

# **Creation of the F.E.C. -labour market training program for the Case company**

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## Abstract

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Abstract <p>The aim of this thesis is to create The Further Educated with Companies (F.E.C.) labour market training program for Russian-speaking job seekers. This study provides an overview of the service concept, including program participant profiles and further recommendations for cooperation organization and service provider, vocational college Environmental School of Finland SYKLI, which is an experienced training and development service provider in Finland and internationally.</p> <p>The labour training program theme is predetermined, and the service provider partner is already chosen by ELY Centre. The thesis is positioned at the intersection of F.E.C.- labour training program traits and service design combining theories from both domains. The theoretical part of this thesis introduces the theory of service design, the definition of service, mapping method and personas.</p> <p>Empirical data was collected through co-creative online workshops, using the know-how of a group of invited professionals to create empathy maps for program participants personas. Based on the main findings of this study service blueprint was created to bring different aspects before, during and after the training program.</p>		
Keywords The Further Educated with Companies (F.E.C.), unemployment, service design, service blueprint, labour market training program, Russian-speaking job seekers.		

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## 1 Introduction

The introduction of this thesis will examine the study background, including statistical bulletins and thesis description. Objectives and delimitations are presented to explain the goals and limits of this study. The theoretical framework will consist of theories and concepts that are relevant to the topic of research and that relate to the larger issues of knowledge being considered. In addition, the research method and questions are introduced in this chapter. Also, the stages of the study process and general information about the F.E.C.-training program are provided in this chapter because it is important to understand the contents of the program and to receive a clear picture of the current F.E.C.- training concept.

### 1.1 Study background

There are several key statistics that show that unemployment has become a major debate. Overall, 357400 unemployed jobseekers were registered at the Employment and Economic Development Offices at the end of December 2020. The amount increased by 42,800 from the previous month and is 99,700 more compared to last year. In 2020, the average number of unemployed jobseekers was 342400, or 102000 more than a year ago. Compared to the same period in 2019, in December the number of unemployed jobseekers increased the most in Uusimaa (61%) and the least in Kainuu (8%) out of all regions of Centres for Economic Development, Transport, and the Environment (ELY Centres). Uusimaa includes the cities in the capital region: Helsinki, Espoo, Vantaa, and Kauniainen. The number of foreign citizens among unemployed jobseekers was 37700, which is 10,300 more than in December 2019. At the same time, labour market training was attended by 20100 participants, which is 1600 more than the previous year, 2019. (Ministry of Economic Affairs and Employment of Finland 2020.)

Helping jobseekers to achieve their goals is a key objective of the Employment and Economic Development Office. TE-Offices provide different career, education and training services and scope educational prospects for jobseeker customers in Finland. Labour market training is one of the most popular services nowadays, and according to the latest employment service statistics, labour market program is the most used service after self-motivated studies in Uusimaa at the end of 2020. (Figure 1)

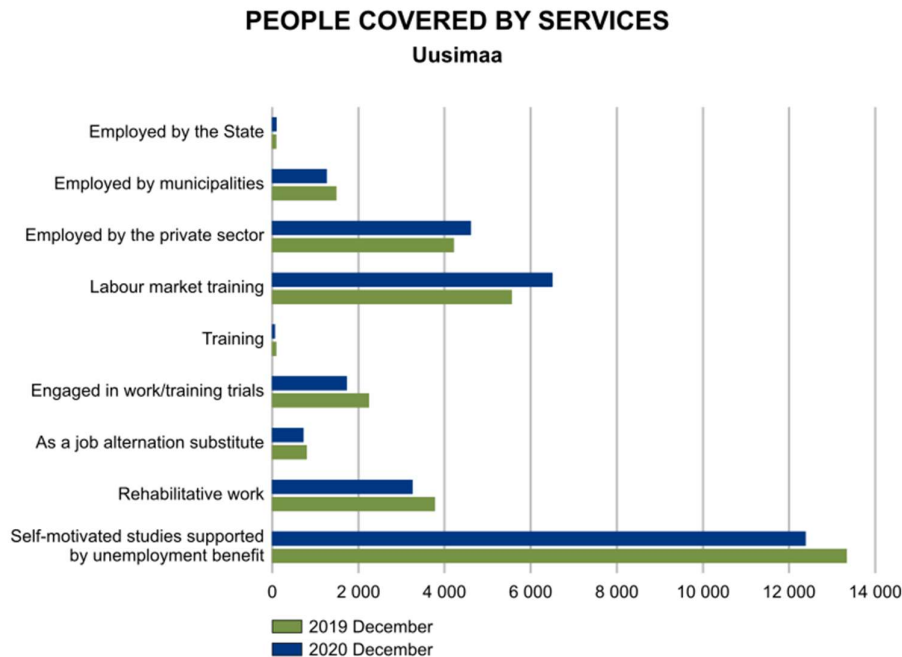


Figure 1. Employment bulletin (Ministry of Economic Affairs and Employment of Finland 2020)

The purpose of vocational labour market training is to complete a vocational qualification. Usually, it is a good solution for students who have dropped out from completing a higher education qualification. In that case, full-time studies must be completed in 12–24 months. Integration training provides adult immigrants better possibilities of becoming a part of Finnish society and there are other training solutions supported by unemployment benefits such as short-term and independent studies. Services are usually defined by certain criteria: age, education base, time spent living in Finland. (Ministry of Economic Affairs and Employment of Finland 2020.)

Labour market training provides different solutions for job seekers, but there is no customized labour market program, especially for Russian-speaking job seekers. As a starting point, it can be assumed that there is a demand for a labour training program for Russian speaking jobseekers, especially since they are one of the largest applicant groups of immigrants in Finland. It should be noted that the educational institution has lacked an operating model that would have defined how to react to such demand and there are no other service providers who implement labour training programs focused on the advantage of Russian language in modern-day Finland. Figure 2 illustrates the level of education Russian citizen job seekers have registered as jobseekers at the TE-Office in Uusimaa. Looking at the sta-

tistics at the end of December 2020, the number of unemployed and highly educated Russian citizen job seekers was 739, including jobseekers over the ages of 25 and 55. This example does not include job seekers who have Russian language skills, but represent different nationalities. (Figure 2)

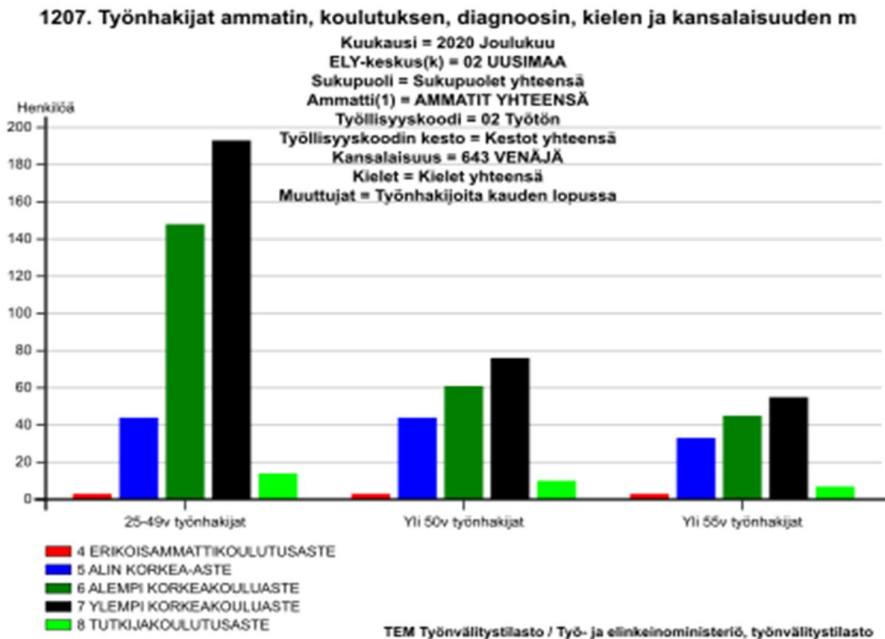


Figure 2. Employment bulletin (Ministry of Economic Affairs and Employment of Finland 2020)

## 1.2 Case Company

The case company was chosen for this study in the context of a cooperation proposal, as the author of the thesis is currently working in the same field. The Centres for Economic Development, Transport, and the Environment (ELY Centres) operate under the administrative branch of the Ministry of Employment and the Economy. One of their important goals is to collect information on the state of the region's business, environment, and infrastructure and employment opportunities and to anticipate future development trends. ELY Centres ensure that the regional supply of education and training is in accordance with the demand. In addition, predicting the need for adult education, long-term education and training is also their responsibility. ELY Centres promote successful functioning of the labour market by ensuring that the necessary employment services are in place and available for

everyone in need. ELY Centres are responsible for coordinating and developing employment services and they help create employment opportunities and prevent discrimination and social exclusion by supporting the TE-Offices in their regional role. (Seppälä 2021.)

### 1.3 Objectives and delimitations

The main purpose of this thesis is to create a F.E.C.- labour market training program for Russian-speaking job seekers in cooperation with a service provider - a vocational college called SYKLI. The other objective of this work is to give labour market training program development proposals and future recommendations, which the college can use in implementing the program. The service provider was suggested by the thesis case company ELY Centre. In addition, the labour training program theme already exists. SYKLI has over ten years of experience in implementing demonstrably successful labour training programs, education, and cooperation projects in the environmental field. The labour training programs "Specialist of circular economy F.E.C." and "Projects and sustainable development F.E.C." are good examples of such programs. SYKLI's Labour market training is intended for participants who have previous experience in environmental, sustainable development, or quality development tasks, in addition to a strong interest in environmental issues and sufficient skills to work during the program period. (SYKLI Environmental School of Finland.)

Describing the current labour training program process and identifying areas for improvement is one of the most important parts of the thesis, as well. It is very important to understand what kind of labour training program F.E.C. is and become familiar with the entire process. This study provides a training concept as a service, including personas as potential participants, concept description and implementation suggestions for a cooperation organization. The empirical delimitations of the theoretical part of the thesis are pointed out in service design, including service blueprint and mapping journeys. Service design thinking formed the guiding idea of research. The program planning and development process also required innovation and invention to succeed, and service design helps to innovate and improve services using design tools. (Stickdorn et al. 2018, 18.)

Several examples are used to demonstrate how the service design method can be used in different ways in education fields. For example, Service design experience turned out to an organization-changing tool in higher education in American colleges and universities. Service design has is a people-centric approach in redesign services, staffing, spaces, and systems. It can be an advantage in the social, technological, and economic change also. (Felix 2020.)

The thesis focuses on the planning and development of the labour training program, not on its concrete implementation or success. The concept includes personas, empathy maps, visualization of a service blueprint, and developing suggestions that the service provider can use in the future. The analysis can be used for future program implementations, such as marketing and content planning, program development, and future ideation. The competent training planners of the ELY- centre and the service provider have the responsibility of further monitoring and implementation. Online teaching and related tools and techniques are excluded from the theoretical part of the thesis because they are not considered to be directly the interest of the study. However, it would be a potential subject for future research work. The training program as a part of the service design is presented in the thesis.

#### 1.4 Research questions

Labour market training is very popular and effective nowadays. From that perspective the proposed thesis topic is up-to- date and demonstrates a developing contribution to the current employment services. Based on the research goals, the main research question is:

1. How to create a new labour market training program utilizing service design methods and participants' insights?

Additionally, the thesis includes the two following sub-questions:

2. Who are the potential participants?

and

3. What kind of service process should be developed?

The first question will be answered according to the main insights from the theoretical framework and the answers to the sub-questions will be presented in the empirical part of this thesis. The study provides a relevant overview of the current process of the F.E.C.- training program on a general level and suggests identified development areas for a new program for Russian-speaking applicants for the future perspective. There are many ways to approach the first question of how to design new programs. The service design method has been chosen as the treatment of this study. The new labour training program concept design was created in co-creative workshops with the service provider and other professionals. The visual service blueprint map and multiple sources of secondary data were utilized in the workshops.

The second question about potential participants as well as the third question of process development suggestion is described by the author's individual ideas and creative cooperation with the training program manager from the service provider company.

The topic is partly related to the integration and employment of immigrants, especially Russian-speaking job seekers. This study focuses on creative cooperation, knowledge-creating and sharing. Therefore, there is no information about all existing learning methods and design tools.

## 1.5 Research methods

This thesis includes a theory section and an empirical study, and it focuses on describing the aspects of service design. The empirical part consists of the thesis author's individual ideas based on cooperative online meetings with the training program manager from the service provider company and co-creative workshops with experts from SYKLI and the TE-Office, who have worked with other labour training program planners and jobseekers. A lot of information and research materials on workshop methodology can be found, especially in relation to e-learning. Further studies realized that workshops are discussed in three different respects: workshops as a means, workshops as practice, and workshops as a research methodology. The findings show that workshops provide a platform that can support researchers in identifying and exploring relevant factors and complex work and knowledge understanding supported by technology. (Ørngreen & Levinsen 2017.)

Originally, the term “workshop” is used to mean a place where things are made or repaired. Nowadays, a workshop is an adaptation where participants learn, receive new knowledge, provide creative problem-solving, or innovate in relation to a domain-specific problem. Workshop as creative problem-solving (CPS) and brainstorming environment began in the 20th century. Workshops were linked to social ideas used at several complexity levels, such as decision making, societal challenges, technology, organizational change, design, and innovation. Workshop is a familiar word to everyone nowadays and requires no deeper explanation, while workshop as a concept is poorly defined from an academic point of view, because its format and uses developed in genuine contexts such as workplaces, arts, and politics. Workshops as a research method is a very useful approach in studies that are incalculable or that are interactive. (Ørngreen & Levinsen 2017.)

Great projects and products are often the results of great teams. A good team is formed of both purpose and personality. The right kind of specialization is important, but it is not the only qualifying condition. A successful service design project needs T-shaped people. It means that these people have depth of understanding and experience in their own fields,

and they can also reach out to others horizontally and create valid collaborations. (Curedale 2018, 134.)

The format of the workshop is realistic as its goal is to support participants' expectations to reach something related to their own interests, but at the same time, a workshop is a tool to cover a research purpose: to produce reliable and valid data about a studied issue. The theme of the workshop should be aimed at solving important problems of the participants because they can share knowledge, skills, and experience. In addition, workshops increase the participants' self-esteem, comprise several views and approaches to business, etc. Therefore, problem-solving is necessary so that the participant feels involved in the action. (Tolkachev, 2021.)

The prevailing Covid-19 pandemic has limited many activities, and the issue is especially reflected in traditional cooperation, as physical appointments are prohibited in the business environment. On the other hand, the situation brings other possibilities to solve many problems, for example, scheduling issues. It is difficult to find a date suitable for everyone for a meeting. Online meeting tools have solved this problem and cooperation has proven effective and fruitful. (Google 2021.)

Google Jamboard was used to create customer empathy maps as a visual tool during workshops, and additionally, Microsoft Teams was used as a basic tool for online meetings with the cooperation company. Google Jamboard is an interactive online whiteboard that allows large numbers of participants to work remotely in real-time. It can be used to collaborate with other participants to create content, print, write and edit texts, draw, upload images and work on these images. It is a free tool that is included in every Google account. This tool is specially designed to combine collaboration and video conferencing software with a digital whiteboard, allowing local and remote owners to collaborate during online meetings. The tool works perfectly because it has a lot of local storage and users can save documents in a cloud service and do not have to use their own devices' storage. Anyone can start a Jam session by accessing Jamboard. A session can be attended via a web link, but only in passive (or view-only) mode. Microsoft Teams is a known, chat-based workspace for Business or Enterprise customers of Office 365. It has been chosen for communication and meetings as an online communication platform that translates face-to-face communication between experts into a distance format. It includes the functions of audio and video calls, content sharing, chat, file sharing, and remote storage. It is a useful tool for sharing experiences and collaboration where other participants can share ideas and discuss with each other from the home or workplace. Compared to other tools, Microsoft Teams provide the highest degree of security through data encryption and multi-factor authorization. (Google 2021.)

Google Sheets was used in creating the service blueprint. It is a functional and free online service tool with a lot of possibilities and uses. Collaboration with other people involved in the project is convenient because there is no need to send files to each other several times. All changes can be saved automatically, and everybody can add comments or photos and other materials into the same sheet. Version history can be rewound back to the moment where editing or memory refresh of previous works is needed, which is a very important feature in creating blueprints. Automatic import of data from third-party sources for online training is not a necessary option for the blueprint process but may be useful in future cases. The main reason for choosing this tool for the blueprint is this basic interface that is like MS Excel. The visual outcome is very clear and easy to read. Compared to other tools, Google Sheets is available for everyone that has a Google account. Therefore, it was not necessary to create additional accounts for this project. It is not necessary to fill in pre-created templates, if you can create a version that includes specific functions and visual elements. (Google 2021)

The method used in the thesis is triangulation, which means several different theories, and the empirical part is conducted as a functional study. The selected tool for program conception and visualization is the service blueprinting method. It demonstrates how business processes can be visualized and used to represent high-level overviews of conceptual processes or details of subprocesses. (Bitner et al. 2008.)

## 1.6 The theoretical framework

The theoretical framework consists of theories and concepts that are relevant to the topic of research and that relate to the larger issues of knowledge being considered. The background of the thesis comprises concepts, definitions, relevant literature, and an existing theory of service design that is used for the thesis, including an explanation of service, service blueprint, personas, segmentation, and mapping method (Figure 3). Sources used in the theory section are written in Finnish, English, and Russian. The theoretical framework is reflected in the empirical research and the most relevant impact of the theory is discussed together with the empirical part of the thesis. One part of the service design process is increasing customer understanding. This means figuring out the expectations, needs, and goals of the target group. (Curedale 2018, 51.)

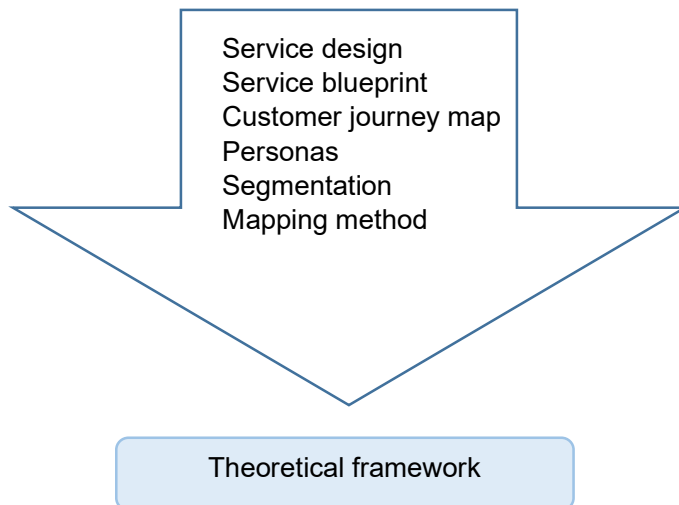


Figure 3. Theoretical framework of the thesis

Service design will help in identifying disagreements. Business models are not always consistent with service design thinking, because service design is based on the services provided by the company, and business models do not always focus on a specific service. Service design is aimed at forming a system that will maximize the efficient provision of service throughout the entire product lifecycle. (Polaine et al. 2013, 90.)

Service design facilitates communication in difficult issues. Open discussion of company processes helps identify the weaknesses and inconsistencies in them. As a result, the company's employees work together to find mutually beneficial cross-functional solutions. At the same time, it helps in building internal processes that are analogous with external ones: to define roles, processes, and relationships. When the entire cycle of internal processes is spelled out, the company can look at the entire ecosystem of its service from a bird's eye view. Identified weaknesses may reveal that somewhere in the process there is overlapping work, that some processes stress employees too much, and that resources are wasted. By paying attention to these weaknesses, the company can free up additional energy, improve employee efficiency, and reduce costs. Service design, using its own techniques, helps to understand the structure of an organization by improving and optimizing the work of employees, their psychological attitude, and motivation. These factors influence the quality of the services they create. (Polaine et al. 2013, 94)

Previous studies noted that the distinctive task of service design that differs from other disciplines is to find a balance point where both sides benefit: both the producer and the recipient of services. A good, visual way to explain service design is through the core toolbox.

For example, one of the most effective tools in service design is visualization and analysis of all points of contact, called the Customer Journey methodology or "consumer journey map" (Polaine et al. 2013, 94.)

The subject of adult training has been previously researched using service design methods. For example, Laaksolahti (2020) in her master's thesis has presented a Learner-centric design model, which she has developed through the combination of service design tools and personal experiences and observation. As a result of her research process, Laaksolahti has emphasized the need of enabling meaningful educational experiences happening in the new constantly learning society. It has also been underlined, that the culture of sharing and openness is necessary. Overall adult training is an interesting and recent topic to study which is ensuring higher quality of life for our societies and facilitates positive labour market development. (Laaksolahti 2020.)

### 1.7 Stages of the study process

The background of the study, including objectives and limitations, both research questions, and methods, are described in the first chapter. "The Further Educated with Companies" concept description and the theoretical framework are also included in this chapter (Figure 4).

In the second chapter, the main theory on service design is presented, including the topics of service, service blueprint, segmentation, personas, customer journey map and mapping method (Steps 1 and 2)

Chapters three and four describes workshops and the empathy maps created for potential participants. Designing Service blueprint for the F.E.C-program which visualizes the F.E.C.-program processes before, during, and after participation. This chapter provides further recommendations for future program implementation, as well (Step 3)

The contents of the fifth chapter represent the conclusions of the study and considers research reliability (Step 4)

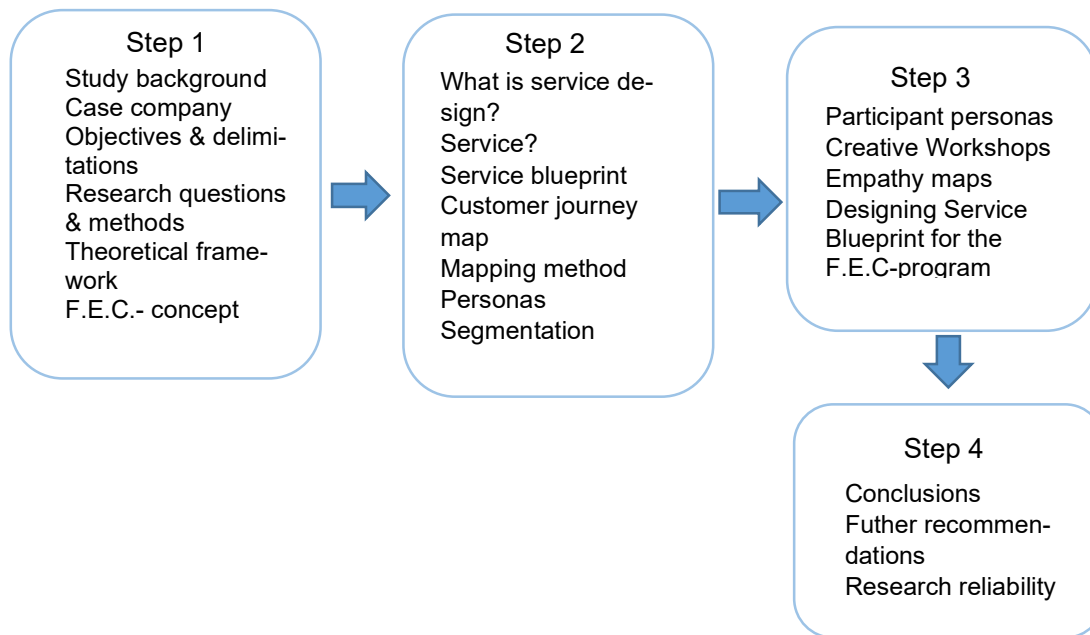


Figure 4. Stages of the study process

## 1.8 The Further Educated with Companies

The abbreviation “F.E.C.” comes from “The Further Educated with Companies”. It is a labour market training program that is a part of employment services designed together with the TE-office and ELY Centres. ELY Centres tender and select service providers for F.E.C.-training implementation. In a nutshell, F.E.C. - programs offer a range of new competencies that will meet the changing needs of the company. The programs last around six months, and then the participants work on tasks defined together with the company while taking part in a program arranged by the service providers. The labour market training program’s purpose is to adapt and develop the expertise, career goals and skills of jobseekers according to the needs of potential new employers. Involving the establishment of a training agreement, the F.E.C.- program includes high quality training, as well as practical work for the partner company by the jobseeker. Training may include sales and marketing, project management, management, ICT, change management etc. (Eräheimo 2011, 14.)

Eräheimo (2011, 15) explains the process path demonstrates the process of the F.E.C.-training program (Figure 5). The picture visualizes the process description, beginning with general information, continuing to more detailed information and lastly, clarifying the aim of the program cooperation. This is broken down in four parts:

1. Unemployed customer (or a job-seeking customer of the TE-office at risk of unemployment) needs to apply for and be approved to the program by TE-Office expert.
2. Matchmaking is the selection process between the applicant and potential employer during interviews and other tasks organized by service provider.
3. Cooperation period with the potential employer including approximately 20 training days during the program organized by service provider.
4. The overall aim is signing an employment contract and fill the company's recruitment needs by developing the candidate's competency through training.

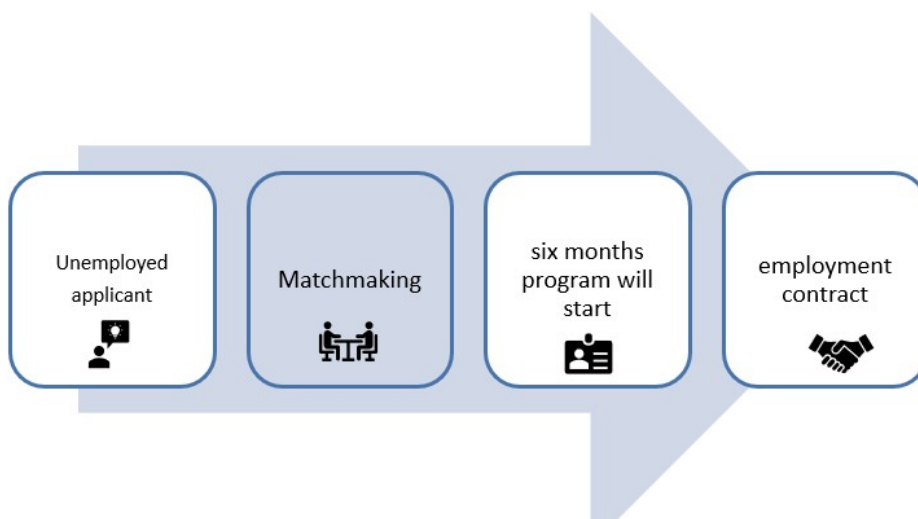


Figure 5. F.E.C.- training program process path

## 2 Service design

There are many definitions of service design depending on the different needs of the person who is listening. The description by expert and advisor on service design, Stefan Moritz summarises the fundamentals well in a couple of sentences:

*“Service Design helps to innovate (create new) or improve (existing) services to make them more useful, usable, desirable for clients and efficient as well as effective for organisations. It is a new holistic, multidisciplinary, integrative field.” (Moritz 2005, 8.)*

Design is usually associated with many familiar branches such as graphic design, product design, and fashion design. Often design relates to something that makes things look better. The new purpose of design is strongly linked to the experience a product or service brings, and it is not about the surface with a focus on the end of the development process anymore. (Moritz 2005,). The goals of design transformed from the designing feature of the product to designing the process and system contexts of experiences. Moretz describes the levels of design and includes levels of service strategy and philosophy development. Design has a wider purpose for business running, and it should involve all processing levels. Figure 6 shows the four design levels: 1. Design of features (product, service, space) 2. Design of customer experience. 3. Design of processes and systems. 4. Design of strategy, philosophy, or ideology.

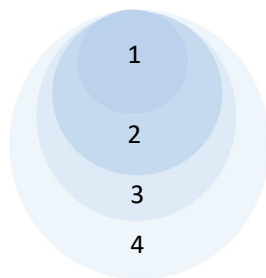


Figure 6. Levels of design (Adapted from Moritz 2005, 33)

According to Kolko (2014) designers work to offer solutions in a few different ways rather than in the best way. This often results in innovative or stunning solutions. On the other

hand, design is humane rather than technological. The best product is one that the consumer does not even know was designed for a specific purpose, and he or she believes that its use is necessary and is perfectly suited. In fact, it is only a solution created by a product designer with a strong marketing impact. The value of design innovation is not in its optimization, speed, or execution. It is in the emotional connections people make when they have a new idea. Design is about paths that are incomplete in their logic, exploring the possibilities created by instinct and intuition. (Kolko 2014, 360.)

Service Design, that developing more suitable product services and experiences for customers brings a better user experience. Another reason for using service design is strategic and tactical innovation, which is usually connected to increase in business performance. Figure 7 shows the elements of innovation space, as mentioned by Robert Curedale. (Curedale 2018, 53-54.)

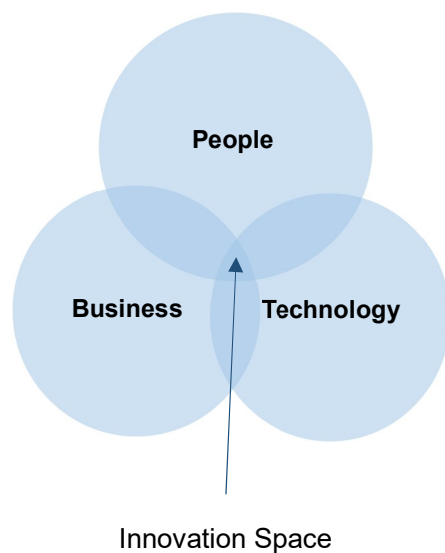


Figure 7. Innovation space (Adapted from Curedale 2018, 53)

Birgit Mager, professor at Köln International School of Design describes that typical understanding of design is based on a very limited definition of the original meaning of the word: “Design” means giving form, and the informal use of the word means that design goes beyond simply designing objects. Many believe design refers to the design of our physical environment. We can design events, a party, relationship, collaborations, concepts as well as anything. This very wide use of the term also implies the impenetrable interdependence of objects, interactions, and views. Service design is about processes and people, not visual

design. This methodology is based on design thinking - focusing on the customer needs and improving the interaction of business with employees of the company. If objects no longer have the capacity to resolve technical necessities and human needs except through an increasing range of interactive solutions, design returns to its original task of giving form to interactions and services, because services are about interactive, non-material solutions for technical and human needs. (Mager 2004, 27-29.)

Most companies focus on products and distribution channels in their activities. Most of a company's resources - time, budget, logistics - is usually spent on working out the outside of the business. Internal processes, including employee experience, are often ignored. Service design focuses precisely on these internal processes. One of the biggest goals of service design is therefore to create, in line with service strategy, material evidence of a sensually intelligible service reality for the people which materializes the immaterial message sent by the service provider. (Mager 2004, 44.)

## 2.1 Definition of service

The term services are generally understood to mean actions, processes, and performances. According to Zeitham, Bitner & Grtemler (2006) services are:

*“All economic activities whose output is not a physical product or construction, is generally consumed at the time it is produced, and provides added value in forms (such as convenience, amusement, timeliness, comfort, or health) that are essentially intangible concerns of its first purchaser.” (Zeithaml et al. 2006, 4.)*

Services also include concepts such as customer service, services as products, service industries, and derived service, which means different categories. Customer service often comes to mind about service. Usually, companies build customer relationships and offer customer service for free to support core products. Services as products can be defined as all intangible products that bring value to the customers. Service products can be provided by nonservice companies also. For example, manufacturers and the technology industry offer information technology consulting services. Compared to the companies that offer purely service, such as shipping services. Services industries represent the companies whose core product is a service, for example, lodging, transformation, financial services, and health care. Derived service is a wide range of all products that are valued for the

services they provide. In that case, the value derived from goods is really the service provided by the product, not the product itself. (Zeithaml et al. 2006, 4-5.)

Intangibility is the main factor of services. However, all products cannot be intangible or completely tangible such as services, which are usually intangible. The fast-food industry provides a lot of tangible parts, such as food and packages, even it is classified as a service. Figure 8 illustrates the tangibility scale of different services. For example, teaching and consulting services are on the most intangible scale and there are no pure products or services. But, the physical evidence of service may occur in tangible forms, such as brochures, letterhead, business cards, and other equipment. (Zeithaml et al. 2006, 27.)

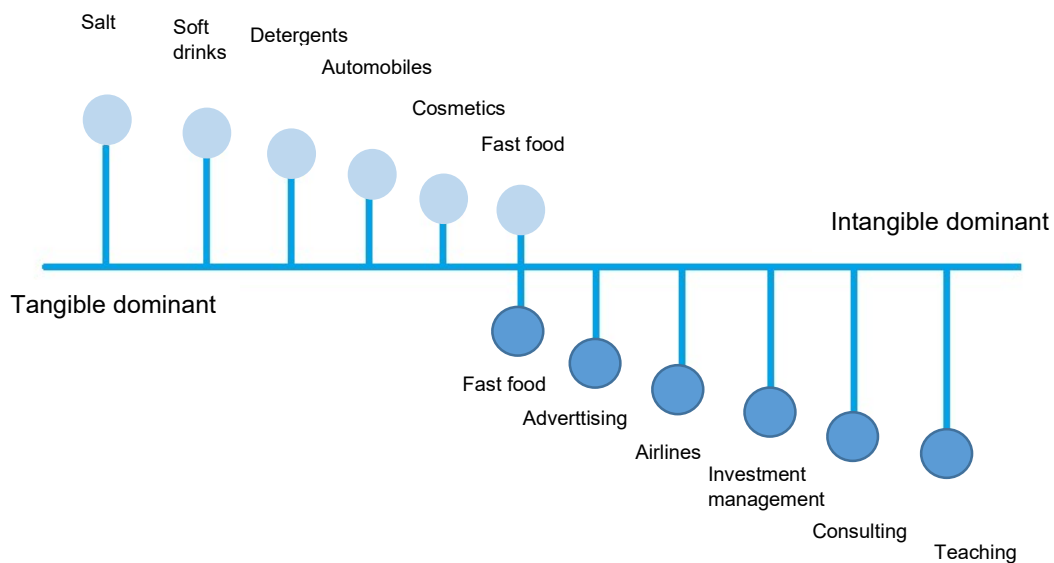


Figure 8. Tangibility scale (Zeithaml et al. 2006, 27)

Services are also strongly integrated into processes where a customer is involved in actions or activities. One well-known example is Disney World theme parks with their physical settings and different actors. In everyday life, medical services provide interacting steps to the customers (going to a laboratory or making a doctor appointment) which enable customers to have different experiences and evaluate the received service. Different emotions are usually strongly present during service processes because services are experiences for the customers. The feelings are the main factors when measuring the effectiveness of provided service. (Zeithaml et al. 2006, 62.)

## 2.2 Service Blueprint and Customer journey map

A Service Blueprint is a method for describing and designing future customer experiences and finding the processes required to create that experience. In general, the definition reminds a customer's journey map mentioned earlier. It is still a different tool with its own approaches. The difference is that a customer journey map is a creation based on the customer's vision and focuses on the actions, feelings, and emotions of the customer, as well as his needs. Service Map or Service Blueprint shows each element of the company: people, processes, systems, and communications - the process of creating a customer experience. In other words, the Customer Journey Map shows processes from the customer's point of view, while the Service Blueprint describes the value delivered within the company. Service blueprint includes each process and actor that contribute to the customer experience, from in-house contributors to third-party vendors. Service blueprints usually contain five main elements: physical evidence, customer actions, frontstage, backstage, and support processes. (Polaine et al. 2013, 97.)

In the case of improving or innovating a new service, at first, making a blueprint is to establish the service life cycle, the stages of the service experience over time, and then add the roles of the customers involved in the service and the touchpoint channels (Polaine et al. 2013, 118). Those default sets of broader user journey across the top are typically used in blueprints maps: aware (the spot when the customer first touch about the service), join (the sign—up or registration phase), use (the regular usage point of the service), develop (the user's wide usage of the service) and leave (the period when the user ends using the service). The service blueprint is represented in the figure 9.

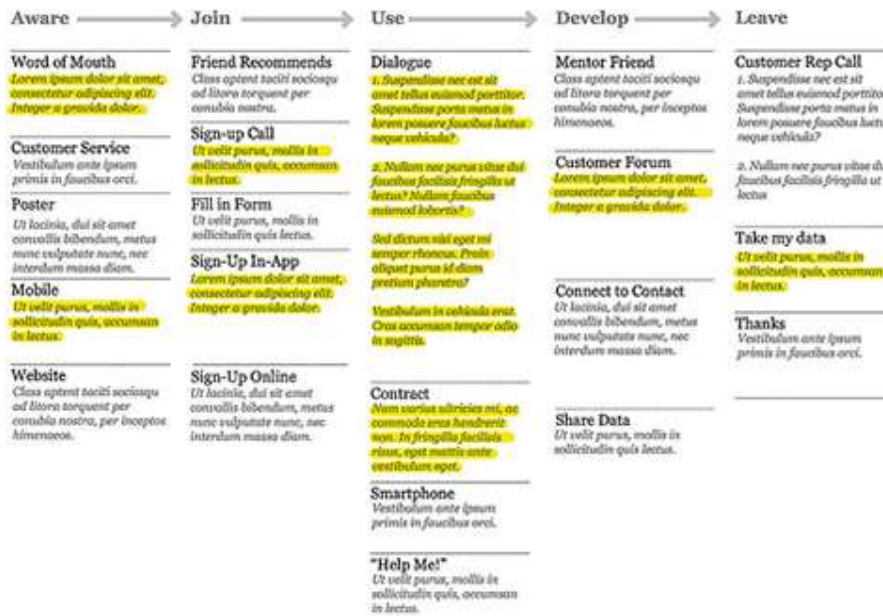


Figure 9. Touchpoints included in service blueprint (Polaine et al. 2013, 118)

The service blueprint helps to explain visually how the service works. It is like an architectural blueprint. In the case of house building, a blueprint guides what kind of a builder is needed. Likewise, in building a product or a service, a service blueprint helps to find a structure to the service. It is a visualization of the relationship between services, businesses, and how everything works together, including important people or hot points of the customer journey, or other facts. As mentioned earlier, the service blueprint is the next step of the customer journey map. It is a very effective tool, especially when it includes different systems where people and processes and other things cooperate. A customer journey map is one part of the process, while a service blueprint is holding together the whole picture. Service blueprint can be used in multiple scenarios. It is useful when product or service improvement is needed. In other ways, it helps to understand a whole process of service or in designing a new service to be as a guide before its launch. (Temkin et al. 2010.)

There are many ways to implement a blueprint service process. However, team experts who have functional areas still have a central role in the designing process. Business goals or the scope of the service blueprint is important too. Why is the service blueprint being created? What things should be included in the parts of the blueprint and what excluded? Service blueprint represents primary internal research, which is the gathering of new or first-hand data specifically tailored to provide information on the company's own products, customers, and markets. Data is usually collected by questionnaires, observation, experimentation, and several other ways, which are relevant, real, and contemporary. This is different

from user research, where data is collected from users through a structured approach. A service blueprint can be created individually or by the entire team. At this point co-creative workshop is held to create empathy maps as a start for the following two, more individual, steps: customer journey, service blueprint, and the pitch. A customer journey map is a visual representation of a process that a customer is going through, including emotions and experiences during the steps. That experience level is especially important for creating a customer journey map because excluding it would result in just the process definition. Every service has a sequence or specific time for the different processes, and that is another important thing to notice in the customer journey map. (Temkin et al. 2010.)

At this point participants' journey map is explained to describe a training program participants' map. There are many models to compile a map, but in general, as shown in Table 1, it usually consists of four basic layers: customer experience, frontstage, backstage, and systems. The customer experience section includes different stages of a service, for example, the participant's experience before participating in the program, during the program, and after the program. This layer includes different customer activities and situations, including participants' tangible behaviours. Touchpoints are often associated with this activity, but not in this context. Touchpoints are interactions of a customer with a brand, such as calling a customer support line (direct) or reading feedbacks on the internet (indirect). The third part in this layer is related to positive and negative emotions during the journey through the service. The frontstage layer describes how participants interact with the service, for example, how participants use the service through the company website or other channels or actors. There are many suggestions where at least one of those two layers should be included in the journey maps. The following layers are useful in the journey map, but not necessary at some points. The backstage layer includes personnel activities such as the internal side of the service and those processes that make the service take place. The system layer consists of the background processes of the service, for example, how the application process happens, or how the AI systems, such as finance are related to the service. The addition of different systems and processes can already be service blueprinting. The line between journey mapping and blueprints is usually exceeded when all related processes are added. (Buttle 2009, 43.)

Customer experience	Frontstage	Backstage	Systems and processes
<i>Experience before, during and after the service</i>	<i>Customer activities and situations</i>	<i>Under the line of visibility</i>	<i>Finance, legal, HR,</i>
<i>Customer activities and situations</i>	<i>Non-touchpoints</i>	<i>Personnel activity</i>	<i>Service blueprint</i>
<i>Emotions</i>	<i>Channels</i>	<i>makes service happen</i>	<i>equipment</i>

Table 1. The customer journey map layers (Buttle 2009, 43)

### 2.3 Personas

In 1999, American software designer Alan Cooper released personas, which he originally used as part of a persona role-playing method while working through design issues on his own in 1983. A persona is a prototypical character that is meant to describe a group of people who share same goals in a role, behaviour and attitudes when interacting with a specific product or service. They are user models that are represented as specific individual humans. Personas are not actual people but are compound directly from observations of real people. The original personas concept as a practical design tool has been developed even further by later practitioners. Personas do not present a one customer but a selection of customers. They help create empathy for users and reduce self-reference. As a tool, personas enable us to analyse and get insight into users. In other words, characters represent target users throughout the design process from brainstorming ideas to designing an ideal user experience journey. (Curedale. 2018, 284.)

The Curedale (2018) suggests creating a persona using data from real users and avoiding stereotypes because incorrect personas can lead to a wrong understanding of the end-users. Personas should be segmented and given a proper names and photographs with considerations of biographical information, such as a name, country, and city size, as well as demographic and psychographic aspects like age, gender, life stage, marital status, income, housing, occupation, education, ethnicity, nationality, self-image, beliefs, attitudes, tech status, interests, media usage. In addition, time spent on the internet and other additional issues should be considered. An example of a persona template is introduced in Figure 10. (Curedale 2018, 285.)

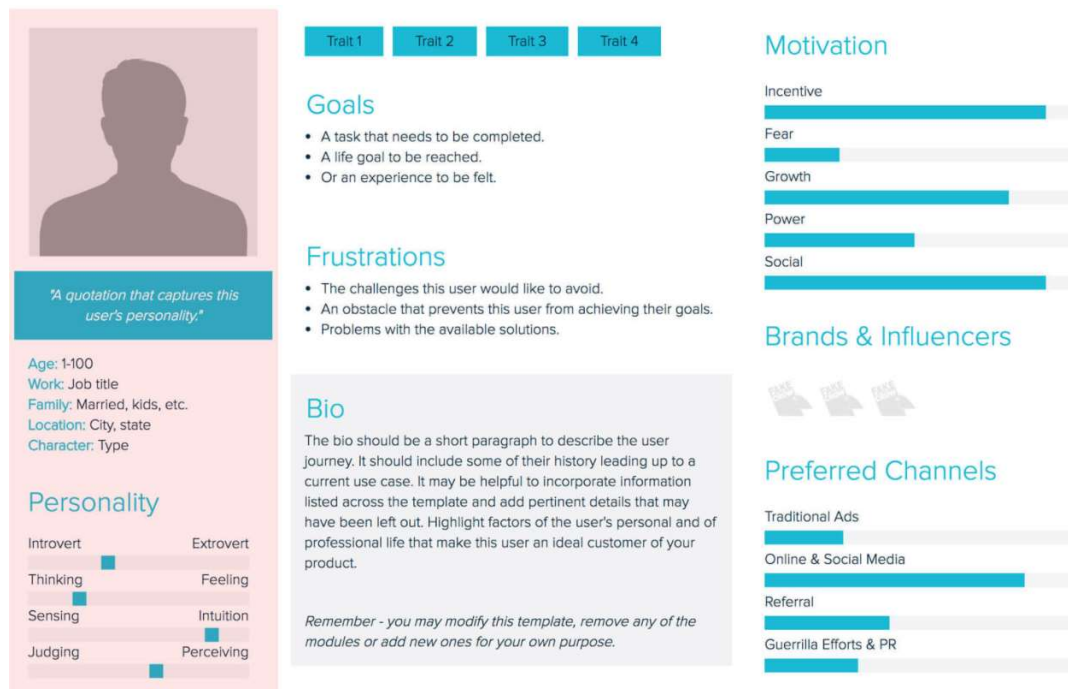


Figure 10. Example of a persona template (Curedale 2018, 285)

Personas can be divided into three groups of users: primary, secondary, and exclusionary users. The primary user is the focus of the product or service. Secondary users may use the product but are not the primary focus. For example, stakeholders are people who may be affected by the products or services, but they are not the direct users of those. In the case of hospital services, a patient may be the primary persona, whilst doctors, nurses, hospital workers, medical insurance company employees, or relatives of the patient may be the stakeholders. Usually, the persona is not created for each stakeholder, because there may be a conflict between the needs of different stakeholders that should be considered. Exclusionary is the persona we are not designing for. It is useful to recognize non-users when defining personas. (Curedale. R, p. 285.)

## 2.4 Segmentation

Market segmentation signifies subdividing a market into several groups where the people in each group have something in common. (Curedale. R, p. 283) The purpose of segmentation is to provide solutions that work for a group of people without the expense of developing a different solution for each person. According to Curredale, customer segmentation depends on the goals and can implement the common factor in the following ways:

1. Geographic segmentation according to where the customers live (in a city or rural location). As a method of segmentation enables to observe customers' regional differences and personal preferences.
2. Distribution segmentation such as experience maps and service blueprints help understand a market where most people access multiple channels when purchasing or using a product or service.
3. Price segmentation is another universal way of segmenting a market is by income. Different price-points for a product or service may appeal to people with different incomes.
4. Factors such as gender, age, type of employment, and education are often used for demographic segmentation. This is probably the most used type of segmentation.
5. Some product demand is growing at a particular time of day or year from the view of time segmentation.
6. Psychographic or lifestyle segmentation is usually based on values or behaviours, and emotions. Targeting too many segments is not the best option, because products or services typically do not appeal to everyone. Is the income potential of each segment carefully considered when defining segments, such as common factors that unite customers in the same segment, or segment measurability?

## 2.5 Mapping method

The mapping method was invented by Scott Matthews and Dave Gray at Xplane (now Dachis Group). An empathy map analyses each part of a user experience and gives a high-level view of where an experience is good or bad. Empathy is the identification of feelings, thoughts, or attitudes of another, which are different things than sympathy. The primary purpose of the method is to improve customer experience, and it helps the design team empathize with the end-users. Sometimes, organizations creating the product or service do not deeply understand the customer's perspective, which is the biggest single cause of failure of new products and services in the marketplace. As a tool, an empathy map helps draw out the main components of the client's experience so that problems can be identified and fixed, and it can be created for a group of customers or a persona. (Curredale 2018, 244.)

Curredale (2018) describes the following observations of empathy mapping: the format can use with personas and the map should be built on information from customers (from sources like an interview, observation, service departments). For example, a "service map" is a good research tool in recognizing the structural and procedural aspects most visible or noticeable

to the customer —and what they will mostly encounter. As a flow chart, a service map arranged according to the specific organization's requirements, allowing customer contact points of any organizational or design cases to emerge. Visualizing the organization gives enables the consideration of the following questions: Is the organization transparent to the customer? Are its procedures easy and customer-oriented?

An empathy map is a collaborative image used to give an expression of understanding the customers and their context. As an outside-in technique, it reflects knowledge about potential users to create a shared understanding of their needs and aid in decision-making. A disadvantage to this method is that it is not as accurate as traditional personas. However, it demands less investment. The author suggests involving a team of 4 to 12 people who have direct interaction with customers, and it is helpful to include stakeholders affected by the end design. The team should represent distinct functions in an organization, for example, management, design, marketing, and sales. (Curedale 2018, 245)

Curren (2018) describes the following observations of empathy mapping: the format can use with personas and the map should be based on information from customers (from sources like an interview, observation, service departments). Market segmentation and persona creating of those who represent an average customer (four to six personas) at the beginning of mapping enables the continuation of the following steps:

- 1) Drawn circle with the persona in the middle. In this step, maps provide a look into who a user is as a whole and are not chronological or sequential.
- 2) Radial spaces around the centre represent aspects of that person's sensory experience: "see", "hear", "think and feel", "say and do". The two additional boxes at the bottom of the map – "pain" and "gain" (Image 1)

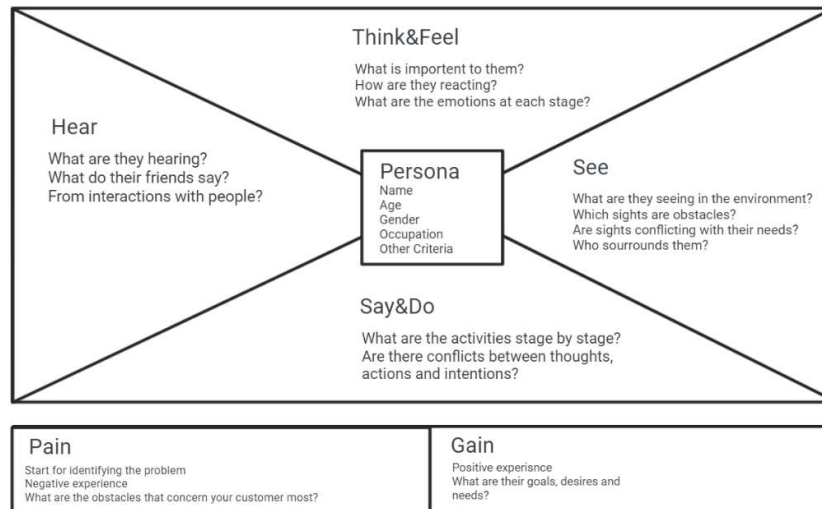


Image 1. White board draw of empathy map (adapted from Curedale 2018)

- 3) At this stage, the team should describe from the persona's perspective their experience and the map should be filled from a customer perspective by using the findings of the fieldwork: What customers are thinking and feeling, saying, and doing, hearing, seeing? (Image 2)

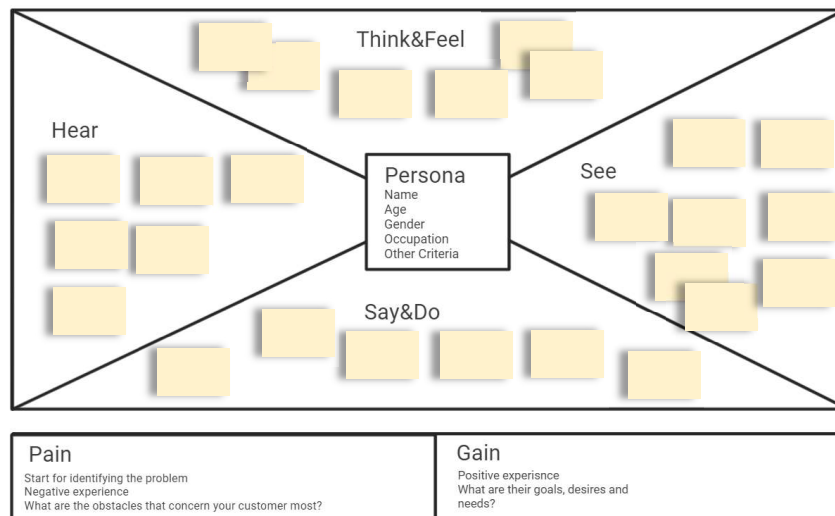


Image 2. White board draw of empathy map next stage (adapted from Curedale 2018)

- 4) When all the top spaces are filled, post-it notes should be moved to the boxes shown in Table 1. The negative components of the experience are moved into the lower

“pain” box, which can identify the problem to fix in the ideation phase. Positive experience is moved to the "gain" box, representing persona’s goals, desires, and needs. (Image 3)

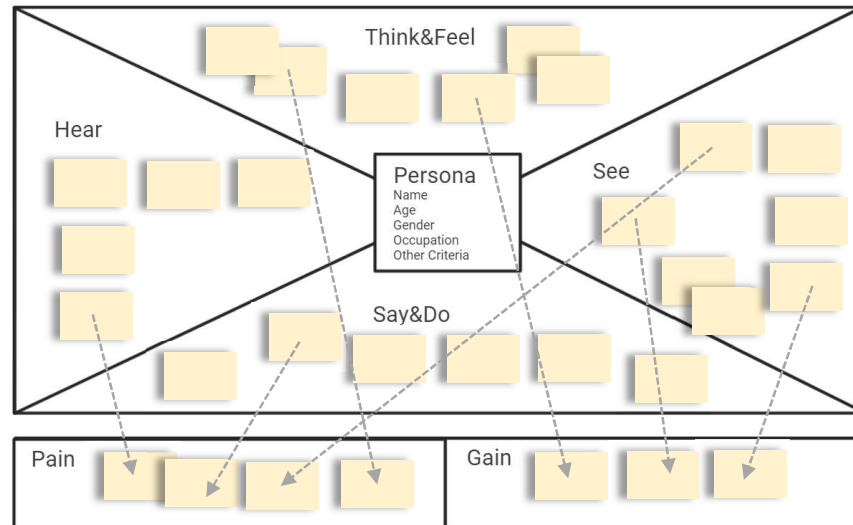


Image 3. White board draw of empathy map with arrows (adapted from Curedale 2018)

Curedale describes the sensory experience parts of the persona in the empathy mapping process (Curedale 2018, 247-250)

1) See:

- What do they see in their environment that influences them?
- What are they seeing in their surroundings?
- Who are the surrounding people (friends etc.)?
- What visual problems do they encounter?

2) Hear:

- What do they hear in the context of the experience?
- What do their friends, work colleagues, parents, partner say?
- Which media channels do they access?

- What do influences and news say?

### 3) Think and Feel:

- What matters most to them?
- What are they thinking?
- What concerns customers the most?
- Their dreams, desires, aspirations?
- What do they not say out loud?
- What things move them?

### 4) Say and Do:

- what do they say in the context of the experience of the product or service?
- what do they say about the competitor's services?
- what do they say to their friends, colleagues?
- what kind of world do they live in? (goals, hobbies, attitude, etc.)
- what does he like to say and how does he act?
- what are the common thoughts?
- differences between what they say and do?
- What are they telling others?

### 3 Program participant personas

As a result of planned meetings with the Director of Business and career services from SYKLI and based on author's own working experience, six personas are created. They represent potential program participants and are the profile tools for an empathy map. Those characters are not actual people, and the names are imaginary.

The primary personas are Juho, Yulia and Irina. Two secondaries are Olesya and Egor. Pirjo is an exclusionary persona. All primary personas have Russian language skills (as a mother tongue or advanced) and they are the ones to whom this F.E.C. -program is intended to be created. Secondary personas may have some noteworthy or other connections to the program, for example, interests in the environmental field or networking, but they do not stress their Russian language skills as a potential benefit. The exclusionary persona brings another perspective to analyse being the most unlikely program applicant. This would not mean that the one could not even apply to the program, but most likely this program would be "wrong" according to application criteria or not necessarily interesting for the one personally. At the beginning of planning, the exclusionary persona also puts an understanding and delimitation of the program's focus on the right target audience. Personas' visual cards, which were also shown in the workshops, are described in Appendix 1.

The first primary persona, Juho, is a 38-year-old Finnish man who lives in Helsinki. He may have a university degree in construction engineering and at least ten years of work experience. His job may include project management in the building industry. He may have taken some Russian language classes in high school, for example, and some usage of Russian in work life. Finnish may be his mother tongue and English an additional language at a good level. As a person, Juho is outgoing and watches tv and browses websites regularly and he has good technical skills. Juho may be unemployed or at risk of unemployment (Appendix 1.).

Yulia is the next primary persona. She is 30 years old, originally from Russia, and lives in Espoo. She may have a degree in Bachelor of Business Administration from the University of Applied Sciences with excellent Finnish and Russian language skills additionally. Her background in work life may consist of sales or account management tasks with 5 or more years of work experience. As a person, Yulia is a leader who is aware of the latest technology and social media in the work environment. Like Juho, she may be unemployed or at risk of unemployment (Appendix 1.).

Irina is the third primary persona. She is 50 years old, originally from Russia and lives in Vantaa. She has 20 or more years of work experience in Finland and Russia. She is an

ecologist who graduated from Moscow Institute, but her latest job tasks may be in different fields, for example as an office worker or in preliminary tasks. Her Finnish language skills are good, and Russian is fluent. Irina is a leader who wants to improve her life and is interested in magazines and TV. She may be unemployed or at risk of unemployment (Appendix 1.).

The next persona, Olessya, is a secondary persona. She is 26 years old and originally from Kazakhstan. She lives in Helsinki and has a Masters' degree in biological and environmental sciences. What made her a secondary persona in this case? She is unemployed and does not have any work experience as the previous personas have. She may be interested in the labour training program as an opportunity to get relevant work experience. Her Finnish and Russian language skills are fluent. It can be deduced that she moved to Finland as a child. As most of the younger generation, she has excellent skills in social media and related devices, but she may be a shy person (Appendix 1.).

Another secondary person is Egor, a 40-year-old man from Estonia. He lives in Vantaa and has an MBA degree with good Finnish language skills and his Russian language skills are good. His long work history of over 15 years is from a big cleantech company and many positions. It could be in marketing, accounting, HR, etc. He may have lost his job suddenly and he may use the training program to improve his chances of access to the next job in higher positions or areas, for example. In his case, the program theme can be just right with his personal interests. Egor may be a shy person, but with good technical and social media knowledge (Appendix 1.).

Pirjo is an exclusionary persona. She probably will not apply to the program, because most likely she would not be interested in the theme, and she does not have any Russian language skills, even though she has a college degree and lives in the metropolitan area (Appendix 1.).

### 3.1 Creative Workshop

In the next step, the workshops are arranged to create sympathy maps for 5 personas (Juho, Julia, Irina, Olessya and Egor). The workshop participants consist of cross-disciplinary members, who are mostly unfamiliar with each other, but a mix of know-how professionals in the field of labour training program planning and implementation. The design team consists of 7 members: two representatives of Environmental School of Finland: Director of Business and Career Services and the project expert who cooperates with Russian-speaking countries. One person from the cooperation organization (training manager from ELY), an honorary guest (a professor of Russian who writes textbooks, dictionaries, and scripts

for TV programs), and three TE-Office experts (representers of competence development, immigrant services, training expertise, and thesis author as moderator).

A total of three online workshops have been held with two different teams. The first workshop started with a short presentation of the participants by the moderator and a Hobby warm-up exercise. After the warm-up exercise the moderator introduced the project background, empathy map as a service design tool and the created personas. She gave instructions for the participants and a one and a half-hour discussion began. The personas were already designed before the workshop by the moderator together with the cooperative person from the Environmental School of Finland during the planning meetings. The aim of the workshops was to create an empathy map for each persona. The second workshop was a continuation of the first session with the same participants as in the first session, except for the Professor of Russian and the training manager from ELY.

The workshops were conducted as online meetings and were split due to the wishes of the participants and schedule challenges. The third workshop was attended by 5 experts from the TE-office including the thesis author. The experts represented varied backgrounds, such as Russian language skills, or deep knowledge of immigrants' employment services, including specialists working with job seekers and linked with their problem areas contributing to, but not dominating, the program planning process.

### 3.1.1 Warming up

Warming-up exercise is a quick practice at the beginning of a design project that helps the design team work productively together as fast as possible. The creative conversation is very important, especially when a designer works with others in a new team. An icebreaker is a way for people to think and exchange ideas. The time estimate for a warm-up exercise is usually ten to fifteen minutes and it is a highly recommended step of the collaborative, team-based design. The service design approach brings with it the value of designers cooperating productively as members of a diverse cross-disciplinary team of managers, marketers, and other professionals. (Curedale 2018, 134.)

There are many variations of warming-up exercises that have been used for design teams (jumpstart storytelling, zombie cats, photo, compliment, free association, hobby, etc.) They should be simple and fun and selected to suit the culture of the design team. There are many reasons to practice icebreaking, for example when team members do not know each other, or they need to connect quickly. One of the warm-up practices, called Hobby is appropriate to create a good atmosphere and for the members to become more familiar with each other. It is very simple: each person names one of their hobbies and explains why they

like it, how they became interested in it, and something most people do not know about it. (Team First Development 2020.)

### 3.1.2 Empathy map

The following images (4-8) are the result of the three workshops including the analysis of the "Pain and Gain" part, which is the most important part of the empathy mapping process. When combining the description results of all applicants, many similarities emerged. At this point, the primary personas (Juho, Yulia, Irina), as well as the secondary personas (Olesya and Egor) are included in the analysis. Potential challenges and positive experiences in connection with the planned program are observed at this stage. All five personas' empathy maps represent aspects of that person's sensory experience: "see", "hear", "think and feel", "say and do". The workshop team described experiences from the persona's perspective. There are an empathy map's key findings as a result. The next chapters will explain empathy maps of the personas in detail.

### 3.1.3 Juho

Juho's vision in his empathy map (Image 4) focuses on a short program and competence development. He reads business news, builds a business network, and is eager to explore a new subject, that brings new possibilities to him. At the same time, he can be skeptical, and his work background influences his willingness to apply for the program. He possibly perceives a bad image of the TE-Office programs or application processes and thinks there is no need to go back to the TE-Office again. However, career advancement is important for him. He hears comments like: "why don't you get a job?" or "do you have sufficient language skills?". Reputation threat, fear, and the image of Russia are present in Juho's environment. "Think and Feel" section in his map contains the next descriptions and questions: "Is this my thing? Does it make sense for my career? Unemployment is not for me; labour training program is "out". Do I want to use the Russian language at work? The program seems brave and outgoing. This could be a second option if I do not get a job. I could be interested in Russian stuff. What about unemployment benefits? (Travel expenses, etc.) He also considers the image of F.E.C.-programs. (Jamboard 2021, author's translation)

Juho would ask:

- Can I get a job?
- What kind of salary may I have?
- Can I go abroad?

- Environmental issues are exciting and inspiring, are there business trips coming?
- I don't want a service, I won't work
- Send me an email, I don't reject the idea (Jamboard 2021, author's translation.)

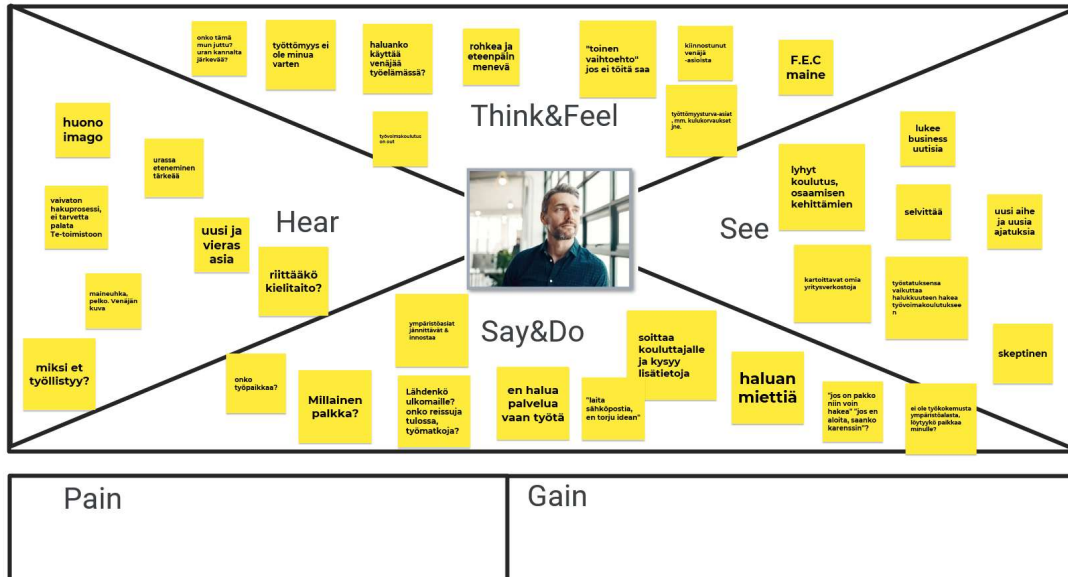


Image 4. Empathy map "Juho" (Jamboard 2021)

### 3.1.4 Yulia

Yulia (Image 5) is waiting for invitations to the interviews, and she knows Russian and Finnish culture in addition to Russian language skills. She has a lot going on, but she can also see uncertainty, being a very demanding and accurate applicant. Yulia may hear that her language skills are a competitive advantage, and she would have no problems with the online application forms. The program may bring this applicant new opportunities and skills and she hears that she is the best "match" from a recruitment point of view. Yulia maintains a positive attitude and is thankful. Program content adds value for her future goals. She feels that she can apply to the program, and she won't lose anything. Yulia might also apply just for certainty without thinking of further plans. This applicant thinks that "finally the right program was found for me" and she is open-minded, but also might have doubts like: " is

my language skill enough? Yulia might also feel shameful for being unemployed. This applicant also considers the importance of further education. Yulia can say, that "I found the right program, and environmental issues are interesting for me". On the other hand, she may ask about a program and how it fits her. She shows how sustainable development and other green issues are close to her heart and she can be a good applicant. (Jamboard 2021, author's translation)

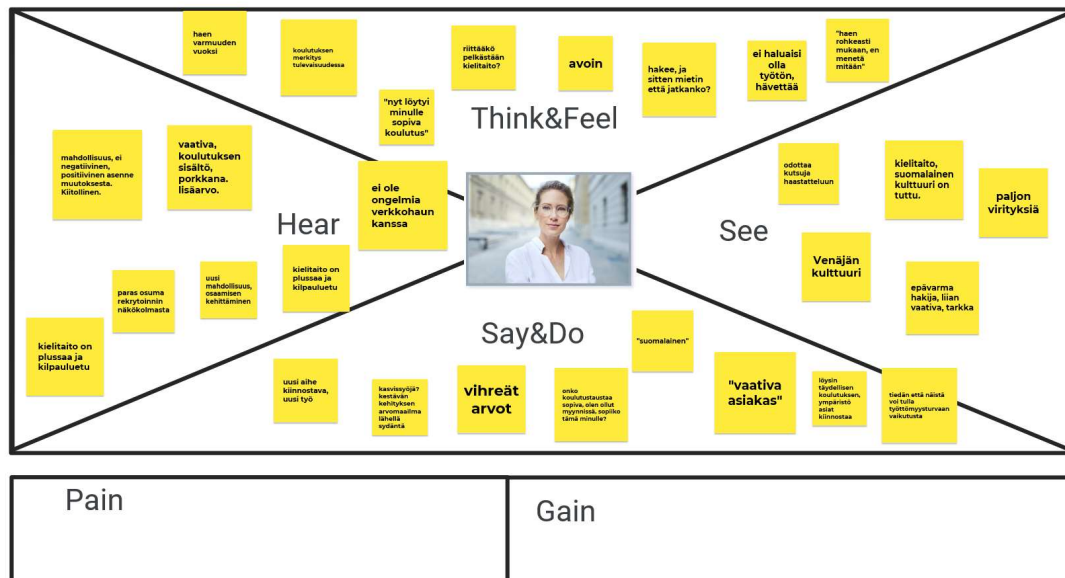


Image 5. Empathy map "Yulia" (Jamboard 2021)

### 3.1.5 Irina

Irina (Image 6) has recruitment challenges and sees the need to improve herself with education. She may seem uncertain, but she will ask about things if needed. She experiences evaluations in different forms, but she can hear about her positive attitude and that she is an active person for whom the pension is not current yet. She is a confident and mature person, who wants to get a job quickly. Irina thinks: "I can show what I can do", or "I am brisk and forward-going". She may feel humble because she doesn't have an educational background in Finland and be unsure of their own skill. She believes that she can get a job after the program, and she has an open-minded attitude. She can upgrade her language skills and learn new things. Education background in the environmental field and work experience are a plus. (Jamboard 2021, author's translation)

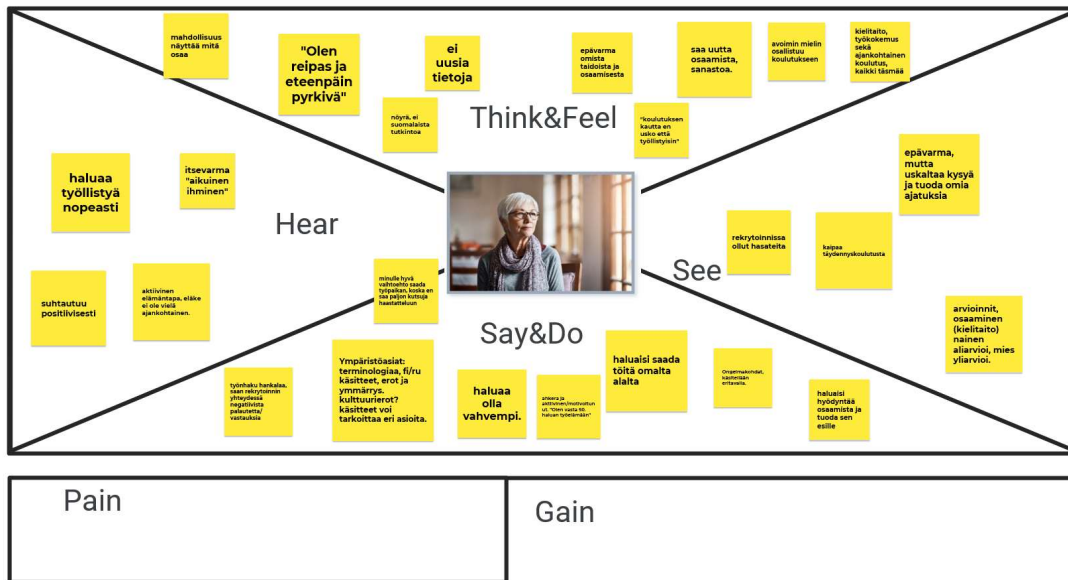


Image 6. Empathy map "Irina" (Jamboard 2021)

### 3.1.6 Olessya

Olessya (Image 7) sees the advertisement mails from TE-Office while she is not necessarily an active follower of labour training programs. She may have an unclear picture of her work life or future tasks because she doesn't have any job experience in her field after graduating. On the other hand, she can get suitable assignments that will help her in her future employment. She may have financial challenges and need support or mentoring from the labour training program provider. She may think a lot of things about the program, for example: "junior position will be enough for me", which shows that she is open-minded and does not have very high requirements. On the other side, Olessya doubts if she would have what it takes to study more again. The F.E.C- program concept may be also unknown to her. However, thoughts about the first job are inspiring her. She hears in the context of the program experience, that young professionals are in high demand among consulting firms and potential employers. The program has a good connection to work-life, which offers a solid base for the professional community. She brings thoughts about program participation, for example, "I did not apply for this earlier", or "may ask for more information about labour market training programs from TE-Office", but not about the program itself. She is confident about her own current knowledge and professional skills. (Jamboard 2021, author's translation)

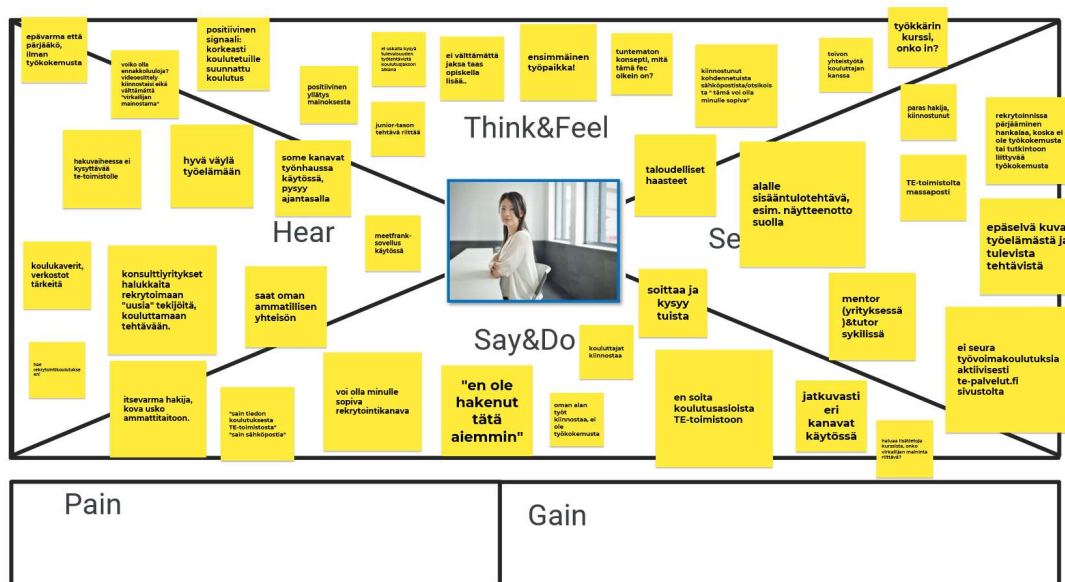


Image 7. Empathy map "Olessya" (Jamboard 2021)

### 3.1.7 Egor

Egor (Image 8) is interested in new challenges and expects a lot from the program. He can freely negotiate salary and work possibilities. His diverse work experience is his riches. He is motivated, but he can wait for a better offer if needed. He can hear about the need to accept different offers to be able to build new connections in the future work field. He is a business-oriented person, who thinks a lot of his financial position too, although this program seems like an interesting adventure. He may say that he is searching for information about different job opportunities from different channels. He may ask questions about the program's contents (webinars, extra services, etc.) He wants a whole package with different tasks and work opportunities. (Jamboard 2021, author's translation)

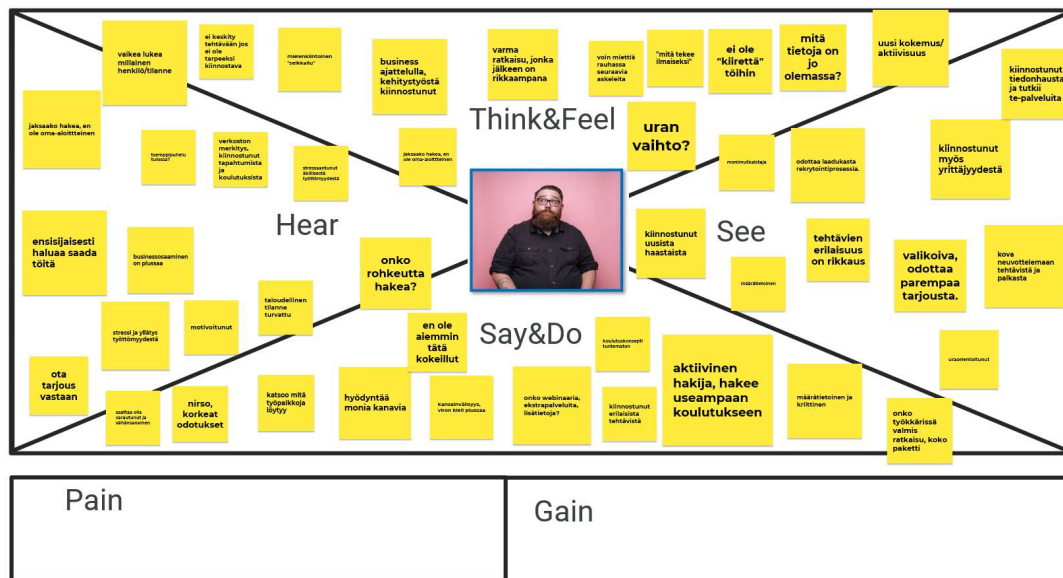


Image 8. Empathy map "Egor" (Jamboard 2021)

### 3.1.8 Pain and Gain

As a challenge, negative emotion (Pain) and common issue of all personas is scepticism about getting a job with the labour training program (Images 9-13). They see labour training programs as a service provided by the TE-Office, whose image affects all training providers and programs. Previous experience of employment services may affect participation in programs in the context of new opportunities. This situation cannot be fixed by the individual service providers only. On the other hand, the more successful programs, or solutions there are available, the impact on the positive experience could increase along with general awareness.

Another aspect is an uncertainty about the image of Russia and other related issues, such as Russian language skills and work tasks. Interestingly, that issue did not arise for any other person except one who has Russian language skills, but not at such a good level that he could use it fluently. In other words, we can think of applicants whose native language is other than Russian (for example Finnish) identifying with these thoughts. This may be due to cultural differences, or, for example, the fact that Russian-speaking applicants do not have any linguistic challenge or uncertainty about Russian issues. On the contrary, they consider their Russian language skills to be a competitive and strong area of expertise (Gain). This aspect should be noted during the program description or application forms.

Language skills requirements should be clearly identified, but not necessary as a strict requirement. The program description should indicate the importance of Russian language skills during the program and as a requirement for some jobs. As in the following example:

- Tämä koulutus toteutuu suomen kielellä, joten hakijalta edellytetään hyvää suomen kielen taitoa. (This training program is provided in Finnish, so the applicant is required to have a good command of the language)
- Koulutus on suomen kielellä, joten osallistuvan henkilön on omattava hyvä suomen kielen taito. (The program is in Finnish, so the participant must have a good command of the Finnish language)
- Koulutus on suunnattu hyvän venäjän kielen omaaville korkeasti koulutetuille työttömille tai työttömyysuhan alla oleville hakijoille. (The training program is aimed at highly educated unemployed or applicants at risk of unemployment with good Russian language skills)
- Venäjän kieltä tulet tarvitsemaan tulevissa työtehtävissä. (You will need Russian language skills for future jobs)

The opposite of Russian language skills was one common factor that raised from applicants with different backgrounds (Pain): "Do I have enough experience from that field?" "What kind of work can I get?" This category does not include applicants who already have an appropriate degree (Irina and Olessya) So, for this reason, this fact needs to be considered in the program planning as well. This observation helps to reach potential applicants regardless of the educational field but highlight common educational requirements for all candidates. For example:

- Koulutus on suunnattu korkeasti koulutetuille hakijoille, esimerkiksi yliopisto tai ammattikorkeakoulututkinto (Suomessa tai ulkomailla suoritettu). *The training program is aimed at highly educated applicants, for example, a university or a polytechnic degree (completed in Finland or abroad)*
- Soveltuva koulutustausta on esimerkiksi tekninen, luonnontieteellinen, ympäristötieteellinen, kaupallinen tai yhteiskuntatieteellinen. *Suitable educational backgrounds are those in technical, natural sciences, environmental sciences, business, or social sciences.*
- Hakijalta katsotaan eduksi aikaisempaa ympäristöalan työkokemusta tai ympäristöalaan viittaavaa koulutusta. *Previous work experience in the field of the environment or training referential to the field of the environment is considered an advantage of the applicant.*

Training experts from the TE-Office are responsible for the admission of participants. Usually, a representative of the training provider could be involved in the preliminary process. In case an employer takes part in planning or funding the program, a representative of the employer might participate in the selection process. Other experts may also be invited if necessary. Applicants are selected based on applications, interviews, and in some cases, aptitude tests or initial period, which allows only a part of the group to proceed in the program. (Centre for Economic Development, Transport and the Environment. 2021.)

A Russian language skills representative of the training program provider may participate in the pre-selection to ensure the language skills in the context of the new program. One option could be an interview in Russian with a participant, or a pre-assignment during the application period. Enthusiasm for new education and competency development has become a unifying factor among all personas. The training content and the topic are current, which increases attention among applicants. In addition, learning new things or receiving different career opportunities motivates applicants (Gain). These need to be featured in the design work and program description. For example:

- Kiertotalouden asiantuntija F.E.C – koulutuksessa opiskelija pääsee perehtymään kiertotalouden kokonaiskuvaan eri toimialoilla sekä kiertotalouden liiketoimintamalleihin. In the F.E.C training, the student gets acquainted with the overall picture of the circular economy in different industries and the business models of the circular economy.
- Asiantuntijan ajankohtaisen osaamispaketin, joka sisältää mm. digitaaliset työkalut, viestintää, sekä projektityöskentelyä. *The expert's current competence package, which includes e.g. digital tools, communication, and project work.*







## 4 Designing Service blueprint for the F.E.C-program

The blueprint picture below (Image 14) shows both the customer journey map and the service blueprint. As previously noted, the difference between the customer journey map and service blueprint is seen in the picture. Service blueprint provides a complete picture of a service where a customer journey comes first. Previously created empathy maps and personas are also in the background at this stage. The next section will look at what is going on before, during and after the training program. Phases are divided in three layers: frontstage, backstage and systems. Frontstage shows what applicants and other involved people see and do. Backstage is usually the side of an organisation and service processes that is hidden from users. Systems are the independently on-going processes in the background, but in connection with other layers. The three preliminary personas (Juho, Yulia and Irina) are taken into this blueprint. They are the representing participants in this task.

Phases	Before	During	After
<b>Participant Activities</b>	Logs in to E-services via TE Office webpage Fills application online or filling a form	Participates in SYKLI information session Participates in interviews Participates in training sessions Working in the company	Adds training in to CV ✓ Sign an employment contract 🤝
<b>Participant Needs</b>	Approved application by TE-Office Peace of mind about unemployment benefits Stand out and promote yourself	Build the competence development Learning equipment Gets acquainted with a new tasks	Get a job 😊
<b>Participant Emotions</b>			
<b>Touchpoints</b>	Advert/website direct email from TE-office or call from expert of employment and economic development services	Tutors Speakers and Teachers Training coordinator	Social media Community
<b>Service process/Staff</b>	Processing of applications Networking and Mapping with interested companies	F.E.C schedule and contents Preliminary survey Company's selection results "Matching" Recruitment needs & Business opportunities	Experts network
<b>Processes</b>	Registration system Labor market situation The need for a Russian-speaking employee	The image of Russia Teacher qualification Learning environment and capability Participants wellbeing	Tendering for new F.E.C programs regular feedback and planning meetings with TE-office and F.V.

Image 14. Program run phases (Google spreadsheets 2021)

#### 4.1.1 Before the program

A job seeker logs in to the TE-Office's online services to fill in the application form either online, or they can bring the paper form to the TE-Office. At the participant activities phase, a participant's needs are added to the journey map to describe what they are doing before they can be accepted to the program. This phase is very important because if participants cannot complete this stage, they do not have an opportunity to meet the service provider. From the service provider's point of view, they cannot influence the situation directly, but it is very important to recognize as a potential threat that impacts the whole service entity and service experience. At the level of needs, jobseekers want to be accepted into the program. In addition, they care about unemployment benefits, which is linked to the TE-office regulations and is not the service provider's responsibility, either. During the application period job seekers need to stand out from the competition and promote themselves.

From an emotional perspective, this phase can bring neutral or sad, other than exciting emotions, because this part is a rigorous process that must be completed. Many questions about the application procedure or program participation may come up at this point too, especially when personal devices are not able to work well, or other technical problems occur in the application process. Emotions can be handled by offering more attention through touchpoints. The candidates can be involved in the service process by investing in targeted advertising, for example by email. Requesting cooperation with TE-office experts who have sufficient contact with the applicant may improve the reputation of the service provider and the labour training program.

The role of company employees' manifests as a part of the backstage processes. Processing of applications starts, as well as other networking cooperation inquiries with potential cooperation companies. In the case of creating a new program this part should be planned and begun before launching the program, and cooperation companies should be made aware of the program beforehand. A preliminary survey for the potential employers/cooperation companies should be completed at this stage. The survey included a short introduction of the training program, questions about the attractiveness of the program, and recruitment needs. The registration system and the impression of Russia are independent of the program, such as a variable situation in the labour market and companies' recruitment needs. The service provider should be aware of different changes, but it is not necessary to invest a lot of resources and budgets to correct or decrease those causes (Image 15)

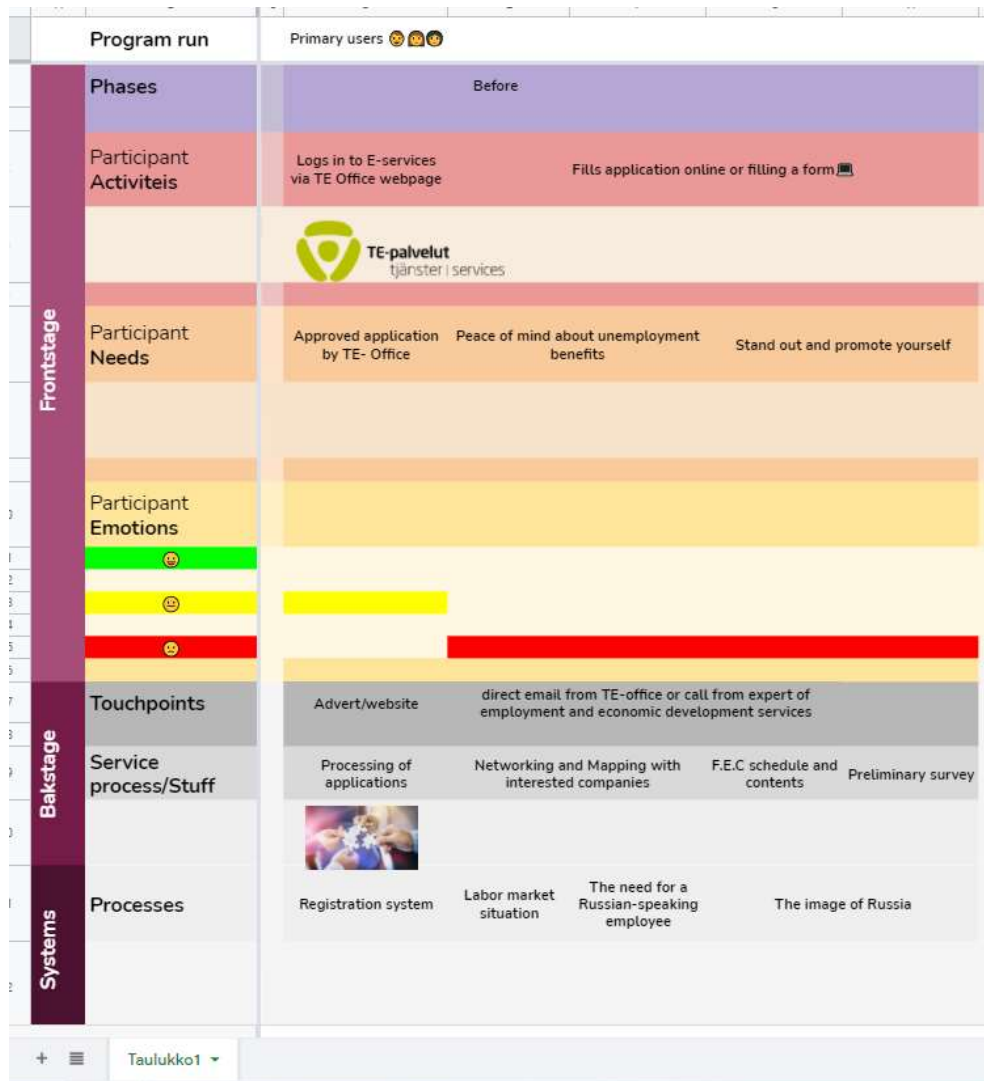


Image 15. Before the program (Google spreadsheets 2021)

#### 4.1.2 During the program

The main and probably more visible activity from many perspectives starts during the program phase (Image 16). That period is the longest, as it can last approximately 1 to 6 months depending on the selection, provided that a candidate finds a cooperation company. The TE-Office will inform the candidates about its decision (approved in this case, as the entire service process can be viewed in this blueprint). Approved candidates participate in information sessions and interviews arranged by the program provider. After that, if the applicant is selected by the cooperation company and the applicant starts working there, the actual training program will start with a series of lessons. Participant needs are at the top at

this phase. They need to build competence, take care of learning equipment, and get acquainted with new job tasks.







1		Program run				
2	Frontstage	Phases	During			
3						
4		Participant Activities	Participates in SYML information session	Participates in interviews	Participates in training sessions	Working in the company
5			 TE-palvelut Transfer services			
6						
7		Participant Needs	Build the competence development	Learning equipment	Gets acquainted with a new tasks	
8						
9						
10		Participant Emotions				
11						
12						
13						
14						
15						
16						
17	Backstage	Touchpoints	Tutors	Speakers and Teachers	Training coordinator	
18		Service process/Staff	Company's selection results	"Matching"	Recruitment needs & Business opportunities	
19						
20	Systems	Processes	Teacher qualification	Learning environment and capability	Participants wellbeing	
21						
22						

Image 16. During the program (Google spreadsheets 2021)

The emotion level is also very high, which means a balance of negative or positive emotions if this phase takes. Some candidates can be very happy about participation because they have found their own cooperation company easily, but some can be very disappointed about the same issues at the other end if they cannot find a place. There are more touchpoints between participants and service providers than in other phases and that can be one of the most effective ways to influence variable emotions. Tutors and project managers are avail-

able to lead participants through the various challenges: for example, as support in interviews during the matching period or in the learning process and giving tips on negotiating with a cooperation company.

This phase is more tangible from a deep service process's perspective because service providers can affect many factors. For example, teacher qualification and internal operating routines and improvements are controllable over long distances, as well as learning environment and capability. Participant's well-being is a very important part of any program, but not always fully perceptible alongside other behaviours or emotions. All training is organized regarding statutory provisions (for example insurance in the event of an accident at work)

#### 4.1.3 After the program and touchpoints

The period after the program is not as active as previous phases. Participants will probably add training in their CV and sign an employment contract. In that case, emotions will absolutely be very positive. If no agreement is reached emotions will be the opposite. The situation is independent of the program provider because cooperation companies make their own recruitment decisions. The participant can leave anonymous feedback to the service provider and leave a rating into the TE-Office providing the system, which also serves as an indicator for future programs. Regular feedback and planning meetings with TE office and ELY rotate as independent parts of the service providing process (Image 17).

Touchpoints are critical parts of the blueprint because they show that real communication happens between participants and the service provider. They can be challenges and opportunities at the same time. Before the program the communication is indirect (advertisement, SYKLI-webpage). Direct communication is coming from TE-Office experts that contact jobseekers by phone or e-mail. Experts discuss future job-seeking plans with their clients, including the availability of labour training programs. During the program, direct connection is through the tutors, program speakers, teachers, and training coordinators. Tutors help participants in all matters concerning the training program, for example, scheduling. Training coordinators are involved in the process between cooperation companies and participants.

The phase after the program allows the least points compared to other phases. Touchpoints are a challenge in this phase, as well, as they may not exist according to the service provider, but the need for employment may remain after the program. For example, the job seeker can stay on the free market, become employed soon after the program, or become unemployed later even after receiving an employment contract. Surveys for participants are usually conducted after the program.



## 5 Conclusions and further recommendations

The main goal of the study was to create a new F.E.C. -labour market training program for Russian-speaking job seekers in cooperation with a service provider, the vocational college SYKLI. During the research work, the produced service blueprint has been adopted for the cooperating organization's needs including the complete picture and visible phases of the service process before, during, and after a program. A service blueprint is an effective and vast tool that can be used for different purposes and perspectives. The practical side of this tool is that it can be focused on all processes at the same time, but still have parts for development or observation if needed. For example, touchpoints are a good way to understand what kind of contacts or communication styles the service provider should use. This work has been used to create visible phases for labour program planning.

Personas reveal a good starting point for the project, and they are one of the most important parts of the program planning process because it is important to have a vision of the program participants before the implementation. Empathy map was a goal for the workshops, from which important information about users was found. The blueprint process was created by the online tool, which can be useful for future use to the service provider. Using the free sheets online tool by Google was a critical choice for blueprint visualization because it is vital that the design tool can be customizable for different needs without additional fees or registration issues. The feedback from the cooperation company gave was a good and interesting journey to create the program from a different point of view. Service design or mapping methods were not used as the main program planning tool before, but some of the planning steps and process analysis were involved in the planning of training programs. The service blueprint for the program is a good and suitable tool to have for future program planning and service process development.

The name of the program – “Устойчивое развитие/Kiertotalouden asiantuntija F.E.C.” comes from the Finnish name (Specialist of circular economy) and its Russian translation, which was decided to be the initial name of the program during the design process. The name is in Russian because it can attract the attention of the target group, i.e., Russian-speaking job seekers. The program name can be used for preliminary surveys or other marketing or communication purposes.

Visualization of the “Устойчивое развитие/Kiertotalouden asiantuntija F.E.C. -program process is presented below (Figure 11). It also has four parts, as the original F.E.C-program process (application, matchmaking, cooperation period, employment contract, or the end of the program). The picture includes additional parts of the program production from the service design findings point of view.

Potential program participants were defined by their Russian language skills, educational background, and job status. They all have common factors, which are good Russian and Finnish language skills, high education, and unemployed status. This program is for applicants who live in the Uusimaa region. The service provider is in Helsinki. This program is planned for the capital region applicants. All parts of the service process are developed by service blueprint and empathy map methods and shown as program-run phases and touchpoints. The program themes are still around familiar topics, which demonstrate good results and service provider user experience: circular economy, digital tools, communication, and project work. Network and community aspects are strongly present in the new program, which is also a good development field for the service provider and cooperation company.

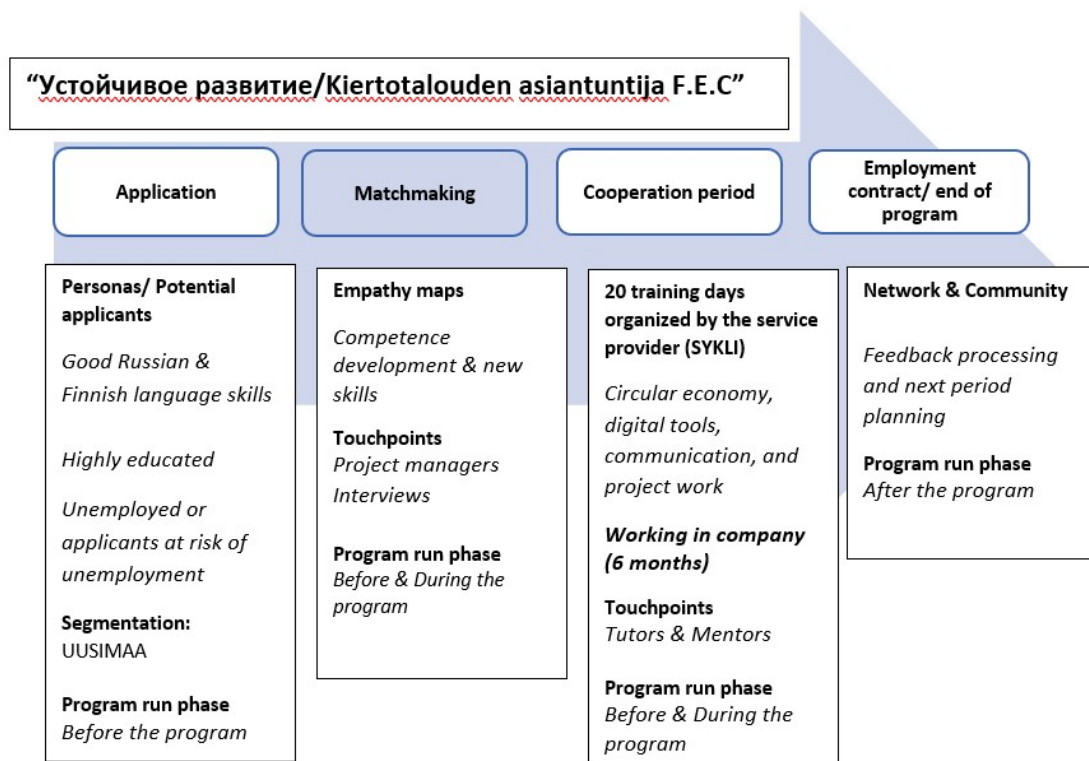


Figure 11. Устойчивое развитие/Kiertotalouden asiantuntija F.E.C. - training program production

Prototyping is the next step in service design before a service launch or new program implementation as in the research work. The future suggestion to the service provider is to

test the usability of the "Specialist of circular economy F.E.C." - program content and program description for the end-users, Russian-speaking jobseekers as potential participants. Then the user is the focus during the program planning, which is a different subject of the service design area. Alpha testing is a suitable form to include in the process as a part of program planning. The Alpha testing is a low-profile prototype with enough credibility to give the selected audience an understanding of how the service will work. An Alpha prototype has a good impact on the features for testing, such as risk identification and cost issues compared to the Beta version, which usually means testing the services in public before the live implementation. (Curedale 2018, 408-410.)

Suggestions for future research can be a more user-centric approach using service design tools for program planning function. Qualitative interviews may give a more profound understanding of the experience's customers have with service providers and allow for a deeper insight into the customer's needs not being reflected in the organization. The "critical incident technique" is a specialized and highly focused form of qualitative interviewing which has successfully been applied in the service industry. In these types of interviews, customers are asked to describe exceptionally positive or negative experiences with the service provider. These descriptions reveal the critical points in service quality. Analysing contact points from the customer's point of view opens new design perspectives, very often making it possible to combine organizational simplification with customer orientation. (Mager 2014, 35-36.)

## 5.1 Research reliability

Research reliability means the extent to which the same result can be obtained using the same research methods several times. In other words, if the research is associated with high levels of reliability, then other studies need to be able to achieve the same results, using the same research methods under the same conditions. Reliability challenges are usually associated with subjectivity and once a researcher brings a subjective approach to the study, then the level of reliability of the work is endangered. Reliability is a concern every time a single observer is the source of data because there is no certain guarantee against the impact of the observer's subjectivity. (Saunders et al. 2007, 149.)

During the research work, a similar observation cannot be reached because of the new approach for the program planning methodology and new program creation. However, the workshops will bring the same results in other cases because the F.E.C. - training concept already exists and integration to the service design is completely suitable. Transparency has been noted during the research method. Raw data was created in cooperation with the training program provider and workshop online recordings were available for data analysing

purposes, after which they were deleted for data protection reasons at the request of workshop participants.

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## Appendix 1. Personas

**PRIMARY PERSONA****JUHO****Age:** 38**Home Country:** Finland**Location:** Helsinki**Language skills:** Finnish fluent, Russian good, English good**Work experience:** 10+**Occupation:**

Building/professional/project manager

**Education:** University of Oulu, construction engineer**Self-image:** Outgoing**Tech status:** Early adopter**Interests:** music**Media:** Websites, Tv**Job status:** threatened by unemployment/unemployed.

## Appendix 1. Personas



### PRIMARY PERSONA

## YULIA

**Age:** 30

**Home Country:** Russia

**Location:** Espoo

**Language skills:** Finnish fluent, Russian fluent, English good

**Work experience:** 5+

**Occupation:** Sales/ expert/ account manager

**Education:** University of applied sciences, BBA, Espoo

**Self-image:** Leader

**Tech status:** Fast follower

**Interests:** sport

**Media:** Websites, Social media

**Job status:** threatened by unemployment/unemployed.

## Appendix 1. Personas

**PRIMARY PERSONA****IRINA**

**Age:** 50

**Home Country:** Russia

**Location:** Vantaa

**Language skills:** Finnish good, Russian fluent, English basics

**Work experience:** 20+

**Occupation:** Office worker/administration

**Education:** Severtsov Institute of Ecology and Evolution, Moscow  
Ecologist

**Self-image:** Leader

**Tech status:** Late mainstream

**Interests:** food, culture

**Media:** Magazines, Tv

**Job status:** threatened by unemployment/unemployed.

## Appendix 1. Personas

**SECONDARY PERSONA****OLESSYA**

**Age:** 26

**Home Country:** Kazakhstan

**Location:** Helsinki

**Language skills:** Finnish fluent, Russian fluent, English fluent

**Work experience:** 0+

**Occupation:** -

**Education:** University of Jyväskylä, Master's Degree Programme in Biological and Environmental Science

**Self-image:** Shy

**Tech status:** Innovator

**Interests:** travelling

**Media:** Social media

**Job status:** unemployed.

## Appendix 1. Personas

**SECONDARY PERSONA****EGOR**

**Age:** 40

**Home Country:** Estonia

**Location:** Vantaa

**Language skills:** Finnish good, Russian good, English good

**Work experience:** 15+

**Occupation:** Expert/ Cleantech

**Education:** Estonian Business School, Tallinn, MBA

**Self-image:** Shy

**Tech status:** Early mainstream

**Interests:** Books

**Media:** Websites, Social media

**Job status:** unemployed.

## Appendix 1. Personas

**PROFILE****EXCLUSIONARY****PIRJO**

**Age:** 45

**Home Country:** Finland

**Location:** Vantaa

**Language skills:** Finnish fluent, Russian basics, English good

**Work experience:** 15+

**Occupation:** Travel agent

**Education:** BBA, facility management

**Self-image:** Outgoing

**Tech status:** Early mainstream

**Interests:** Cooking

**Media:** Websites

**Job status:** freelancer