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Doing Unemployment Better: Using human-centred design to create an employment bridging service

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Doing Unemployment Better:
Using human-centred design to create an employment
bridging service

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Structural changes in the global economy have led to the high unemployment experienced in Finland for the past decade. Industries are contracting and changing in dramatic fashion as a result of fast-paced technological change leaving unprecedented numbers of highly educated people unemployed in Finland. Based on the principles of human-centred design, the purpose of this thesis project was to create a new service concept for the large numbers of highly educated unemployed to concretise their value propositions to the labour while at the same time exploring the possibility of self-employment. This service concept was developed in collaboration with the service design agency Hellon.

This thesis provides both an understanding of the drivers of economic change and the psychological meaning of work and its function in the human experience and well-being. It looks at how work is changing as a result of technology from three perspectives: the changing nature of occupations, the new world of labour supply, and the changing dynamics of demand (including the gig economy). It addresses issues such as how changes to technology and to the concept of work will affect how we will work and what are the predicted skills needed in the future.

The theoretical backdrop of this thesis examines the paradigm shift in value creation, customer-dominant logic, service design, experience design, futures thinking, motivation, and the meaning of work. In designing the Design Your Dream Job service concept, the double diamond process was used with methods including idea generation, prototyping, design probes, online surveys, participant interviews, affinity mapping, and persona creation. The aim of this service concept was to create a workshop and toolkit that helped participants to reveal hidden skills, discover what meaningful work means to them, broaden their job search possibilities and learn venture creation tools. This new service concept was piloted with 20 unemployed, highly educated participants.

The customer research in this thesis revealed that service innovation in unemployment services is needed because society needs to address complex, systemic challenges. These challenges come from ever-increasing automation, shrinking job security, and the need for different skills. There were three main findings from this workshop, 1) the need for community, 2) the need for innovative unemployment services, and 3) the need to focus on the individual in a group. The feedback from the participants was largely positive with most of the participants believing that they can apply for a wider range of jobs, an overall increase in their confidence in starting a business, with all participants saying that they can use what they learned during the workshop in the future and that this workshop would be worth paying for.

Keywords: Human-centred design, Unemployment, Prototyping, New service concept, Future of Work, Service design

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1 Introduction

Like everything in life, work is an experience. Work can also be a way of defining ourselves or part of ourselves. While not being employed is its own experience. For most people of working age, work dominates our lives. It is the thing that we do more than anything else (except maybe sleep). It also acts as an anchor to the society around us. The economy in Finland has been in decline for some years at this point (as has the global economy to varying degrees) and this has left almost 10% of working age people without work. But hidden in those large unemployment numbers is a newer kind of unemployment that Finland hasn't experienced before; a large pool of highly educated, skilled individuals.

As of August 2016, unemployment numbers from the Finnish Ministry of Employment and the Economy stated that, for people over the age of 25, 342,544 people were out of work and active job seekers. Of those 342,544, 52,708 (15.3%) were considered educated unemployed (defined as 'lower-degree level tertiary', 'higher-degree level tertiary', and doctoral degrees) (Statistics Finland, n.d.). With the lack of options for traditional work (applying for "ready-made" open positions at established companies), many people wonder what they will do to support themselves or their family, especially after longer periods of unemployment.

Faltering financial security and declining confidence can mean a loss of identity. Work is much more than a way to pay the bills for most people and especially those who have spent years in higher education and the workforce honing skills and gaining experience in specific fields. Work fulfils many latent human needs outside of financial survival such as power, social connections, self-determination and much more. In addition, the meaningfulness of work has turned out to be an important correlate of work and well-being outcomes.

Government employment services in Finland are stretched with large numbers in demand of their services. There have been substantial changes in their organisational and functional structures since their reform in 2013 which have seen an almost doubling of the individual caseworkers' clients (OECD, 2016, 107). The OECD points to service provision as one of two pillars of support for re-entry into the work force (the other being financial support) and specifically highlight the detrimental effects these 2013 reforms have had on the service provision in Finland (Ibid.). These include the changes in how services are provided and what kinds are offered.

Developments in the concept of work, a real unknown for many, will define a lot for many of us in regards to where we work, how we work, what we will be doing and even the amount of work required of us. One way of tackling the inability to get a job in a traditional employer-employee relationship, is to start your own business. This can be seen in micro-entrepreneurs

and the increasing engagement with the 'gig' economy. But barriers are present in the unemployment system in Finland, both financial and bureaucratic, which can dissuade these actions by making it too risky for families, especially those reliant on one income, to consider becoming an entrepreneur with the current way income-based unemployment funds are distributed and other fee structures are set up ("Finnish entrepreneurs get", 2015). The other side of the problem is delay. If you wait until your income-based unemployment benefits are exhausted, you are delaying your re-entry to the labour market by up to almost two years. This is not beneficial for your personal economy nor for the wider economy. The description above is of a policy issue. But the other issue affecting the value in this system is one of services. There is also a gap between what services are offered and what services clients find valuable.

Over the past decade there has been a palpable paradigm shift that has seen the way value is created change and it continues to do so. To fully embrace and understand the customer and to provide services that create real value, one needs to start where the customer is and understand their context- their daily lives, their struggles, their work-arounds, etc. This is reflected in the shift to customer-dominant logic which this thesis is based on. This approach will lead you to services that are appropriate and beneficial.

It is against this backdrop of high unemployment, slow economic recovery, fast changes in technology and automation, relatively fast changes in the economic base of the global economy, and a lack of service agility to provide anything but top-down services (those determined by the service provider), that I look more deeply for a human-centred approach to help find a solution to this complex issue.

1.1 Background

There are many areas of service design that need exploration. As a relatively new academic area of study, it is in the early stages of creating a really strong foundation on which to grow. Ostram et al (2010) have set out what they collectively believe to be the direction that service sciences research needs to go to be productive. They identified the "ten overarching research priorities" shown below in Figure 1. These priority areas are then segmented into subtopics as seen in Figure 2.



Figure 1 The ten priorities for service research according to Ostrom et al, 2010, 6

For the purposes of this thesis, there are two priority areas that can most significantly reflect the content and intention of this research project. These two priorities are **Enhancing service design** and **Optimizing service networks and value chains**. These two have the vital components needed illustrate the issues surrounding the provision of employment services available to the large numbers of unemployed individuals and to the educated unemployed in particular. As you will see in Figure 2, each of these priority areas are segmented into multiple subtopics.

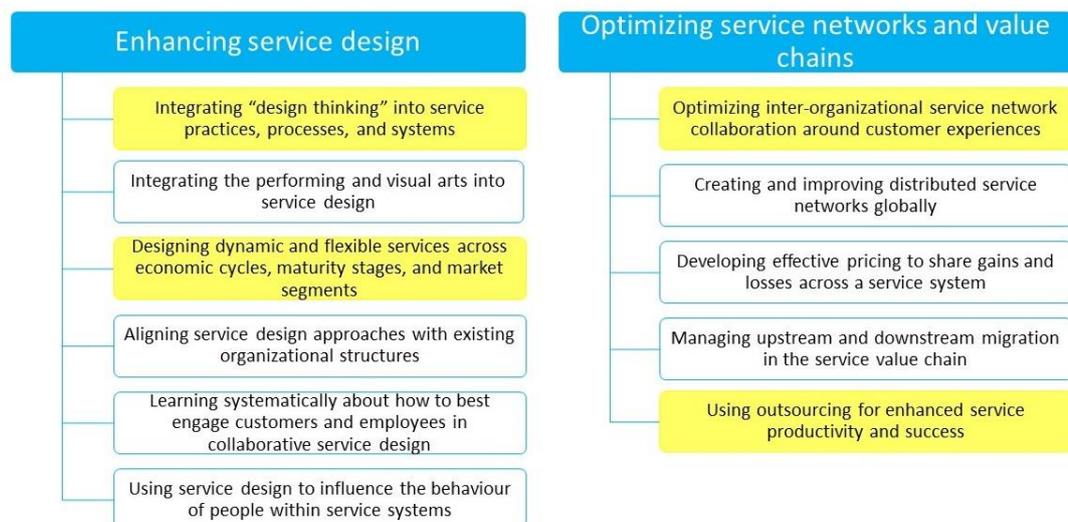


Figure 2 The subtopics in the research areas of Enhancing service design and Optimizing service networks and value chains (Ostrom et al, 2010, 17-20)

In each of these priority areas there are two subtopics identified that are of particular importance to this thesis. In **Enhancing service design: integrating “design thinking” into service practices, processes, and systems** and **Designing dynamic and flexible services across economic cycles, maturity stages and market segments** while in **Optimizing service networks and value chains: optimizing inter-organizational service network collaboration around customer experiences and using outsourcing for enhanced service productivity and success.**

As unemployment, especially educated unemployment, has been traditionally cyclical and dependent on the state of the economy, it is necessary to design employment services that are flexible and up to the challenge of a fast changing world. This requires those who provide these services to integrate design thinking directly into the services and the systems that run them. Additionally, it is imperative that the state look outside of itself to external providers that are more market reactive and less cumbersome in providing certain services to clients. This requires creating a much more robust network of providers and collaboration that emphasize the customer experience to achieve a greater return.

While at the same time as being flexible, design thinking needs to become embedded in the way services are created and used. The current services provided have been designed without special attention to the needs of users. This can be seen in the siloing effect of the three-service line feature (see section 2.1) and the reported lack of value perceived by the educated unemployed (OECD, 2016, 73) and therefore these services especially need to take into account the real experiences and considerations of the users. For many of the public service users are vulnerable individuals or families that when certain processes or systems fail, will require them to access even more services somewhere else. It is important to note that Finland, more than its Nordic neighbours has a higher rate of poverty correlated with unemployment (see Figure 3).

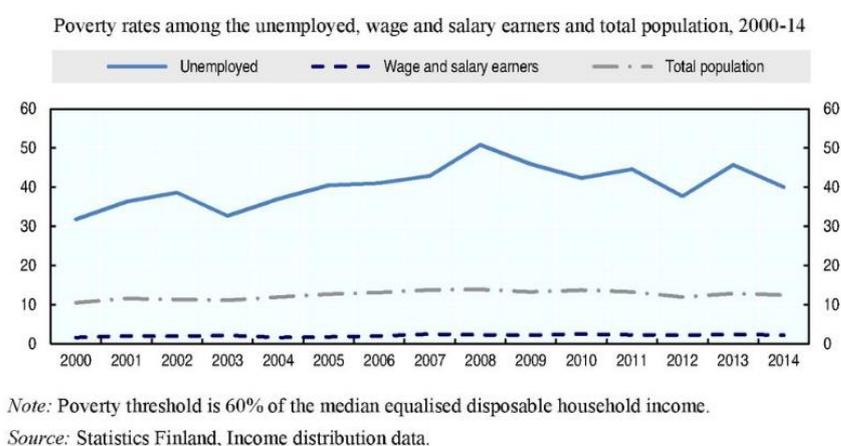


Figure 3 Poverty rates among the unemployed people are high in Finland despite the strong safety net, OECD, 2016, 100

Research from the UK has identified two kinds of costs: public service costs which include housing services, children's services, health care, etc. and are directly related to alleviating poverty but they also look at what they call knock-on effects of poverty which are things like lost tax revenues, employment and support allowances ("this is associated with evidence that the experience of poverty has serious long-term consequences for physical and mental health"), etc. (Bramley et al, 2016).

The second subtopic approached in this thesis is *optimising service networks and value chains*. Service networks and value chains are championed by Prahalad and Ramaswamy in 2004. They suggest that the success and profitability of services and products in the future will depend on creating a network of services, not one company trying to do it all. Sometimes the work is better when it is done by or with someone else. This approach of buying services from the private sector is not necessarily new in Finland, they do this with healthcare and other services, but there needs to be a deeper discussion of the purpose and outcomes that these networked services can offer. The government can only realistically do so much to meet the needs of decreasing and increasing populations (depending on the region), older populations, more diverse populations and the technological changes that are taking place. This is not a list of the general trend but it is a short list of the multiple trends that are taking place in different contexts. The only constant one is the increasing changes in technology. It will be easier to gather a network of trusted private sector partners to deliver dynamic services that can change with the technology available rather than trying to it all themselves. The future of Finland depends on getting this balance right. With too little investment there will be more unemployment and poverty that will overload the welfare system.

In response to all these concurrent pressures, this thesis will aim to further service research in a small way by delving into using human-centred design for creating a new service concept in employment bridging programmes that can help the government provide better targeted unemployment services through private company suppliers.

1.2 Objective of this thesis

This thesis has been conducted as a service design project with the service design company Hellon. The need for a different kind of service for highly educated unemployed people was the spark for this thesis project between myself and Hellon. With the insights presented in the introduction and a desire to create a different kind of service, it was important to use a human-centred design approach to accomplish that.

The purpose of this thesis is to create a new service concept aimed at highly educated unemployed individuals to help them understand themselves and their skills at a deeper level to better identify meaningful work and to explore the option of becoming entrepreneurs. The

aim is to create a workshop and toolkit using a human-centred design approach that can be sold to stakeholders such as the unemployment office, companies facing layoffs and individuals who want/need to do more to identify and create opportunities. This will be accomplished by initial research and testing initial assumptions through prototyping.

Research questions

This project was started with a single question with a two-pronged investigation: Can human-centred design assist educated, unemployed individuals to identify hidden skills and increase their confidence in creating businesses? This question contained a few assumptions that we wanted to test.

Using a Human-centred design approach and SD tools and methods we can:

- Use visualisation to reveal hidden dreams/skills that can be utilised for future work contexts
- Bring people of different educational/work backgrounds together to enable them to create business ideas
- Look at their skills in conjunction with the context around them to determine future possibilities (broaden their options)
- Create a set of tools that can be used both during and after the workshop to continually iterate their experience (to create a toolkit to be used when needed outside the context of the workshop)
- To increase their confidence in creating businesses

The pursuit for the new service concept proposed in this thesis is conducted with the principles and methods of service design and experience design which are both part of the human-centred design framework.

1.3 Structure of this thesis

This thesis consists of 6 chapters. The first chapter of this thesis cover the introduction, background and the specific information to help set up the reader for understanding the key concepts.

Chapter 2 looks more deeply at the context of working and work in the digital age as well as the context surrounding a highly educated job-seeker in the beginning of the twenty-first century and specifically in Finland. This section also looks at what the functions of work in human experience are, the effects unemployment can have on the self over time, and an overview of three main trends in the future of work. Following all that, this chapter also looks at the skills that are needed in the future to address the skills gap both now and in the future.

Chapter 3 delves into the theoretical framework of this thesis and explores human-centred design, service design, experience design, concepts of value, and the shift to customer-dominant logic. This section also touches on futures thinking as well as the motivation and self-efficacy issues that plague unemployed people. This serves as a jumping off point for the development of the service concept this thesis aims to achieve.

Next in Chapter 4, this thesis looks in detail at the empirical part of the process, methods and tools used in this project- especially prototyping. Using a chronological process for writing, this thesis presents the methods and tools in a way that the reader can follow. Although it is inherent that the process is an iterative one, the chronological outlay of the process is easier to read and understand. It is hoped that this will also add clarity for the reader.

Chapter 5, explores the three main findings of this thesis in the results and reflections part. While in Chapter 6 the conclusion and reflections that occurred both during and after the process as well as how this thesis can enrich the way employment services are thought about and planned. There is also an assessment of future iterations and an analysis of the prospects for this concept in the future as well as suggestions for future development.

1.4 Key concepts

It is important that the author of this thesis and the reader has a common lexicon to work with. Therefore this section is being used to define and explain the terms chosen so that they can be understood as intended. Of course, the larger and more important concepts are explained in chapter two.

Educated Unemployment is the term used frequently by officials and media, it has been difficult to find a definitive definition. Because this thesis focusses on Finland and its unemployment situation, it will be defined as ‘lower-degree level tertiary’, ‘higher-degree level tertiary’, and doctoral degrees (Statistics Finland, n.d.). In lay terms, it will be used to refer to those people with at least a Bachelor’s degree either from a University of Applied Science (Ammatikorkeakoulu) or a University (Yliopisto).

Employment bridging is a way of providing opportunities for unemployed people to upskill or refine their approach to finding work. So far in Finland these have been provided (and purchased) by the public sector TE-palvelut (Employment Office) in the Ministry of Economic Affairs and Employment. Recently this was opened up to the private sector to help because of the large numbers of unemployed and the rapidly changing economy.

Co-creation is a practice and a mind-set where you are “developing systems, products, or services through collaboration with customers, managers, employees, and other company stakeholders” (Ramaswamy & Guillard, 2010, 4). In service design it is primarily used to define a service that is created with input and testing by customers and the company/organisation who provides the service.

A *new service concept* is defined as “an overall process of developing new service offerings and is concerned with the complete set of stages from idea to launch” (Goldstein et al, 2002, 122). While Bettencourt described it as “a description of the service and how it satisfies customer needs” (2010, 190). Edvardsson and Olsson (1996, cited in Goldstein et al, 2002, 122) refer to the service concept as the prototype for service and define it as the “detailed description of *what* is to be done for the customer (what needs and wishes are to be satisfied) and *how* this is to be achieved.” I think that what is missing from all these descriptions is that *why* of service development. Why is the company taking the time to do this and why would the customer want to buy it are important drivers for the service and a reflection of this thesis’ use of human-centre design.

1.5 Delimitations on this thesis

During this thesis, I worked at the service design agency Hellon. It is with their input of both expertise and time that this project was possible. As with any new concept, it would require more than one iteration to get a market-ready service to offer. This thesis reflects only the pilot (first full iteration) of the concept with consequent results, reflections and possible future developments and applications.

The selection of participants for this workshop were not determined before the process began. All applicants were obtained and screened based solely on non-paid marketing. There were no admitted participants because of who they knew. They all freely contacted us to be a part of the workshop.

Also note that since this thesis is about creating a new service concept and addressing a service need, this will not go into any depth regarding unemployment benefits or the financial side of the unemployed. This is about the services they receive and when costs are mentioned it is primarily in reference to the cost to the Finnish state and society.

The conception of this thesis project was instigated with a hermeneutical approach from the viewpoint that Martin Heidegger (1899-1976) proposed. His writings reflected his desire that everyone should be connected to their authentic selves and believed, that it was important that the reader of a text should understand that the expressions and interpretations given would reveal something about the context in which they were formed and that this

understanding by the reader would provide a mutual lens with which to share the experience with the author (Heidegger, 1962; Little, 2008). This approach recognises that there is an inherent bias of some kind in order to lead me to the topic. It is also recognised that as this approach supposes that there is no such thing as understanding without presuppositions (Grondin, 2008). Therefore, as I have the experience of a highly educated, unemployed user of the TE-palvelut' services, I am in a unique position to instigate this process. So with this bias recognised, I created an experiment in which to test my presuppositions in order to gather more data by applying it to others.

The process and outcomes of this thesis came about because of a desire to help people in the same situation as myself, the author of this thesis. It is therefore noted here that I am a stakeholder in both sides (service designer and educated unemployed) of the outcomes. I identify with both the service concept designer and the participant. This adds a complexity to the process at hand as sometimes it has been difficult to remain on the side of the service designer since I, additionally, have been analysing this with the eye of a user.

Finally, the reader should note that my Finnish language skills are limited which limited my access to some of the materials specifically if it was related to the government or official government publications.

2 Work in the digital age

The purpose of this thesis is to help educated unemployed people to design a service that provides them a better way to understand themselves and to find meaningful work- either with a company or as an entrepreneur. The context that surrounds seeking work in 2016 or 2017 can be stressful and confusing. Changes are happening rapidly to the kinds of people that companies want to hire and the process of automisation and digitalisation are having dramatic effects on the kinds of jobs available. This situation is called structural change. Structural change “refers to long-term and persistent shifts in the sectoral composition of economic systems” (Memedovic, 2010, 3). In regards to where this automisation will take us there is unknown information, unknowable information, misinformation, speculation and supposition, some trending data but very little in the way of knowable information. At this point in time it is a great unknown because we have never been exactly here before.

Because we are at the beginning of this process, it is hard to know what it really means, what the consequences will be and what, if anything, we as individuals can do about it. I will use this section of this thesis to explore what the world of work currently looks like and what are some of the best guesses of what it could mean. The United Nations Industrial Development Organization (UNIDO) titled *Structural Change in the World Economy*, comments that Finland

“is unusual for the intensity of its structural change” and that while wood and paper products are still very important, “their shares have shrunk substantially” alongside other traditional products (Memedovic, 2010, 24). One of the first indications of structural change is unemployment - large numbers of employed individuals becoming unemployed- previously sturdy companies faltering and/or dying.

Finland woke to this great indicator with the large and continual layoffs at Nokia from 2009 onwards (Cox, 2009; Nokia, 2009). These kinds of large scale layoffs have been happening at many large Finnish companies (in many primary industries) since the late 2000s. The Ministry of Economic Affairs and Employment reinforces this recognition of structural change by stating on their website “there have been major changes in Finland’s industrial structure over the last decade and tens of thousands of jobs have disappeared, especially in traditional industries” (Ministry of Economic Affairs and Employment, 2017). It has been this shift in the economic base (away from natural resources to services) that is creating the poor employment situation in Finland. At this point unemployment is decreasing slightly for most segments but the bigger problem is that more people are staying unemployed longer; there is a shift from cyclical unemployment to structural unemployment (from something expected to something that is harder to fix) (OECD, 2016). The next section will begin to look more deeply into the unemployment situation in Finland.

2.1 Unemployment in Finland

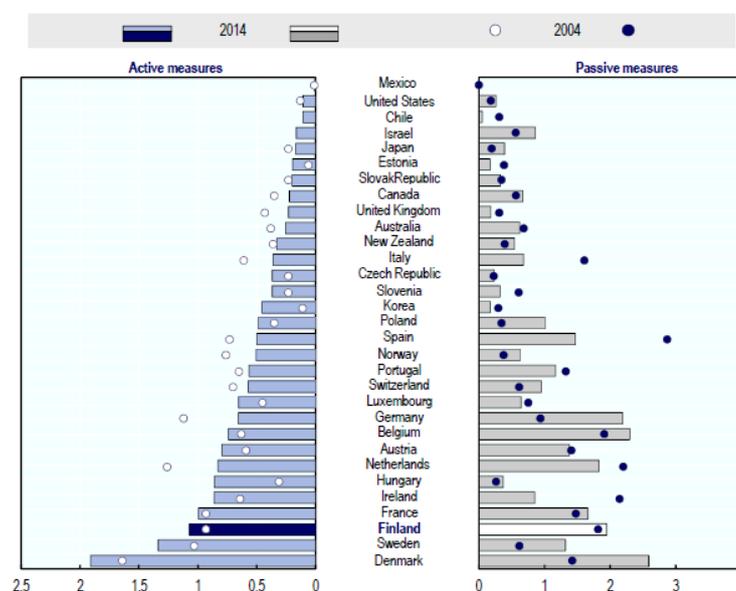
When this thesis was first proposed (April 2016), according to Statistics Finland the overall unemployment rate was hovering around 9.8% (Statistics Finland, May 2016). There was the highest percentage of educated unemployed people Finland has ever seen. In April 2016 Heikki Räisänen, the research director of the Ministry of Employment and The Economy, was been quoted as stating that unemployment “also touched people in higher education in a way that was not experienced before in Finland” and “the prolongation of unemployment periods is a relatively new phenomenon for highly educated people” (Walker, 2016).

By January 2017, the country had seen an overall slight reduction of the unemployment rate to 9.2% (Statistics Finland, February 2017) but it was still high. In September 2016 it was shown that “unemployment is currently growing only among higher education graduates” which means that while other unemployment is very slowly decreasing, the employment rate for the highly educated is still increasing (Teivainen, 2016). All of these statistics are symptomatic of a changing economic base (decreasing exports, decreasing manufacturing overseas that relies on Finnish raw material exports, etc.) (Hirst, 2015). This has created a situation of uncertainty in the job market. But it also speaks to the stress on the services that are available to those who are unemployed themselves.

Unemployment services

The Organisation for Economic Co-operation and Development (OECD) has taken a very close look at what unemployment in Finland looks like now with reference comparisons to 2005, 2009, and 2012 (OECD, 2016). The service provider for traditional “get back to work” or “employment bridging services” has been limited to the government. These services have been limited in their scope and have diminished in the breadth of their allocation for some years and those which are available tend to be randomly administered in terms of who gets what training and how much of it depending on variables such as case worker, location, etc. (OECD, 2016, 108). This lack of consistency, in turn, weakens the overall effect of the services. In international comparisons, Finland spends quite a lot on what are called Active Labour Market Programmes (ALMPs). These are the individual services that make up their offering. These can, in turn, be divided economically into what can be considered more expensive services and others that are termed ‘lighter’ services. In 2014, Finland had the third highest level of spending on ALMPs in the OECD comparison (Figure 4) while at the same time the spending on the overall public employment service (PES) operations- employment plans, monitoring job searches, required participation, and ongoing counselling- was much lower than the OECD average (Ibid., 20). So while the cost of the ALMPs is high, the fundamental administration services (passive measures) that look at interacting with job seekers and helping on a larger scale are under-resourced in relative terms.

Spending on active (ALMP) and passive measures in 2014^a and 2004 as share of GDP



Countries are ranked in ascending 2014 active measures.

a) The data refer to 2011 for the United Kingdom and to 2013 Ireland, Poland and Spain.

Source: OECD/Eurostat Labour Market Programme Database, <http://dx.doi.org/10.1787/data-00312-en>.

Figure 4 Finland spends more on ALMP than most OECD countries (OECD, 2016, 107)

It is important to note who participates in these various ALMPs provided by the public employment services (TE-palvelut) and what kind they participate in. Educated unemployed individuals participate considerably more in the more expensive training measures (over 50%) as compared to those that have lower education levels. While these individuals with lower education are more likely to use the ‘lighter’ ALMP measures (Ibid., 120).

With Finland’s labour market situation worsening and bottoming out in 2015 (Ibid., 26) along with the duration of unemployment continually increasing, Finland is in need of a strong and flexible Public Employment Service (PES) to tackle the problems which are going from cyclical unemployment (expected) to structural unemployment (entrenched). Because of the central role that PES plays in supporting the return to work for job seekers, it is imperative that it functions well and its resources are sufficient. With this in mind it is important to assess some of the big changes 2013 saw in how the PES were organised. The most recent reforms have been about 4 issues 1) centralising services in order to harmonise them better, 2) improve their efficiency in service delivery, 3) react to changing demands of employers and 4) to better address the needs of the disadvantaged workers (Ibid., 111). But the measures taken to achieve these goals have ultimately created a shortage in operational resources. The human resource allocation (counsellors or case workers) is not sufficient. This is visible when looking at the fact that the average caseload for employment counsellors has increased dramatically because of two concurrent phenomenon. The first is that by 2015 each employment counsellor has on average 161 unemployed individuals; up drastically from 67 in 2007 and 112 in 2012 (all numbers rounded) (Figure 5).

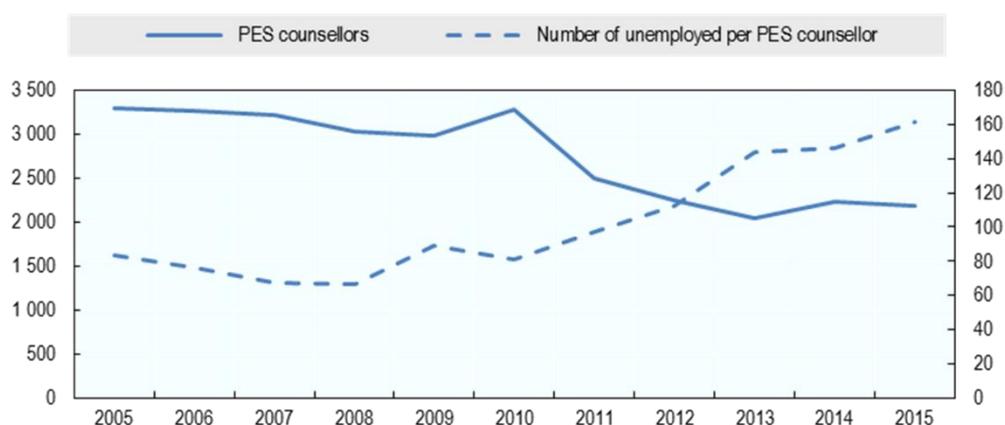


Figure 5 The number unemployed per unemployment counsellor Source: Ministry of Employment and Industry (OECD, 2016, 100)

The second phenomenon is the one that we have already discussed at length; the large increase in unemployed individuals during the past decade (including the large increase of educated unemployed). These number can be seen in Figure 6 below.

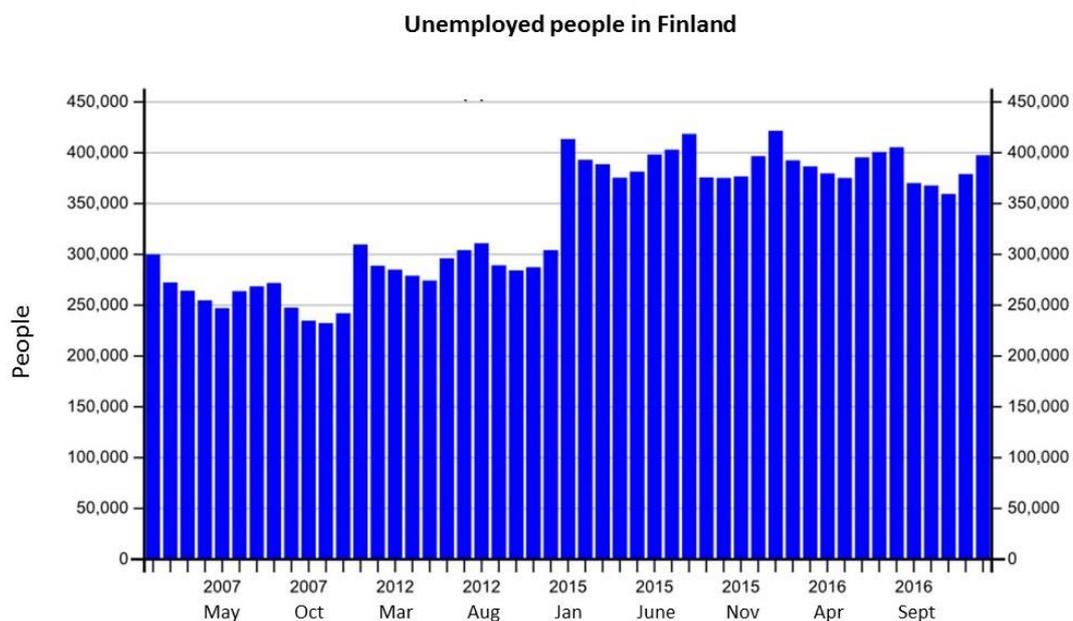


Figure 6 All unemployment from years 2007, 2012, 2015 and 2016 (created at Toimiala Online statistics and statistical graphics- the online system maintained by the Finnish Ministry of Employment and the Economy)

A third problem has arisen since the policy changes in 2013 and that is the increased insularity of the type of services they offer to their clients. A 'three-service line' feature (employment matching services line, competence development services line, and subsidised employment services line) that was supposed to streamline categorisation of unemployed people (and in turn to help them gain access to certain specialised services faster for the 'type' of unemployed they were categorised) has created silos that are much more difficult to manoeuvre between than intended when different services are needed (OECD, 2016, 113). Therefore, it is important to note that not all services are offered to all jobseekers. It can take time to gain access, if one can at all, to services that are not in the service line that you have been allocated.

All this means that there are a large number of unemployed people with far fewer employment counsellors to administer these services. Not only ones that are participatory like the ALMPs but also the basic services like having face-to-face discussion or giving advice, etc. At this current time of writing, there are more policy changes being decided and implemented but they are not fully clear. The next section will look at how the human psyche experiences work and what work represents to us on a deeper level.

2.2 The function of work in the human experience

Work plays an important role in our lives. It has many underlying functions. This is increasingly evident when one does not have work when it is wanted or needed. During a single lifetime, the general expected time spent working is anywhere between 70,000 - 90,000 hours (the World Health Organisation lists this figure at one-third of our lives) (World Health Organisation, 1995). Many people want this large amount of time spent at work to be more than just earning a paycheque; they want their work to have meaning. So understanding more deeply about what these hours mean to people is fundamental to understanding yourself and others. When the economy goes bad, having this fundamental knowledge gives ourselves and the government (whose job it is to help us find a place back in the workforce) the know-how to create support programmes that target the right needs - which should include emotional needs as well as financial and organisational.

In 2006 David Blustein wrote a seminal book which looked at the issue of the psychology of working in a broader, more interdisciplinary way than had been in the past. This led him to look for the real fundamental human needs that working filled. In this pursuit he identified three basic human needs that are filled by working: working as a means of *survival and power*, working as a means of *social connectedness*, and working as a means of *self-determination* (Blustein et al, 2008, 297) (Figure 7). These are common for all people. He identified that the general discourse around the meaning of work was almost exclusively directed in studies and discussion regarding those who had “choice and volition in their working lives” with the research and theories being predominantly derived from middle-class men with European-American backgrounds. Not at all representative of all people who work. So Blustein was out to accomplish two things: 1) to see what common basic needs we all have irrelevant of status, income, education, etc. and 2) to give provide new insights into this field by including those who had traditionally been voiceless and marginalised in the area of career counselling.

The Function of Work in Human Experience



Figure 7 The function of work in human experience (adapted from text in Blustein et al, 2008, 297)

Survival and power

Survival and power are ways of describing our most basic needs including food, shelter, clothing, and just like in Maslow's hierarchy of needs (McLeod, 2007), it is at the base of the hierarchy. Without these basic returns on working, it would be impossible to move to the next level of fulfilment. Regarding power, there is a human need for "acquisition of psychological, economic, and social power" (Blustein, 2006) and it is generally through working that individuals are provided access to the material (money, etc.) and social resources (status, prestige, etc.) in order to gain power so that their will or objectives are successful. Underlying this accrual of power through work is an unjust and inequitable process determined by other access abilities. These other factors, necessary for accessing the 'opportunity structure', in order to accrue enough power, are generally seen as things such as education and training (Blustein, 2006 cited in Blustein et al, 2008).

The concept of opportunity structure is based in sociology and refers to fact that opportunities are not the same for everyone and that it is the structure of legitimate access in a society or organisation that will determine if you have access to it. These structures provide rules and paths that are acceptable in that given society and if you cannot, for whatever reason, conform, then you will not be able to access those opportunities. But even obtaining access to resources is often based on phenotypic or exogenous characteristics of the person such as gender, race, education, religion, social class, etc., and also structural barriers such as labour market processes and education and employment ladders (Roberts, 2009, 356).

Social Connection

It is well-researched and accepted that humans need strong social connections that are healthy and secure in order to thrive. Work provides a good place to form such connections with others in a similar social and cultural environment as well as being a vital part of constructing and expressing identity (Blustein, 2006 cited in Blustein et al, 2008). It is important to note that exclusion or isolation within the work environment, and extrapolated to other situations as well, can cause serious negative effects on a person's psychological well-being. But in addition to work being a means to an end in itself for social connection, it also provides a structure through which an individual can contribute to the economy and offers a sense of broader connection to the larger society (Blustein, 2008).

Self-determination

Work can offer individuals opportunities for self-determination (Blustein, 2006 cited in Blustein et al, 2008; Deci & Ryan, 2000). Self-determination in regards to working is not a privilege that everyone has. It is a privilege of the few rather than the many. But progression in the workplace improves skills, and hopefully, opportunities for self-determination. The

basic tenet of self-determination theory is that “people are inclined to pursue activities that are intrinsically interesting” (Blustein, 2008, 298) and while noting that many human tasks are neither interesting nor rewarding. This causes an issue because these uninteresting tasks still need to be done. In response to this dilemma, Deci and Ryan determined that there are “contextual factors that function to facilitate the internalization of extrinsically motivating activities so that they become less onerous” (Deci & Ryan, 2000 cited in Blustein et al, 2008). Basically, we have found ways to create a feeling of meaning (and therefore self-determination) where there may not be one by leveraging opportunities of autonomy, relatedness, and competence. Through these three concepts, work that is not intrinsically meaningful, can be enhanced by greater self-regulation to become more meaningful and personally satisfying (Ibid.) Blustein et al propose that this knowledge of self-determination theory and the three areas that can be improved, could be used as a useful intervention to enhance the experience of working for those who are in employment that is not inherently interesting or motivating.

Defining meaning or meaningfulness of work

These two concepts are sometimes used interchangeably but I believe that a distinction is necessary. Rosso et al also thought it important to differentiate between these terms as they could see that they were being used either interchangeably or incorrectly. They define meaning as “what the work signifies (the type of meaning)” whereas meaningfulness is “the amount of significance attached to the work” (Rosso et al, 2010, 95). Perception about meaning such as a paycheque, a calling, a time-filler, etc. is always determined by the individual.

In terms of meaningfulness, I believe many more people will understand this concept as it is the one that gets talked about and researched the most. It is also the default understanding when people talk about the meaning of work but meaningfulness is different as mentioned. As Rosso et al state, “[t]he fact that work has a particular meaning does not necessarily determine that it is meaningful.” (Ibid.). As we mentioned above, meaningfulness is about the perceived significance of the work and this can vary greatly between people in the same job but also in an individual person depending on the task being performed. Rosso et al identify four main sources of meaning or meaningfulness in work: the self, other persons, the work context, and spiritual life (Ibid., 95). For the purposes of this thesis I will look briefly at their exploration of ‘the self’.

The self and the meaning of work

‘The meaning of work’ in this context is meant to encompass both what we talk about above - meaning and meaningfulness. Self in this context is defined as “the totality of a [person’s] thoughts and feelings that have reference to himself as an object” (Rosenberg, 1979, cited in

Rosso, 210) in which “a person’s self-concept is malleable, changing as self-perceptions and feelings change in response to various experiences and work contexts” (Ashforth & Mael, 1989, cited in Rosso, 2010, 96). This is because the self is considered to be the primary agent of many kinds of behaviours, attitudes, and beliefs. It is therefore in the areas of values, motivation and beliefs that is most important to the self.

How work becomes meaningful- underlying drivers

7 Mechanisms for meaningfulness



Figure 8 Visualisation of the 7 mechanisms for meaningfulness (adapted from text in Rosso, 2010, 108).

As the Rosso article is so full of applicable information for this thesis, I created a visual of the seven mechanisms they identified through various other studies. I will just quickly, in short form, explain what each of these points in Figure 8 means by paraphrasing or quoting the content of Rosso et al (2010, 108-113).

Authenticity: defined as a sense of *coherence or alignment* between one’s behaviour and perceptions of the ‘true’ self and any work-related experiences that reinforce these to make them feel more meaningful because they enable individuals to feel they are being consistent with their own values. Authenticity can also be manifested by *verification, affirmation, or activation* of valued personal identities or through *engagement* in their work as this engagement or intrinsic motivation will likely perceive those activities as important and allowing for the expression of her/his authentic self.

Self-efficacy: “an individuals’ beliefs that they have the power and ability to produce an intended effect or to make a difference”. Self-efficacy enables individuals to “feel they have

the capability and competence to effect change or exercise control in their environment” (109). I look at self-efficacy in a little more detail at the end of Chapter 3.

Self-esteem: is different than self-efficacy, while both are triggered by accomplishment, self-esteem is about an “individual’s assessment or evaluation of his or her own self-worth” (110) rather than their own ability to control and affect what happens.

Purpose: is “defined as a sense of directedness and intentionality in life” and this mechanism employs two instigators: a perception of significance of one’s work and a value system that helps one gauge right and wrong amongst a group of people. It is argued that purpose plays an extremely important role in the construction of the meaning and meaningfulness of work because of its “ability to connect present events to future anticipated events and states” (110).

Belongingness: defined as “a pervasive drive to form and maintain at least a minimum quantity of lasting, positive, and significant interpersonal relationships”. These relationships create shared “identities, beliefs, or attributes that are experienced as meaningful to employees because they feel like they belong to something special” and that this interpersonal connectedness allows these work relationships feel like one is supported and comforted (111).

Transcendence: unlike the previous mechanisms which are about fulfilling the needs of the self, transcendence is about superseding the self (positively impacting the broader system) and creating interconnectedness while subordinating oneself to the group to which we belong (self-abnegation) (112).

Cultural and inter-personal sense-making: is different than all the other mechanisms in the sense that it is about external influences on how you interpret these. This is much more about meaning than about meaningfulness. This is saying that “the way in which work takes on meaning is strongly influenced by which meanings are considered to be legitimate or prominent in the cultural context”(113) and may not be as individually constructed as we would like to think. It is saying that how we evaluate success, failure, expectations, dreams, etc. is ultimately influenced by what our culture and circumstance says is possible and it is evaluated with these inherent limitations possibly without even acknowledging them.

All seven of these mechanisms are important when looking at the meaning of work. But what about the effects on people of not having work? In the next section we will look at what happens when working is no longer possible because of job loss.

2.3 The effects of unemployment on well-being

The meaning of work to individuals as stated above is profound and defining in many ways. When there is a rupture or loss of work, many of these underlying human needs get brought to the surface of the self. Clark, Georgellis & Sanfey conducted a study to see if there was a lasting effect of previous unemployment on levels of life satisfaction and well-being (2000). They saw a gap in the research where there had been a lot of research done regarding issues such as determinants of unemployment, future levels of pay for those who experienced unemployment, etc. So they decided to do a study to look at the effects of unemployment on psychological well-being. Others have since followed to extend and/or confirm their findings but also some have expand the scope (Brief et al, 1995; Clark, Georgellis, & Sanfey, 2000; Lucas et al, 2004; Georgellis et al, 2008; Knabe & Rätzel, 2009; Strangleman, 2012; Gabriel, Gray, & Goregaokar, 2013). But back in 2000, Clark et al did find that unemployment left a 'scar' which manifested itself as a lower life satisfaction level, not only when the unemployment was current but also after the person was back in employment. The depth of the scarring was different for men and women but there was always a scar left behind that led to lower levels of well-being and life satisfaction.

This study was followed up after almost 10 years later when Andreas Knabe and Steffen Rätzel extended the study by "including different measures of the likelihood of future unemployment in [the] regression analysis" (2009, 283) and confirmed the existence of scarring and found that the root cause was the fear of becoming unemployed again. This fear of future unemployment (job insecurity) caused the drop in well-being rather than just the experience of unemployment itself. In 2010 and in 2015 an EU-wide study found that "16% of EU workers in 2010 said that they expected to lose their job in the next six months" (Eurofound and EU-OSHA, 2014). Finland was just 1% below the European Union average at 15%. With 46% of Finnish workers having experienced a restructuring or reorganisation at their workplace that has substantially affected their work during the last three years - only Denmark 46% and Sweden 42% were higher (Sixth European Working Conditions Survey 2015). Job insecurity can, like unemployment, lead to poor mental health and other deficits in well-being.

Incomplete life satisfaction adaption

Another concept this thesis will briefly look at are based on set-point theory. This is a subjective well-being theory (SWB) that states that whenever there is an event in our lives, positive or negative, people will react to varying extents but will eventually return to their previous baseline of life satisfaction. The term 'subjective well-being' itself is defined as "a person's cognitive and affective evaluations of his or her life" (Diener et al, 2002, 63). These points of evaluation refer to how one thinks about their life on the whole and in certain aspects (such as work or relationships) and relates to all emotions, feelings, moods, etc.

SWB suggests that “people can adapt to almost any life event and that happiness levels fluctuate around a biologically determined set point that rarely changes” (Lucas, 2007, 75). This return to our individual baselines after an event, positive or negative, is called adaption. There have been some studies that have shown that this is mostly the case for many issues but there are two significant events in life that defy the SWB significantly and this is unemployment and disability. It is important to note that various events take differing lengths of time to reach full or almost full adaption. For instance it takes a couple of years for adaption of getting married (where the event is positive), but it takes on average 7 years to gain almost full adaption to widowhood (Ibid., 77). Lucas et al posit that there are probably “very few events like unemployment that are powerful enough to lead to long-term changes in life satisfaction” (2004, 12). Georgellis et al also show that the sooner after unemployment you are able to find employment again, the closer to your baseline life satisfaction you will get and the quicker it will happen - the reverse also being true - that during the second or third year of unemployment, the speed of adjustment will be more difficult (2008, 677).

Latent effects of employment

As we have seen above, employment provides a direct way of connecting with society and ourselves but there are other benefits that employment poses without it being very obvious. A follow up study (of prominent researcher Marie Jahoda’s research in the effects of employment from the 50s to the 90s) by Karsten Paul, Eva Geithner, and Klaus Moser looks at the 5 latent (unintended) functions of employment identified by Jahoda. These latent functions are *time structure*, *social contact*, *collective purpose*, *status*, *activity* (Jahoda, 1981 cited in Paul et al, 2007, 1). Jahoda had earlier argued that people “have deep seated needs for structuring their time use and perspective, for enlarging their social horizon, for participating in collective enterprises where they can feel useful, for knowing they have a recognized place in society, and for being active” (Jahoda, 1984 cited in Paul et al, 2007, 1). Therefore, by becoming unemployed, and being deprived of these latent functions causes distress and has an enhanced negative effect on mental health. Paul et al were able to confirm Jahoda’s previous results that employment was that best provider of all these 5 latent functions and “in terms of a person’s well-being, the latent functions of employment are more important than are the manifest functions [“to earn a living”] of employment (Paul et al, 2009, 486).

A salient point in this study by Paul et al was the fact that they wanted to extend the study to not only compare employed and unemployed as had been done by Jahoda but to include those voluntarily outside of the labour force (OLF)- students, homemakers, and retirees. This is interesting because the promise of technology (and now especially automation) has been that it will free up time to do other things. As you will read later in this chapter, one of the

“selling points” being pitched by the technology companies is that when more and more jobs are automated, it will free humans to do ‘other things’- with the implication being that those things will be recreational amusements or spending more time with your family.

But as this study shows, the researchers found that “latent deprivation mediated the negative effects of unemployment and OLF status on mental health” and there was even an effect on employed people who were deprived of those latent functions within their job (Paul et al, 2009, 477). This is a serious concern for the future of human employment and human mental health.

With the research presented here it can be seen that there is a mental health role in the function of work and the meaningfulness of work. These are then the building blocks of job satisfaction. A recent longitudinal study (data from 6,432 Americans who participated in the National Longitudinal Survey of Youth 1979, which follows adults who were between the ages of 14 and 22 when the survey began in 1979) in the US found that job satisfaction in your early career (20s and 30s) had a marked imprint on your physical and mental health as you got older (Marcus, 2016). The lead author “found that those with lower job satisfaction levels throughout their late 20s and 30s have worse mental health compared to those with high job satisfaction levels” and he continued with something even more important for this thesis “those who initially had high job satisfaction but downwardly decreased over time also had worse health” (Ibid.). So in effect, those who have been unemployed but take on jobs that cause them to be underemployed (either by choice or by regulation), could (unwittingly) be harming their own mental and/or physical health in the future.

The effects that were noted “depression, sleep problems, excessive worry, and scored lower on a test of overall mental health” (Ibid.). In the group that were continually trending downward, they found “poorer overall health and more problems like back pain and frequent colds” and one of the researchers noted that these results were for those people who were only in their 40s and that “the higher levels of mental health problems for those with low job satisfaction may be a precursor to future physical problems” (Grabmeier, 2016). Adding that “increased anxiety and depression could lead to cardiovascular or other health problems that won’t show up until they are older.” (Ibid.). Dirlam also stated that the main reason for the decline in job satisfaction levels was “increased job insecurity” (Marcus, 2016). The system seems to be going in the direction of lower job security and this not only affects our value system but it seems also our immune system.

2.4 Shifting values

Previous generations as far back as one can go have exchanged their labour (primarily manual labour) to an individual or company for a certain amount of money or goods. In essence they

exchanged their time for money. It has been a fairly rudimentary exchange with little or no negotiating power on the part of the labourer. This is goods-dominant logic in a nutshell (see Chapter 3 for more detail). The basic ownership of time is exchanged for a set period with someone with money and work to be done. This is, of course, a simplification but a basic understanding.

With increasing skillsets and economies of scale, specialisations became important and so it allowed individuals to have more power in the negotiation of their time for money: value-in-exchange. Currently we have begun to experience a new wave of thinking in the workplace which has been around for a while now - service-dominant logic. But rather than it being exceptional, it is gaining pace and can be seen in many industries and workplaces. We continue to hear more and more about work/life balance but also about workplace benefits and, more specifically, workplace perks. Workplace benefits are the extra benefits that employers offer to potential workers to attract them or to current staff to persuade them to stay. These benefits traditionally are things like parental leave, maternity leave (mostly in the US where it is not legislated), financial benefits such as private pensions, etc. The newest area of competition for employees are workplace perks (Smolkin, 2016; Mayer, 2015; White, 2009, Jojarth, 2016; Terrelonge, 2017; McGregor, 2015; Dishman, 2016). This can be daily extras such as free office snack and drinks, free lunches, casual dress codes, specific days off such as your birthday, staff discounts, a nap room, a games room, etc.

Why do they do this when they are still paying them for their time? There has been a value shift in personal lives. As with everything else in our lives, experiences are starting to be the main driver. I would argue that this shift represents a shift from payment or transactional-logic to an experiential or purpose-logic (Figure 9). This shift in logic over the past 10 or so years has seen a change in what is expected from a work place. More and more people are expecting that work actually fulfils additional expectations that go beyond how they earn money to live. Work has fused with life outside of traditional working hours and is now expected to convey and produce more value.

With smart technology in our pockets and purses it can be difficult to leave the work at work. These perks are not only “cost-effective, reaping a higher return on investment (ROI) in the areas of employee engagement, morale, recruitment, and retention, as well as improve productivity, innovation, customer loyalty, and revenue” they also help provide a perception of work-life balance (Shutan, 2013). Therefore, there is a push factor (our smart devices are pushing working into our leisure time) and a pull factor (we want our work lives to reflect more of who we really are). Either way, the basis of personal value definitions are shifting from a value-in-exchange logic of time=money to a co-created value-in-use model where what I do during those paid hours should somehow reflect who I am and what I believe in.

Understanding what you value and how you can either co-create value with a workplace or by becoming an entrepreneur, is important to finding a satisfying and fulfilling place in the economy and society in general.

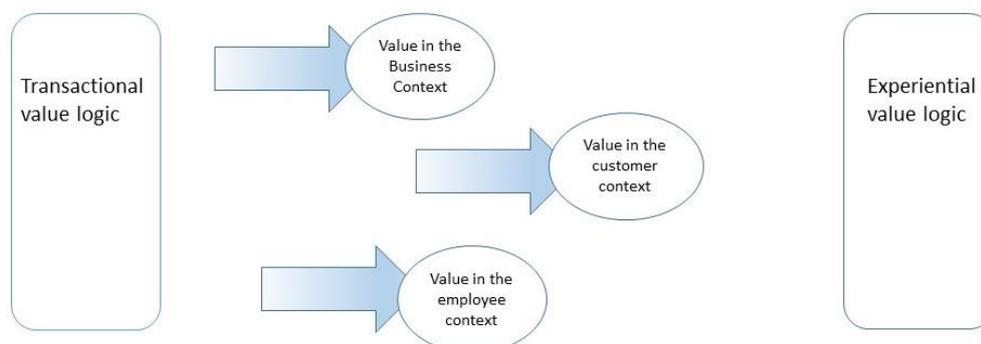


Figure 9 Shift in logic by Companies, Individuals and Employees

2.5 The future of work

The workplace and the role of workers and customers are also changing because of technology. There are many variables that affect how we as a society (or multiple societies) produce and consume services and products, how we work and how we spend our free time. One of the biggest influences has to be technological changes. Technological change used to come in fits and starts with a lot of lag time in between. During these times, people had time to adjust and re-orient their lives as best they could. But technology is now advancing at an ever-increasing rate that is nearly impossible for the average person to comprehend or to maintain. This pace of change and the advances in various forms of technology, primarily artificial intelligence (AI), virtual reality (VR), augmented reality (AR), and robotics, are what is driving the future of work and is responsible for a lot of concern about the role of humans in the future of work. This has initiated many investigative reports from various reputable sources which either allay or confirm people's fears (Berger & Frey, 2016; Bughin et al, 2016; Chui et al, 2015; Demos Helsinki, 2015; Frey & Osborne, 2013; Frey & Osborne, 2016; Harari, 2017; Manyika, 2016; Manyika et al, 2016; Manyika et al, 2017; McNeal, 2015, OECD, 2016c; World Economic Forum, 2016). Smith and Anderson at PEW Research Centre (2014) use what they call a canvas (they call it a canvas because the just under 1,900 expert responses were self-selected and therefore not a randomised sample), the "vast majority... anticipate that robotics and artificial intelligence will permeate wide segments of daily life by 2025" Smith & Anderson, 2014, 1). This canvas purposely sets out to represent both sides of the issue through the words of those surveyed. With views ranging from "throughout history, technology has been a job creator—not a job destroyer" to "the consequences for income inequality will be profound" (Ibid., 2).

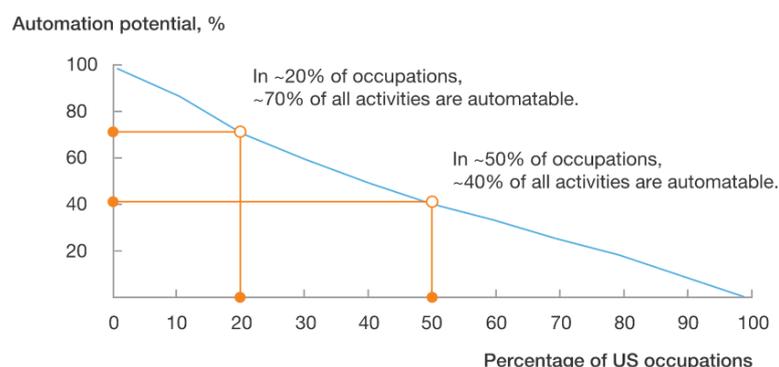
Humans are expensive to employ if there is a technology out there that can do the job just as well then it is an opportunity that many businesses will not ignore. These expenses include annual holidays, sick leave, meal breaks, pensions, unemployment insurance, not to mention the pitfalls of human emotions in the workplace, sick children, lack of sleep the night before, etc. (Brynjolfsson & McAfee, 2014, 31).

New reports, articles or blogs are continually discussing the topic of the future of work, the effects of rapidly evolving technology on human work prospects, or the ups and downs of the 'gig economy'. The McKinsey Global Institute (MGI), the business and economics research arm of McKinsey, has many reports and articles about the topics of employment, automation, technology, productivity and how these relate to the future of work. In one article (Bughin, Lund, and Remes, 2016) they suggest three broad categories of change. The first is "the changing nature of occupations", the second is "the new world of labour supply" and third, "the changing dynamics of demand". I will use this framework of three perspectives in order to give some structure to this part of the thesis.

2.5.1 The changing nature of occupations

Digitalisation and automation are the two biggest influences on the changes happening in occupations today (and in the future). The increased integration and abilities of artificial intelligence and automation has been predicted to significantly affect employment in many areas. Frey and Osborne's study has been repeatedly referenced in this respect. This 2013 study estimates that "around 47 percent of total US employment is in the high risk category" which refers to "jobs we expect could be automated relatively soon, perhaps over the next decade or two" (2013, 38). McKinsey & Company have also found that "45 percent of work activities could be automated using already demonstrated technology" and that "about 60 percent of occupations could have 30 percent or more of their constituent activities automated" (Chui et al, 2015) (Figure 10). So the biggest issue is not about losing entire jobs but about a percentage of individual jobs that could be automated thereby changing every job significantly. McKinsey & Company show the risk of automation to jobs.

If companies adapted currently available technologies, approximately 70 percent of the activities of some 20 percent of all occupations could be automated.



McKinsey&Company | Source: McKinsey Global Institute analysis

Figure 10 How much jobs will change in the near future. (Bughin et al, 2016)

It is predicted (and can already be seen) that work is shifting from the traditional well-defined job to more project work. As it is seen that as silos break down in organisations, people come together and work on different projects as is required. These are usually on-demand and project-based activities rather than function-based.

Ease of automation

As jobs become more professionalised (or specialised), they become easier to automate. The range of tasks becomes more limited (even if a high level of function is needed) which is easier to automate than a job that is varied (Harari, 2017; Johns, 2011). Harari gives the example of ancient hunter-gatherers as a state that is difficult to automate because of range of knowledge and jobs they did. Hunter-gatherers would need “to know how to prepare spear points from flint stones, find edible mushrooms in a forest, track down a mammoth, co-ordinate a charge with a dozen other hunters and use medicinal herbs to bandage any wounds” while “a taxi driver or a cardiologist specializes in a much narrower niche, which makes it easier to replace them with AI”. He also points out that “for AI to squeeze humans out of the job market it need only outperform us in the specific abilities a particular profession demands” rather than replacing the human itself because “99 percent of human qualities and abilities are simply redundant for the performance of most modern jobs” (Harari, 2017).

Automation in Finland

It is predicted by the OECD that the automation rate for Finland is around 6%- this is the percentage of jobs that will have at least 70% of their functions automated. There is expected to be an additional 22% - 35% of jobs that are 50-70% automated depending on the study (OECD, 2016c; Berger and Frey, 2016). According to a futures report commissioned by

Finland's Ministry of Economic Affairs and Employment (TEM), people's working hours, ways of doing work and working conditions in 2030 will be considerably more individualized than in the 2010s" (Demos Helsinki, 2017).

2.5.2 The new world of labour supply

Another aspect of work that is changing is the idea of what a job actually is. In addition to how people will act in the corporate world as mentioned above (transitioning from a well-defined job to project work), there has been a noticeable shift from salaried positions to more independent work. This means more freelancers, more bought services, more variety, changes to the meaning (or even elimination) of the terms full-time and part-time jobs, and a need for more entrepreneurial thinking. For some this will be a welcome change- this shift from an old mind-set that is a remnant of the industrial age- as McKinsey & Company research shows, around "25 percent of the people who hold traditional jobs would prefer to be independent workers" (Bughin et al, 2016) for which various platforms are making this more of a possibility and a reality (and even for those other 75% who don't necessarily have a choice).

Societal support should be broadened

On the other side of this is the various support mechanisms that have been set in place for those with more traditional, company-based, part-time or full-time employment. Support such as pensions, private healthcare, sick leave, etc. Many of these, in many countries, are tied to your traditional concept of employment. In countries such as Finland, this is less likely the case but still to some extent it is true. It will be imperative that as this more varied personal economy becomes more widespread, that countries address these new ways of working by modernising their policies and access to such support systems. As John Gapper points out, "[t]he challenge for policymakers is to find a new form of employment contract that suits the changing workforce" and "as jobs fracture, individuals who switch jobs, work as consultants or run 'micro-businesses' with one or two employees need similar support" (2005).

In the Finnish context, the Eurofound report "points to the fact that the legal definition of self-employed, which lies somewhere between entrepreneur and employee is not always clear. These new forms of work pose a challenge to labour legislation and the social security system" (Kokkonen & Lönnroos, 2015, 3). It is important to note, as Gapper did, that in this new form of work- the so-called 'gig economy', "financial and contractual risk that used to be borne by companies has been transferred to employees" (2015). While more people are enjoying their freedom in this new form of employment, it is important to note that "the average income from self-employment fell by 22% in the UK between 2009 and 2014" (Gapper, 2015).

The gig-economy has not only produced online platforms for buying and selling freelance services, it is also enabling these like-minded/like-skilled people to better organise themselves online in creating communities that provide support services that reflect their needs. As trade union memberships noticeably decline along with the manufacturing jobs in some developed economies, these communities are being created to provide networking possibilities, group insurance rates, advice on visas and accommodation, but also to other ends such as self-organise in groups to negotiate with employers (Bughin et al, 2016).

2.5.3 The changing dynamics of demand

One of the biggest demand challenges for the economy is the mismatch of education and current and future needs. There is, without a doubt, a large mismatch of the labour that is now available on the market and what the companies are looking for- this is the definition of a skills gap. The traditional model whereby you obtain an education first then you go to work is no longer applicable as people need to re-train or up-skill themselves once or more times in their lifetime. This will only increase in the future with the pace of technology. A worrying indicator of this is that at the turn of the 21st century two economic indicators in the US started to diverge: the countries productivity and the number of workers. This shows that it is taking fewer workers to produce the same or more productivity (Heath, n.d.). This data, in addition to data on widening income gaps in the OECD, stagnant hourly wages, the number of robots put into use every year (+200,000 each year) and a jobs gap in G20 countries that could expand to over 60 million by 2018 (Ryder, 2015), shows that this is not a problem that is going to be easy to fix.

The availability of the right education is an important factor that almost every report, article, or analysis about the future of work. As European Political Strategy Centre (EPSC) points out, when you search for jobs in the on-demand job search platforms like LinkedIn, Monster, etc., you are faced with a large amount of technology-related job fields such as cloud and distributed computing, big data, marketing analysis and so on. The changes that are now seen in the job requirements of the near and distant future will, as mentioned above, require a bigger commitment to life-long learning. The traditional linear method of obtaining your education and then going to get a job will likely change dramatically and the need to continually 'top-up' your education will be well established (European Political Strategy Centre, 2016).

2.5.4 Future-proofing your skills

There are two needs that society is looking at right now, the needs of the near future and the needs 15-20 years down the road. This gives two areas that we need to nurture these

identified skills- in upskilling/retraining the currently unemployed/underemployed and in the curriculum in K-12 (age 4-18) schools. But what are the skills that are and will be required?

We cannot necessarily know what jobs will be existing in the future or even know what technology we will be using but there are indications of the skills needed. Using recent trends “telling indicators, creativity, emotional intelligence and transversal skills” will be what make the difference in the future” (European Political Strategy Centre, 2016, 5). “Nobody has a crystal ball revealing precisely what the future labour market will look like” (Wilson, 2013, 104), we can use certain futures thinking techniques to ascertain some alternate possibilities through “a range of methods such as Scenario Development, Horizon Scanning, Foresight, and many others” (Ibid., 102).

The future is altered by the decisions that are made today by individuals as well as at the macro level (governments, organisations, companies, etc.) and this is why it can be difficult to predict labour market needs with much certainty. But “underlying these trends is an assumption of continued innovation, technological and organisational change, and development of the “knowledge economy” (Ibid., 104).

But in order to address the issue this thesis paper is about- addressing the needs of the currently unemployed- we can acknowledge that there is an increasing skills gap (where demand outstrips supply as indicated by plenty of open positions but also high unemployment). Within this knowledge of the existing skills gap can be the starting point for what skills are required now but also in the near future. It is also important to note that “it is jobs that require both technical and interpersonal skills that are on the rise” (European Political Strategy Centre, 2016, 5).

Also important to keep in mind is that “the link between employer and employee is being loosened” and this changes how we work and “puts a premium on personal initiative and professional resilience” (Ibid., 7). This has put the burden on the worker and “to her/his abilities to adapt and remain relevant” (Ibid.). It is through taking on “re-skilling and up-skilling opportunities throughout one’s life, especially at a time when career transitions and self- or temporary employment are increasingly the new normal” that will determine employment prospects (Ibid.) So what are these skills that we are going to need to stay increasingly relevant (both for the currently unemployed and employed)?

According to the OECD, in Figure 11 below, the labour market needs people who are competent in critical thinking, creativity, communication and collaboration while embodying a mind-set with curiosity, initiative, persistence, empathy, and adaptability. These are the skills that will need to be taught in schools but also, the unemployed today need to look

deeply at these and see where they can improve and set about creating opportunities to develop these skills.

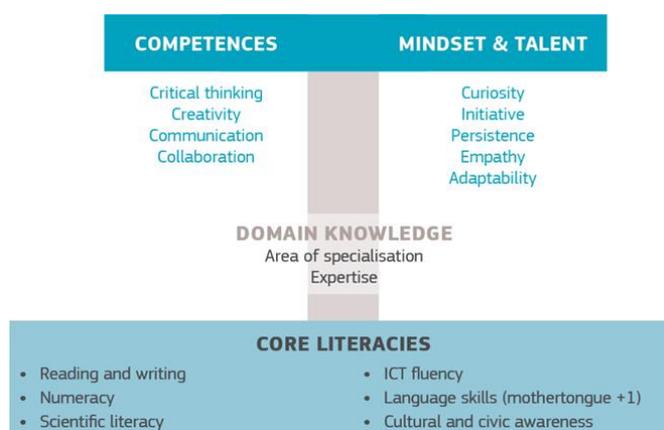


Figure 11 Skills and resilience for a world of change

For more concrete example of skills needed, the Institute for the Future did some forecasting research and found 6 main drivers of change and 10 key skills that will be needed to respond to this change (Davies et al, 2011). Figure 12 visualises the data that Davies et al presented. Below I have italicised the 10 key skills presented and added an more concrete example that was provided in the report - all quotes are from Davies et al, 2011).

Sense-making - “As we renegotiate the human/machine division of labor in the next decade, critical thinking or sense-making will emerge as a skill workers increasingly need to capitalize on.” (8)

Social intelligence - “it is even more important as we are called on to collaborate with larger groups of people in different settings.” (8)

Novel and adaptive thinking - “‘situational adaptability’—the ability to respond to unique unexpected circumstances of the moment.” (9)

Cross-cultural competency - “Successful employees within these diverse teams need to be able to identify and communicate points of connection (shared goals, priorities, values) that transcend their differences and enable them to build relationships and to work together effectively.” (9)

Computational thinking - “HR departments that currently value applicants who are familiar with basic applications, such as the Microsoft Office suite, will shift their expectations, seeking out resumes that include statistical analysis and quantitative reasoning skills.” (10)

New-media literacy - “As immersive and visually stimulating presentation of information becomes the norm, workers will need more sophisticated skills to use these tools [fonts, layouts, video editing, etc.] to engage and persuade their audiences.” (10)

Transdisciplinarity - “The ideal worker of the next decade is “T-shaped”—they bring deep understanding of at least one field, but have the capacity to converse in the language of a broader range of disciplines.” (11)

Design mind-set - “Workers of the future will need to become adept at recognizing the kind of thinking that different tasks require, and making adjustments to their work environments that enhance their ability to accomplish these tasks.” (11)

Cognitive load management - “The next generation of workers will have to develop their own techniques for tackling the problem of cognitive overload. For example, the practice of social filtering—ranking, tagging, or adding other metadata to content helps higher-quality or more relevant information to rise above the ‘noise’.” (12)

Virtual collaborations - “As a leader of a virtual team, individuals need to develop strategies for engaging and motivating a dispersed group.” (12)

10 Key skills needed in the future workforce

<p>Sense-making</p> <ul style="list-style-type: none"> • ability to determine the deeper meaning or significance of what is being expressed 	<p>Social intelligence</p> <ul style="list-style-type: none"> • ability to connect to others in a deep and direct way, to sense and stimulate reactions and desired interactions 	<p>Novel & adaptive thinking</p> <ul style="list-style-type: none"> • proficiency at thinking and coming up with solutions and responses beyond that which is rote or rule-based 	<p>Cross-cultural competency</p> <ul style="list-style-type: none"> • ability to operate in different cultural settings 	<p>Computational thinking</p> <ul style="list-style-type: none"> • ability to translate vast amounts of data into abstract concepts and to understand data-based reasoning
<p>New-media literacy</p> <ul style="list-style-type: none"> • ability to critically assess and develop content that uses new media forms, and to leverage these media for persuasive communication 	<p>Transdisciplinarity</p> <ul style="list-style-type: none"> • literacy in and ability to understand concepts across multiple disciplines 	<p>Design mind-set</p> <ul style="list-style-type: none"> • ability to represent and develop tasks and work processes for desired outcomes 	<p>Cognitive load management</p> <ul style="list-style-type: none"> • ability to discriminate and filter important information, and to understand how to maximize cognitive functioning through a variety of tools and techniques 	<p>Virtual collaboration</p> <ul style="list-style-type: none"> • the ability to work productively, drive engagement, & demonstrate presence as a member of a virtual team

Figure 12 10 key skills needed to work in the digital age
Education revamp needed

The skills gap will only continue to grow if it is not addressed, the earlier the better. The levels of taught Science, Technology, Engineering, and Mathematics (STEM) needs to be increased at all levels including (and especially) in the K-12 sector (that is 4-18 year old

segment) (Robotics Virtual Organization, 2016, 7). While in Europe, EPSC pointed out in June 2016 that public policy needs to “respond more dynamically to the changing reality of the world of work” and that “it needs to respond to the diverse journeys people undertake throughout their life and careers with anticipation and innovation”. The suggestions included, first and foremost, what they called “refitting education”. Both the EPSC Strategic Note and the Citi GPS Report stress the “importance of non-cognitive skills for the labour market” which include “achievement motivation, perseverance, problem-solving, resilience, self-control, team-work, initiative, the ability to socialise and to follow an ethical code of behaviour” but also partnered that with the fact that “today’s education systems are not always proficient in the provision of these sorts of skills” (European Political Strategy Centre, 2016; Frey & Osborne, 2016).

Guy Ryder says that adequate education is the key to innovation and the adoption of new technologies (digitalisation) and it is education that will determine whether future growth is inclusive or exclusive regarding large segments of society (2015). In acknowledging the importance of tackling this mismatched situation, many are exploring and deconstructing what this could mean. The Citi GPS report cites a two-pronged challenge in determining future needed skills and this is 1) providing the level of skills needed in 2) the relevant areas. This is a difficult prediction to make with technology speeding up as it seems to be doing (Frey & Osborne, 2016, 10).

Where and when disruptions or radical innovation will arise is not known. Frey and Osborne also point out that “technological progress does not just affect the occupational structure in terms of numbers of different types of jobs, but can also change the nature of work within those occupations” (2016, 120). This shortfall seems to be particularly noticeable in the US and the UK. While McKinsey data estimates that there will be a “shortfall of up to 250,000 data scientists in the US in a decade” (Manyika, 2016, 4), Frey and Osborne also point out that the US and UK are lagging behind other countries in some ICT skills.

James Manyika states:

“Unemployment and underemployment are high around the world. In the United States and the 15 core European Union countries (EU-15), there are 285 million adults who are not in the labor force—and at least 100 million of them would like to work more. Some 30 to 45 percent of the working-age population around the world is underutilized—that is, unemployed, inactive, or underemployed. This translates into some 850 million people in the United States, the United Kingdom, Germany, Japan, Brazil, China, and India alone. Most attention is paid to the unemployed portion of this number, and not enough to the underemployed and the inactive portions, which make up the majority of untapped human potential. Almost 75 million youth are officially unemployed.” (Ibid., 1)

So while there is a large shortfall of qualified workers even now (and will grow in the future) and open positions, there is a large contingent of unemployed and underemployed people around the world. This is a significant indicator of structural unemployment.

2.5.5 How the 'gig' economy is changing employment

As mentioned in section 2.3.2 *The new world of labour supply*, the gig economy (the new economy, or independent work as it is also known) is changing the way labour and services are sought and offered. The platforms that are available for these services have allowed individuals to take more control of their work life (think TaskRabbit, UBER, Airbnb, etc). But as Hillary Clinton said, while the gig economy “is creating exciting economies and unleashing innovation, it is also raising hard questions about workplace protections and what a good job will look like in future” (Gapper, 2015). “Tasks are broken down and distributed even more widely through apps and online platforms. The bidding-style process through which tasks are offered, assigned, and performed allows for real-time, interactive and often mutual rating of the performance of service providers (both for seller and buyer) and the reliability of users (European Political Strategy Centre, 2015). For a clearer idea of how independent work is defined, the McKinsey Global Institute gives it three defining features - Figure 13 - 1) a high degree of autonomy, 2) payment by task, assignment, or sales, and 3) a short-term relationship between worker and client.

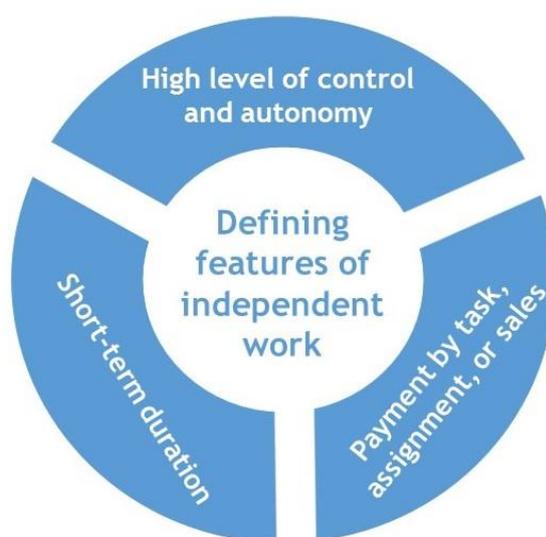


Figure 13 Data source: Manyika et al, 2016

The other significant thing to know about the gig economy or independent work is who participates at this moment. Currently McKinsey estimates that there are between 20-30% of the US and EU-15 working- age population are engaged in independent work of this kind and that of this group, the primary reason for participating in the gig economy are four-fold

(Manyika et al, 2016, 1). As can be seen from Figure 15, most people, around 70%, are more satisfied to do it to earn extra money while around 30% do it reluctantly or because they need to. Figure 14 shows the full definitions of each of these 4 groups. It is interesting to note that even though most of those involved in independent work do it by choice, but there are still upwards of roughly 50 million that do it out of necessity (Ibid., 7).

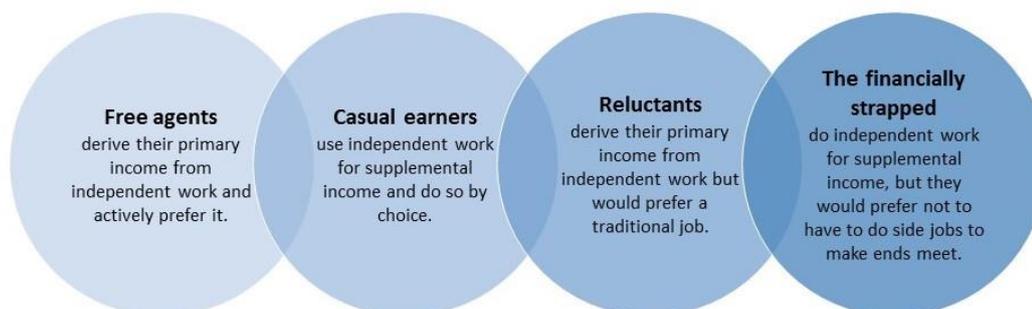


Figure 14 Four key segments of independent workers (Manyika et al, 2016)

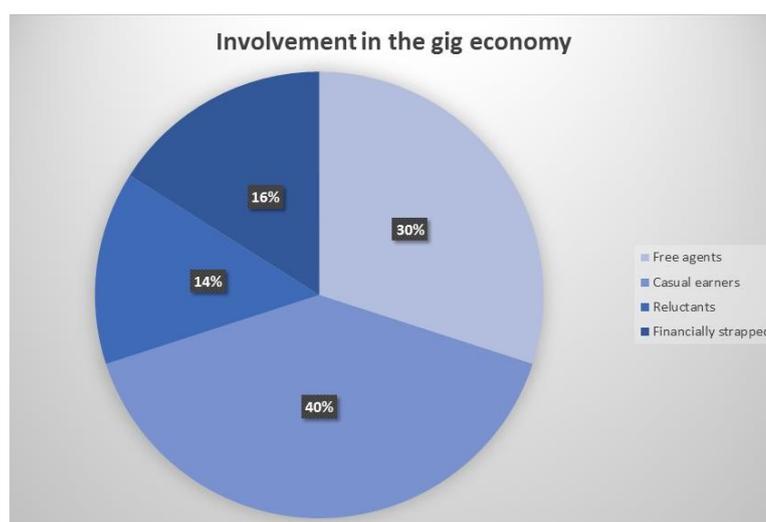


Figure 15 Who is involved in the gig economy (Source: Manyika et al, 2016)

Because of the changes happening on the demand side of the labour market, the pressure on jobs due to automation, and the increasing desire for workers to be more autonomous, "independent work has significant growth potential in the years ahead" (Ibid., 11) For governments, the potential for independent work is in its ability to create macroeconomic benefits. Manyika et al list these as "cushioning unemployment, improving labor force participation, stimulating demand, and raising productivity" (2016, viii). These are basically the same issues that Finnish politicians have been talking about for the past few

years: raising labour force participation, stimulating consumption, providing opportunities for the unemployed, and boosting productivity (The Finnish Government, 2016).

Of these macroeconomic benefits, the most interesting one for this thesis is the one seen to help “cushion unemployment”. Unemployment insurance is already a way to cushion the effects of unemployment by providing money with which to pay bills and sustain yourself without working. But independent work is also a way to cushion the cushion. Small amounts can either be used to top-up what is received or it can replace a fraction of those funds, which in turn, will save money for the government. But of course access to independent work and the gig economy will greatly depend on the national regulations around taking on paid, temporary work during a spell of unemployment.

Joining the gig economy in Finland

With the current way unemployment funds are distributed, it can be difficult financially and bureaucratically to take the risk to start a business (or join the gig economy) and continue to collect your unemployment benefits. There are two ‘traps’ in the Finnish unemployment system that can significantly hinder taking on independent work or launching a company. The first is referred to as ‘the income trap’. As long as you belong to a union or unemployment fund in Finland, the unemployment benefit is indexed to your previous salary and guaranteed for 500 days (reduced to 400 days as of January 2017) (OECD, 2016b, 21). These benefits are generous (and necessary to stop people quickly falling into poverty) but they can create a trap that can be hard to move out from.

The income trap is easily seen because most benefits for the educated unemployed are income-indexed benefits and can even be similar or even higher than an average working person’s regular salary especially when all the additional benefits are factored in such as salary indexed day care fees, and possible housing benefits. One consideration for those possibly considering taking a job which pays close to their unemployment benefits (i.e. taking a job at a lower salary than previous) is that their marginal tax rate can increase 80%-100%, and all other benefits can be lowered or disappear, creating a situation where there is actually less money than on unemployment benefits each month (Kangas & Kallioma-Puha, 2016). This is the income trap. But there is another type of trap that can be just as restricting - ‘the bureaucracy traps’.

The inflexibility in the unemployment benefit system has led to what are called ‘bureaucracy traps’. Examples of bureaucratic traps are situations where it takes long periods of time to move between being unemployed and short-term work and then back to re-claiming unemployment or the amount of paperwork needed to take on a part-time job while unemployed. Many feel (both politicians and the unemployed) that these hurdles are too high

or too financially risky to do so (Ibid.). Making these bureaucratic traps less burdensome would save the state money as irregular work could be better off-set unemployment benefits. One reason is that joining the gig economy is something that an unemployed person can actively do rather than being in a passive position of waiting for job offers.

With all this financial pressure and bureaucratic complexity, starting a business to earn additional money or to keep skills up-to-date, or to feel a part of society during those initial 400/500 weekdays means that you will need to give up the unemployment funds. With these options in mind, it is usual that the unemployed person waits until their income-indexed funds are exhausted (after 500- or 400- days) and by then, it is quite possible re-entry to the labour market could be delayed by around two years. The OECD has expressed concern for this delay when it is seen in conjunction with the high level of unemployment benefits (OECD, 2016b, 21). There is a link between unemployment benefit exhaustion and a large upswing in entrepreneurship in Norway (Røed & Skogstrøm, 2013) and success in matching unemployment insurance benefits and entrepreneurship in Germany (Baumgartner & Caliendo, 2008) which we will explore in the next section.

Another issue with some parts of the gig economy in Finland is its legality. The Finnish courts have deemed Uber, the taxi-like company that is available in many places around the world, illegal to operate in Finland if the driver does not have a proper taxi license and anyone found driving for Uber without one can be fined or prosecuted (Helsinki Uber driver ordered to pay state 12,000 euros, 2016). These regulations can limit people initiative to gather small jobs together to provide a salary or part of a salary. This is an issue not only for the unemployed and this will become even more problematic as this type of entrepreneurship becomes more prevalent.

2.5.6 Entrepreneurship

The Merriam-Webster dictionary online defines entrepreneurship as “one who organizes, manages, and assumes the risks of a business or enterprise” (Merriam-Webster.com, 2017). This is a simple and concise definition that is also very broad. This is because there are many ways to organise, manage and assume risks. How these functions are differentiated and legally regulated determines your level of risk and the level of administration, etc. that one needs to undertake. These, in turn, are a reflection of national and regional laws.

One issues confusing the term ‘entrepreneur’ is the large amount of sustained media coverage that predominantly links entrepreneurship to tech start-ups. There has been so much coverage of these ideas that the two have become strongly linked in the minds of many. This can be due to the amount of money some tech start-ups have generated and the level of success that technology has provided either in exposure or revenue. This mash-up of concepts

has clouded the real concept of being self-employed. El Harbi and Anderson state “that self-employment and innovation are sometimes indiscriminately used when referring to entrepreneurship in a general sense; but they (innovation and self-employment) are *per se* “categorically different from the other” (2010, 437). Anyone can be an entrepreneur but not all businesses can (or should) be start-ups. Start-ups are defined by their growth factor, “a startup is a company designed to scale very quickly” and has its “focus on growth unconstrained by geography which differentiates startups from small businesses” (Robehmed, 2013).

Who becomes an entrepreneur in Finland?

There are two ways of characterising entrepreneurs, one is based on the form their organisations takes and the other is the driver for starting their business. Both of these distinctions are important in this thesis because of the target group addressed in the thesis- educated unemployed people. There are also additional demographic data that are important to keep in mind when determining the outcome of this thesis project (the workshop service concept). These important factors revolve around who generally is involved in entrepreneurship.

The Global Entrepreneurship Monitor (GEM) provides country reports that keep track of who becomes an entrepreneur in terms of education, age, and gender (Suomalainen et al, 2016). Regarding education, the highly educated are more prone to be represented in the early-stage entrepreneurial activity (Ibid., 35). Regarding age, early-stage entrepreneurial activity is best represented amongst 35-44 year olds. Regarding gender, women are relatively less likely than men in Finland also (while men also train their EU counterparts in self-employment) (Ibid., 33). So overall there is less participation in in Finland in entrepreneurship than EU counterparts. GEM is also able to show that there are different drivers for those who do engage with entrepreneurship.

Drivers of entrepreneurship

The drivers of entrepreneurship are of interest to this thesis project because it originally set out to see if the workshop participants could be inspired to see entrepreneurship as a viable option if more traditional employment was not found. As mentioned above, there are two drivers, one has a push factor, the other a pull-factor. GEM calls this push-factor entrepreneurship ‘necessity-driven’ because they have no other means of earning a living. While those who are doing it out of interest or opportunity (those who are pulled) are considered ‘opportunity-driven’ (Suomalainen et al, 34). Another name given to necessity-driven entrepreneurship is ‘forced entrepreneurship’ (Kokkonen and Lönnroos, 2015). Verheul et al tell us that “‘pull’ motivations include the need for achievement, the desire to be independent, and opportunities for social development. ‘Push’ motivations may arise from

(the risk of) unemployment, family pressure, and individuals' general dissatisfaction with their current situation.” (Verheul et al, 2016, 274)

Through this clear definition of two opposing motivations for self-employment, it is easy to extrapolate that different policies will affect these two types of entrepreneurs differently. Policymakers need to keep these two different groups of entrepreneurs in mind when they are putting said policies in place as not all stimulus packages will stimulate each group the same way (or even at all).

Enabling the unemployed to start businesses- precedence

Three studies done in Europe (not an exhaustive list) look at the link between unemployment, unemployment benefits, and entrepreneurship- one from Germany (Baumgartner & Caliendo, 2008), one from Norway (Røed & Skogstrøm, 2013; Røed & Skogstrøm, 2014), and one from France (Frick, 2015; Hombert et al, 2014; Hombert et al, 2016). Baumgartner and Caliendo's study of two German business start-up funding systems for people who are unemployed show promise for how to differentiate policies for those people who are interested in starting a business while unemployed. This study tested two different schemes where one was full unemployment benefits for 6 months while the business was starting and the other was a flat rate at a low level for a much longer period of time. The results were clear that the businesses in the first, full benefits scheme were much more successful and actually saved the government money whereas the second was not considered to be efficient at all.

The study by Røed and Skogstrøm, from a Norwegian experience, looks at the levels of self-employment as a results of more forced unemployment due to benefit exhaustion. This Norwegian study found that “that unemployed individuals have a higher probability of starting up their own business than employed workers” (Røed & Skogstrøm, 2014).

In France, like Finland, “unemployment insurance had been a substantial deterrent to entrepreneurship” because (also like Finland) “individuals without jobs ceased to be eligible for it if they founded a business”. So in 2001 the French Ministry of Labour made it possible to “to draw unemployment benefits during the first three years of their business, subject to some restrictions, and to remain eligible for such benefits if the business subsequently failed” (Frick, 2015). In the analysis of how this worked, the results were quite conclusive. They found that a large part of the 25% increase in new firm creation was “directly a result of the policy, and that the new businesses seemed at least as productive and sustainable as older ones. Moreover, they estimate that the change boosted the nation's economy by €350 million per year, at a cost of only €100 million annually” (Ibid.).

All of these studies hold lessons that the Finnish Ministry of Economic Affairs and Employment can use when considering what kinds of adjustments to apply to the unemployment benefit system. One of the important factors that cannot be overlooked is highlighted in the French example, the fact that entrepreneurs are outside of the unemployment support system. If an unemployed person wants to take the risk to become an entrepreneur, they are not only sacrificing their current unemployment benefits but also their future ones if their venture does not succeed.

Universal basic income trial

The current universal basic income trial taking place in Finland (administered by KELA the Social Insurance Institution of Finland), started in January 2017, has been reported around the world (KELA, 2017). There are many advocates and detractors of this experiment be it for financial, social, or moral grounds. What it seems to be, is a clear indication that the government 1) knows that these employment traps listed above exist and are a real barrier to taking on any kind of paid work, 2) understands that the current restrictive unemployment benefit system makes entrepreneurial aspirations all but impossible, and 3) due to increased automation, expects high unemployment rates to continue. This basic income trial is important because it may become necessary to implement this because of rapid technological changes (OECD, 2016; Kangas & Kalliomaa-Puuha, 2015; Kangas, 2016). With the rise of the piecemeal gig economy and its lack of stability or predictability in conjunction with the evidence that entrepreneurial incomes are decreasing at the individual level, a certain level of basic provision may be necessary by the majority rather than the minority as it stands now. It will also be necessary to find out if this way of providing public benefits actually is more cost-efficient, less bureaucratically burdensome, and spurs more people to become entrepreneurs.

In Chapter 2 this thesis has explored how occupations are changing, companies are searching for new supplies of labour, and how demand is changing. We have also taken a look at how the 'gig' economy is changing the way work is sought and sold, and how the entrepreneurship is and isn't defined as well as pursued. All of these could be a thesis in their own right and what we did here was merely link together these ideas to present a brief look at the future of work. In Chapter 3 this thesis will look at how human-centred design is a necessary ingredient to balance the automation and the increased technological focus in work. Service design and experience design will be opened up to look at how you can apply human-centred design what value means to companies, workers, and customers.

3 Human-centred design: centring on the user

In a broad sense, design has meanings that range from “the abstract conception of something to the actual plans and processes required to achieve it.” (Giacomin, 2014, 607). The process of design requires design thinking. Design thinking is a process that moves through states of divergent and convergent thought processes which integrates people’s desires with what is technologically feasible with what is economically viable (Brown, 2008, 86).

Human-centred design (HCD) is one of the major movements within design which “has its roots in fields such as ergonomics, computer science and artificial intelligence” (Giacomin, 2014, 608). HCD has now moved away from its original industries and can be seen in use in a much broader context. Because it is “based on the use of techniques which communicate, interact, empathize and stimulate the people involved, obtaining an understanding of their needs, desires and experiences which often transcends that which the people themselves actually realized” (Ibid., 610), it is useful for anyone who believes that those who use the product or service should be at the centre of the process of creating it. There is still a deep-rooted connectedness to technology which can be seen with common terms such as ‘human-system interaction’ when researching HCD. Steen believes that as designers and engineers, we need to resist the ‘technology push’ of products and services (2008). HCD is relevant far beyond human-system interaction and should be the basis of most design.

There are many concepts in the design discourse and it is easy to get confused in terminology: service design, user-centred design, human-centred design, experience design, design thinking, etc. Not to even mention terms like agile and lean. But Figure 16 has been specifically designed to show how some of these terms fit together in her view.

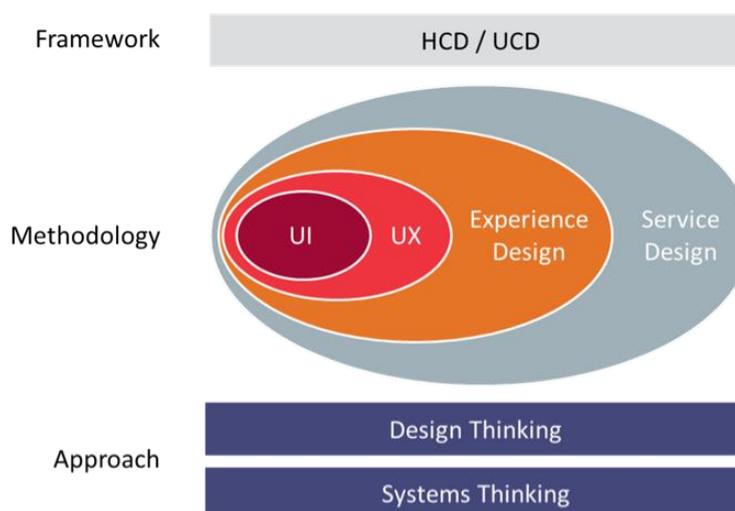


Figure 16 Created by Francesca Simonds (2016)

Using a HCD framework, this service concept aims to teach a design thinking approach via service design and experience design tools and methods. Human-centred design is a framework which keeps the user at the centre of the entire design process. It is now well established that the user needs to be at the centre of the process in order for the results to be at all useful, useful, and desirable and that there should be constructive interaction with people for whom these products and services are being developed (Steen, 2008). There is no other way to know the necessary qualities of a service without consulting the one who has or will use it. HCD originated in fields such as ergonomics, computer science and artificial intelligence which have an engineering approach that designs for the needs of the user (Giacomin, 2014). But while engineering approaches take into account the needs of the user, they do not have processes for collecting these needs in an empathic and holistic way. But combining these original HCD processes with the process of design thinking can change the way they work. “Today’s human-centred design is based on the use of techniques which communicate, interact, empathize, and stimulate the people involved, obtaining an understanding of their needs, desires and experiences which often transcends that which the people themselves actually realized.” (Ibid.)

Empathy in human-centred design

Empathy is the foundation of the service design work done at Hellon. It is also a fundamental principle in human-centred design. IDEO describes human-centered design as being “all about building a deep empathy with the people you’re designing for” (What is Human centred design?, n.d.). More specifically empathy is “our intuitive ability to identify with other people’s inner states based upon observation of their outward expressions, their behavior” (Suri, 2003, 53). It is this ability to feel as if you are that other person, that you understand them (Kouprie and Visser, 2009) which “enables designers to gain intimate insights and understanding into human experiences” and vital to “ensure that these products will resonate with individuals as opposed to the masses” and “avoid developing products and services that are valueless to people because they do not respond to authentic human needs” (Thomas & McDonagh, 2013, 2).

Mattelmäki & Battarbee said that “[d]esign empathy means that people are seen and understood from where they stand, not as test subjects but as persons with feelings” and that “a personal contact and connection with the users - is also needed” (Mattelmäki & Battarbee, 2002, 266). This is especially true when issues are already of a personal nature. Another important part of human-centred design and empathy is to not just take people at their word. In order to truly begin to understand someone, you must have a more fundamental understanding of who they are and what they think which goes beyond just listening. Sanders identified seven ways we can learn about people and then, from those, learn what levels of need those are reaching (Figure 17). This is important because depending on what tools and

methods are used (which way you are trying to learn about them), will depend what level of need you are accessing.

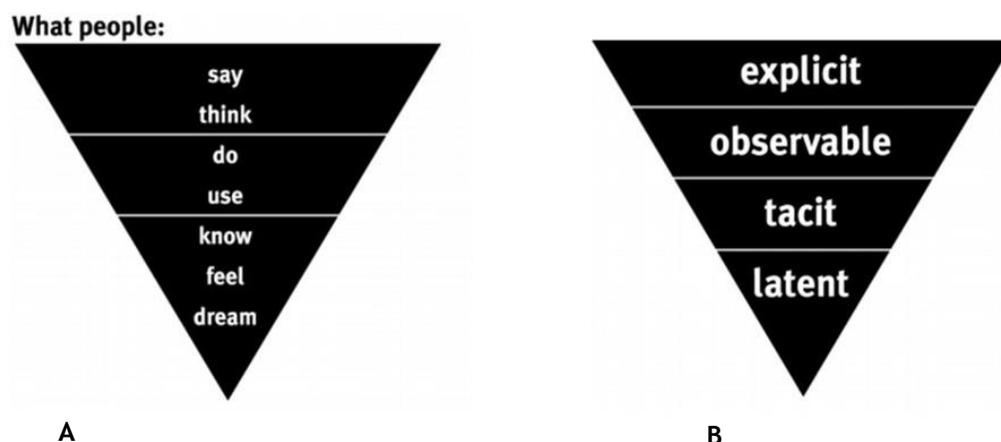


Figure 17 A) Ways to learn about people and B) What level you are reaching (Sanders, 2002, 3)

When listening to what people say or think you are accessing explicit knowledge. This is filtered and can reflect what they want us to hear or what they think you want to hear. Observable knowledge refers to what we can see them doing. But this is not enough to get real empathy. This does not provide the back story or the context. Going one level deeper into need reveals tacit knowledge (knowledge that cannot be readily expressed in words) and this is the key to being able to empathize because tacit knowledge takes us to a level where we understand how someone feels. Even beyond how someone feels is what people dream (latent knowledge). This is about needs that are not recognisable until the future (Sanders, 2002). The next question is how do these levels of need and ways of learning translate into the business world?

Human-centred design in business

Using an HCD framework allows designers to go into almost any industry. This is because they are not relying on their own expertise in terms of results. HCD is about being expert in the process, not the content. It is the participants in the process that will have the knowledge and expertise, along with customer insights, that will determine the actual output. Von Hippel has noted that “70% to 80% of new product development that fails does so not for lack of advanced technology, but because of a failure to understand users’ needs” (2007) and it is for this reason that HCD improves commercial success. With this framework being about the needs of the users, it is important to break down the silos that organisations have built in order to tap into the potential that only available when different types of people work together.

As Figure 16 shows, the framework with which this thesis is being done is one of human-centred design with a design thinking approach and a service design methodology. All of these start with where you (as an individual, a company, or an organisation) currently are. There needs to be an assessment of the now to know where you may want to go. Taking stock and going to the user are the first steps in almost any service design process. But so is understanding value from the customer's point of view. What is the definition of value and is it changing right now?

3.1 What is value and who defines it?

The definition of value has seen a lot of changes in the last three decades. There are layers to value and there are different lenses through which it can be viewed. Many times how we define it depends on what perspective we are looking from. This thesis will look at two of these layers. To begin with this thesis looks at the *how* of value by analysing the different business logics. Then it will look at the *what* of value i.e. what "flavours" of value.

3.1.1 How value is created?

In 2008, Grönroos defined value for customers as "after they have been assisted by a self-service process or a full-service process they are or feel better off than before" (Grönroos, 2008, 303). But the question is, how is this value for customers created? This has been a shift paradigm since the industrial revolution. In the business landscape there has been a slow but perceptible shift in how value is created from goods-dominant logic (GDL) to service-dominant logic (SDL) since the 1990s. Business relationships have been moving towards a different value base. Whereas the industrial revolution brought us a manufacturing logic of value-in-exchange, the service age brings us an experience logic. GDL is the mind-set whereby the company makes a value-laden product and the customer buys it to use (ownership has been exchanged thus also transferring its value). But this is problematic because the value is defined as being within the product itself (Heinonen, Strandvik, and Voima, 2013; Heinonen, Strandvik, et al, 2010). Therefore, a company could technically say that a warehouse full of unsold products is worth X amount of euros/dollars/pounds. But the question in service-dominant logic is 'does that warehouse stock really have value when it sits there unsold?'. In SDL there is no value in unsold stock and money is wasted (Gummesson, 2008).

After Vargo and Lusch wrote about it in 2004 and 2006, service-dominant logic began to get more attention. They rejected the sentiments above, that in the traditional view, the value is in the output of companies (primarily physical products). Vargo and Lusch went on to propose that in the new service economy that the value could no longer be contained in the physical output of a business because many times there is not a physical product (but an intangible

service) and that the real value was created when the service or product was used (value-in-use rather than value-in-exchange). This is why goods-dominant logic reflects an older, manufacturing-related model of value (Grönroos & Gummerus, 2014). Now that our economies are no longer manufacturing dominant, upwards of 80% of an economy is service based (European Central Bank statistics, 2015), this value-in-exchange concept of value creation is no longer applicable or desirable. Vargo and Lusch had noticed that there was a shift in the way business is done and it could not be explained by goods-dominant logic thinking. They stated that companies can only make value propositions (Vargo and Lusch, 2004) and that this then requires customers to always be co-creators of value (Vargo et al, 2008). This important role of the customer and other stakeholders in the co-creating value was the basis of Prahalad and Ramaswamy's 2004 book. But many firms are too inflexible to change how they work (or just unwilling to change what they know). Customers want to help create the products that they use and to hold a conversation with these companies rather than to be targeted, be advertised at and sold to but many company are locked into a "firm-centric paradigm of value and its creation" (Ramaswamy and Guillard, 2010).

But many see SDL as another version of GDL in the sense that it is still company-centric. It still puts the company at the centre of the process even though it values the co-creativity of the customer. Therefore, a change of entire perspective is needed in order to shift the focus from the company and towards the customer's reality- this was coined "customer-dominant logic" (CDL) (Heinonen & Strandvik, 2015). Where the emphasis is put on a "deeper understanding of the customer's everyday life and the service experience as a long-term, context bound process" (Ojasalo and Ojasalo, 2015 from Heinonen et al, 2010). This means that what is important is the context of the customer. As Grönroos states "the ultimate goal for service should be to facilitate value for the customer" (2008, 301). Pine and Gilmore also promote a more inclusive and dynamic process that is more focussed on the customer's context as a starting point (2011, 125). Discussing the role of the researcher/designer in the process, they show that it is generally not the fact that customers have difficulty expressing or articulating what they want or need (a common misconception held by many designers). Pine and Gilmore put the deficiency firmly at the feet of the insufficient questions being asked or the lack of relevant context in which they are being asked. With the disjointed context and the poor question choice, people are unable to make the mental leaps that the people asking them questions are requiring.

Shifting from customer-focussed to customer-centred

In customer-dominant logic the customer's context is central to the process. But it is, of course, the most difficult part of the service creation/innovation puzzle. To undertake CDL in a business, you need to create the business in a specific way from strategy down. It means to change the fundamental questions that businesses ask themselves from "How can we sell

more of our existing offerings?” to “What can we offer to customers that they are willing to purchase and pay for?” (Heinonen & Strandvik, 2015, 476). To know what is happening on the ground in a person’s home or work life is difficult to access but it is fundamental to shift from ‘product-focussed’ to ‘customer-focussed’ to ‘customer-centred’. This shift can be reflected in the larger shift mentioned above- from GDL to SDL and then to CDL. Whereas customer-focussed means that the company asks for feedback about the services offered and responds in some way, be it better communications, expectation management, a new feature on a service or product, etc., customer-centric means going into the customer’s context and gathering insights from a wide range of things going on in a customer’s (or potential customer’s) life to see where they can add value to help support their goals.

CDL is to fit your company into the “customer’s context, activities, practices, and experiences” (Heinonen et al, 2010, 533). It is shifting of the focus of the relationship between a customer and a business. It is a strategic mind-set within the company rather than a specific set of actions in one area. It goes far beyond being responsive to customer feedback and requires a much deeper approach. “[I]nstead of focussing on what companies are doing to create services that customers will prefer, we suggest that the focus should be on what customers are doing with services and service to accomplish their own goals” (Ibid., 534). This allows for deeper, more relevant insights into the customer’s goals allowing businesses and organisations to co-create value with the user by focussing on what the customer wishes to accomplish by consuming the service (Grönroos, 2008, 303).

Going from SDL to CDL also requires an expansion of the concept of value-in-use. So whereas the SDL view is that “value emerges through the interactive process”, CDL looks beyond the interactive processes that can be observed and managed (Heinonen et al, 2010, 539). Heinonen et al gives three points where value-in-use deviate from the SDL concept. The first is one of visibility. CDL believes that most of the value for the customer will emerge “beyond the company’s visibility line” by emerging in customers’ practices and everyday processes. There is a longer perspective of time in CDL’s value-in-use as it is considered before, during, and after the value is experienced. This extension of time requires companies to “understand their customers’ value processes” (Ibid.).

The second point is of where value emerges. SDL extends the concept of ‘use’ in the term ‘value-in-use’ to go beyond just behavioural activity of using something by incorporating mental activity as well. Meaning that processes like memories that are created or reflected on are also part of the value of something. The third point of expansion is regarding the context of the customer. Citing social construction theory, Heinonen et al, stress that the context with which the customer is seeking your service or product, such as their social position, etc. is important because different people will have different views and create

value differently. They state that “[f]rom a customer’s perspective, earlier experiences are always present as an invisible context (to the company) and are continuously updated through new experiences” (Ibid., 540). Table 1 is a simple table version of the text explained above.

	Provider-dominant logic	CD logic
<i>Co-creation</i>		
Involvement	Customer involved in co-creation	Company involved in customer activities
Control	Company controls co-creation	Customer controls value creation
<i>Value-in-use</i>		
Visibility	Focus on visible interactions	Also considers invisible and mental actions
<i>Customer experience</i>		
Scope	Formed within the service	Emerges in customers’ life
Character	Extraordinary and special	Also mundane and everyday

Table 1 The provider-dominant vs the CD logic of service (Heinonen et al, 2010, 542)

So with this expanded version of value-in-use in mind, it is important to move on to look at what makes something valuable. In this next section this thesis looks more at what this value that has emerged looks like. These are the ‘flavours of value’ that Newbery and Farnham explore (2013).

3.1.2 Flavours of value

Newbery and Farnham dissect the concept of value into what they call ‘flavours of value’ (2013, 3). These were divided into tangible, intangible and aspirational (Figure 18).

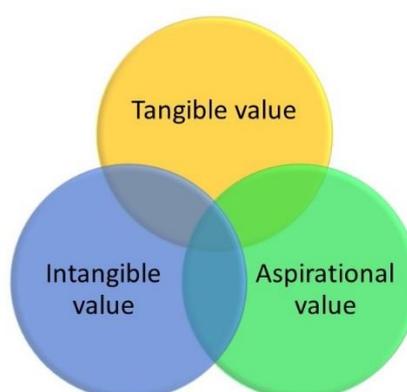


Figure 18 Visualisation of Newbery and Farnham's flavours of value (adapted from text Newbery & Farnham, 2013)

Tangible value is described as “it appeals to a broad number of people who have a similar need and would all agree on how it should be met”. Intangible value is “harder to demonstrate, and is best described through qualities. Whether or not a person agrees there is value in it tends to be more subjective.” While aspirational value is related to intangible but “rather than merely satisfying an internally defined need, aspirational value is often tied to

the status and desires of an individual person; things we want to believe about ourselves, or things we want others to believe about us” (Newbery & Farnham, 2013, 3).

Each of these provides something different for the user/customer and fulfils a different aspect of their ‘why’ in the purchase context. It is not to assume that all services or products have each of these elements or that each of these elements is (or should be) equally represented. It is to understand that these are the three that may be present in what the user is looking for and that they are not equal in their ability to be clear. As Newbery and Farnham say “the more intangible and aspirational value is involved, the more subjective this evaluation can be” (Ibid., 4).

Many public services are very tangible: bus services, child benefit payments, health services but when it comes to services for the unemployed, these move far more into the intangible and aspirational segment. Unfortunately, the tangible services that they offer CV clinics, entrepreneurial start up courses, etc. do not guarantee a desired outcome (although tangible in their offering, their direct connection to fulfil the need of getting a job is more intangible and aspirational).

When designing this service concept, it was important to provide all three of these elements. There was tangible value- spending two full days on exploring self and possibilities- this is something that people who applied had been willing to take a chance that this will be of value. There was intangible value- we were using a method that most had not heard of or tried before in this context- and it is up to the participant to determine if this was valuable. While also being of aspirational value - they could be being the first to try something new but also that the participants believe more of themselves and their own value than what the job market is reflecting back. To look more at the process and methods we used to create this service concept, we will delve into service design in the next section.

3.2 Service Design

Service design is a growing but still a lesser known entity than other design disciplines. A singular definition for service design is elusive. There are many variations and elements in defining service design. There are four pages of varying definitions from various perspectives in the book by Marc Stickdorn and Jakob Schneider (2011). In 1991 Gummesson defined it as “the concretization of the service concept in drawings, flowcharts”. Many others have also suggested definitions of what service design is but as the area is dynamic in itself, the definitions have proven fluid. Stickdorn and Schneider suggest that this is because service design is inherently inter-disciplinary that it cannot be defined as a discipline itself but that it requires a certain way of thinking (2011, 18). While also adding that it is an approach that combines different methods and tools from various disciplines (Stickdorn et al 2011; Kronqvist

& Korhonen, 2009). Somewhere in all these definitions lays the essence of what service design is- the process of *designing with* rather than *designing for*.

From my perspective the most helpful definition comes from Birgit Mager in 2009 (in Stickdorn et al, 2011, 30), she states that “service design aims to ensure service interfaces are useful, usable and desirable from the client’s point of view and effective, efficient and distinctive from the supplier’s point of view.” There is a recognised representation that there are two sides of the service present and that it is very important that these both be addressed. One cannot survive without the other and in that sense it is not all about the customer. There needs to be a real business case for the company in order for a service to exist.

One of the strengths of service design is that it is not relegated to the analogue or digital worlds. Service design does not limit itself and wants to know about and map all interactions from the front stage and backstage at each touchpoint. In this way service design, as a whole, is a holistic, multi-disciplinary and integrative field that helps to either innovate or improve services (Moritz, 2005, 7). Moritz later elaborates on this by discussing how an essential element of service design is the possibilities for continuous evolution (Ibid., 39). While Liedtka and Ogilvie show that without using design thinking (and therefore service design in the business context), there can be little growth (2013, 3) because it allows for transforming challenges into opportunities (Stickdorn et al, 2011, 5). While Polaine et al point out that service design is about designing services *with* people rather than *for* people (2013, 41) and extending the concept further so that it can (should) include people who work for the service, employees, and not just customers.

Another strength in service design is the task of representing both the front end of the service experience and the back end. This means that it is just as important to get the user-facing aspects of the service right as the invisible ones in the background (or the employee-facing aspects). Service blueprints, one of the most popular tools to make both these aspects of any service visible, are a way of “describing and outlining all of the elements contained within a service” and it allows “crucial areas to be identified” and reveals “areas of overlap or duplication” (Ibid., 205).

In trying to break down the fundamental elements of service design, Stickdorn and Schneider tell us that while it is a complex and iterative process, there are five underlying principles (Ibid., 34). Service design must be:

1. User-centred: experienced through the customer’s eyes
2. Co-creative: all stakeholders should be included in the design process

3. Sequencing: service should be visualised as a sequence of interrelated actions (over time)
4. Evidencing: intangible services should be visualised with physical artefacts
5. Holistic: the entire environment of a service should be considered (including physical space and senses)

In order to imagine a service or to improve a service there is a process that guide designers in divergent and convergent thinking. This process also has many manifestations in terms of labels but in essence they include iterative steps. The most well-known service design process is undoubtedly the double diamond. This process, created by the Design Council in the UK, involves four steps: Discover (representing research and exploration with the customer at the centre of the process); Define (filter, review selection and discarding of ideas); Develop (development of the one or more selected concepts is prototyped); and finally, Deliver (final concept is taken through final testing, produced and launched) (Design Council, 2015). It is most important to note that these steps, while written in a linear fashion often are not practiced in this way. There is a lot of iteration and starting over when concepts do not work out, are not fit for purpose, or simply are no longer reasonable solutions. There are many reasons why these things happen but it is important to be open to changes and to not fall in love with a solution, especially an early iteration of it.

As Stickdorn et al's underlying principles were set out for service design, it is very reasonable to think of them in terms of the actual designing of the experience. Because essentially that is what service design is; it is the designing of the experience of all actors in all interactions over time. Polaine et al explain this by saying that "the current and future experiences of people - customers, clients, users, patients, consumers - are the context in which service design works" (2011, 131). Ultimately, Sanders notes, human-centre design is about "acknowledging the role of emotions in human experiences" (Sanders, 2002). Services are experienced over time and only once the whole experience is understood (and mapped) can you zoom in on a specific interaction. Time is a factor that is much more present in service design compared to other types of design. The next section will go more deeply into what an experience and experience design is.

3.3 Experience design

"A fundamental aspect of experience design is realizing that experiences are tied to the passage of time: How we interpret what is happening at a particular time, what it means, how we feel about it, and what the meaning implies in regard to our future actions form our experiences." (Newbery & Farnham, 2013, 9)

Experience design is one of the cornerstones of this thesis. Everything around us has, at some point and to some extent (for good or bad) been designed for an action of some kind; at which time the action will trigger an experience. It is in the designing of these interactions that experience design exists whether that action is visiting a local park, competing in a talent competition, applying for university, or doing online banking. All of these require (although they may not have explicitly utilised) experience design. Stefano Marzano point out that while definitions and approaches differ, they all essentially focus on the quality of the user experience while simultaneously shifting focus from company-centric efficiency or functionality (2003, 46).

Unfortunately the term experience design has been somewhat appropriated or allocated to the specific jobs associated with user experience design which is intimately linked with technology. Experience design is much broader than user interfaces or other technologies. User experience design is not nearly broad enough to encompass the whole range of human interactions that constitute experiences and the contexts in which they take place in general. Therefore, I believe that there is a need for a more specific definition of experience design so, for the purpose of this thesis, I am defining experience design as:

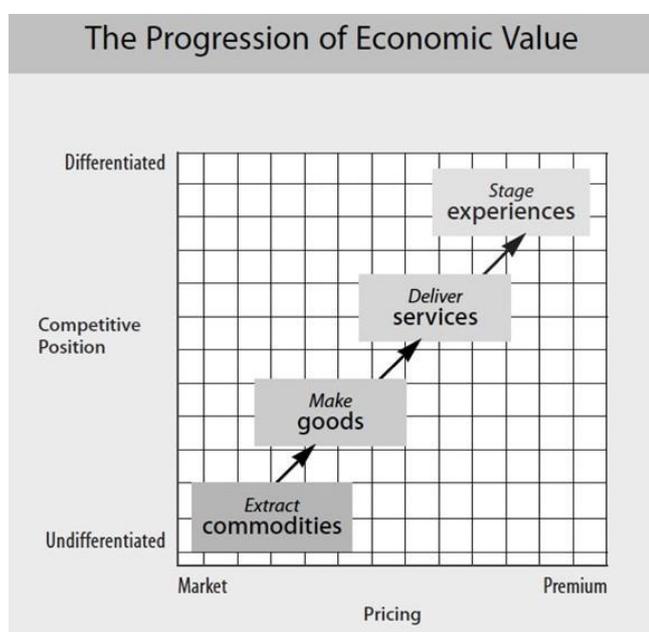
the design of a series of related events that have been deliberately planned and that are carried out over a specific, pre-determined amount of time

Tekes (the Finnish funding agency for technology and innovation) pinpointed experience design as one of 10 service business innovation global megatrends in 2010 by stating “that the overall experience is what ultimately delivers value, and can be a significant differentiator for both products and services” and that “by focusing on the overall experience, it becomes possible to create end-to-end or total solutions that provide greater value to customers” (Tekes Review, 2010, 14). Designing the experience right or the right experience is what drives businesses to new heights, grows profits, promotes loyalty, fuels organic word-of-mouth promotion, encourages return patronage, because it makes people’s lives easier and more enjoyable.

The economic imperative of experiences

Experiences are what drive purchases of products and services and, ultimately, also experiences. Sentient experiences are a fundamental part of being human and cannot be relegated to one small part of existence such as technology. During the experience it is the experiencer that determines how that experience is placed in their cumulative memory, evaluated and used again in the future. While it is up to the experiencer to determine its value.

As early as the mid to late 1990s Pine and Gilmore were talking about a shift from a service economy to an experience economy. “As goods and services become commoditized, the customer experiences that companies create will matter most” (1998). Over a decade later Pine and Gilmore (2011) explained that an experience economy is about competing for the same money with new experiences rather than regular services. They state that “goods and services are no longer enough to foster economic growth, create new jobs, and maintain economic prosperity” (2011, ix) . In reference to their theory, Pine and Gilmore state that “experiences are a fourth economic offering, as distinct from services as services are from goods” (Ibid., 3). Figure 19 explains this concept. You can also see that as the progression of economic value goes upwards to the next stage, that each stage is closer to the human experience.



- An **experience business** charges for the feeling customers get by engaging it
- A **service business** charges for the activities you perform.
- A **goods business** charges for distinctive, tangible things.
- A **commodity business** charges for undifferentiated products.

Figure 19 The Progression of Economic Value (Pine and Gilmore, 2011, 245)

To fully understand the difference between a service and an experience, Pine and Gilmore explain more specifically that they mean “when a person buys a service, he purchases a set of intangible activities carried out on his behalf. But when he buys an experience, he pays to spend time enjoying a series of memorable events...” (2011, 5).

What is an experience?

The late Bill Moggridge from IDEO may have said “You can’t experience the experience until you experience it” but this does not mean that an experience cannot be deliberately designed to guide towards a hoped-for experience. In 2016, at the Alibis for Interaction conference, Johanna Koljonen defined an experience as “something that happens that changes you”. She

insists that whatever experience you are designing, it “needs to be transformative, why else would you create an experience?”

Koljonen goes on to define experience design as “how to get people to do things without them getting confused, lost or uncomfortable” (2016). She urges listeners to not forget that “the participant is both the protagonist and the author of the story”. But continues by reminding the audience that “you can affect, steer, inspire through the design of the social and physical environment” (Ibid.). It is vital to design spaces for other people’s actions (sounds, smells, temperature, lighting, etc.) and that the social environment must lend ‘agency’ to the users. A sense of agency “refers to the feeling of control over actions and their consequences” (Moore, 2016, 1).

Elizabeth Sanders explains that “experiencing is a constructive activity” and this activity - using communication example - “is constructed of two equal parts: what the communicator provides and what the communicatee brings to the interaction.” She continues this thought by elaborating that “where the two parts overlap is where actual communication occurs.” She shows how the outcome of this actual communication is what is used to further the design of the communication in the next stage or future iterations. She posits that it is only when we have access to both “what is being communicated and what experiences are influencing the receipt of communication, then can we design for experiencing” (2002, 2).

On the surface it sounds like Koljonen and Sanders are saying different things but I believe that it is actually asserting the same idea. There needs to be interaction of the participant with the previously designed experience and it is in this moment of the overlapping of the designed experience and the participant’s interaction with the experience that will create knowledge for more experiences of a similar kind.

To further define what an experience is made from Koljonen sets out 4 characteristics of what is included in an experience (Figure 20).

The Four Characteristics of an Experience

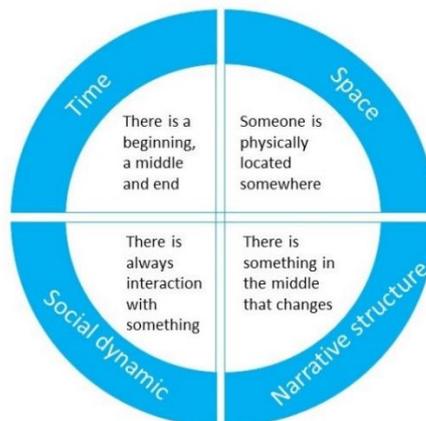


Figure 20 The Four Characteristics of an Experience (Koljonen, 2015)

Pine and Gilmore (2011) also created a concept which is based on their “four realms of experience”. This concept, visualised below in Figure 21, contains an axis based on level of participation and another on the level of connection. An interesting example shown by Pine and Gilmore regarding the level of connection shows how one event and one’s participation in it can differ. As depicted in Figure 21 you can see an example of the levels of connection during the Kentucky Derby added to Pine and Gilmore’s framework (indicated by the coloured circles). The Kentucky Derby is happening and it can be observed from home on TV (yellow circle- top), from the grandstand (orange circle- middle), and from the infield (red circle- bottom). All are seeing the same event but having different experiences.

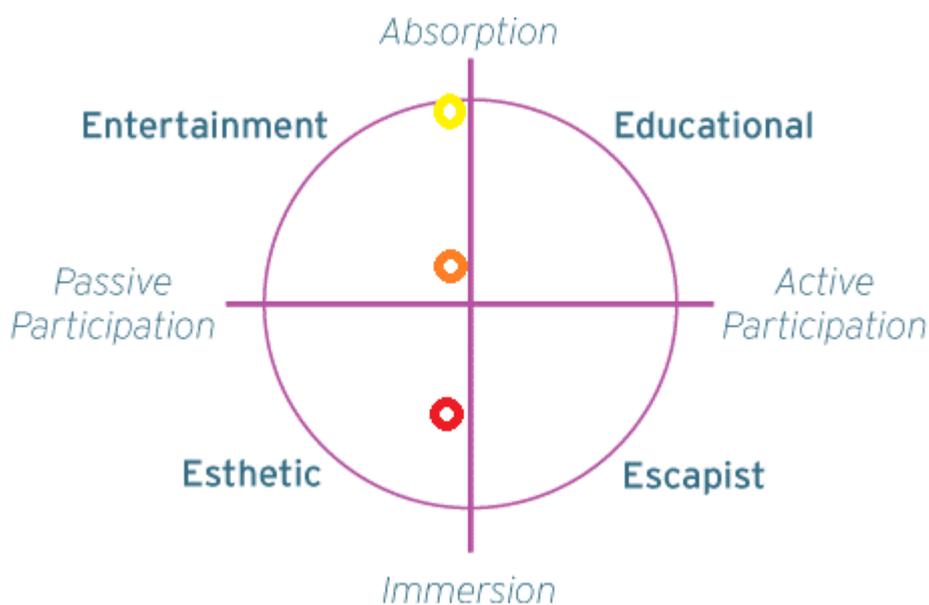


Figure 21 The four realms of experience (Pine and Gilmore, 1998, 2011)

As pointed out by Pine and Gilmore, there has been a mistaken assumption by many business people that in order to offer an experience they need only add entertainment to their offering or to wrap their product or service in entertainment (2011, 45). This is an incorrect assumption and as they show in Figure 21, there are a total of four realms of experience where additions can be made in order to create an experience. Entertainment is the kind of experience where one typically passively absorbs something: a movie in a theatre, listening to music or reading. Educational experiences are inherently more active than entertainment but has been made more passive by the “industrial approach” seen today. Escapist experiences involve a greater immersion than the previous two realms. While Esthetic experiences are immersed but they have no control or effect over it. In short, these realms can be summarised as “guests partaking of an educational experience may want to *learn*, of an escapist experience want to *go and do*, of an entertainment experience want to *enjoy*, those partaking of an Esthetic experience just want to *be*” (2011, 53).

In an addition to the 2011 edition of their book, the authors expanded their analysis of the areas of experience. These are from combining the four in various combinations. The new areas (and names) of these experiences are in Table 2 below.

Combination	Result	Aim
Education + Entertainment	Edutainment	Holding attention
Education + Escapist	Eduscapist	Changing context
Education + Esthetic	Edusthetic	Fostering appreciation
Escapist + Esthetic	Escathetic	Altering state
Entertainment + Esthetic	Entersthetic	Having presence
Escapist + Entertainment	Escatainment	Creating catharsis

Table 2 New realms of experience (Pine and Gilmore, 2011)

It is only after you know what kind of experience being created is known and accounted for, that the business side of the equation can be assessed. As Birgit Mager has pointed out in her definition of service design - both the customer and business sides must be planned and viable in order for a service experience to mean something. To this end, Newbery and Farnham said “experience design is based on the belief that business can be intentional and opportunistic (in a good way)” (2013, 77). Determining how we can take advantage of the new economy or the changes in work technology and availability, might be helped by using futures thinking.

3.4 Futures Thinking

Ojasalo, Koskelo, and Nousiainen discuss how both futures thinking and design thinking are highly compatible because they are “both about sensing and seizing” (2015, 198) as well as

the fact they are focussed on “figuring out and addressing changes and opportunities in customers’ expressed and latent needs, market trends, technologies, and other evolving issues in business ecosystems” (Ibid., 194). Futures thinking is the process of looking at alternate possibilities given differing variables in which “the future cannot be ‘predicted’ but alternative futures can be ‘forecasted’ and preferred futures ‘envisioned’ and ‘invented’—continuously” (Dator cited in Kuosa, 2011, 331).

These qualities make futures thinking a very relevant concept with which to use for the project conducted in this thesis. The educated unemployed are not looking for one job in one company, they are trying to see what possible ways they can utilise the advanced skills they have obtained over the years. This is not a linear path and is an unknown quantity. Therefore it is important for them to not only visualise the alternate possibilities that futures thinking on a theoretical level can help them, but also in an operational way by using the futures thinking tools and methods. With the way that technology is re-orienting our daily lives, being able to “orient people’s mental models to consider different possible futures in preparedness to various chains of actions” (Ojasalo et al, 2015, 199) while adding that “futures thinking also offers the possibility to actively shape the future”.

As mentioned previously, many of the currently unemployed people in Finland are facing a difficult time because the basis on which the economy has been built for as long as they have been in gainful employment is going through a dramatic shift. The jobs that they expect to get may not necessarily exist anymore. Which necessitates a more open mind in what work they do and a more flexible approach to looking to the future. For this, futures thinking holds many keys to success for them. But to get to this point, there are two things that are needed internally from a person: motivation and self-efficacy.

3.5 Motivation and self-efficacy

Fergus Bisset, (citing Reeve, 2005), defines motivation as the “energisation and direction of human behaviour” which means that it is fundamental to “understand, regulate and support human behaviour” (Bisset, 2011, 300). When people are overwhelmed by their environment, their motivation plummets and they “express negative emotions such as sadness, hopelessness, frustration, and stress” (Reeve, 2009, 14). Reeve also noted that those who are “surrounded by social contexts that support and nurture their needs and strivings show greater vitality, experience personal growth and thrive” (Ibid., 19).

Out of the eight themes of motivation that Reeve discusses, the most relevant to this project is “motives direct attention and prepare action”. This means that our motives will determine what we focus on and will prepare our bodies and minds to follow suit. So if we are depressed, we will do activities that tend not to be productive. This is because many things in

our environment demand attention: family, friends, jobs, advertisers, daily chores, news, our health, etc. and motives have a way of gaining or demanding our attention in favour of one target over another (Ibid., 14).

Motivation manifests itself in two ways: intrinsic motivation and extrinsic motivation. Intrinsic motivation is “the inherent propensity to engage one’s interests and to exercise one’s capacities” while extrinsic motivation “arises from environmental incentives and consequences” (Ibid., 111-113). How we are motivated as individuals is highly subjective and will be different depending on what the issue at hand is. This is the difference between playing the piano for the love of playing or feeling of accomplishment when a difficult section is mastered versus playing the piano because you parents take you out for ice cream after every lesson.

Self-efficacy is the self-belief in the ability to do something and accomplish it and it is the opposite of doubt (Ibid., 233). Self-efficacy is central to the belief that you can accomplish something. It is one of the main elements that determines whether you will try something again or if you will give up. The important thing about an individual’s level of self-efficacy is that it can be acquired or changed to shift to a higher level of belief (of course the opposite is also true) (Ibid., 241). In order to influence self-efficacy to attain a higher level, you need to adjust one of the four sources of self-efficacy seen in Table 3 below.

Four sources of self-efficacy	
Personal history	Your own history of trying to do that action in the past will influence your level of self-efficacy.
Vicarious experiences	Observing others doing that same or similar action (it will also matter how much you feel you are similar or different to the person you are observing).
Verbal persuasions	Pep talks can shift attention away from inefficacy to efficacy either from internally or from an external pep talk by a coach or teacher, etc.
Physiological states	Tension, pain, mental confusion, etc. all these things lead to a belief that it is beyond your capacity to complete the actions required- an absence of these heightens self-efficacy.

Table 3 Four sources of self-efficacy. Adapted from text from Reeve, 2009

In Chapter four we get an overview of the empirical part of this thesis project. This is where we use prototyping as an iteration tool and test our assumptions before creating a pilot.

4 Developing a service concept for an unemployment bridging service

While at a networking event in spring 2016, I began talking to the Design Director for Hellon (whom I had met previously) and we talked about something we were both interested in -

educated unemployment. We discussed how a human-centred approach might be helpful for the educated unemployed to navigate the current economic problems in Finland. So together we came up with a plan to try a workshop using design thinking and service design elements. By the end of May 2016 it was discussed to have this be a part of Helsinki Design Week 2016 which had the theme “Better”. We envisioned that unemployment services (specifically for the highly educated) could be done better.

4.1 The design challenge

First and foremost, the design challenge was to design the process with empathy at the centre with those that are struggling with where to go/what to do next in their career and to allow them to explore their options in a new way. We started out to test several assumptions:

Using a HCD approach we can

- Inspire people to consider using their skills and dreams to increase their confidence in creating businesses
- Bring people of different educational/work backgrounds together to enable them to create business ideas
- Look at their skills in conjunction with the context around them to determine future possibilities
- Use visioning to reveal hidden dreams/skills that can be utilised for future work contexts

4.2 The design process

Once the official cooperation started between myself and Hellon, we set about to create an innovative approach to a workshop that would take the participants on a journey that would expand not only their knowledge of themselves, but of what other possibilities there might be. In order to do this, we used another double diamond design process to achieve our desired outcome.

This created a double diamond inside a double diamond. As facilitators and designers of the workshop, we used the ‘diverge and converge’ methodology that is fundamental to the design thinking process. The double diamond process, therefore, was used to create the workshop and the overall experience and to provide a structure for the participants.

This thesis and design process only represents the first three iterations of this service concept starting from the very granular level of the idea. Initially, we held both initial iterations in August 2016. These are presented in section 4.3.1 below. The following part of this chapter

will go into more details about the whole process and how the pilot (third iteration) of the design process was completed.

4.2.1 Visualisation of the design process

Below in Figure 22, the overall process of the workshop development is illustrated. You will notice that there is another double diamond inside this overall process. That double diamond inset represents the process that took place for the actual workshop itself- the process that the participants experienced.

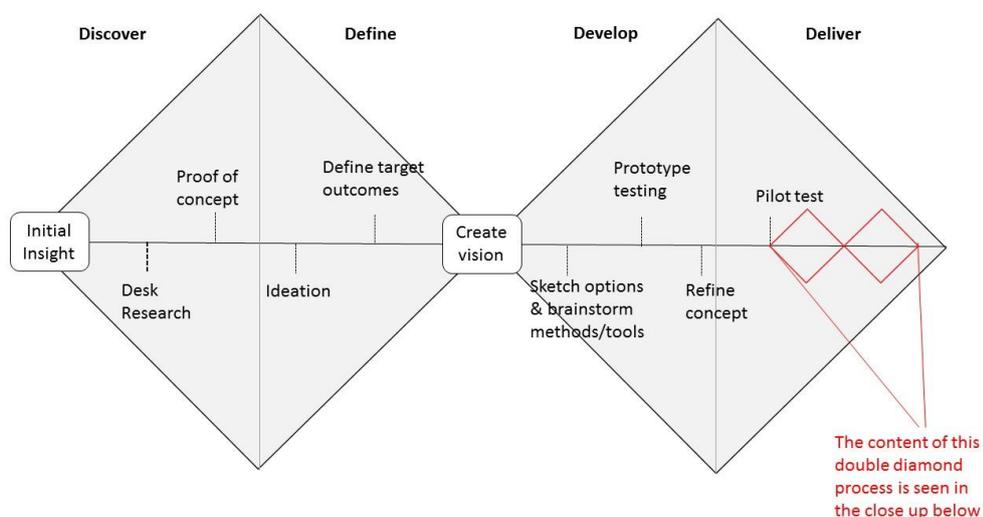


Figure 22 The double diamond design process of the Design Your Dream job concept

Viewing Figure 23 it can be seen that another double diamond process for the actual workshop.

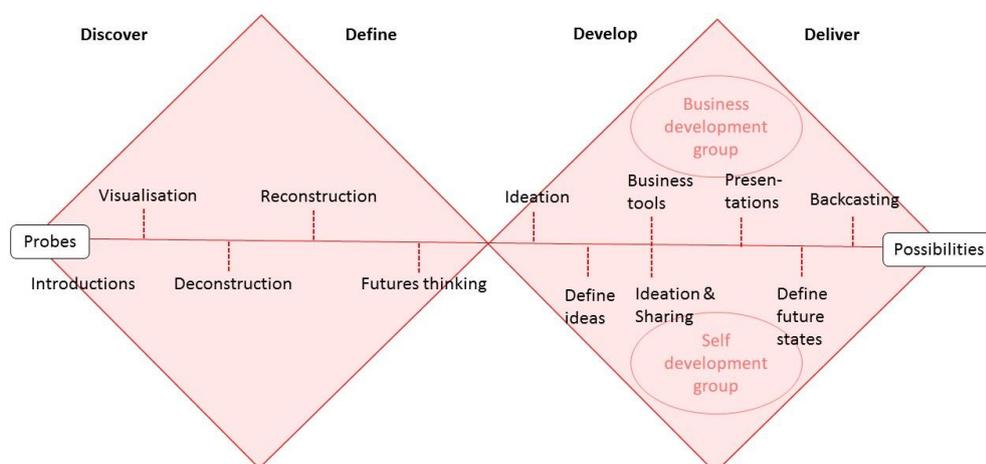


Figure 23 The double diamond design process of the workshop for the Design Your Dream Job concept

4.3 Methods and tools in the planning process

4.3.1 Prototyping as a method

‘Doing not thinking’ is a great axiom in service design. As in the Lean Method, the idea is to get out of the ‘boardroom’ and ask questions and test assumptions and/or ideas (Blank, 2013). For the purpose of this process we called what we did prototypes. This is the language in which we worked. But this is not entirely correct. If you look at the literature on the ‘doing’ process, a lot of it comes from the technical fields where process protocols are strong. This process, from what was researched goes like this: Proof of Concept (PoC), Prototype, Pilot then eventually to Production.

When using these definitions strictly, our first iteration was a proof of concept, then we conducted a prototype and then finally a pilot. Table 4 lays out the differences between these three concepts which I have compiled from many different sources. Having read many different sources about this topic as it seems to be one that many people from many different industries are confused about (Holmlid, 2007). The problem being that people confuse or use these terms interchangeably. I have compiled this table to create an agreed definition.

Proof of Concept	Prototype	Pilot
Small sample of the concept	One-off simulation of part of the concept	Continuous- full test use
Very low fidelity	Low fidelity	Medium to high fidelity
Certain aspects- non-functional	Experimental- with shortcuts and such to minimise time spent	Functionally complete
	For demonstration purposes	Limited to a small number of users
Beginning of development cycle	Early in development cycle	
To see if there is any merit to the idea at all	To see if people will like the service	To get real user feedback
	Good for solving ambiguity	Used to prepare to scale up production

Table 4 Proof of concept vs prototype vs pilot- compilation of various sources

Our September workshop was always intended to be a pilot. As Kumar explains, piloting a concept “is a method for testing innovation solutions by placing them in contexts where they function as real offerings” and in addition to this requirement, it should be noted that due to

this perception of it being a ‘real offering’, it also “requires tactical planning no different than the launch of an actual offering” and that there may be a difference in scale. But everything considered, it should be perceived as a real offering (Kumar, 2013, 305).

But before the full pilot workshop in September, there were two initial iterations in August. The first session, the proof of concept, took place on August 2, 2016 with a group of about 20 university students that visited the Hellon office. Usually with these types of visits to the office the students are given a task to complete and it was thought that this was the perfect opportunity to do a very rough, proof of concept session, what Marc Stickdorn would call a ‘shitty first draft’ (2015). It lasted just under two hours and we had the students, without any templates prepared or any preconceived ideas, think about how they wanted their future work to feel and fit into their life.

This initial session was a success in that we were able to quickly see a few areas of friction and opacity and seek improvement. This was an ad hoc proof of concept session, it gave us enough feedback to create a better prototype of the workshop we wanted to create. Two weeks later we held an in-house session on August 19th with 6 Hellon staff members and used 3 hours to run through about half of the tools. This was a low-fidelity, experimental process which we were using for determining the feasibility of the format and the tools chosen at this point.

The tools we chose to be tested were ones that either the facilitators had limited experience with or it was uncertain about how the tool would practically fit into the overall flow of the workshop. We asked ourselves (and the participants of the prototype) questions like ‘is this understandable?’, ‘do we need to explain the instructions differently?’, ‘do you understand the purpose of what we are trying to achieve?’. Their answers to these questions went a long way to determining how we spoke about each tool and introduced it to the group. It also went some way to determining whether we used or changed a tool. With the tools that were well established, we were able to save time and not test them.

There was a benefit in holding this prototyping session with people very familiar with service design, they were able to give us very useable feedback with specific detail. While the participants in this prototyping session were familiar with many of the tools, they were not familiar with all of them and they were not familiar with the context in which they were being used. These tools, which are usually deployed to understand others were being used in a new perspective, to understand themselves.

The real pilot workshop, the one with the real participants, was scheduled for September 9 and 10th as part of Helsinki Design Week’s official programme. The two previous PoC and

prototyping iterations that we had completed prior to the workshop helped tremendously in ironing out the areas that were awkward or ill-fitting. It also helped us to refine how we introduced new topics, created discussion around them, and what personal experiences we had that would benefit the participants.

4.3.2 Brainstorming the concept

Brainstorming was done in two main sessions with two different people. The first session took place with a Senior Service Designer and myself. In this session we went through the various aspects of what we were trying to do and came up with a very solid, practical plan. In the second session, this time with a Design Director, this practical approach was turned on its head in order to add more value to the workshop by aiming at tapping into tacit knowledge and going deeper into the process from the very beginning. It was very useful to go through both of these processes to see the different approaches that can be taken to try to obtain similar end results. The two photos below show how different the processes looked. Figure 24 illustrates how the first session was quite rigid and linear while the second one is much more free-flowing and inspirational. During this process the participant was kept at the very centre of what was to be accomplished.

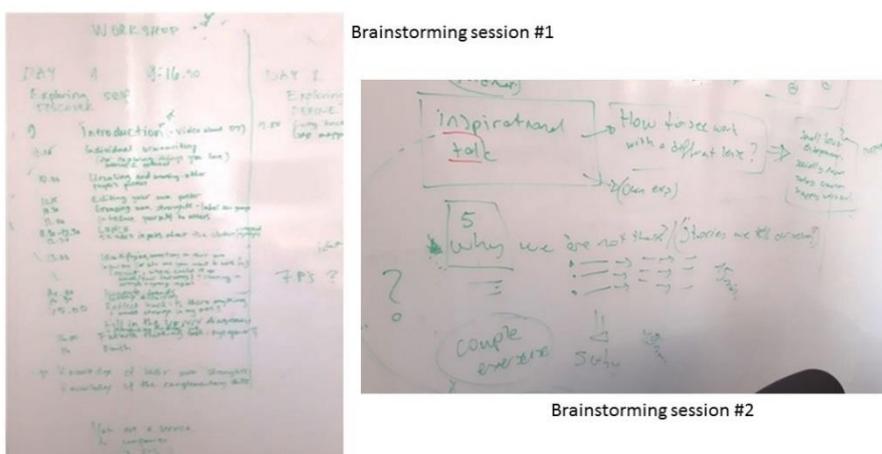


Figure 24 The two different brainstorming sessions has two different styled outcomes

4.4 Participants

Finding participants

This workshop was specifically marketed as an event for people who were unemployed. The workshop was free for participants and organised as part of the official Helsinki Design Week 2016 on September 9th and 10th. For promoting this event, we were able to use the Helsinki Design Week's (Appendix 6) online and printed programme, as well as our own channels (Facebook, LinkedIn, and word-of-mouth), for communicating the availability of this

workshop. We limited our reach for participants by using only unpaid channels. The application period lasted only 10 days between August 11 and August 21.

Participant requirements

The original plan was to limit the participants to unemployed individuals over the age of 35 with at least 5 years' work experience and a master's degree. But an internal discussion determined that because of the short application time (only 10 days to fill up to 25 places), it might be best to lower the age limit to 30 and to reduce the education requirement to a bachelor's degree. Google Forms was chosen as the easiest (fastest, cheapest, and most simple) way to collect applications.

As stated earlier, interest in this event was high. We had a total of 67 completed applications arrive prior to the deadline and an additional 4 applications after the deadline but before the Google form could be closed with an additional 4 requests on the Hellon Facebook event.

Participant backgrounds

To better present some of the experiences and insights of the participants, the post-workshop interviews I conducted are partially presented here. These one-on-one interviews (conducted one month after the workshop), although chronologically not fitting, offer insights into the context of their unemployment. Since I had already received a fair amount of feedback from all of these participants, I mainly concentrated on their unemployment experience as a whole. This is reflected in the interview guide (Appendix 4) and the interview summaries (Appendix 5). The feedback regarding the workshop from these interviews will be presented later in this chapter.

I recorded these interviews on my phone and it is unfortunate that in the time between recording and listening to the playback one of the files got corrupted and is not possible to play it back. So for the purpose of this thesis, I have a summary of only three interviews.

I conducted the interviews alone therefore I did not take notes taken during the interview so as not to interfere with the flow as it was only me. I gave the interviewees the choice of where they would like to be interviewed either at their home, the Hellon office or in a third location of their choice to optimise their comfort (as suggested by Portigal, 2013). Three of the four were conducted at the Hellon office where the workshop was held and one of the interviews was held in the person's home. During the interviews I used a one-on-one, semi-structured approach based on the definition given in Curedale where a structured interview is where the "researcher prepares a list of questions, script or interview guide that they follow during the interview" (2013, 188). For this interview I had created an interview guide (Appendix 4) but with the knowledge that I may be taken off script if needed. Using the

guidelines of Portugal (2013), I was mindful of my physical presence, allowing for silence to allow the interviewee to continue speaking after a short silence, staying engaged and responding when appropriate even with an agreeable nod or noise, etc. Due to doing the interviews after the workshop, I didn't need to spend time building rapport as Portugal recommends.

Insight mapping

The gathering of insights from these interviews was a two-step process. First, I used a manual method that entailed listening to the playback and noting the key words of what was said. Next I took those words from each of the interviews, clustered them into themes and created an affinity diagram (Kumar, 2013, 140-141; Polaine et al., 2013). Clustering is the method of insight sorting used to group similar ideas or concepts together that are not pre-defined but result in useful patterns (Kumar, 2013, 140). According to Kumar, the benefits of clustering are four-fold: they reveal patterns, reveal relationships, structures existing knowledge, and facilitates discussion (Ibid., 141). These clusters then allowed me to analyse the content of each cluster as a whole and to create an affinity diagram.

To easily understand the contents of each of these interviews, I have created an affinity diagram for each one. What I found was that each of these interviewees had very similar clusters but the overall theme was different. There is vital information for future iterations in these diagrams because they describe their situation before the workshop. It helps to pinpoint the real issues that they are facing and the real feelings that they are experiencing. Both of these are part of using customer-dominant logic as well as a human-centred design approach.

In Figure 25 the results of Participant 1 is interviews shows that she is very focussed on her *loss of purpose*. She felt that she was not contributing to society and that she was not a full participant. She said she felt "superfluous" and had no purpose. She also felt that the only way to get a good job, one that was purposeful and interesting to her, was through personal contacts and this had her a little disillusioned. She feels that the TE-palvelut have disrespected her and show no empathy for people like her.

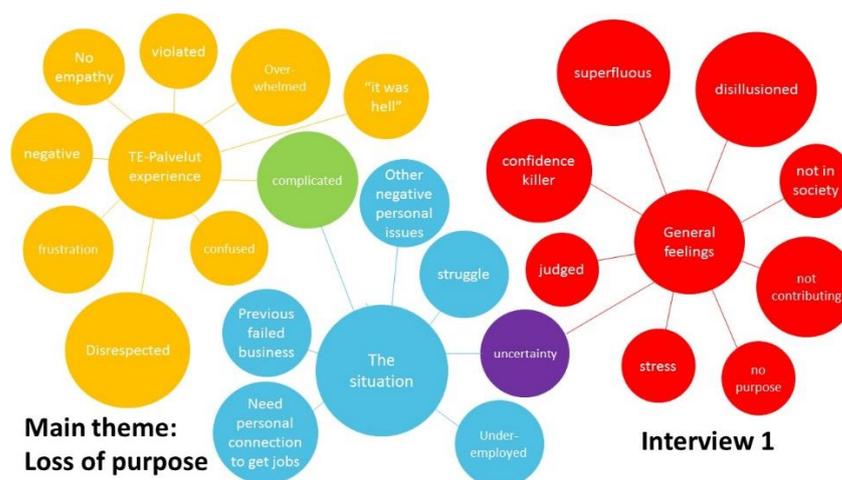


Figure 25 Participant 1

In Figure 26 Participant 2 was very focussed on her *loss of community*. Being a social person, her lack of contact with people daily has been hard and it is hard to create a schedule. She feels very strongly that networks are vital to getting a new job but having worked only for small companies, her network is also very small. This may also be reflected in her sense of loss. She feels like TE-Palvelut has left her on her own and their services are not innovative enough to help in this economy.

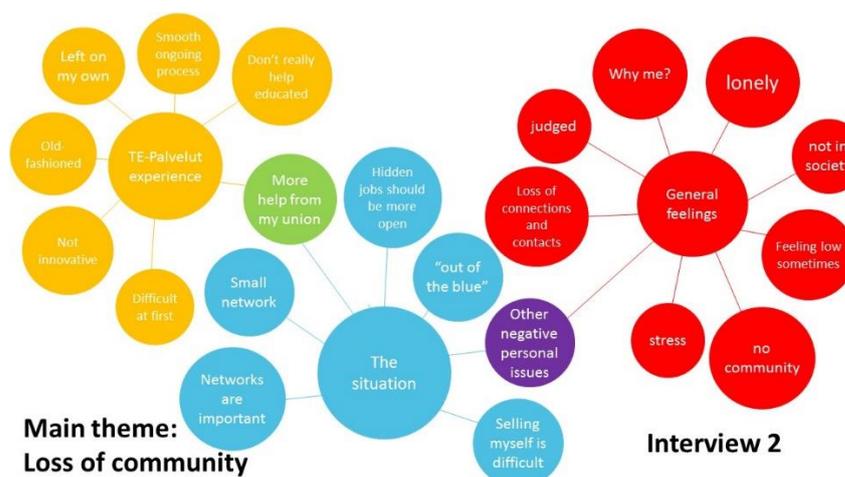


Figure 26 Participant 2

In Figure 27 Participant 3 is much more focussed on *finances* than the other two (although it did come up a few times with Participant 1). She is also trying to survive in this ‘new economy’ by creating a patchwork of jobs. She has been disappointed that further education later in life has not helped her find the kind job that she wishes for but at this point, needs to pay bills and other responsibilities. Having suffered from recurring unemployment and underemployment for many years, the financial strain is very clear. She finds that the TE-

palvelut has no services for her as she navigates this ‘new economy’ and have been unable to advise her on matters that are even a little out of the ordinary from their traditional system.

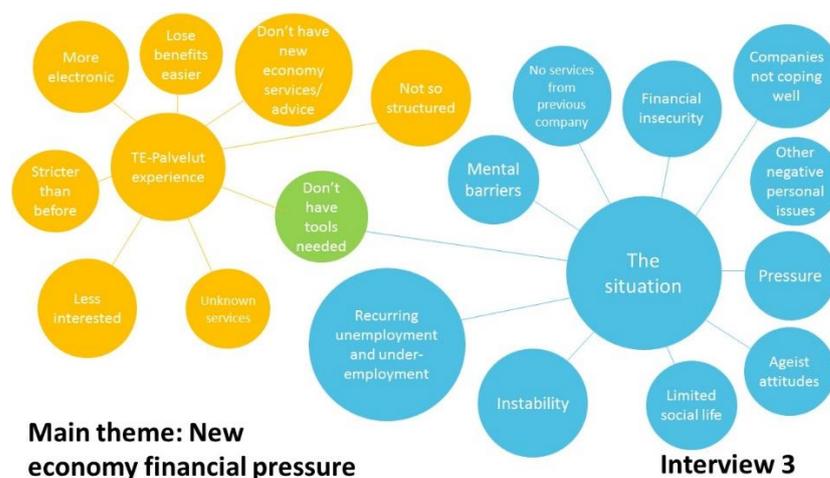


Figure 27 Participant 3

These three examples are just as interesting for their commonalities as their differences. As these examples show, they all expressed that the current services offered to them are either unknown or they feel they are unsuitable. They all mention that the services are “old-fashioned”, “not innovative”, or “don’t have the tools needed” for ‘their kind’ of unemployment. As suggested in Chapter 2, these participants are suffering from losses as written about by Paul et al (2009) (social contact, time structure, collective purpose, status, and activity) and Blustein (2006) (a loss of power, social connection, and self-determination). These losses are manifest in all three of these participant’s experiences and stories to certain and differing degrees.

Participant demographics

Figure 28 below gives a full overview of the people who participated in this workshop.

Workshop Participants

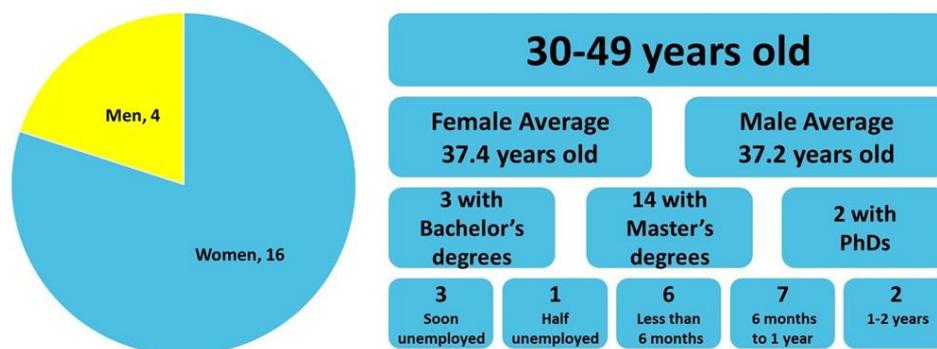


Figure 28 Basic participant demographic information

4.5 The Workshop- Tools and Methods

This section looks at which tools and methods were central to the workshop. It was vital to take them the participants on a journey where they had exposure to all of them. This is because these tools and methods are meant to be used even after the workshop. The purpose of the tools was to expand their own personal toolbox to include design thinking tools and methods to allow them to think more openly and broadly about personal issues that may come up.

The intent from the beginning was to make the workshop as inspiring and useful as we could for the participants. With the knowledge that unemployed people have access to various basic courses and training through TE-palvelut, the hope was that this workshop should feel different and that each individual participant would be able to delve into the tools and methods with open and curious minds. Figure 29 is the process used during the workshop and this is what we will look at next.

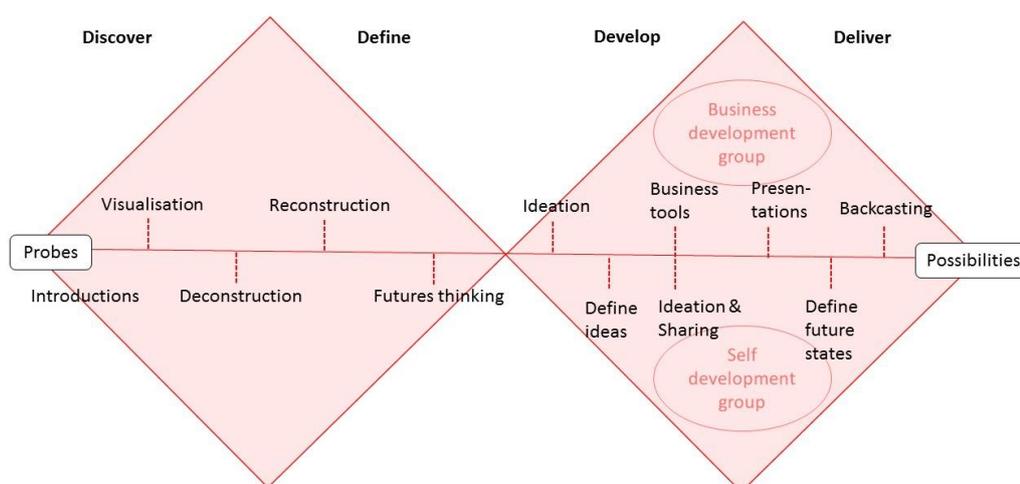


Figure 29 The Design Your Dream Job workshop process

4.5.1 Visualisation as a tool

Service design has adopted (and adapted) many tools and methods from other industries and fields. Liedtka and Ogilvie discuss what they call a very special design tool- “visualisation” (2011, 22). They refer to visualisation as a ‘meta tool’ which is so fundamental to design that it shows up at virtually every stage of the process. Liedtka and Ogilvie point out that visualisation, when shared with other people will convey a truer meaning because it is coupled with a narrative - a story - that needs to be explained. So instead of assuming that others will understand and interpret your message as intended, it allows the author to define what they mean rather than the vision being lost in interpretations (2012, 49). Using

visualisation in this context not only allowed the drawings to be used as probes as stated above, but by having those initial probes be visual in nature, we allowed the participants to build their own narrative as to the meaning of their visual representations.

4.5.2 Personal Exploration

Probes

The first tools we used in the workshop were design probes. Mattelmäki describes a design probe as “an approach of user-centred design for understanding human phenomena and exploring design opportunities” (2006, 39). For an activity to be considered a probe, Mattelmäki says that there must be 3 characteristics met:

- “1. probes are based on user participation by means of self-documentation*
- 2. probes look at the user’s personal context and perceptions*
- 3. probes have an exploratory character” (2006, 40)*

Traditionally this allocates specific roles to the user and to the designer where the user is the author and the designer is the interpreter and user of the data. In this workshop we wanted to turn the tables on a typical design probe so that the designers were merely facilitators of the design probes and the participants were both the participants, the interpreters of the probes, as well as being the sole beneficiaries. The information in the probe was their own. This is very different than most probes which are usually collected to be interpreted and used by other for the benefit of other (but including the author).

The first two tools were for the purpose of the initial divergence of the double diamond process we were using. The aim was to make the participants create a connection between their mind (memory or memory of feeling) and their hand. The purpose was tap into tacit knowledge, “information that has been obtained through experience, and which is often impossible to describe in words”, because it is very difficult to make tacit knowledge visible (Luojus, 2010, 78). It was much more important to allow the participants to go deeper than normal and allow them to tap into feelings, memories and/or situations that had nothing to do with their job or work or the typical things they would consider their skills (or list on a resume). It was more useful to add value by discovering things that weren’t as easily accessible.

Many people make choices and decisions without really knowing why. So with this in mind the next exercise was the 5 whys exercise (Gray et al, 2010, 141). It is a verbal exercise with a partner. The participants were free to delve into whatever issue they wanted - positive or negative. But the important part was to get to the bottom of the thought and to practice using this technique. The last internally directed tool at this point was called “Your

superpower”. This, as explained to the group, is the thing that you do well or without much thought that people compliment you on. A introspective exercise that asks them to identify a skill or talented they have that they don’t necessarily identify as anything special but others seem to think that it is. Each of the facilitators gave their example to help the group start their thought process. These were included in their presentation.

The next step was a convergent on culminating in a presentation. The purpose this was to collect, organise, and interpret insights from the previous probe. This was a way to focus and reflect on what had been expressed. As Mattelmäki states “Design probes emphasize the user’s personal perceptions, needs, feelings, values and attitudes, and their everyday life context including social, aesthetic and cultural environment” (2006, 40). All of these things make up who we are, what we value and how we experience something and how/what we want to express ourselves. The presentations allowed the participants to make a connection with those around them. They spoke about discoveries and some surprises while some already noted that they could now see how their previous work did not connect with their values, etc. These were tools of discovery for the participants that they had never tried before.

4.5.3 Venture-creation focussed tools

The tools in this section were used to facilitate the idea of exploring and creating business ideas and combining the skills identified earlier with other participants. The tasks were not aimed at creating a real business idea that they would be able to leave the building after the next day with. This process was about seeing if, through these tools and methods that are familiar to those who use design thinking regularly, they could build confidence in their creative ability to create something with the new discoveries made earlier.

Prior to the event, through the data in the applications, we analysed the industries, interests, and weaknesses of the participants. Using various future trends reports (Fjord Trends 2016, 2016; Design and Innovation Trends 2015; The Futures Centre, 2016), we narrowed it down to those that we felt were the most relevant for this group. From this information we created trend cards. The cards represented the trends of things happening now and a projection of how they could go in the future. We used prompting questions to jumpstart people’s creative mind. After discussing these trend cards as a whole group, they used them to discuss what was interesting about them for them as individuals in smaller groups. Groups formed around vague business ideas and another divergent ideation process began. To help them with the process, they were also introduced to the Prioritisation Matrix to assess their ideas. The axes were purposefully left empty in order for them to determine what measurements were important to their group and was the first step in their next convergence process.

Once each group had a few clear ideas to work with, the participants were introduced to an assessment tool. This tool, was the next form of convergence to reduce it down to one idea. This allowed every member of the group to think critically think about each idea and not only find problems but also solutions. They can then look objectively at all the critiqued ideas and determine which one is the most viable.

Again the participants were expected to give a presentation, this time as a group, to explain their idea. In order to facilitate this quick understanding and shared vision, the groups were asked to draw a picture that represented their idea. Their presentations were expected to address both the problem and the solution. This way they could make sure that there was a real problem that they were solving.

The Future Self exercise was an individual exercise which was used to partly refresh the memory about what they had discovered about themselves on the previous day but it was also a way of setting boundaries. They were provided prompts to assist them in thinking about the areas in their work and life where they could define what they were looking for such as size of organisation, power level, money, time, values, etc.

In order to bring a business mind-set to the process and get the participants to look at their business in a holistic manner, we introduced them to the Business Model Canvas. This caused quite a bit of confusion and it was at this point that some of the participants reported that these exercises became less valuable. This information was captured through the instant feedback mechanism VibeMetrics. Because of this feedback, it was decided at this point to split the group into two: those who wanted to continue to work on their business ideas and use the business tools further and those who just were not interested in the venture formation tools. It was a good solution that respected the wishes of the participants.

The business design group moved onto a tool called “Assumption Busting” which was adapted from the card deck *75 tools for creative thinking* (Cordoba Rubino & Hazenberg, 2012). This tool required that the participants think about what assumptions they were basing their business ideas on and had to create a way for those to be tested. It was a tool for promoting proactive behaviours and admitting biases and assumptions - a vital skill for entrepreneurs.

We ended the second day with a tool for backcasting. Curedale defined backcasting as “a method for planning the actions necessary to reach desired future goals” where “participants first identify their goals and then work backwards to identify the necessary actions to reach those goals” (2013, 268). We used this tool at the very end of the second day in order to wrap up the process of exploration. The participants had explored themselves, who they were, what they wanted and what skills they possessed to get it. This tool gave them a road map to

travel backwards in time from 2020 to the present day to figure out a way to get from here to there.

Co-creating value using instant feedback

As a company, Hellon could not give anything of real value for these participants in terms of a lecture. The idea of service design is that you are designing *with*, not *for*, the client. Therefore, this workshop format was chosen to create real value with the participants. In terms of outcomes for the participants, there would be no results if they were not willing to co-create with us.

One of the important tools that was used during the entire workshop was the instant feedback tool called VibeMetrics (Figures 30 and 31). This tool was originally designed for a company's employees but it works really well in this extended workshop format as a micro co-creation tool. By providing feedback at regular intervals (we reminded participants to provide feedback during every coffee break and lunch throughout the day and the comments were anonymous) we were able to gauge the feeling of the group. All the facilitators had access to instant feedback (and the participants could also read it) and we were able to discuss and adjust our presentation/methods as needed as the workshop progressed.

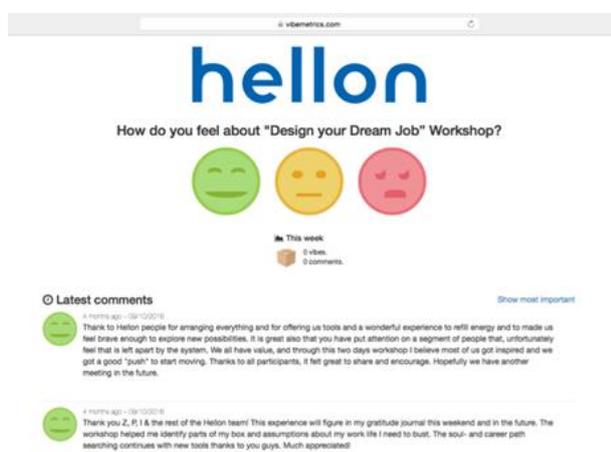


Figure 30 The user view of VibeMetrics

This tool was paramount to recognising, reacting, and adjusting our style between day one and day two. It was while reviewing the feedback in this tool that we noticed that not everyone was satisfied to continue exploring the business building tools. We revised our plan to address their specific concerns. We used the second morning to better describe what the purpose of the tools were. This clarification was well received by those providing feedback to us through VibeMetrics. During day two we received comments like "Thank you for being so open to listen the feedback and adapt the event". Using this tool allowed us to include the participants in the design of this course and we were able to reassess and respond and pivot

before people became disengaged or felt like they could get no value from the workshop. This was a vital tool for us to facilitate such a well-received workshop.

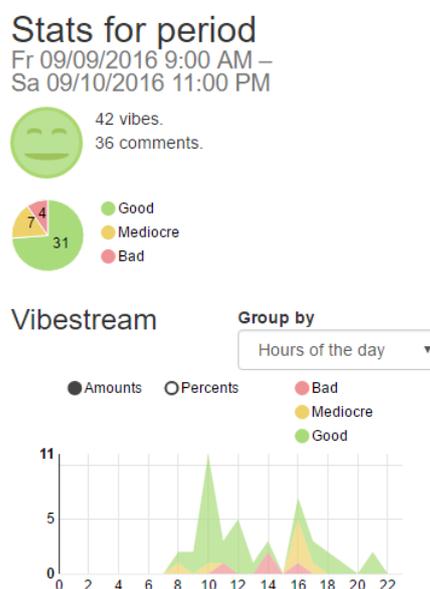


Figure 31 The facilitators view of the VibeMetrics dashboard

In Figure 31 above, we can see the instant feedback and how it flowed during the whole two day event. Of course, not everyone used the service when the opportunity arose (during the breaks and at the end of the day) but it was really helpful for us, the facilitators, to see the spike of red in the middle as it happened nearing the end of day 1. As mentioned above, seeing this spike of red, allowed us to respond and recover. In this workshop we were asking the participants to give up a lot of their time, so it was vitally important to us that they could co-create real value with us.

Connection

It was clear at the end of the two days that some of the participants had bonded in some way. Many requested during the afternoon of the final day that a Facebook group be set up in order to keep in touch. It a closed group so that they can discuss things privately if they wish. The participants can stay in the group or opt-out at any time. This group, 5 months post-workshop, still has 13 members. They are able to contact the group to seek advice, support, or just arrange a coffee meet-up.

4.6 Post-Workshop review

In this section this thesis will review the workshop from two perspectives: my perspective as the facilitator and the perspective of the participants. The facilitator's perspective is written with the post-workshop conversations that we had within Hellon and my own personal reflections. This section will first consider concepts that have been discussed earlier in this

thesis which are within the control of the organiser such as the physical environment, the administration, and the social atmosphere. As discussed in Chapter 3, these are important elements in creating a whole experience for both the facilitators to do their best work but also to begin to craft an environment that is comfortable for participants to gather, connect, learn and share. Pine and Gilmore refer to this as the ‘staging’ of an experience and they strongly note that staging an experience is not about entertaining customers but about *engaging* them (2011, 45). It was vital to this service concept that these people are engaged with this process.

For the participants’ feedback section, it will include the feedback we received after the event was finished, the first week post-workshop follow up feedback, the 4 week follow up feedback and insight and reflections from the in-depth face-to-face participant interviews that were conducted one month after the event.

4.6.1 Post-workshop review: facilitators’ perspective

This section we is an overall review from the facilitators’ perspective, the one week post-workshop participant and again at the four week mark. Human-centred design and service design are fundamentally reliant on feedback. It is only feedback that can fuel the iteration process and lead to a successful service concept. While the double diamond process appears to be quite linear, it involves iterations that can require returning to previous work to revise because of the feedback received. As mentioned above, parts of the workshop had already been subjected to feedback processes that helped to create the pilot. This is all part of a typical service design process (Stickdorn & Schneider, 2012).

As this thesis project was about creating a service concept that was a workshop (and the workshop was not a means to another end), there will be an in-depth review of all the elements regarding the workshop. This thesis places a high value on experience design and it is important that this review takes account of the various elements of an experience.

Environmental elements

The overall experience of the workshop from a facilitator’s point of view was positive. There were no disruptions or distractions (no accidents outside the building, people entering the space accidentally, etc.). The Hellon workshop facility was suitable in size and layout for our needs. The workshop kept to time well and we did not have to ask for anyone to stay longer than was agreed to via the schedule. There were enough supplies for everyone and the pens, papers and templates that we provided were well-suited to their purpose. The audio-visual equipment worked well and the lighting was changeable for the different tools and needs. There were large windows to take in as much light as possible; this workshop was in the early

autumn in Helsinki and the days at this point are getting. In addition, the food that we ordered arrived on time and there was enough for everyone.

The one issue that came up as slightly problematic environmental issue was the seating. The seats were quite hard to be there for so many hours. While there was other seating available, it was not best placed to feel part of the group.

Social elements

We had people from all different kinds of fields which is what we aimed for. Inspired by books like *Not Invested Here: cross-industry innovation* (Vullings & Heleven, 2015) and *Solving Problems with Design Thinking* (Liedtka et al, 2013) and our own experience, we understood that new innovative ideas and concepts are created, not by the same type of thinking, but from new ideas from outside our everyday experiences. Silos are not only a reflection of more abstract organisational charts or management. Those company silos are staffed by people who are also siloed from each other which means that people can also become insular in how they think about their work and what they can do. We had specifically invited people from a cross-section of industries to bring new ideas together. This really seemed to work well.

One issue was the lack of men. We don't know why this happened. Reviewing the feedback from the two male participants who responded, their feedback was very positive and they both really appreciated the business tools that were provided. Possibly because they had already indicated beforehand that they were already thinking about becoming entrepreneurs.

The group during the active portions of the workshop worked out well. Everyone had the space and time to talk in pairs, in small groups, and to address the whole group when necessary. People had the space to choose or not with the group. There was a feeling of community expressed by the end of day 2 and a Facebook Alumni group was formed soon after the end of the event.

The breaks were also designed to either encourage or discourage social interaction. This was specifically done because we wanted the participants to be able to incorporate a time of reflection. This took place during the lunch break of the first day only. This worked out well for most people and we did get some positive feedback through VibeMetrics about this. I would use this tool again.

Safe space

Much like a classroom, participants in a workshop are expecting some kind of learning outcome. They pay, if not with money, then with time and engagement, therefore, there is an expectation of value. Often this value comes from learning something new. To accomplish this there must be a safe space where they allow themselves to be vulnerable. But in order to

be vulnerable, there has to be an expectation of emotional safety which is necessary whenever the topic of discussion is personal (Holley & Steiner, 2005).

Often in a service design workshop it is normal to set this expectation of a ‘safe space’ at the beginning of the process by discussing what the ‘rules of engagement’ are so that everyone knows what is expected regarding behaviour. It is also important to note that a “safe space does not necessarily refer to an environment without discomfort, struggle, or pain” (Ibid., 50) but it does need to be “an environment in which everyone feels comfortable expressing themselves and participating fully, without fear of attack, ridicule, or denial of experience” (Arao & Clemens, 2013, 138). It is also striking that in the study conducted by Holley and Steiner, the majority of participants “reported that being in a safe classroom changed both what and how much they learned”. So for better learning outcomes, part of creating a good experience requires the environment to be as safe as possible for anyone who wants to open up and share.

I believe that we did this fairly well in the workshop. In setting up the safe space, we started with the ‘what we expect from you’ which was about having an open mind, being positive, being engaged, being present and not having electronic devices out. We also set out what the participants could expect from the process early on at the start of day one (Figure 32).



Figure 32 Setting participant expectation at the beginning of the Design Your Dream Job workshop

Administration

The advertising of this workshop was a little disjointed. Being included in the Helsinki Design Week 2016 calendar of events was great exposure but it also created a slight a problem regarding advertising and the content of the workshop. This was because we needed to have the copy ready (the content for which we used to advertise the workshop) long before we had fully decided on the concept for the workshop. This became somewhat restrictive because we wanted to deliver what people signed up for but it also turned out that our iterations had taken us a slightly different direction.

The use of google forms (for applications and feedback) worked well as it allowed us to gather individual and group insights both before and after the workshop. It was simple and cost-free for both us and the applicants/participants to set up and did almost everything that was needed. I would use this system again.

Workshop content

As mentioned earlier, it was clear to me and the other facilitator when using VibeMetrics that the end of the first day did not go as well as the beginning and middle of that day. It was with this clear indicator that we knew we needed to review the feedback together and come up with a revised plan for the next day. We were able to take a few moments at the beginning of day two and really let people know that we had read the feedback and that we had discussed this. We also re-iterated that we were there to guide them through the tools that they were using during the workshop but also for them to take home and use the templates at a later date. So what might not seem relevant or useful not, might be useful later. We also reminded them that this was a process.

Because the business tools were of interest only to a certain group, as mentioned in section 4.5.3, the group effectively split itself into two. This flexibility allowed us to focus on providing value to the two distinct groups that formed organically. Those who wanted to explore the business tools, did so, either in their original groups, a modified version of their group or on their own. The group less interested in these tools were able to use the large space to create their own process. It was clear that this group wanted to spend more time exploring and discussing topics that were more personal in nature such as the barriers they had come across, issues they felt they could not overcome, etc. The greatest part of this split was that it allowed group to help each other. The really listened to one person at a time and those who had advice, gave it. This was advice on things such as contacts, how they dealt with the same or similar issues, etc. It offered others a perspectives that they may not have considered before; it broadened their minds regarding problem-solving.

4.6.2 Learnings from the design process: facilitators' perspective

There were many important takeaways during this process. From the very first iteration- the proof of concept- we starting by wondering 'is this a thing?' and 'is what we are trying to accomplish serving a purpose or solving a problem?'. The answers that we got was confirmed that this was. The very rough 'first shitty draft' version of Design Your Dream Job was a simple idea in order to see if the participants engaged at all or if it inspired them to work together and create something from nothing. It did. We saw some really rough but thoughtful creations coming from the process. This encouraged us to move to the next iteration.

As described earlier, the second iteration was done with internal staff members at Hellon. From here we gathered some very useful insights because some of the participants were designers themselves and some were sales staff. So not only could the designers explain quite specifically the parts they did not understand in a way that made sense to us, we were able to also get the non-designer perspective on how it was perceived or whether it was useful. We also were able to experience the facilitator roles for creating this specific experience more. This time, as there were two of us, it became clear that these roles needed choreographing better.

The third iteration (the pilot workshop) of this service concept produced insights that spanned flexibility of content, real-time feedback, time considerations, and communicating the purpose of the workshop.

Flexibility is of utmost importance when facilitating a workshop that is not only customer-centric but also about personal development. Whereas most service design processes are focussed around business insights, and therefore not particularly personal to the attendees, it may be easier to follow a given process. When the content is the personal lives of the participants, then flexibility is more important to the process.

Real-time feedback was invaluable in supporting value creation. Without this tool, many of the participants would not have had a chance to let the facilitators know their thoughts during the event and this would have inevitably negatively affected the final outcome for them.

Time consideration was something that was spoken a lot about in the brainstorming session and when we were setting out the schedule. Even so, the time allotted to each task, while mostly adequate, would need to be reassessed. There was really good feedback for the morning session of day one and I think that we moved too quickly from the personal reflection to the venture creating tools. It would be important to have more time for two specific reasons: 1) to let people spend more time in personal reflection and 2) to allow people more time to share and talk. The kind of deeply personal work we did on day one allowed for an opening and empathy within the group that could be more emphasised by allocating more time to it.

Communication messages were one area that we tried really hard to be as consistent as possible but were unable to refine the message through our iterations as we would have liked. This is because of the finality of the print version of the Helsinki Design Week 2016 publication. We didn't want mixed messages or even a mixed visual design to confuse possible participants therefore this restricted our ability to change the concept as much as we may

have wanted. But one place where we did communicate well was the fact that this workshop was 1) a thesis project concept being explored and 2) based on service design methodology and therefore would be heavily reliant on feedback (and this was part of the 'contract' between us and the participants). The next section looks specifically at the feedback from the participants after the workshop.

4.6.3 Post-workshop review: participant feedback

Obtaining feedback was always central to this process. It was made very clear with every communication that I would be asking (and re-asking) for feedback. After the two-day workshop was completed, I created a schedule to get feedback from the participants. This included a feedback form that was sent 2 days after the event to get fresh feedback on the actual overall experience of the workshop. The participants were then contacted at the 4 week post-workshop point. In addition to the feedback forms that were sent, I also did in-depth interviews with 4 participants after the 4 week feedback had been sent.

The first feedback request after the workshop garnered 16 (of 20 responses). The survey consisted of 24 questions with some multiple choice questions and some open text questions (Appendix 2). This gave a great amount of feedback with which to evaluate the workshop from the participants' point of view. As this is a service concept that is, like many other services, about the entire experience, it was important to garner different kinds of feedback on quite a few issues. For continuity and comparison, some of the questions that were asked were the same or directly related to the ones asked on the application form which allows us to directly compare some issues while being able to see changes indirectly through other responses (Appendix 1).

The quantitative data that we have is regarding confidence in starting a business. In the application we asked them to rate their confidence (from 1 to 10) in terms of starting their own business and we asked them to do the same in the week 1 feedback form to get immediate confidence feedback. For a better overall understanding of the numbers, in addition to calculating the average (arithmetic mean) of these, I have also calculated the mode (which is the value that appears most often in a set of data) and also the median (which is the number that is in the middle of the data set when all numbers are lined up smallest to largest). Having all three of these calculations can help in determining the real meaning of the numbers presented. In the case of confidence in starting a business (which was one of our main goals as well as a quantifiable data point), the average contains at least one person in both data sets (before and after) that has much higher confidence than the rest. So the fact that we are dealing with quite small numbers means that the average can be easily inflated by even one or two outliers.

Question	Measure (1-10)	Average	Median	Mode
How confident do you feel about starting a business? (before the workshop)	1= Not confident at all 10= Extremely confident	4.6	4	4
How confident do you feel about starting a business? (after the workshop)	1= Not confident at all 10= Extremely confident	6.2	6	4
Overall satisfaction with the workshop	1= Not satisfied at all 10= Extremely	8.6	9	10
Relevance of the workshop to your situation	1= Not very helpful 10= Very helpful	7.7	8	8
Recommendation to others	1= Not at all 10= Absolutely	8.8	9	10

Table 5 Week 1 feedback regarding Satisfaction, Relevance, Recommendability, and Confidence in starting a Business

In the case of the confidence in starting a business after the workshop, there were 10 that reported an increase in confidence, 3 stayed the same, 1 that abstained from answering, and two that declined (but interestingly, these two went from a 10 to an 8 and from a 9-8). So in the end, for those who were previously at the less confident end, there was a definite upward trend. Regarding the upward trends, there was one person who increased from a 5 to 10 and, less than one month after completing the workshop, set up her own business. In the qualitative feedback, this same person stated when asked ‘What was the biggest realisation from this time in the workshop?’ This participant responded “That I want to start my own business!”.

On the whole the feedback about the business ideation section of the workshop was not very positive. It was the least liked part of the workshop. But the tools that were taught were, for the most part, well received. I believe our information about how the tools can be used for a range of purposes was understood in the end by the participants because even though the task itself wasn’t enjoyable for everyone, there was a sense of usefulness when it came to the tools in the written feedback.

The application form also held data that can be used for comparison with the feedback. We asked the question: ‘What are the areas you need more support?’. The themes that came out from this data were *networking*, *self-confidence*, *self-promotion*, *risk-taking*, and “*where to go next*” (so *focus and direction*). In addition there were some specific work-related tasks such as project management, technology, data analytics which we were never going to be able to help with.

The data that we received after the workshop emphasised the tools and methods that were learned, the chance to network with people in the same situation but also the chance to discuss openly with other people about possible solutions, broadening minds (“the past doesn’t equal the future”, increased clarity, increased confidence, and inspiration as well as a few people who commented (as others did during the workshop verbally) that they had felt alone and it was reassuring to see that it wasn’t just them suffering and struggling. These insights mirror quite well the issues that have been presented in the function of work in Chapter 2 such as the latent functions of employment, the need for reclaiming a sense of power and fulfilling the three levels of function of work on the human experience: survival and power, social contact, and self-determination.

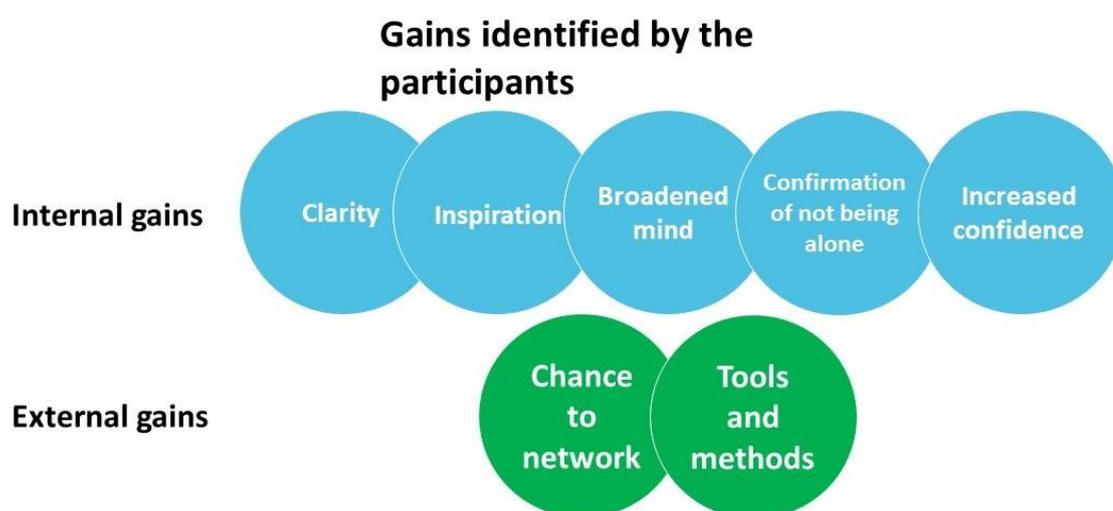


Figure 33 Insights from post-workshop feedback

The insights seen in Figure 33, were created by using affinity diagramming as in the workshop interviews (Curedale, 2013, 95). By using this method I was able to take all the multiple quotes from all the individuals and transfer them onto individual post-its and then grouped them according to their sentiment. The insights were then further sorted into which occur due to an internal change and which occur through an external stimulus. So in this case we can see that internally the participants were able to obtain clarity, broadened minds, increased confidence, inspiration, and confirmation of not being alone, while also being able to use the context of the event to learn tangible tools and methods and a chance to network and interact with others.

Next I looked at the data in the feedback forms from 4 weeks after the workshop (Appendix 4). I did these separately because I wanted to be able to compare it to the week 1 feedback in regards to content. It should be noted that the week 4 feedback form was returned by 8

participants (8/16 who answered the week 1 form) (Appendix 3). In this data I found almost the same insights that were identified in the first post-workshop feedback. The only one that was missing was the confirmation of not being alone. Which makes sense as you need only internalise this once to remember and also, as mentioned earlier, there is a closed Facebook group that acts as a continued reminder that these participants are not alone and that there are other people who are in the same situation. It also acts as a “cheering section” when a job is found, a business is started, or some progress is made.

Feedback in numbers



Figure 34 Week 1 Feedback in numbers

Numbers can say a lot when it comes to feedback but only when taken in context. In Figure 34 above, I have added in some of the data I collected to give an overall impression of how the participants felt about the workshop. Regarding business confidence, only 12 of the 16 respondents answered the question and 7 of them indicated an increase. One interesting development is that the two participants who have made the most steps to starting a business (one business started soon after the workshop and another is now in the process of developing), indicated a large increase in their confidence ratings- from 5 to 10 and from 3 to 7 (on a 10 point scale), respectively. After all this feedback came back to me, I arranged to meet a few participants for face-to-face, one-on-one interviews which are expanded on in the next section.

4.6.4 Post-workshop interviews

I already spoke a little about these post-workshop interviews in section 4.4.1 above. One month after the workshop, and slightly after the week 4 feedback was returned, I conducted

the interviews with 4 workshop participants to get more indepth information about their pre-workshop experience of unemployment. In addition, I used this one-on-one situation to delve deeper into feedback about the workshop. In this section I will focus only on the comments they made regarding the workshop itself during the interviews.

Expectations

The expectations of all three participants seemed hard for them to judge but one had said that her only expectation was that it would be time she could give herself “to collect [her] own thoughts” and “simplify and clarify [her] motives”. All interviewees said that they were interested because it was different than what they had seen advertised before.

More time

When asked what would have made the workshop 10-25% better, all three mentioned that the amount of time wasn't enough and that it would be improved by making it either longer in days, or by adding an additional evening function where people could informally mingle after the workshop ended, or it could even be two separate workshops with time in between to conduct their own project work.

Tools and connections

The tools were mentioned many times when they spoke about what they got out of the workshop but also the positive and open atmosphere. One interviewee said that it helped to demystify entrepreneurship for her and gave her the feeling that it “wasn't so scary”. As well as the connection to the other participants helped her to realise that there were others out there who were “really nice and super talented and in the same situation”.

In terms of the percentage that this workshop fulfilled their expectations, the interviewees rated this 75%, 85%, and one said it exceeded her expectations. The person who rated it 75% did so because of the group work related to business formation. Overall there was quite high satisfaction with this pilot. Most of the interviewees could not fully articulate what they believed would make this workshop 10-25% better in their mind but I feel this has more to do with the question asked than a lack of good ideas from the participants.

With all this data and information available about the participants from all the kinds of feedback we have had, I thought that it would be good to form at least one persona to reflect on regarding any future iterations. This is presented in the section that follows.

4.7 Persona-building

With all of the data gathered regarding the applicants, chosen participants, their drivers, and needs, I decided to build a persona. The purpose of this was to help to focus the future

iterations of the workshop. Both Curedale (2013, 219) and van Dijk et al (2013, 178) agree that a persona is a “fictional”, “archetypal character that is meant to represent a group of users...who share common goals, attitudes, and behaviours when interacting with a particular product or service.” Van Dijk et al go on to explain that “effective personas can shift focus away from abstract demographics, and towards the wants and needs of real people” and they are created through a “collation of feedback elicited during the research stage of a project” (van Dijk et al, 2013, 178).

I completed this process post-workshop because I wanted to see how the different kinds of people reacted and responded to this format. There were participants who just did not connect with the process that we facilitated. This was either from already having ample knowledge of HCD (as for one participant) and there was also one attendee who had been provided with additional employment services from her former employer (a large company) where, upon announcing YT redundancies, provided a lot of resources for the staff they laid off.

Name: Helena



QUOTE

“Times are tough but I know I have something to offer; I am just not sure what it is exactly”

BASIC FACTS

39 years old
Educated to the Master's level
Unemployed for 6 months

BEHAVIOUR

As a person with a high level of education and has many years of work experience in a linear career track, Helena has difficulty seeing how to leverage her experience in fields outside of her own. And after a spell of unemployment lasting around 6 months, she also is starting to doubt (or see) her value in the current changing job market. She is applying for many jobs that she knows would be neither interesting or challenging but she is desperately trying to find something to ease the pressure.

VALUES & MOTIVATION

I have a lot to offer and I want to contribute.

I want to be seen as an individual and not a problem to be quickly solved.

NEEDS & PREFERENCES

I need peers to help me navigate my options in this new work ecosystem.

I want to create a life that enables me to support myself/ my family and feel good.

CHALLENGES

Connecting with a peer group who can provide support and perspective while I struggle with the emotional side of unemployment

Feels pressure to apply for jobs that are not relevant to who she wants to be

Figure 35 Persona created post-workshop to help identify future participants

This persona (Figure 35) was created using a template provided by Hellon and it addresses all the important aspects regarding work in an empathetic way. This persona takes into account the experience of the individual portrayed but also it looks at their drivers. A persona like this can help to focus a new service concept.

4.8 The new service concept

Goldstein et al define a new service concept as “an overall process of developing new service offerings and is concerned with the complete set of stages from idea to launch” (2002, 122). While Bettencourt described it as “a description of the service and how it satisfies customer needs” (2010, 190). Additionally, in a more local context, Tekes (the Finnish funding agency for technology and innovation) defines a service concept as a “description of a service idea and the principle to be followed in the production of a *service product*” [their emphasis] and they continue that it “may be more or less detailed according to the purpose for which it is used... and [if it serves the basis of a business’ activities] should include a revenue model as well as an idea of the most central properties of the service, the value created by the service for a customer, and the resources needed to produce the service” (Tekes, 2010, 6). This is a much more detailed definition of a service concept compared to others. It is very helpful in determining the scope of what needs to be produced to use their service.

Using Bettencourt’s Service Concept Worksheet, the Design Your Dream Job concept is presented below in Table 6. This workshop takes the perspective of what this offers the users of the service (rather than the B2B customer). This is meant to be used as a brief overview of what this service would provide to the user, what problem it is solving, and the key resources it needs. The main purpose of this service concept worksheet is to be a main component of an overall service strategy according to Bettencourt (2010, 190). This overall service strategy is much broader than what this worksheet consists of- including information about the segmentation and the competition your service will have and could include multiple service concepts. But for the purposes of this thesis, in order to concretize the value of this new service offering delivered, I have created only this part of the service concept worksheet.

Concept name: Design Your Dream Job	
Concept Description: This is a place for educated people unsatisfied with their employment status to meet, learn new tools and methods based on human-centred design and service design, and to discuss the challenges and opportunities with like-minded people. With the difficult labour market in Finland, it is important to stay engaged, learn new skills, and connect with other people. This concept brings together great experience, resource and knowledge to help these individuals see their potential more broadly.	
Concept Features: A space to learn, share and connect with others in a similar situation with their employment issues.	Feature Justifications: Employment-challenged people need a place to connect and broaden their outlooks. A place to talk about their everyday challenges.
An in-person workshop using service design tools and methods to deep-dive into designing the life you want.	Work is changing and they need to identify new talents and USPs and align the employment we seek with our goals, dreams and talents.
An opportunity to constructively focus on developing a new perspective of yourself using new tools and methods.	Taking time to deeply look at yourself and what you want to gain from your employment (beyond financial compensation) is important to living a fulfilling life.
Key Design Drivers: Everyone needs to know what themselves well enough to know what they are seeking. The need for humans to connect and support others. The need for innovative ways to help individuals stand out in the job market and be more pro-active. The change in the notion of work- where it is, how it is done, and what it means to people.	
Key Resources: Large, comfortable space to hold workshop Knowledgeable facilitator Trusted tools and methods	

Table 6 Service Concept Worksheet for Design Your Dream Job (template copied from Bettencourt, 2010)

Now that we have experienced the *who* process and a concretization of what this new service concept looks like in Bettencourt's worksheet, it is time to move to the next chapter and reflect on *what* this all means.

5 Results and Reflections

When it comes to finding work for highly educated people, the traditional set up of an employment office could use refining. The internet and networking have been the main tools to recruit highly educated people for quite a while now. Therefore the tools that have been created within this traditional setting to help those who are looking for work are difficult to transfer effectively to this relatively new, growing subset of users.

One of the difficult things to maintain for the unemployed is motivation especially in a recession. The job possibilities recede and the hiring processes become extended due to the plethora of talent on the market. The concept of motivation is central to any kind of service design or experience design project. Talking to customers, staff and other stakeholders is vital because it allows their perspectives, views, and motivations to be explored and understood. A great deal of what is done in service design and experience design is about gaining insight into motivation.

Experience design: Content and context

A difficult 'chicken and egg' situation is that motivation is important to the forming of the self as discussed earlier in Chapter 2. It is therefore something that is built and supported by work but it is also a key ingredient to not getting too depressed when out of work. It is a very difficult balance that can change day-to-day. A good outcome for this thesis would be to see people more motivated to continue to search and fight the negative mind-set that unemployment can manifest over time. Our motivation is affected by how we interpret what is happening at a particular time, what it means, how we feel about it, and what the meaning implies in regard to our future actions from our experiences (Newbery & Farnham, 2013, 3). This thesis has been an attempt at trying to change the experience of employment bridging programmes to be more human-centred and empathetic.

Therefore, the project that this thesis is centred on, at its heart, is an experience. This experience took place over 2 whole days, it required a lot mentally and emotionally from the participants. It was not a traditional service where individuals are engaged for a short burst of time before moving on to something else (say a visit to a bank or ordering books through an online store). In essence, the experience we were creating with the participants was about how they felt and thought about certain parts of their lives and how they could apply their learnings to moving forward during a difficult time in their life.

In order to fully benefit from a designed experience we need to keep in mind what we learned about experience design from Pine and Gilmore and from Koljonen. From my perspective, they each have half of the process. One is designing the context in which it takes place and the other is more designing the content. So in an attempt to capture both sides of an experience, the content as seen with Pine and Gilmore and the inherent characteristics put forward by Koljonen. To take a more holistic view, a combined version of both needs to be joined to create a whole. Figure 36 below is the whole of an experience that I believe needs to be considered when designing a scripted or semi-scripted project like Design Your Dream Job. It is through this experience of designing the Design Your Dream Job workshop that I have come to see that both sides of the experience need deep consideration and reflection.

From the perspective of Pine and Gilmore, this thesis project would be considered an “Eduscapist” experience where the aim is to change a context. An Eduscapist experience is one that requires high active participation and a high level of immersion. This workshop only works with these two attributes. If the participants are not actively participating, there will be no value creation. From Koljonen’s perspective, it is important that there is a change somewhere in the middle in order to make it an experience. As we can see from the feedback, this is true for all participants in some way. Change happened on many levels.



Figure 36 The 8 elements of an experience (adapted from Pine and Gilmore, 1998 and Koljonen, 2005)

Finding meaning

The feedback to this workshop showed that people are not only searching for a way to become employed but they are also searching for meaningful work. As the basis of our economies, locally and globally, shift under our feet making the everyday unstable, we all search for meaning in what we do. Inherently, as humans, we all need to have a time structure, social contact, collective purpose, status and activity (Paul et al, 2009) whether we are employed, unemployed, or voluntarily out of the work force. Having these things, as Blustein et al points out give us survival and power, social connection, and self-determination which is vital for good mental and physical health (2008). Being unemployed, and the shock of becoming suddenly (or even not so suddenly) unemployed, creates deep mental scars that, as far as research knows, never go away (Clark, et al, 2001). Even when these people become employed again, that scar is a reminder that it could happen again at any moment. Like one

of the interviewees said “do you always need to be alert now” adding afterwards “always looking for jobs even when you have one?”.

The next part of this chapter starts to analyse the three main findings of the workshop.

5.1 Three main findings

There are three main findings from this workshop process that will play a part in any future iterations of this new service concept: the need for a community, the need for innovative unemployment services, and the need to focus on the individual in a group.

The need for community amongst this group of participants was one that revealed itself over the course of the two days. It came in big moments of clarity but also in small moments of chatter. Sitting in a room of others in the same position as yourself was quite foreign to these people. The fact that, for the most part, you make your first application for unemployment online and then you confirm your unemployment every month online and there is a chance that you may never actually speak to a person at the unemployment office during your entire time of being unemployed. This is of course, much more efficient for everyone but it also leaves the unemployed person alone in their home but it also is in direct opposition to research from Germany that suggests that “personal face-to-face counselling helps job-seekers to return back to work faster and thereby shortens the unemployment spell” (Hainmuller et al, 2016 cited in OCED, 2016,115). One of the biggest losses for someone when they lose their job is the loss of their social network. If you work a lot then this will be the loss of the people you see most in your life, more than your friends or family. It is these social connections that help you to form your identity and the loss of this can be disorienting to say the least. Most people don’t think about supporting unemployed people’s ability to build or be part of a community. But a community is what is missing from most unemployed people’s lives. This became apparent quite quickly in the workshop and in the feedback. It reassured them to see that they were not alone, that there were also very worthy, intelligent, experienced people that were experiencing the same difficulties.

The need for innovative unemployment services are vital in this changing economy. Helping people to identify what their real skills are and how they can be seen in a broader context is so important in getting people to see outside of their own self-imposed limitations. Even to recognise these self-imposed limitations in the first place is a big step in the right direction. The services to review your CV or apply for jobs are not going to help this specific group much since they know how to use the internet extensively. They have, for the most part, fully populated LinkedIn profiles (I know because they had to send me the link me in the application process for Design Your Dream Job). Their situations require networking to find hidden jobs and knowing how to present themselves effectively and efficiently in these

situations. To do this, they need to know themselves. Every person interviewed said the same thing, that the current unemployment services did not have any specific services that they had 1) used or 2) thought were worth using or 3) even knew existed. They also noted that they were old-fashioned and not in keeping with the situation 'on the ground'- not their ground anyway. It is clear from the application form at TE-palvelut that they have been designed for a certain kind of unemployed person and it isn't one with extensive higher education, experts or specialists as you can see below in Figure 37.

3. Education

General education

comprehensive school primary school

matriculation examination completed secondary school completed

comprehensive/upper secondary school or matriculation examination studies in progress

other, please specify _____

Studies (also studies in progress and interrupted studies)²

Name of qualification	Educational institution and orientation/major subject	Started	Ended

no driving licence car/van lorry

moped/tractor bus

combination of vehicles/truck

6. Special skills

What special skills do you have (e.g. ordinary workstation software, accounting skills, competence in final accounts, welding techniques, specialist skills in the construction sector etc.)?

What hobbies do you have that might be useful in the labour market?

Figure 37 Excerpt of the application for unemployment benefits (TE-palvelut website)

In the interview where the recording was corrupted, one of the comment that struck me was when I asked if she had been unemployed before and she confirmed that she had about 8 years ago. I followed up by asking her to compare the two experiences and she said that they used to have a lot more services for people who had more education. But, in her opinion, now, it has just been pared down to the basic services without any differentiation. This may be a reflection of the data I presented early in this thesis where I showed in Figure 5 that each case worker at TE-palvelut had less than 80 unemployed clients (in 2008) compared to over 160 now. The increased caseload for unemployment counsellors in Finland is part of the criticism of the implemented changes in 2013 that has been directed at the Ministry of Economic Affairs and Employment by the OECD (OECD, 2016).

The third main finding from this workshop process was that educated unemployed people need time to reflect on themselves and a group setting was a good way to do this as it provided support and different perspectives. As mentioned above (and many times during this thesis) becoming and being unemployed is difficult emotionally and mentally especially if you have studied for a long time to mitigate those risks. Part of the difficulty is the loss of social connection and having peers to reaffirm your place in society. By creating a safe space and reserving time to deep dive using specially designed probes into the participants' lives, feelings, memories, experiences, etc. they were able to set aside time to concentrate on finding what is meaningful to them. Doing this in a group provided them with peers that understood some of their struggles.

It also provided them with a safe setting in which to not only share these self-discoveries but to connect with others through them and to garner constructive feedback on issues they may be having problems overcoming- could be bureaucratic ("this is how I dealt with that problem"), it could be related to their job search ("I would really like to get into X industry but I just don't know anyone"), or it could be personal. One of the biggest realisations that was made during this process was how confined individuals can be to their own 'box' - their own context and perspectives. With others able to comment or advise on barriers, they managed to break open their 'box' (their own internal barriers) and see things with fresh eyes.

An interesting connection to this issue of allowing time to deep dive into themselves is that in this pilot workshop was able to concretely address four of the areas the participants applications listed as where they needed support (networking, self-confidence, self-promotion, and "where to go next" (see section 4.6.3). This data is very interesting to have going forward as it gives us a reference point for future iterations. Which also allows us to know how we might expand it to make it even more useful for any future participants.

Data reliability and validity

The perspective this process has been designed and undertaken is from one of prototyping and testing. There has been an importance placed on testing to make sure that whatever is created has come from a real and specific need and that the people it is intended for are also co-creators of the content. As stated earlier, it was also through my own very specific and frustrating experiences that this thesis topic and possibility came about. It has, at times, been difficult to separate myself as a potential user of this service and myself as a service designer in this service. This is an ongoing learning process for me.

Reliability reflected the "repeatability of scientific observations, and sources that could influence the stability and consistency of those observations, have been identified and

evaluated” and validity is the used to make sure that the “findings reflect reality, and the meaning of the data is accurately interpreted” (Hinds et al, 1990, 431).

With these definitions in mind, let’s first look at reliability. My admission that, at times, I found it difficult to view this process only through the lens of a service designer does not invalidate the reliability of this study (its ability to be replicated). Because before, during, and after the workshop process there was collaboration with two other individual facilitators. It was as three different designers that we reflected on what should happen, what was happening, and what did happen throughout the process. Together we evaluated the process using the instant feedback method and a post-workshop debriefing. There was agreement on the outcomes.

I believe this data to be a representation of the larger group of educated unemployed people out in society and therefore they are reliable and valid. The vulnerabilities and the issues that many of the participants expressed are an accurate reflection of what multiple other studies have found they ‘should’ be going through. I find this to be a reassurance that this process, which has helped this randomly selected group of previously unknown people, is discovering and addressing the needs that are reflected in studies spanning sociology, psychology, economics, public policy, etc. (OECD, 2016; Rosso et al, 2010).

6 Conclusion

The aim of this thesis was to create a new service concept using human-centred design aimed at highly educated unemployed individuals to help them understand themselves and their skills at a deeper level to better identify meaningful work and to explore the option of becoming entrepreneurs. This thesis explored all of the concepts in this objective from what a new service concept is, what and how to use HDC, what is meaningful work, why do we work, what is the future of work, and the issues around becoming an entrepreneur. At the heart of this thesis was a workshop designed with both experience design and service design concepts and executed in an iterative manner using prototyping. First, I wish to summarise the context that this new service concept arose in then conclude on the successes, failures and the future of this new service concept.

Finland is a well-developed country in the top of many socio-economic and development rankings but it has a competition problem and an unemployment problem that threatens the social welfare state that has been built since the end of World War 2. The current government has been cutting education funding, childcare funding, health care spending, etc. As much as these hurt, in the current situation they may be necessary to save something greater. But it will be at a cost, the system will no longer support as much as it did, Finland

will fall in the rankings as maternal care suffers and schools are underfunded. So how do we put a human face on the economic problems in Finland?

One step necessary has already started. The view in Finnish society about unemployment is normalising because of the large number of unemployed and because Nokia, Finland's flagship company for so many years, has made so many thousands redundant in the past 8 years. It is now no longer seen as entirely an individual's fault if they are laid off from their work. But as has also been shown, the return to pre-unemployment life satisfaction levels even after re-employment for those affected by unemployment are quite unlikely (Georgellis et al, 2008). This leaves a scar and like any deep physical scar, it will heal but that damaged area will never be the same again.

The changes happening in the unemployment office services and in other services that help unemployed people, like KELA and various other government agencies, are a result of financial pressures on the state and high unemployment in general. It can be seen from the OECD reports about Finland and its unemployment issue that recommended changes are taking place. These seem to be reflected in the terminology also used by the state in their communications about 'activating' unemployed people. But for a growing segment of unemployment, the services that are offered by TE-palvelut are either hidden, not presented to the client, or not appropriate for the current situation in the changing job market or this segment of clients. The participants of this workshop, all highly educated with years of employment experience in their chosen fields, have found little help or services that specifically address their issues and needs in this quickly changing economy.

By using CDL, where the service provider investigates the customer's context before taking action to determine what they are in need of, more innovative solutions can be explored. It is worth noting that making the experience as positive and beneficial as possible, will open the way for positive outcomes. When a person knows more about themselves and what are capable of, they are better equipped to "sell" themselves to potential employers or to set up a business where they can more quickly define the value their combination of skills can bring to the market. This kind of service concept helps the participant curate and communicate their own story.

By gaining a holistic view of the participants and their needs via various forms of feedback, the designer can better iterate this new service concept. Starting where the people are, physically and emotionally, is important when designing and delivering any service that you want to be a success. Unemployment services are the same. If you design services with assumptions and preconceptions of who will use them and how they should use the, it can

make it difficult to pivot later when you may need to shift your focus or try a new market. This is what is happening with unemployment services in Finland.

6.1 Assessing the work

When this project was proposed, we based it on the assumption that human-centred design and service design tools and methods would have something to offer in the sense of adding a new dimension to the type of services that could be offered to the highly educated unemployed population in Finland. In this pursuit, we listed 5 different areas we were looking to impact through this design project:

- Use visualisation to reveal hidden dreams/skills that can be utilised for future work contexts
- Bring people of different educational/work backgrounds together to enable them to create business ideas
- Look at their skills in conjunction with the context around them to determine future possibilities (broaden their options)
- Create a set of tools that can be used both during and after the workshop to continually iterate their experience (to create a toolkit to be used when needed outside the context of the workshop)
- To increase their confidence in creating businesses

Using visualisation to reveal hidden dreams and or skills was how we started the first days' exploration. As Luoju discussed, tacit knowledge, "information that has been obtained through experience, and which is often impossible to describe in words", can be obtained when using visualisations. Participants rated this tool as one of the best and useful exercises of the whole workshop. Using the method of drawing was new to almost everyone at the workshop. It also seemed to be highly effective in revealing tacit knowledge. The ability for the participants to visualise and then to tap into tacit knowledge for various aspects of their lives and then to curate the information themselves (to define its meaning and add it to other discovered information) really reflected a commitment to the HCD and the CDL nature of this approach by having the participant discover and discuss their context, needs and desires.

The second assumption revolved around bringing people with different education and work backgrounds together to enable them to create business ideas. This idea is good in theory but in practice, this was not possible in this setting. We were quite ambitious with our workshop content and it did not leave much time for socialising where personal bonds may have led to these kinds of collaborations. I believe that the format that we designed was 1) too short a timeframe for the people to get to know each other well enough for this to organically happen and 2) many people came without the interest in creating a business. But I do believe

that if designed with different tools and methods, such as a revised timeframe or a partnership with an organisation where those already interested in entrepreneurship, this type of workshop would be fruitful. One outcome of this cross-industry crowd was not intentional but it was fruitful, was having these people from different backgrounds and industries in a room together and having them sharing experiences and information as well as advice.

The third assumption was to explore their skills (and what they discovered during assumption 1) and put it into context regarding the changes happening and see if we could determine alternative futures. This is why we used the futures thinking methods. We presented some of the current big, ongoing trends in the economy and value shifts to see if that opened their minds to other possibilities than the ones that they had been following. In many cases, we look for what we had and not so much what is possible with some shifts of focus. This I would rate a success because we had 12/16 people agree that they could now see themselves able to apply for a broader range of jobs. The other indicator was the revelation that one participant shared, “it has taught me that my past does not equal my future”. So for 12 of the 16 people, this workshop from their perspective (which is the most important one when you want them to perform actions i.e. apply for jobs) was a success.

Our fourth assumption that we believed an HCD workshop using service design methods and tools could do was to create a set of tools that can be used both during and after the workshop. This we did. We created tools based on the outcome frameworks that we wanted to see and for the most part this happened. The business tools were not as popular with everyone as the self-reflecting ones were but to those who were interested in starting a business or were interesting in testing themselves in this respect they did appreciate the tools. We also were able to show them (and this was not part of the official programmes but in conjunction with our instant feedback method, we were able to revise how we talked about these) that some of these tools can be used for issues outside of business. The Round Robin tool and the Assumption Busting tool are two examples of this. These can be seen as general problem-solving tools rather than just business creation tools. Once this perspective was communicated more clearly, more people were receptive to them and wanted to practice them. At the end of the two day process, we handed out the tool packs to everyone so that they would have the same tools at hand for when they had more time to explore their situation. One purpose of this whole workshop was to give them some new tools in their repertoire to help them gain an edge in job searching.

The final assumption presented here was that we could use an HCD framework and service design methods and tools to build confidence in starting a business (becoming an entrepreneur). I feel that this was the biggest challenge that we set for ourselves because

this one is about changing mind-sets about something that can be risky. As presented earlier, Finns can be quite risk adverse and many people believe that only a certain kind of people become entrepreneurs. It is possible that our original title published in the Helsinki Design Week programme had an impact on who applied “Human-centric business design workshop: Design Your Dream Job”, but when surveyed for where they found out about this event, only one person mentioned this Helsinki Design Week publication and all other promotions only advertised “Design Your Dream Job” text. Also, the low levels of general confidence in starting a business makes me believe that people did not come to this specifically to learn how to build a business or become an entrepreneur. But there was an upwards shift of roughly 2 points (10 point scale) in this first pilot (from the application).

With the lack of options for a lot of people in traditional, salaried work (applying for “ready-made” open positions at established companies), many people wonder what they can do next. Most people want to be productive and to contribute to society in a way that is meaningful for them. This kind of workshop can be a stepping stone to understanding what ‘meaningful work’ means to them and then to help them explore how to make that happen.

My belief was that HCD using service design tools and methods and experience design principles could lead to a more empathetic/useful bridging service concept for highly educated unemployed people. By going deeply into the functions of work and the future of work, this thesis has been able to explore what humans need work for other than a paycheque. In the future we will somehow still have to fulfill those functions - either by a different kind of work or in other ways. Governments must begin to create a vision for supporting those in the wider society that may not have a place in the human workforce in the future. Millions of people might lack ways to obtain the social resources, collective purpose, social contact, self-determination, and all the other ‘by products’ that work provides and that are essential to our mental and physical health. Many people around the world will be affected by a lack of structural opportunity.

By focussing on the human experience of unemployment and work, I have tried to make the programmes that set out to help to get people re-employed be more empathetic and human. The situations people in are not only possibly damaging to them, their families and the society around them, but it is a long-term health issue and it will leave a psychological scar that will probably never fully heal. The loss of well-being illustrated by Georgellis and Sanfey, 2000; Clark et al, 2001; Lucas et al, 2004; Blustein, 2008; Rosso et al, 2010; and Dirlam and Zheng, 2017, is transformative (for the most part negative) to the person going through that can lead to mental health problems, as well as physical health problems. It is only more detrimental for these people and their families further if the services intended to help them are conducted in a way that makes a person feel disrespected, overwhelmed, stressed, swept

to the side, or in any way on their own. This experience will only compound the negative effects which very well could actually make it harder to find work. As all of the interviewees mentioned, they have avoided certain networking functions or social events because of the negative feelings that have come from inside them or they have felt coming from others directed at them due to their lack of employment. With networking recognised as one of the main ways to connect for tapping into the hidden job market, there are and will be a lot of missed opportunities for those who need them most.

The research in this thesis points to the fact that the latent functions of work are highly important and should be considered throughout the process of unemployment as should issues of job satisfaction. If left as a side note, in a welfare state, there could be more medical bills and sick leave required on average through the rest of your life.

In researching the future of work it is easy to see that there is a great unknown. What we know is that the way of working as we know it is at the beginning of a systemic change not seen since the industrial revolution. What work will look like in 10, 20, 30 years is unknown. But it is important to look to the future when planning services surrounding work 'activation'. The 20 people who attended this workshop are a sample of the educated unemployed in Finland and these are people who still expect (and are expected) to have about 25 - 30 years left in the workforce. It is important that new innovative methods are attempted in a search for a workable process. By trying to tweak and trim the services that have been around for many years will lead only to more of the same frustration.

By applying service design tools and methods as well as a HCD and CDL framework, I hope unemployment service providers review at how they can better support unemployed jobseekers in general and especially educated unemployed jobseekers and take a more HCD approach. The problem of unemployment in Finland is not receding very quickly so the effects of it will last for some time yet. By that time, the 'future' will be here and there will be different challenges ahead. Being creative and innovative will be necessary to stay on top of these issues as they come along and by doing the same things that have always been done, this will be nowhere near effective enough.

6.2 Adding to the discourse

At the beginning of this thesis I noted Ostrom et al's ten most pressing research areas within service design. Within those ten, there were two that I thought were pertinent to this paper: *enhancing service design* and *optimising service networks and value chains*. This thesis looked at taking what is now a public service that is lacking in innovation and suitability for the task it tries to address. Raymond Fisk (cited in Ostrom et al, 2010, 17) mentions that technology-enabled services are often too difficult to use and this is true, but difficulty isn't always the

problem. In the case of TE-palvelut, research cited in the OECD Back to Work: Finland report states that face-to-face meetings with employment counsellors is the most effective way to successfully get someone back into the workforce (2016, 125). As it stands now, the reliance on far fewer employment counsellors, in conjunction with the electronic system, has left many people on their own in regards to finding new employment. The reliance on technology has created a system where people feel left alone or marginalised. Sure, they get their money and it is easy to organise, but there is no connection with the service providers. There is no other human experience to draw upon.

In a paradoxical provision of service, KELA (the provider of basic unemployment rather than income-based unemployment) uses a much older form of communication that used to be considered personal- the letter. With no signature, no phone number provided and no way of responding, this is a very one-sided form of communication. Which may be more about controlling the flow of communication. One interviewee was so discouraged and frustrated by it she said it left her feeling disrespected and that she "hated these impersonal letters that reduced her personal ordeal to a letter with no signature".

I believe this new service concept brings service design to the methodology of a public service process but also a mind-set shift needed to encompass empathy for those serving people in difficult situations. Of course service design is not new in the public sector but I believe that it is a new way of communicating with clients in this particular branch of the public service. As shown with the interviews, there are many different situations; different drivers, different experiences, different talents and different contexts. The services that TE-palvelut need should be flexible and dynamic just like Ostrom et al promote and it is possible, or rather probable, that service design can be used for this to "integrate design thinking into service practices, processes and systems" (2010, 17).

The other focus area where this can be of some help is in *optimising service networks and value chains*. Currently TE-palvelut has a network of providers of the training and other services for their clients but they need to be informed as to how these providers are creating and maintaining what they provide and teach. The Back to Work Finland report that was authored by the OECD mentioned that they believe that they should shift to an outcome model where TE-palvelut only pay for outcomes rather than the training itself, this would encourage innovative techniques (OECD, 2016). This thesis contributed to this to show that there are innovative ways to incorporate HCD and service design into the services TE-palvelut could offer to its customers and it also shows that private companies can be more dynamic in providing these with very little time to organise them because they have the expertise.

6.3 The future of this concept

In looking at how to take this concept forward it is important to make note of what went well and may be worthy of keeping and what are the areas where iterations or possible iterations should be considered. In Table 7 below, you will find the notes from this workshop that frame what worked and what could use some iterations.

What worked	Possible Iterations
Including the real-time feedback was a great way to gauge the feelings of the participants without them having to identify themselves	People need more time to reflect internally with tools at the beginning- extend this time to maybe the whole first day
The silent lunch on the first day was fairly successful, keeping the time for self-reflection was good.	Allocate more time for discussion when participants are presenting discoveries/ideas/realisations or working with group work
The format of long-form workshop is a good one for this type of exploration	Create two versions of this workshop- split them based on how much business design is included
Having people of differing backgrounds helped people to open up and seek advice from a new perspective	How we communicate the purpose of this workshop needs to be more thought through
Starting with self-discovery was vital to the whole process	Consider aiming this workshop to people who are 35 and over. The younger participants seemed less able to draw on experiences
The combination of and alternation of personal work and then sharing seemed to suit most people. Even if it was just to see how they compared to others.	Consider to have this be a longer workshop. Many people asked for any future iterations to be longer
The facilitators sharing personal stories really allowed people to share their	

Table 7 Strengths and possible iterations of the workshop in the future

In the week 1 feedback form that the 16 participants filled out, I asked the question as to whether the participants would be willing to pay. All 16 said yes. This is a good sign, as it shows that there was some value in spending two days learning new ways of thinking and doing. How much they would be willing to pay is still not clear. Also some said that they think that an organisation like TE-palvelut should or could pay for this.

In regards to extendibility of this concept, the participants were also asked where else they thought this workshop could be used as these people are not defined only as unemployed people; they are also parents, siblings, members of different organisations, etc. This provided additional recommendations for where this could be applicable outside of the initially

intended segment. I also believe, from the applications that were submitted, that this is a concept that can easily be extended to those who identify as underemployed but who are also just unsatisfied in their jobs. There were many applicants who were not unemployed but unhappy in their work and were looking for a creative way to connect with themselves and better understand how to change directions. I believe that this course could also provide that.

One important future consideration is more one-on-one interviews. It would be useful to see just how many main themes there are in addition to loss of community, loss of purpose, and new economic financial pressure. Any additional themes could help to create different variations of the concept to address different needs specifically. This reflects the concept of saturation. As such, there is no definitive number of data points that are known with qualitative research, one must continue “collecting data until no new information is obtained” (Morse, 1995, 147). This state of saturation will also be a point where “all data has been collected - then replication of data occurs and, with this replication . . . , the signal of saturation” (Ibid., 148).

All of this information will help determine what the future is for this concept. I believe that this is a solid foundation for a new service concept and the prototyping method that was used was instrumental in getting it delivery-ready in such a short amount of time.

Possible future development

I have tried to cover as many relevant topics as possible and as needed in this thesis project. But many of these just touch the surface due to time limitations, my own Finnish language limitation, and the need to reign in the overall size of this thesis. There were new legislative changes that were brought in on January 1, 2017 in Finland but there are, of course, no data available for these changes yet. These have to do with a very timely and pertinent subject related to this topic: entrepreneurship when unemployed. As cited earlier in Chapter 2, there are model programmes from both Germany and France that look interesting from this perspective. So it would be good to have these issues more fully explored for their usefulness to the Finnish context.

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Appendix 1 Application Form for Design Your Dream Job Workshop

Section 1 of 3



Apply for "Design Your Dream Job" Workshop on Sept 9th & 10th

Thank you for your interest in joining Hellon's "Design Your Dream Job" Workshop. This is a free-of-charge, two-day workshop to inspire educated, unemployed people to uncover new work possibilities.

There is currently a plethora of well-educated unemployed people in Finland. This valuable resource is being wasted because of a rigid definition of work life and lack of creativity. It is time to combat this with new tools and methods.

We invite 25 eager participants to explore their values and ideate new business possibilities they will love. In the workshop, groups will form around ideas that inspire them.

Here are our criteria:

- Currently unemployed
- 30+ years old
- Male and female
- Hold at least a Bachelor's degree (University or AMK/UAS)
- Have at least 5 years of work experience

- Be open-minded
- Willing to explore

We encourage you to apply if you meet the above criteria and you can commit to two full days of workshopping on September 9 and 10 (Friday and Saturday), please fill in the application below by August 21. We will announce the selected participants by August 25.

Also see our Facebook event page: <https://www.facebook.com/events/647564295391192/>

Please note that none of the information given during this process will be used or sold to any third party. It is for the use of conducting this workshop and other matters related to this workshop.

After section 1 [Continue to next section](#)



Section 2 of 3



Basic information

Description (optional)

Name *

Short answer text

Age *

Short-answer text

Gender *

Female

Male

Email *

Short-answer text

Phone number *

Short-answer text

LinkedIn URL *

Short-answer text

What industry(ies) do you have experience 

Short-answer text

How long have you been  *

less than 6 months

6 months- 1 year

1-2 years

2+ years

Other...

About you

Here is your chance to describe yourself a little more in depth.

What do you consider your main  *

Long-answer text

What are the areas you need more  *

Long-answer text

Have you ever seriously thought about starting your own  *

Yes

No

What has stopped you from starting your own  *

- Losing my unemployment benefits
- The financial risk
- The expectation that I will get a 'regular' job
- I don't have a business idea
- I don't know the right people to start with
- I don't want to do it alone
- I have never imagined myself as a business owner
- Other...

How confident do you feel about starting a business at this  *

1 2 3 4 5 6 7 8 9 10

not at all confident extremely confident

Are you more of a risk taker or a stability  *

1 2 3 4 5 6 7 8 9 10

Risk taker Stability seeker

Are you more of a starter or a  *

1 2 3 4 5 6 7 8 9 10

Starter Finisher

Are you more of a detail-oriented person or better at seeing the big  *

1 2 3 4 5 6 7 8 9 10

detail-oriented big picture-oriented

⋮

And finally, please briefly tell us why you would like to take part in this workshop. *

Long-answer text

Appendix 2 Week 1 feedback questions and grouped summary of responses

1. What was most valuable about this workshop? (Open text)
2. What was least valuable about this workshop? (Open text)
3. Overall, how satisfied were you with the event? (10 point scale)
4. How relevant and helpful do you think it was for your situation? (10 point scale)
5. Would you recommend this workshop to others? (10 point scale)
6. How did you find the communication style of the facilitators? (Open text)
7. How did you find the knowledge level of the facilitators? (Open text)
8. Did you feel that the facilitators were sensitive enough for this topic? (Open text)
9. How did you like the space where the workshop was held? (Open text)
10. How did you learn about the workshop? (List of options)
11. How useful were the tools and methods we used? (6 point scale)
 - [Drawing (as a method)]
 - [My happy moment]
 - [5 whys]
 - [My super power]
 - [ME poster]
 - [5x5]
 - [Round robin]
 - [Future self]
 - [Lean canvas]
 - [Assumption busting]
 - [Vision 2020]
 - [Guest speaker]
12. Why did you use that rating for the guest speaker in the previous question? (Open text)
13. What did you think about the number of tools and methods that were used in the workshop? (Choice of 4 answer)
14. What was your biggest realisation from your time at this workshop? (Open text)
15. I will be able to use what I learned in this 2-day workshop (Multiple choice)
16. Has this workshop changed your perception of what you are good at? (Multiple choice)
 - If yes, how has it changed?
17. Do you believe that you can now apply for a wider range of jobs? (Open text)
18. How confident do you feel about starting a business after the workshop? (10 point scale)
19. Did this workshop inspire you to consider become an entrepreneur? ((Multiple choice)
20. Do you have any additional comments regarding the workshop that you have not been able to tell us yet? (Open text)
21. I would be interested in attending a follow-up, more advanced workshop on this same subject (Multiple choice)
22. Where else would you see this type of workshop most useful? (Open text)
23. Would you be willing to pay for this type of 2-day workshop? (Multiple choice)
24. Are you willing to allow me to contact you 2 more times (4 week feedback and 8 week feedback) before the end of the year regarding feedback for this event? (Multiple choice)

Appendix 2 continued: Summary of Week 1 feedback

Week 1 Feedback	
Clarity	<p>“I realised which job I should apply to in order to reach my long term goals”</p> <p>“I never considered that being international person could be considered as an asset”</p> <p>“It has helped me refocus.”</p>
Tools and methods	<p>“the workshop gave me valuable tools to dig even deeper”</p> <p>“To get to know some service design tools”</p> <p>“To find new ways (tools) to visualize my job related wishes”</p> <p>“Learning new methods and seeing the approach for this difficult problem”</p>
Chance to network	<p>“interacting with others, good conversations”</p> <p>“Networking - I met some new interesting people. I also got a couple of concrete tips from those people.”</p> <p>“Getting together with people, sharing personal stories and getting inspired by others”</p>
Broadening minds	<p>“Identify work opportunities that I wouldn't have otherwise thought”</p> <p>“getting rid of old ways of thinking”</p> <p>“The SD methods used to help us look outside our boxes”</p> <p>“That is really possible to find a "new" way to become "employed"”</p> <p>“That I should consider small start-ups”</p> <p>“To differentiate myself in another environment”</p> <p>“My past doesn't define my future.”</p> <p>“to feel encourage to find new solutions”</p>

<p>Increased confidence</p>	<p>“Realizing I am on a right path towards my dream job I have all answers, but I need to dig a bit deeper to really find them”</p> <p>“That I have a unique combination of strengths and have a lot to give in a variety of settings. The workshop really boosted my confidence.”</p> <p>“It gave me confidence to trust my instincts and follow my own path”</p> <p>“I did know what I’m good at, but this made me BELIEVE and act upon it.”</p>
<p>Inspiration</p>	<p>“Inspiration to finally start running my own business!”</p> <p>“[the guest speaker] gave some insight into entrepreneurship from an interesting perspective”</p> <p>“His [the guest speaker] story was inspiring and it showed that you can change direction many times and it brings richness to you as a professional”</p> <p>“There are endless possibilities.”</p>
<p>Confirmation of not being alone</p>	<p>“He was looking for his path the same way I am”</p> <p>“to see that others are in the same situation than me”</p>

Appendix 3 Week 4 feedback questions

1. What were the main things that you learned? (Open text)
2. How have you implemented this learning over the last month? (Open text)
3. How will you implement this learning over the next month? (Open text)
4. What learnings from the workshop have you been unable to practice or implement? (Open text)
5. What, for you, was a surprise outcome or realisation from this event? (Open text)
6. If you were already considering becoming an entrepreneur, have you taken any more steps to do this since the workshop? (Open text)
7. Have you been successful in finding paid employment since the workshop? (Open text)
8. Any other comments you would like to make? Feel free... (Open text)

Appendix 4 Interview guide for post-workshop one-on-one, face-to-face interviews

Interview guide

Unemployment- the circumstance

- Tell me about your unemployment experience
- Give me a brief description of your previous work experience
- How long do you consider yourself to have been unemployed?
- Have you had any situations of underemployment during the past 5 years?
- What was the circumstance surrounding your current situation of unemployment?
- What kind of services, if any, did your employer provide for you when you became unemployed?
 - How useful did you feel these were?
 - Tell me what kind of services you would have liked to get but didn't
- What kind of contract were you made unemployed from?
- How long before you were made unemployed did you know that it was going to happen/or that it was a possibility?
- How do you think unemployment is perceived by Finnish society?
- What had been the most difficult?
- How does being unemployed make you feel?

Unemployment- the bureaucracy

- Do you currently claim unemployment benefits?
- Before your current instance of unemployment, have you claimed unemployment benefits before?
- Tell me about your experience with TE-Palvelut.
- Has their service changed since you last had to use them? (if previously unemployed)
- Do you believe that their services are targeted at a certain type of unemployment?
- Do you feel that you were treated differently because of your education?
- How does their range of services suit your needs?
- What type of service do you believe that TE-Palvelut is missing?
- In your opinion, what kind of services do you believe that TE-Palvelut should be offering in 2016?
- What had been the most difficult?
- Has being unemployed helped to pinpoint who you are as a person and crystallise that or has it confused you?
- What experience do you have with entrepreneurship?

About the Job Market

- What are your feelings about the job market at the moment?
- How do you feel the industry you have the most experience in is coping with the changes in the global economy?
- Do you feel that there is growth in that industry?
- What are your hopes for the future of your work?

About the workshop

- What were you hoping for when you applied to the workshop?
- What do you think you got out of this process?
- If you think percentage-wise, how far into what you expected to get, did you get?
- What do you feel would have helped you get 10-25% more?

Appendix 5 Interview summaries

Interview 1- 1 hour 10 minutes

Participant 1 feel underemployed in the sense that she is working in a part-time role for which she is over-qualified (currently on study leave). She identified her stress coming from the financial pressure this put on her, not knowing what to do next, having to take a job she is not interested in, that others (employed people) do not understand the struggle, and sometimes feels judged. Although she said that she feels that unemployment has become more normalised in Finland recently. The most difficult thing she noted was the uncertainty about the future- which at this point has lasted for 2 years. She also mentioned that this was occurring while other negative things were happening in her personal life, which added to the stress. Being underemployed (along with her previously failed business) has been a “confidence killer” and said “I don’t have a purpose” and “I’m not part of society” and “I am not contributing to anything...I feel superfluous”. She also mentioned that she sometimes stops interacting with others and “networking becomes difficult because you feel a bit of a failure”. When it comes to unemployment benefits, because of her previous experience as an entrepreneur, her current student status, her lack of union membership, and her status as a student, her bureaucratic situation is very complicated and the benefits are very low. Which she feels others don’t understand- there is an assumption in Finland that being unemployed is not so difficult financially. Her experience with the TE-palvelut and KELA (the Social Insurance Institution of Finland) has only been negative with staff showing very little empathy. She has felt frustration, violated, confused, disrespected, and overwhelmed in regards to these two government agencies she said “it was hell”. She emphasised that gets “no respect from the system” and “it reduces my existence”. She believes that the TE-palvelut services are not geared to educated unemployed people and are not keeping up with the changes in working life. She believed that they could have services that help with “connection” and “having a time schedule” (somewhere to go during the day). She suggested they have some kind of work space or a lab where people could go to do applications and meet with career specialists and other people in their situation. In respect to how she feels about the job market, she is disillusioned by the job descriptions which seem to be very specific and with a long list of requirements. While also feeling that it is impossible to get a job without a personal connection to that company.

Interview 2- 1 hour 8 minutes

The job Participant 2 lost wasn’t a dream job and it was “out of the blue”. It has made her feel that maybe she always need to be alert and also made her wonder “why me” since it was a small office with only 2 let go out of about 10. Officially unemployed for 1 year but feels like less because she has been learning new skills. Friends warned her that TE-palvelut doesn’t really help people who are educated and she has received more help from her union. Her work didn’t offer any services- “we asked for some but they said no”. She thinks that the business leaders could have helped to advertise their availability through their bigger network and notes that her network is quite small because she has always worked for small companies- so very few colleagues. She thinks that work really defines a person especially here in Finland and that the Finnish word *työton* sounds really bad in Finnish and that “many things are not good here” regarding how Finnish society views unemployment. The most difficult parts of being unemployed is that “I am a social person and suddenly I don’t have a community” and that many negative things happened at the same time. Selling yourself and your professionalism (skills) is also very difficult. It is lonely and the loss of contacts and connections is hard. It is difficult to get a structure for your days and sometimes you feel low “I haven’t managed to start running again even though I have the time”. Dealing with the technical things around being unemployed with the TE-palvelut were initially difficult but once the decision was made, it has gone smoothly. She feels that they have left her on her own because she is education and has felt left on the side. She mentioned the “old-fashioned ways” the TE-palvelut have saying they need to be more innovative. As for the job market, she feels the government should do more to help small companies so they can hire more while jobs are still very network based and that hidden jobs should be more visible. She worries that if it gets bad she will have to apply at a grocery store.

Interview 3- 49 minutes

Participant 3 has had recurring unemployment and underemployment. She is a little older but graduated from university a couple of years ago and expected it to get better, it didn't. "I thought I would be able to select my employer when I graduated". Her employment situation has been "unstable" for almost 10 years and "very unstable" for over a year. Her job was outsourced to a company who took her on by changed her permanent contract to a temporary one and then didn't renew it. She received no services and she approached her union about legal issues regarding her change of employer. She knew she would be out of work for a couple of months and worked until the end. She feels that unemployment has normalised a lot after Nokia started big layoffs before the perception was that you must have been the problem. Most difficult for her have been mental barriers and perceptions of age by employers. Real pressure started in 2016 as her finances had got so bad and unsecure. There were also many issues at once and it limited her social life and options. The TE-palvelut the last time she interacted with them they were stricter compared to before and less interested. Their services are much more electronic now and not so structured. She doesn't know their services very well as they are not suitable, they don't have the tools needed. They need services for the new economy and she hasn't been able to get simple help regarding how to send bills for one off work. There are so many ways to lose benefits for small things she is scared to try anything. She is worried about her part-time work and if it will make her lose her benefits. But she does feel the Finnish job market is "blooming compared to 2-3 years ago". She feels companies are not coping well with the changes happening in her industry and it is "a bit of a mess".

Appendix 6 Helsinki Design Week 2016 online advertisement

Human centric business design workshop: Design your dream job



Text:

There is currently a plethora of well-educated unemployed people in Finland. This valuable resource is being wasted because of a rigid definition of work life and lack of creativity. We want to change the prevailing situation and turn a new leaf in the life of jobless people with master level education.

In a two-day entrepreneurial business design workshop, we shall adopt a holistic, human-centric approach and co-design a dream job for the participants. With the help of service design processes and tools, we will map each person's existing skills, ideas, and motivations, and reveal the untapped potential of their combined competences.

The workshop, facilitated by experienced service and business designers, is like a hackathon with a twist: it guides people to discover the opportunities awaiting them.