

Service Design for Enhancing Customer Experience and Sustainable Food Service

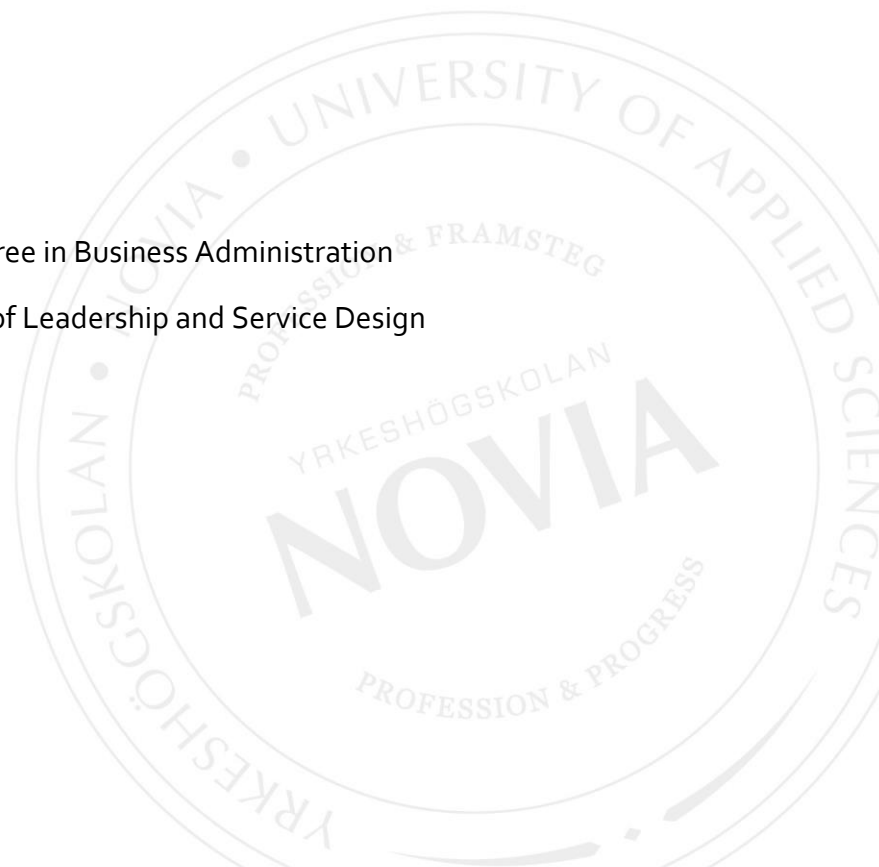
The case of Jyväskylän Palvelualan Opisto

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Abstract

The purpose of the project was to explore ways of improving Jyväskylän Palvelualan Opisto (Jyväskylä College of Services) could enhance students' experience through the application of different service design tools. The project also sought to design a food service ecosystem and design a prototypic mobile application platform to enhance a seamless experience for students and food service customers. Most successful firms and institutions are always top on the customer experience chart. Customer experience drives satisfaction and loyalty.

The double diamond was used as a design tool. The study also used both quantitative and qualitative data collection methods. Specifically, three focus group sessions were held. These focus group sessions were held face-to-face. Additionally, three face-to-face interviews were also held. Among the service design tools, stakeholder mapping, personas, business model canvas, affinity diagram, customer journey map and service blueprint.

The study found that majority of the students are of immigrant background, therefore significantly struggle with the Finnish language skills. Additionally, the students desire a collaborative platform which could help their integration into the socio-cultural systems in Finland. Thus, the project recommends the introduction of social activities. Finally, Jyväskylän Palvelualan Opisto should also consider computer/ICT skills classes for the students. The reason for this is fully explained in the text.

Language: English

Key words: Jyväskylän Palvelualan Opisto, Service design,
Customer experience, food service

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1 INTRODUCTION AND SCOPE

The success of any organization depends on the positive experiences its offerings and activities have on its customers. As customers are exposed to a vast array of various information technology tools, their expectations from services continue on an upward trajectory. It therefore becomes critical for service providers to not only understand its customer needs but also various ways to deliver innovative services to its customers. According to Forbes (2019), companies that prioritize customer experience outperform others by over 80 percent. The same report states that 96 percent of customers say customer service is pivotal to their choice of a preferred brand.

Overtime, the concept of customer experience as a theoretical foundation has been applied in several service contexts. The reason is that, as competition grows, marketers are keen to attract and retain new customers. Firms that focus on optimizing their customer experience are bound to not only attract new customers and retain existing ones; they are also bound to have increased profitability. Extant empirical studies have established the relationship between customer experience, customer loyalty and firms' profitability. For instance, in a study of shoppers of leading departmental stores in India, Srivastava and Kaul (2016) found a positive and significant relationship between customer experience and customer attitudinal loyalty.

Research in customer experience has also expanded into educational institutions. In the face of increasing competition for students, managers and educational administrators are also improving students' experiences. Many vocational institutions and universities now tailor their services to make it customer oriented. For instance, many schools have adopted customer feedback. By administering feedback to students, they are able to gauge students' feelings about a course and other services that they may want to understand how students rate them.

This study incorporates service design to improve customer experience. By applying service design to current service processes, service providers are able to capture entire customer journey for its different customer segments. Additionally, by utilizing service design tools, service providers are able to analyze different service touch points and possibly identify pain points. As a matter of fact, service processes that do not add value to the customers are eliminated while value-adding services are enhanced and improved upon. Furthermore, service design also improves internal organizational service design personnel.

1.1 The Commissioner - Jyväskylän Palvelualan Opisto (college of services)

Jyväskylän Palvelualan Opisto (college of services) is a vocational educational institution in the city of Jyväskylä that provides basic certificated vocational training on restaurants/hotel catering and home/real estate cleaning services. Thus, the school's target customers constitute two primary groups: students for vocational training programmes and customers for food and catering services. The school recruits students on monthly basis and the training programme lasts between 2 – 3 years depending on the student's personal plan (HOKS). Another customer segment constitutes event organizers and organizations who have need for catering services and customers for laundry services. More so, Jyväskylän Palvelualan Opisto offers snacks and foods prepared by students during their class practical sessions to individuals who usually come to pick up at reduced prices. To sum up, critical customer segments to Jyväskylän Palvelualan Opisto constitutes students, individuals and organizations.



Figure 1- Jyväskylän Palvelualan Opisto

1.2 Avenues for development (Research Problem)

As a vocational educational service provider, Jyväskylän Palvelualan Opisto is delivering on core objective of manpower training in vocational skills. However, there are still avenues for development, particularly from the fact that the college wants to be ahead in delivering excellent customer experience to its internal and external customers. One practical issue the college wants to solve is in addressing the challenges in identifying different customer groups and their journeys through the college. Most often, identifying potential students is often a challenge, particularly those from the immigrant community. In line with the Finnish Government objectives, identifying immigrants and training them on vocational

skills will greatly impact the economy. Therefore, understanding the mechanisms to identifying the immigrants will contribute to the college's mission. Another important area that the college seeks to address is in developing an appealing and captivating website. Websites are marketing tools for organizations. An out-of-date website will affect how many customers they receive to the college. Furthermore, a strong and viable collaboration network for current and past students will not only promote the college as a brand but also serve as a channel to broadcast its activities. Therefore, putting in place a platform of interaction between former and current students will significantly enhance the student experience. Finally, the college provides free meals for its students, which has significantly impacted students' learning experience. However, a thorough understanding of how the meals impact students learning experience is necessary not only to improve on the services but also use it as a point to attract and retain students.

1.3 Objectives of the project

The objective of this study is to utilize service design tools to enhance customer experiences of different customer stakeholders to Jyväskylän Palvelualan Opisto. Specifically, this study seeks to:

1. Identify different customer groups of Jyväskylän Palvelualan Opisto with a view to designing specific customer journeys as to enhance their customer experiences.
2. Explore how food contributes to and enhances customer experience in Jyväskylä Palvelualan Opisto.
3. Explore how a platform for interdepartmental discussion and collaboration among students could foster learning experience.
4. Create an ecosystem for food services and a prototype for mobile application that connects food customers.

1.4 Research Questions

- Who are the different customer segments in Jyvaskylan Palvelualan Opisto (Jyvaskyla College of Service)?
- How does Jyvaskylan palvelualan Opiston food services help to enhance customer experience?
- What are the possible ways to create, enhance and improve interdepartmental collaborations among the students?
- How can food service ecosystem and mobile application prototype enhance food customers experiences?

1.5 Frame of reference:

According to Merriam Webster Dictionary, frame of reference is defined as a set of ideas, conditions, or assumptions that determine how something will be approached, perceived, or understood (Figure 2).

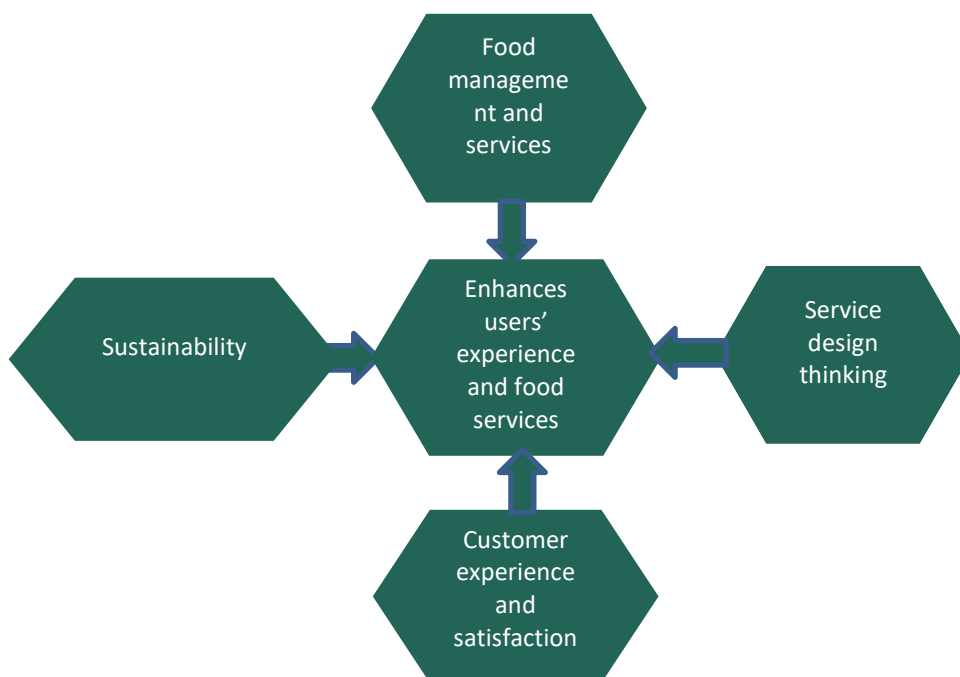


Figure 2- Frame of reference

At the heart of this study, Jyväskylän Palvelualan Opisto wishes to improve its students' experience with a view to maintaining a competitive position in the market. Additionally, Jyväskylän Palvelualan Opisto wishes to have a platform where

students can collaborate and co-create their experiences. To this end, the frame of reference will identify these areas and elucidate how they will contribute to the quality improvement of the services of the college. See frame of reference in Figure 2

In developing the frame of reference, the thesis was guided by the service coverage of Jyvaskylan Palvelualan Opisto, and internal and external stakeholders that affect its operations. First, food management and services. The college produces food through practical sessions of students. Thus, the food produced are consumed by students and the excess is sold within and outside. In terms of customer experience, the food produced goes a long way in promoting good health for students and serves as an attractive bait. Admission is also critical to the success of the school. Since admission to the college is on a rolling basis, the identification and recruitment of students is germane to its sustenance. Food sustainability becomes relevant to the project because identifying possible routes to waste and eliminating it will contribute to the environment.

1.6 Double Diamond Process

From a service design perspective, understanding a service provider's challenges are critical for a solution to be derived from the project. One way to understand a challenge and come up with a solution is through the use of double diamond (Figure 3).

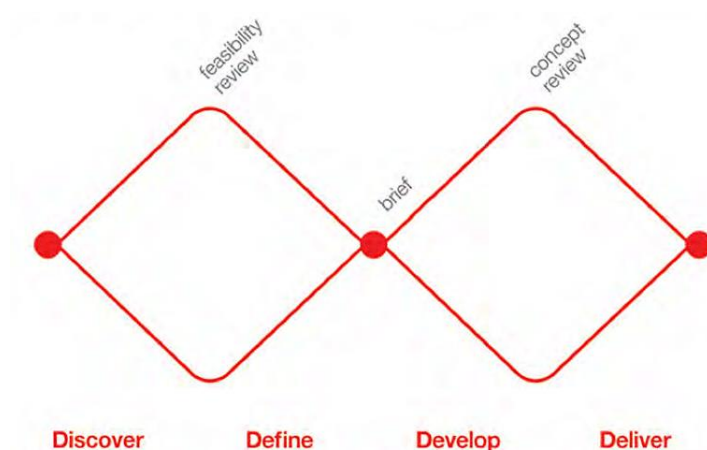


Figure 3 - Double Diamond process (Design Council, 2005)

The double diamond was developed by the British Design Council in 2005 (Heffernan, 2017) and employs divergent and convergent thinking. This study presents below the double diamond and how it can aid in the achievement of the research objectives.

1.6.1 Discover

The first step in the double diamond is the discover stage. The discovery stage involves learning about the different aspects that contributes to the problem. It also embodies the identification and contextualization of the problem. The discovery process was handled in two segments: internal and external. As a way to discover the internal needs, this project conducted interviews, survey, mystery shopping, and observation. First among the tools used was face-to-face interviews. Face-to-face interviews were held with the Rector and a key staff of the catering department. After that, the project undertook an exploration of how external forces could impact the internal needs. To this end, this project conducted external-needs assessment which include benchmarking.

1.6.2 Define

At the define stage, project planners sort and filter all the gathered data to focus on the most relevant information. It leads to identifying all the challenges associated with the project and devising possible ways to overcome them. After gathering the data, this study shall clean the data and analyze them. The results obtained from this shall lead to the next stage. After gathering the divergent data, specific customer segments were chosen and personas created to understand the customers need, goal and experience, to know how to proffer tangle solution.

1.6.3 Develop

This step sets the pace for the actual stage. Designers utilize the cooperation of internal organizational resources (human and materials) to develop possible solutions to the already identified problems in stages one and two.

1.6.4 Deliver

The final stage is the delivery stage. It entails the final launching of the project or handing in the recommendations to the commissioner. It is hoped that this project shall produce valuable insights that improve the services of Jyväskylän Palvelualan Opisto. The recommendations shall be handed to the management of Jyväskylän Palvelualan Opisto.

1.7 Research Method

To achieve its research objectives, this project utilized both quantitative and qualitative data to understand the feelings, emotions and perception of current and past students of Jyväskylän Palvelualan Opisto. The following data collection methods and tools were applied.



Figure 4 - Research tools

1.8 Expected outcome of the project

The project will lead to the following outcomes:

- It will provide specific information, in the form of recommendations, on various ways to enhance students' experiences.
- It will provide recommendations on how to reduce incidents of student dropout.
- It will also identify various ways to enhance students' participation and communication.
- It will also suggest ways of fostering student's interdepartmental collaboration and co design of services.
- Design an ecosystem that provides for sustainable food services to its different customer segments.

1.9 Project Timeline

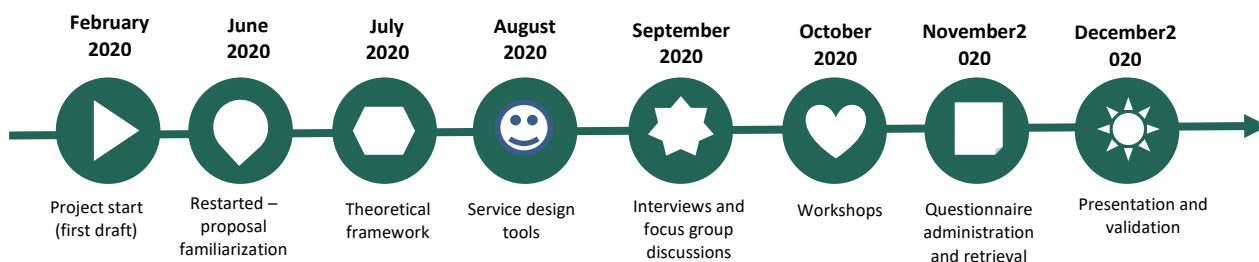


Figure 5 – Project time

2 THEORETICAL BACKGROUND

This section will address the theoretical background of the study. The core theoretical basis of this study is service design thinking. This theory will be explored in detail in the following chapters. Secondly, this study draws from the customer experience theoretical paradigm. The growing emphasis on customer experience is occasioned by its importance in fostering loyalty and profitability. Finally, the study explores the concept of sustainable food management. Sustainable food management becomes important in this study because as a college that provides

food for its students and sells the leftovers to external customers, the design of an ecosystem that minimizes wastes will go a long way in contributing to the environment.

2.1 Service Design Thinking

The theoretical bases of this project is service design. According to Hollanti (2020), design thinking is a method for solving user problems where the designer tries to understand the needs of the end user and collectively the team understands how the users' needs can be effectively fixed or addressed. This theory was adopted to get more insights and understand the user need in the project through empathy and also to know how to ideate to achieve the desired need of the user, who is the most important element in the growth of any business. It also helped us to clearly define the customer's problem.

Dam and Siang (2018) explain that service design thinking helps the designer to understand the customers to whom the service or product is being designed. Furthermore, design thinking helps the designer to observe and develop empathy with the target users. Design thinking is very useful in tackling problems that are ill-defined or unknown by reframing the problem in a human-centric way, creating many ideas in brainstorming sessions and adopting a hand-on approach in prototyping and testing. According to Dam and Siang (2018), service design thinking leads to: empathize -with your customer; define - your users need, their problem and their insight; ideate - by challenging assumptions and creating ideas for innovative solutions; prototype - to start creating solutions; test - test solution.

Design thinking gives the world a beautiful and better look by bringing innovative idea to service. Design thinking according to interaction design thinking foundation is a nonlinear iteration process that team use to understand users, challenge assumptions, redefined problems, and create innovative solutions to phototype and test. Design thinking is very useful to tackle problem that are ill defined and unknown. Design thinking is very

important to every facet of life. Its innovating feature have help team member to have freedom to generate groundbreaking solutions. Design thinking help to design services that will improve customer experience and productivity. Patrício, Fisk, Falcão and Constantine (2011) stated that the creative transition from understanding the customer experience to devising service solutions is crucial for service design, and models can place a key role in facilitating the transition process. Design thinking has generated significant attention in the business and has been heralded as a novel problem-solving methodology well suited to the often-cited challenges business organizations face in encouraging more creative thinking and achieve innovation and growth.

Dam and Siang (2020, 1) defined design thinking as *“an iterative process in which we seek to understand the user, challenge assumptions, and redefine problems in an attempt to identify alternative strategies and solutions that might not be instantly apparent with our initial level of understanding”*. Lockwood (2009) defined design thinking as *“a human-centered innovation process that emphasizes observation, collaboration, fast learning, visualization of ideas, rapid concept prototyping, and concurrent business analysis.*

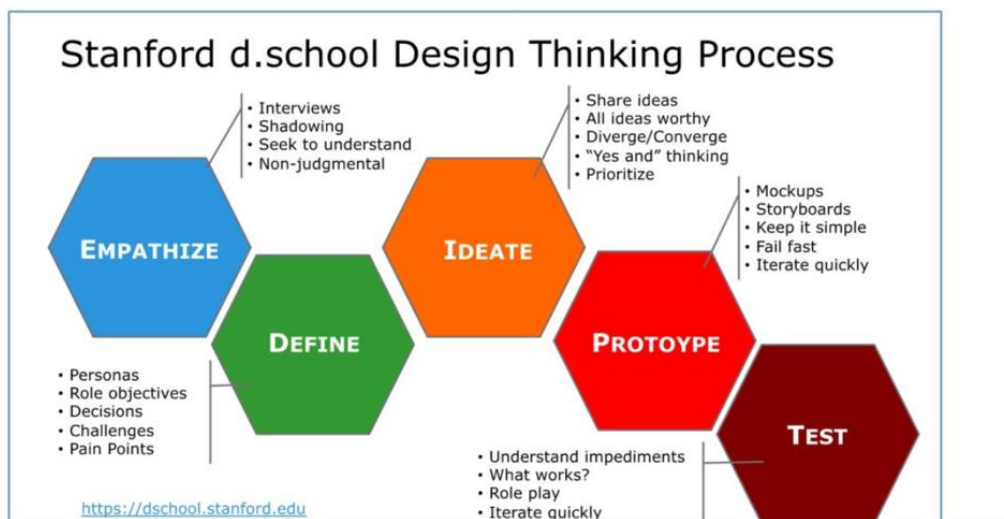


Figure 6 Service design thinking process (Adopted from Stanford School)

Dam and Siang (2020) identify five stages in design thinking: empathise, define, ideate, prototype and test. Empathize implies to gain an empathic understanding of the problem you are trying to solve. To achieve this, experts will be consulted to have more insight on the concerned areas, through engaging, observing and empathizing with the people to understand their different experiences and motivations, as well as immersing yourself in the physical environment so as you can gain deeper personal understanding of the issue involved. Empathize stage the need of the users is research. Köppen and Meinel (2015) opine that empathy enables design thinkers to mirror the needs of the users. Empathy emphasizes non-user experiences and user emotion. To build empathy with users or customers, a design centric organization empowers employees to observe behaviors and draw conclusion about what people want and needs.

In this project empathy was adopted. The researcher adopted interviews, focus group discussions and observation to get deeper insights on the students need and possible area of improvement that can help to enhance students and customers experience with the service providers. Empathy helped the researcher to understand the need of the students and design possible area that can help to fix it.

Define is the second stage in design thinking process. At this stage, the service provider synthesizes his or her observation about the users from the first stage (empathize stage). A great definition of your problem statement will guide you or your teams work, and kick start the ideation process (next Stage) in the right directions. The service provider should seek to define the problem statement in a human-centered manner, broad enough for creative freedom and narrow enough to make it manageable.

Applying this stage to the project, the researcher defined the problem, by using some service design tools like personas, the value proposition canvas, and the customer journey map. These gave the researcher in depth knowledge of the objectives of the customers, the need and goal, challenges, and the pain point. Defining this problem through these tools, make it easier to brainstorm and ideate on tangible and reliable solution to the defined problem.

Ideation is a creative process where designers generate in sessions (for instance, brainstorming, worst possible idea). It is the third stage in the design thinking process. Participants gather with open minds to produce as many ideas as they can to address a problem statement in a facilitated, judgement-free environment. Designers usually begin to generate ideas at this stage. You have grown to understand your users and their needs in the empathize stage, and the analysis and synthesis of your observation have been done through the defined stages and ended up with human-centric problem statement. At this stage, members of the team think critically to find solutions the challenge that has been created and start to look at alternative ways of viewing the problem.

The fourth stage in design thinking is prototyping. Geissdoerfer, Bocken and Hultink (2016, 1220) define prototyping as *"concerned with investigating and enriching different solution ideas by repeatedly building and discarding low resolution and rapid prototypes of early conceptualisations"*. Typically, a prototype is used to evaluate a new design to improve the accuracy of analysts and system users. It is the step between the formalization and the evaluation of an idea. Prototyping is part of design thinking and user experience because users can pilot their ideas and make corrections where necessary.

The essence of the prototype is to have a tangible model of the solutions to the problems already defined and discussed by the designers during the concept/idea stage. Instead of going through the entire design cycle based on a supposed solution, prototype allow designers to validate their concept by putting an early version of the solution in front of the real user and collecting feedback as quickly as possible.

In this study, the researcher used the interdepartmental workshop for prototyping. In the workshop, the effect of interdepartmental collaboration among students were tested. The outcome of the workshop confirmed that regular meeting

probably monthly would help to build confidence in the student, creating a medium of effective communication, which is one of the ways the students experience can be improved.

Testing is the fifth stage in design thinking process and a crucial component of product development. Testing puts the prototype in front of the real users and see how it fares. The testing phase gives feedback and insight the designer needs to iterate the prototype and make improvement. The essence of testing is to save time and money, reveals unexpected insight, and improve user satisfaction. In design thinking, the testing stage is where users and their real-life setting test the solution. During testing, the ultimate user experiences the prototype without explicit guidance. Testing the prototype opens the researcher to both the many possible directions of the design and to the ways it might address real human needs. Each step along the way gives the opportunity to rethink, relearn and reboot as needed.

For gaining more insight on the students learning experience, the interpersonal and interdepartmental relationship among students were tested. The workshop platform was a prototype to test how the students feel when they come together to have a common platform. These help the researcher to get tangible feedback and in-depth knowledge on how these skills can contribution to students' performance.

2.2 Customer experience

Creating and improving customer experience is a growing priority for managers in different service sectors. Klaus and Maklan (2013, 227) define customer experience as "customer's cognitive and affective assessment of all direct and indirect encounters with the firm relating to their purchasing behavior." De Keyser, Lemon, Klaus and Keiningham (2015, 23) defined customer experience as comprising "the cognitive, emotional, physical, sensorial, and social elements that mark the customer's direct or indirect interaction with a [set of] market actor[s]." This further corroborates Lemon and Verhoef (2016), who argued that customer experience can

be viewed from multiple perspectives, and one of these perspectives is in service design. Thus, utilizing service design will provide Jyväskylän Palvelualan Opisto with valuable insights on how to continue to render satisfactory services to its different customer segments.

In the world of business and services currently, customer experience is a major concept stakeholders continuously assess in keeping existing customers and attracting new ones. In a recent study, Customer experience is seen in two dimensions. One is that customer experience can be a response to managerial stimuli of a firm or second, it can be responses to consumption processes of a product (Becker & Jaakkola, 2020). The managerial stimuli examines how firms can directly affect customer's experience by managing touchpoints typically controlled by the firm. Such touchpoints include, for example, brand related stimuli like good packaging, advertising, or retailing elements such as pricing, company facilities and employees interactions. The consumption processes elements are attributes that contributes to customer experience but are not under the firm's control, such stimuli can involve other firms, other customers and customer's lifeworld and interpretations (Becker & Jaakkola, 2020). By implication, it means that firms must track those aspects they are in control of in ensuring that the decisive moment (moment of truth) for their customers is favourable to the company.

Defining customer experience may then tilt towards assessing what the firm has to offer (as values) or assessment of the offering by customers. Customer experience can be defined as 'process of interactions between that firms and customer engage in over the period of their relationship (Wereda and Grzybowska, 2016). This is measured by a person's experience during all points, whether direct or indirect contact against his\her expectations. Customer experience is critical to sustained growth of any business; a positive customer experience promotes loyalty and ensure continuity.

Creating great customer experience start with identifying with the customers, establishing a positive connection and working on their feedbacks. This gives a sense

of ownership when customers are aware that inputs made count. Becker and Jaakkola (2020) recently conducted a literature review of 136 published articles relating to customer experience. They identified eight literature fields: experiential marketing, services marketing, online marketing, retailing, branding, service design, consumer research and service-dominant logic. As shown in Figure 6, they highlight that customer experience occurs in two ways: as responses to managerial stimuli and as responses to consumption processes.

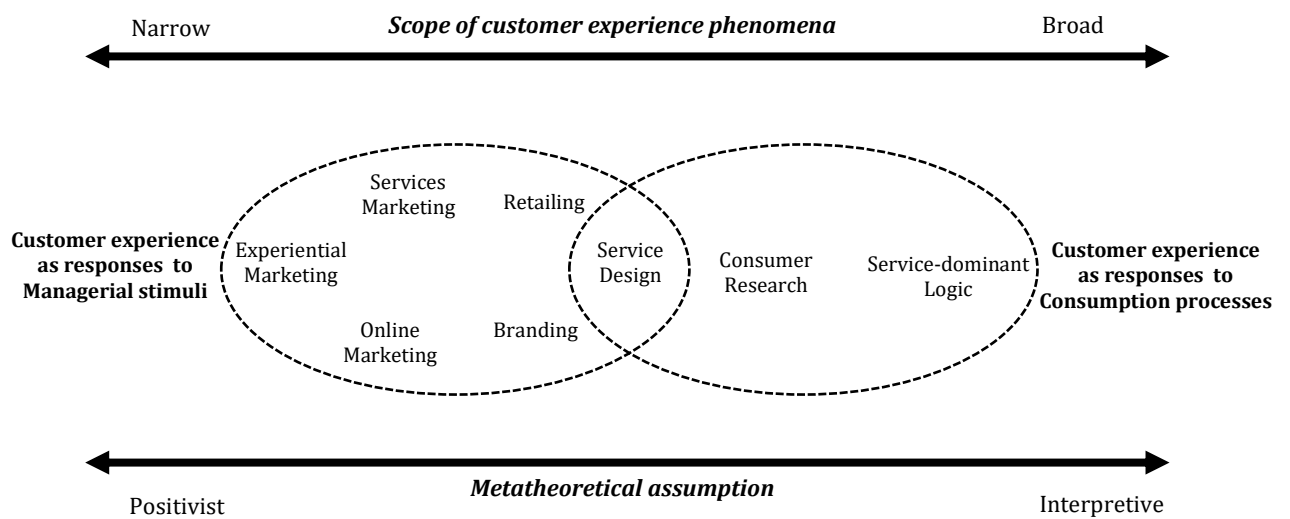


Figure 7 Customer experience stimuli (adapted from Becker & Jaakkola, 2020)

Within the customer experience research stream, previous research have also examined the concept from the perspective of students' experience. For instance, Turner, Scott-Young, and Holdsworth (2019, 718) considered the student experience from the perspective of resilience. They define resilience as the "ability to manage the everyday stress of work and remain healthy, rebound and learn from unexpected setbacks and prepare for future challenges proactively." Students go through series of stress while studying. Students' stress could be compounded when they encounter unsavoury circumstances as a result of management's failure to put in place practical things to ease the learning experience.

2.2.1 Studying the customer experience

The first step in the service design is to study the customer experience. Patrício et al. (2011) opine that both qualitative and quantitative research techniques can be used to study the customer experience. The qualitative techniques include observation, in-depth interviews, focus groups, usability testing, mystery shopping and shadowing. Service designers can also employ a quantitative technique using survey instruments as tools for data collection. The purpose of employing quantitative technique is to supplement what has been achieved with the qualitative approach. This thesis shall employ both techniques in understanding the customer experience.

2.2.2 Designing the Service concept

The service concept is the core value or benefits the customer derives from the service. Patrício et al. (2011) suggest that for service designers to get a handle on the service concept, the service should not be designed based on the internally held ideas in the firm but should be the firm's positioning in the customer value constellation experience. They define customer value constellation experience as understanding and co-created experience of interaction between the customer and all the organisations involved in the different touchpoint with the customer. For a student of Jyväskylä Palvelualan Opisto, there are many organisations that impact the students' experience. In a vocational school, the student experience can be positively influenced by providing adequate tools to enhance practical session for students. Again, the number of students per practical session can also influence students access to learning tools. For instance, where a practical session is meant for 15 students and 25 students are made to take part in the session, the students' experience will be negatively affected.

School feeding is also critical for students' attendance, concentration and dietary diversity. Scholarly evidence suggests that students perform better where school feeding is embedded as part of the learning process (Zenebe, Gebremedhin, Henry & Regassa, 2018). Again, studies (Afridi, 2011) posit that school meals have three

key benefits for students: food security, increased school enrollment and improved health and nutrition of students. Thus, management should consider school feeding as part of the learning process. Not only should school feeding be introduced, management should also diversify the dietary supplements and ensure the students have the best food.

2.2.3 Improving students' experience

The Digital Marketing Institute (DMI, 2020) outlines ways in which higher educational institutions can improve students' experience and boost retention. Because of the relevance of the article to this thesis, it is adapted here and applied to the context of the study.

Create an online forum

The advent of technology has helped to keep the students connected and help to enhance their learning experience. Not all the students can get the best from the conventional classroom system of note taking and making. Some learn more on online platform where they have access to the keyboard. They learn at their own pace and enjoy working together on group project and swap knowledge with range of different mind on their course topics. Studies show that students who engage in online discussions tend to perform better academically and even their exam than those who only involve in class discussion. By actively promoting the use of online forum, the education provider can foster a strong community spirit among their students (DMI, 2020).

Seek out feedback and apply it

Student's feedback is very paramount to the success of academic excellence in any institution. Nobody knows the pros and the cons of learning program better than the students. Using the students survey for instance give the students a voice enabling them provide feedback on the course to the school and the teacher concern. This helps to improve subsequently teaching and learning process.

Tools such as survey monkey and Google form makes it easier to request information from students on their experience with different social media platforms. Authorities usually apply the feedback obtained from such process to lay out strategies to improve students experience. In effect, students can become co-creators of the learning environment. The key is to implement suggestions that they may work and let students know you are trialing it.

Create opportunities to engage with Alumni

The expectation of every students is to know the result of his journey. Contemporarily, most people depend on peer group review and endorsement to convince them of participation in any activities. Creating opportunity to interact with the alumni will help to raise awareness of an institution amongst the audience that matter to the students. In essence, the students want to see the potential for true success and growth, both personally and professionally. Creating an avenue for current students to chat with alumni, asked them questions and learn from their success, educational institutions will be able to demonstrate just how successful their courses and teaching systems are. Mentorship programs have proven to boost student's retention rate and keep alumni engaged

Track and measure Students activities

Students' performance tracking is an essential element of enhancing the students' experience. Elements of a student's activities comprising number of courses completed, grade points and overall expected grade in the programme, can serve as a motivation to the students to study harder. An online portal is a great way to deliver this experience. It does not only bring together the estimated courses for the student, but it also provides up-to-date status of the students' progress and performance journey.

Promote the use of App

Most institutions and school have adopted and set about creating their own mobile apps, from personal assistants that help students manage study time and plan schedule, to networking services that connect students with tutors, find room mate and keep updated on college event. More so App on crime, safety and food have also been adopted to enhance learning. For example, COVID-19 19 tracing app, emergency App (112). The global rise of smartphone use provides a streamlined platform for institutions leverage in their attempts to boost student retention. Another example is Skooler, which allows students to showcase their achievements and connect with others. This helps to make big stride in molding better students.

Offering services beyond learning

Education providers can create a learning environment that is geared towards entrepreneurs development. Soft skills like networking and negotiation gained through career centers or workshops are increasingly important to success in the digital age. Also, student retention can be improved by developing their counseling services. The advantages of such services cannot be overemphasized as it will help students who attend the counseling unit admit their personal problem interference with their academic performance.

2.3 Sustainable management of food

Sustainable management of food is drawn from the sustainability literature. This theory advocates for sustainable use of resources and reduction of waste to its minimum (Geissdoerfer, Savaget, Bocken & Hultink, 2017, 758).

The production and consumption of food in our daily human activities have great impact on the environment and society at large. The food chain covers the manufacturing of the agricultural product, its inputs, processing, distribution, and consumption of food. These promote sustainability in the society. Sustainability which has been recently incorporated into food production.

The United States for Environmental Protection of Food (EPA, 2020, 1) opines that sustainable management of food is a system that reduces food waste and other natural resources, manufacturing, sales, and consumptions and ending with decisions recovery or final disposal. Sustainable management of food helps businesses and consumers save money, provide bridge in their communities for those who do not have enough to eat, and conserve resources for future generations. Sustainable management of food concept is built on the concept of “reduce, reuse, recycle.” This approach shifts the view on environmental protection and more fully recognizes the impacts of the food that are wasted.

Dentoni and Veldhuizen (2012, 96) explained that tackling food waste is a great opportunity to address food insecurity and reduce climate change problem. This is a challenge that has been met globally, giving more attention on the complex systems by which food is produced, consumed and disposed of, by our industry and others.

When food is lost or wasted, all the natural resources that were expended in the supply chain are also lost, including the use of land, nutrient, synthetic fertilizers, water and energy. As every new step in value chain adds resources and omission, the waste of cooked food at the consumer or food service level has the highest environmental impact. One of the solutions to this problem is increased efficiency (FAO, 2020, 1).

Food manufacturers generate a significant amount of organic waste but recover almost 90% primarily as animal food or feed composite. The biggest opportunities for waste reduction and recovery are therefore other parts of the supply chain, particularly in distribution, food service and the home. Packaging has an important role to play in containing and protecting food as it moves through the supply chain to customer. It helps to reduce food waste in transport and storage, and innovations

in packaging materials, design and labeling provide new opportunities to improve efficiencies (FAO, 2020, 1).

According to a 2018 report of the Housing Finance and Development Centre of Finland Ara (2019), there are a total of 5,482 homeless people living in Finland. Of that number, 4,882 are living alone while 159 are homeless families and 105 couples. While virtually all the cities have homeless people, however, Turku, Tampere, Jyväskylä, Järvenpää, and Hyvinkää were reported to have the highest number of homeless people.

The application of sustainable food management in this project stems from the understanding that an ecosystem should be designed in which the leftover food in the school can be accessed by those who need it. By this, food wastage is avoided as well as enhances the social living conditions of others by getting the food at a cheaper rate and contained the required ingredients and as well retaining its freshness.

The importance of sustainable food management

According to the EPA (2020, 1), sustainable food management saves money, provides help to people and conserves resources. These shall be explained in the subsequent sections.

Save money

This is achieved through the paying less for trash pickup, receive tax benefit for donating, waste less and spend less. Preventing wasted food can also reduce energy and labor cost associated with throwing away good food (EPA, 2020, 1).

Helping people

The leftover foods can be used to help the less privileged in the society and those that may need the food at a reduced price. It can feed people better than landfill; the rescue organization can be contacted on the place for donation and type of food that can be donated. Also, the food can be used to feed the children in school. It can also

create job opportunities for the unemployed. Through recycling, sizable number can be employed thereby helping the economic growth of the country. In addition, the world can be impacted by eliminating food loss and waste, creating an opportunity to feed the chronically undernourished, increase food production and putting additional pressure on our natural resources to do better (EPA, 2020, 1).

Conserving Resources

Conserving the resources by reducing the wasted food help tremendously improve the environment by reducing methane from landfill, save resources and return nutrient to the soil by properly composite organic which helps to improve soil health and structure, improve water retention, support more native plants and reduce the need for fertilizer and pesticide ((EPA, 2020, 1).

Addressing food waste

Globally, governments are putting policies in place to reduce and recover food waste. This is because of their concerns about food security, the environmental impacts of food production and consumption, and the contribution of greenhouse gas emissions (such as methane from degrading organic matter) to climate change. Governments in collaboration with public and private sectors are creating awareness about food waste and to find solutions. In most developed countries, national waste policy has been put in place to provide framework for coordinating and enhancing biodegradable (organic) resources recovery and reduce greenhouse gas emission from landfill. Also, policies and programs to reduce food waste in some food cases generated by businesses (EPA, 2020, 1).

Managing and recovering food waste

There are available options that can aid for food waste recovering, some of the factors include

- The rising cost of landfill

- Government policies and program to reduce food waste
- Investment by west industry in alternative waste facilities
- The proactive efforts of retailers, manufacturers and food service providers to divert their food from landfill

3 DESIGN PROCESS AND OUTCOMES

In this chapter, the design process applied in this project will be addressed. This chapter will also analyse and synthesize the results obtained from the design process and subsequently, recommendations would be provided in the following chapters.

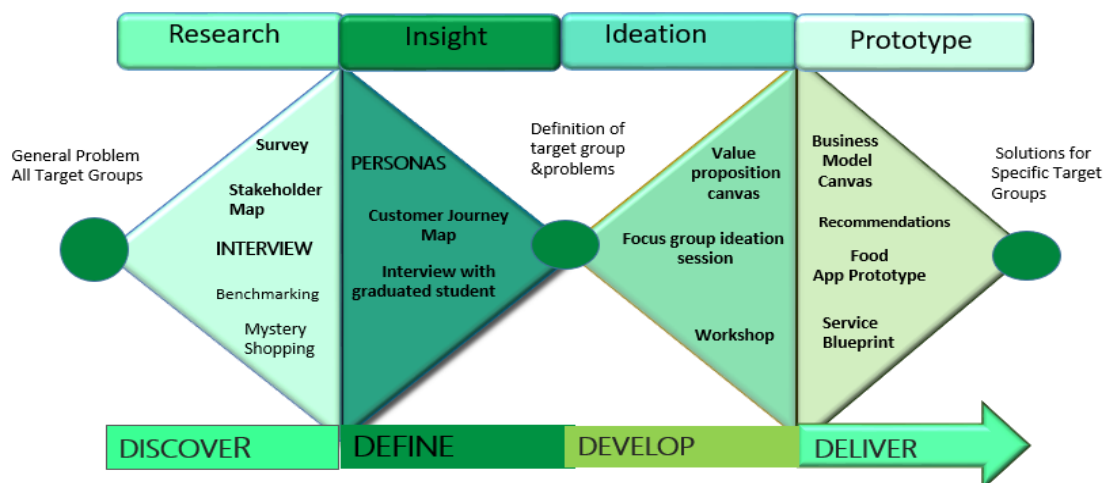


Figure 8 The design process

3.1 Discover – insight into the problem

According to the Design Council (2005), the initial stages of the design process focuses on discovering the problem. The researcher started by sending an email to the commissioner and the proposals to conduct the research was accepted, then attempts to draft the notes on what were considered as the needs of the institution from the perspective of design process began. Thus, based on the notes, areas to apply service design became apparent. Accordingly, the following methods and

tools were used: interviews, observation, survey stakeholder map and benchmarking . This study presents below these tools and how they were used.

3.1.1 Face to face interview

Four interviews were scheduled for this project to get insights from those concerned, identified those who could offer deep insights that will help to achieve the objective of the project. Thus, the interview was scheduled as follows:

- The Rector
- A key personel or staff in the catering department



Figure 9 - Researcher and the rector during the interview

Interview with Rector

First among the interviews was the session with the Rector. Interview with the Rector was held on August 27th, 2020, in the Rector's office. The interview commenced at 1:45pm and lasted for about an hour. The transcript of the interview was tape-recorded using a Techno mobile tablet recording device. Before the interview started, permission was sought from the Rector which was approved, to use the tape-recording device. The Rector started by giving an overview of the

school and the focus areas. He went further to state that delivering quality student experience is the priority of the college. That his goal of moving the school forward is to focus on the student and the teaching. There are other priority in mind but this is paramount. To achieve this goals he stated that the school has embarked on preparing food time tables for six weeks in order to focus more on the teaching, to give the best to the student.

Moreover he stated that he is also aimed at improving the difficult areas for students for instances the language skills. This is anchored by several things that the college has in place. For instance, the college has 20 staff. The ratio of staff to students is 10 students to one staff. In terms of the admission, the bulk of the students come from the immigrant community. Though the college's admission cycle runs monthly, however, only four to five students with finish background enrol with the college from the basic education. Most young Finnish students are not interested in studying in the college. This is an area of concern to the school. However, the school is embarking on different awareness campaigns to educate young people on the importance of the programme to their future career.

When asked on what makes the college different from others within the same mandate, the Rector stated that it lies in the flexibility of their programmes, that is flexible learning path. In some vocational colleges, the student usually concludes his or her program with the group they started with. but Jyväskylä Palvelualan Opisto is student-paced. That is to say that a student can conclude his or her program fast based on their previous work experience and commitment to studies. A student can round off his or her program earlier or later depending on the seriousness and pace of the student.

The school is been funded by the ministry of education. Currently, funding for the college stands at about 1.2 million euros per year. Which is suppose to be for 125 student. The present number of students are 139. The funding affects the numbers

of student that can be acceptable in a year. The school believes that if they have more funding from other funding bodies it can increase the number of intakes per year. The outbreak of the COVID-19 pandemic has affected the patronage the school receives from sales of food and outdoor catering activities. Concerning admission, the Rector noted that it is on monthly basis. The students are tested orally and written to ascertain their Finnish language skill. Finnish skills for new students, particularly students from the immigrant community remains a daunting challenge. Usually, applicants are interviewed to ascertain their level of commitment and Finnish language skills. However, during the program most admitted students from the immigrant community struggle with the technical requirements of the course.

Regarding how he manages the school to achieve cooperation and with staff and students, he said that the staff are hardworking, understanding and willing to work, that they have not posed any problem to him. Also the students are cooperating, supportive and willing to aid each student to achieve the desired goal. Especially the immigrant he commended that they are very serious with their studies.

To enhance and improve student experience he explained that they have strong collaboration with companies around where the students can go for work practice. They also assist students for workpractice placement and job if the opportunities arise. Most importantly, the Rector affirmed that workpractice experience holds a key role to the student's fast graduation. It is 60 percent for work practice outside the school and 40 percent of learning in the school. The interview lasted for almost an hour in the Rector's office.

Interview with personnel of the Catering Unit

Conventional protocol was followed in organising the interview. The researcher notified the Rector about the need to interview relevant units and key stakeholders to the project. Thus, the Rector granted the permission and subsequently the target persons and groups were contacted either through email, text messages or phone

call. One of the key persons was a key personnel in the catering department and food services.

The interview was held on 2nd September, 2020. The interview started from 12 noon and lasted for an hour. The venue of the interview was the Family party classroom (Perjejuhla) of the Jyvaskylan Palvelualan Opisto. Same recording device as with the Rector was used. The researcher started by explaining the essence of the interview which was to know the mode and process of food production and how this food have impact on the academic performannce of students, which helps in enhancing students and customers experience. From the data collected she stated that the the food process is in line with the standard set by Ravitsemus suositus.

One attractive thing done in the school is quality food service available for all students. For the students, lunch is free. Additionally, students who wish to buy food, maybe to take home, also buy at considerably cheaper rates. Per food security, the availability of school meals offers the students hope and stability. School meals have been found to be particularly helpful to struggling and low-income families.

This no doubt serves as a great relief to families and gives them sense of belonging. Another important reason for school meals is increased school enrollment. Students enrollment have been found to be increased in countries and regions that offer school meals compared to places with no such offerings. Additionally, since school meals are regulated by relevant authorities, the dietary and nutritional components are comparatively better than those provided by most families. For this reason, school meals are bound to provide the students with the nutritional and dietary provisions that may be lacking in some homes.



Figure 10 - Researcher in an interview with the Catering Department Personnel

Jyvaskyla Palvelualan Opisto also complies with this requirement. In each business day, the catering unit usually have their recipes for the respective food to be prepared. The unit also ensures that adequate measurement is taken for each of the food being prepared. This ensures that the recipes is strictly followed. Again, they also ensure that the right temperat ure for the food is maintained. To achieve this, testing is done at the right time before serving.

When asked how does food help to improve and enhance the students learning and customer service, she stated it helps the students to be focused on their students. That lack of proper feeding can lead to loss of concentration on the programme. That the students are sure of two square meals a day, but the COVID-19 has affected the breakfast. Currently, the school offer one meal. And very certain, the students must be served balanced diet. The daily meal comprises of three course meal, that is, the vegetables, the main meal and the desert or jalki ruoka.

When also asked if the college would require an app to be used to connect with those who may need the leftover food, the response was the app would be

necessary, but at the moment, they would prefer such notifications to be on the school website. The reason is that the unit ensures that the right quantity of food is prepared for the daily requirement. However, in the event of the leftover, those who need the food can locate the college via its website. The issue of the app may be considered in the future, therefore a prototype will be appreciated for future purposes, but not for a large sales. Indeed, will be able to broaden its impact particularly to the group critically in dire need of food if such a technology is introduced.

3.1.2 Observation

Besides the interviews, the researcher embarked upon observation. The observation was done between the month of August and September 2020. According to the University of Jyväskylä (2020), observation is defined as “a data collection method, by which you gather knowledge of the researched phenomenon through making observations of the phenomena, as and when it occurs.” Observation helps the researcher to get an unbiased idea about the phenomenon and reach a more balanced judgement about the phenomenon.

The researcher did this through the lecture and practice sessions, lunch time, and some activities carried out in the school. Since the researcher is also a student at the school, it was easy to gather these information. She also monitors the student’s interpersonal relationship, daily practical session, sense of responsibility and delegation of assignments by the Teacher. Below is the summary of the insight obtained from the researcher’s observation.

**Jyväskylän palvelualan opiston
jatkuvan haun lomake**

Tervetuloa osallistumaan jatkuvaan haun kisaan. Tervetuloa haastautumaan haastavissa kysymyksissä ja vastaamaan niihin. Vastauksesi auttavat meitä valitsemaan uusia opiskelijoita.

Tämä on jatkuvan haun lomake. Täytä lomake huolellisesti. Omatasi tulokset näkyvät sivustollamme kahden viikon kuluessa hakemuksen saapumisesta. Tarkista, että puhelinnumerosi on oikein. Pääsisäks löydät lisätietoja sivustollamme.

1. Oletko nyt opiskelupäätöksesi tähtäyksillä palvelualan opistossa?

Ennenkään. Järjestelmä ei ole päättökäynnissä, eikä opintoihin osallistunut.

Puhuan ja kielitaidon parantamiseksi, kielitaidon parantamiseksi, kielitaidon parantamiseksi.

Puhuan ja kielitaidon parantamiseksi, kielitaidon parantamiseksi, kielitaidon parantamiseksi.

Puhuan ja kielitaidon parantamiseksi, kielitaidon parantamiseksi, kielitaidon parantamiseksi.

Olen läsnäollessäni opiskelijana, mutta en työssä.

Olen läsnäollessäni opiskelijana.

2. Sukunimi *

Enter your answer

3. Etunimi *

Enter your answer

4. Lähiosoite *

Enter your answer

5. Puhelinnumero ja postiosoitteet *

Enter your answer

6. Sähköpostiosoite *

Enter your answer

7. Sähköpostiosoite *

Enter your answer

8. Henkilötunnus *

Enter your answer

9. Kansallisuus *

Enter your answer

10. Äidinkieli *

Enter your answer

11. Perustele, miksi haluat meille opiskelemaan. *

Enter your answer

12. Mitä olet opiskellut aikaisemmin? *

Enter your answer

13. Kerro, mitä työkokemusta sinulla on.

Enter your answer

14. Päivämäärä *

Please input date in format of dd/MM/yyyy

Submit

Never give out your password. Report abuse

Figure 11 Admission form of the college

Table 1 - Insights from observation

No.	Observed phenomenon	Observation outcome
1.	Student relationship with staff	I observed that student relationship with staff is cordial and friendly. For instance, staff have time with students to chat and are easily accessible. Staff also free give their contacts to students and students are encouraged to contact staff whenever they need assistance
2.	Language and teaching pattern	Obviously, majority of the students are from the immigrant community, thus, struggle with Finnish language skills. However, staff adopt the simplest Finnish skills to the level the student understand. They also spend a lot of time to explain matters in order to drive understanding to the students.
3.	Food services	Prior to the COVID-19, students were offered two times meal per day. The first meal was served from 7:00am and the lunch served 11:00am. However, currently, precautionary measures about COVID-19 have made management to take off the breakfast. Per the lunch, the students are offered buffet and go in batches. Students must not use bear to dish their food. They

		must use serviette in their hands and spoon to dish the food.
4.	Work practice	The college strongly encourages work practice. Accordingly, from my observation, the number of students in the field on work practice are higher than those in the regular classroom learning routine.
5.	Inter-student relationship	The students show willingness and readiness to assist fellow students. Since majority of the student struggle with the Finnish language, it has interestingly created an atmosphere of comradery among students so much that they see that it through helping one another, they overcome most of the challenges posed by the perceived difficulty of the language
6.	Learning atmosphere	There are up-to-date equipments, conducive classroom, availability of practical materials and right size of students per practical session.
7.	Interdepartmental collaboration	Interestingly, I observed that the school needs to improve on inter-departmental collaboration. The students do not have a fair idea of who other students are outside their immediate group. This also affects how students see themselves in terms of wider network outside their immediate learning group.

3.1.3 Stakeholder mapping

Stakeholder mapping is one of the critical tools used by service designers. Stakeholder mapping is used to identify the different stakeholders that have direct or indirect impact to the project. Stakeholder mapping became relevant because it was needed to espouse the critical roles played by each of the stakeholders in contributing to students' experience.

Following interview session with the Rector and the workshops, this study identified different layers of stakeholders. The first layer of stakeholder constitutes the students, staff and external customer. The food and snacks produced during the practical session are bought by some staff and students who may need them and these made them part of the customer segment. Staff are grouped according to their categories. Administratively, the rector oversees the day-to-day running of the college. These are generally grouped as customers. Following this are the internal stakeholders. Internal stakeholders constitute individuals and organisations who have direct relationship with the college. Examples include students and staff.

Connected stakeholders are those who are affected directly or indirectly with the activities of the college. These can be customers who buy food or place order for events management. Finally, external stakeholders include all external bodies that have direct or indirect impact on the activities of the college. Examples include Kela.fi, Poolisi, Employment office, Jyvaskyla Settlementi, Jyvaskyla Gloria, Ministry of Education, Ministry of Employment and Economic Affairs.

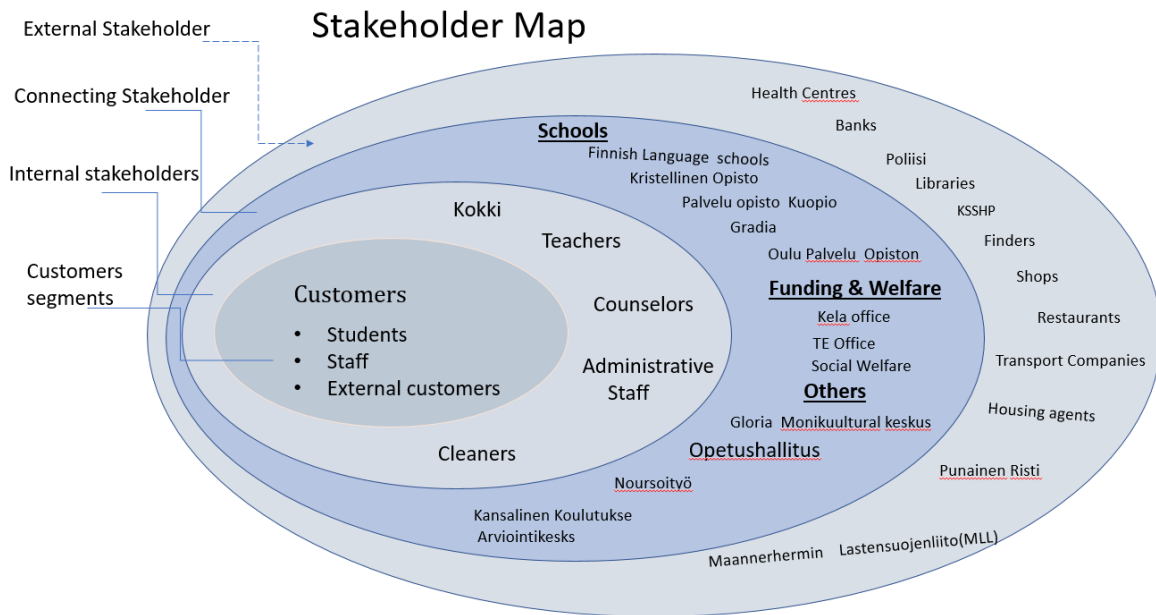


Figure 12 - Stakeholder map of Jyvaskyla Palvelualan Opisto

3.1.4 Online mystery shopping

Rehman and Velsamy (2013, 101) stated that customer satisfaction is very vital to the growth of any organization or establishment. Every establishment put in his best to satisfy the customer. A customer must have a highest level of satisfaction from the goods or services received. Mystery shopping is a research tool that is used to measure the level of customer satisfaction, a customer experience through impartial way. The mystery shopper gives the feedback to the company and this is used to evaluate how close is the actual experience of the customer to the desired need. The aim of the mystery shopping is to help the company to have an overview of the right and the wrong and how they can improve. Several methods can be used in

mystery shopping, for example, telephone, website and social media, hidden audio and video recording.

To achieve the aim of the study, the website of the college was primarily used to evaluate the college's offerings, potential student journey and different touch points within the school. Thus, three mystery shoppers were contacted from the different cultural backgrounds since the school is dominated by foreign students. Obviously, this study understands that the college's website could not have provided the comprehensive information about the college without the physical visit of the mystery shoppers.



Figure 13 Backgrounds of the mystery shoppers

This study was limited to the website because of the restrictions arising from the COVID-19 outbreak. Since the college's website was the only way to access the offering, the website was therefore used. Each of the mystery shoppers were selected from Europe, Asia and Africa. Thus, they conducted the mystery shopping between June and August, 2020. Obviously, the three mystery shoppers identified different strong and weak areas of the website. Their full reports form part of the appendix (Appendix 3) but as summarised below in Figure 12.

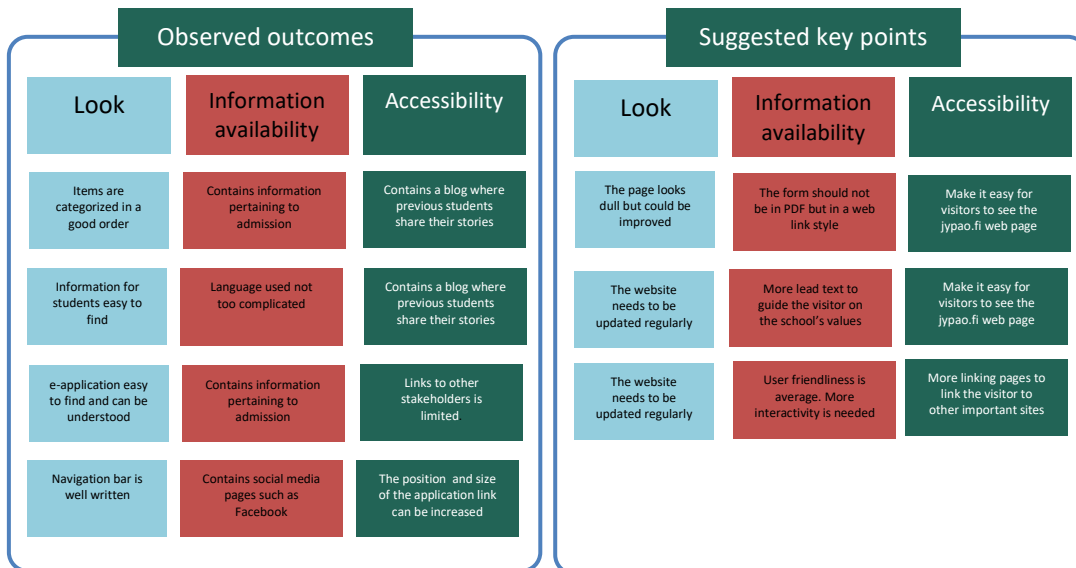


Figure 14 - Affinity diagram derived from mystery shopping

3.1.5 Survey

Surveys are tools which uses questions to obtain information from target respondents. The survey was drafted with the assistance of the commissioner. The researcher first drafted the survey in English language and sent to the commissioner for his inputs. The survey comprised 20 questions, made up of open ended and closed ended questions. The survey covered every aspect of the thesis including students experience, student-staff relationship, equipment for students learning, co-operation among students, food service and work practice placement. The commissioner made corrections and returned the survey to the researcher. Since the respondents were predominantly Finnish-speaking students, the survey had to be translated from English to Finnish. In the next stage, the researcher consulted a translator who translated the survey into Finnish. After the translation, the researcher sent the translated copy to the commissioner to compare if the translation reflected the original copy. To this end, the commissioner affirmed with minor suggestions. After updating the suggestions, the final copy was returned to the commissioner who administered the survey.

In all, 23 respondents filled the survey. Below are the key insights derived from the survey. As the survey covered many aspects of the student experience, this thesis will only pick the key areas. The full response will be sent on request. It is important to note that since the survey was administered in Finnish, the images as pasted here will reflect the Finnish language. However, I shall explain the results in English.

2. Mistä sait tietää Jyväskylän palvelualan opistosta?

22 responses

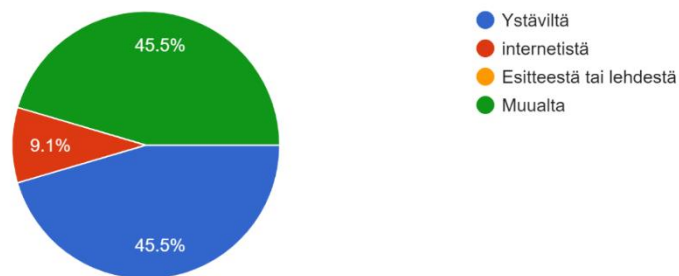


Figure 15 Responses on how they knew about Jyväskylän Palvelualan Opiston

5. Millainen yleisvaikutelma sinulla on hakuprosessista verrattuna muihin oppilaitoksiin, joihin olet hakenut?

22 responses

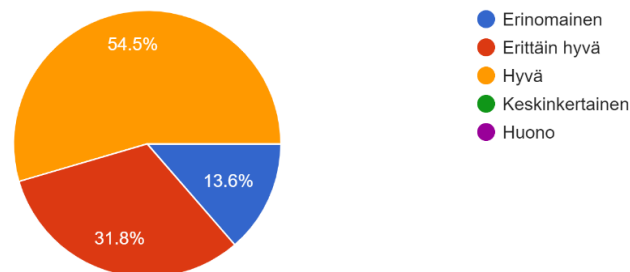


Figure 16 Responses on admission process

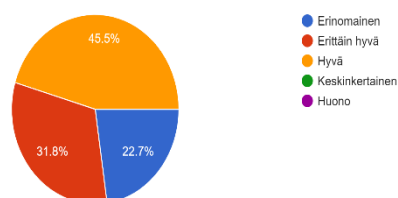
In Figure 15, when asked about how they know about Jyväskylän Palvelualan Opiston, 45.5% said it was through friends while another 45.5% said it was through other sources. Meanwhile, only 9.1% said they know about the college through the internet while none indicated that they knew about the college through flyers and magazines. This result is important for the college's future promotional activities. This implies that the college has done very well because, according to the results, word of mouth remains the critical channel of making the college known to others. However, the result also indicates that the college needs to invest more on online

presence. Currently, internet remains an important means of disseminating information, a better online presence which comes from updated website will help to broadcast the college's activities further.

The college has also performed well in terms of admission process. In Figure 16, 54.5% of the respondents indicated that the admission process was good, while 13.6% says it is excellent. As encouraging as this result is, it still leaves room for more improvement from the college. It is possible that the college can achieve excellent admission process.

In comparing the communication and relationship that exist between staff and students and among students, the respondents rated the communication and relationship between staff and students as better than collaboration among students (Figure 17). Specifically, 45.5% say they enjoy good communication with staff and management while 40.9% say the same thing among students.

9. Miten arvioisit asteikolla 1–5 (1 tarkoittaa huono, 5 tarkoittaa erinomainen) Jyväskylän palvelualan opiston onnistumista viestintä henkilöstön ja johdon kanssa
22 responses



10. Miten arvioisit asteikolla 1–5 (1 tarkoittaa huono, 5 tarkoittaa erinomainen) Jyväskylän palvelualan opiston onnistumista opiskelijoiden välinen yhteistyö
22 responses

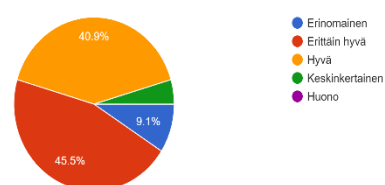


Figure 17 Communication with staff and collaboration with fellow students

Between students and staff, 27.7% say it is excellent, while only 9.1% say it is excellent among students. This is therefore an indication that the college should invest in their relationship management processes, particularly among students. Students are the best teachers to themselves. As majority of the students are immigrants, the college will stand to benefit maximally when they create a platform in which the students can collaborate among themselves. Finally, when prompted

on what suggestions they would make to the college to improve its services, only 7 respondents in this section. Interestingly, the most outstanding suggestion in this column is

*"Minä haluan opin vielä suomen kieltä ja hsluan tehdä
ennemä työtä*

thus, underlying the critical place of deepening their Finnish language skills.

3.1.6 Benchmarking

Benchmarking is a way of comparing best industry practice against an organisation processes to identify performance gaps and achieve a competitive advantage. Benchmarking can be applied against processes, approaches, functions or product in businesses. It is important to note that benchmarking involves looking outside the business to see how other organisations and businesses achieve a high level of performance and the processes they used to maintain success. This helps the business organisation to bring in this innovation gathered from the assessment from other successful business to enhance the business in order to increase productivity and improve customer experience.

Having explored the views of the different customer segments, this dissertation decided to conduct a comparative analysis of the of the college with what other similar colleges offer, in the form of benchmarking. Thus, the target of the benchmark are mode of operations, programs offers, students learning experience, website structure and students' online engagement and project. These were the key areas benchmarked. The essence was to analyses the key behavior and area of success of other professional institutions and see areas that can be emulated to improve the services of Jyvaskylan Palvelualan Opisto. This study benchmarked the schools with two other colleges:

- a. Oulu palvelu opiston and
- b. Palvelu opiston Kuopio.

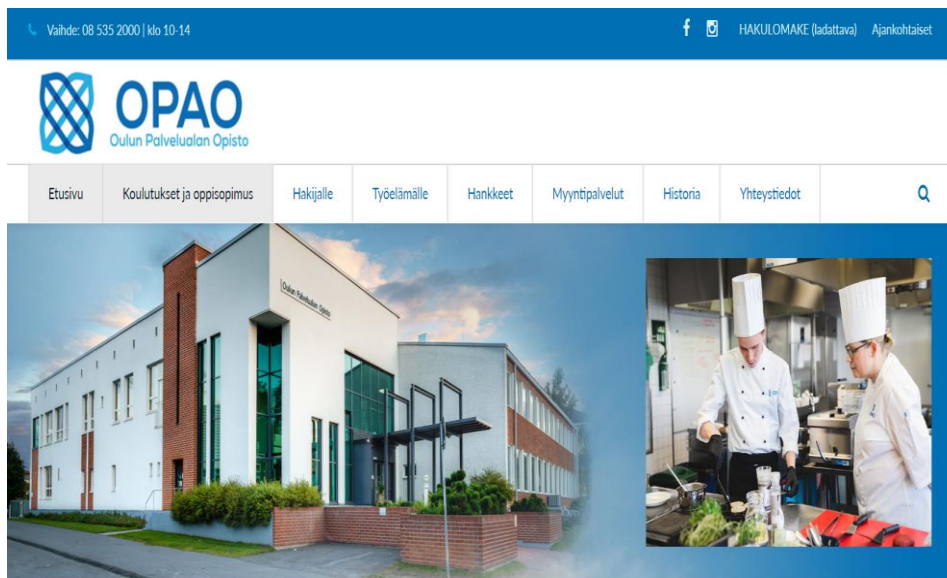


Figure 18 - Oulu palvelu Opiston Front page



Figure 19 - Palvelu Opisto Kuopio Front page

Insights from the benchmarking exercise

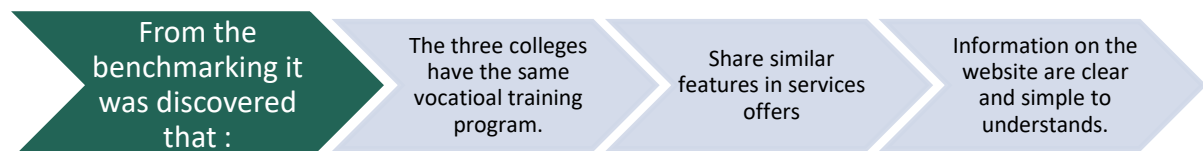


Figure 20 - Result of benchmarking

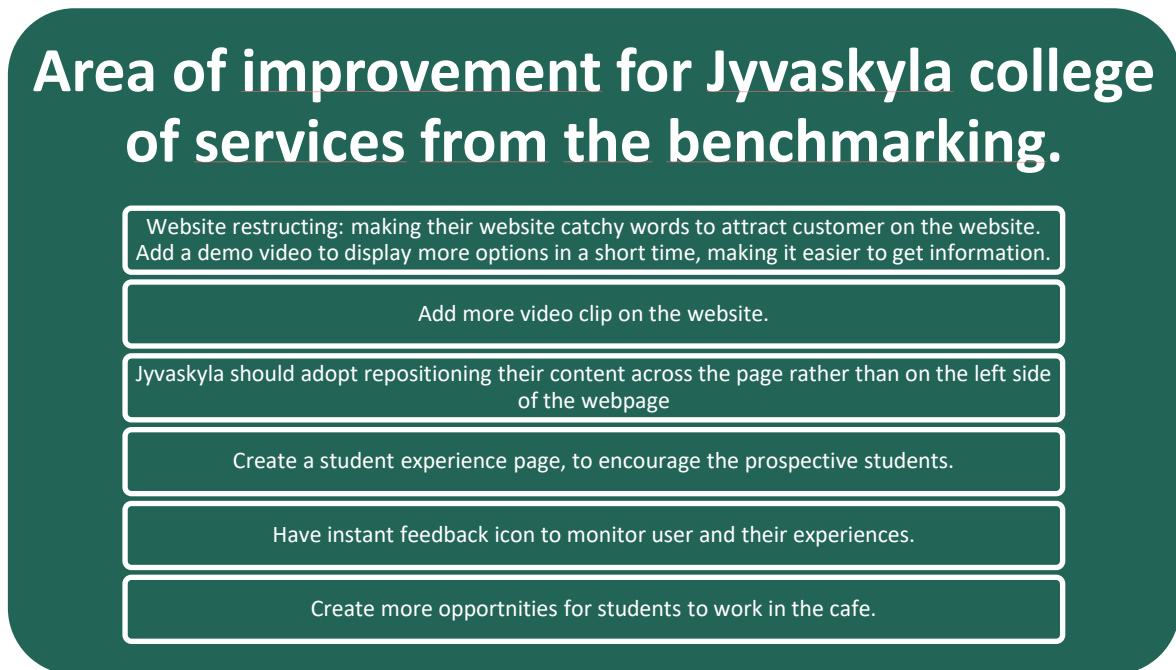


Figure 21 - Areas of improvement as highlight from benchmarking

3.2 Define – the area to focus upon

In this section, this project will focus on the insights from users based on the interviews conducted in the previous section. Thus, the project shall utilize user personas for the different market segments and customer journey mapping.

3.2.1 User Personas

Personas are profiles of relevant stakeholders (Stickdorn et al., 2018). Personas represent imaginary examples of the user or other stakeholder. Based on the interviews, this project created different personas that represent different service users from the target group selected. Personal profiles were created for observing the service from the user point of view to empathize possible users and their needs. The project identified three customer segments from which three separate personas were designed (see Figure 22). The first segment comprises persona representing students in the three major departments. The second persona represents external customers who patronise Jyvaskyla Palvelualan Opisto for food services while the third represents customers drawn from the laundry services.

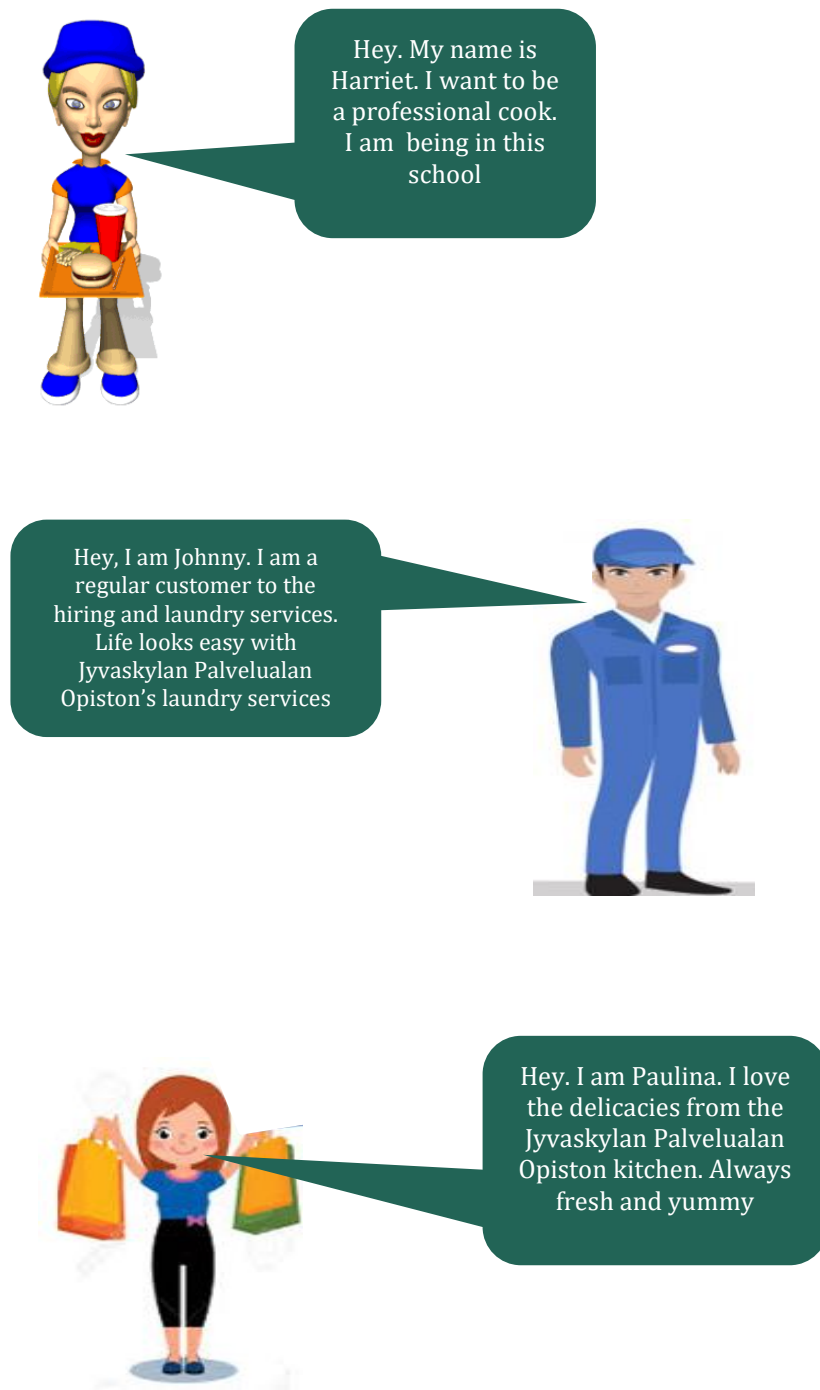



Figure 22 - Personas for the three customer segments.

Figure 23 represents the students segment name Harriet Mike. One persona was created to represent the students in other department, Home carer (Kodinhoitaja) and Premises carer or cleaner (toimitilahoitaja). The three category of students share similar learning experience, in term of gaining professional knowledge in their

different field, improve on their Finnish skills development, impact life positively through service to humanity.



Harriet Mike

Motivation
Harriet has passion for cooking. She is motivated when she sees other students carrying out practice. She believes she can change life through service to humanity.

Goals

- To have professional knowledge catering services
- To learn Finnish food, language and culture in-depth
- Improve on my Finnish language skills
- Impact life positively through service to humanity.
- Able to understand basic cleaning skills

Challenges

- Inability to speak Finnish fluently
- Poor technology skills
- Stress arising from combining studies and family chores

Hobbies

- Juggling
- Cooking
- Gardening
- Travelling

Gender:	Female
Marital status:	Married
Age:	30
Location:	Jyvaskyla
Department:	Catering

Figure 23 Persona representing the students' segments



Johnny Jackson

Motivation
Johnny Jackson 's patronage of Jyvaskylan Palvelualan Opisto is anchored by professional laundry service, price and polite reception he receives from staff.

Goals

- To be prompt and punctual at work
- Do his laundry regularly
- To get a good and professional laundry service
- Get married and start a family
- Live a happy and responsible life

Challenges

- House chores
- Tight schedule
- Demanding job that leaves him with less time

Hobbies

- Coding
- Juggling
- Communicating

Gender:	Male
Marital status:	Single
Age:	27
Location:	Jyvaskyla
Profession:	IT

Figure 24 Persona representing the laundry customer segment

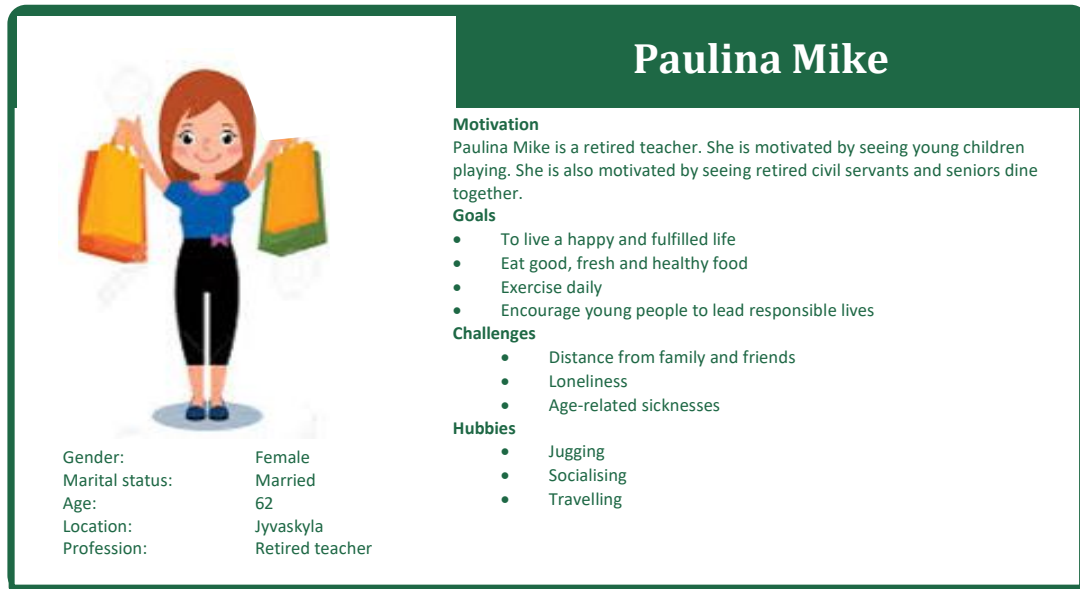


Figure 25 Persona representing the food service customer segment

3.2.2 Customer journey map

Following the interviews, customer journey map was used to visualize the process that students and other customer segments take. Each of these customer segments will be represented on its peculiar journey map. It described the customer journey of the different customer segments. The diagram below contains three customer journey maps. One of the customer journey maps represents students. A catering student who is a second-year student and enjoys his student experience. The second customer journey map represents a young IT professional who patronizes the college for his laundry services. The third customer journey represents the customer segment who patronizes the college for its food services.



Scenario: Harriet is a second-year student. He enjoyed his journey into the catering professional. He appreciates every bit of his learning and work practice process. She is looking forward to his graduation soon.

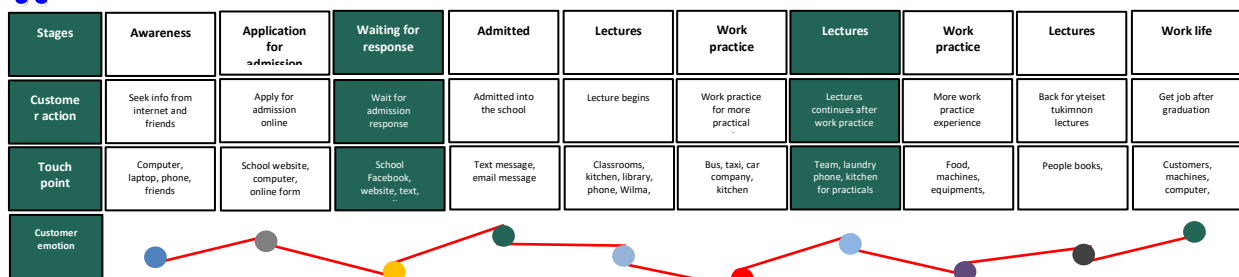


Figure 26 Customer Journey Map of the students



Scenario: Johnny Jackson is an IT expert who spends more time in the office. He prefers laundry services for his clothes than doing it himself. He says patronizing the college for his laundry services saves him more time than doing it himself.

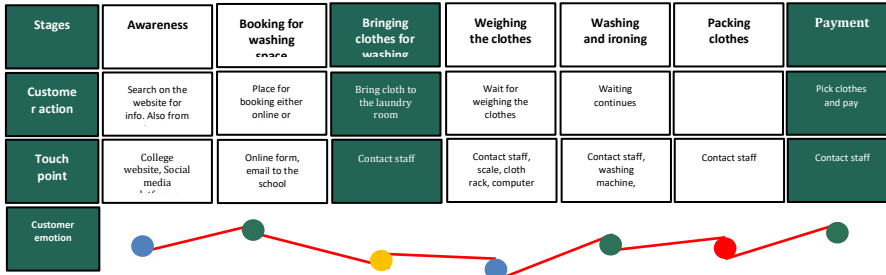


Figure 29 Customer Journey Map for laundry services



Scenario: Paulina Mike is one of the customers of Jyvaskyla Palvelualan Opisto. She is a regular customer and enjoys fresh and yummy foods prepared by the college

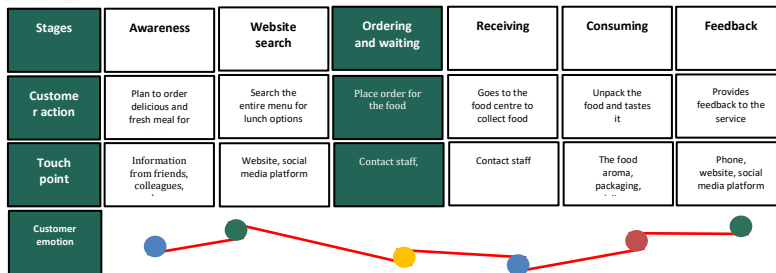


Figure 28 Customer Journey Map for food customers

3.2.3 Interview with an alumnus (former student)

As part of the interview process, the researcher also had face-to-face interview with an alumnus of the school. The purpose of the interview was to obtain a perspective from those who have had experience with the college and how it has impacted them on the following trajectories: admission, learning experiences, work practice placement and graduation. Thus, the interview was held on 17th July 2020. The alumnus mentioned that she was in the catering department and the programme lasted for two years. She knew about the school through word of mouth from friends and so decided to apply. She reported that she had a very good experience with both staff and students and opined that the Finnish language used was simple and easily understandable.

She suggested that students should be taught more work etiquette before work life. Another point she mentioned was that number of students assigned to a pot should be reduced in order to enhance better understanding of the students in a practical session. Most times, when students go out for work practice, many of them encounter challenges. To this end, she suggested that students should be prepared for work practice. This would require that students who are about to proceed for work practice should be prepared by educating them on the practical tips they should be abreast of in the new work environment.

3.3 Develop – potential solutions

Having defined the specific segments and their problems to proffer tangible and innovative solutions, the process moves to the develop stage. At this stage, the ideation with the students during the workshops and the focus group were adopted. Brainstorming on how the identified problem can be solved was also part of the method used in process of this stage.

After the first two phases, the next phase is to develop the potential solution to the problem. This phase also entails embarking on some activities including workshops

and analyzing the data to present a clear developmental path as regards the research phenomenon. Ideas were developed bringing in the segments through the focus group ideation and brainstorming sessions and workshop.

3.3.1 Focus group ideation session

A focus group is panel discussion in which the researcher seeks to explore a research phenomenon by holding a discussional meeting with a group of 5 – 8 persons (Nyumba, Wilson, Derrick & Mukherjee 2018, 24). As part of the develop stage, comprehensive information relating to the research is necessary to enhance clear understanding of the phenomenon. Thus, focus group discussions were sheduled in all the departments and groups, and discussions were sheduled on different days in the different units and departments. The focus groups discussion was for data collection, ideation and brainstorming on possible areas the students think the services of the school can be enhanced. In each of the department the session lasted for one hour. The students gave insight in their different experiences from application process till the present level, and also gave areas they think learning process can be enhanced.

Three focus group discussions were held. The first was with Perhejuhla ryhmä group. The discussion took place on 26th August, 2020. The second focus group discussion was held with the catering departmen (Kokki) and took place on 15th September, 2020 between 12:00 to 1:00pm. Finally, the focus group for Kodinhoitaja & Toimitilahoitaja on September 4th, 2020.



Figure 30 - Focus group interactive sessions

From the discussion in the various departments and groups, the following were noted along the following themes: relationship staff, availability of facilities and food.

Relationship with staff	Availability of facilities	Availability and quality of food
Staff are supportive and friendly	Students have access to teaching aids	Food served as sufficient
Teachers try to make the language understandable	School provides daily practical materials	Food is of quality
Teachers play supportive role for workplace practice	There was easy migration to online learning	Mixing the menu with other cultural food would be good

Figure 31 – Key points highlighted

Result from the focus group discussion

The insights derived from the focus group discussion, while predominantly positive from the perspective of the college, however, the students identified areas that need addressing to give them better students experience. These areas include platform for collaboration, deepening their Finnish language skills, incorporation of international cuisines and basic computer skills. I will elaborate on these in the following sections.

Platform for Collaboration

The students need closer bonding than what is obtainable at the school. Majority of the students are immigrants and refugees. They are lonely and so require socialising with others. One of the students mentioned that she

“is interested in knowing more of her course mates than what is presently obtainable.”

Usually, the official time allocated for learning and teaching is not enough for the students to bond together. They therefore need to make more friends in order to understand the Finnish culture better. As some of them are refugees, it is also believed that when they are brought together with others, it may be a better channel to relieve them of the pains some of them have suffered in their home countries.

Interestingly, a collaboration platform could as well be a better way to co-create the learning experience. Scholarly evidence suggests that students learn better from other students than teachers (Harrington, Flint & Healey, 2014, 15). So, a forum where the students freely participate by asking questions from peers will ultimately be a great elixir for their learning experience. Furthermore, socialising among themselves will potentially help to fight off loneliness and depressive feelings. By organising online and physical meetings where they can share in one another’s birthday celebrations, child birth, etc., it fosters a feeling of camaraderie among students.

Another way to make this collaboration platform more enjoyable is to invite past students as alumni to occasionally come and share their experiences. They could start with creating social media platforms such as WhatsApp and Facebook, where they can always share their feelings and emotions to get comments from others. Interestingly, this type of collaborative platform will also be a sure bet to blure the cultural differences and ethnocentric tendencies that manifestly arise among students from different cultural backgrounds.

Language skills

Another insight that resonated across the focus group discussion was the challenges faced by foreign students in Finnish language skills. Finnish is the primary language of instruction at Jyväskylän Palvelualan Opisto. Admittedly, the college has also organised additional lessons to help the students’ Finnish language skills. But the students opined that they

needed to have more lessons in Finnish than presently observed. Some of the students have barely little education from their home countries and so lack both writing and speaking skills. They admitted that more robust lessons aimed at enhancing their writing and speaking skills will prepare them adequately for the world of work after graduation from the college.

Taking note is an integral part of the learning experience. Some of them noted that they are always scared at the prospect of doing homework, particularly where they have to write something down. In fact, one of them noted,

“Each time I wake up and realize that I will have to go to school, I am always worried that assignments will be given. And scared of interpreting of the recipe.”

Interestingly, majority of the students enrol in the college as part of their integration programme. As such, mastering the Finnish language (spoken and written) are critical requirements for attaining the certification level they need. Jyvaskylan Palvelualan Opisto can organise more Finnish classes for these set of students. These Finnish classes may be not optional but be embedded in the curriculum and forms part of the assessment required for students. However, in doing this, the college should identify and note the different academic levels of the students and organise language classes (spoken and written) commensurate at their levels. It is important to note that where there are ongoing Finnish language classes, the duration can be increased.

In some cases, particularly if the college’s budget permits, personal sessions can be organised with students who are experiencing more language difficulty than others. Personal sessions as this has a way of properly identifying the student’s challenges with a view to helping them overcome such. Some of the students have suffered different psychological challenges, and so, the private sessions will ultimately help the students to overcome such challenges.

Basic computer skill

Another insight derived from the focus group discussion is that some of the foreign students lack basic ICT and computer skills. Some of them are from backgrounds where they were not taught basic computer skills. As noted earlier, some of them have not completed the grade level of education. Thus, relying on mobile phones and computer systems for home-work and other school demands is critically challenging. Some of the things like searching for a flour for baking and downloading a recipe are challenging for them. In fact, several of them echoed the challenges they face during the lockdown where they were made to stay at home to do homework and join online classrooms. Some of them responded that they have to depend on their husbands or children who are a bit exposed to these ICT tools to put them through in some of the things required from them.

It is interesting to note that these students may continue with these challenges if they are not addressed. Jyväskylän Palvelualan Opisto can plug this whole by embedding a course that puts the foreign students through these ICT tools. The assumption that 'everybody understands and can do it' may be costly for these students because they will certainly encounter these challenges more during work practice periods or when they finally graduate and start working. So, part of the delivering quality student experience would be to make their training and vocational skills more holistic.

Besides the idea that the students will benefit from these ICT trainings from the colleges when they graduate and start working, a more critical area is for them to feel at ease during their study days at the college. For instance, the students' progress is regularly updated in the college's portal '**Wilma**' but not many of the foreign students can successfully navigate through the Wilma portal without being aided. This is therefore to say that such training and exposure will increase the confidence of the students and also prepare them adequately for the future.

Food

As the focus group progressed, another insight that emerged is the food prepared by the college. As noted earlier in previous sections, food quality is great and good for the students. However, the students wondered the possibility of including some international cuisines in their menu. The school is a mix of foreign and local students. So deliberately including the menu will give the students a sense of belonging.

Admittedly, the college organises practical sessions in the catering department where students sometimes prepare their local dishes. This is commendable. However, if this practice is embedded in the menu, it will serve as an attraction for customers who are mostly keen on those foreign cuisines. From the perspective of this thesis, the school already has the repertoire of students to successfully implement this suggestion. What is needed is therefore to put modalities in place to incorporate this the foreign cuisines in their menu.

3.3.2 Workshops

Workshop is an important tool for data collection in research. According to Darso (2001) using workshop as a research methodology is a useful approach in studies that are emerging and unpredictable or that are elaborate, characterised by realtimeness, throwness, interaction, and prospect. Workshops has a potential to advance meaning negotiation between the researchers and participants. Workshop is aim at getting or prducing reliable and valid data about the domain in quesytions regarding forward-oriented processess, such as organsational change and design.

Organisation of the workshop

The workshop was held on 2nd October 2020. It was held in an interdepartmental collaboration setting, cutting across the three department in the school. The workshop was to test how the interdepartmental collaboration can help in enhancing the students learning experience and boost confidence in the student. In addition, a means of bringing the students together, to form a common platform to discuss make suggestions on how to improve their inter-departmental collaboration and quality inter student relationships. The workshop was held online via Team with 12 participating students drawn from three department. The departments are:

- Kodihoitaja (Home keepers)
- Kokki
- Toimitilahoitaja

Purpose of the workshop

At the commencement of the workshop, the agenda of the workshop was read out to the students. They were informed that it was organized to discuss and come up with better ideas to enhance their experiences as students of Jyvaskyla palvelualan Opisto.



Figure 32 - Screenshot of the workshop on Team platform

They were also informed that there was need for interdepartmental collaboration, the workshop will create the avenue for students to make suggestions on how to actualize them. They were further informed that the workshop was to cross-fertilize ideas to enhance the achievement of success as students. Finally, to test if the students were prepared for the take-off of the interdepartmental collaboration and gauge their attitudes towards it.

Result

Having understood the challenges faced by the students, as majority of them were immigrants, the session started with a motivational talk on building self-confidence. This was necessary because majority of the students had challenges in the Finnish language. Most of those who do not take their studies serious do so because of lack of motivation arising from non-understanding of the Finnish language as a primary medium of communication in the classroom teachings. The workshop shared her personal experience to motivate them. One key takeaway from the workshop was that the students welcomed the idea of interdepartmental collaboration. They also agreed that the platform was helpful and the need for regular meeting to continue

with such discussion was suggested. When the workshop host suggested the idea of a WhatsApp group, 70% accepted, 20% were skeptical while 10% held the view that the platform would be too crowded. The workshop lasted for two hours.

3.3.3 Value proposition canvas

Osterwalder, Pigneur, Bernarda, Smith and Papadakos (2014, 82) defined value proposition as a set of aggregate benefits provided to the customer using product or service. It could further be seen as the value a company promises to deliver to customers should they chose to buy their product. It is also defined as a declaration of intent or a statement that introduces a company's brand to customers by telling them what the company stands for and how it operates and why it deserves their business.

The use of value proposition canvas helps to project a different view about your customer and what can be offered to them. It consists of a defined set of components that meet the specific needs of the particular set of customer or target group. Creating the value proposition begins with the understanding of the customer's need, analyzing the need, competitors' offerings and the organization's strength.

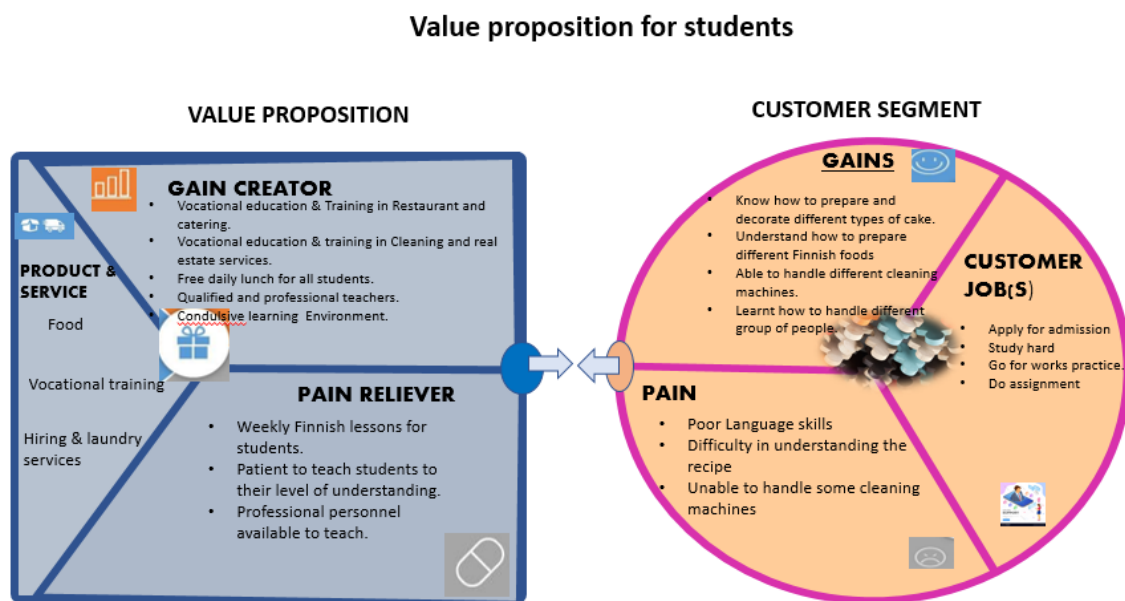


Figure 33 - Value proposition for students

The value proposition for the students and customers were developed based on the information on the school website, the personas of the target group and data collected during the process of the research. The students who need professional training and the customers who need daily fresh food. Also, the second customer who need the services of the school in order to focus more on his job.

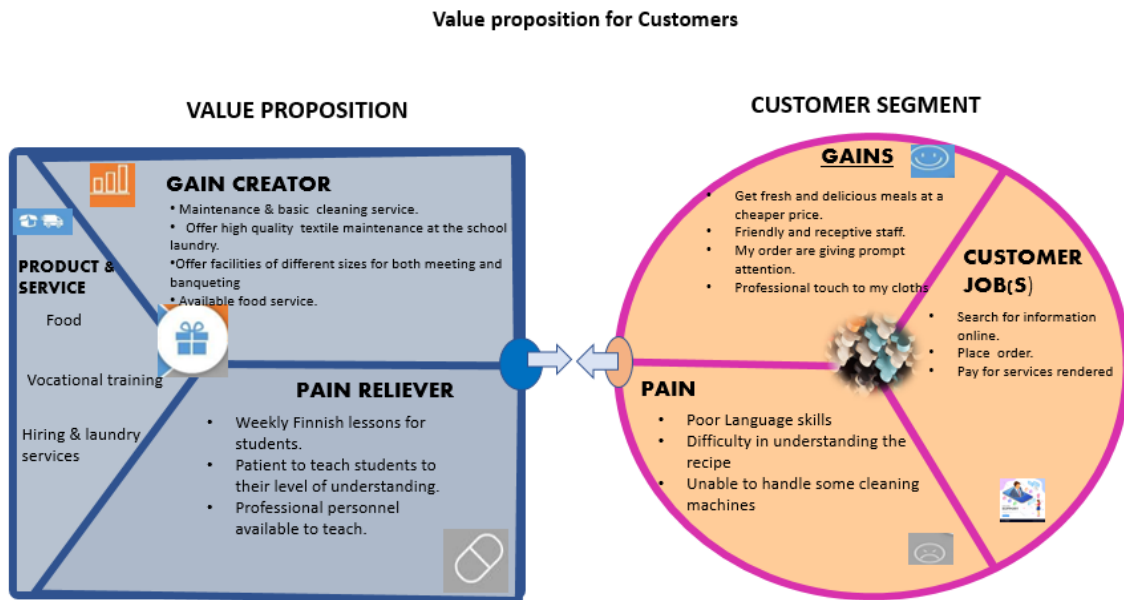


Figure 34 - Value proposition for external customers

3.4 Deliver - solutions that work

The final part of the design process, according to the Design Council (2005) is the delivery of the design solution. Thus, this section will address how the aggregated data sums up the solution that is being proposed. Due to the current situation of the pandemic a prototype of the food app was designed to help reduce food waste. The workshop organised was also used to test how the interdepartmental collaboration activities will turn out to be if done regularly, and the result shows that it will be a great avenue to help build up other students and enhance learning activities.

3.4.1 Food management eco-system

As shown in Figure 35, those who patronise the college's food services are the students, staff and few of those who live within the neighbourhoods of the college. The food services can be expanded to include those outside the current distribution

chain. For instance, some homeless people and immigrants can be incorporated into the distribution chain.

The diagram (Figure 36) highlight the importance of technology in expanding the distribution coverage. Suitable mobile apps and dedicated web pages can be designed to facilitate the link between the college and the target segment of the society who are in need of the food. The proposed future food App is one of the delivery for the school. It is proposed to help facilitate sales of leftover food in the school. The App was created using Draw.io, an online free diagramming application that help and allow users to create and share diagram within the browser. The Draw.io can also be used as a flowchart maker, create UML online and design database schema.

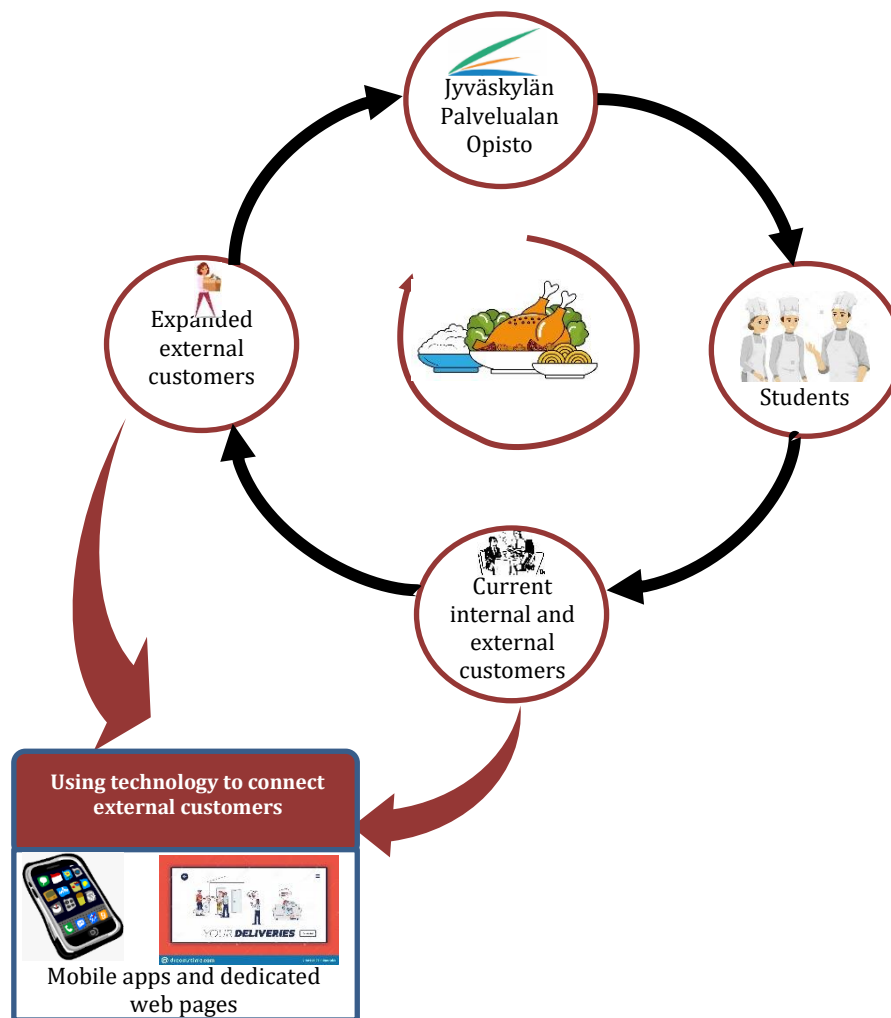


Figure 35 - Proposed food ecosystem of Jyväskylän Palvelualan Opisto

The app was further enhanced in **Threed.io**. Threed.io is a browser based tools that is used to create custom device mockups on the fly. This browser based tool work perfectly on mobile. Since the app is a mobile app, Draw.io and Threed were the suitable to use for the researcher. The app is a prototype of the future mobile app of food delivery service. The App if adopted in the future will help to connect those who need food and the college.

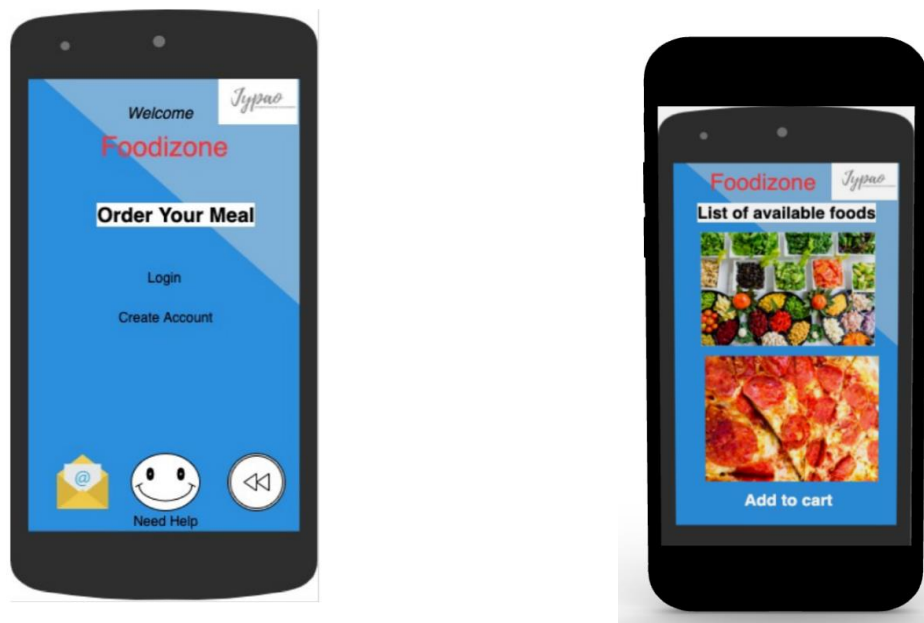


Figure 36 - Proposed future Food App application

In the proposed model, the social programmes and language skills are added to the existing services of the college. As suggested earlier, the social programmes handles the coordination of social programmes for the college. The officer manages the collaborative platforms (which could be any of the social media platforms) for students interactions. Also organises external programmes for students. Besides that, the unit may also be responsible for understanding the personal challenges the students face in their studies and advises management on practical solutions.

3.4.2 Service Blueprint

Gibbons (2017, 1) defines service blueprint as a diagram which typifies different service components and interrelationships between service touch points in a specific customer journey. The use of service blueprint has grown from service design to other fields such as operational and supply chain management. Literature shows that the reason for the increasing adoption of service blueprint is because it identifies the weaknesses in a given service process while also proposing new and novel mechanisms to correcting such weaknesses (Ryu, Lim & Kim 2020, 2).

The service blueprint (Figure 37) is made up three layers: lines of interactions, lines of visibility and internal interaction. The first in the lines of interactions is the website as a critical touchpoint with the outsiders. The first layer highlights the physical evidences. These include such physical features that the prospective student comes in contact with. The power of the internet makes the website to be accessible everywhere. The website is therefore the marketing tool of the college. The student browses the website identifies the different programmes on offer. The student therefore proceeds to the next stage of filling out the online form. Between the lines of visibility and internal interactions is the different roles to be undertaken by the front staff, back stage staff and staff providing internal processes.

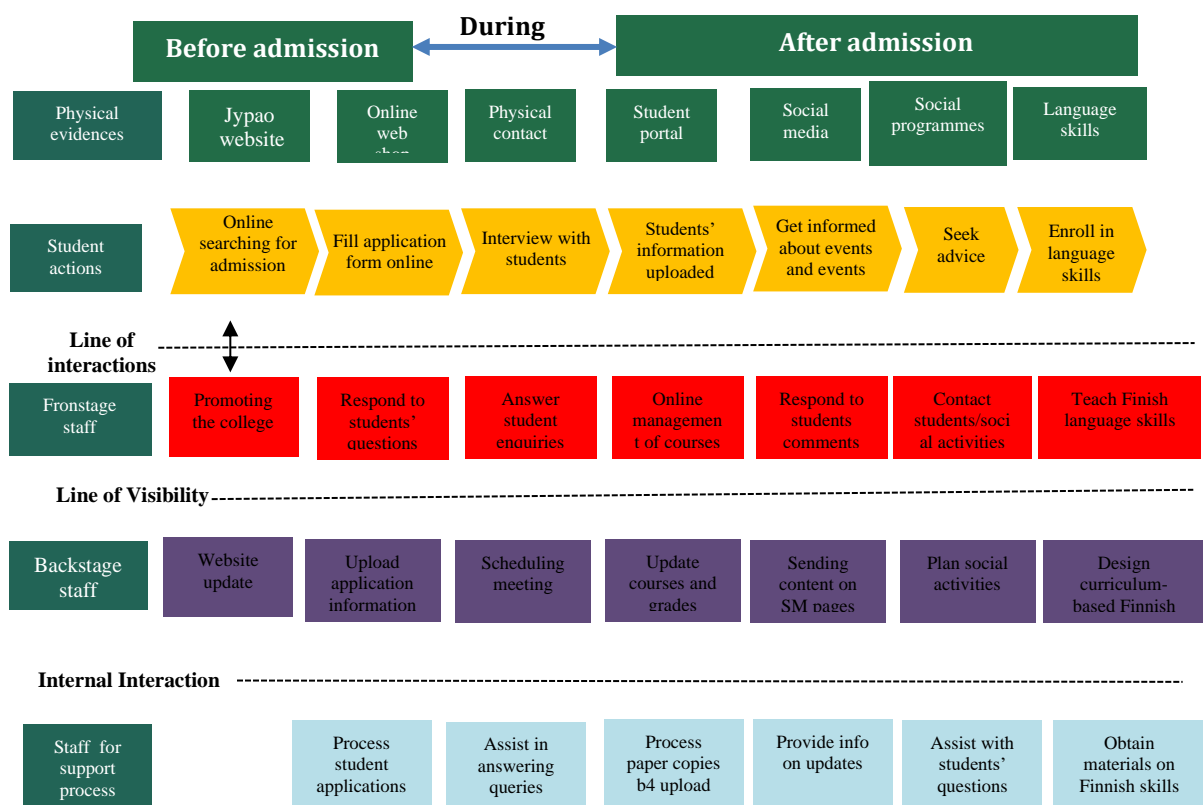


Figure 37 - Service blueprint

This project adopted service blueprint to depict the additional processes which were recommended at the interview and focus group sessions. The service blueprint (Figure 37) gives a prominent place to the language skills. The students need a

deeper understanding of the language skills. The college could craft this not as a peripheral programme but deeply embedded in the curriculum. Students would be required to earn a certain number of credits before they are certified successful. Additionally, the service blueprint makes provision for social programmes to enhance effective integration of the students into the Finnish socio-cultural system. To this end, the study strongly recommends a personnel, preferably of immigrant background who could anchor this programme.

3.4.3 Business model canvas

Business model canvas is an analysis of the service points, values and customer interactions and their touch points. Business model canvas shows things like value proposition, activities, resources, customer relationships, customer segments, key partners and cost structure. Stickdorn et al. (2018) opine that “the Business Model Canvas and similar canvases can be used to understand the influence of various options on the employee and customer experience as well as on the business impact”.

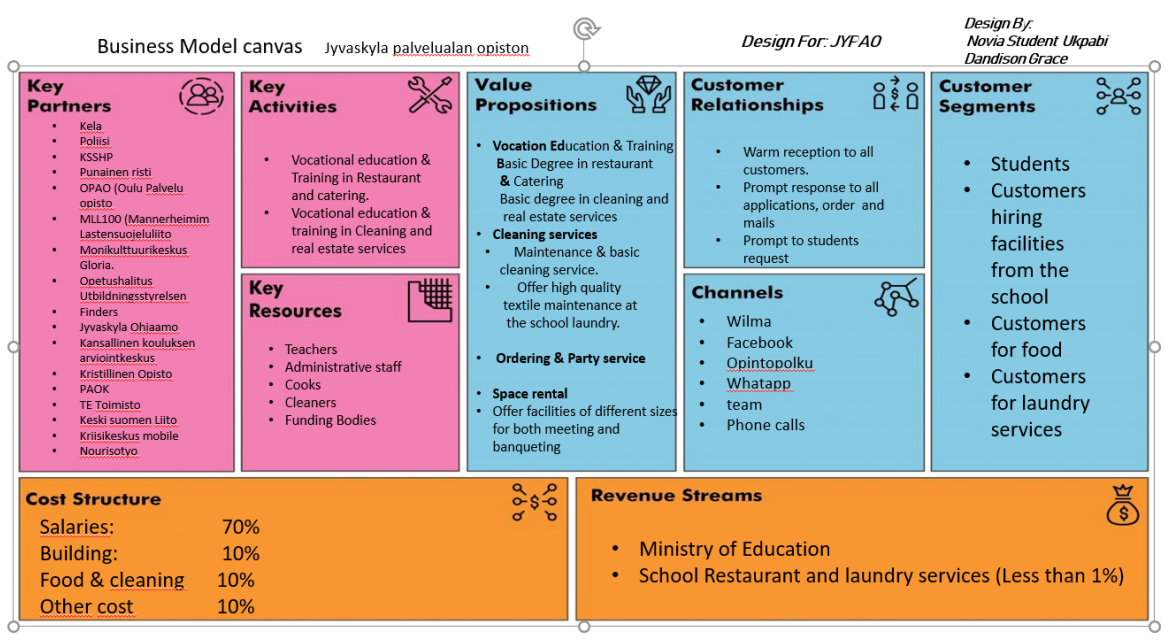


Figure 38 Business model canvas

In this project, business model canvas was used to depict the value propositions, resources, different customer segments and key partners. Having conducted

interviews with different stakeholders, particularly from the internal stakeholder, key performance, key activities and specific resources of the college was provided. To arrive at the business model canvas, the researcher sieved through the data collected: interviews, focus group discussions, observation, and mystery shopping. Below is the diagram depicting the business model canvas as constructed from the findings.

4 Swot Analysis

SWOT analysis is one of the data analyses tools we adopted in this project to understand the internal and external features of the college. This tool gave us insight of the strength of the centre and possible areas that required improvement. SWOT stands for strengths, weaknesses, opportunities, and threats. SWOT analysis is a technique for accessing these four aspects of the business. SWOT analysis is a well-known tool for analyzing an organization's internal (strengths and weaknesses) and external (opportunities and threats).

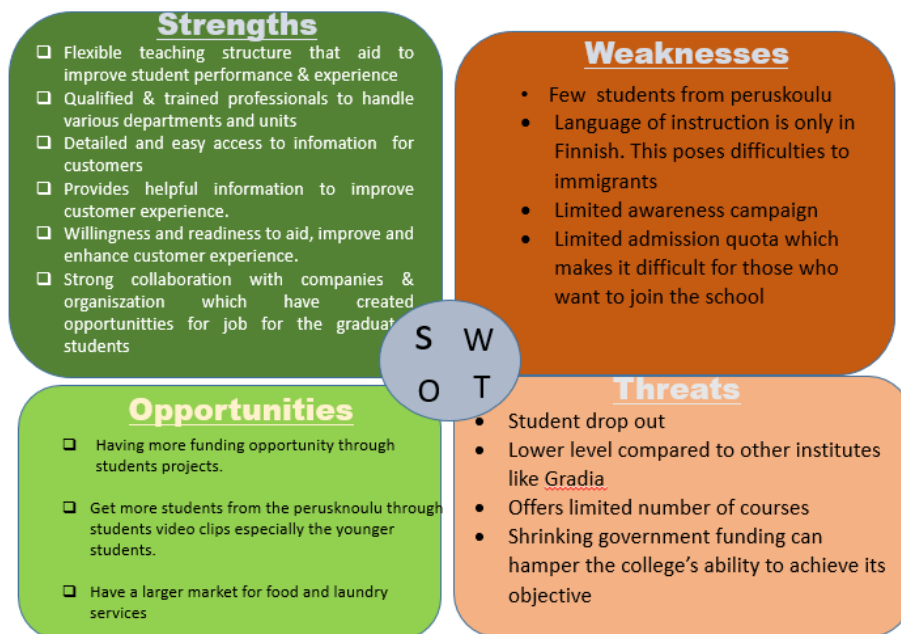


Figure 39 - SWOT analysis of Jyvaskyla Palvelualan Opisto

Following the interview with the Rector, the personnel of the catering department and observations, the research conducted SWOT analysis (see Figure 39). Interestingly, the college has many strengths that makes it unique. However, I also

identified weaknesses and threats. It is important to state that some of the weaknesses and threats are beyond the operational parameters of the college. By this I mean that the law setting the college has set its boundaries and so the college is limited within those boundaries.

5 Recommendations and prospects for future research

At this stage of the thesis, it is necessary to sieve through the findings from the different research approaches and service design tools to pinpoint key areas the Jyväskylän Palvelualan Opisto can focus in their future improvement activities.

Table 2 Recommendations

Recommendation	Implementation
<p>Finnish language skills for students</p>	<ul style="list-style-type: none"> • Granted that the college has Finnish language lessons for students. More time should be dedicated to this activity. • Some of the students have barely little education from their home countries and so lack both writing and speaking skills. They admitted that more robust lessons aimed at enhancing their writing and speaking will prepare them adequately for the world of work after graduation from the college. • These Finnish classes may not be optional but be embedded in the curriculum and forms part of the assessment required for students. However, in doing this, the college must identify and note the different academic levels of the students and organise language classes (spoken and written) commensurate at their levels. It is important to note that where there are ongoing Finnish language classes, the duration can be increased. • In some cases, particularly if the college's budget permits, personal sessions can be organised with students who are experiencing more language difficulty than others. Personal sessions as this have a way of properly identifying the student's challenges with a view to helping them overcome them. Some of students have suffered different

	<p>psychological challenges, and so, the private sessions will ultimately help the students to overcome such challenges.</p>
<p>Computer skills</p>	<ul style="list-style-type: none"> • The college should also organise basic computer and ICT skills for the students. • Majority of them are from backgrounds where they were not taught basic computer skills. As noted earlier, some of them have not completed the grade level of education. Thus, relying on mobile phones and computer systems for home-work and other school demands is critically challenging. Some of the things like searching for a flours for baking, downloading recipe, etc. are challenging for them. • In fact, several of them echoed the challenges they faced during the lockdown where they were made to stay at home to do home-work and join online classrooms. Majority of them responded that they have to depend on their husbands or children who are a bit exposed to these ICT tools to put them through in some of the things required from them
<p>Social activities</p>	<ul style="list-style-type: none"> • The school should recruit an officer, preferably of immigrant background to co-ordinate social activities for the students. This person may be a former student of the college who understands the school's systems and the conditions of the immigrants. • The person should be in whom the students should be free to interact with and share their challenges. S/he will be available to help the students in the different areas they are encountering challenges in their studies. • The person will organize opportunities where the students can share ideas on how to help one another. Also organize picnics, outdoor programs, and students get together. This is particularly important as the majority of the students come from different immigrant backgrounds. • Social events can help to blur the language, social and racial differences they may have. Furthermore, they should encourage a common platform for chatting and helping one another. This could be via any of the popular social media platforms. There could also be regular meetings either online or physical contact for the students with management.

Work practice	<ul style="list-style-type: none"> • In addition to the above recommendations, students should be prepared adequately for work practice placement before their actual commencement. • Students should be exposed to some tips around the environment before the main work experience. Across the interview sessions, it resonated that some of the things students experience are quite different to their expectations. This preparatory time would help students to adequately prepare for the upcoming challenges at the work practice environment.
Alumni programme	<ul style="list-style-type: none"> • Jyväskylän Palvelualan Opisto can create a program where the alumni can interface with current students. This could be through email list or any of the social media platforms. • It is also important to have a mentoring pairing where current students could be paired with alumnus so that the particular alumnus can always answer the student's questions. This will help the student to get more insight on work life experience, and how to fight their fears and press forward in the students to achieve great result.
Food	<ul style="list-style-type: none"> • As noted earlier in previous sections, food quality is great and good for the students. However, the students wondered the possibility of including some international cuisines in their menu. The school is a mix of foreign and local students. So deliberately including the menu will give the students a sense of belonging. • Admittedly, the college organises practical sessions in the catering department where students prepare their local dishes. This is commendable. However, if this practice is embedded in the menu, it will serve as an attraction for customers who are mostly keen on those foreign cuisines. From the perspective of this thesis, the school already has the repertoire of students to successfully implement this suggestion. What is needed is therefore to put modalities in place to incorporate this the foreign cuisines in their menu. • The college should also consider a mobile app platform. This thesis has designed a mobile app prototype which can connect the school with their

	food customers. Additionally, it will present an opportunity to share some of the food with the vulnerable in the society, particularly the homeless.
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5.1 Lesson learned

In the course of conducting this research, I have been exposed to different experiences which I never thought I could manage but can has now developed the confidence to handle them.

Table 3 Lessons learned

Lesson	How I learned it
Manage disappointment	I have learned to manage disappointment through this project. I thought the Jyvaskyla City Food Services Unit could be the commissioner for this project. As early as January, I contacted the officer and informed her of my intention to conduct the project. The officer informed me that they would contact me. It was around June, that I received their decision that they do not have the need for the project. This came after I had concluded on my first presentation for the course. I was therefore able to put myself together and moved on to another commissioner.
Work with tight schedule	I started this project with the current commissioner barely in August. I am personally amazed how I could reach this point within this short interval. Indeed, the process quite challenging as I have to manage interviews, focus group discussions, designing the questionnaire and administering it and other personal issues within this short time. It is indeed an exciting experience!
Service design tools	Prior to my enrolment to the course, I never had experience of the concept of service design. However, through this course and project, I have not only used these tools but also have a deeper understanding of their application in relevant contexts.
Research methods	I have also learned different research methods from this project. I personally conducted the interviews with the Rector, food services personnel. I also held focus group discussions with the student groups. I am indeed happy that I can manage these methods within a limited time.
Understand human emotions	During the interviews, focus group sessions and workshops, I now have better understanding of the different challenges faced by the students, especially the immigrants among them. Personally, I have gone through these, but it makes a whole lot of meaning and

	helps one to appreciate more when these feelings and emotions are shared in a group.
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5.2 Future research

Within this limited time, this study could not have achieved everything it thought to achieve. Therefore, some areas were not deeply explored. To this end, future research could explore these aspects. One of them is the multi-level service design. Jyvaskylan Palvelualan Opiston operates has different customer segments: students, food customers and customers for its laundry services. Thus, integrating these service delivery mechanisms requires multi-level service design. From a theoretical point of view, future studies could look at these in both a theoretical and practical perspective, like the case of Jyvaskylan Palvelualan Opisto. Furthermore, another interesting perspective to consider is using service design to map the customer journey of immigrants. Different Finnish cities have integration programmes for immigrants, however, experiences from these immigrants show that some of these integration programmes are not properly synced with the realities faced by these immigrants. Future studies could consider exploring this perspective.

6 Conclusion and Evaluation

A project of this magnitude completed within this short interval is not only daunting but exhausting. The purpose of the project was to explore ways Jyvaskylan Palvelualan Opisto could enhance students' experience. The project also sought to design a food service ecosystem and design a prototypic mobile application platform to enhance a seamless experience of food service customers.

Interestingly, being a student at the project site (Jyvaskylan Palvelualan Opisto), it was easy for the researcher to identify possible ways to integrate service design in the colleges' programmes. Thus, the researcher scheduled a visit with the Rector and informed him of her intentions to carry out the project. The Rector accepted her proposals and thus the project commenced.

The double diamond was used as a design tool including data collection methods. Accordingly, three focus group sessions were held. These focus group sessions were held face-to-face. Additionally, three face-to-face interviews were held. The researcher also collected surveys. Among the service design tools, stakeholder mapping, personas, business model canvas, affinity diagram, customer journey map. The project also embedded SWOT analysis to understand the internal and external variables likely to impact on the operations of the school. Practically, this project has made far reaching recommendations as contained in the recommendations section. Importantly, the project has designed a food ecosystem and a prototype of a mobile application to enhance quality of experience for the college's food customers.

This project has indeed exposed me to several new things I have now learned and internalized. The frequency with which the researcher contacted the commissioner and his ever readiness to supply the information is highly appreciated.

6.1 Comments from the Commissioner

A project of this magnitude would not have been successful if not for the support of the commissioner. The commissioner was consulted at every step of the research process. In some cases, he was practically involved in certain aspects of the research. For instance, besides being available for the interviews, he also helped to administer the survey questionnaire, among other things. Accordingly, at the conclusion of the project, a copy was sent to him for his comments. I therefore present the unedited comment of the commissioner.

“Project has raised many improvements that can be done in the Jyväskylän palvelualan opisto. Interview and workshops point out our customer point of view which are critical points where we should put some effort in near future. We have found out that making this kind of a studies are important ways of developing of our operation in the future. There is some finding in the study what we have already started to improve, but some of the finding are unknown to us before. Researcher has done an excellent work on this project and as commissioner we are very pleased on outcome.”

Sami

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Appendices

Appendix 1 - Mystery Shopper 1

General ideas

The website provides very complete and clear information about the application, the programs and the study process. At the same time, the items are categorized in a good order.

With a thorough reading, one could find all the information concerning application and the study.

Your experience when browsing, was it difficult to get information regarding student admission?

Student admission information is located prominently on the website and is easy to find. Waiting time, test info, interview info, application form, and etc. are all easily accessible.

The frontpage is well designed, in the way that the most updated info for students, the new application info, the program introduction are all listed and easy to locate.

Something you observe(which needs to be improved) that would help students applying for admission.

Personally I find the website very informative and clear, so I do not recommend too much change about it.

If thinking in the role of prospective applicant (student), especially an immigrant, the main concerns might be:

1. Language. The language is not too complicated here and I could read almost all without too many obstacles, but still it takes quite some efforts for immigrants to read. While this might not be something the website needs to improve on.

2. Questions might be about: The study in the Jyväskylän Palvelualan Opisto, how does it differ from the Gradia programs? It offers 'perustutkinto' study in mainly two areas of cleaning service and restaurant area, how different is it from similar programs from Ammattikoulu?

3. What might attract immigrant applicants. Sometimes immigrants might not check from the internet so actively themselves. Recommendation and the experience from friends and relatives could be important. Also, it has been a good idea to leave brochures at immigrants' integration language courses (Finnish language courses). A link at TE website might help also.

However, I could not get concrete suggestions how the design of the website would work on it.

4. With further reading today, I find on the website the entry where the students' experience and stories are. It is at the 'Blog' entry. Those are interesting and give applicants a direct impression of how the experience would be (the future job prospects, the length of study, would the study be difficult and would it be useful etc.). It could work well to add a quick link in the applicant information, or even in the frontpage so that those are in an obvious position. Adding some more pictures (about graduated students, their work places) might be a good idea as well.

5. The mentor system sounds interesting as well. If the system is still implemented, it could be added a quick link in the application information also.

Generally, the website offers clear and all-around information.

1. The important application information is listed in the front page with quick links.
2. The e-application form is easy to find and easy to fill in. The waiting time, test, interview info are all stated clearly.
3. Website arrangement is simple but clear: all main categories are listed on the left and easy to locate. One very good feature is the graphs, which show very clearly how many credits and composing parts of each subject.
4. The services provided are also listed clearly, with clear instructions and price list available.
5. The language is not too complicated to understand. Overall for me, when Finnish is not the first language, although I don't understand all the words, it is easy to get all the ideas. When many students and applicants are immigrants, it might help much as well.

Some of my own thoughts.

6. It might be interesting to add some info of students' experiences and examples? It could help to see what kind of experiences others had, what kind of jobs they took, and how long time they took to finish the course, and etc.
7. I browsed the website without any specific questions in mind, so I am not sure if my opinions are representative. A prospect applicant might get better judgement when he or she is really using the service provided by the website.

Appendix 2 - Mystery Shopper 2

Background of the mystery shopper: Finnish-speaking Finnish person asked to examine the student admission process of Jyväskylän palvelualan opisto.

1. When googling the school, the first search engine result is [peda.net](#), the second is Facebook and so on, I can't see [jypao.fi](#) in the first page of Google results, which is a bit confusing. When I go to <https://peda.net/yksityiskoulut/jypao/nimet%C3%B6n-e2a2/jhktjkoamk> and press the text "Hae osoitteessa [www.jypao.fi](#)", it only leads me to some kind of picture/ad banner, not to [www.jypao.fi](#). This is also confusing, I would like to reach [www.jypao.fi](#) just by clicking the link. Also when writing the address to the address field, I stay in the [peda.net](#) page. I assume there is no site called [www.jypao.fi](#)?

After getting over the confusion and starting to get to know the [peda.net](#) page, it seems very clear. There is a navigation bar on the left side of the site and it has good, explanatory names for each page (e.g. Hae meille opiskelemaan, Opiskelijalle etc.).

The pages include information in a clear and organized way, it is easy to find information about how to apply, which programs are available and links to details about the programs. Opiskelijalle page could advertise Opiskelijan opas -file more, now it is "lost" to the right bottom of the page, even though it must provide good information about the school for the applicants. A good question is if PDF is a good form or should the information be as a website content.

2. and 3. The application form is clear and well linked from the website ([peda.net](#)). Just wondering, if a student wants to know more about "Haluan suorittaa tutkinnon osan/osia" (wants to study only part(s) of the degree), where can she read more about it? I'd put the info to Hae meille opiskelemaan, where other crucial info is mentioned. Something to maybe add to the form: a possibility for attachments, such as CV and other documents.

4. This question is partly answered in question 1.'s answer :)

The front page <https://peda.net/yksityiskoulut/jypao> has a good big banner about applying to the school and when the next entrance interview is. I'd include a brief presentation about the school and its programs to this page. It is good that the most current info and news are well presented on the page.

Hae meille opiskelemaan page is very clear, informative and organized. Could it be a bit more appealing? Why should the student choose Jypao? Could there be links to blog posts about the students and their stories, opinions, career paths? Some pictures?

Also the Opiskelijalle page could include more inspiring and welcoming content "Welcome to study in our school, here is the main information about this and this, and what you need to know is this and this etc." At the moment the page is rather dull. There is a link to "Ammattiosajan työkykypassi" but no explanation or lead text about what it is and how it is related to studying in Jypao. I would just get rid of the text "Hae osoitteessa [www.jypao.fi](#)" if one can just apply through a link on this home page.

Otherwise the Jypao pages have quite good and clear information about studying, services etc. and especially the navigation bar is very clear and most of the content is very well written. I would still go through all the content of every page and make sure that it is updated and written for the target group(s). For example: are the services (Palvelut) for students or for companies? This could maybe be included in the name of the page - as "Opiskelijaravintola Lipstikka" tells that the restaurant is for students. Another example: "Johtaminen ja toiminnan ohjaus" page has great values presented, but maybe there could be a lead text to tell what these values are, to whom are they for, how does those affect the life of students, staff and customers etc.

5. In addition to revising the content, there should be more linking between the pages + texts to guide the reader from one page and information to another. "We also have this and this, and you can read more about it on page this and this".

6. The observations I tried to include in the previous answers :)

Appendix 3 - Mystery Shopper 3

MYSTERY Shopping Report for the Website of Jyväskylä College of Services

The website of the Jyväskylä college of Services is visited repeatedly as a mystery user with the intention of understanding its current state and possibly identify what could be improved. The basis of the mystery shopping experience of the website is based on the following criteria:

The design, user friendliness, the quality of content and information on the website, internal links in the websites that can be user in redirecting to other places on the websites, social media handles connections, the quality of the visuals, the branding (how relatable the Jyväskylä college of Services brand is portrayed on the website), easy-to-navigate menus, clear calls to actions, testimonies from previous and current students of the college, mobile version friendly experience, a secure hosting platform, use of feedback, important business information and competitiveness.

Few of the Points are highlighted:

The design: typical websites that engages the users are designed to be modern and up to date with current professional Website trends. Understandable many things in information dissemination are evolving and rapidly changing. Thus, a website needs be changed and be up to date, as occasion demands. The website of the Jyväskylä college of Services looks rather simple and the navigability is good. Potential users – for example students, can easily identify what they need on the website. Interestingly, on the lower left corner of the website there is the sitemap, which also aid navigability of the site for visitors. There is also the search icon for easy access to major words on the website.

User friendliness: As a mystery shopper on the website, I identify the relative user friendliness is somewhat average. The letter on the website are legible and readable and the theme of blue blends quite well. Information can be easily read without necessarily enlarging the size of the letter. Navigability is also good, which aid user friendliness on the website.

The quality of Content: It is usually said that content is King, and in information dissemination (via a website), content on the website needs to be of good quality. Usually, the website id the first impression of a business, particularly for those who are not familiar with the business. For me, I have not visited the college before, and I basically form my impression about the content I read from the website. The contents are original and valuable. I reckon that, as a mystery shopper on the website, that there are relevant content – at least for the stakeholders that would find the website useful : current students, would-be students, potential clients for the services that the college renders etc. For the current students, at the top-right corner of the website, there is a link to login. I assume the link is to personalize the website experience of the current students (for example, if they would like to receive and send school emails and course contents). That is impressive. The organisation of the content on the website is also good. The positioning of the information suffices for the intention. Headings, subheadings, drop-down menus, and the visuals help the content to be rightly positioned. However, as a proposition, to have fresh content that make website visitors to come back, there could be an integrated busines blog attached to the websites where information about the progress of the school (perhaps from the angles of the students, clients, teachers etc) can be read.

Internal links: This is used quite well on the website of the college. Right from the left-hand side of the website, there are links that can be explore the website further. The drop-down menus include the internal links for students, vocational education, stakeholder cooperation and projects, services, and the contact information. There are also separate links where continuous application can be electronically sent to the school, Wilma, Study path and Facebook. The internal links are also connected to the external links – for example with the social media icons and menus. The share icon button redirects to the various external links to the school website. There are links to the permanent address, feedback address (which is functional, by the way), social media handles (twitter and Facebook), and a QR code.

Business Information: Closely connected to the quality of content is the display of business information. The College website display quite importantly the business information of the college. It states categorically the services rendered by the school with accompanying pictures. The services include cleaning services, and cooking/culinary services. It is also includes current messages and information, e.g the information about the resumption of contact teaching in August, the change in Wilma's address, and the update on Jypao services (in relation to the corona virus and closed services). I am not sure if it an oversight, but I didn't easily find the physical location for the school, although there are phone and email contacts of some personnel, and photo of the school.

Clear call for action: This means that the whole point of having a website is to get the visitors to the websites to do something – as a potential student, to apply. The website has link to the continuous application page. This is good. However, I believe that the location or the strategic placing of the application can be improved. Instead of being at the right middle side corner with relatively small size, it can be easily noticeable at the top right corner. This, I believe will make applicants to easily notice

Appendix 4 - Interview with the Rector

Interview questions for the Rector of Jyväskylän Palvelualan Opisto

1. How long have you been the head of the school?
2. How many students are in the school presently?
3. What are the admission processes?
4. What is your staff strength? How do you motivate and manage them?

5. How do you ensure that there is awareness of the existence of such a vocational college in the area?
6. What are the channels you use to recruit students?
7. How is the school funded, and what are your income stream?
8. What do think you do differently from other vocational colleges that are in the country that make you stand out.
9. Are these channels specific to your target market?
10. What are the challenges you face during admission processes and how are you able to manage them?
11. What is the proportion of the students to a staff?
12. Within the immigrant community, there are people with different levels of prior education. How do you blend them under one learning umbrella?
13. How do you ensure that your curriculum meets the needs of the industry?
14. Are there plans to update the existing department and introduce some new departments in the school?
15. Have there been crises among the student as they are from different cultural backgrounds and how do you manage it?
16. Have you had cases of students abandoning the programme? Could you share with me some of their possible reasons for not completing the programme? Could you also share with me how Jyvaskylan Palvelualan Opisto has been able to put measures in place to eradicate this issue?
17. How important is student work practice to the quality of your curriculum? Do you have a minimum or maximum thresholds of the number of work practice a student must undertake before graduation? Are students aware of this thresholds?
18. Do you have measures to track the performance of your graduates in the job market? Do you think encouraging the students to form a platform to learn from previous students might be helpful to both staff and current students?
19. Since Jyvaskylan Palvelualan Opiston also has customers who buy foods, how do you ensure that these are the people that actually needs the foods?
20. Do you have a means to connect with those in critical need of food, for instance, homeless or some immigrants for the leftovers?
21. What do you think can be done to improve and enhance the student learning process?

Thank you for your response and time.

Appendix 5 - Interview with a senior Personnel in catering Department

SERVICE DESIGN FOR ENHANCING CUSTOMER EXPERIENCE AND SUSTAINABLE FOOD SERVICE: THE CASE OF JYVÄSKYLÄN PALVELUOPISTO

Interview questions for the head of food Service Department Jyvaskyla Palvelualan Opiston

1. How long have you been in charge of this unit?
2. Please could you share with me your roles and responsibility so long as the food section is concerned in the school.
3. Can you briefly discuss the daily process of food preparation?
4. How does the school restaurant operate and who are your target customers?
5. How do you determine the daily portion of student's food?
6. How do you connect the food served here to students' learning experience?
7. How does the food served in school help to enhance the students and customers experience?
8. What are your food distribution chain?
9. How do you manage your leftover food?
10. What are your plans to create a social media group (e.g. Facebook) to bring in new customers to avoid food waste?
11. Do you think introducing a technology, for instance, creating a WhatsApp group could help as a platform to link those in need of food with your food?
12. What do you think is the best approach in creating awareness of the available food for prospective customer?
13. Have you considered if creating a mobile application could help to give access to those who might need your leftover food in order enhance sustainability?

Appendix 6 - Focus group discussion questions

SERVICE DESIGN FOR ENHANCING CUSTOMER EXPERIENCE AND SUSTAINABLE FOOD SERVICE: THE CASE OF JYVÄSKYLÄN PALVELUALAN OPISTON

Focus Group interaction session (Perhejuhlat Group).

Welcome greetings.

- Then introduce yourself to the group.
- Explain the purpose of the study.

- Inform participants that the discussion would be recorded and assure them of the confidentiality of information.

Learning experience

1. Tell me one particular good experience that is so important to you since you joined this college.
2. Could you also share with me one important area that you would suggest improvements on.
3. Are you okay with the number of students in a practical session? Do you suggest more or less?
4. What are the challenging moment you have had since you started the program and how were you able to resolve it?
5. Do you think the college is meeting your learning experience? Could suggest areas it can improve?
6. Sometimes, students learn more when they teach themselves. Do you think the level of interaction among students is okay?
7. What do you think students having a common platform can help to deepen your experience; e.g. creating a WhatsApp group for all students, or having some time for social gathering like picnics, etc.
8. Do you think if some past students are given the opportunity to come and share their experiences, will it help your learning outcomes?

Work practice experience

9. Have you had work practice experience?
10. If yes, how were you able to secure a place for work practice?
11. What do you suggest Jyväskylän Palveluan Opisto can do to improve students work practice experience?

Post school experience

12. After your graduation, do you think it would necessary for Jyväskylän Palveluan Opisto to keep in contact with you?
13. What do you think Jyväskylän Palveluan Opisto can do to impact your post training experience?

Appendix 7 - Agenda for tte workshop

- Introduction of participants
- Purpose of the workshop
- Brief talk on building self-confidence
- Discussion
 - Tell us your experience (old students)
 - Tell us what is happening in your department
 - What can we do to improve the services of the school
- AOB