understanding.

During the end of the first term the final touches are to be made to the big project. Customers seem happy about the result. Presentations are made, and essays handed in. Lissu feels exhausted but happy. She thinks she learned a lot and working in groups was fun. The teachers were flexible, and peers helped to get through the tough semester. Hopefully the spring will be somewhat easier.

The post service period starts with a follow up and there are feedback forms handed out in class after the semester. Lissu writes down all her feelings, good and bad, and hopes that he teachers will act on the feedback. Lissu thinks it is good that the students' opinions are asked, maybe that will help the teachers in their jobs as well. Still it seems strange that the forms are handed out printed, a link in the study platform or by email could have reached all students, even the ones who dropped out or were absent that day. Digital forms could also save the teachers a lot of time and help with the information sharing within the organization. Later Lissu tells her friends that studying was fun and that she learned a lot. With some improvements in the information flow and instructions provided, she believes that this programme would be beneficial for many professionals. She still feels that she wants to know more about the future employers and gain more skills in using visual tools. Practical projects and working in groups were the parts she enjoyed the most.
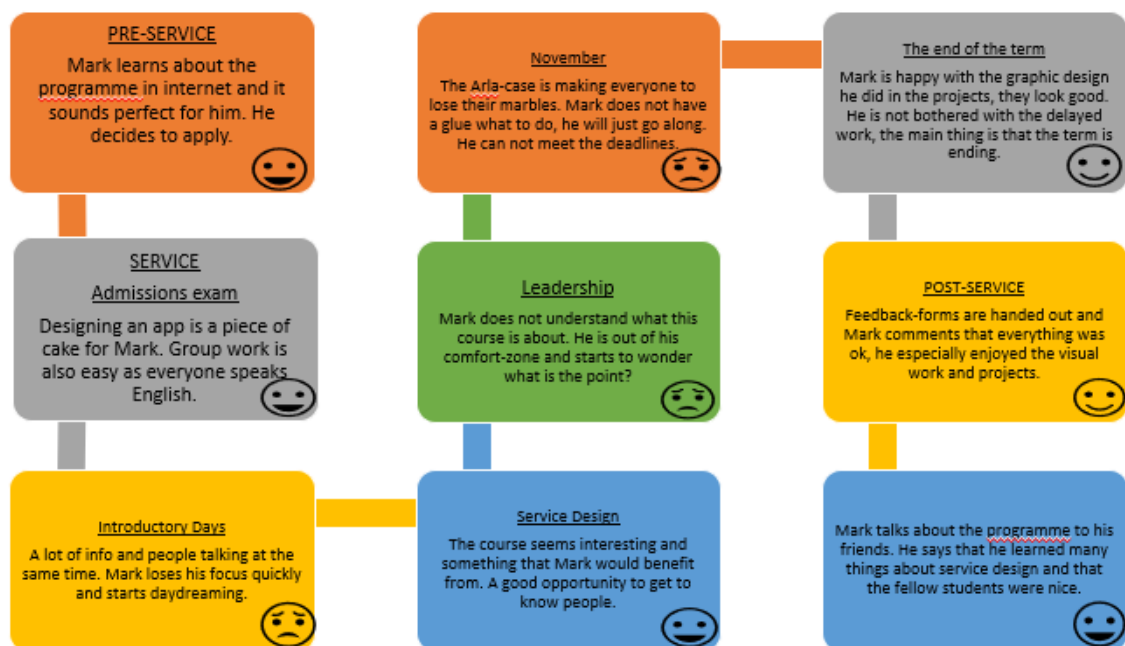
Figure 37. Customer journey of Mark

In the pre-service period Mark searches the internet for suitable education in Turku that would be offered in English. He finds an advertisement for a degree programme in Service Design and decides to apply.

The service period starts with the admissions exam. Mark is running a bit late but fortunately the instructors are flexible and let him in. There is an assignment about designing an app and Mark really feels that he is in the right place. Group work is ok as everyone speaks English, but Mark is not too comfortable when introductions are made. The exam was quite easy, and Mark feels confident about getting in.

The introductory days start the semester and Mark is excited. There are many people the same age as he is and many of them seem to have quite a good command of the English language, which makes the communication easier. Teachers are friendly and eager to get to know something about everyone. Sometimes it is a bit challenging to understand what they are saying. There are a lot of passwords and pages to log in to. People seem to be from different universities. There seems to be a lot of confusion and instructions that do not apply to everyone. Mark starts to lose his interest and finds himself searching the internet and reading his emails instead.

The Service Design course offers something Mark is really interested in. He quickly makes friends with this other foreign guy sitting next to him and they decide to participate in the same project offered by the school. There are a couple of girls also interested in joining the project, it seems that they are all from very different professional backgrounds. Mark is very bad at taking notes, but others in the group seem quite up to it, so he relies on them. He mentions that he is a graphic designer and notices that his skills will be needed in the group. He feels good that he can contribute in some way. There is some theory to be read for the project and slides to be followed during the class. Mark finds himself sleepy making it hard to follow the slideshow. He could have read them at home, too. But the project is interesting, and he starts planning the visuals. Information is easy to find in English and the implementation plan for the execution of the project is very clear.

Mark is lost when it comes to Leadership. He does not have any experience in managing or leading anyone, ever. The discussions in the class are interesting, but he feels that he

has got nothing to contribute. Leadership seems so far from designing and creativity that he is all about. They are given this Arla case with no instructions whatsoever. Mark feels totally out of his comfort zone when reading through a pile of corporate-business - papers. There seems to be a lot of commotion and dissatisfaction going on in the class. The atmosphere is tense, and Mark almost feels sorry for the teacher. He starts to regret signing up for this programme -is it really for him? The group members seem quite active and positive despite of the general confusion and they talk Mark over to push through the course.

In November there is an intense couple of weeks with deadlines for projects and essays coming up at the same time. Mark is trying to keep up with everything, but it seems impossible for him. He stayed in the Leadership -course, partly because the support of his group members and partly because he knew he would not finish it if he did not do it now with the rest of them. Mark will not bother about all the other work to be done, he has done his share in the projects and all the individual work, writing the essays and learning diaries, he will do that during the break. Or after the break. It is not so much stressing as it is a bit annoying, as he would like to chill out during the holidays.

When the end of the term is near, Mark is doing some final touches to the visuals in the projects. He likes to work with different design tools and finds new cool templates on the internet to use. He has not maybe done so much research or writing as the others, but he has spent a lot of hours with the visual outlooks of the projects. It feels good when he gets compliments on his skills and the other group members seem relieved that he is doing them.

When asked about the first semester, Mark comments that he enjoyed the group work and getting to know people. Even though Leadership was not for him, he thinks he learned a lot of new things he had not been thinking about before. Service Design - projects and courses were very interesting, especially when he got to use his skills in them.

Mark is relieved when the first semester is over. He talks with his friends about the programme and says how he really liked studying and how he made new friends through

the course. He especially enjoyed the practical cases and designing. It was demanding though and he knows there is still stuff to be done. He has to get organized and finish all the courses as he will apply for his degree after the spring term. He is a bit worried about the upcoming semester but believes that he will get through it. At least now he knows the basics and that is a good place to continue from.

9.8. Service Blueprint

A service blueprint is a process map often used to describe the delivery of service information presented as several parallel rows of activities. These are sometimes called swim lanes and may document activities over time such as customer actions, touch points, direct contact visible to customers, invisible back office actions, support processes, physical evidence and emotional experience for the customer. The method is often used to get to know the context, to get to know the user and in gathering frame insights. The method can be used for design or improvement of existing services or experiences and because it makes the process of service development more efficient. It can also be used as a common point of reference for stakeholders for planning and discussion. The service blueprint is a good tool to access the impact of change (Curedale, 2013, 97).

Stickdorn & Schneider (2011, 204-205) describe a service blueprint as a tool that specifies in detail each individual aspect of a service. This usually involves creating a visual schematic, incorporating the perspectives of both the user, the service provider and other relevant parties that may be involved, in detail pointing out everything from the points of customer contact to backstage processes.

The service blueprint below describes the user actions between the pre-service period of gathering information about the service until the post-service period of giving the feedback. Physical evidences show in detail the points when the customer is in contact with the service. The physical evidences include Facebook news feed, an institution's web page, classrooms, offices, libraries and feedback forms. The user actions include scrolling and looking for information, applying for the program, participating in the introductory days and courses and giving feedback at the end.

The service provider's perspective is described as visible contact with the user in the front stage actions, as well as working invisibly behind the scenes with other parties related to the service in backstage actions and supportive processes.

Figure 38. Service Blueprint

The decision was made by the authors only to use one service blueprint even though there are customer journeys of two different personas. The reason for this was that since the customer journeys describe the differences between the two personas' experiences and feelings, the actions of other stakeholders in service blueprint would be basically the same in both cases. The time-scales of the journeys are the same, so are the front-stage and backstage -actions and physical evidences. There would not be relevant additional information for a second blueprint in this case.

9.9. Interviews

A few professionals of service design were interviewed by e-mail for the thesis. They were picked as they have vast experience in service design and also possess knowledge and opinions on service design in higher education.

Curedale (2013, 180) writes that e-mail interviews are a method that provides extended access to people and as being written, background noises are not being recorded. It is comfortable for the interviewee since he/she can answer the questions at his or her own convenience since they do not have to identify a convenient time to talk. There is no need to take notes and it is also possible to use online translators. Some challenges are, however, presented, the interviewer may have to wait for answers and there is a lack of communication of body language.

Jean Mutton is a self-taught experienced service designer and the Director and Principal Consultant of Go Process Design Ltd with a long history of working in the higher education sector. When asking her about the role of service design in education today she answers that her later career has been all about bringing service design to bear in the enhancement of the student and staff experience in higher education. She has experienced occasions where staffs that teach service design had not thought to apply the methodology to enhance their own student experience. Talking about the future of service design in education she would love to see all staff trained in the techniques of human-centred research and journey mapping to improve the service delivery, even if they think they are not student-facing (eg back office functions such as finance or HR). This may be some way off yet, but there is a growing knowledge base and understanding of the benefits. Her suggestion on how to develop service design studies in higher education is that it could be useful to see the entire higher education information mapped out in a service blueprint. As an example, Mutton mentions The Lancaster Student Journey (University of Lancaster, (w.y)) [Online] (Retrieved12.5.2018) map done to map out the student journey chronologically. When talking about the employment prospects, Mutton thinks that service design is an emerging topic which will continue to make impact on all aspects of our lives and at the moment there seems to be a shortage of service designers.

Pamela Spokes is a Canadian service designer living in Finland, she has worked in service design companies Hellon and is the founder of the service design company Discover-Design-Do. Spokes is an active service design preacher in social media and has written several articles on both service design and the future of work. In Spokes' opinion the three most important skills for a service designer are communication skills, facilitation skills and systems thinking. Thinking about the future, Spokes sees that knowledge on artificial intelligence will be an asset as well as learning the use of modern visualisation tools. When asking if service design studies should or could be completed completely online Spokes gives a negative response since in her opinion they absolutely need in-class teaching. Service design is about empathy and facilitation of actual humans and online studies would defeat the purpose of what service design is all about.

Skills that Spokes sees as an important part of the studies are the ability to use graphic design tools for visualisation and various prototyping tools. On how to make service design studies better meet the requirements of the future, Spokes encourages the teachers to teach the students how to make a proper portfolio, teach more formal visualisation skills and to give the students more practical experience with service design companies. Networking is important to find out what the agencies are looking for and what they think their needs will be over the next 2-3 years.

E-mail interviews were also held with three service designers (who preferred to stay anonymous) from PALMU/ Solita and Digitalist Group & Network. In these interviews we asked a series of questions considering service design studies. The first question was about what these service design professionals thought to be the three most important skills of a service designer. The answers were the ability to listen, holding your nerve and being open as well as possessing empathy, ability to understand and support business and strategic top down thinking and insights visualization.

Thinking about the future, the three subjects or focus areas that they thought should be added to the curriculum of service design studies consisted of the ability to learn how to think creatively, being agile and how to explain and promote service design, also deeper insights in business or marketing were mentioned. Knowledge on how to research and

use artificial intelligence and produce algorithm service design were seen as future focus areas.

During the focus group discussion with teachers on June 7, 2018 we were informed about the plans of delivering the whole degree program completely online. We decided to ask our panel of professionals if they thought service design studies should be completed completely online or would they require live human to human interaction? None of the experts thought that only online studies would be a good idea since the whole discipline relies heavily on human interaction. The core of service design (and leadership) is human and empathy centered with a dash of psychology. Online can support though and it was pointed out that students should continue learning even after the graduation and keep their skills updated with the most recent research, theory and methods.

They were also asked what kind of experience, studies, skills or professional backgrounds could be of benefit as complementary experience to service design. The answers were that a service designer can come from any background but that basic design skills and an understanding of the creative process, visualisation and graphic design are great assets but not mandatory. Understanding of human behaviour, psychology, technical and business studies were also mentioned together with an entrepreneurial mind set. Understanding of business design was seen as complementing service design very well.

On how the experts thought that service design studies could better meet the requirements of working life in the future, suggestions were that a bit more emphasis to developing viable (from business perspective) services would help future service designers to elevate themselves from visualising customer journey visions to leading service development in organizations. Creating networks during the studies with service designers and related companies was seen as important as well.

Findings from web pages related with the degree programme will be followingly presented and analyzed.

9.10. Online Safari

According to survey results, the students found the information flow and use of existing web platforms confusing mainly because of so many different platforms used by the two institutions. To be able to enrol, participate in studies, receive information about studies and follow the grading, a student has to get access to at least four different web platforms. This usually creates some distraction since different passwords are needed and both TUAS and Novia students need to get their passwords from different institutions. The information is also inserted at different times which leads to confusion when some students have received their grades in Soleops and others have not.

Optima is the platform used for distribution of information about courses, literature and to download course materials. Messi is an intranet and information platform for Turku University of Applied Sciences. Soleops is used for the student's personal study plan (HOPS) and for inserting of credits and grades. Winha Wille is aimed for enrolment to studies. Novia and TUAS have separate Winha Wille pages.

During a focus group discussion with the teachers on 7 June 2018, there was information received about one more, or even partially replacing, platform called Peppi that will be introduced in Autumn 2018. According to the TUAS website and an article published on October 7 2016 in the local newspaper Turun Sanomat (Turun Sanomat, 2016) [Online] (Retrieved 1.9.2018), Peppi will help the students plan and follow their studies more efficiently. Searching the web for more information we found a more detailed description presented by Metropolia University of Applied Sciences (Metropolia UAS, (w.y)) [Online] (Retrieved 1.9.2018) on that Peppi is a desktop used by both teachers and students and where students can plan and follow the progress of their studies, book meetings with teachers, enrol for courses, exams and the academic year as well as update his/hers personal information and find contact details of relevant persons.

In the following picture, e-mail correspondence from teachers considering enrolment can be seen. According to students it was extremely difficult to enrol and the institutions information on how to get a new password was controversial with the information received from the student counselling office.

The enrollment for the next Academic year will be done at WinhaWille (both Novia and Tuas):

https://messi.turkuamk.fi/english/Studying/13/Pages/Enrolment-as-present-and-absent.aspx

The enrolment is made in WinhaWille during May 1st – September 10th. You can add an enrolment or change your enrolment for the spring term during December 15th — January 10th. At other times it is not possible to alter your enrolment. A student who is required to pay tuition fees, cannot make the enrolment by him/herself but the enrolment is registered through the Student Office when the tuition fee for the academic year is paid.

A new password for Tuas: https://id.turkuamk.fi/frontpage?lang=en

A new password for Novia: take a contact with the student counseling office

Picture 3. Teachers' reminder to enrol for Academic year 2018-2018. Three different links and one contact detail only for enrollment.

At the beginning of their studies, the authors needed a total of four to five different platforms provided by the two different institutions to be able to participate in the studies and to find relevant information.

Picture 4. Necessary web platforms for TUAS student provided by the school. WinhaWille, Messi, Optima and Soleops.

In other degree programmes and individual courses, Optima has been used in a more efficient way. Content has been added by the course responsibles and features that help in the communication with the students are in effective use.

Below a comparison between the main view of Optima in the degree programme (picture 5) and the view of the main page in a single course (picture 6), both provided by TUAS, is presented.
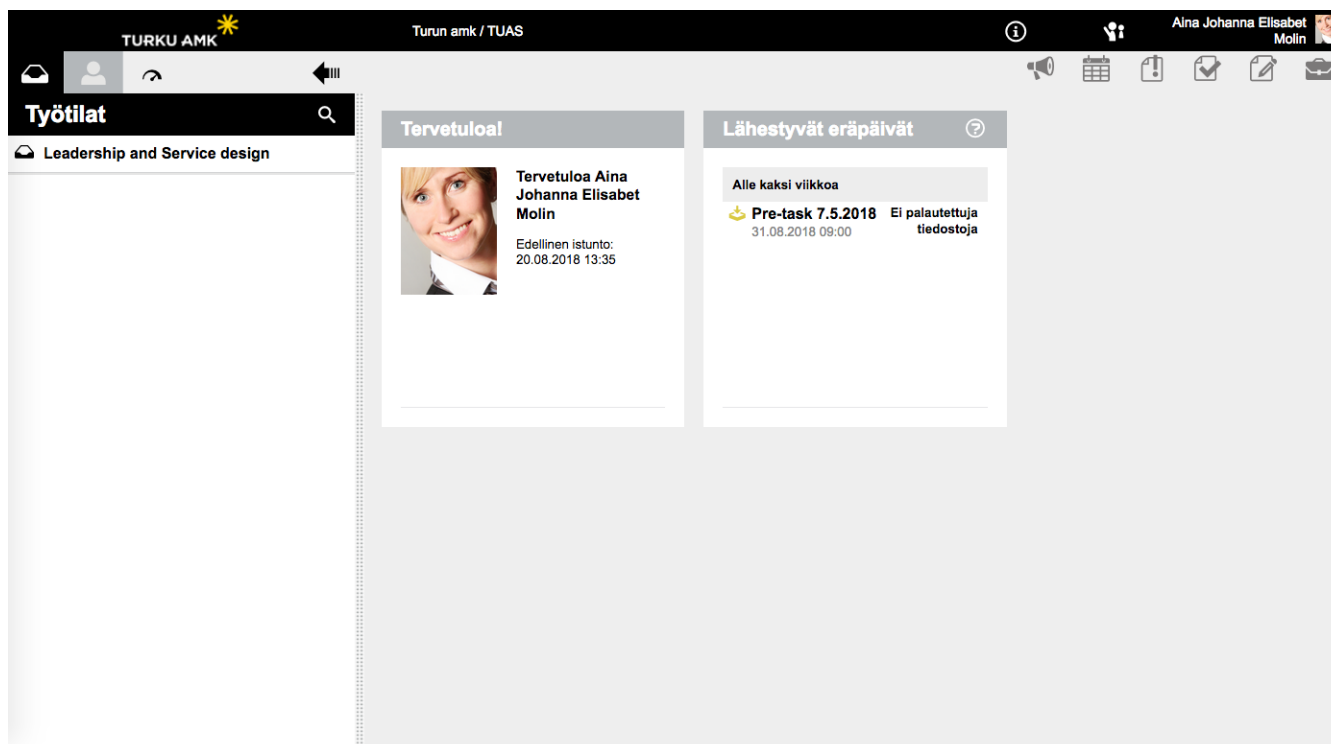
Picture 5. View of Optima for student participating in YDESAS17 degree programme

Picture 6. View of Optima for student participating in a single TUAS course

From the comparison it can be seen that Optima has a lot of features that could be used to increase and develop the communication and information flow between teachers and students of the programme. Part of the frustration of students might have been solved if only the existing platform could have been used more extensively as in figure 21. It is also of importance to inform students on how to use Optima and where to be able to find the information so that the searching process doesn't have to be one of guessing.

Research show that previous students (Kahra, 2016) have tried to find solutions on how to make the use of Optima easier for teachers. There seems to be confusion on the user experience of the study platform both from the teachers as well as on behalf of the students.

9.11. Co-design

Service Design is a multi-disciplinary approach with different factors working together and co-design is one part of service design. It is seen as participatory design and as a practice of collective creativity, it is a specific instance of co-creation and refers in a broader sense to the creativity of designers and people not trained in design working together in the design development process. When brainstorming and generating ideas for services, co-design refers to activities where existing and future users in addition to experts and actors from different sectors are involved in different stages of the design process (Katajamäki & Vartama, 2018, 4-9).

For this project the Co-design process steps presented and suggested by Katajamäki & Vartama (2018, 10-17) are being followed. Most of the stakeholders, especially the commissioners, are engaged in the service design process executing the methods next presented.

Mager and Sung (2011), remind that users must be involved in the process of designing services and that it is impossible for a service provider to determine what is "useful, usable and desirable" from the user's perspective.

The used co-design methods consisted of brainstorming between the thesis writers, which were held several times during the nine-month long thesis writing process. The focus group discussions with teachers took place on 7 June 2018 and with students in combination with workshops on the 24 August 2018. The complete workshop with students consisted of a total of eighteen students divided into three groups of six persons and each group participated in three different sessions; 30 minutes in a focus group discussion, 30 minutes in an information package planning session and an additional 30 minutes in a study platform planning workshop.

Picture 7-8. Brainstorming with students on August 24, 2018.

9.11.1 Brainstorming

Brainstorming is one of the oldest, fastest and most widely used creativity methods and can be undertaken as a group or individually. Brainstorming should be used to address a single problem and is considered worthwhile when part of a larger process of design. Brainstorming as a method is useful for generating new types of solutions to problems, it allows each person in a group to better understand a problem and it can be used to overcome creative blocks. Brainstorming is a good method to explore ideas and there are several different methods to arrange a brainstorming (Curedale, 2013, 262).

During the thesis process, the authors have had monthly, sometimes even weekly, brainstorming meetings to be able to arrange the initial thoughts and aims, agree on the use of methods and develop the thesis according to findings from the used methods.

During each session there was reminiscing about what was discussed and agreed on during the previous meeting, followed by developing the initial thoughts to better serve the purpose of the thesis. Between the sessions investigating and researching further on the topics took place and then through brainstorming new points of views were added, as well as analyzing and comparing results done.

As a brainstorming method, combinations of individual brainwriting, online brainstorming via Google Drive and starbursting were used. Detailed description of these effective brainstorming methods can be found in a blog by Wirke (Hansen, 2018) [Online] (Retrieved 1.9.2018). A SWOT-analysis and mind-mapping can also be categorized as brainstorming methods according to Celestine Chua (Chua, (w.y)) [Online] (Retrieved 1.9.2018). The SWOT analysis for this thesis is presented in figure 8 and mind-mapping was mainly done by hand during the individual brainstorming session as well as the during the meetings with the thesis writers. The initial individual thoughts from one part were then "starbursted" with questions and development ideas from the other part until the outcome was agreed on both parts.

Starbursting (Mindtools, (w.y)) is a form of brainstorming that focuses on generating questions rather than answers. It can be used repeatingly, with further layers of questioning about the answers to the initial set of questions. For example, a suggestion is made on a new design of ice- skating boot. The question to be asked could be "Who is the customer?" and te answer to the question is "Skaters". But after that one needs to go further to ensure to target the promotions more accurately: "What kind of skaters?" and the answer might be: "Those who do a lot of jumping, who need extra support", and so on and so on. This would help focus the target group of marketing, for example to target competition ice dancers and figure skaters, rather than hockey players or ice rinks that buy boots to hire out to the public.

9.11.2 Focus group discussions

In the research focus group discussions were used as one supplementary source of data to the previous surveys. Morgan (1997, 27) explains that focus groups can be of great value at the later stages of a survey when the data are in to help explain the analysis for the researchers.

As a form of qualitative research, focus groups are basically group interviews, although not in the sense of an alternation between a researcher's questions and the research participants' responses. Instead, the reliance is on interaction within the group, based on topics that are supplied by the researcher who typically takes the role of a moderator. The hallmark of focus groups is their explicit use of group interaction to produce data and insights that would be less accessible without the interaction found in a group (Morgan, 1997, 2).

In multi method uses, as is the case of this thesis, focus groups typically add to the data that are gathered through other qualitative methods, such as interviews and surveys. The goal of the combined uses of qualitative methods is to contribute with something unique to the researcher's understanding of the phenomenon under study (Morgan, 1997, 3).

Focus groups are a research technique that collects data through group interaction on a topic determined by the researcher, thus it is the researcher's interest that provides the focus, whereas the data itself comes from the group interaction (1997, 6). The comparative advantage of focus groups as an interview technique compared to individual interviews lies in their ability to observe interaction on a topic as they provide direct evidence about similarities and differences in the participants' opinions and experiences (1997, 10).

Recording was used as the primary form of data collection and field notes as supplementary aid. The first focus group discussion held on June 7 2018 included three participants, all of them teachers of the programme (Katajamäki, Seppälä-Kavén, Vartama), a moderator (Molin) and an observer (Koskelainen).

The topics were chosen from the previously conducted surveys destined for students and teachers. Both focus groups had the same topics. The report of the first focus group discussion per topic is a summary of the discussions content together with a few direct quotations.

1.   Starting package for students

Teachers' discussion:

Teachers agreed that there are starting packages for both universities, for the new students on the websites, but they are difficult to find. They were given at admission exam for the new students. The challenge seemed also to be that some of the Information was missing on the webpage.

There are different systems for each university, which makes it difficult. There was also the challenge to inform everyone and what kind of information can be given in advance. The main challenges and difficulties in teachers' opinions are: passwords, TUAS and registration. There are also problems with resources - there is too little staff, students do not find the information on the website and teachers do not see the student information. Time is wasted in writing emails answering questions to individual students. They would like to see timetables, curriculum, general information in the package, as well as literature/ links/ articles to read. Commissioners could be student's own or there could be a list provided by the school, both options are good -earlier students did more projects for their employers.

There was discussion how service design is more familiar nowadays but still there is the lack of commitment from the employer's side to act as commissioners and that is the reason why students often pick the options provided by the schools. A Suggestion was made that there could be one case for everyone all together in SD, so that students later could compare the different outcomes of the same commission.

The starting package could have information about the need for a commissioner for different courses, also for the thesis. All the information shared during the first day could be in the package. One main issue is the different systems for the two universities. Earlier

orientation could also be in place. Also, the future of the different working platforms (optima etc.) is unclear. From autumn 2018 on, there will only be Peppi, including a planning tool, registration, timetables, schedules and Optima for information and studies.

Students' discussion: The starting package discussion was conducted as a workshop on the 24.8.2018 and the results are presented in chapter 9.11.3.

2. Teaching methods

Teachers' discussion:

Teachers talked about this new teaching method called Innopeda (Innopeda (w.y)), it is registered for TUAS and the ideas are applied to the service design studies. It is a trademark and new for engineers and other programs and teachers. In Innopeda you are not only teaching but students are guided to work more independently and take a more responsible role in their learning. Innopeda is exported abroad. It is not emphasised in Novia since it is a TUAS brand.

There was also discussion about the changes in teaching: Teaching has changed during the years -class size has grown, teachers have changed, degrees have changed, and eligibility to apply has changed. Culture, BA, hospitality management…student base is now more heterogeneous than ever before. Earlier a major part of the students were designers. Now there is also more peer-learning.

There were discussions about teaching methods between the teachers - not in so much detail as teachers should have academic freedom to choose their own way, but good practices are shared. Teachers go through the course feedback together. Discussions between the teachers are usually not about the methods, as they are individual decisions and there is no follow-up from the head of the school.

Sometimes there are spontaneous discussions about methods being used. It depends on the group which method is working, methods change based on feedback. Group work/ peer collaboration seems to be the most appreciated method and the most efficient.

Feedback on the implementation of seminars was that they are not so effective, they require a lot of time both from students and teachers. Lectures are criticised a lot, but also wanted, cultural and professional differences cause the issues with the lecturers - how should this be fixed? Not teaching but coaching, sharing of knowledge is expected.

Student's discussion:

Almost all students in the discussion groups agreed that the concrete, practical projects have been beneficial for their learning. Knowledge about the need of a commissioner in different projects would be good to have well in advance to prepare oneself and examples about the different tools and methods to be used would be good to demonstrate in the class before the project. They could be demonstrated by the teachers or other students. There should also be the possibility to practice the method in class before implementing it into a project.

Students presenting their different service design-projects in class was considered interesting. Most students preferred the service design -courses implementation plan to other forms of instructions. Contact lessons should be all used in practical learning of different skills, rather than reading PP-slides. Students wished for recommendations for reading, useful chapters instead of whole books.

More practical advice on how to use the different tools was needed, for how to develop business model canvas etc. The use of design process was a little unclear for many students. The first few lectures were experienced as a bit chaotic as the dynamics of the lecturers were somewhat off and there was a lot of uncertainty in the atmosphere.

Guest speakers and case studies were interesting in most students' opinion. More feedback, involvement and connection from the lecturers was needed. Many also wished for an example of a case and theory and methods that support that case, to be demonstrated.

Leadership was felt as a separate subject with no connection to service design studies. Many wished that leadership could be linked somehow to the service design workshops.

Leadership was not considered equal to service design even though it is the other main subject. More leadership courses were needed, as well as guest speakers from working life.

Group discussions were found inspirational as they offer so many different points of views and people's different backgrounds and experiences were interesting to learn about.

Marketing Skills as an online course did not get appraisal as it was too disorganized and uninspiring for many. Lack of clear instructions, feedback and dialogue were disappointing.

Students who took part in graphic design wished for a simple user manual and general instructions on how to use different programs. Also, the connection with service design in a form of designing for example a customer journey during the class could have been useful. The pace was experienced too fast and caused students to miss important phases at times.

3. Content of courses – the connection between Service Design and Leadership

Teachers' discussion:

As the courses are planned separately, they are not so connected. Teachers are also specialized in their own field and not so familiar with other areas. The connection is maybe more in the students' minds. Teachers are not in every case involved in each other's courses and no-one is working full time in SD. Elina Vartama and Ulla Seppälä-Kavén are responsible teachers of the programme, and the rest are specialists or experts. Everybody hears about service design through seminars. Typically, teachers are experts in some area and in charge of certain courses.

Teachers feel that in introductions students are encouraged to see the big picture.
In leadership there has been challenges as there has been changes of teachers. There is no clear concept for leadership studies or possibilities to discuss about it. Teachers agreed that Service Design should be implemented in all other areas and that there should be

more discussion about interlinking. Digitalization will be implemented in studies (online / hybrid courses).

The first semester is intense as the courses are all very important. The obligatory courses are situated in the first semester for the unemployed to finish their degree in a year so that they will not lose their benefits. Graphic design is needed to be implemented in the studies early on and continue through the year.

The general curriculum has not changed that much, the need for changes will be discussed. Small changes are coming, and they will be about digitalization, online courses, thesis process, seminars etc.

Students' discussion:

Almost all students agreed that the connection between the two main subjects is missing. They wished that the teachers would plan their courses together and that they would get to know each other's subjects.

Service Design courses were experienced very similar to each other, making it hard to distinguish the difference between user-orientation and co-designing. A clear process of developing a single project throughout the year was on the wish list for some. Students also wanted to know for example how to lead a service design project, how to sell yourself to the employers and what to charge for your services.

Many mentioned that leadership plays too little part in the studies and that there should be more of it in the programme. Leadership should be included in service design and service design should benefit also from leadership. The content of leadership was considered a bit old fashioned in a way that it is looking back instead of looking ahead like service design does.

4.   The future of Service Design and Leadership studies

Teachers' discussion:

When talking about the future of the program, teachers were thinking that perhaps the whole program will be online in the future -it would increase the foreign students' participation. There will be also some interaction and contact lessons/ sessions. Streaming of lectures is the future and years 2020-2021 will be hybrid studies. Contact lessons will be optional.

There was also questions about the future. Teachers were wondering what kinds of organizations should be included globally and what is needed in 10-15 years' time. What about the existence of degrees? Students will probably pick studies/ courses to build their competence and the system will be more like an Open University system. There are several big programs run by the Ministry of Education about the future. There will be other kinds of thinking and doing: a summer school and "only contact"- workshops for example. But students might also want to have more contact and maybe there would be different kinds of courses, depending on resources.

Teachers agreed that there are benefits in working together: the versatility of the group is a strength: it brings with it new know-how and experiences, peer-learning and networking. Online group work should be improved and developed according to the feedback from the students. The challenge is how to provide students from different groups with different knowledge.

Students' discussion:

When talking about the future of service design studies, many mentioned that they do not feel confident enough to apply for a job in service design as they feel that they have not evolved enough during the studies. They would like to see the different strengths utilized better in group work to evolve. Many would like to see practical internship in service design related companies during the studies in the future. That would give the student a clearer picture about the actual work of a service designer. Many sees more

emphasis on service design and leadership as a sub topic. In the future the school would have already agreed upon projects and commissioners for everyone and one could work for a company as an entrepreneur. More emphasis would be on online -service design, user experience, digitalization, concept design, design thinking, usability and business design. Also AI and robotics were mentioned to be in the future's curriculum.

No one saw the future of service design studies as a 100% online program as the human contact was considered the most beneficial and the best part of the studies. It was considered important as one can share information, get inspiration and motivation to do a better job when working together. The group work was considered crucial to the program, together with the contact lessons.

9.11.3 Workshops with students

During a workshop session with students on August 24, 2018, the aim was to find out what kind of information package could be delivered for the students before the beginning of the first semester. The aim is to save time in introducing practicalities and to collect all relevant information in one place so that all students get the same information at the same time and a good start with some background knowledge and literature on service design before starting classes.

The goal was to have the students, the customers of this thesis, view on what a perfect web platform could look like and how Optima could be developed further or put in use so that it serves its purpose in the best possible way from the students' point of view.

The main brainstorming methods used in the student workshops could be described as a form of mind mapping with the help of a whiteboard, markers and post-it notes. The workshop groups were only given the topics and then encouraged to think about what content the information package and web platform would consist of in a perfect world from a student's perspective, no restrictions given.
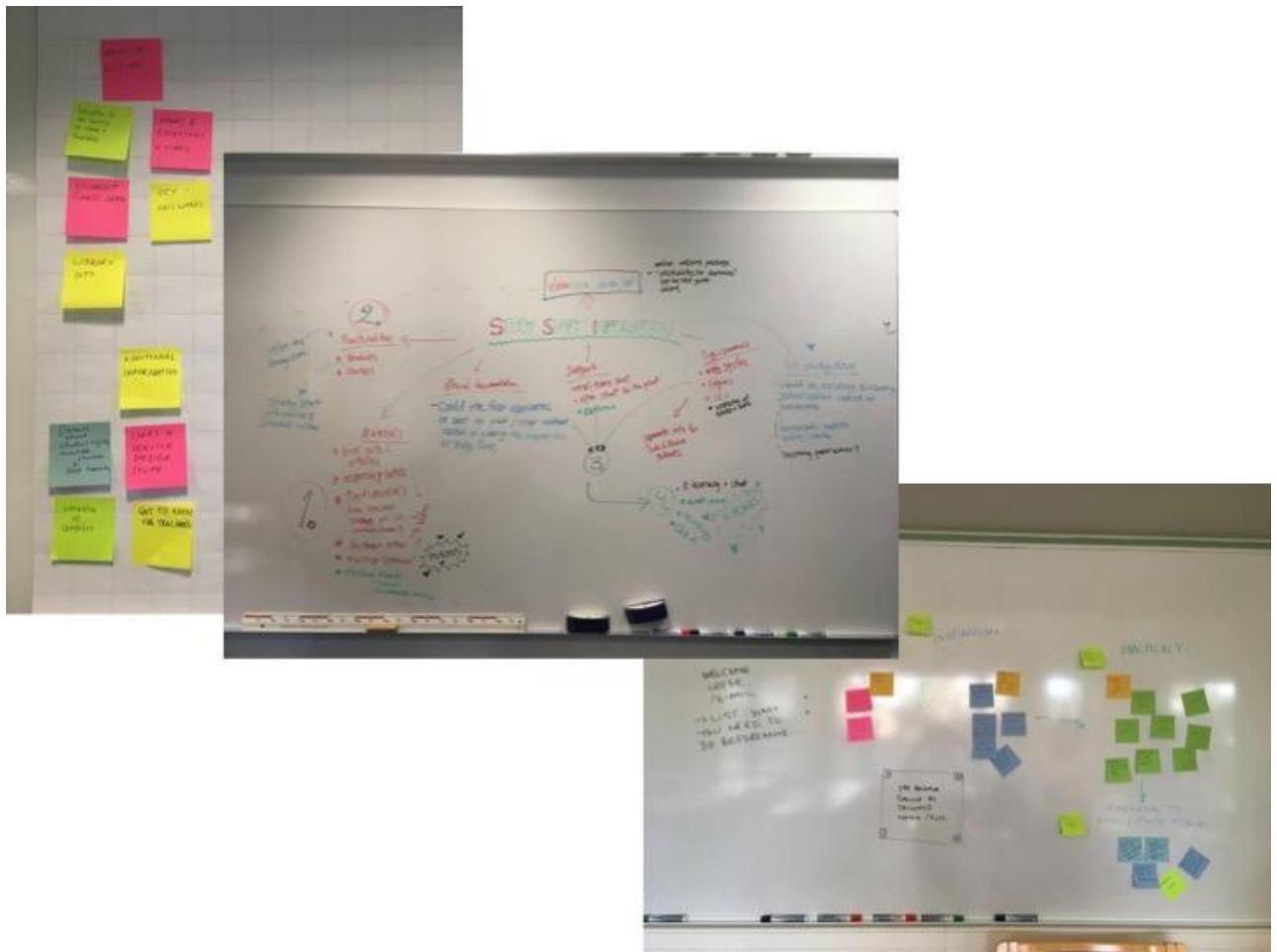
Pictures 9-11. Compilation of pictures from workshop results on information package content

To summarize the combined results of the three different groups considering the information package that should be sent to the students after they have accepted their study place and well in time before study start, the following content was presented:

- Welcome video presenting the teachers with most important practicalities for dummies and a step by step guide on how and why to use Optima and Peppi.
- Practicalities: schedules, courses (compulsory and elective), stakeholders, names and pictures of teachers (preferably personas) what platforms are used and why, map of campus area and libraries, where and when to get student card.
- Official documentation: usernames, passwords, ID:s, keys.
- Brief information on leadership and service design: inspirational video from teachers or alumni, literature, Youtube videos and articles on leadership and service design, testimonials from the previous students and service design

professionals, information on visiting speakers and information on what #hashtags, twitter, facebook and Linkedin accounts and publications to follow online, examples of previous projects, information on how, why, where and when to get a commissioner (how to sell the idea of a commission to somebody who does not know anything about service design), information on how leadership, financial management, future research, marketing, graphic design and service design are connected and support each other (to make help sense of the degree programme).

- One more service design or leadership related pre-task, as an example where everybody could create their own persona and post it on the web platform so that students could get to know their peers better and to practice one method in advance. This would also increase networking between students.

- Timetables for chat with teachers so that the number of individual emails would not become overwhelming, for example 2-3 dates when teachers are online to answer everybody's questions.

When students are more prepared, and all warmed up when they arrive to the first contact study day, there will be less time wasted on practicalities and students would be eager and hungry to hear more. The Finnish word "hurmos" (ecstasy) was used to describe the feeling the students would like to feel when starting.

All groups also pointed out that information should be shared in one single email or link or even better, it should already be inserted in Optima and students would only be sent a link or information on how to log on to one single platform to get all the information. Email could be the first form of contacting and sending the starting package and after that all information should be put directly to Optima. We have visualized the starting package as a prototype in chapter 9.12.
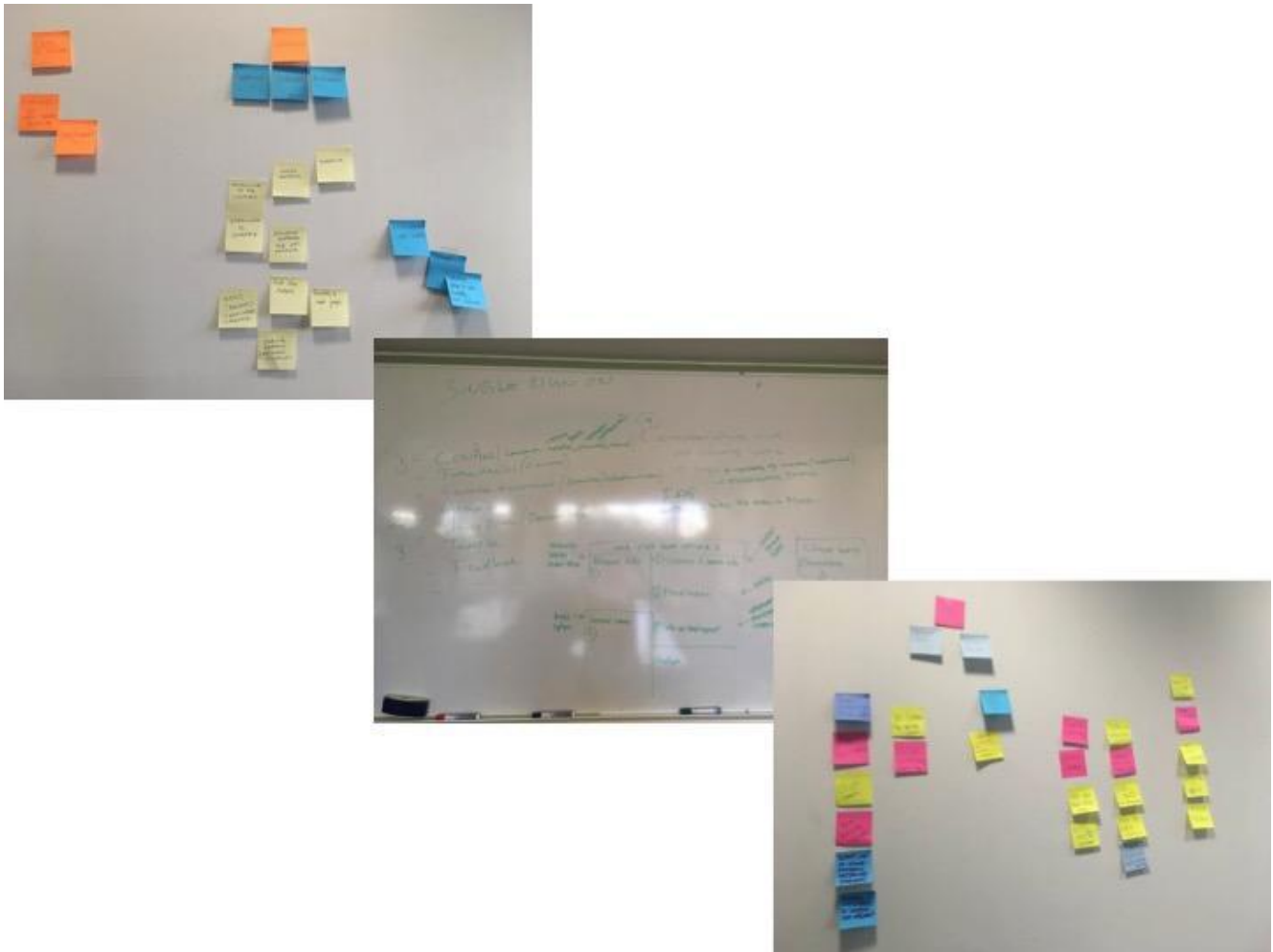
Pictures 12-14. Compilation of pictures of workshop on web platform content

To summarize the combined results of three different groups considering the optimal web platform for studies, the following content was presented:

- One single log in, everything should be in one system so that the customer does not have to search several platforms and worry about different usernames and passwords and miss out on information. Could the other platform be integrated, or information inserted by teachers?
- Clearer vision of upcoming deadlines (with real dates!)
- Calendar of upcoming leadership and service design related events arranged by educational institutions and stakeholders. Also, information about interesting and free courses and webinars.
- Divided information for Novia and TUAS if not possible to unify the information.

- Possibility to interact with teachers and peer students from the same and previous year.
- An application to support the platform but with less features, for example only with notifications if something is added.
- Chat window.
- View on course situation and individual study plans.
- Possibility to give course feedback anonymously, in digital form and to see the feedback submitted by others.
- All study material and extensive lists of literature, articles, social media accounts, groups and forums, service design companies.
- Possibility to create groups.
- Possibility to find other students via name and company or #hashtags

Participating students all agreed that it is very confusing with so many different websites and platforms to follow, especially when no previous information has been handed out on where one can find the relevant information, depending on what school one belongs to. Students emphasized the need to focus all communication to one place so that everybody has the possibility to get the same information at the same time and so that the information can be seen and found at a later stage. More transparent communication between students and teachers could be done via chat, this would also ease the burden of the teachers not having to answer to each student individually.

For increased networking and better employment possibilities all groups wanted to know more about their peers and preferably even alumni and the companies that hire service designers or could act as commissioners. Digital information was seen as utterly important.

All groups thought that the workshop was very useful and that they finally felt that somebody had listened to their needs and desires and that they had the power to have some influence on the future of the degree programme. They suggested that similar kinds of workshops should be held every year in larger groups combining first year students with second year students for increased networking and information sharing.

9.12. Prototyping

In Service Design, prototyping is being seen as the original and first version of a designed service. It means creating a fast model to test the service and therefore also to help with building and further developing the service. With the prototype, testing of a designed service can be done fast and inexpensively, to see whether the designed service functions or not. With the help of a prototype, it is easy to sketch the elements of the service, as well as to test whether the service is functional, attractive, easy-to-use, or economical, among other things (Tuulaniemi, 2016, 196-197).

Since Optima was not seen as an agile enough tool to share information together with peer students, the students decided early on (September 21, 2017) to create their own facebook group (pictures. 15-17) for the students starting in fall 2017. In this group all members can share information regarding studies, events, jobs and relevant contacts regarding the degree programme in Leadership and Service Design. The group was a great way of prototyping information sharing among students.

Pictures 15-17. Compilation of content in facebook group

The group discussions have been and continue being very active and all students have found the group useful for information sharing.

In creating the first prototype for the study platform it was decided to use elements from this successful facebook group together with results from the workshop. Below is presented a prototype draft based on the results of the workshop held with students on August 24, 2018 and of the content of the facebook group that was created among the students.

Welcome Lissu! LIKOSK16 / 76982	OPTIMA 2.0 *HELPDESK *SEARCH *LOG OUT *MY ACCOUNT		
• News • General info • Messages (1) • Events calendar • Grades (2) • Schedules • Courses - Compulsory - Additional - Enrolment • Library - References - E-Library - Templates • Return Box • My tasks - Peer students • Contacts - Teachers - Students - Networks - Commissioners	**Message Board Teachers** Ulla@all: I added some exciting commissioners for you to pick from! Päivi@all: We are arranging a SD workshop in Aboa Mare next week for Maritime studenst, feel free to join us, info here: link Elina@all: Fridays classroom has changed, let's meet in 303 Maria@all: Dear students, I have caught a terrible flu and won't be able to teach on Saturday, please note that you will have a guest lecture on corporate leadership instead	**Message Board Students** Victor @Jenny: Coming to our group meeting? Jenny @Victor: No sorry, totally forgot, let's meet online? Janne@all: Hey I need a group for the leadership grouptask! Any available places, I am very skilled in GD ;) Aliisa@Janne: We still have room in our group, welcome! Johanna@all: Did you already get the grade for GD? I got a 2, so happy! Laleh@all: Who's coming to the Service Design event tomorrow?	**Q & A** Search questions • Q: Where can I enrol for seminars • A: Do it in Winha Ville, here's the link. • Q: Can I choose a course from Novia for additional studypoints • A: Yes, please check list of additional studies • Q: I can't login to Soleops, what should I do? I am a TUAS student. • A: Contact data helpdesk, here's the number.

Monday 24.8	Tuesday 25.8	Wednesday 26.8	Thursday 27.8	Friday 28.8	Saturday 29.8	Sunday 30.8
• DL: X	• Event X	• Project group meeting with X, X, X	• DL: seminar enrolment	9:30 – 12:30 Seminars Henrikinkatu 301 13:30- 16:30 Leadership	9:30 – 12:30 Co-design Henrikinkatu 301 13:30- 16:30 Graphic Design Sepänkatu	• Service Design Webinar • Link: X

Figure 39. Prototype nr. 1 of "Optima 2.0" as a result of Koskelainen / Molin brainstorming.

The ideal is that this could be found integrated in the study platform so that even teachers and other students could add information and benefit from it. This would increase the ability for peer students to share insights on how service design is implemented in their businesses, create a strong network of service design professionals and share information on service design and leadership related events, job offerings and news. Optima is already a tool that could be used to include all the above-mentioned features, and this requires activity from the teachers and educational institutions. Picture nr. 6is a good example on what Optima could look like when fully exploited.

When designing a prototype for the pre-introductory package there was an aim to first think it from the student's point of view and wishes and then in the second prototype add teacher's thoughts on the content. The second prototype was updated with the insights of Elina Vartama and Ulla Seppälä-Kavén on September 26, 2018 and the final prototypes are found as appendices nr. 6 and 7.

Some benchmarking, comparison and using of ideas was also done with the help of the Student guide for open university students (Turku University of Applied Sciences, 2016).
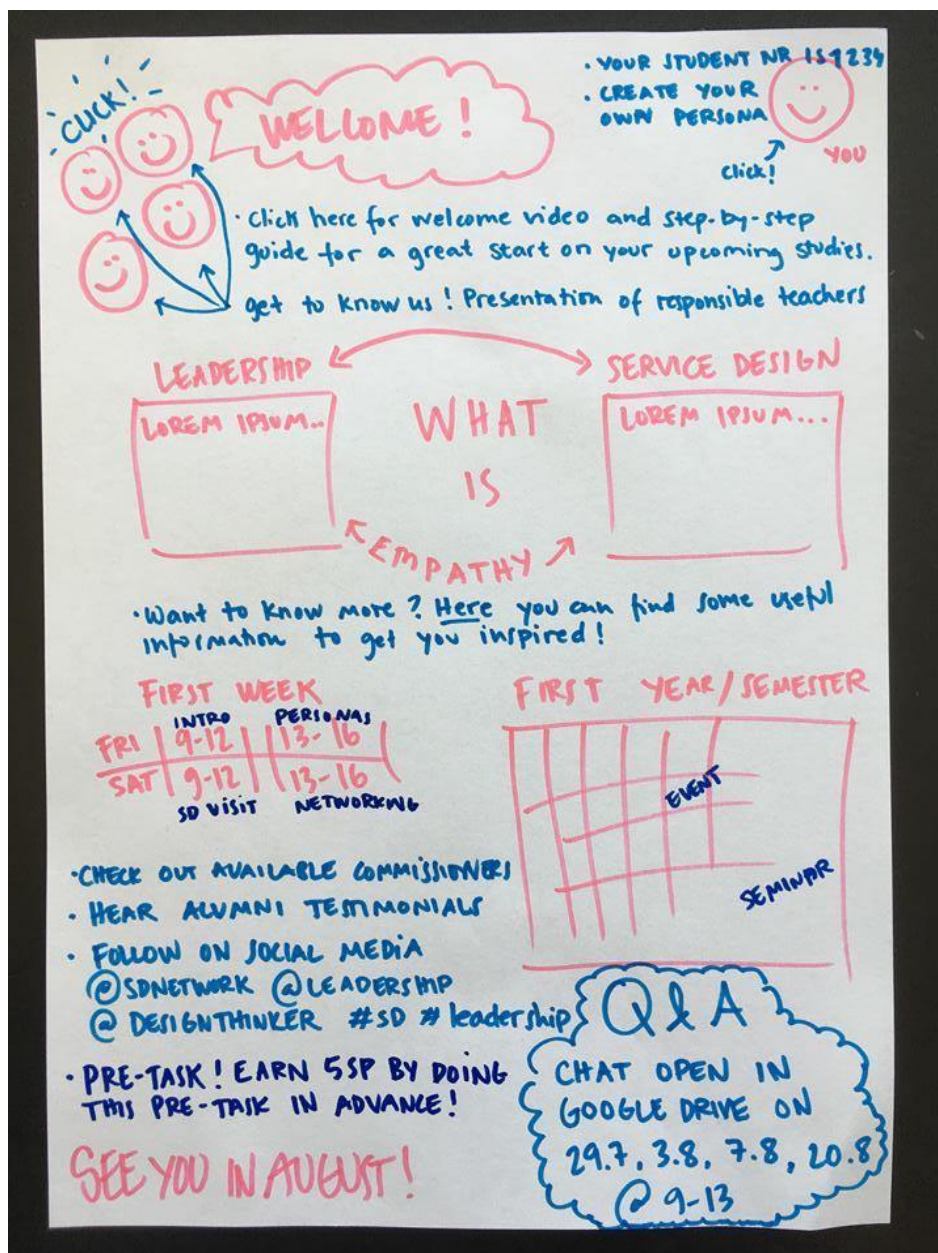
Picture 18. Prototype nr. 1 of pre-introductory package

To help the students find commissioners and explain the benefits of service design for the commissioner's business, a prototype of "Letter to Commissioner" was made in both Finnish and English with the following content:

"To a potential commissioner

I am/ we are students of the Leadership and Service Design degree programme at Novia/ TUAS. All students in the programme are adults with a previous degree and versatile professional backgrounds. Part of our studies require us to test our service design skills in practice with the help of commissioners. This is a service that can benefit the commissioner's business in helping them create a better customer experience with the help of service design methods that include the input of the users themselves.

Service design addresses human needs and seeks to uncover unmet needs and desires of customers. For this to happen, users must be involved in the process of designing services. Service Design helps to create new or improve existing services to make them more useful, usable, desirable for clients and efficient as well as effective for organisations. This approach can lead to design solutions that are differentiated or unique and have a competitive advantage for the commissioner.

Hopefully, we can meet and discuss on how I/we can help your organisation to better meet your organization's customer's needs with the help of service design methods."

Prototypes of the letters are found in appendices 8 and 9.

10. DEVELOPMENT SUGGESTIONS

A table of summary with the development suggestions with examples on implementation and supported by the research results and theory is presented next.

Research results & Theory	Suggestions	Implementation
Students find it unclear how leadership & service design are connected. According to Dart the main connector between leadership and design is problem solving and empathy, the ability to understand human behaviour and put oneself in others shoes.	Explain to students how the two main subjects are connected and encourage students to take leadership in consideration in service design cases.	Visualisation of the connection between the subjects and sub-subjects to be presented already in entrance exam or latest in the pre-introductory package. Future: Co-designing the courses together with the students and other teachers.
During focus group discussions with teachers it was presented that the whole degree programme could be completed online in the future. Expert interviews suggested that human to human interaction is essential to be able to understand service design and leadership, empathy can not be transmitted online.	Existing teachers are professionals in service design and students have appreciated the contact lessons that include group work. Parts of complementary studies could be completed online to ease the burden of teachers with scarce resources.	A list of studies that can be completed online that don't require "empathy" or presence at contact lessons, preferably complementary studies. For successful online teaching and learning we recommend the report by Tanskali & Rännäli, eds. (2016).

Students are confused because of information overload during introductory days. Survey, focus group discussions and workshops with students resulted in brainstorming around a pre-introductory package that would give the student basic knowledge before first contact lessons. Students are hoping for more effective networking between peers.	Creation of a pre-introductory package to be distributed to the students immediately after the student has accepted the study place. Information could include personas and contact details of responsible teachers, literature and articles, some accounts, networks, brief explanation on used platforms.	A prototype of a pre-introductory package presented in appendices 6 ad 7 and to be commissioned to graphic design talented student group for further development. An example of personas of teachers with pre-task for students to be completed before first contact lesson. Personas create a good network base. Personas to include Linkedin account for further networking. Future: Creation of Linkedin group to continue discussion and networking even after graduation.
Experts say that understanding of algorithms and artificial intelligence should be included in the curriculum of service design studies because of their great advantages in creating customer experiences.	Include a course on basic understanding of AI in curriculum.	Offer the possibility for students to participate and get credits for online or open university courses on artificial intelligence. Example on free course: www.elementsofai.com
Students feel uncomfortable and unable to"sell" their service design skills to commissioners and future employers. Students lack graphic design skills.	A short"marketing text" to be created so that students can use it when asking for commissioners.	"Letter to commissioner" included in the thesis appendices 8 and 9.

Experts in interviews suggested that students should be taught on how to make a professional portfolio.	Include portfolio design in the curriculum.	Future: Combining portfolio design with graphic design studies to make the course more useful career wise for the student.
According to student surveys the information flow and use of Optima should be more consistent and developed. Login details are hard to get. Focus group discussion results suggest that teachers are struggling with knowledge and time resources.	Unlocking features and use Optimas full potential. Take time to explain to students during introductory days on how Optima works and where information is to be found.	Check that all students are able to access Optima on introductory day and go through features together. Future: The content and use of Optima to be co-designed together with students. Video material in English on how Optima works can be commissioned to students.
According to focus group discussions, interviews and workshops, students feel they are not sufficiently connected with the industry during and after studies.	Create a list to be inserted in Optima with Leadership and Service design related events, companies and networks.	Some links to be inserted in pre-introductory package. Future: List of events and networks to be inserted in Optima. Sharing information on events and discussion in Linkedin group created for service design students, alumni and teachers.

As there was the question and challenge about the missing connection between leadership and service design, the research conducted and the interviews with the experts shed some light on the problem. They all emphasized the certain qualities of a competent leader like empathy, emotional intelligence, the ability to listen and to understand human nature together with a huge list of skills including service design thinking and graphic design. The list seemed overwhelming. How to catch the essential skills for a degree programme that has limited time resources?

Obviously, not everyone possesses these above-mentioned qualities, so the relevant question one might ask is, can these qualities be taught? Could the leadership courses of the degree program concentrate on making leaders for the creative professionals and their projects? As most of the courses in service design are done as a group work and projects with project managers, there would be an excellent opportunity to make the connection between leadership and service design. And what would be a better platform for learning to be a leader for creative people, than a project full of service design students of different professional and cultural backgrounds?

Also, the problem area of information flow could be solved with the help of an efficient and relevant pre-introductory package delivered before the beginning of the studies, as well as by making the study platform more agile and easy to use. Making things simple would work in this case, as it often does in many areas of life.

How to engage the local companies in the program? When the students have working study platforms and possibilities to networking via them, sharing information becomes easier. As stated numerous times before, the group work and real-life projects were something most of the students enjoyed and thought beneficial. When the contact lessons are existing and group work stays in the program, networking increases automatically. Internships during the program, business events and fairs, different kinds of facebook groups, Linkedin...there are unlimited possibilities to advertise the program and service design. Service design is getting more fame in business life and society day by day now and it is up to the service provider to decide how much they are willing to work on contacting the local companies and making things happen.

To summarize the results of the student workshops, the pre-introductory package would ideally include all the relevant information for a new student to know: important dates and times, passwords, links, reference list of books and pre-study start reading, list of available commissioners for projects and information on when and how to find a commissioner, contact info, a map of the campus, info about how to get the keys, library cards, KELA-student support, student card, info about upcoming events, thesis guide, printing guide etc. The package would be sent to the students after they have accepted the study place.

Since many of the students are international it would be of great advantage if the students could enter the study platform already before the start of the studies to be able to get to know and interact with other students beforehand.

In the workshop of co-designing a web platform for studies, the students hoped it would include a calendar view with notifications of deadlines, upcoming events, seminars, meetings etc. It would have an index with all the necessary info, including the info that comes in the pre-introductory package. All the grades would be seen in Optima. It would also have a chat and messaging possibilities. It would take only one password for students to get access to everything they need during the studies. The registration would happen by clicking one button when you log in after the holidays. Student would not be able to proceed on the page before the registration is done. There would be an alarm going off before a deadline. Reminders of upcoming deadlines would pop up on the page regularly.

11. ANALYSIS OF THE RESULTS

Analysing the results of the conducted research combined with findings in the theory concluded that they were not contradictory to the initial thoughts on the problem areas of the thesis and supported well the initial aims of the research.

The methods used in this thesis were fruitful and supported the aims to solve the main problems initially presented and the students were more than happy to participate in helping to develop the programme because of their personal connection to it. This is the very essence of leadership, service design and especially co-design.

A clear message from students, heard experts and theory is that human to human interaction is essential in both leadership and service design and to complete the degree programme as empathy cannot be taught online.

The presented suggestions can be developed even further by other students so that the pre-introductory package, web platform and content of degree programme would become dynamic with students engaging in the design process and thus making it a true example of a design -led degree programme. This was also a wish from the students themselves to become more engaged in giving constructive feedback and using their professional knowledge in designing the content of the programme.

The students have been very eager to help in the thesis writing process, the workshops have motivated them to take a more analytical look at the content of studies and the connection between the subjects. The collective design methods involving students have provided this thesis with very valuable insights from professionals of extensively versatile backgrounds.

12. CONCLUSION AND EVALUATION

The progression of this thesis mainly proceeded as initially planned and the commissioners were supportive in the aim to develop the content of the degree programme. The outcome would have been even better and more versatile with a larger engagement from all the teachers involved in the programme but acknowledging the scarce time and resources that the responsibles have in planning the content together, it is understandable that this could not be required. This could also be noted when contacting teachers from the benchmarked educational institutions that also provide service design degree programmes.

The focus of the research succeeded mainly because of the interest and input of the students in the research. The research questions and methods were developed together with the commissioners during the process and the methods supported the initial aim.

The Double Diamond was found as a very useful tool to visualize and understand the design process and to stay on track with what has been done and what is yet to be developed further. The survey offered a lot of useful data from the end-users of the service and proved to be an excellent method for collecting information about the customers and discovering the pain points of the service. Brainstorming both with the teachers and the students, as well as the student workshops were useful methods in co-designing and keeping the customer experience at the core of this thesis. The methods used supported the problem areas and aims throughout the work.

The results of the different research methods supported each other and contributed in development suggestions and prototypes that will hopefully serve mainly the students but ideally also all the other relevant stakeholders of the degree programme.

The process of the thesis writing was a major learning experience for both authors and has provided them with tools to really understand the connection between leadership and service design and how the two fields could benefit from each other. There is a sincere hope that this thesis is developed to reach its full potential and that it will become a dynamic part of developing the study programme in the future. Hopefully the study

programme will be able to attract even more students and reach its' full potential in creating empathetic leaders and service designers of tomorrow.

The commissioner's evaluation of this thesis was that the subject was very interesting and although the original aim of the thesis was limited during the process, the researchers were able to offer practical suggestions to be implemented in the degree programme. The complete evaluation is presented in the appendices.

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List of pictures

1. **Service Design studies at Laurea**
2. **Caption of conducted surveys**
3. **Teachers reminder on enrollment**
4. **Necessary web platforms**
5. **View of Optima 1**
6. **View of Optima 2**
7. **Brainstorming with students**
8. **Brainstorming with students**
9. **Results of information package workshop**
10. **Results of information package workshop**
11. **Results of information package workshop**
12. **Results of web platform content workshop**
13. **Results of web platform content workshop**
14. **Results of web platform content workshop**
15. **Facebook group discussion compilation**
16. **Facebook group discussion compilation**
17. **Facebook group discussion compilation**
18. **Prototype nr. 1 of pre-introductory package**

List of figures

32. Ability to make the most of the professional skills

33. Feelings about the workload

34. Persona 1

35. Persona 2

36. Customer Journey of Lissu

37. Customer Journey of Mark

38. Service Blueprint

39. Prototype nr. 1 of "Optima 2.0" as a result of Koskelainen / Molin brainstorming.

Appendix 1.

Survey for students

1. Why did you apply to the study programme?

2. What is your professional goal with this degree?

3. Has the study programme met your expectations?

4. Did you get all the necessary information during the introductory days? How do you think the content could be improved?

5. What did the first semester from September to December feel like in comparison to your initial expectations?

6. What was the part of the studies that you benefited from the most? What part do you feel was not so useful for you? Please comment why/why not.

7. How did you feel about the instructions given for the tasks -were they sufficient, or was there something missing in your opinion?

8. How did you find Optima as a study tool? How do you think it could be used more efficiently?

9. Have the studies given you the confidence to apply for a leadership/service design -related job?

10. Would you recommend the study programme for a friend? Please comment why/why not.

11. What would you consider are the strengths and weaknesses of the study programme?

12. Has the study programme helped you in expanding your network and finding useful contacts, or possibly future employers, to contact after graduation?

13. Is there something you would like to add concerning the study programme?

Appendix 2.

Survey for alumni

1. Do you feel you have a competitive edge in working life because of your degree from Novia/ TUAS?

2. Have you participated in leadership/service design -related networking events after graduation?

3. Are you in professional contact with other graduates from the same programme?

4. Has Novia or TUAS contacted you after the graduation and if yes, why

5. How do you feel about your Master's thesis -did you get enough time and support and feedback during the process?

6. Thinking back, what do you think would have been essential to learn in the programme?

7. How do you feel about the curriculum, courses and content of the programme?

8. On a scale from 1-5, how likely would you recommend the programme for a friend?

9. Did you gain new professionally useful contacts from the study programme?

10. Did you get employed in leadership/service design after the graduation?

11. Is there something you would like to add concerning this study programme?

Appendix 3.

Survey for the teachers

1. How would you develop the leadership studies based on previous experience?

2. How would you develop the service design studies?

3. Do you feel you can make the most of your professional skills when teaching this programme?

4. How do you feel about teaching in English?

5. Are you familiar with other leadership and service design -programmes offered by different institutions? If yes, which ones?

6. How do you feel about instructing adults?

7. Do you feel your workload is sufficient during the programme?

8. How do you feel about using different work templates (Optima, WinhaWille, Soleops etc.) ?

9. What do you consider as the strengths and weaknesses of this particular study programme?

10. How would you like to develop your skills as an instructor?

Appendix 4.

Toimitusketjut, palvelu ja laatu / Asiantuntijat ja kehittäjät
www.aaltopro.fi/palvelumuotoilu

APRO
Aalto University
Professional Development

PALVELUMUOTOILU

"INNOVOI, SUUNNITTELE JA KEHITÄ PALVELUSI UUDELLE TASOLLE"

KOHDERYHMÄ

Palvelumuotoilu on toimintaa, jota monialainen suunnitteluryhmä tekee yhdessä. Voit olla markkinoinnin, palvelukehityksen tai liiketoiminnan kehittämisen ammattilainen - tai vaikkapa muotoilija.

HYÖDYT SINULLE

- Omaksut ihmiskeskeisen lähestymistavan palveluiden kehittämiseen.
- Saat kattavan käsityksen palvelumuotoilusta, sen tarkoituksesta ja käyttömahdollisuuksista.
- Opit palvelumuotoilun suunnitteluprosessin vaiheet ja löydät eri vaiheisiin sopivat menetelmät.
- Saat käytännön kokemusta menetelmien käytöstä ja soveltuvuudesta organisaatiosi tarpeisiin.

HYÖDYT ORGANISAATIOLLESI

- Koulutus yhdistää palvelumuotoilun menetelmät ja parhaat käytännöt liiketoiminnan kehittämisen työkaluiksi.
- Palvelumuotoilun avulla on mahdollista löytää asiakkaiden piilevät tarpeet ja toiveet.
- Koulutus auttaa tarkastelemaan palvelukehitystä taloudellisen kannattavuuden näkökulmasta.

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Appendix 5.

PALVELUMUOTOILU

Toimitusketjut, palvelu ja laatu / Asiantuntijat ja kehittäjät
www.aaltopro.fi/palvelumuotoilu

OHJELMA LYHYESTI

Koulutus antaa kattavan käsityksen palvelumuotoilun ihmiskeskeisestä lähestymistavasta palveluiden kehittämiseen. Siinä käydään läpi palvelumuotoilun suunnitteluprosessin vaiheet ja niihin sopivat menetelmät. Koulutuksen käytyään osallistujat ymmärtävät miten palvelumuotoilu kytkeytyy liiketoiminnallisiin tavoitteisiin ja he osaavat kuvata palvelun tuotantomallin.

Lue lisää osoitteessa www.aaltopro.fi/palvelumuotoilu.

KOKEMUKSIA

" **Erinomaisen ohjelman antia lisäsi se, että osallistuimme koko tiimin voimin.** Ajoitus oli täydellinen ja saimme ohjelmasta huikean hyödyn."

Jarmo Laaksonen, Kehityspäällikkö, DNA Oy

SISÄLTÖ JA AIKATAULU

PALVELUMUOTOILUPROSESSI JA ASIAKASYMMÄRRYS
- Teoreettinen viitekehys
- Asiakaskokemuksen merkitys
- Palvelumuotoilun suunnitteluprosessi
- Asiakasymmärryksen hankkiminen
- Käyttäjätiedon tasot

ASIAKASTIEDON ANALYSOINTI JA TULKINTA
- Miten valita sopivat ja kustannustehokkaat menetelmät?
- Asiakastiedon analysointi
- Hankitun asiakasymmärryksen tulkinta ja kiteyttäminen
- Palvelumuotoilun toteuttaminen organisaatiossa

KONSEPTOINTI JA IDEOINTI
- Konseptointi palvelumuotoilussa ja kehittämisen näkökulmat
- Ideointimenetelmät ja yhteiskehittelytyöpajat
- Ideoiden dokumentointi, seulominen, konkretisointi ja prototypointi
- Ideoiden ja konseptien arviointi ja priorisointi
- Yritysvierailu: ajankohtaista palvelumuotoilussa

PALVELUN TUOTTEISTAMINEN JA BUSINESS DESIGN
- Service Blueprinting ja palvelun tuotteistaminen
- Business Design, muotoiluajattelun soveltaminen liiketoiminnan suunnittelussa
- Liiketoiminnan muotoilun kolme tasoa
- Työkaluja liiketoiminnallisten uusien palvelukonseptien identifiointiin, konkretisointiin ja arviointiin

Tarkan aikataulun löydät osoitteesta www.aaltopro.fi/palvelumuotoilu.

KOULUTTAJAT

Kouluttajina mm.

Juha Kronqvist, tutkija, Aalto-yliopisto; vanhempi palvelumuotoilija, Hellon Oy

Juho-Petteri Huhtala, tutkija, Aalto-yliopisto

AIKA JA PAIKKA

Aalto-yliopiston kauppakorkeakoulu
Runeberginkatu 14-16, 00100 Helsinki

Katso tarkka aikataulu ja ilmoittaudu ohjelmaan osoitteessa www.aaltopro.fi/palvelumuotoilu.

KUSTANNUKSET

2 800 €
(+ alv.)

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APRO Aalto University Professional Development

Appendix 6.

Leadership and Service Design
Pre-Introductory Package

Get to know the teachers!

Pre-tasks!

Service Design
Above, the teachers have described themselves using the persona method. Make your own "persona" on a PowerPoint slide before the first contact lesson, it will be uploaded to Optima for peer students to see.

Leadership
Think a little bit about your experiences on leadership, what qualities do you think a good leader should possess? Are there some leaders that you admire, why? We will discuss this during our first contact lesson weekend.

Hungry for more?
Go to Youtube or your local library and see what you can find on the topics service design, leadership, design leadership and future research.

Questions? Contact us by e-mail:
Novia: elina.vartama@novia.fi
TUAS: ulla.seppala-kaven@tuamk.fi

What is Service Design?

Service Design uses different methods and tools to improve a services quality and the interaction between the service provider and its customers. Service design may function as a way to inform changes to an existing service or create a new service entirely. If a successful method of service design is employed, the service will be user-friendly and relevant to the customers, while being sustainable and competitive for the service provider.

During the degree programme you will learn more about the sub topics that are connected with service design; co-design, user orientation, graphic design and future research.

What is Leadership?

Leadership is both a research area and a practical skill encompassing the ability of an individual or organization to "lead" or guide other individuals, teams, or entire organizations. Studies of leadership have produced theories involving traits, situational interaction, function, behavior, power, vision and values, charisma, and intelligence, among others.

During the degree programme you will learn more about the sub topics that are connected with leadership; marketing, financial planning & management and futures research.

The connection?

These two subjects both require interaction with people and understanding of human behavior. A good leader and/ or designer needs to listen to others, puts themselves in others shoes, prioritises needs of others. One can say that the glue that binds service design and leadership is empathy.

Commmissioners

During the degree programme you will work both individually and in groups and with a few different commissioners. You may choose your commissioners in advance or join the ones provided by the school. The aim is to develop the customer experience of the commissioners existing services or develop new ones with the help of service design tools and methods.

Autumn kick start

Friday 1.8.2020 @Novia 101
9-12 Introduction, you will get your login details, student benefit information and an overview of the study platform Optima and of the campus area (bring your own computer).
13-16 Introduction to Service Design and Leadership

Saturday 2.8.2020 @Novia 101
9-12 Service Design
13-16 Leadership

Follow, join and participate in social media!

#servicedesign
#customerexperience
#userexperience
#humancentereddesign
#designthinking
#leadership
#futureleaders

You can find several service design and leadership related groups and networks in:

Service Design Companies

We listed a few service design companies for you to check out in advance ☺

www.palmu.fi/en/our-work/
www.grapepeople.fi/en/
www.hellon.com
www.reform.fi/en/
www.digitalist.global
www.muova.fi/en/
www.knowit.eu

Companies established by alumni

www.muotomyrsky.com
http://majame.fi/mari-lounavaara.html
https://junttilalinko.com/

Appendix 7.

Leadership and Service Design
Pre-Introductory Package

Schedule

Date	Time	Program
1.9.2017	10.00 - 14.00	Introduction to studies
	14.15-16.15	Visit to the libraries
2.9.2017	8.30-12.00	Multicultural Communication
	12.45 - 16.15	Introduction to Service Design
15.9.2017	8.30-10.00	Introduction to Service Design: Guest lecturer
	10.30-12.00	Introduction to studies - Visit to TUAS campus and the library
	12.45-16.15	Introduction to Leadership
16.9.2017	8.30-12.00	Introduction to Service Design
	12.45-16.15	Introduction to Leadership
29.9.2017	8.30-12.00	Introduction to Leadership
	12.45-14.15	Research and Development
	14.30-16.15	Research and Development, info search
30.9.2017	8.30-12.00	Research and Development, Academic Writing
	12.45-16.15	Introduction to Service Design
13.10.2017	8.30-12.00	Service Design Processes and Methods
	12.45-16.15	Research and Development
14.10.2017	8.30-12.00	Leadership
	12.45-16.15	Research and Development
27.10.2017	8.30-12.00	Service Design Processes and Methods
	12.45-16.15	Research and Development
28.10.2017	8.30-16.15	Leadership
10.11.2017	8.30-12.00	Service Design Processes and Methods
	12.45-16.15	Research and Development, Thesis Seminars
11.11.2017	8.30-12.00	Service Design Processes and Methods
	12.45-16.15	Research and Development, Thesis Seminars
24.11.2017	8.30-12.00	Service Design Processes and Methods
	12.45-16.15	Research and Development, Academic writing
25.11.2017	8.30-12.00	Leadership
	12.45-16.15	Research and Development
8.12.2017	8.30-12.00	Service Design Processes and Methods
	12.45-16.15	Research and Development, Quantitative research methods
9.12.2017	8.30-16.15	Leadership

"An education that inspires to deliver and gives you hands on knowledge. After study days I am inspired to do more with my education and work. I don't feel tired, I am energetic and full of new ideas. I looked for something to trigger me to develop myself and my strong hunger for knowledge and self-development. This education gives it to me. I have never felt this motivated to make a change in my life and I believe that this has opened the door for me. I am thrilled with excitement."

Information for new students

https://www.tuas.fi/en/study-tuas/new-degree-students/new-students-guide/

https://www.novia.fi/information-for-new-students/

Curriculum

Your previous Bachelor degree will determine the extent of your studies. Studies for Master of Culture and Arts equals to 60 credits, whereas Master of Business Administration or Master of Hospitality Management require 90 credits.

Leadership and Service Design
Master of Business Administration

Study contents	
Advanced Studies	15 ECTS
• Introduction to Leadership and Service Design	
• Research and Development	
• Future Research and Development	
Managing Studies	20 ECTS
• Leadership	
• Financial Planning	
• Financial Management	
• Marketing Skills	
Service Design and Innovation	20 ECTS
• Service Design Processes and Methods	
• Co-design in Service Development	
• User Orientation in Service Development	
• Service Design and Future Development	
Elective Advanced Studies	5 ECTS
Master's Thesis	30 ECTS
Total	90 ECTS / 2 years

TURKU AMK

Elective Studies

In addition to the offered curriculum, students can choose from a wide range of elective studies to complete the required 5 ECTS.

- Graphic Design
- Lean Service Design
- Elements of Artificial Intelligence
- Change Management
- Start up journey, how to become an entrepreneur

Litterature

Here's a list of Leadership and S&D related literature recommended by us teachers:

Leadership
Goleman, Daniel: Primal Leadership
Hsieh, Tony: Delivering Happiness
Maxwell, John C.: Developing the leader within you
Sinek, Simon: Start With Why

Service Design
Kalbach, James: Mapping Experiences
Kimbell, Lucy: The Service Innovation Handbook
Lovlie & Polaine &Reason: Service Design, from insight to implementation
Schneider & Stickdorn: This is Service Design Thinking
Stickdorn, Marc: This is Service Design Doing
Reason, Ben: Service Design for Business

Thesis

Wondering what to research for your thesis? Get inspired with the help of alumni thesises:

https://www.theseus.fi/handle/10024/112922
https://www.theseus.fi/handle/10024/120551
https://www.theseus.fi/handle/10024/132269
https://www.theseus.fi/handle/10024/136611
https://www.theseus.fi/handle/10024/138974
https://www.theseus.fi/handle/10024/93109

Questions? Contact us by e-mail:

Novia: elina.vartama@novia.fi
TUAS: ulla.seppala-kaven@tuamk.fi

Appendix 8.

Potentiaaliselle toimeksiantajalle

Minä olen/ Me olemme Turun Ammattikorkeakoulun ja Novian johtamisen ja palvelumuotoilun kansainvälisen tutkinto-ohjelman opiskelijoita. Olemme aikuisopiskelijoita, joilla kaikilla on aikaisempi korkeakoulututkinto, sekä laaja ammatillinen osaaminen eri aloilta. Osa opinnoistamme vaatii kokeilemaan palvelumuotoilun oppeja toimeksiantojen kautta. Tämä on palvelu joka voi auttaa toimeksiantajaa luomaan asiakkailleen paremman elämyksen palvelumuotoilumetodien avulla, joissa lähtökohtaisesti tutkitaan käyttäjien omia mielipiteitä palvelusta.

Palvelumuotoilun tavoitteena on parantaa asiakkaiden elämystä paljastamalla ihmisten todelliset tarpeet ja toiveet. Jotta tämä tapahtuisi, käyttäjien on itse osallistuttava palvelujen suunnitteluprosessiin. Palvelumuotoilu auttaa luomaan uusia tai parantamaan nykyisiä palveluita, jotta ne olisivat hyödyllisempiä, käyttökelpoisempia ja toivottavampia asiakkaille, sekä tehokkaita organisaatioille. Tämä lähestymistapa voi johtaa suunnitteluratkaisuihin, jotka ovat ainutlaatuisia ja antavat kilpailuedun toimeksiantajalle.

Toivottavasti voimme tavata ja keskustella siitä, miten voimme auttaa teitä paremmin vastaamaan organisaationne asiakkaiden tarpeisiin palvelumuotoilumenetelmien avulla.

Kiitos,

Nimi

Sähköposti, puh.nr.

Appendix 9.

To a potential commissioner

I am/ we are students of the Leadership and Service Design degree programme at Novia/ TUAS. All students in the programme are adults with a previous degree and versatile professional backgrounds. Part of our studies require us to test our service design skills in practice with the help of commissioners. This is a service that can benefit the commissioner's business in helping them create a better customer experience with the help of servive design methods that include the input of the users themselves.

Service design addresses human needs and seeks to uncover unmet needs and desires of customers. For this to happen, users must be involved in the process of designing services. Service Design helps to create new or improve existing services to make them more useful, usable, desirable for clients and efficient as well as effective for organisations. This approach can lead to design solutions that are differentiated or unique and have a competitive advantage for the commissioner.

Hopefully, we can meet and discuss on how I/we can help your organisation to better meet your organization's customer's needs with the help of service design methods.

Thank you,

Name

Email, telephone nr.

Appendix 10.

Novia University of Applied Sciences Turku University of Applied Sciences Turku

Evaluation of a Master's Thesis

27th August 2018

Jenny Koskelainen and Johanna Molin Service Designing the Student Experience of the Leadership and Service Design Degree Programme

As commissioners of Jenny Koskelainen's and Johanna Molin's Master's thesis, we give this statement about the development goals and how the results benefit the degree programme in developing it further.

The focus of the thesis is on the first semester and how students have experienced their study journey. The starting point is well motivated, but the thesis scope with the originally planned and agreed development areas were changed and limited by the students during the process. However, we are content with the analyses, ideas and suggestions how to improve the students' experiences, study motivation and outcome.

Some of the development ideas the students suggest in the thesis have already been taken into consideration during the thesis process and put in practice. The final thesis will be handed in later, but we are expecting the final prototypes to offer even more practical solutions for us to implement in the degree programme.

Yours sincerely

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