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Service Design Process of a Triathlon Course for Beginners



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Abstract

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The aim of this thesis was to develop the course for beginner triathletes organized by the commissioning party, Oulu Triathlon & Cycling ry, a cycling and triathlon club in Northern Finland. The main goal was to develop a frame for the course that would facilitate the organization of the course in the future. Further objectives included acquisition of sufficient background information that would justify the suggested frame and the choices made in its development process. As a part of the process, training plans based on theoretical background about training programming in triathlon, were created.

The introduction explains that triathlon is an increasingly popular hobby in Finland and clarifies the term recreational athlete. The theoretical foundations of the thesis were obtained through literary review and proceed from the characteristics of triathlon as a sport to endurance training in general, moving on to training programming and more specifically training programming for beginner triathletes. Furthermore, motivation as well as coaching in a sports club are covered shortly from the theoretical viewpoint. A comprehensive description of service design as an approach along with the methods and tools used in service design is presented as the theoretical foundation for the used methodology.

Service design methods and tools were utilized in a process, where the course organized in the spring of 2019 served as a source of important background information relevant for development of the course. The focus was in the definition and research phases in order to produce an extensive image about the participants' needs and wishes. Questionnaires were sent to the course participants in the beginning and in the end, which revealed interesting points that could be applied directly into the course frame and suggestions for future operations related to course organization.

A course frame and layout for the organization was created in the process. Visualizations about the customer journey were also made, both for understanding the current situation as well as finding solution ideas for the problems that had been discovered. The process showed that knowledge about the customer is essential also for developing services of a sports club if they wish to succeed. An important step towards continuous development is tracking how satisfied the customers are and to have suitable tools for doing that.

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1 INTRODUCTION

Triathlon, combining swimming, cycling and running, is a relatively new sport with nearly 50 years of history. The first triathlon events took place in the United States in the 1970s, and the first World Championships were held in 1989, the same year as the International Triathlon Union (ITU) was founded. Since the 2000 Sydney Olympic Games, triathlon is a part of the Olympic programme with the official distance consisting of a 1,500 m swim, a 40 km cycle and a 10 km run (Olympic.org). In the summer games of 2020 in Tokyo there will be also a second triathlon event as mixed relay, a super-sprint that is completed in teams, will make its Olympic debut (International Triathlon Union 2019).

Triathlon arrived in Finland in the beginning of the 1980s, and Finnish triathletes were successful also internationally (Hilksa-Keinänen 2016). After two decades, there was only a handful of people involved in triathlon in Finland. The trend was turned in the second half of the 2000s when triathlon was able to increase its popularity year after year measured by the participants in events as well as people seeking training opportunities in the sport. Nowadays, it seems that triathlon has established its position as a popular sport, with an estimated amount of 10 000 triathletes of different level. (Karttunen 2018.) There are more than 100 clubs in 2019 that are registered under the Finnish Triathlon Association (Triathlon Finland 2019). In year 2019, there were in total at least 30 different triathlon events organized in Finland, all of which between June and August (TriathlonSuomi 2019). Some of these events have a status of a national championships, while some are more relaxed and accessible to anyone. Hence, it can be said that triathlon seems to attract people all over Finland.

There are dozens of clubs and companies all over Finland that offer triathlon courses and coaching. Triathlon beginners in Finland are usually adults, mostly already middle-aged people (Turtola 2017) for whom it is from the point of view of society really important to get or to stay physically active. The reason for them to participate in sports is not necessarily participation in competitions but to support healthy lifestyle and benefit from the social aspect that training together with a group brings (Kauravaara 2018). As the opportunities have increased in Finland to have triathlon as a hobby, many adults have found their way into the sport where one can challenge themselves

while improving physical fitness. Additionally, the events in triathlon have managed to stay accessible and easy to participate for beginners, in an atmosphere that accepts everyone regardless of their experience and skills (Karttunen 2018).

Adult recreational athlete is a term to an adult who is involved in the activities organized by a sports club in order to maintain or improve physical fitness. Although there is not enough comprehensive data that would have been collected about the amount of adult sports club members, results from various surveys show that around 10-15% of the adult population in Finland participate actively in sports or physical activity that is organized by a sports club (Lehtonen & Hakonen 2013). The reason for them to participate in sports is not necessarily participation in competitions but to support healthy lifestyle and benefit from the social aspect that training together with a group brings (Kauravaara 2018). Adult recreational athletes' characteristics vary a lot and these all have an impact on how they want to be physically active today, their motivation and choice of physical activity mode or sport. Although adults could be separated into different groups based on really simple factors as their age, the whole picture of the person's background, goals, current life situation, motivation and multiple other factors is far more complicated and makes it almost impossible to classify individuals into homogenous groups. However, there have been attempts to identify different types of movers. The resources (e.g. free time outside studies or work), sport and exercise background, social aspects as well as motivation to participate in sports are all factors that have an impact on what kind of mover a person is and wishes to be. From the perspective of the sports clubs, this is both a challenge and an opportunity. While sports clubs can support the individuals with lifelong learning, increased motivation, groups that are suitable for the needs of the adult recreational athlete and the social needs of a person, among other aspects, the club also needs to be well aware of adult members' reasons to be involved and how it can improve its activities so that they are targeted for being as beneficial for the members as possible. (Kauravaara 2018)

The commissioning party of the thesis, Oulu Triathlon and Cycling ry (OTC), is located in Northern Finland. The club has around 200 members in 2019, of which 60-70 can be classified as active members who participate in club's organized activities on a regular basis. For OTC, recreational triathletes are the core of operation, although there are members of various different levels and ages from beginners to more advanced. In the centre of this thesis lies the triathlon course (triathlonkoulu) that the club has organized since 2017. The commissioning party has organized the

course before, but the coordination and organisation has varied so they wish to have a good base for the next courses they will have. The participants of the group are wished to continue as members also in the future and to be provided with necessary professional guidance that supports them to stay within the sport, and this is an issue that this thesis will try and provide solutions with.

The thesis aims to research the sport of triathlon and training programming and to develop a suggestion for future organization of the course based on analysing the triathlon course and its components from the practical perspective. The methodological approach used in the thesis is service design. That is to say that the goal is to develop the service to make it more attractive and functioning for the customer and to make the organization more practical for the OTC. The main tasks in this thesis process are divided in two; the first task is to establish training plans that support the development of the participants' fitness and skills during the course. The challenge with beginners is that they often lack in basic information about endurance training. This aspect is taken into account in the development project. In addition to the training plans, a frame for organizing the beginner course is developed for later use so that the often each year changing coach and/or coordinator can have an overview of what should happen when and by whom. Service design thinking is applied in the development process, as it has been acknowledged in the last couple of years that this approach could be useful also for sport clubs.

Chapter 2 introduces theory about triathlon and training programming, with a specific focus on endurance training and training programming for beginner triathletes. Followingly, in the chapter 3 theoretical foundations for service design are presented. The process of service design for the triathlon course and suggestions for development ideas are described after the theoretical part in chapter 4. Finally, conclusions are presented in the discussion in chapter 5.

2 TRIATHLON AND ENDURANCE TRAINING

This chapter examines triathlon and the basics of the theory behind endurance training and training programming. Triathlon and its characteristics set specific requirements for training and any organized activity around it, so the sport is introduced as first. Fundamentals of endurance training and its programming are examined as a basis for training planning for beginner triathletes. Finally, a short overview is given about the importance of coaching. In this thesis, guidebooks for recreational athletes have additionally been used as a source because they offer a perspective of the beginner triathlete that is not covered in scientific articles.

2.1 Triathlon as a sport

Triathlon is a sport where three disciplines are completed after one another. The most common distances at triathlon competitions are sprint, olympic, half and full distance, in which all of the different parts (swimming, cycling, running) change in proportion to the complete distance (Malinen 2016).

Triathlon as a form of exercise is already diverse simply due to the fact that it combines three different sport disciplines and therefore the muscles are strained more equally than if the person would only run, for instance. It can be said that the training for triathlon is versatile and it is possible to include some additional forms of endurance sports or other activities in the training program that are beneficial for the triathlon training. While physical characteristics are important in triathlon, the motivation of the person is also crucial for training and participating in competitions. (Kotiranta & Seppänen 2016.) The following subchapters focus on training in triathlon with a specific focus on endurance training, then advancing into the theory behind training programming, in which also the specific characteristics of triathlon are examined.

In order to understand triathlon and the training in the sport, understanding of triathlon competitions and what they consist of can be useful. The normal distances in triathlon competitions are presented in Table 1.

	Swim	Bike	Run
Sprint distance	750 m	20km	5km
Standard (Olympic) distance	1500 m	40 km	10 km
70.3/middle/half-Ironman-distance	1.9 km	90 km	21 km
Full/long/Ironman distance	3.8 km	180 km	42 km

Table 1. Distances of the standard triathlons. (British Triathlon 2019)

In addition to the distances presented in the table, the ITU long distance consists of 4 km of swimming, 120 km of cycling and 30 km of running. It is the official distance at the world championships that is organized by the International Triathlon Union. (Boman, Hagqvist & Kotiranta 2016.)

The swim in triathlon most usually takes place in open water, in a lake or sea. The participants wear a wetsuit during the swim. The start of the event happens at the same time for all participants. After the swim it is time for the swim-to-bike transition, during which the participant needs to prepare themselves for the bike section. The bike-to-run transition is the last one before the run and is used for changing the cycling shoes into running shoes. Triathletes often wear a triathlon suit during cycling and running. (Boman, Hagqvist & Kotiranta 2016.)

2.2 Endurance training

Exercise that is continued for a longer time than two minutes can be defined as an endurance performance (Nummela 2016). Cardiorespiratory endurance refers to the ability of the whole body to continue exercise for a prolonged time. The development of the cardiovascular and respiratory systems and the working muscles' ability to produce energy aerobically are closely linked to the cardiorespiratory endurance. Endurance training can be divided into aerobic and anaerobic training based on the effects and energy production mechanism for the working muscles. (Kenney, Wilmore & Costill 2020, 269-283.) The different areas of endurance training (terms used in Finland in cursive, freely translated) are basic endurance (*peruskestävyys*), speed endurance (*vauhtikestävyys*), maximum endurance (*maksimikestävyys*) and endurance of fast force production (*nopeuskestävyys*). The Finnish sports has adopted these terms to define the different training

zones. Factors that separate the zones from each other include the blood lactate level, active muscle fiber types during exercise, energy production mechanisms and the level of effort expressed as relative aerobic capacity. This contributes to a specific training effect. (Nummela 2016, 274.)

Aerobic training is central for triathlon where, dependent on the competition distance, distances need to be covered by means of aerobic energy production. Typically, the training programs are divided into four different areas of endurance training based on the intensity and goal of the training session. Basic endurance is the prerequisite for development of other areas of endurance. (Forsman & Lampinen 2008, 420-421.)

Aerobic endurance is determined by four factors: maximal oxygen capacity, relative aerobic capacity (%VO₂max), economy of the movement and the capacity of the neuromuscular system (Nummela 2016, 272). With training, all or one of these can be improved (Esteve-Lanao, Cejuela Anta & Cardona Gonzales 2016). Shortly explained, maximal oxygen capacity or aerobic capacity (VO₂max) is the highest amount of oxygen that a person can use during maximal work and is directly linked to cardiac output and stroke volume, in other words the heart's capacity to deliver blood to the working muscles (Kenney, Wilmore & Costill 2020, 128-130; Hynynen 2016, 117-127). It is central for any athlete who wishes to develop their fitness, as the VO₂max often becomes a limiting factor for any endurance performance since it determines largely how much a person can continue exercise of a specific intensity. Training results in greater relative improvement in aerobic capacity in untrained people, while those whose already have a higher value of VO₂max can gain smaller relative improvement with training. (Wilmore, Costill & Kenney 2008, 225-244.) Relative aerobic capacity is expressed as a percentage of VO₂max and it represents a level on which a person works during the endurance exercise (Nummela 2016, 272).

Economy and the ability of the neuromuscular system to produce force are important for transferring the capacity of the heart and lungs into movement. Economy depends on the neuromuscular adaptations as well as technique used in performance. (Nummela 2016, 272.) Swimming is a good example of a sport where economy of movement is particularly central because the swimmer needs to apply force efficiently against the water in order to move faster. (Kenney, Wilmore & Costill 2020, 132-133.)

Endurance training in triathlon follows the basic rules of endurance training in general. Although there are major differences between sprint and longer distance triathlons when it comes to the requirements and nature of these events, the central factor for advancing is the person's aerobic endurance (Kotiranta & Seppänen 2016). Further development requires a lot of repetition and practice to achieve an economical performance in all of the disciplines (Malinen 2016). A triathlete needs to train on the basic endurance level, the more the longer the distance that is the goal. A special characteristic in triathlon is that not only swimming, cycling and running should be trained separately but also combination of two or more disciplines should be a part of the training program. (Kotiranta & Seppänen 2016.) In triathlon, it is just the fact that the three disciplines are completed sequentially that set different demands than running, swimming or cycling separately (Bentley, Millet, Vleck & McNaughton 2002). It has to be remembered that for a non-competitive athlete, the possibility to cut overall time with a really quick transition from sport to sport is unlikely to be as important as for someone who has been training for and competing in the sport for years. However, the purpose of combining two disciplines in training is not only useful because of the adaptations that make it easier to complete a race, but also because it saves time and can make training more versatile and meaningful. (Boman, Hagqvist & Kotiranta, 2016.)

2.3 Principles of training programming

The athletes and their goals are the basis for establishing any plans for training. Shortly, planning training ahead helps to concretize the usage of time and makes work towards achievement of goals more effective and consistent. (Forsman & Lampinen 2008, 412.)

A yearly plan sets outlines for the whole year and defines the most important goals and thus serves as a fundament for training programming. The yearly plan is further divided into 4-8-week lasting blocks for which sub goals and focus areas are defined. A longer period than 8 weeks for developing a specific area that is in focus should be avoided since the development will be substantially slower in case of a prolonged training block. Training blocks or periods should contain an explanation about the reasons for the content in the plan. Briefly explained, the training block plan should contain the intensity and main goals of the separate weeks, theoretical and practical implementation of goals, idea of the weekly training plan, a typical weekly plan and a plan about

the development of different areas of physical fitness, skills, psychological aspects or tactics. (Forsman & Lampinen 2008, 412-413.)

The weekly plan ensures the development according to the goals that have been set and serves as a more specific and detailed description for an individual about the training sessions on a weekly level (Forsman & Lampinen 2008, 413).

A general misconception could be that a person cannot become a triathlete because they cannot train tens of hours weekly. In their practical guidebook for triathletes, Boman, Hagqvist and Kotiranta (2016), advice triathlon novices to begin with only two or averagely 3-4 hours of training per week, underpinning that the weekly training hours can always be added if there is more time to invest in training and recovery. This advice is supported by the theory: optimal improvement in performance will happen only if the body is able to recover after a training session before the next one (Kenney, Wilmore & Costill 2020, 356-361). A basic training principle of progressive overload means that as a training session affects the body's homeostasis, the body reacts with adapting to the stimulus (training) and with time, the same type of training does not cause an overload anymore so either training frequency or intensity need to be added progressively in order to continue improvement (Nummela 2016, 273; Kenney, Wilmore & Costill 2020, 232).

In order to develop optimally, the training should be programmed so that recovery is facilitated. Both the muscles and neural system, but also metabolic and endocrine systems are affected through training. A heavy load on the same system on consecutive days should be avoided, because recovery time will be longer in that case. Rest and nutrition have a central role in recovery. (Forsman & Lampinen 2008, 237.) Overtraining syndrome is rarely possible to have even for an athlete over a short period of time. A cumulated lack of recovery and stress increase the risk of overtraining significantly. Even though training hours and intensity in an extensive amount can lead to overtraining, individual differences matter a lot and it is impossible to say what is the exact risk limit that should not be exceeded. (Uusitalo & Nummela 2016.)

The intensity of training can be affected through increased intensity, duration or frequency. Optimal adaptations to training happen when overstressing the body is done correctly, and the body can adapt to the training stimulus. When optimal results are what is aimed for, it is necessary to provide the body with enough overload, but excessive training should be avoided. For example, large volume of high-intensity training over a longer period of time can affect negatively when

the muscles become depleted of their energy reserves and this could ultimately lead to fatigue, illness, overuse injury or overtraining. However, symptoms of overtraining are possible to result from all main forms of training; resistance, anaerobic and aerobic training. Adaptations to training are genetically determined, thus it is really important to consider the individual differences when planning training programs. It also needs to be added that not only training is a single cause for symptoms of overtraining, but other factors in a person's life have an influence, too. (Kenney, Wilmore & Costill 2020, 356-374)

2.4 Training programming for beginner triathletes

The literature about developing training programs for beginner triathletes is limited, because the focus is typically on young or international-level athletes. However, general principles of training can be applied to describe the main points that guide the beginner triathletes' training programming. From the metabolic perspective it is rather easy to achieve a level that is required to reach a goal, while sport specific muscle endurance takes a lot longer to improve and thus for many becomes a restricting factor during performance (Kotiranta & Seppänen 2016). Training effects are more visible and improvement in physical is faster for beginner athletes than for trained athletes, and the finetuning of a training program is not as important as for trained athletes who need more specificity. Although progress can be made with a less structured program, the benefit of programming most likely becomes apparent when the athlete reaches a plateau; then the planning of training properly can make it easier to continue to develop. (Nummela 2016, 273.)

In general, in endurance training, the best results are achieved by a high enough frequency of training sessions. (Nummela 2016, 272-274) The estimated time that a recreational triathlete spends on training on a yearly basis is between 200-400 hours, which means around 4-8 hours weekly (Kotiranta & Seppänen 2016, 292). As the hours are not plenty, it can be concluded that the training sessions should be shorter and distributed evenly in the weekly program. A challenge that arises in triathlon is that the time that can be invested in training one discipline is limited. Therefore, the training programs should focus on a specific area during a training period or block (Kotiranta & Seppänen 2016, 290-292).

The most typical weakness within beginner triathletes is swimming and therefore acquiring basic skills and technique in swimming is crucial (Kotiranta & Seppänen 2016, 284). Research shows that learning a new skill requires about 10.000 repetitions that is dependent on how demanding the skill is, but it is clear that this leads to a requirement for decisions about what is the focus in training i.e. what is given priority. Moreover, the skill needs to be practiced 2-3 times per week to enable development in it. (Forsman & Lampinen 2008, 412-413.) As has been already mentioned, as a consequence it could be drawn that the beginner triathlete needs to focus specifically on swimming to learn the technique and practice this skill more than once a week in order to achieve results. Naturally, this might not be the situation in case a person already possesses sufficient swimming skills.

2.5 Motivation

Knowledge about how one's goals can be achieved and what it requires in practice is the fundament on which the adult athlete builds the motivation to commit to a sport. The ability to set goals and divide the goals into smaller steps is an example of a skill that is a part of self-leadership. Good self-leadership skills show in increased confidence and determination. (Forsman & Lampinen 2008, 232-235.) Differences between motivation in competitive and recreational athletes can be found in some studies. For example, Roessler & Mueller (2018) found in their study conducted on women both in competitive and recreational sports that competition was an essential motivator and way for achieving something for the competitive athletes, while for recreational athletes the activity itself was the meaning of exercise.

From the perspective of the sports club, the question about how building and maintaining motivation of an adult (recreational) athlete is supported is essential when long-term commitment in sport and overall wellbeing of the person are aspired (Kauravaara 2018.) According to self-determination theory (Ryan & Deci 2000), the fulfillment of three basic needs of a person will result in intrinsic motivation that creates a foundation for commitment. The three needs are: autonomy, competence and relatedness. Autonomy means that the person feels a sense of choice and is in control of their own decisions, competence refers to the experience of mastery and effectiveness in one's actions and relatedness is the need to have meaningful relationships and to feel connected with others. As every individual has different history and background, the sports clubs

should consider how the needs of each individual could be taken better into account. Rather than seeing people as either beginners or competitive athletes, there should be ways to offer something for everyone and consider it better in for instance communication and sports instruction. Supporting autonomy can be put into practice by giving the club members a possibility to be a part of the planning of activities, to choose from different options and to be heard. The fulfillment of the need of competence can best be supported by offering groups and possibilities to train in a suitable group which is not too challenging but also not too easy and boring. As sports clubs' activities already happen often in a social setting, it can be seen as a good platform for supporting the need of relatedness. However, those who do not actively seek company or are shy might find it difficult to find their way to organized sports. (Kauravaara 2018.)

2.6 The sports club and coaching

Compared to training independently, the sports club has the possibility to take a wide variety of areas of development into account and integrate it in their offering for adults. Along with training for different qualities needed in the sport, the club can offer for example workshops or arrange something in cooperation with another sports club. The good quality of organization can also be seen on the level of individual training sessions, where the coach or instructor can incorporate information from various perspectives so that the session becomes more motivating for the participants. (Kauravaara 2018)

Interaction, supporting the overall development and learning as well as the ability to create a holistic view of a person (athlete) are crucial skills for a coach and a prerequisite for optimal development. A coach should have enough knowledge about physiology and biomechanics and adapt that according to the athlete's age and skill and performance level. An important goal in an effective relationship between a coach and an athlete is to guide the athlete on a path where they learn to understand the relationships between cause and effects related to training, so the coach is supporting the cognitive skills of the athlete. Emotional skills are also essential for well-functioning coaching. Different personalities have a possibility to express their feelings and are taken into account in interaction situations. A positive atmosphere is supported when the feelings shown are balanced or culture-related such as openness and respect. Every single individual should be seen as valuable and meaningful in a good coaching relationship. This also means that

the individuals should be able to participate in developing how things are done. (Forsman & Lampinen 2008.)

3 SERVICE DESIGN

This chapter firstly introduces the concept of service design and theory behind it, followed by a description of the phases that a service design process contains. The aim is to present a comprehensive overview of the theoretical components and of the most common methods used in service design. This provides the background for the methodological approach of the project completed in this thesis.

Service design, rooted in design thinking, is an approach to improve services in a human-centered process where both the needs of the customer and the needs of the service provider are combined. The customer, i.e. the user of a product, stands in the center of the development process that aims at either creating or improving services in a way that they are useful, desirable and easy to use. (Koivisto, Säynäjäkangas & Forsberg 2019, 34-41; Stickdorn, Horness, Lawrence & Schneider 2018, 19-20). Service design can be viewed in many different ways. Not only is it a set of tools, but also a mindset and a process without which the tools would lose their meaning. Furthermore, service design can be seen as a cross-disciplinary language or as a management approach. (Stickdorn et al. 2018, 21-22.) Service design aims at concretizing problems and solutions for them by means of visualization. The main idea in service design is that already in an early stage of the process, prototypes of the product or service are created that are then used to test and try them in practice and find aspects that still need further development. Therefore, time can be spent on improving the product based on the feedback while it is already in customers' use. Product development through service design can be useful also for sports clubs. In service design thinking the customers' needs, wishes, dreams and capabilities are in the center of product development. In the case of sports clubs, customers are those who participate in sport clubs' activities. (Suomen Olympiakomitea 2018.) The organization can profit from service design by achieving direct or indirect business advantages. A direct advantage is for example an increase in sale, whereas satisfaction of the staff is one example of an indirect advantage that can derive from a successful service design process. (Koivisto, Säynäjäkangas & Forsberg 2019, 151.)

Services play an important role in the economy, and the trend is that it will continue to grow. It has been estimated that about 70 per cent of all companies in Finland work in service sector. The need for development of services arises from cultural, economic and social changes which all have

contributed to the fact that the customer's experience with the service is what matters the most. (Tuulaniemi 2011, 21-24.) Service design has increased its popularity among Finnish companies in the recent years. Especially large companies and organizations in the public sector have used or at least experimented with it for development of their products. The rapid spread of service design in Finland has been promoted by the fact that it fits well into the Finnish culture in terms of value and ideology. (Koivisto, Säynäjäkangas & Forsberg 2019, 33-34.)

As mentioned before, the customer is in the center of all services. This differs from the more traditional development process, which often leans on assumptions and solutions that are developed by experts. The starting point in service design, on the contrary, is understanding the customer. Put simply, the customer is driven to a service because they need to solve a problem or achieve something. When the service offers them a solution or they get what they need, the service in question gains a certain value in the customer's eyes. The value is linked to how big a benefit the customer is able to obtain by using the service. The creation of value for the customer is what service design aims at. This is only possible if the service provider knows the customers and what they value. The knowledge about the needs, expectations and motives of the customers leads to a better overall knowledge about the customer, which is crucial for value creation and an outstanding customer experience for exactly those who use the services. (Tuulaniemi 2011, 71-75; Koivisto, Säynäjäkangas & Forsberg 2019, 31-51.)

The process of service design is divided into four or five core activities, depending on the source. Tuulaniemi (2011, 130-131) separates the process into five stages: definition, research, planning, implementation and evaluation. In Stickdorn et al. (2018, 92-93) the activities remain the same but are categorized in four phases of the process, which include: research, ideation, prototyping and implementation. The biggest difference between these two process descriptions is that where in one ideation and prototyping are seen as stages of planning or designing, in the other they are separate, bigger tasks. Both Stickdorn et al. (2018, 89) and Koivisto, Säynäjäkangas & Forsberg (2019, 42-47) present the Double Diamond process model developed by the UK Design Council, in which the process is described as two diamonds that contain four main stages: discover, define, develop and deliver. The discover and develop stages are diverge, meaning that they create options, whereas define and deliver are more converge, so they limit the options. Figure 1 shows the model. The same principles apply to service design processes in general, and differences can mostly be witnessed in the specific tools and methods that are used. Every design

process serves a purpose that touches only a specific problem in a specific organization. Hence, it is necessary to adapt the process so that the problem in question can be solved in the best possible way. (Stickdorn et al. 2018, 82-93.)

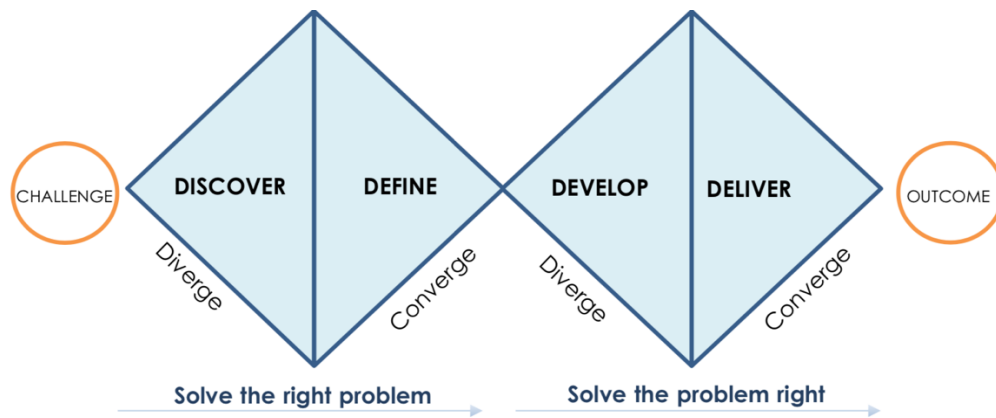


Figure 1. The Double Diamond process model.

The Double Diamond model shows that the goal of service design is to first identify what the problem at hand is and then find a solution for it. In spite of differences in the models that aim at describing the process, that is the universal, simplified idea of service design. In the following, a closer look is taken into the different phases of service design and the methods and tools that can be used in them.

The first phase consists of gaining a broad knowledge about the customers as well as the service idea. Depending on the problem or challenge, this can mean either focusing on the customers' motives and needs or the problem itself. (Koivisto, Säynäjäkangas & Forsberg 2019, 50.) Furthermore, the goals of the service design process are defined. The organization's strategic goals, vision, mission and goals for the project are investigated closely. (Tuulaniemi 2011, 132-141.) Depending on the chosen way of progress of the service design process, these stages can be seen also as a part of the research phase. Although research is most typically one of the first activities in a service design project, it is also sometimes necessary to carry out more research in the later stages, like prototyping, when new questions appear (Stickdorn et al. 2018, 97).

There is a wide variety of different methods that can be utilized in service design research. Methods for data collection can be for example: preparatory research that includes online search for certain topics or screening social media, secondary research where existing information is re-searched, self-ethnographic approach where the researchers explore an experience themselves

and then self-document it, online ethnography in which interaction of people in online communities is observed or they are interviewed, participant observation, interviews, non-participant observation or co-creative workshops of different kind. There are also many methods for data analysis, synthesis and visualization, such as journey maps, system maps, research walls, creating persona templates, writing user stories or research reports. In an iterative research process, multiple iterations of data collection and analysis are used to gain a comprehensive picture of what is researched. (Stickdorn et al. 2018, 116-133.)

Ideation follows next in the process. This can also be understood as a phase in the planning part of the service design process. What typically happens, is that ideas are generated all through the process, even from the start. How ideas are managed becomes therefore crucial. An idea that was created already in the very beginning could be useful when there is a shortage on ideas, but that idea should be somewhere to find easily. The aim of the ideation stage is to generate as many ideas to solve the problem as possible. The process first focuses on quantity, then quality. In other words, converge follows diverge. After producing many possible solutions, they are narrowed down to the ones that finally become the selected ideas that guide the whole planning process. An important skill to support successful ideation phase is also to let go of old ideas to make room for new ones, in other words, to be able to imagine beyond the ideas that already exist. Especially in the idea generation part of the process it is essential to not be too critical towards own or others' ideas. A relaxed and positive atmosphere is the foundation for creative ideas, whereas a tight schedule and too high expectations might harm, although setting deadlines could be useful at some point in the process as the need to move further also motivates stronger than no timetables at all. What is also recommended, is the visualization of the service situations, which typically means visualization about how the service is experienced. Methods for ideation include famous ones, such as brainstorming, as well as some less well-known such as bodystorming or the 10 plus 10 exercise. The output of these methods can be for example idea walls, sketches or descriptions. To rank and cluster ideas and support decision making, there are various further methods that will result in a narrowed set of ideas that are continued with. (Stickdorn et al. 2018, 158-159, Tuulaniemi 2011, 182-190.)

After the ideation follows the prototyping phase. It is also possible to view this phase as the "deliver" phase, referring to the Double Diamond process model. The main tasks in this stage are to

test different options and to evaluate the viability of the idea both from the perspective of economy and the available production resources. The result is a concept which is developed and implemented onwards in a setting that takes into account the practical boundaries. That is to say, the service design process creates a concept, which is a result of an iterative process that attempts to understand the customers and the problem and then find a solution for it. The concept and its elements set preconditions for the product development where a service is refined to be launched in real life. (Koivisto, Säynäjäkangas & Forsberg 2019, 46.) In the beginning of the prototyping phase, the purpose of the prototyping should be clarified. There are three main reasons, however possibly mixed to some extent, for prototyping: to explore, to evaluate and to communicate. While exploration can be seen as a form of ideation and creating new insights into the opportunities and challenges of the service, evaluative prototyping supports finding what should be focused on. The latter type of prototyping relies on as close to realistic experiences as possible, whereas fast generation of prototypes and situations matter the most in explorative prototyping. Communicative prototyping is used for presenting the project for the organization or other stakeholders, to convince, inspire and to make it easier to discuss main points of the project. (Stickdorn et al. 2018, 212-213.)

As mentioned above, a concept is created in the service design process. Sometimes designers fail to move past the point of creating a concept and start the implementation (Stickdorn et al. 2018, 275). The piloting, prototyping as well as implementation do not necessarily occur linearly and subsequently, and they can be actualized either on a smaller or a larger scale. Implementation is a step that involves real environments, systems, employees and customers. The shift from experimental to real-life applications can reveal even more points that should be focused on in the development of the service. Thus, implementation is a core activity in service design. Pilots can be seen to place somewhere between prototypes and implementation, kind of a trial version of the service. In some cases, it is useful to test the usability of the service with a small pilot group before proceeding to the implementation in full scale. Implementation of the projects affects the organization in many ways, in which the organization should be able to adapt. The changes can concern technology, people, structure or a task. The bigger the changes to the familiar routines and procedures, the bigger the need for change management. (Stickdorn et al. 2018, 274-277; Tuulaniemi 2011, 232-240.)

4 DESCRIPTION OF THE PROCESS AND THE PRODUCT – TRIATHLON COURSE FOR BEGINNERS

Individual services and their details, interaction between the customer and service provider in different stages of the customer experience can be described as the level of interaction between the customer and the service provider. Above this level, there are the systematic and strategic levels. Although the service design project would be targeted to one of these levels, the changes are reflected to other levels, too. If an organization wishes to make significant changes, systematic and strategic levels need to be involved in the process. (Koivisto, Säynäjäkangas & Forsberg 2019, 55-56) The service design process in this thesis touches the firstly mentioned level in particular.

Table 2 shows a summary of the main goals of each phase of the service design process model that was used as the base of the project in this thesis. The process description follows the steps, that were a combination of service design process phases found in the literature. The model is adapted from the books by Tuulaniemi (2011) and Stickdorn et al. (2018). The adaptation of the process steps was done with the project's specific nature in mind. Figure 2 shows the tasks related to the thesis for each of the service design phases. For example, for more commercial purposes or for the design of a completely new product, the process would most likely look different and focus on the steps most suitable for that particular project.

Definition	Research	Ideation	Prototyping	Implementation	Evaluation
Needs and goals of the organization, assessment of the possibilities and challenges	Customers' needs evaluation with different methods, compare to similar products	Find solutions for the challenges that were defined	Test the suitability and make adjustments to the products based on feedback	Set the created concept into practice and real environment, change management	Evaluate the process and the products and make suggestions for further development

Table 2. A summary of the goals of each phase in the service design process

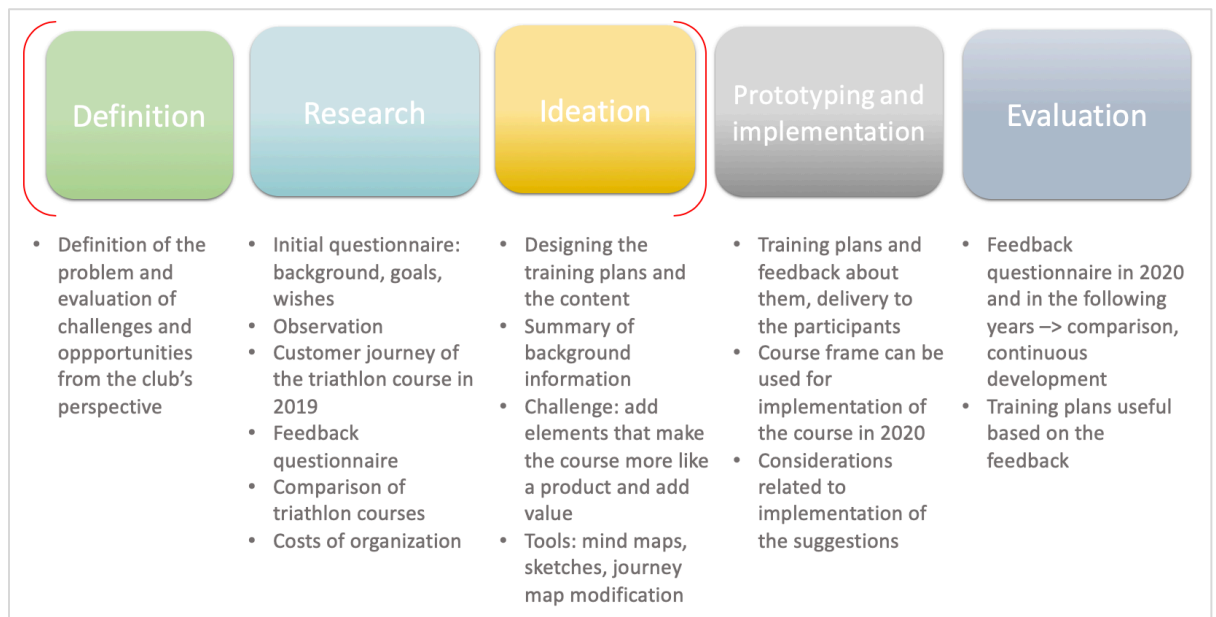


Figure 2. A description of the process and the tasks in each service design phase

4.1 Definition

The first step was to define goals, schedule, budget, target group and resources that would be needed in the project. This was done by interviewing and communicating with the commissioning party. Also, the environment in which the service provider was investigated. As the course had already been organized before, there was no need to invent something completely new. The course had been decided to be organized in the spring 2019 and the club had also made the decision that it would be until June 2019. The start of the project was in February 2019, about one month before the triathlon course started. Specific budget or resources were not addressed to the project. The only condition for organizing the course was that there should be at least 10 people interested to join. This was a clear decline to the first year that the course was organized, when around 20 people participated.

Oulu has a population of around 200,000 people (City of Oulu). Oulu Triathlon & Cycling is the only club in the region that offers triathlon courses for beginners, so there is barely any competition. Online courses, however, can in a way be seen as a product that competes with the courses and activities organized by sport clubs. One of the challenges for OTC is that it is a club, which means that the baseline for the services is that they are not aiming to profit through them, unlike a company working in the field. The expectations from the customers might be that the price is

not very high, but simultaneously people could be waiting for a lot to gain in a short amount of time. The reality is, nevertheless, that the resources are limited. OTC already has tens of active members, but organizing a course relies on voluntary work to a great extent. The number of members could be increased with positive experiences about courses or events that the club organizes. New active members, on their part, could bring new interested people into the club. There have been drop-outs from the triathlon course group in the previous years and this is of course something that the club would like to prevent. It is always possible that someone has to quit because of an illness, injury or changes in life situation, but leaving the training group because of lack of interest or motivation that can be somehow derived from the organizational manners of the course should and is striven to be avoided. The region of Oulu has a lot of possibilities to cycle and the city also has many routes that are suitable for running training. There are two swimming pools near the city center, so a triathlete can find all the necessary training environments around. A restrictive factor from the point of triathlon is the northern location. Compared to southern Finland, Oulu region could still have snow until later in the springtime. Apart from that, Oulu lies directly next to the sea which could mean windy conditions at times. For a triathlon course organizer, the location sets uncertainty about when the indoor spinning classes can be replaced with outdoor cycling sessions.

The visible products that would be created in the process were agreed to be a frame for the course as well as training plans delivered to the participants. The information gathered in the process would also lead to further suggestions that could be used by the OTC for improving their course. A service design approach was chosen for guiding the whole process. The improvement ideas would be implemented in 2020, according to how the club chooses to use them.

4.2 Research

The research part in service design consists of two stages: understanding the customers and strategic planning. The most important goal is to understand the motives, needs, goals and wishes of the customer as well as the staff or the provider of the service. Followingly, it is possible to specify the organization's goals from the strategic perspective. This thesis combines the to this specific project applicable research methods commonly used in a service design projects. The research part describes the acquisition of background information needed for the development of the

products, course frame and the training programs. As the whole process can be described as iterative, the process is presented as phases, but not all the tasks were performed chronologically as they appear in the text.

4.2.1 Understanding the target group

To understand the motives and to create a persona for supporting the ideation of the customer journey, the participants of the course were researched utilizing a couple of different methods.

The target group consists of the participants of the triathlon course that is organized from March until June in 2019. In this case, the participants can be seen as customers that is a term commonly used in the literature about service design. The participants are members of OTC and pay an additional monthly fee for the triathlon course. There were no restrictions for entering or any selection procedure for the course, which implies that the participants have joined out of their own interest. In the start of the course there were 14 participants, of which 4 were men and 9 were female. The participants' ages lie mostly between 30 and 40.

The participants of the triathlon course were asked to complete a questionnaire in the beginning of the course. The questions were formulated and sent by the OTC and were sent beforehand to the author of the thesis for feedback. The gathering of the initial information through the questionnaire was started on March 25 and ended about one week later. 12 participants completed the questionnaire, while two course participants did not submit answers to the questionnaire. The answers to the questionnaire provide information about the background of the participants, their goals, resources as well as wishes for the organizers of the course. Due to the form of the questions, the questionnaire gave a lot of answers with a lot of text, so with a bigger group the formulation of the questions could have been somewhat different. On the other hand, this way a more profound image could be created about the motives and wishes of the participants. The questionnaire showed that the participants' expectations varied a lot, respectively their background and current physical activity level. While some had multiple hobbies already, some had more irregular habits in terms of physical activity. Quite many of the participants had set their goal to be participation to a triathlon event either in the summer of 2019 or the next year. It was possible to separate two groups based on the amount of time the participants estimated to be

able to spend for triathlon training per week; less than 7 hours per week or more than seven hours weekly. The ones who estimated to be able to spend more hours in training were the ones that already were more active physically than the ones who had not that much time to spend. Shift work posed a challenge to a few of the participants, because it complicates planning of training and the participation to regular training sessions. A visualization of the results with a focus on the goals of the participants is presented in figure 3.

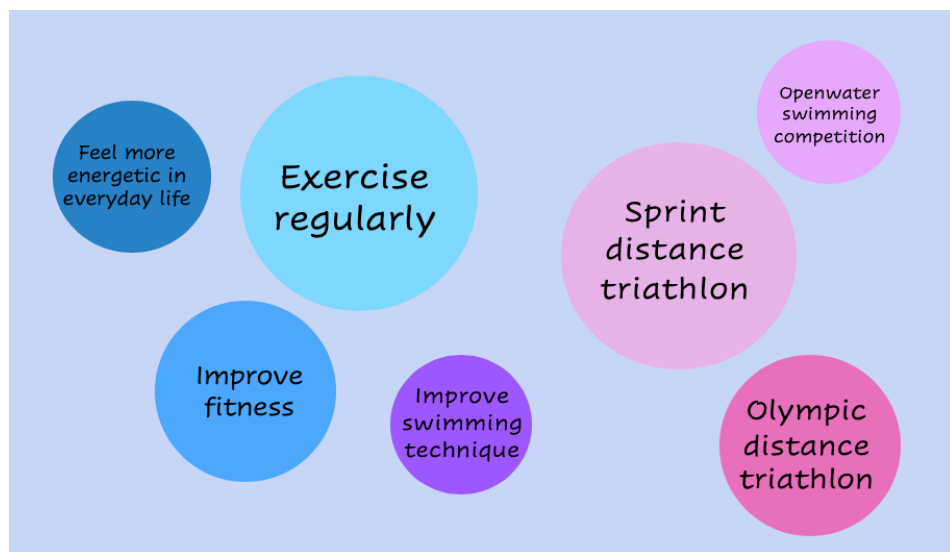


Figure 3. The participants' goals in the beginning of the course.

Learning the proper crawl technique and improving swimming was emphasized in the last section where the participants were asked about their wishes. Some hoped for informative content and theory about training and equipment.

Non-participant observation (Stickdorn et al. 2018, 123) was added as a method of research and happened mostly through following the communication that happened during the course in the WhatsApp group that was created in the beginning. The observation started in the initial meeting where the thesis author participated remotely via phone. In the meeting, each of the participant introduced themselves briefly. Also, the representatives of the club and organizers of the course introduced themselves to the participants. The overall atmosphere seemed to be positive and the participants appeared to be excited about the course. The WhatsApp group served as a communication channel to agree on additional training sessions, or to inform the participants about changes or other matters related to the course. Overall, the group stayed fairly quiet during the whole period. The changes or group training times were oftentimes informed relatively late, and

mostly the responses to them were that the others could not come because they were not prepared. Sometimes the participants asked for information about swimming training but not always there was a clear answer straight away. Sometimes there was communication between the participants which seemed to be encouraging and positive and therefore supporting good team spirit.

A persona was created based on the information retrieved from the initial questionnaire to make visualizations of the current customer experience. The toolbox for service design from the City of Espoo (Espoon kaupunki 2013) was used as a help for finding tools to describe the customers and their needs. A simple method of gathering information on paper was used to enable shifting and recreating parts as more information was received. The persona was defined to be a 35-year-old beginner who had been active during childhood and teenage years, explored a variety of sports but had been busy over the last years with work and family. Now this person wants to get a new hobby and is hoping to establish workout routines and challenge themselves in a new sport. The person has heard of triathlon and has been interested in it for a couple of years, but especially swimming is the weakness that has been an obstacle before. There is a strong motivation for a new challenge and the person hopes to be able to prepare well enough to start at the first triathlon event still the same year. The participant does own basic swimming and running gear, but does not own a road bike, although would be willing to invest in one with proper guidance on what would be suitable. The complete journey map can be found in the appendix 1.

The development of the course frame required attaining an overall image of the service and how the course progressed and worked. After the ending of the triathlon course, a feedback survey was created and sent to the participants via an email link. The feedback supported partly the evaluation, and partly the research tasks in the process. Therefore, some of the results of the questionnaire will appear in the evaluation part in chapter 4.5. As the ideation of the course frame is presented in the next chapter, the questionnaire results are already summarized in this chapter since they supported ideation. The questionnaire was created on Google Forms and it was first drafted by the thesis author and followingly accepted by the club representative. The questionnaire was answered anonymously, and it contained ten statements or questions about the triathlon course, out of which two were yes/no -questions, five grades and three open questions, all of which in Finnish. The main purpose of the questionnaire was to identify the successes and improvement ideas for the future. The translated questions or statements of the questionnaire were

the following: “I was a part of the triathlon school the whole period from the beginning until the end (June 2019)”, “When I signed up for the triathlon school, its content and schedule were clear to me”, “I think I have gained enough competence in this sport during the course to continue training on my own”, “There were enough training sessions with an instructor or a coach during the course”, “Because of the triathlon course, I now think I am closer to my own goals”, “Communication and agreement of group training sessions was effortless”, “The participant of the triathlon school should get a weekly training plan”, “What were the successes of the course?”, “Where in your opinion is there room for development?” and “Other greetings”. Eight participants answered the survey in July. The answers revealed important points to consider in the development of the course frame. The summarized answers to the questionnaire can be found in appendix 2.

The feedback questionnaire revealed the following points as significant to improve:

- Swimming; there was often confusion about training times and whether there would be an instructor/coach at the pool. The participants hoped that the swimming instructor would always be there for those who still need help in learning the crawl technique and are not that experienced swimmers.
- Training times in June were often communicated too late and the participants could not come since there was no upfront information
- Group trainings; there could have been more separately agreed group training sessions
- A better structure and more systematic approach with clear training times
- More theory and information about training and training programming

The participants were satisfied with the following points:

- General organization of the course in March, April and May
- Spinning classes, swimming “clinique” (uintiklinikka)

4.2.2 Comparison of triathlon courses in Finland

To compare other triathlon courses that are offered in Finland to the triathlon course of OTC, information was searched online about these products. This method is also a form of secondary research, in which existing information about the topic is researched to gain a broader knowledge that can be used as base for the service development process (Stickdorn et al. 2018, 119). The search words used were ‘triathlonkoulu’ (triathlon school), ‘triathlonkurssi’ (triathlon course) and ‘triathlonryhmä’ (triathlon group). The information found online was collected together in a comparison in the form of a table which presents the facts in a simple way. In total, nine different courses were selected for comparison. The criteria that was used to select the courses was that there should be at least following information available: length, price, content and whether there was coaching. Other courses were found in the search, too, but they were eliminated because some of this information was not available. Two courses were taken into the comparison that had not announced a price on the website but had sufficient information otherwise. Along courses organized by sports clubs, some of the courses are organized by companies. Most of the courses had a monthly fee (6 out of 9) while one had a fixed price for the entire 4,5 -month course. Table 3 shows information gathered about the products.

Club/organiser	Name of the course	Content	Price	Length	Coached sessions (for the group)	Other training sessions	Training plans
TriathlonSuomi (Helsinki/Espoo)	Triathlonin alkeisryhmä (alkeiskurssi)	Either as a course or training group.	85 € /month (incl. Access to swimming pool + spinning)	2 months (or group: continuous)	2/week	Select from 2 spinning sessions (Tue, Fri), running (Wednesday), swimming every other week (Sat)	Yes, updated every 2 months
Aqua Plus (Ylöjärvi)	Triathlonkoulu	Seminars, group trainings, coaching	99 € / month	1,5 years or as long as one wants	1/week (2,5 h)	All aqua plus team trainings	Yes, once a month, 6-8 h /week
Tawast Cycling club (Hämeenlinna)	TCC Triathlonkoulu	Coached trainings, theory, possibility for testing	99 € / month + 43 € fee	6 months	About 3/week	All club trainings, crossfit and spinning classes with a membership discount	Yes
Harjavallan uimaseura	Triathlonkoulu	Coached trainings. Training plans	?	continuous	1/week	Spinning and other group trainings	Yes, once a month
Aslakin liike (Kittilä, Levi)	Triathlonkoulu	Group trainings		continuous	2/week		
Säkylän urheilijat (Pori)	Triathlonkoulu / triathlon-kurssi	Swimming sessions, training plans	150 €	4,5 months	1/week	“Super training days” in half a price	Yes
Optima Coaching (Tampere)	Optima Triathlon	Triathlon training group, swimming approx. every 2 weeks	85 € /kk	continuous	1/week + one Saturday per month		Yes, individual plan possible with an extra price
FitPit (Helsinki/Espoo)	Triathlonin valmennusryhmä	Group training at own level	100 € /month /2 trainings per week, 130 € /month/ 3 trainings per week, distance coaching 50 € /month	continuous	2 or 3 / week, Strength (Mon), Swimming (Thu), Running (Fri)		Yes
Wire Valmennus	Triathlonkoulu	Basics for running, swimming, biking.	99 € /month	3 months	1-2/week		

Table 3. A comparison of triathlon courses.

Most of the courses were continuous, meaning that a participant could join at any point of the year due to a more training group-based approach. Another common feature was that there were defined starting and ending dates for the course, but the participant could still stay in the club and benefit from the coached trainings that are organized weekly.

To compare, OTC's triathlon course in 2019 the participation fee was informed to be around 50 € per month but in the end, it was 35 € per and in 2018 the price was 39 € monthly for the members of the club. (OTC Oulu website.) There has also been a separate, significantly higher, price for those who are not members of the club. In 2019, the club membership fee was 60 euros per one calendar year. For students, unemployed, pensioners and juniors the annual fee was 35 euros. Majority of the triathlon courses that were in comparison last for several months or a person could choose to start training at any time in any month of the year. The comparison showed that the monthly fee for a triathlon course is typically considerably higher than what OTC's course costs for the participants. A number of courses included only one weekly coached training session for the triathlon course participants. Most of the courses included coaching in some form, with the aim of adding knowledge about the sport. They also typically contained a training plan that was updated monthly. 'Triathlonkoulu' appeared as a name for six of the courses, so it seemed to be signaling a beginner course as a term.

4.2.3 Description of the course content and costs of organization

The course was organized in the spring and early summer of 2019. The duration was 3,5 months. There was a meeting in the beginning of the course, which also included a lecture about training. This session also served as information session regarding the course. All of the training times and the general progression were informed to the participants. After that all of the participants introduced themselves to the group. Overall, the event was characterized by a relaxed atmosphere and everyone was able to pose questions to the organizers whenever they wanted to. The spinning classes only for the triathlon course participants was every Thursday and the coached swimming sessions were on Saturdays. Additionally, the participants could join the running trainings that were organized in cooperation with Juoksuliike, a service provider for running courses. There were also spinning turns on Tuesdays, strength training on Mondays and additionally some extra

spinning sessions that the participants had the possibility to attend. Furthermore, there were some testing days for equipment and wetsuits as well as open water swimming sessions organized later in the spring.

The costs for the sports club that arise from the organization of the triathlon course include spinning classes including an instructor, lane reservations for the swimming pool and participation fees for the running training with Juoksuliike. These costs are not separated, they are only to illustrate the extra costs that the club needs to pay for the triathlon course to be organized. Those participants who have paid the club membership fee can also attend Oulu Triathlon & Cycling's other turns. The club has estimated that in order to cover all the costs, the course should have at least ten participants. Logically, if the price of the course would be raised, the club could add some additional coached swimming sessions, for example. Conversely, added services or features in the course would need to be seen in the price.

4.3 Ideation

From the wishes of the participants and the OTC, training plans were set as a product to be given to the participants during the course. Since the plans were agreed to be delivered to the participants in the spring or early summer, they were the first thing to draft. It was hoped that attention to the layout and general look of the training plans would be given, since they were material that would be given directly to the members. The first versions of the training plans were sent to OTC for inspection and approval. The training programs were created using the theoretical knowledge presented in the previous chapters, considering especially training programming for beginner triathletes. The training plans can be found in the appendix 3. The 8-week plans are divided into two 4-week periods, and from the wish of OTC, there are two different versions of the programs based on the weekly training hours. For the first four weeks, a page with information about goal setting, background in sports, weather conditions and recovery was formed. Also, the page about an example training plan contains some points that could be useful for a beginner to remember.

The main goal with the training plans is improvement of sport-specific skills such as swimming technique and improvement of basic endurance. Basic endurance is needed in order to develop other areas of endurance (Forsman & Lampinen 2008, 420-421), so it has to have a great role in

training especially with beginner athletes. A good basic endurance also affects the ability to recover better from training. Triathletes need good endurance capacity, which is another reason for focusing on improving it. The recommendation in and message of the training plans is that the participants should rather aim to train several times per week than do few sessions that last longer. This is based on the training principle where frequency, duration or intensity cannot be added at the same time. The rough durations of individual training sessions are based on the total amount of time that the participant has estimated that they have on average to spend for training each week. At least half of the training presented in the training plans is supposed to happen on the basic endurance zone, while one session per week is aimed to improve speed endurance. Progressive overload is also taken into account in the training plans, where the weekly hours of training increase slightly from the first to the second 4-week program. The abovesaid is supported by the theory of training planning in endurance sports, as presented by Nummela (2016). Another important factor that guided the choices of amount of training sessions was the development of technique and adaptations of neuromuscular system. For example, swimming is found in the program twice per week, because the refinement of a new skill requires 2-3 times of practice per week in order to develop optimally (Forsman & Lampinen 2008, 412-413). The exact length of individual training sessions was not the emphasis on the training plans, because individual adaptations are necessary in any case, and the minutes marked on the plans were presented as guiding. However, the training sessions should be long enough in order to affect the cardiovascular system.

Motivational support was included in the training plans in the form of assessment of own goals and therefore building intrinsic motivation. The ability to adapt the program according to individual needs of a person can be seen to support the basic need of autonomy that is a building block of motivation. Also, the need of competence can be seen to be supported, because the aim of the training plans and the whole triathlon course is to increase skills and knowledge in the sport which results in the sense of mastery. The analysis of own development is another factor that increases the individual's basic need of competence.

Based on the feedback and the comparison that was made, the design and development of the course frame could be started. Additionally, the costs for the club were considered. All the background information was analyzed, and conclusions were drawn to create ideas for the base of the

frame. A listing of all the things that were considered in the development of the course frame is found in figure 4.

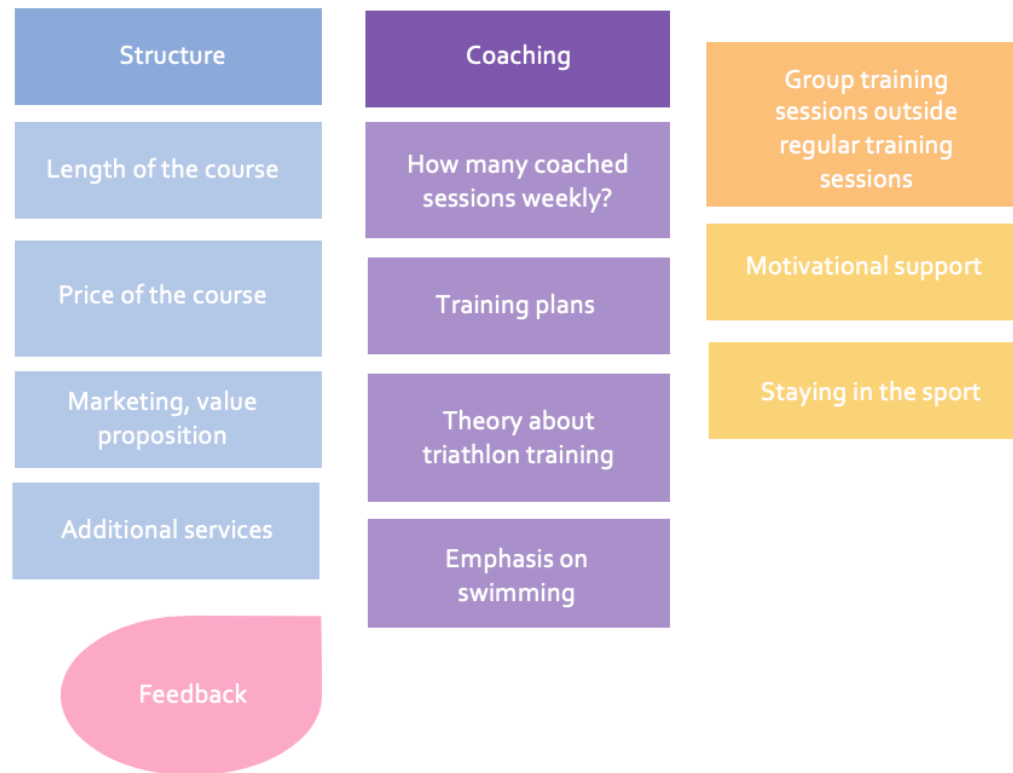


Figure 4. Factors considered in the development of the course frame.

A limiting factor for the ideation is that there was only one person who was responsible, the thesis author. Quite many ideation methods are best suitable for a group or a team, so methods that can be utilized individually were to be searched. The thesis supervisor was also helpful and proposed new ideas. A simple method for ideation was to look at the journey map and write down ideas that evolved around it. The result was text and mind maps. Possible solutions for the challenges were listed.

The options for a course frame were somewhat limited, because the club did not necessarily wish for a completely new product, let alone had the resources to establish one. One of the greatest differences to other courses that are offered currently is that the price is significantly lower than of those that are organized by a company. There would be room for raising the price, but the services offered would need to be added accordingly. One option would be to add theoretical content and pay for the person who is responsible for creating it. A coach could also be hired for the swimming turns so that the course participants could get more personalized coaching and get

support in the early stage of learning the technique. The price of the course would then need to be adjusted based on the price of these extra services.

A guiding question in the ideation process was how the course can be made more course-like so that the participants get something more than just the access to the club turns and the experience is thought as something that has both a beginning and an end. Apart from clear information beforehand about what is included, the content of the course should be presented in a simple way to the participants so that they know what to expect. What is promised in the beginning should also happen in reality. Another factor that the feedback questionnaire revealed, was the need for theoretical information about triathlon training. Possible ideas around how to deliver this included videos, presentations or other material directly delivered to the participants, a collection of links of useful books, websites or videos about triathlon training and face-to-face sessions about the topics. While every one of the mentioned is doable, there are restrictions to each. There is already a lot of information online about triathlon and how to train for a competition, but the club would not be responsible for that information.

A feedback questionnaire is useful for the organizer to see if there was any improvement compared to the previous year. The questionnaire used in 2019 can be used as a base for the questionnaire. The strengths of this questionnaire include the questions that result in mostly quantitative data which is simple to interpret and compare to the earlier results as well as the fact that it is filled anonymously.

4.4 Prototyping and implementation

As the whole course in 2019 served as a piloting platform to see the necessary improvement points, an actual prototype version of the service was not created in the process. The training plans were given directly to the participants during the course, so they can be seen as a part of implementation. However, all of the other necessary improvements will be available only in the course that is organized in the spring of 2020. A modified journey map was created to test the changes that were the result of the ideation phase. There were two different journey maps versions, which both can be found in appendix 4. Based on the ideation phase, a course frame to be

used was created. The frame can be found in the appendix 5. A version that can be modified is also sent to OTC, so it is easy to create material that is used during the course.

The implementation of the service in the way it was designed in the service design process is facilitated if the people who were involved in the design process are also involved in the implementation phase. The more transparency there is inside the organization regarding the process, the easier it is to make the people working in the organization committed to applying the changes in practice. The roles of the service provider in different tasks related to the service that is under development should be clear to everyone involved. (Tuulaniemi 2011, 229-230.) As the thesis author will not be implementing the changes, instructions are given to the club in written form about the tasks that are needed to guarantee the changes in reality. The final responsibility of implementing the changes lies with the club and the decision makers.

The training plans were already integrated into the course in 2019, when the participants received the programs. An evaluation about the training plans follows in the next chapter.

4.5 Evaluation

A great part of the evaluation of the implemented changes can be done only after the course of 2020. The evaluation of the effects of service design can be difficult, however, in this particular case the experience of the customers matters that the most. Thus, an increase in the participants and a better overall satisfaction are indicators that something has been done correctly. A feedback questionnaire is recommended to be done on the participants of the course in 2020, using the questionnaire of 2019 as a base, in order to see if there was any difference in how content the participants were with the course. It is also possible to establish a cycle of continuous development by engaging evaluation and feedback as a part of the organization of the course.

The training plans were clearly something that most of the participants expected to get, because in the feedback survey six out of eight people said that there should be a training program that is given to the participants. Also, from the club's experience it is possible to say that training plans were seen as something that is a good thing to be able to give to the participants.

4.6 Reliability and ethics of the process

Reliability refers to the replicability of the results or observations under same conditions by different researchers (Golafshani 2003). As this thesis was rather a product development process than a research-based thesis, the reliability aspect can be taken into account, however, the overall assessment of the success is a more relevant way of evaluating the quality of the thesis. The assessment of success of the product development process can be measured in many different ways. Expert evaluations, assessment meetings, data about the usage of the services or feedback questionnaires are among others means of evaluating success. (KAMK 2018.) In this thesis feedback questionnaires along with assessment made by the commissioning party as well as the teacher supervisor were used to assess the success of the process.

In general, the ethical guidelines for preparing a thesis are followed during the whole process. Personal data was collected in the process and the thesis author had access to personal information about the participants. Information was not published so that an individual could be identified, and all background information was solely used for the justification of the choices that were made related to the training programs and the course frame. The choices that an individual makes in the everyday life could be affected by giving instructions on how to train and exercise in the form of training programming. This sets the first important requirement, adequate amount of scientific literature on how to construct the plans for beginners. Especially people who have less background knowledge about training can follow the plans blindly without questioning or adapting them to their own life circumstances. As a measure of guaranteeing as appropriate use of the plans, they were revised by the commissioning party, and their suitability for the participants was confirmed. The participants of the course should be properly informed about the different factors that they should consider when adapting the general training plans to match with their individual needs.

5 DISCUSSION

The main objective of this thesis was to develop the concept and content of a triathlon course for beginners. A theoretical base about the relevant topics; triathlon, endurance training and training programming, motivation and coaching was created. The theoretical background covered a broad set of topics which can all be linked to organizing a course in a sports club setting. A development project of an existing product, a triathlon course for beginners, was approached by the means of service design theory and methodology. The essential knowledge about service design process and the necessary tasks as well as the ideology was researched and summarized in the thesis. The end results of the process include a frame that can be used as a tool for both planning the course and as material that is shown as a part of the triathlon course in the future, as well as training plans in two different versions. A summary of the suggestions for OTC that were formulated in the process can be seen in table 4.

Length of the course	11 weeks, from March until the end of May or beginning of June
Coached sessions per week	At least 2, preferably 2-3 out of which at least one in swimming and one in spinning, separately for the course participants
Other content during the course	Testing of wetsuits and possibility to buy other equipment (on a date that is set well in advance), swimming tests to track development, instructed road cycling trainings in May, more theoretical content in connection with training sessions
Price of the course	Could be higher than now, has to be decided based on the added content, especially the amount of added coached sessions
Feedback and development	Feedback questionnaire to the participants in the end, summary of the improvement ideas for the following year -> development of the course in the continuation

Table 4. Suggestions based on the service design process

One of the most important improvements of the course would be to pay for additional coaching in sessions that are organized separately for the course participants. This would increase the value of the course and therefore the price could be raised, too. Probably the biggest disadvantage with the sports club compared to profit-seeking companies is that there are limited resources for compensation of the work that is done towards providing services. In sports clubs and associations work is often shared between many people exactly because of this reason. However, a clearly informed contact person responsible for the overall organization could make the flow of information somewhat simplified yet would most likely increase the workload of this person. It is to be considered by the club whether and how the course coordinator should be compensated for the work.

The main focus of the thesis was shifted during the process from the training programming towards service design. Engaging in a service design -related development project and acquiring more knowledge about the tools supported the creation of ideas especially in the last part of the process. The usage of service design as an approach was justifiable, as it is commonly and increasingly used for development of services in companies. Sports clubs could also benefit from service design; however, lack of resources could pose an obstacle. Utilizing students for completing this kind of projects could solve the problem but requires active and aware people in the sports clubs in order to be realizable. The creation of the frame was expected by the commissioning party. The thesis author was given a lot of freedom in this job. However, a restricting factor is that the author cannot be a part of implementation of what the frame suggests. A solution was a layout-like checklist and schedule that can be modified according to the training times that will happen in reality.

Based on the feedback from the commissioning party, OTC, the service design approach is a good base for improving and developing services that the club provides, also the ones in addition to the triathlon course. The course frame created in the process can be used to facilitate the work of the coordinator and the training plans were seen as suited for the triathlon course participants. Furthermore, according to the feedback, the thesis introduced the issues related to beginner athletes and the organization of a course for beginners well.

The concepts in the thesis, especially recreational athletes and service design in the development of a sports course, posed challenges due to the fact of lacking previous research. The understanding of the whole was not possible without gathering theory about a mixture of different topics.

The creation of training plans required a solid theoretical base in order to be formed, and in the end was a more challenging task than was expected. The need for individual adjustments in all training, no matter what sport, made it seem almost impossible to draft training plans to be handed out to a group of people. The challenge was conquered through asking opinions from others and using own creativity. Creativity was an advantage that required a lot of patience and time but made the process of creating visual products not only challenging but also fun. An earlier definition about where to use which methods would have helped to make the usage of these approaches easier and justified in certain phases of the process.

The thesis process contributed positively to the development of the author's learning and innovation competences. New ways of approaching a complex task were adopted during the process, that would have been a lot more difficult without the teacher supervisor's advice and systematic approach to work. During the process, the author was able to identify her individual prerequisites and challenges for optimal learning and working in terms of environment, time restrictions as well as own wellbeing. The acquisition and combination of information from multiple sources to create a theoretical background for a topic that had not yet been researched in a similar case was practiced during the process and required a critical approach to what is relevant and what not. As already mentioned above, the author proved to be capable of working creatively and independently, applying the knowledge that there is to provide solutions for a problem. Additionally, the thesis project allowed the author to work in the subject field and communicate with working life contacts in a way that supported building deeper knowledge and expertise about the topics handled in the thesis as well as professionalism. Competence in training planning and consideration of the characteristics of a target group was developed in the process. Furthermore, the author brought own visions about the development of a service into practice and increased her understanding about the opportunities of developing services provided by a sports club. Thus, the thesis contributed to added competence in physical activity, coaching and services in the sports field.

More research could be done in the future about adult recreational athletes and adults that engage in sport club activities in Finland. Most of the research is concentrated on athletes that aim to the top, but from the perspective of public health and larger population, the above-mentioned

topics are interesting. A majority of the adults that participate in sports do it for other motivational reasons than competition, and the sports clubs should be able to take that into account in the development of their services.

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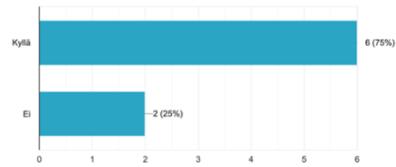
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Appendices



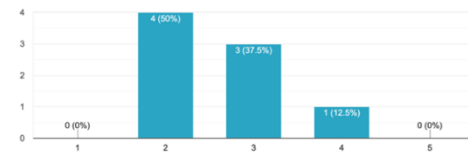
Olin mukana triathlonkoulussa alusta loppuun (kesäkuu 2019) saakka.

8 responses



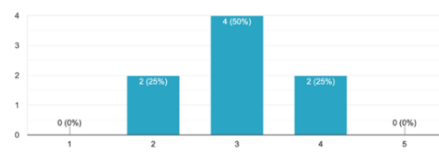
Ilmoittautuessani triathlonkouluun sen sisältö ja aikataulu oli minulle selvä.

8 responses



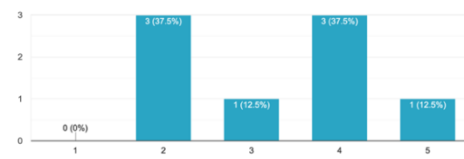
Koen saaneeni triathlonkoulusta hyvät valmiudet jatkaa harjoittelua omatoimisesti.

8 responses



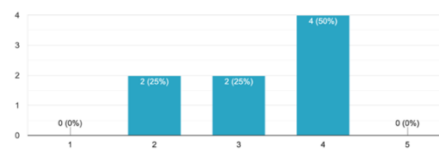
Triathlonkoulussa oli tarpeeksi viikoittaisia ohjattuja harjoituksia.

8 responses



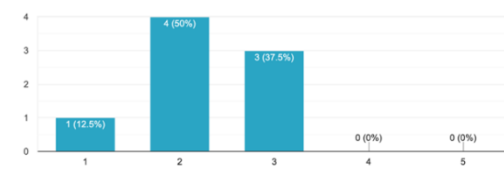
Koen päässeeni lähemmäs tavoitteitani triathlonkoulun myötä.

8 responses



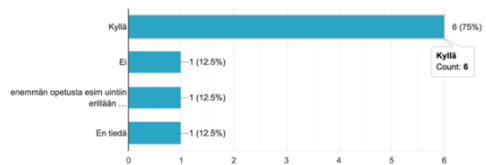
Kommunikointi ja yhteistreenien sopiminen toimi hyvin.

8 responses



Triathlonkoulun osallistujan pitäisi saada viikoittainen harjoitusohjelma.

8 responses



HARJOITUSOHJELMA

viikot
1-4



TRIATHLONKOULU

Tavoite

Harjoittelussa on tärkeää, että se tähtää johonkin tavoitteeseen. Aloittelevalle triathlonistille hyvä tavoite on sprinttimatkan kilpailu. Toki pidemmän tähtäimen tavoitteitaan on myös hyvä pohtia, sillä ne määrittävät pitkälti viikoittaista tekemistä ja harjoittelun rytmittämistä. Tässä harjoitusohjelmassa on neljän viikon jaksot, joiden ensisijaisena tavoitteena on triathlonin lajinomaisten ominaisuuksien kehittäminen. On tärkeää asettaa harjoitusjaksolle painopiste, mihin keskityt omien tarpeidesi mukaan. Painopisteenä voi olla esimerkiksi uintitekniikan kehittäminen, jolloin uintikertoja olisi hyvä olla vähintään kaksi viikossa. Tavoitteet kannattaa muotoilla konkreettisiksi, ja kirjata itselleen ylös. Näin tavoitteiden toteutumistakin voi seurata paremmin. Tavoitteet ovat sinua itseäsi varten ja siksi niiden tulisi tuntua mielekkäiltä, realistisilta sekä ennen kaikkea motivoivilta!

Kirjaa ylös henkilökohtaiset tavoitteesi!

Tavoitteeni tälle kesälle/vuodelle:

Tavoitteeni tälle neljän viikon jaksolle:

Viikoittain pystyn käyttämään harjoitteluun (h):

Olosuhteet

Oman haasteensa harjoittelun suunnitteleminen ja toteuttamiseen tuo vaihtelevat säät. Loppukeväästä juoksu- ja pyöräilykelit saattavat olla jo oikein otolliset, mutta toisinaan toukokuun lumikuurot tai muut yllättävät sääilmiöt pakottavat turvautumaan varasuunnitelmaan. Varaudu muutoksiin ja ole joustava harjoitusten toteutuksessa.



Harjoitustausta

Harjoitustausta on tärkeä asia tämän hetken harjoittelua suunniteltaessa, sillä esimerkiksi peruskestävyyksunnon kehittyminen kestää pitkään, mutta se vaikuttaa paljon siihen minkä tehoisia ja kestoisia harjoituksia pystyy tekemään. Harjoitusmääriä ja -tehoa ei voi nostaa yhtäkkiä, vaan se tulee tehdä pikkuhiljaa progressiivisesti. Tämän vuoksi on tärkeää katsoa taakse päin, miten olet treenannut ja suhteuttaa tuleva harjoittelu tähän.

Palautuminen

Kun kehelle annetaan erilaisia ärsykeitä treenin muodossa, on kehittyminen lähes mahdotonta ilman kunnollista palautumista. Kehon sopivan kuormittamisen taso ja palautuminen ovat hyvin yksilöllisiä asioita. Jos kehosi ei ole palautunut edellisestä harjoituksesta, se ei pysty ottamaan vastaan uusia ärsykeitä ja hyöty treenistä voi olla pieni tai harjoitusvaikutus jopa negatiivinen.

Tehokkaammista ja pidemmistä harjoituksista palautuminen vie enemmän aikaa. Levon lisäksi ravinnolla on keskeinen merkitys palautumisessa. Riittävän energiapitoinen ruokavalio ja oikein ajoitetut ateriat ovat edellytys optimaaliselle palautumiselle.



ESIMERKKIOHJELMA

Alla on esimerkkiviikot harjoitteluun, sekä vinkkejä harjoitusten sijoitteluun. Se on ensimmäinen osa 8 viikon ohjelmasta, jonka lopussa olet valmis osallistumaan ensimmäiselle sprinttimatkan triathlonille. Tietenkin voit hyödyntää ohjelmaa muuntaen muutenkin triathlonharjoittelussasi, vaikka kisa olisi vielä kalenterissa. Tee mieluummin useampi lyhyt, kuin pari pitkää harjoitusta viikossa. Kolme ensimmäistä viikkoa intensiteetin tulisi kasvaa hieman viikolta, ja neljäs viikko on kevyempi viikko. Alla olevaan esimerkkiohjelmaan ei ole huomioitu hyötyliikuntaa eikä lihashuoltoa.

Aina fiilis ei ole optimaalinen treenaamiseen, mutta älä anna sen vaikuttaa liika! Muista olla ylpeä etenemisestäsi uuden harrastuksen parissa ja iloita onnistuneista harjoituksista!



Uinnissa tekniikan opettelu alusta vie aikaa, ja siksi vielä loppukeväästäkin aloittelevan triathlonistin kannattaa käyttää aikaa siihen, että uinnista tulee varmempaa. Kilometrimäärän sijaan keskity laatuun.

Maanantai	Tiistai	Keskiviikko	Torstai	Perjantai	Lauantai	Sunnuntai
1 Juoksu (PK) 40-50 min	Uinti 30-40 min (+lihaskunto)	Lepo	Pyöräily 60 min kevyt	Lepo	Uinti 40-50 min	Pyöräily+juoksu 50-75+ 15-20min
2 Uinti 30-45 min (+lihaskunto)	Lepo	Juoksu, intervalli-harjoitus 60 min	Pyöräily 50-60 min	Lepo	Pyöräily+juoksu tai kävely 50-60 +10-20 min	Uinti 30-50 min
3 Juoksu, intervallit 50-60 min	Lepo	Uinti 40-50 min (+lihaskunto)	Pyöräily 60-70 min	Lepo	Uinti 50 min	Pyöräily+juoksu tai kävely, 50-70 + 15-20 min
4 Lepo	Uinti 30 min	Pyöräily 40-50 min	Juoksu 30-40 min	Lepo	Pyöräily+juoksu 45-60+ 10-15 min	Uinti 30-40 min

Lepopäivät kannattaa sijoitella niin, että ne tukevat palautumistasi parhaiten. Lepopäivien ei tarvitse olla täysin passiivisia, vaan ne voivat sisältää hyötyliikuntaa ja lihashuoltoa.

Suurin osa harjoittelusta tulisi tapahtua peruskestävyysalueella (PK), mutta viikossa olisi hyvä tehdä vauhtikestävyttä (VK) kehittävä reippaampi harjoitus. Jos esim. keskiviikkona teet juoksuharjoituksen VK-alueella, torstain pyöräily kannattaa pitää matalatehoisena.

Yhdistelmäharjoitusten avulla totutellaan vaihtoihin. Pyöräilystä suurin osa tulisi olla kevyttä tai melko kevyttä ja tasavauhtista, loppuun voi tehdä 10-20 min tehokkaamman osuuden. Juoksuun lähdetään reippaasti ja loppu juostaan kevyesti tai kävellen.

ESIMERKKIOHJELMA

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Maanantai

1	Juoksu (PK) 60-75 min
2	Uinti 45-60 min (+lihaskunto)
3	Juoksu, intervallit 50-60 min
4	Lepo

Tiistai

Uinti 45-60 min (+lihaskunto)
Lepo
Lepo
Uinti 40 min

Keskiviikko

Lepo
Juoksu, intervalli-harjoitus 60 min
Uinti 40-50 min (+lihaskunto)
Pyöräily 50-60 min

Torstai

Pyöräily 60-80 min, kevyt
Pyöräily 60-90 min
Pyöräily 60-100 min
Juoksu 45-60 min

Perjantai

Lepo
Lepo
Lepo/kävely
Lepo

Lauantai

Uinti 40-60 min
Pyöräily+juoksu tai kävely 60-100 + 15-30 min
Uinti 50-70 min
Pyöräily+juoksu 45-60+10-15 min

Sunnuntai

Pyöräily+juoksu 60-90+15-20min
Uinti 40-60 min
Pyöräily+juoksu tai kävely, 60-120 + 20-30 min
Uinti 40-60 min

Lepopäivät kannattaa sijoitella niin, että ne tukevat palautumistasi parhaiten. Lepopäivien ei tarvitse olla täysin passiivisia, vaan ne voivat sisältää hyötyliikuntaa ja lihashuoltoa.

Suurin osa harjoittelusta tulisi tapahtua peruskestävyysalueella (PK), mutta viikossa olisi hyvä tehdä vauhtikestävyttä (VK) kehittävää reippaampi harjoitus. Jos esim. keskiviikkona teet juoksuharjoituksen VK-alueella, torstain pyöräily kannattaa pitää matalatehoisena.

Yhdistelmäharjoitusten avulla totutellaan vaihtoihin. Pyöräilystä suurin osa tulisi olla kevyttä tai melko kevyttä ja tasavauhtista, loppuun voi tehdä 10-20 min tehokkaamman osuuden. Juoksuun lähdetään reippaasti ja loppu juostaan kevyesti tai kävellen.

HARJOITUSOHJELMA

viikot
5-8

Alla on esimerkkiohjelma, toinen osa 8 viikon ohjelmasta, jonka lopussa olet valmis osallistumaan ensimmäiselle sprintimatkan triathlonille. Kuten aiemminkin jaksolla, ovat ensimmäiset viikot intensiteetiltään viikko viikolta kasvavia. Kuten toki muutenkin, on tärkeä sovittaa harjoitusten pituus ja intensiteetti yleisen rasitustason mukaan, sillä liian kovasta harjoittelusta ei hyödy kisojen alla. Etenkin kolmannen viikon pidempiä harjoituksia on syytä lyhentää, jos tuntuu ettei kunnolla palaudu. Näin pääset valmistautumaan optimaalisesti ja saat kisasta enemmän irti!



TRIATHLONKOULU

Maanantai

1	Uinti 30-40 min
2	Uinti 30-40 min + lihaskunto
3	Uinti 40-50 min
4	Juoksu 30 min

Tiistai

Pyöräily 60 min Lopussa 20 min tehon lisäys
Juoksu intervalliharjoitus 60 min
Lepo
Pyöräily 45 min

Keskiviikko

Lepo
Lepo
Pyöräily 60-70 min
Lepo

Torstai

Juoksu (PK) 40-50 min
Pyöräily (PK) 50-60 min
Juoksu, kisavauhtisia vetoja 50-60 min
Uinti 30 min

Perjantai

Uinti 45 min
Lepo/kävely
Lepo/kävely
Lepo

Lauantai

Pyöräily+juoksu 50-60 + 20 min
Uinti 50 min
Pyöräily+juoksu 50-70 + 15-20 min
Pyöräily (jos kisa su) hyvin kevyttä n. 45 min

Sunnuntai

Lepo
Pyöräily+juoksu 50-60 + 10-20
Uinti 50 min
KISA

Kisaan valmistava viikko

Tämä viikko kannattaa panostaa niin henkisesti kuin fyysisesti kisaan valmistautumiseen. Tutustu etukäteen reittiin ja suunnittele sekä pakkaa varusteet huolella. Myös esimerkiksi vaihtojen kertaaminen (mielikuvarajoituksena tai harjoituksen sisällä) voi olla hyödyllistä, jotta vaihdot sujuvat kisapäivänä jouhevasti.

Ensimmäisen kisan jälkeen?

Kisan jälkeen voit onnitella itseäsi hyvästä suorituksesta ja suunnata katseen tulevaan. Nyt on hyvä hetki katsoa taaksepäin ja miettiä mikä menneessä harjoitusjaksoissa onnistui hyvin ja mitä mahdollisesti pitäisi muuttaa.



HARJOITUSOHJELMA

viikot
5-8



Alla on esimerkkiohjelma, toinen osa 8 viikon ohjelmasta, jonka lopussa olet valmis osallistumaan ensimmäiselle sprinttimatkan triathlonille. Kuten aiemmallakin jaksolla, ovat ensimmäiset viikot intensiteetiltään viikko viikolta kasvavia. Kuten toki muutenkin, on tärkeää sovittaa harjoitusten pituus ja intensiteetti yleisen rasitustason mukaan, sillä liian kovasta harjoittelusta ei hyödy kisojen alla. Etenkin kolmannen viikon pidempiä harjoituksia on syytä lyhentää, jos tuntuu ettei kunnolla palaudu. Näin pääset valmistautumaan optimaalisesti ja saat kisasta enemmän irti!



Maanantai

Tiistai

Keskiviikko

Torstai

Perjantai

Lauantai

Sunnuntai

1 Uinti 50-60 min	Pyöräily 60-80' Lopussa 20 min tehon lisäys	Lepo	Juoksu (PK) 60-75 min	Uinti 40-60 min	Pyöräily+juoksu 60-90 + 20 min	Lepo
2 Uinti 40-60 min + lihaskunto	Juoksu intervalliharjoitus 60 min	Lepo	Pyöräily (PK) 60-90 min	Lepo/kävely	Uinti 50 min	Pyöräily+juoksu 60-90 + 20-30
3 Uinti 40-50 min	Lepo	Pyöräily 60-100 min	Juoksu, kisavauhtisia vetoja 50-60 min	Lepo/kävely	Pyöräily+juoksu 70-120 + 20 min	Uinti 60 min
4 Juoksu 50 min	Pyöräily 50 min	Lepo	Uinti 30-40 min	Lepo	Pyöräily (jos kisa su) hyvin kevyttä n. 45 min	KISA

Kisaan valmistava viikko

Tämä viikko kannattaa panostaa niin henkisesti kuin fyysisesti kisaan valmistautumiseen. Tutustu etukäteen reittiin ja suunnittele sekä pakkaa varusteet huolella. Myös esimerkiksi vaihtojen kertaaminen (mielikuvaharjoituksena tai harjoituksen sisällä) voi olla hyödyllistä, jotta vaihdot sujuvat kisapäivänä jouhevasti.

Ensimmäisen kisan jälkeen?





Kisan jälkeen voit onnitella itseäsi hyvästä suorituksesta ja suunnata katseen tulevaan. Nyt on hyvä hetki katsoa taaksepäin ja miettiä mikä menneessä harjoitusjaksossa onnistui hyvin ja mitä mahdollisesti pitäisi muuttaa.



Customer Journey Map

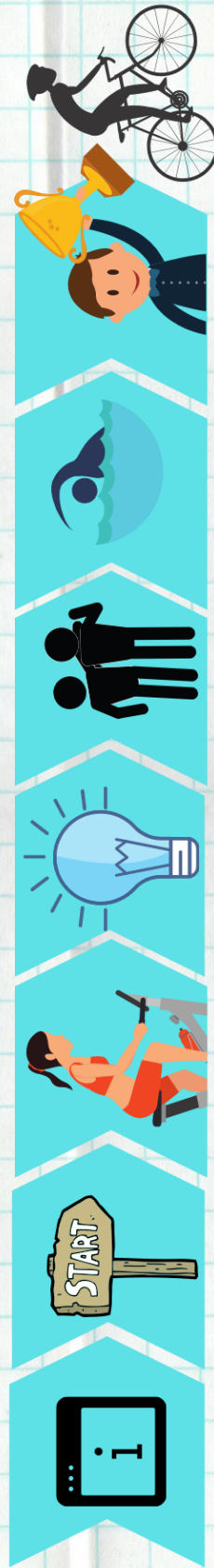
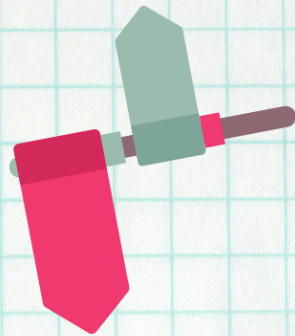
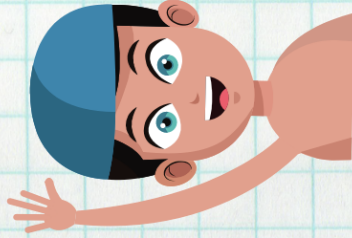
OTC Triathlonkoulu



	ATTRACT	INTERACT	ENGAGE	CONVERT
 ACTIVITIES	<i>Look for information online, hear from a friend</i>	<i>Sign up for the course, start the course</i>	<i>Find the first competition, continue training in the group</i>	<i>Become an active member</i>
 MOTIVATIONS	<i>Find a new hobby</i>	<i>Make new like-minded friends, establish training routines</i>	<i>Keep routines and healthy lifestyle, improve in triathlon</i>	<i>Commit to lifestyle, be a part of the community</i>
 EMOTIONS	<i>Intrigued, unsure</i>	<i>Excited</i>	<i>Excited, open, confident</i>	<i>Eager, happy, balanced</i>
 BARRIERS	<i>Lack of information, schedule</i>	<i>Training times and own schedules, work</i>	<i>Reality does not match with expectations</i>	<i>Careful with spending too much money on new equipment</i>

Customer journey phase by phase

OTC Triathlonkoulu



Information about the course, interest rises

There is sufficient amount of information which sounds good and suitable for the needs of the customer. The price seems to match the content!

Becomes a member

The customer signs up for the course and is excited. Goes to the first meeting where the content is presented again. The starting lecture is really interesting and the group seems nice.

Starts training with the group

First training sessions are challenging, but encouraging. Soon after the start the participants receive a training plan which gives an idea what triathlon training could be like. The customer is delighted to see already some improvement in the swimming skills!

Learns more about triathlon training

Every two weeks there is more information about a specific topic related to triathlon training. The customer is really satisfied to learn more and goes to search even more online. Sometimes a few group members go for a short run together.

Makes new friends and becomes part of the group

The team spirit is building up and everyone is improving and getting more confident. The customer feels that they can always ask about matters that still cause hesitation. Sometimes a few group members go for a short run together.

Improves skills and fitness

The skills especially in swimming have improved a lot, thanks to the coach who is there solely for the triathlon group. Although openwater swimming still frightens a little, the participant gets a wetsuit and is waiting to try it in a lake in June.

Ends the course feeling like a winner

The course ends with a group training session after which there is a picnic outside in the sun. The positive experience has assured that the customer wants to continue training for the first triathlon competition. The first triathlon event does not seem impossible to do anymore.

Continues training and stays in the club

Established routines and improved fitness increase motivation and the customer stays as a member in the club. With the new friends, they agree on training times. The first triathlon event does not seem impossible to do anymore.

TRIATHLONKOULU

JÄRJESTÄJÄLLE



MUISTILISTA: ENNEN ALOITUSTA

- Etsi valmentaja ja kurssista vastaava henkilö ja sopikaa vastuut sekä tehtävät
- Varaa spinning-vuoro ja tee uintirataraus triathlonkoululle sekä varmista muut seuran vuorot
- Tee laskelma kustannuksista ja aseta hinta kurssin sisältöä vastaavaksi
- Varmista aloitustapaamiseen tulevat henkilöt ja mitä heidän vastuullaan on kertoa tapaamisessa
- Valmista mainos sekä kuvaus kurssista nettisivuille sekä sosiaaliseen mediaan. Julkaisu n. 1 kk ennen aloitusta.

Ideana on, että koordinaattorin vastuulla on olla taho, joka vie kurssia eteenpäin, ja huolehtii asioiden toiminnasta käytännön tasolla. Koordinoiva henkilö pitää yhteyttä tarvittaviin henkilöihin (valmentajat yms.), jotta kurssilaisille ilmoitetut asiat varmasti toteutuvat sekä infoa kurssilaisille ajoissa muutokset sekä erityiset tilaisuudet, joita tulee triathlonkoulun aikana. Koordinaattori myös sopii joka toiselle viikolle spinning-treenien yhteyteen, kenen vastuulla on kertoa jostakin triathlonharjoitteluun liittyvästä osa-alueesta. Ehdotukset aiheille löytyy etenemissuunnitelmasta. Toteutustapa on vapaa, mutta informatiivinen osuus on n. 10 minuuttia, minkä lisäksi kurssilaiset pystyvät esittämään kysymyksiä. Tavoitteena on taata kurssinomaisen kokemus, jonka jälkeen perusteet omatoimiseen harjoitteluun ovat jokaisella hallussa.

Alla olevia pohjia voit käyttää tukena suunnittelussa sekä suoraan osallistujille näytettävänä materiaalina.

Triathlonkoulun eteneminen



Aloituspäivämäärä:

1	MAALISKUU	Tavoitteiden asettaminen, omia kokemuksia triathlonista	
2			Treeniohjelmien jako
3		Harjoittelun suunnittelu ja rytmitys	
4	HUHTIKUU		Testiuinti 1 (ajanotolla)
5		Ravitsemus triathlonissa	Pääsiäinen
6			Puolivälipalaveri – käydään läpi kuulumisia treenien ohessa. Pyöränhankintavinkkejä.
7		Pyöräilyn perusteet ja paikalliset vinkit	
8			Vappu, testiuinti 2 (ajanotolla)
9	TOUKOKUU	Avovesiuintin perusteet	Märkäpukujen testaus, mahdollisuus ostaa tarvikkeita
10			Ohjatut pyöräilytreenit ulkona/spinning sään mukaan
11		Kilpailuun valmistautuminen	Pyöräilytreenit ulkona/spinning sään mukaan. Loppupalaveri ja triathlonkoulun päätös. Palautekyselyt osallistujille.

Viikko-ohjelma

	Klo	Paikka	Harjoitus
Ma			Spinning, vain triathlonkoululaisille
Ti			
Ke			Juoksu
To			Spinning
Pe			
La			Uinti
Su			