



Internal Service Analysis
Case: The trainer's internal
activities in the service delivery



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The purpose of this thesis was to develop the current company's internal service analysis related to technical training, to know how the trainer collaborates in the current delivery of training, identify opportunities for improvement within their role, and gain more knowledge of the actual situation of the internal service. The study was developed using empirical data collected from the internal company's stakeholders. The theoretical framework was mainly built around service, internal quality, and service quality. Other concepts were based on the service-profit chain concept, service, internal service quality, as well as other theory to support the empirical work.

The empirical data for the case study were collected using an electronic survey, workshop, and shadowing technique to support the service delivery analysis. The electronic survey respondents were chosen from among the internal service providers. The invitation to respond to the internal electronic survey was sent to 28 employees of whom 21 participated and responded. The response rate was 75%, which can be considered rather high. Moreover, a workshop was organized, and invited four key participants of the organization. The shadowing technique research consisted of observation of 10 stakeholders and 2 internal service providers. The analysis of the results reflected a holistic view of the current role of the trainer, delivery, and training experience results. After the review and analysis of the collected data of the electronic survey, workshop and shadowing technique, all the relevant data were grouped into a worksheet. The groups of information were divided according to the structure of the survey and the workshop. The purpose of the data collected was to find answers to the empirical research problem related to the company's trainer activities in the existing service delivery process.

The main findings of the case study were a stakeholder mapping representing the current training delivery process and the trainer's role tasks, a description of common characteristics of the training participant's behavior vs. not motivated trainee, a trainee's motivation facts comparison, a table of shadowing results vs. survey results, an updated mapping description which was complemented with the survey results. Other relevant data collected through different research methods in order to support the case analysis was placed into one table of information for more easy analysis.

As part of the conclusions, has been found some actions which will be executed in the near future. Other information found was helpful to build some observations and conclusions in order to enhance the trainer process descriptions and open further internal discussion in the organization.

Keywords: Services, Internal customer, Internal quality, Service quality, Internal service quality, Measuring service quality, Service value, Innovation, Co-creation

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PART I: INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION AND BACKGROUND

Internal training and external training both are seen today as part of the portfolio of different companies who are service, and product providers or both. Training as part of service, is a process that could be developed and being enhanced through company's service quality in order to ensure customer satisfaction among customers, as well as internally through different units and stakeholders. The company's employees acting as trainers could participate in possible training events such as "train the trainer" to support their role. These sessions could be taken as an opportunity to enhance their skills in their role of trainer. Adding value to the service for the company and improving their teaching skills. Experienced trainers and new trainers will share knowledge, with the idea of creating a trainer network community to continue with this practice after a training delivery.

Customer satisfaction is the goal of many companies, as well as creating value internally, and externally. Increasing profit is certainly the main goal, and a part of this comes from the strong influence of the customer satisfaction, customer value, etc. Training internal and external customers can bring added value and increase profit. The question is how to ensure that the trainer will collaborate in order to achieve it. Annual customer survey shows data year by year regarding internal or external customer satisfaction, sometimes it is public information or could be only internal, but still may be some challenges and its solutions in current development process, or remaining in future plans of the managers goals, plans with the idea of increasing customer satisfaction. Perhaps, employees are not aware of the importance of acting as internal customers and the influence of its service quality with its good or bad consequences that may bring their performance, specially, when the service performance was not performed with high motivation or simply not having clear goals. Offering training for internal customers could be a motivational way of creating trainer's network, and could be used as an opportunity to add value to the network, where knowledge would be successfully transferred between internal customers. Studying the current trainer's role, and how they collaborate and perform their job, would be of the manager's and trainer's special interest in order to get more ideas and create new proposals of new ways of how to perform as trainer. The thesis developer has a particular interest of revealing important and actual information related to the topic; finding actual information of the evaluated process of the trainer's collaboration, as well as the service delivery itself. Hopefully, the study will add value to the internal training service; training that at some point could became an external service. In some cases, the internal training could be used as a pilot test and base for developing an external training, but we would like to stress that the external training it is out of scope of this particular study. The study case merely concentrates internally.

The findings could be used and add value to the current service delivery, see where could be improvements and most of all take advantage of the information found, therefore, have chosen the trainer role, and its internal collaboration for the case study, makes for the thesis developer an interesting topic, due the importance of transferring valuable knowledge across employees, promote business sustainability, and the personal interest to increase awareness of the importance of the trainer role for the company, as well as think how the role could be supported and make it the most successful as possible while perhaps could be innovated at some point.

Today's world is changing, and everyday our competitors are acting aggressively in prices and tactics to gain customer's loyalty, long customer relations, gain reputation, and increase their profits. Thinking from inside-out, what are we doing to keep our customers, how our internal service quality is reflected and affects the customer relation.

Developing might be a way of corresponding to the challenges mentioned before, as well as finding the adequate tools to create or maintain a service with quality. This service should support the company's mission and vision.

Companies who are successful in retaining employees for many years, employees that in the end will have long experience, and expertise could support their roles, for example, by offering opportunities of developing their ways of providing the training as a service, with the aim to keep quality when they perform, and help them to share their knowledge through different internal practices to other new employees or stakeholders within the organization.

In order to develop a study, theoretical background should be investigated to support with a frame of academic information and inspire us to find new ideas for development. Hopefully opens new perspectives of case development, provide ideas for better practices within the training as service, theory that open points of view for the study, support to analyze the empirical data, and in the study final phase find the value of the study.

Thinking in some possible message to be shared internally, with the purpose of delivering a positive message within the organization; could be perhaps, defined as follows "Our staff collaborates and have the right skills and tools to perform their duties and support our customers with priority and friendliness. Service culture is part of our daily life. We treat each other as an employee and customer at the same time. Our internal service in terms of training is reflected with our internal and external customers for good or bad. We achieve service excellence and high customer satisfaction". Thus, the definition presented may not be something new, it is the thesis developer own idea and phrase with no bases if this could be a successful message, but we can always try to influence people with loud and positive ideas in

order to create value and good attitude within the organization, especially in this particular case study related to the field of training.

1.2 RESEARCH PROBLEM AND RESEARCH GOAL

Today's companies may be facing a challenge when planning future development of their own internal processes, challenges related to knowledge share from employee to employee, other challenges related to how to keep their employees motivated and enthusiasm towards their role as a trainer, some of them may act as well as internal customer. Thus, the study of this thesis could be focused to find the current aspects involved in the trainer's role, see who are the stakeholders involved in the process, have first hand information through real training observations, questionnaires and interviews. When training is delivered do the trainer know who are the stakeholders involved, are they clearly aware of how the participants may act during the sessions and what they do, what is their background. Have the trainers had the time to see their process represented in a big picture to analyze their own input and behavior while delivering the training, have the trainer's identified the steps of training for instance, creating a customer journey themselves. Are too automatic their routines that they could not have the time to identify new opportunities for development; due the challenges of the limited time in the companies to perform internal studies and the limited time of the service performers as well, in this case the trainers, the thesis developer has taken this as an opportunity to develop the study as a collaborative way with the possibility to find relevant information to answer some of the thoughts mentioned above while other stakeholders face the limitation of time for investigation this represents a clear opportunity to develop a case study.

Case study:

The trainer's internal activities in the service delivery.

The goal of the case study is to get insights as well as to collect stakeholder's current ideas, and facts that reflect the current company's service, a service that is performed by a trainer, get a big picture of the collaboration of the trainer within the delivery process of training, a possibility for analysis and development of the training process, and hopefully fresh and new information that reflects actual challenges for future development.

The current process will be studied with the support of very experienced, and less experienced stakeholders, to be able to have different perspectives in order to review the actual way of transferring knowledge between employees. Obtain actual, new and relevant data that brings to the company reliable information to probably build ideas in order to create further development suggestions to the possibly identified issues, issues that are part

of the existing training delivery, challenges that are related and affects in this particular case the trainer's role. The thesis developer is as well aware that some information that will arise during the investigation may not be new, but it could reconfirm the current status of the trainer and identify possible development needed.

The first part of the thesis will consist of the development of theory framework related to the case study.

1.3 OBJECTIVES OF STUDY

The objective of the study is derived due the latest demand principally of the company's internal and external customers in regard of training needs, which also seems to be a new business potential, but not the object of this study. However, in order to satisfy the customer's training demand, the company has set an objective of how to enhance the motivation, and participation of the trainer, ensure knowledge transferring as part of the regular internal practice; achieving excellent customer satisfaction, providing trainings with quality and excellent results. Bringing more value when the internal customer who acts sometimes as trainer, approaches the customer with their training services.

Heskett (1994) has mentioned that in the new economics of service, frontline workers, and customer need to be the center of management concern.

Having said this, goal of the thesis would be to keep the focus in the trainer's role, and its current way of performing their activities with the idea that in the future, we could think of process innovation development for training as services. The goal and contribution of the thesis would be to provide valuable insights to the managers, to identify and analyze the current training delivery process as part of the current company's service, not forgetting the trainer role as an essential part of this case. Also, allowing managers to identify internal demands of the internal customers. The benefit will be for the internal customer who acts as well as a provider of the service which is the principal focus of the study. Also, the goal of the study may lead to create conclusions, identify opportunities of development to take further actions.

The goals of the study could be in the short time see represented the trainer's role primary actions, mapping the stakeholder role and tasks, as a stakeholder who makes possible the service, obtain as much as possible insights that certainly will help to create future goals. If we could think in a future goal the study could be retaken and developed in a way that we reach the external customer focus, but the study it is now limited to be internal, and could be a starting point for more investigation. At this point would be difficult to analyze and

formulate long term goals for this case; however, some possible analysis will be done after having results of the collected data.

1.4 SCOPE AND LIMITATIONS

The thesis is limited to involve trainers, in order to get further information that may attract manager's curiosity for further analysis. It is limited to one case company; in particular to the field of the trainer's internal role, and its collaboration in the training delivery, in this case the target group is the internal trainer only. The results could lead us to review the current the training process, as well as their most important tasks, and how they are performed, who are the actors involved in the whole scene of the process that influences it. The scope is again only internally limited to technical training. The theoretical concepts may give to the thesis developer news for inspiration, but the research cannot be expanded to too many different objectives, it would impossible to include other theory that never the less is interesting but not relevant to the case study. Therefore, the scope is clearly focused to the trainer's role and limited to its internal activities performed in this service performance, the goal is not going to a deep investigation of the training delivery process already established, but getting a holistic view of it, using it as a starting point for the case study.

1.5 STRUCTURE OF THE THESIS

The study is divided in five parts; its outline is represented in the illustration figure 1.

Part I, is an introductory overview of the thesis consisting of the introduction and background of the study, case goal, objectives, scope, limitations, and the thesis structure. Part II, consist of the contextual background of services, internal customer, internal quality, service quality, internal service quality, measuring service quality, value creation, innovation and communication, and co-creation. Part III, includes the case study, case research design and methods, and field work results. Part IV, includes the case discussions and conclusions. Part V, consist of references, interviews and appendices.

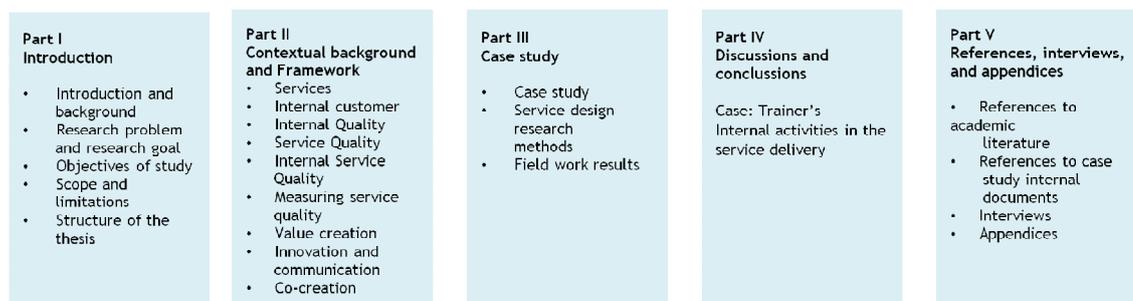


Figure 1. Thesis structure

PART II: CONTEXTUAL BACKGROUND AND FRAMEWORK

2.1 CONTEXTUAL BACKGROUND

The chapter will be focused in theory related to the case study as a background to support the empirical study. The theory brings to the thesis developer inspiration from information gathered from books, and research documents, bringing an opportunity to the developer to support own ideas for the investigation. The particular concepts will be explained within the next definitions that are concepts for the thesis developer of its own particular interest for reading, as merely student, worker and service provider. These concepts are related to service design innovation studies. These topics may bring insights that personally could influence the thesis developer own way of thinking towards the case and provide support to build the study. Hopefully, the concepts would be of the interest of the reader.

2.2 SERVICES

Services are considered processes, performances in a no tangible way, services can't be touched, seen or felt in few words they are intangible aspects. Thus, services may be seen in a tangible report, website, or in the case of training, tangibles are considered, for example, the training materials. Some people may think of service as customer service, but in fact a service can be divided in some categories such as, service industries and companies, services as products, customer service, and derived service. Where service as products are represented by a wide range of offerings that customers value and pay them. Service products are sold by service companies and also non-service companies, for instance manufactures and technology organizations who could provide as well training services (Zeithaml et al. 2006, 4-5).

When the company creates a service organization separately, it has to define the service price level and its linkage to the product. This type of organization influence the service perception as product, and initial services offering (installation and commission, etc.) sometimes free of charge during the deals in order to close sales, and charge services separately. This in return will modify the employee's perceptions and behavior. The management as well as other stakeholders would behave in service orientation looking of service revenue and profit, and for this purpose a service organization is needed separately because the managers are the focus in the customer's target controlling and developing, pricing and delivering of service offers. Organizational management leading service organizations have problems in focusing enough on services and to understand their unique requirements (Heiko et al. 2010, 244).

2.3 INTERNAL CUSTOMER

Internal customer can be seen within an organization as one person linked to another, and each other serves as internal supplier, building a human chain with the aim to satisfy external customers. The impact between internal customers and suppliers and the ability to exceed customer's necessities is the allegation of some researchers as well as the statement that internal and external customer are equivalent in importance (Minjoon & Shaohan. 2010, 205).

The concept of being treated as internal customers within a company and being dependable of another department employees to serve both internal and external customers, born during the middle 1980s, and stressed the importance of internal service quality. The important idea is that if everybody offers the best internal service possible, the external customer more likely receives higher service quality. The experience that personnel may have as internal customer can be positive or negative, but how to find the value of the actions every day performed internally and never the less forgot to enhance their importance. Researchers stress the fact that a failure with the participation within the chain (worker or department) will create problems at another point, at the same time other researchers emphasizes, that internal quality leads to external quality (Bouranta & Chitiris. 2007, 275-276).

Not too much has been written in the literature about employees and about their requirements to meet their needs and expectations; instead the topics has been towards their characteristics, like attitude, competence and behavior, but very little empirical research about on the job environment requirements. Researchers claimed that the increased employee satisfaction will lead to an improved internal service quality. Within the new service development research lot of efforts has been to find what makes a good service but not much focused on how to get this in a company. About the work environment requirements, that has been a question of focus in many research of working life science with the following question what is required for people to experience high work satisfaction. Today's most researchers agree on the central factors that constitute the good work, an earlier research finding has shown that the employment should give to the employee the opportunity to: (1) practice influence and control over works situation; (2) experience security and meaning; (3) develop social relation at and through work; (4) maintain good health and resist negative stress, and (5) work in safety physical environment. Statements of the good work are primarily based on research made of work environments typically for manufacturing organizations (Edvarsson & Gustavsson. 2003, 148-150).

2.3.1 INTERNAL QUALITY

What is known as internal quality in the organization environments, affects most of the employee satisfaction. Internal quality is measured by the perception that employees have of their jobs, peers and companies. The characteristic of the internal quality is the attitude between employees and the way they support each other internally. This requires the application of a lot of work to support and realize what the internal customer need in terms of service, as well as, the service levels usually provided, and finally starting corrective plans when is necessary a service improvement (Heskett et al. 1997, 29).

Indeed, the way we treat each other may be influenced by the cultural manners of each individual, in many cases good manners learned during the childhood.

Questioning the way we offer services between peers, could be considered the standard of actions deliberately spread within the organization to be performed in the daily job, could be controlled by offering training, and learning positives styles of behaviour. It has been mentioned a theory called social exchange, theory that could help notice the relationship between employee loyalty and service quality. The reciprocity rule of social exchange theory postulates that one action of a party leads to a response by another one (Yee & Yeung. 2010, 110).

Has been mentioned that is very relevant the importance of the internal quality when the front-liner is referenced as they are the external customer support and customers are dependable of their service, a low quality service provided internally will reflect a low quality service delivered externally. Empirical studies had been performed with the intention to find the internal and external relationship of the service quality. The suggestion of some researchers is to utilize the external quality measuring methods and instruments for internal measurement purposes. A number of internal service quality research it has been done using SERVQUAL method (Bouranta & Chitiris. 2007, 275-276).

Researching the contextual figures that affect the attributes relation between the employee and operational performance, is an important theme which deserve research, and no research has been done for years. Nevertheless, it has been found an opposite relationship between the employee's loyalty and organizational performance in the field of research, where the employees and customers interaction was not found as a key driver of value. This is an indication that the employees and customer level of contact may influence the variation of relationship between employee loyalty and business performance (Yee & Yeung. 2010, 110).

Pure knowledge and information are not enough to achieve good results when lacking motivation and enthusiasm. Right work content, good relations with supervisors, and customers are the enhancers for motivation. When an organization manages to create successful positions and stimulate the work environment, employee's turnover will decrease by consequence. High staff salaries are an extensive problem in organizations, and both are expensive and not positive from quality's point of view (Edvarsson et al. 1997. 254-255).

2.3.2 SERVICE QUALITY

According to Heskett (1994) Daily human relation is based on actions between different actors, the positive or negative attitude that everyone has, reflects consequences and certainly could influence the service quality and satisfaction, and as commonly said, "what you give is what you get". model of service-profit chain, demonstrates a series of linkages starting from internal service quality and ending with companies growth and profitability, in the end this is what most of the companies attempt to accomplish.

The service-profit chain and employee reward & recognition describe that employees need to be treated like internal customers and incorporate them to the company's vision, and it is essential that the rewarding system is adequate. In order to achieve the right reward system, is basic to have the right measurement system implemented in the company. Finally, it is crucial to recognize the efforts individually, because it is important for each employee (Jauhari & Dutta. 2009, 331-332).

Indeed, in the intent of analyzing the reward effects on the employee where perhaps in some companies is effective the rewarding system; may lead the employees to provide efficient services when they feel rewarded.

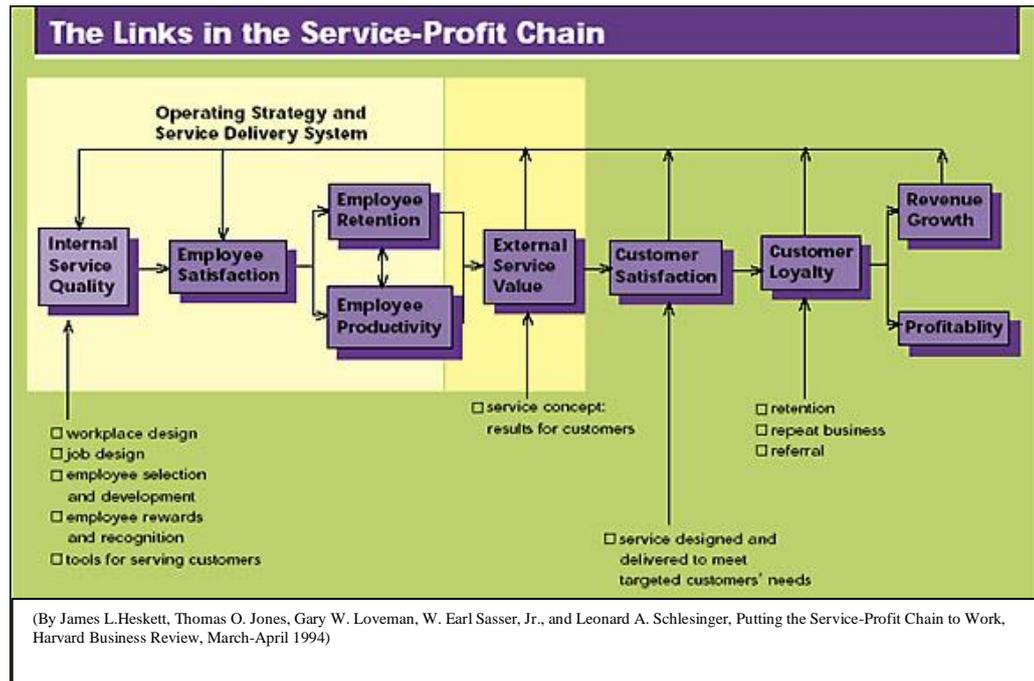


Table 1. The links in the Service-Profit Chain
Source: (Heskett et al. 1994, 166)

As we can observe in the links of the service-profit chain representation above, the internal service quality is focusing mainly in the workplace design, job design, employee selection and development, employee rewards and recognition, and tools for serving customers. Thus, the Service-profit chain is part of a service delivery system and operating strategy.

Researchers are focusing more in the theory of internal customer service quality and ways to accomplish high results, rather than observing in deep the theoretical framework. The empirical research objective with the internal customer, who has the final appreciation of service performance, is to understand the internal customer perception of service quality and its related satisfaction. The research focused in the article is towards the purchasing department, but anyhow the theory could be related to any department of an organization. The objectives of the research referred here were as follows: (1) Identification of the key dimensions of the perceived internal service quality by the purchasing department internal customer's; (2) find the linkage of the identified service quality dimensions and the perception of service quality view from internal customer's; (3) analysis of the relation between dimensions and internal customer satisfaction; (4) relationship measurement between internal customers own view of internal service quality and their satisfaction. The objectives for research suggest the research through service quality dimensions, comparisons against points of view, and internal customer's satisfaction (Minjoon & Shaohan. 2010, 206).

If the knowledge base is false or not enough strong, then the more the student rely on it, most probably the entire knowledge structure will collapse. Unfortunately, in such cases increasing efforts will bring more unsatisfactory performance, it is then essential that all teachers and that the first lesson, which must be given hardly to students, is Mental Education, Learning how to learn (Buzan 2006, 183).

Therefore, we could mention that the motivation of the trainer, as well as the quality of his or her performance in the role, is important and crucial to maintain good standards of internal service quality, and transfer adequately knowledge; because he or she has a responsibility of teaching in the best possible way.

2.3.3 INTERNAL SERVICE QUALITY

Indeed, even when the quality of service is not part of the current investigation, this is a good opportunity to the reader and the thesis developer to remind the importance of this aspect in relation to the trainer's role when performing the service.

It has been described the seven criteria of good service quality which is integration of available research and theory. Moreover, the seven criteria can be seen as a guideline based in facts of empirical and conceptual investigation, and also from the practice. The seven criteria of a good perceived service quality include the following concepts: (1) professionalism and skills; (2) attitudes and behavior; (3) accessibility and flexibility; (4) reliability and trustworthiness; (5) service recovery; (6) service escape; (7) reputation and credibility. The understanding, adaptation, and importance of the seven criteria may be different between organizations, departments and peers. However, apparently the practice of the seven criteria suggested as guideline may influence the quality results (Grönroos 2007, 89-90).

Tomorrow's quality work it is not only developing products and processes, but also is important to create opportunities for the ones involved in the processes, to be developed in harmony with the progress of the organization and its environment. In the end of the day, quality is about people (Bergman & Klefsjö 2010, 72).

It has been explained, that the key to manage service quality to customers is to manage employees experiences within the company, employee's experiences in their work place are transferred to the customer. Some researchers understand the concept of quality and it has been described it as the needs, and expectation supplies to customers, employees, owners, and understanding the importance of how the expectations are formed are very important. There is a limitation to describe them with numbers. May be a possibility to describe them as

tolerance zones built by the wishes and accepted levels of service an important action is to remember the nature of these tolerance zones when the quality services are developed from customers and employees view (Edvarsson et al 1997, 253).

The figure represented below, describes the two possible influences of happiness in service quality. Number one, it has been suggested that happiness has a direct influence on service quality; it means that the service quality perception from happy customers is to be better than less happy customers. As a second proposal, happiness may have an indirect influence on the service quality by balancing the effect of mood. This model is suggested thorough literature analysis regarding the concepts and their interrelationship (Hellén 2010, 9).

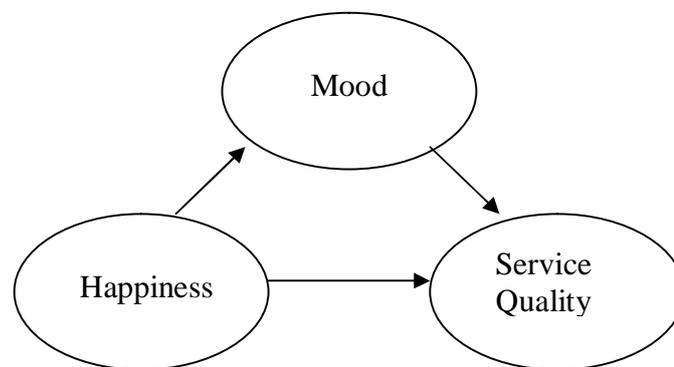


Figure 2. Proposed model for the impact of happiness on service quality and mood
Source: (Hellén 2010, 9)

The researcher made conclusions regarding happiness as a concept of general evaluations from people's lives. It is shown that happiness is not universally a goal for the humanity, but by default it brings positive consequences for persons and society, and that is the reason why happiness is worth it. In the model proposed the mood plays a role as mediator between happiness and service quality relationship (Hellén 2010, 35).

Indeed, happiness may lead to serve better the customers, certainly those are in life special times and moments when the happiness is achieved, most probably could be as state of mind that could help to the person is a specific time during the day to provide a friendly service.

Previous studies have shown evidence in the expectation, that customer's happiness level influences service quality for two reasons: One, because happy persons are more easily open to experience positive state effects and experience less negative effective states. Two, because many studies show that happy and unhappy persons perceive, understand, evaluate the same events continuously with the support of their happiness. The psychology literature review provides facts that happiness is directly linked to service quality (Hellén 2010, 52).

The customer satisfaction is the similarity notion of customer's perception and experience aligned with their expectations. Some listed the factors that influence customer satisfaction, such as product and service features; customer emotions, attributions for service success or failure and, perceptions of equity. We found described how the service quality and perception are linked and factors that represent service quality. The author explained the experienced quality in terms that services could be also defined as experience. The intangibility of the service promotes the customer's perceptions of quality based on the company's image that can also be corporate image, local image, or both. Even more, the image is a result of technical quality and functional quality (Jauhari & Dutta 2009, 181-182).

The following figure shows the perceived service quality:

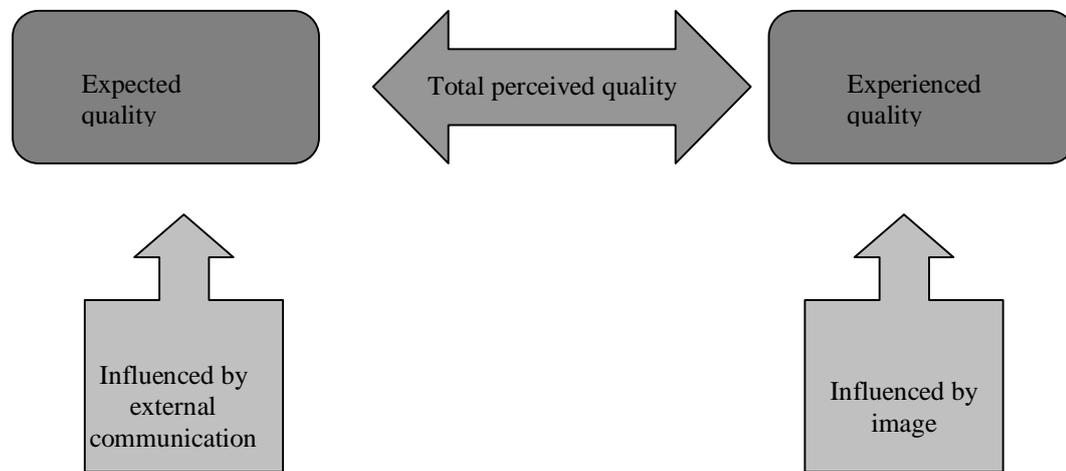


Figure 3. Perceived service quality

Source: (Jauhari & Dutta 2009)

The expected quality is related to the customer expectation while buying a service. According to the writer the customer expectations could be based on marketing communication, organization's image, word-of-mouth and customer needs (Jauhari & Dutta 2009, 183).

The gap model of service quality was developed to analyze quality conflicts in order to help managers to understand the choices of amending service quality. This model is divided in two sections, one related to customers and the other related to service providers (Jauhari & Dutta 2009, 189).

The following table describes the gap model.

Gap	Description
1	The gap between management perceptions of consumer expectations and expected service by the consumer
2	The gap between translation of perceptions into quality specifications and management perceptions of consumer expectations
3	The gap between service deliver and translation of perceptions into quality specifications
4	The gap between external communication to consumers and service delivery
5	The gap between expected service and perceived service by the consumer

Table 2. The Gap Model

Source: (Jauhari & Dutta 2009, 189)

Referencing to the gap number three; service delivery gap occurs due to the differences with standards of service delivery and the existent employee's service delivery. Meaning that the quality specifications shared to the employees were not followed and met while service production and delivery process. This can be caused by Problems in specifications, employees not fulfilling the roles, customers not fulfilling roles, failure to match demand and supply, deficiencies in human resource policies, and problem with service intermediaries (Jauhari & Dutta 2009, 193-194).

Let's describe more about employees not fulfilling the roles as the role of the employee is to supply effectively and efficiently the delivery of service, and not delivering customer's requirements is due to the inability to perform the work, technology-job fit tools and technology probably not the proper one, in addition, the contribution of the employee to the team is important along with the employee disposition that prevents that he/she will not get along with his/her peers and supervisors which will again affect the employee's service delivery (Jauhari & Dutta 2009, 193).

Indeed, analyzing this model makes sense to say that once again the recognition of the internal service between employees is a question of quality, the success of a good provision of service is in the good attitude, motivation and good work environment along with the tools offered in order to perform our jobs. The quality of the internal service is an important aspect to be considered, and research its importance to achieve excellence in service.

The literature listed some challenges of managing people in a service firm such as dealing with high rates of irritation, high stress levels, high degree of customer interface, employee's retention and motivation challenges, ensuring an adequate supply of professionals into a service stream, employees training, cultural diversity management, performance measurement and rewards (Jauhari & Dutta 2009, 308).

The existence of the need of creating unforgettable experiences of service and is implicated result of customer loyalty to the company. In the case that the employee has a strong link between the organization and the customer, then will become relevant the employee's philosophy representation of the firm (Jauhari & Dutta 2009, 310).

The philosophy could be determined by several factors, for example, competence level of an employee, vision of firm, institutionalization of core values of the firm, investment in training, well-defined process and structure, empowerment on certain decisions, reward and reinforcement of certain kinds of behavior. Culture empowers the employee's orientation to customers, having respect in their treat, and keeping values offered by the firm (Jauhari & Dutta 2009, 310-313).

"All successful organizations have a distinct service culture". (Jauhari & Dutta 2009, 313)

Other research article about the new service development, mentioned that the interest has been mainly structural and to the design aspects of the service offering, also on the service process with supporting resources and organizational issues that include tools and methods for idea and customer analysis. Anyway, not the necessary attention paid to the working environment conditions that are a necessity for service orientation and satisfied employees. Principally, the customer perspective has influenced in service quality and new service development. Focus in drivers of customer satisfaction, and the customer's perceived quality at the cost of employee's job satisfaction, and quality factors in the job environment. Important question has been raced in service research, what is needed in order to create value and high quality in the eyes of the customer (Edvarsson & Gustavsson 2003, 148).

2.3.4 MEASURING SERVICE QUALITY

SERVQUAL customer satisfaction definition is the customer's related needs and expectations. Influenced by many figures, including previous personal experience, reputation or goods of the company, company's promises and the price for the service or good delivered. The method SERVQUAL has been created to measure service quality, originally based in ten quality dimensions and later reduced to five (Bergman & Klefsjö 2010, 329-330).

Dimension	Weight	Definition
1 Reliability	30%	Doing what we have promised
2 Responsiveness	25%	Willingness to help and provide prompt service
3 Assurance	20%	Conveying trust and confidence
4 Empathy	16%	Ability to see through the customer's eyes
5 Tangibles	10%	Equipment, Physical facilities, etc.

Table 3. The five compacted dimensions of the service quality

Source: (Bergman & Klefsjö, 2010, 329)

The SERVQUAL scale has been a question of critics in the literature (Hellén 2010, 47).

The researchers questioned if the measurement should be done in relation to expectations or if the experiences are enough to get the customer's quality perceptions. Researchers argue that experiences itself are enough to perceive the customer's perceived quality. Another critique to SERVQUAL is the difficulty to adapt the five dimensions along to different service context. For example, researchers have identified when applying SERVQUAL range of factors, three factors in automotive service context, four factors at the clothing retail area, and three factors in the context of MBA and the students service quality perception have found that the service quality is unidimensional when the five dimensions of the SERVQUAL scale is applied. As a summary, from the researchers point of view could be as that the scholars have failed in the finding of common dimensions that could be implemented in a wide range of service settings. Therefore, researchers have used modified versions of model of five-factor, to two factor conceptualization (Hellén 2010, 47-48).

SERVQUAL is a matter of perception for the client. SERVQUAL the most common method, to measure service quality developed in 1985 in which the perceived and expected gap of quality service is measured based on the five factors such, tangibles, reliability, responsiveness, assurance, and empathy. The majority of the research has based focus on external customer in order to measure a company's service quality. Nevertheless, the internal service perspective has been rarely considered by the researchers. In the marketing models, each department or employee within a company is designed to participate with customer orientation whether the customer is external or internal like another department or employee (Buda et al. 2006, 430).

Quality is what we need in services, for sure the terms empathy and motivation have to be part of a lifestyle for people at the service. The company's knowledge residing in employees is the principal factor of high service quality that influences the market performance. Researchers have demonstrated that employees with high motivation would improve service quality, customer satisfaction and loyalty levels (Yee & Yeung 2010, 110).

Regarding the service delivery quality, and the customer satisfaction, employers experience problems and dilemmas. The first problematic is because of the nature of service specially, in those where the customer takes part of the service. The intangibility characteristic of the service makes complicated for the customers, and for the provider to agree with the service definition before the interaction. Therefore, the customer perception of the interaction is individual and complicated to predict. Total quality management combined with the employee's empowerment are two different approaches that could provide consistent and improved service quality bringing the possibility of competition against other suppliers (Lashley 2001, 232-233).

A barrier to achieve quality is the accountability. Achieving quality requires the acknowledgements of errors, tracking of the source of errors and rectified them, as well as the curative and preventive actions to be taken from those involved in the process (Beckford 1998, 31).

2.4 VALUE CREATION

The academy research differentiated three different culture levels, (1) behavior, and artefacts, (2) beliefs and values, and (3) underlying assumptions. Culture employs a lot of influence of employees in a firm. The Identified dimensions of culture that can impact the work values in the organizational context, such as (1) Power distance; (2) Individualism; (3) Masculinity; (4) Uncertainty avoidance. In order to establish a service culture in the organization, especially in the global area, it is essential to understand the cultural context of the employees and customers. Key words of the service culture and excellence were identified based on the awarded. The researcher has found seven values in which companies are driven: (1) innovation; (2) Joy; (3) respect; (4) teamwork; (5) social profit; (6) Integrity; (7) Excellence (Jauhari & Dutta 2009, 313-316).

It is mentioned that in order to create proper culture within a service organization some aspects should be taken in consideration, such as, recruitment retention, teamwork, training and development, rewarding quality, and job security (Jauhari & Dutta 2009, 318-319).

As an example service culture could be beneficial to increment a market and customer focus orientation, and in return contribute to the performance. Explaining this in other words, service culture is difficult to copy because the resources result is from customers and employees who co-create the service. Service values, meanings, beliefs and goals linked to services could be the cause of conflict between product oriented companies units, guiding to an internal resistance that could restrict exploitation of service opportunities for the company. The writer mentioned that there is a misunderstanding about service culture division into multiple and interrelated dimensions, such as service value, service behavior, service rules (Heiko et al. 2010, 237-238).

Thus, researcher opinions were clearly supported that service orientation as corporate culture is associated positively with the overall performance. The integrated organizations limit the positive service orientation and influence of management behavior, and the employee's values to service orientation (Heiko et al. 2010, 252-253).

According to the article, many studies have researched the cross-cultural effect on service quality. The studies have been focused in determined the differences, in case of existing one, across customers with the origin of different cultural backgrounds. To the best of the researcher's knowledge no investigation has been done on whether the effects of culture differences based exists, when focusing on internal service quality. They mentioned being important to research this cultural effect if exists, from the internal provider perspective. It is mentioned that large international companies that have offices in several countries needs to identify differences in the training and performance evaluation of employees. They have found that clients have more power than service providers, and also their conclusion is that there is culture and gender based differences in customer considering the level of perceived service quality (Buda et al. 2006, 430-431).

Indeed, the cultural topic and its dimensions may be a question of several studies and people who is actually very interested in providing services that match culture could invest time and efforts to research the issue. In order to achieve quality, is needed a clear understanding of differences, an observation of the cultural reality, and why the empathy might exists between colleagues. I would dare to say that in practice is not even question of cultural differences but education as well, manners that are part of each individual education from childhood and environment.

The responsibility fall into the managers of the organizations, meaning that they cannot blame the subordinates when things go wrong. Senior management provides the distinctive character and culture, promoting the word with the example and commitment, energizing their people to respond to the objectives. Business needs to adapt the changes and

competition by delegating responsibilities, and perhaps one of the most important is to attract their frontline people to support their strategies and goals. Treating the employees better and complementing more the work environment, the more they will be willing to deliver (Hawkins 2006, 263).

Quality's culture development it is critical when company's goal is to achieve quality, but how to define culture. Therefore, culture according to some researchers has been defined as behavioural, attitudinal set of norms to which most of the organizational members are subscribed consciously and unconsciously which affects the way people solve challenges, make decisions and execute their task daily. Culture describes the artefacts, values, and highlight assumptions that lead the behaviour within the organization, noticing as cultural drivers the values and beliefs, which are many times expressed in terms of stories, rituals, and myths of the organizations. These values are spread through processes and may be seen as influencers of the new employees. Norms and behaviours are the most challenge aspects in organizations to change (Beckford 1998, 29).

It has been demonstrated that culture is a powerful fact when we talk about behaviour, when employees for whatever reason are not interested in the quality of the product or service, then quality will not probably be achieved, the book mentions that quality achievement depends on the appropriate level of innovation, and creativity which consists of originated new ideas and its implementation or innovations, often suppressed in the organizations (Beckford 1998, 30).

2.5 INNOVATION AND COMMUNICATION

The article claims that innovation is strategically fundamental and ideal for most of the firms. While "market driven" innovation is seen itself in new products or services, positioning changes and other market tactics as fundamental strategic innovation accomplished by creating new competencies and new business models. In regard of the organizational change context, influencing, interpreting dialog or communication becomes crucial. The relevance of the conversation in the process of change is important for understanding the antecedents of innovation. Dialog becomes an important aspect allowing to exploration of potential for influencing manager's mental models as an important enabler of innovation. Referencing strategic innovation as a driver to ensure that organizations does not fall into the "best practices" of management, which could not trigger competitiveness as the competitors may be doing the same. Instead, to be successful in a competitive market, companies should achieve uniqueness significantly in a sustained way, and this resides in clever self-reinforce systems activity or business models (Claus 2005, 338-339).

Market driven organizations follow developments in the market in order to introduce products and services accordingly, and its approach is evolutionary and incremental. In the other side, this kind of organizations redefines their industry, offering new and outstanding value propositions to the market through special activity systems, being their approach radical and revolutionary models. It has been claimed that achieving fundamental innovation is in any case a challenge to the existing mental models and the formation of new understandings. How the shift would be facilitated when a fundamental strategic innovation requires changes in the manager's mental models. Innovation as such cannot be designed, but it could be designed for. Thus, mental models described as devices, and through these devices people make sense of the actual perceptions, primarily developed in the social context and cultural practices through interaction. Mental models shape arguments, interpretation and ultimately action. Some studies refer the concept as communities-of-practice, where the participation in those communities involves common understanding of the essence of the community, norms, relationships, as well as different common language routines, artefacts, and narratives. As an example a management team constitutes such a community-of-practice through a common acknowledge that they head the responsibility of an entire firm or unit, this management team might build some rules such as to follow a certain agenda and practice decision making while developing a local language (Claus 2005, 340-341).

Verbal communication remains permanently in managerial work, which is not basically only related to transferring information but is essential to the construction of meaning, meanings that are built through social interaction. The literature has acknowledged that the communication role, particularly in the process of change suggest a conversational way of dialogue to enable managers to influence their mental models, transforming social interactions and relations. It has been proposed that rather than seeing conversation as a tool for communicating change, conversation is the real channel through which change happens. The article refers a proposal of dialogue as discipline of collective thinking and inquiry, allowing people to develop new possibilities for action and thinking. Dialogue permits people to participate in the creation of shared meaning through processes of collective exploration and thinking. These learning experiences can provide the basis to develop a mental model common language. The inquiry processes will eventually build enough common understanding, to permit the collective thinking process avoid the individual thinking process (Claus 2005, 342-344).

Creating conditions for dialog could be designed by designing a specific workshop where work refers to the evolution of management teams as a general view, and of conversation within groups particularly. It has been identified that mature groups follows certain dimensions such as the ability to deal with their environment, basic agreement on mission, goals, values, self-knowledge, optimize the use of resources, optimize communication integration, decision

making, authority, norms, influence, and the capacity of learning from experience at a collective level. Allowing transparency when solving a problem and acknowledging differences, these are the manager's key elements to implement the conversations model for understanding instead of closure. However, in order to increase dialogue in the organizational context, a way to start is by inviting participants but not forcing them to participate, they must have the choice to participate in the conversation, as well as listening carefully and observing. Dialogue as a way of reflective conversation could be explained as a basic mechanism of getting new information and discovering a conversational process that the interpretation of someone's concept is different from one's own (Claus 2005, 345).

Inter-organizational collaborations sometimes are proven more harmful than helpful to the organizations, due to the uncertainty of today's complex and rapid change of the business environments. Collaboration finds challenges, but is also through collaborative relationships that knowledge and other strategic relevant resources are accessed and created. In the organizations, knowledge creation can be considered as a social process; which involves interactions between people within the organization with different backgrounds, resources, and predispositions. Therefore, members interact, develop and exchange new information and through these processes give a form to the community over time. It is mentioned that collaborative networks are noticed as having a growth ability to adjust and reorganize their patterns and structures to improve their growth, sustainability. The literature gives evidence of the advantages of network formation including knowledge-sharing and sustainability, but it also acknowledges the natural challenge of these collaborative networks and relationships. Another description of the network is as the group of three or more organizations connected in a way that facilitates the achievement of a common goal (Baker & Kan 2011, 854).

The article refers that a closely linkage to the innovation are the collaborative behaviours, because they influence the thinking process in groups to reach creative solutions. Therefore, the stress and importance of communication and cooperation, in encouraging innovation and team performance. The study suggests that in order to manage conflict and innovation the team members should participate in open discussions. It has been found that teams who are able to manage conflict in a productive way are more likely to perform higher as a team in terms of effectiveness and innovation. Some researchers claim the fact that participative communication was the strongest predictor of innovation effectiveness (Paulsen Neil et al. 2009, 515).

Through the theoretical review, other article refers that knowledge management includes social elements stressing the collaboration between knowledge workers as elements of continual learning, and individual elements where mental models are revised to increase capacity to learn. The knowledge management discipline covers an extensive wide range from

individual to complex knowledge systems processes and practices. Knowledge management perspective includes core components such as people, processes, culture, and structure. Thus, in the knowledge time, the organization's performance depends on the flow of knowledge among employees. Knowledge management it is considered a mechanism that stimulates coordination, dissemination, and the knowledge creation, and it has been argued in this article that senior management are the responsible of cultivating this kind of organizational environment, through organizational structures and its culture with the purpose of developing workspace (Hannay Lynne et al. 2013, 65).

Other research mentioned that a process of knowledge is where knowledge generation happens in a group of individuals who meet regularly to learn from their experiences, allowing them to think of possible solutions to their own challenges. Where this activity is carried through a collective dynamic, where the team members receive the necessary support to observe their real challenges (Avila et al. 2012, 738).

2.6 CO-CREATION

According to Bergman & Klefsjö (2010) the company reorganization, management system, leadership changes are looking for success, but only participation is not enough, the employees need to participate with responsibility for initiatives and development. The need is the co-creation, concept of attitude of progressive creation with others. Co-creation is a way to sustain participation. Co-creation goal is the common good in terms of what we want to achieve, work for and improve. The common good is seen as the group, division or organization where daily work is performed. Co-creative employees search activity, wants to belong to groups and work together with others. Passive actions between peers do not reach development, individually or within the group. The initiative for co-creation depends on the belief that we are needed, and we can contribute. "Today's society needs active, co-creative people to make a better world, locally and in global scale, a world in which people has more trust in themselves and their own communities than in formal systems (Bergman & Klefsjö 2010, 366).

Co-creation sounds a huge word, huge compromise to our promises. Innovated words influence minds like huge brands influence customers decisions. Co-creation is a revolutionary word that attracts attention. By trying new ways of doing things is a way to succeed, learning from own mistakes. Sickness absence in the companies could be diminished with a strong environment of co-creation. Managers can't do too much by themselves they need interaction with co-workers if anything will become achievable (Bergman & Klefsjö 2010, 365-367).

In the work environments in some cases they may not be aware of terms such as co-creation between employees or just could be not enhanced, the old fashion beliefs and passiveness created by the good times of positive success in business is perhaps a limitation to start with a new religion and take new challenges or risks that apparently are not worth it, but what about if people adapt the co-creation and reflect positive changes. What is to be co-creative in terms of service design process, customer putted as focus of service design process it confronts the truth that may be many potentially group of customers, groups with different requirements and expectations. During the service design process, we need to involve customers as well as all other stakeholders involved in exploring in defining the service proposition; figuring some stakeholders participating in creation, giving and consuming the service. The stakeholders could be managers, marketers, engineers, designers, front-line service, and customers (Stickdorn 2010, 38).

Having a definition of common language of our customers, we should be able to bring few ideas on how to design a new service or improve it. All of these different people should be participating in the process of creativity. However, is not only a matter of listening ideas but also to discern them; a variety of methodology and tools are available to acquire original knowledge from different user points of view in the service concept creation its development, prototyping and testing. Co-creation during the design process makes a smooth and easier relation between stakeholders when providing the service, essential for sustainability of the customer and employee satisfaction. Co-creation offers the opportunity to add value to a service; in collaboration with the service, is the provider in the early phase of service development. Involving more the customer during the service supply, the more co-ownership is caused and in return will increase customer loyalty and long-term relation result (Stickdorn 2010, 38-39).

Indeed, the writer express and explain his ideas of co-creation with customers, but the idea also can be adapted as the concept also relates to internal customers, when internal customers create own ideas and concepts of co-creation a common understanding will rule their ways perform service for a common well being and high achievements within teams in organizations.

PART III: FIELD WORK

3.1 CASE STUDY

In the current organization, the training center is in charge of the internal training arrangements and process developer while the technical support department takes care of the external training customer quotations and training resource for its delivery or execution. In addition to trainings held in the company, currently also one type of training has been added to the portfolio and already delivered to external customers, this training is called "virtual experience training", the concept is built to improve trainees knowledge and skills on how to operate a process by testing an advanced training simulator developed by the organization based in basic and advanced training modules. The basic training module concentrates on the theory, and the exercises focus on the basic operation of equipment and the process, as well as troubleshooting possible scenarios. The advanced training module is targeted at optimizing the process.

The organization counts with two different types of training oriented internally and externally. Because of the research's context we will concentrate in the internal training delivery, in specific in the trainer role, its elements and role in the delivery of training.

The description of the purpose of the training delivery is to provide accurate training solutions that are easily accessible, on time, and professional delivered. The participants, in this case, the employees would feel inspiration, motivation and commitment to get best learning results. Internally the training center has available a document to describe the internal training delivery and its process. The description is general, and it is explained in phases of (1) planning, (2) enrollment, (3) training, and (4) feedback.

The current process is applicable to all learning solutions delivered through the training center, both oriented to internal and external customers, solution that could be delivered in own premises, as well as the customer premises, and another option via e-learning. In the delivery process of training is out of scope the following phases: training development, training need analysis, invoicing, sales, pricing, and certification process.

How the process start and end of an internal customer has been described as follows, the training owner contacts the training center and inform the training volume estimations for future delivery planning, the end of the process happen when an update of participant's learning history is done. The action plans are informed to the trainees, and the development of training is based on their training feedback. The process can start from target groups, individuals, and coordinating training need analysis.

The process assessment and planning are periodically reviewed and developed with internal stakeholders such as trainers, training owners, facilitators, coordinators, target group representatives, support functions. The process is evaluated continuously based on feedback, reports and key parameters of process owners, product owners, and product categories through the service department.

The key stakeholders are the organization employees or training participants, trainers, and their managers. The needs to fulfill the employee competence gap could be done by getting information of the suitable and available development alternatives, feel motivated and inspired to participate, feel that training will support their career path, learn, build self confidence, networking and socializing, get new ideas, find problem solutions, get certified in the future, and share knowledge. Having presented more of the background's case, we can proceed and think on the following methods to complement the study. The thesis developer have chosen from a wide range of methods available, the ones that would be more appropriate due the limitation of time of the stakeholders to participate, the methods chosen, the thesis developer believe that were the most suitable for this specific case.

3.2 SERVICE DESIGN RESEARCH METHODS

The collection of the empirical data was done by conducted interviews, a questionnaire as "electronic survey", workshop, and practice of different observation methods such as shadowing a training session. The theory related to the data collection of the case research conducted will be described accordingly.

During the fall, exactly on Wednesday 31st October 2012, the workshop was held in the premises of the company, where the study research took place. In the workshop, a total of four participants collaborated; all of them are engineers with experience as a trainer, and one with a doctoral degree. The idea was to get insights and ideas, from super experienced to less experienced trainer, and also combined their different roles in the company to achieve a variety of ideas, their roles are performed as services quotation engineer, services product manager, services technical support engineer, and a training specialist with engineering and doctoral degree, the combination of their different backgrounds, roles and experience are especially important for the case study in order to bring their contribution from different points of view, and experience as much as possible.

3.2.1 ETNOGRAPHY

Ethnography is used as a form of qualitative research, it is both science and art, combines a discipline, and structured investigation to reach objectives with intuition and creative exploratory tools. The goal of ethnographic study is to include the following: (1) a search for in-depth understanding of the consumer, (2) see facts from the customer point of view, (3) being open to other ideas, (4) explore the context and conditions, (5) search the feelings and emotions behind people's behaviour, (6) Describe attitudes and behaviour with a lot of detail, (7) without assuming knowing averting about a category, and (8) Methodological flexibility (Hy 2006, 109-110).

In order to analyze the data gathered from the electronic questionnaire, workshop, and as well as the shadowing technique practiced. It is necessary to explain the meaning of the collected data. Ethnographic methods can provide large volumes of information that must be made meaningful. Findings of attitudes of products experienced, process descriptions and outcomes, product using results, and debriefing notes all contribute to the amount of information that is collected in the end of the fieldwork. The researcher must become a consultant with the aim of turning information into knowledge; able to provide actions, and solid recommendations for marketing strategies, as well as tactics in order to have useful meaning. The author of the book mentioned four essential steps from raw observations to completely processed insights while ensures that the conclusions are not half developed. The four steps are: (1) Compiling data, ensuring that everything is accordingly organized, and nothing important escapes the attention; (2) Reviewing the data, examining the full record of information systematically to find relevant meanings; (3) Decoding data, Identify what happened in the visual and verbal records so all together has a logic meaning, explain the review through concepts, generalizations, and metaphors from the observation data; and (4) Making imaginative marketing "leaps" on the basis of the data, share valuable insights that influence decisions making, marketing ethnography should provide something more than structured report of observations, never the less they may produce interpretations of the observations that can drive business decisions (Hy 2006,185-186).

In order to produce the report, it is recommended that before proceed to do the analysis is necessary to understand the expectation of the client in terms of reporting. Long, highly technical reports would satisfy the academics, but could be not useful for managers who make decisions on the bases of ethnography studies. According to the author the development of deliverables after the data collection and its analysis, the written report is the final deliverable to the site or company, this report should include in the content the record of the observations for immediate and long-term needs. The final reports include both descriptive and prescriptive offering important details, behaviors, opinions, as well as an extensive

discussion of the implications for strategic marketing, and new product development. The type of reports commonly delivered are as follows (1) Ideation summary, is a record of experience insights, observations and ideas acquired through customer's encounters; (2) Site report, also known as case analysis is a review of behaviours and attitudes at a single site. Usually organized against a template or sheet in order to visualize the observations and compare them across categories; (3) Summary reports, can vary from 3 to 15 pages depending on what is expected, usually focused in the most important research implications and conclusions; (4) Full reports, (5) PowerPoint reports, (6) video (Hy 2006, 187-188).

Indeed, having explored the theory related for the analysis process, the case study has a solid guidance to generate and write the analysis and report of the study.

3.2.2 INTERVIEW

In relation to the essential techniques of interview, it is mentioned that an effective interviewer who is not only find useful facts, but also to understand how the interviewer see the world. He suggested that this is a good reason why the ethnography technique could be applied. A well conducted interview is not consisting only by asking the right questions, it is also the attitude to approach the conversation. The writer suggest not to create in advance questions, this approach may lead feeling to the interviewer of being interrogated while an open conversational structure may reveal unexpected information, in few words, make it a conversation, not an interrogation, have sympathy and do not judge, be the learner not the expert, ask naive questions, ask people to show you, ask for specific stories, specially about the ones you cannot observe, take the opportunities when they are offered, watch for inconsistencies, pay attention to nonverbal cues, think ahead a little (but not too much), rely on your peers, and avoid the following: (1) don't ask leading questions, (2) avoid asking solutions to the participants, and (3) do not solve problems during the interview (Goodwin 2009, 118-124).

3.2.2.1 INTERVIEW DATA COLLECTION

Interview conducted during February 2012 with the manager, training concept owner and consultant. The carried interview with the organization stakeholders and external consultancy was focused to discuss and get the idea of how to begin with the project. To find out what the organization was trying to achieve, and, to possibly, create a common successful plan for the project. During the conversation, the pedagogical way of teaching was an issue of discussion, as well as the self-learning process, part of the discussion included the methods available that could be tailored in order to train employees through the e-learning environment this was only an option presented, but never the less a good starting point for discussion.

Interview conducted with managers, training concept owner, and consultant during March 2012. During the interview and discussion, the goal was to find more information in order to clarify how the methodology developed at Laurea University of Applied Sciences in Finland could be utilized and probably adapted in order for the organization, to build integration between technical support and the trainer, how to integrate them, and to answer questions such as who will be available as a trainer and how. During the meeting was discussed the idea of not only finding alternatives of training, or training for trainees solution, but also to find a common language for the trainings. The idea of having future technological systems or platforms that support the interaction between the training support arrangement and the trainer, this was part of the discussion. One of the challenges covered is how in the future the technical support area will be capable of providing support and knowledge, this because the trainer resource pool could be a bit limited, here is when the trainer issue or problem arise. The area in charge of organizing internal trainings could think of some pilot group where trainers could teach future trainers, one important issue would be to find at some point or stage, when the employee should be ready to perform as trainer. The conversation triggered the idea of building trainings for the trainer to improve the appearance while teaching or performance, also in addition, an idea arise in relation to each trainer will find own personality to perform their trainings. Other important question came from one of the Laurea's member, Laurea University of Applied Science developed a methodology of learning by developing, here the question is should we train, should we learn; also was mentioned that the learning process happens in authentic situations and happens by practicing not only based in showing. Other points of discussion during the meeting were the possibility of a simulation environment to be included. The learning also happens when persons are forced to find its own solutions while in groups, the learning is deeper. The trainer should not be the best expert because this person could not see the other side of the persons attending the trainings with lack of knowledge, and this is a technical challenge to the training challenge itself. The training model divided into five modules from technical overview until the highest level of training that includes commercial, services, the aim of this is to have a step ahead for future training certification, one of the explained ideas was to have less "top knowledge" and instead adding "experience", one comment toward this was that, by teaching the learning is reached by sixty percent. An expert in the role of trainer, product learning solution, should perhaps keep changing the learning volume in order to be accredited, a challenge mentioned during the conversation was that the problem is when there is no right path to the guider or trainer, perhaps a program that include days at place combined with self practice, analyzing the case, would be a good opportunity of questioning the trainers methodology a basic method package and testing its efficiency. To the integration between technical support and the training, what would be the optimal way of doing it, another way of training is the simulation concept.

During June 2012, an interview with organization's the technical support stakeholder took place. During the meeting, we were discussing the essential point of the project to be developed. The point of discussion during the interview was the discussion of the trainer's role, and having conclusions of what would be the most valuable part of the project. The whole interview was focused to gather a collection ideas and type of possible questions to direct in the investigation, considering all the possible challenges and limitations, as well as the theory related in the project. We were discussing the business model canvas, and its possible application during the empirical phase of the project. Some ideas arise such as the possibility of creating a new training concept and its process, and the possible adaptation into existing training delivery. The carried interview led us to have some conclusions, and refine the path of research and what is the goal according to the information discussed with the engineer who has long background in service training and deepest knowledge in engineering. During the interview, we were focused on the scope of investigation and its business model primarily.

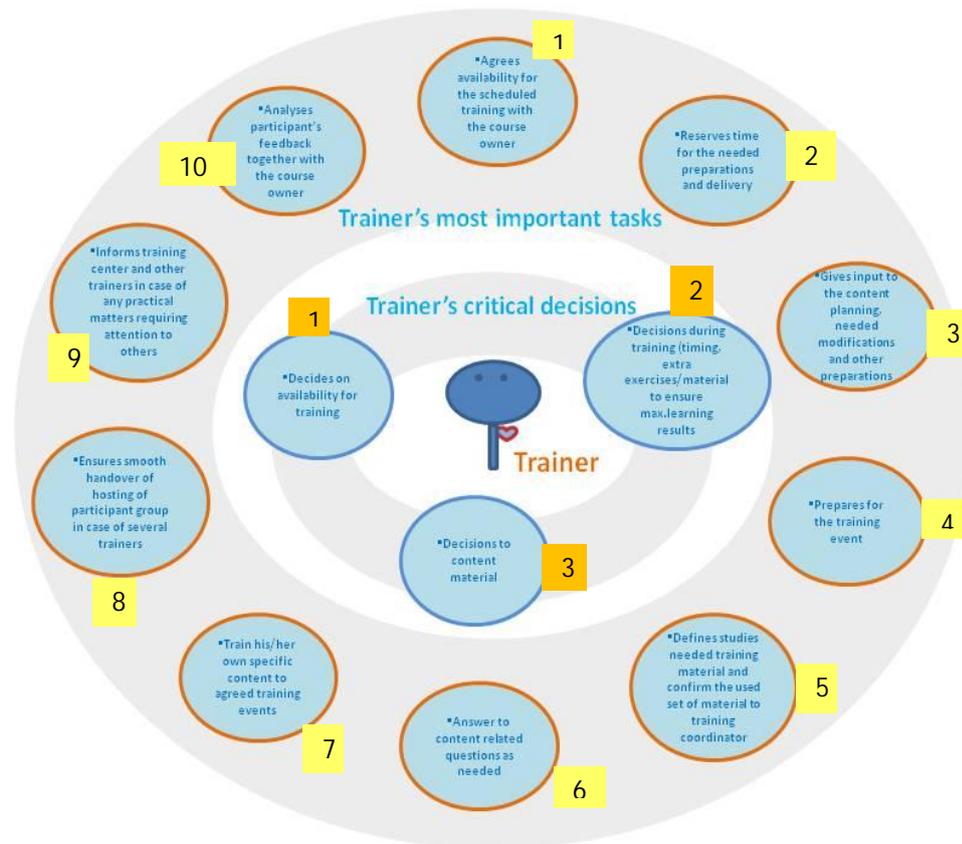
3.2.3 RELATIONSHIP MAPPING

One of the tools used by service designers is relationship mapping. This is a tool that allows identify, understand, and visualizing the services as systems build on people and its relationships. Services happen through systems of relationships between people, things and processes. Therefore, in order to innovate, it is important to understand the network of relationships between people and organizations that make possible the service or that fail to make a service work. People are part of the service experience sometimes as providers or receivers of service, the tool helps to capture all the stakeholders involved and understand how they currently work together. The purpose is that after seeing the big picture as a whole, give the opportunity to redefine those relationships, roles and responsibilities.

The tool is recommended as part of discovery stage where the aim is to get insights as much as possible, and it is a good starting point to identify changes that need to be made when thinking about interactions between roles and responsibilities. The evolution of the relationship map from the current situation description into new specific service people role's can become part of the Service Specification Document (Engine Methods 2012).

3.2.3.1 RELATIONSHIP MAPPING DATA COLLECTION (TRAINER'S ROLE ELEMENTS)

According to a company's internal document, the trainer role and its most important tasks, as well as most critical decisions are represented as follows:



INFORMATION SOURCE: Company's internal process description document

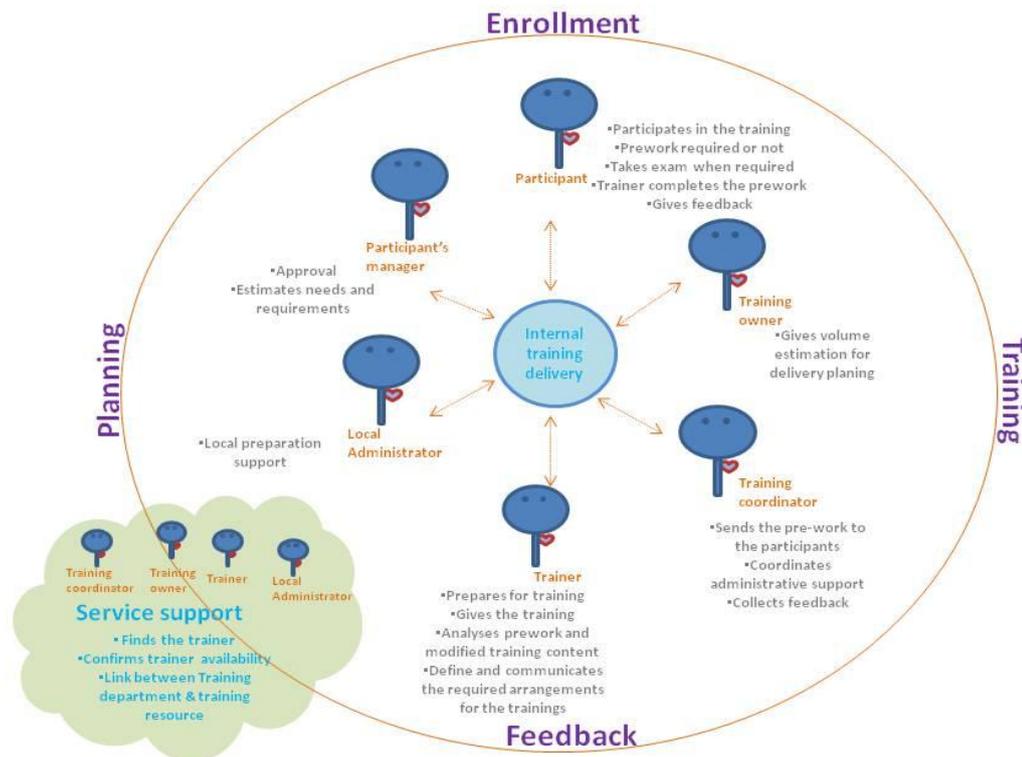
Figure 4. Representation of the trainer's role most important tasks and critical decisions
Source: Company's internal process description document

According to the representation above, the trainer's most important tasks are described as follows (1) agrees availability for the scheduled training with the course owner, (2) reserves time for the needed preparations and delivery, (3) gives input to the content planning, needed modifications and other preparations (4) prepares for the training event, (5) defines studies needed training material and confirm the used set of material to training coordinator, (6) answers to content related questions as needed, (7) train his/her own specific content to the agreed training events, (8) ensures smooth handover of hosting of participant group in case of several trainers, (9) Informs training center and other trainers in case of any practical matters requiring attention to others, (10) analyses participant's feedback together with the course owner. Also, in this representation were included as well the trainer's critical decisions such as (1) Decides on availability for training, (2) Decisions during training (timing, extra exercises/material, to ensure maximum learning results, (3) Decisions to the content material.

3.2.3.2 RELATIONSHIP MAPPING DATA COLLECTION (CURRENT INTERNAL DELIVERY)

The principal stakeholders in the delivering process are the participant, training owner, trainer, local administrator, training participant’s manager; these actors are part of the training delivery process. In addition, in the representation we can observe the cycle of the process which start with the training planning, enrollment, training, and feedback. The process is also linked to the company’s technical support department, where the principal links are the training coordinator, training owner, trainer, and local administrator. The idea of the representation is not to describe more deeply the process of the training delivery and each stakeholder description of its role, but generate a holistic view of it, where the most important actor for the study case is the trainer.

The collaboration of the trainer within the process has been represented as follows:



INFORMATION SOURCE: Company's internal process description document

Figure 5. Relationship mapping to describe the current internal training delivery and its relation with the trainer

3.2.4 SURVEY

According to White’s survey description, the survey supports the researcher to describe certain details of some population, mainly used in market research to find opinions or attitudes. The survey can be structured and supported by interviews or questionnaires or

both. Due the busy life of the stakeholders within the organizations is very difficult to reach each one of them because of the time, cost, size, etc. Therefore, a sample is to be chosen with the characteristics of being typical and unbiased (White 2002, 50).

The survey may not question necessarily every member of the population involved. The sample should represent the real population of the subject in question, within research the population sample is known as a sampling frame and the people within the population are called sample units. In research samples are very useful, is a way of saving time and money; however, more time would be available to collect information using the survey. Compiling the sampling frame is one of the firsts step to be carried, and in many times is better to compile it by yourself, instead of using other resources. The accuracy of the sampling frame it is very important and helps to reduce bias, ensuring that the sample utilized is truly and represents the population from which is taken (White 2002, p.60).

According to the writer the non-random sampling could be used when there is a situation to define the sampling frame, or also because of the nature of research and study, and not needed to make detailed statistical analysis, for such a cases is suggested to use what is called the non-random sampling technique. When qualitative research the sample must include a definite goal and the approach is subjective, however, because of the nature of the study you may be required to look into particular samples, as with a case study, which provides the exploring characteristics you need. Cluster sampling is non-random way of using non-random sampling. According to this view the sample size which is the number of sampling units to take, the idea would be that if the samples are taken from very similar types of respondents a large sample is not needed it, then what comes more important is the accuracy of the information collected from the sample. To guarantee the accuracy is important to design and execute carefully, for example, the interviews and the design of the questionnaire. Time and money are usually related to the sample size practical considerations, as well as the theoretical part. According to the book, there is no reason why sampling should not be applied to the qualitative research. However, some bias could arise due many reasons one is called researcher bias, where the researcher may create too narrow questions, as a result, the participants do not have the opportunity to express themselves or the other situation could be that the questions are too broad with too general answers that the final interpretation may be unfocused and unclear. The reality is almost impossible to avoid bias in any survey because the respondent opinions can change through the night, what is important is to identify the existence and importance of bias and how will influence your particular sampling and research methodology (White 2002,63-67).

The possibility to combine the qualitative and quantitative research is possible, as an example after studying certain changes within the organization could be decided to apply a

survey by questionnaire opinions about a certain matter associated with the change (White 2002, 26).

Researching the same problem, from a number of different views, is an excellent approach to verify your interpretation and conclusions, using a different approach called triangulation (White 2002, 68).

3.2.4.1 SURVEY DATA COLLECTION

During September 2012, an electronic survey was distributed among only one range of the same sample of participants of 28 in total among the organization. The survey was answered by 21 participants making the sample of participants rather good. The structure was designed in three parts: (1) trainer's role, (2) planning & delivering training, (3) sharing training experiences. The design of the questionnaire was carefully developed. The length of it was good enough to capture more interest of the respondents to participate. The time to answer the survey was of maximum five minutes. Most of the questions included in the questionnaire were open-ended, and only one open question was added to the survey. The results of the open question will be added to the analysis, but will be not shown the original written answers to preserve the confidentiality of the survey. The rest of the survey results will be shown later in the section of case analysis results as figures to be analyzed and see more clearly the information of each insight. The appendix 1 shows the eighteen questions formulated in the questionnaire sent through an electronic survey.

3.2.5 QUESTIONNAIRES

The book refers to the questionnaires as a series of questions, with the purpose of providing an amount of alternatives answers for the respondent to choose. Widely used in business and very popular within MBA students, as simply as it seems to ask and get an answer is not the procedure of designing, writing and administrating questionnaires which can be complex part. At early plan stage is important to decide the way of analysis descriptive or inferential statics to be applied, this will determine the way the questionnaire will be design. The quality of the questions determine the quality of questionnaire, be clear and decide what your objective of research is easy to understand, choose the via to be sent the questionnaire, simple questions that deals only with one issue, create an attractive layout, short as possible and not extremely length, start with direct and clear questions first, use only "open" questions only where you need opinions, group questions into sub-headings, avoid utilizing specialized wording that is not understandable even by the creator, inform how to answer the questions, e.g. ticking boxes, drop-list, etc., ensure anonymity and confidentiality, design a cover letter to explain the purpose of the questionnaire, practice the way of analyzing the information

gathered, perform a pilot with some small number of volunteers, this allows to identify the ambiguous questions and prevent possible problems during the final analysis (White 2002, 51-53).

According to a book in order to build a question guide is need it to build trust and help them comfortable during the collection of important information, therefore, the need of carefully questions created. Identifying the topic, developing the questions in open-ended ways such as "Tell me about an experience"; "What are the best/worst part about?"; "Can you help me to understand more?" Encouraging people to tell own stories, avoid yes/no questions. Organize your questions using a suggested structure: (1) start specific, (2) Go broad, and (3) Probe deep. Build a scenario or way to present the idea of your research, and an example that helps people to understand better your topic (Fierst et al. 2011).

3.2.6 BRAINWRITING

Brainwriting is described, as a process where each person writes ideas in five minutes, passing the ideas to the next person who uses them as a trigger to bring own ideas (Koivisto 2011).

3.2.6.1 BRAINWRITING DATA COLLECTION

The session started with the "Brainwriting technique" where six different ideas of the case topic were exchanged between the four participants, each of them wrote as much as ideas they could. The idea was that in the end of the exercise we had a collection of ideas in a matrix of information. The topics used to trigger or generate ideas, were planned in advance before the session, in order to fulfill the research or investigation topic case, with the principal idea of limiting the scope of the goal of investigation during the workshop.

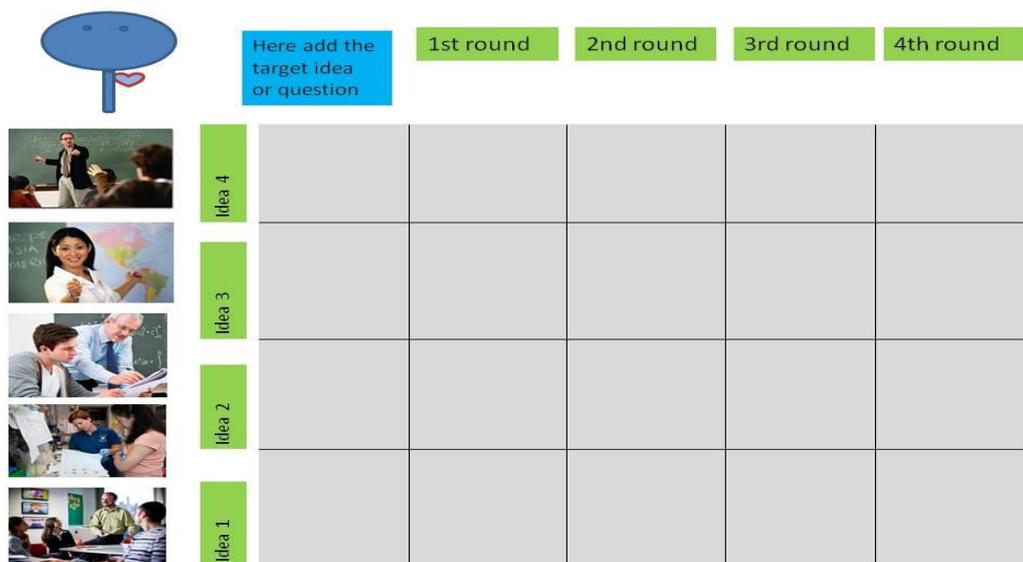


Figure 6. Model used for the brainwriting technique execution during the workshop



Image 1. Picture of the workshop held at the company's premises for study research purposes; applying the brainwriting technique

3.2.7 SILENCEWIKI TECHNIQUE

The Silence wiki-technique is a technique practiced during the service design studies session at Laurea University of Applied Sciences during the year 2011. However, this method was not found as such in a book for reference, but the technique was introduced by a student colleague, and can be compared to the following method the "idea generation technique". Mentioned according to a book, the idea generation technique help designers to inspire a group and perform brainstorming sessions, also to stimulate the sessions and discussions in a provided structure within which to work. Some techniques may provide prompts of imagination or simply points of discussion, but all the techniques have the goal of stimulation of idea generation, and at the same time allowing group sessions to work more smoothly (Stickdorn & Schneider 2010, 180).

Indeed, the silence wiki technique allow people in an organized way to express their ideas in a very relaxed atmosphere, without interrupting their thoughts as they would need to remain in silence for fifteen minutes.

3.2.7.1 SILENCEWIKI TECHNIQUE DATA COLLECTION

After practicing the “brainwriting” technique, during the workshop the participants move to the next phase. For this phase was prepared in advance four questions related to the case study, in the session was applied the “silencewiki technique” where the participants had to keep silence for fifteen minutes without an interruption. The goal was that they could think themselves about the new ideas triggered by the questions already placed in the wall. Later they will place the new ideas in the post-it or sticky notes to each question, own written ideas, and finally by the end of the exercise we had on the wall a lot of new insights.

After this phase during the workshop, we had a discussion based on all the ideas related to the current ways of working. The participants said that these two techniques were very useful to rethink what sometimes they don’t have time to think about because the days are running fast and the amount of job is limiting the opportunity to analyze what and how they are doing their tasks related to this case study presented in this session.



Image 2. Second picture of the workshop held at the company’s premises for study research purposes; applying the SilenceWiki technique

3.2.8 CUSTOMER JOURNEY

Anna Meroni and Daniela Sangiorgi, described the customer journey map as an extension of a blueprint and evolution of a story board. Mapping the customer journey through the service process identifying main encounters, evidences, key actions of the provider, giving a strong emphasis to the touch-points, and their role in the interaction to make the service process more tangible, clear, and accessible, offers the possibility to visualize problems and possible improvements to be taken. The customer journey map can be used in an exploratory phase, it can be helpful for the internal and external stakeholders within the organization to identify problems in the current service and generate recommendations for future improvements (Meroni & Sangiorgi 2011, 241-242).

3.2.8.1 CUSTOMER JOURNEY DATA COLLECTION

After the discussion between the participants, we proceeded to build the customer journey related to the process of a training quotation, in order to identify what are the touchpoints of this particular service, the technical support area is mostly related to the delivering of quotations which usually are created in coordination with the trainers. This part of the session gave the opportunity of interaction and conversation, the enthusiasm of the participants was very good, and they seemed to be quite cooperative with their ideas in order to build the customer journey, in fact, they have never built one before, this was their first experience with the method. The customer journey open the whole picture of the process in a more tangible and real way while they were building it they were as well analyzing what and where the so called touchpoints supposed to be included. The good atmosphere and collaborative environment in the session lead to a good conversation and analysis of the customer journey, with the contribution of the participant's experience and knowledge was performed the task in the workshop. The following picture shows their customer journey in the originally representation:



Image 3. Customer Journey. Picture taken at the workshop held at the company's premises for study research purposes

3.2.9 SHADOWING TECHNIQUE

The shadowing technique according to the description, is used to following users around and observe their behavior; the shadowing can be anonymous. It is important that, in this process the behaviour of the users are not influenced. Other definition found ways to involve the researcher in the customer life, front-line staff or the people behind the scenes in order to observe their experiences and behaviours. While the observers remain as invisible as possible, probably using different ways of documentation such as text, video, photographs, and help to moderate the observer effect to avoid influencing the behaviour of the actors. Shadowing allows to document problems, spot the experience moments that even customers or employees do not recognize them as problems. This type of study provides a holistic view of how the service is operated, and real-time interactions observed, which related touchpoints are involved. The technique is used to identify where people may say one thing and perhaps do another (Stickdorn & Scheneider 2010, 156).

3.2.9.1 SHADOWING TECHNIQUE DATA COLLECTION

Wednesday 14th and Thursday 15th November 2012, a collection of observations using the "Shadow technique" in one of the trainings delivered took place. Nearly sixteen hours of observations brought a lot of information collected. The observations confirmed certain information gathered in the workshop and survey, but mainly gave the opportunity to observe secretly, as well as experience a real training delivery. Like other trainings organized in the company in question, this was held in a typical meeting room with the projector, in total ten participants and two trainers. The trainers informed that the session will start as planned without delays in order to keep the schedule of the day, the four session modules of the training were divided in two days. The introduction of the whole session took only twenty minutes.

During both days in the morning, coffee, tea, and fruit was offered to the participants before starting the session. Six of the participants arrived on time in the first day, and two of them had their computers working immediately. The other four participants arrived late in the first day, after their presence in the training room; the trainers took the opportunity to give a chance to introduce each participant. The trainers also were expecting to get the participant's expectations during the execution of the course. The speech of the trainers was clear, the right level of technical information was kept the whole session according to the session planned, also the speech of the trainers was enough slow to be understood, and the atmosphere was relaxed and quiet.

In the beginning of the session, the trainer did not have too much visual contact with the training participants while the trainer was explaining he asked to the participants if anybody had questions regarding the topic. However, the trainer looked continuously to the presentation in the projector and not to the participants. At some point the voice was lower than in the beginning of the session, anyway the trainer expressed that would be nice to keep interaction and receive questions during the session in order to get the most of the benefits of the training.

While the principal trainer was giving the session, the second trainer took an opportunity to express that is learning as well along with the session, in order to deliver the same training in the future. Taking notes and observing was the main task of the training learner, basically the other trainer was also shadowing the training process for own purposes.

We have noticed during the session that few slides of the presentation had some small mistakes, either of information misspelled, or some slides were in the wrong order, causing a bit of confusion during the session. However, the information explained was reconfirmed also

with videos and pictures to reconfirm the knowledge provided in other ways.

While the session was explained two of the participants were talking own matters and checking information through the computer, for some period of time the trainer was completely ignored. A first break was given for five minutes. The trainer style to answer the questions was with very good attitude, making feel the participants secure to ask anything, avoiding uncomfortable feelings or embarrassment of the questions asked.

One of the observations made while the session was on-going is that, after two hours, the audience was not too participative, and they kept silence, for a long period the room was very quiet. As small conclusion, could be said that after the lunch, people felt tired and definitely their attention was not the same as in the morning. Also, what was seen during the second part of the day is that, two participants were totally focusing in other things than the training, five computers were open at that time, and in use, clearly the students who seated behind were basically in the computer, and, the ones who were in the front side of the training room kept more attention. As a small remark, which is special to mention, is that, the less motivated people in the course were the participants from international locations, they seemed not to have the same interest as the rest of the group. Is worth to mention, that the company invest in their training and learning, but in this occasion the observations discovered that, in the end, probably this costs could have been avoided, and instead provide the training virtually through some meeting service available. However, after another break of ten minutes, people were more interested to pay attention. Until this stage of the training, only three persons did not participate too much in the session.

Thinking about the room, was comfortable but the locations of the seats are in the wrong location, seating for too long period, this because the screen was in the end of the long table, personally my neck was sick by the end of the day because I have to kept it turned to the right side all the time, this brought another insight that this kind of courses should be given in a classroom type room, where people could be seated towards the projector and trainer. Still during the session some of the participants were watching their telephones, or sending messages. Another important observation noticed is that was quite hard to get concentration to listen the trainer while somebody types in the computer.

The second day was lighter in terms of the amount of information presented. The participants were familiar to each other, and the environment was less formal; also participants were having more attention all the time compared to the first day of the training session. Perhaps, they could have released their stress of learning because they know that it will be the last session of the training?. The learning room was smaller, and each seat was located very close to each other. Only two participants this time were using their computer. By the end of the

second day, the trainers asked for feedback and gave us time to express about the opinion of the training. An electronic feedback will come later to each participant in order to express anything else in private and create even better trainings in the future. Personally, in general the training covered my expectations, and it could be confirmed that in a relaxed environment was easy to learn.

After all of these observations captured, was gathered more information giving the opportunity to be compared with what in theory the trainers expressed in the electronic survey. As an observation, one of those things missing during the lesson was the advertisement of the trainer's intranet community, in order to exchange post experiences, sharing best practices, and get to know the trainers. In theory according to the survey results, they trainer would like to know how they can assess the knowledge of the participant before and after the training, but this was not applied in this training session, no assessment or type of exam was done before and after the session. In regard of the topic, no questions were lunched to activate the participants and confirm the understanding of the people.

In general, the survey results described the things that are actually missing at least in this training observation. However, we would have to analyze the information of the survey results, and also the information of the results in the workshop, in order to bring as much as possible new insights; and think of future improvements or reconfirm information that was missing in the whole delivery process of training.

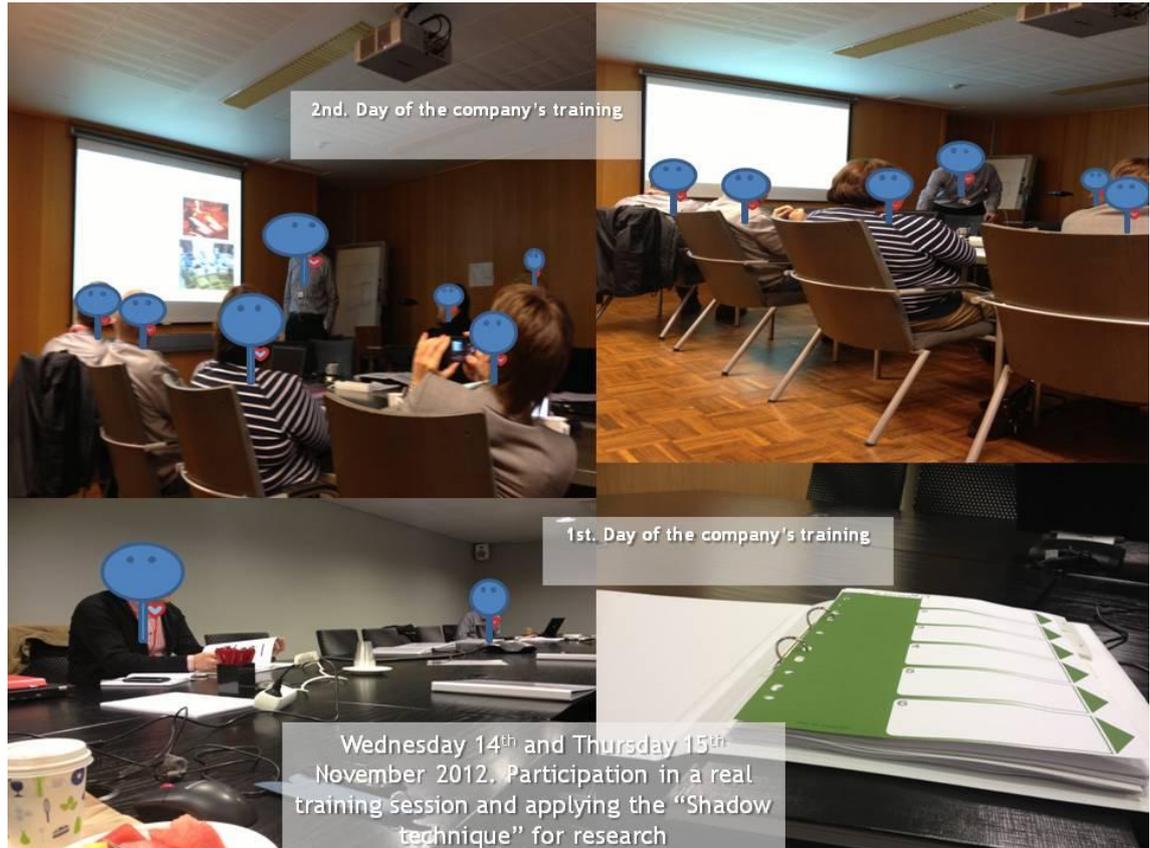


Image 4. Picture of the training sessions attended, applying the “Shadow technique” for the case research

In the picture above we can see the type of training room, the training material provided in a folder, the location of the seats, and the projector; also, the physical environment where the sessions were provided.

3.3 FIELD WORK RESULTS

The outcome of the whole empirical data collection was surprisingly good. The amount of information to be analyzed is huge and helpful to get conclusions, and further development ideas, we could build themes of information to be compared to the current situation of the trainer role and the service delivery, in this particular case the internal service as training. The results will be described in the following chapters.

3.3.1 SURVEY RESULTS

The following figures represent the results of the questionnaire lunched as electronic survey during September 2012, the questionnaire consisted of 17 questions, where only one question was open, and the rest of the questions were open-ended. The number of participants was in total 28. However, 21 people participated in the survey, making the sample rather good, this

expressed in percentage was 75% of the total of respondents. The following figures represent several specific approaches in relation to the training role and its delivery.

In the following result (figure 7) we can observe that sharing knowledge is as close to the desire of meeting new people in the results, if we think in the trainer's motivation, their opinion in this result is very interesting because of the willingness of sharing knowledge may be important for the sustainability of the company's business, and meeting new people will increase the stakeholder network and bring more opportunities to help colleagues and support them. However, other idea was expressed in terms of the motivation of being a trainer, is the creation of capability, in this case considering internal employees, as well as learning from others, where learning from others would increase the knowledge between the trainers and the participant's and vice verse.



Figure 7. Trainer's Role. What motivates me to be a trainer is...

The following (figure 8) shows their opinion in terms their goals in the role, the most important goal according to the results here expressed, is to share in specific technical knowledge, followed by the willingness of identifying different needs for training, and delivering the best possible training. Thinking from the customer point of view "delivering the best possible training" would bring internal customer satisfaction, but never the less in order to deliver the best possible training, identifying different needs for training could be crucial to adapt their trainings and achieve their goal. The open comment was related to the relevance of ensuring that the information has been comprehended and that the employees started to put it in practice, this would be seen as another goal, as well as give ideas for sales. Thus, in this specific goal may be interpreted as offering trainings with the goal of

selling the product or service, in few words building as well the trainings from the sales point of view.

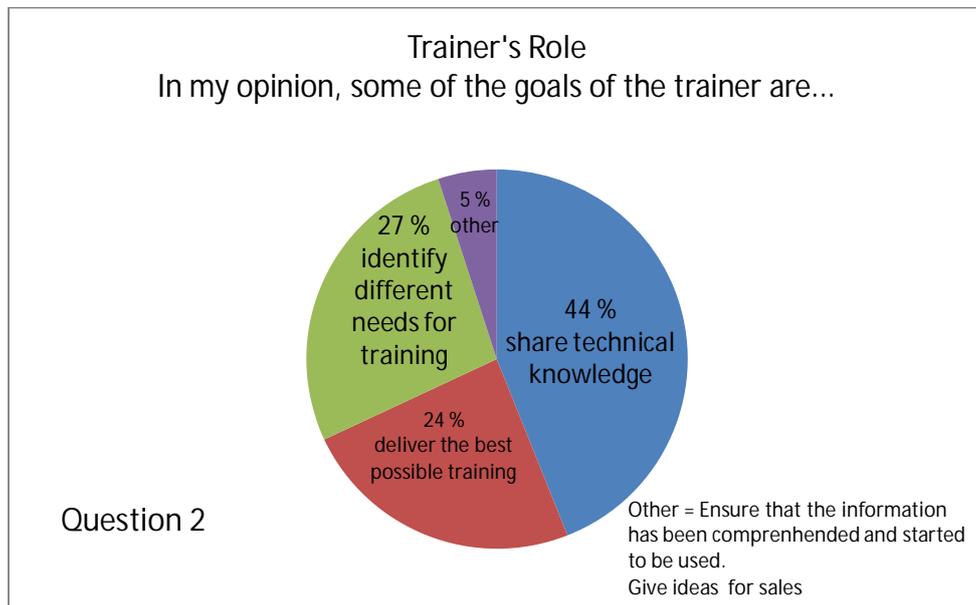


Figure 8. Trainer's Role. In my opinion, some of the goals of the trainer are...

The next result of (figure 9) give us a clear opinion of confidence level when performing their role of trainer, in the result "quite confident" is what the majority feel. However, a small amount of participants felt only "confident", this results could give an opportunity of doing more research in order to know clearly why? And what the company could develop in order to create more confidence in the trainer role. One positive aspect with the result is that none of the respondents has a negative tough about training, this again confirm their willingness of spread their knowledge and their good attitude.

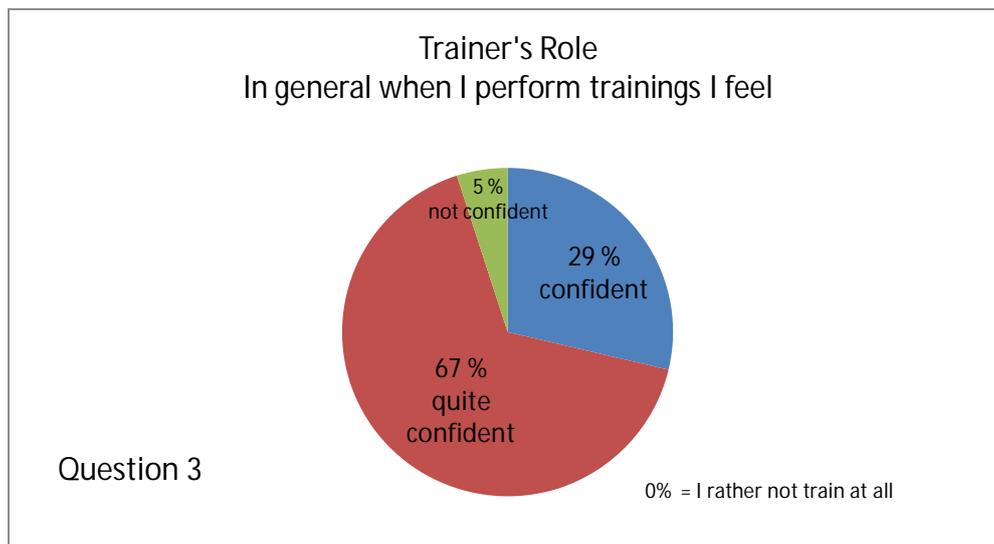


Figure 9. Trainer's Role. In general when I perform trainings I feel

The next result (figure 10) represents the trainer's opinion in regard of the training they would like to receive in order to enhance their skills. Where, the presentation skills and methods to activate participants were very close in the percentage of the results. Therefore, it is clear what they would need with more importance, and with less importance were seen to learn theories about adult training and language training. However, the open comment in relation to adult learning was to get practical advises, and tips so theory and practical information would be an interpretation of their needs. The interest of receiving training to the mentioned areas, gives an idea of their motivation in terms of improvement, and also is expressed clearly, where perhaps the trainers are struggling the most. Due the preliminary results already in the fall 2012, the company has taken it into consideration and will offer during January 2013 training for the trainers with the focus in presentation skills.

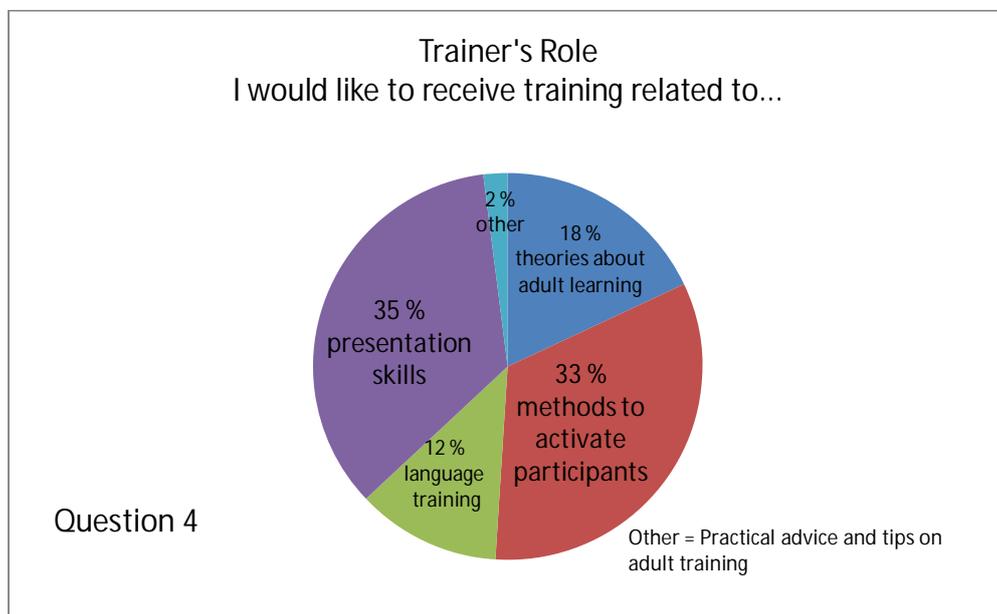


Figure 10. Trainer's Role. I would like to receive training related to...

The next result of (figure 11) help us to understand, and we could say in general that they have a strong opinion in regard of the needs of get information about tools to support their training sessions. Most of them "Strongly agree" of this need, as is clearly seen here. While other opportunity for a new investigation would be to know first, what would be the tools need it, do they know any other tools already?, are they aware of any other tool used somewhere else? Perhaps, would they like to develop or innovate a tool to support their own role of trainer? As they know best the characteristics of the participants, this would be a good opportunity for future development of tools for support.

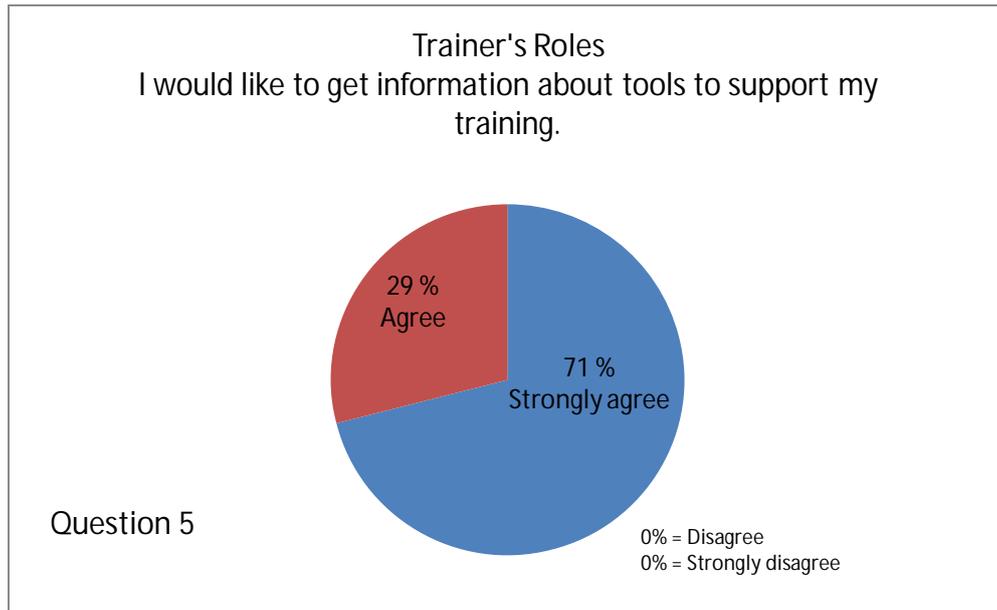


Figure 11. Trainer's Role. I would like to get information about tools to support my training.

The following insight (figure 12) is related to the methods to support the training sessions. In the results most of the participants with very close percentage of response; gave as opinion that the exercises, and activation methods seemed to be methods often used to support the training session, and with a smaller percentage of importance, the group work. Here is not explained what kind of activation methods or type of exercises are, for example, used the most, this result also bring a possibility of new research in order to find what could be the best methods, and exercises practiced between the trainers in order to provide the knowledge and ensure learning, by asking also to the internal customers in this case the session participants about these methods as they may have as well experience as trainers, could provide more practical ideas in order to support the trainers with their role.

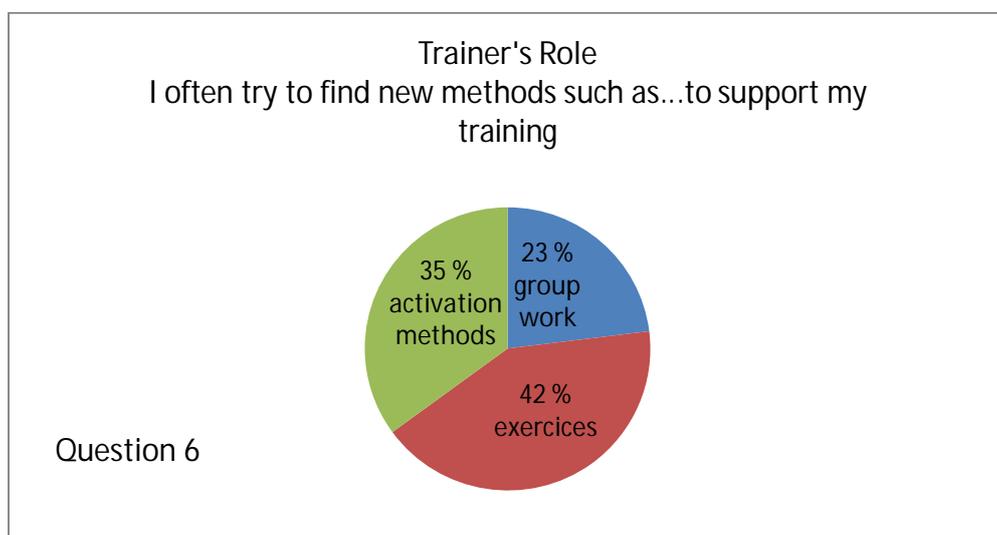


Figure 12. Trainer's Role. I often try to find new methods such as... to support my training

The following result (figure 13) shows their interest without a significant difference between new training development and training design in terms of where the trainer would like to be more involved. Therefore, we could say that both are seen almost with equal importance, again if the trainer would like to be involved in the new training development we could take this result as an opportunity to find how the trainer would like to be involved? what are the ideas that the employee could bring in order to bring more value to the training service, also how they could collaborate and what ideas would they bring in order to support the training design, design as such is a huge word and could include a lot of processes, but if we think within the design process, where the trainer could collaborate the most?, both desires are quite positive because again is a sign of their willingness of improving the service they provide.

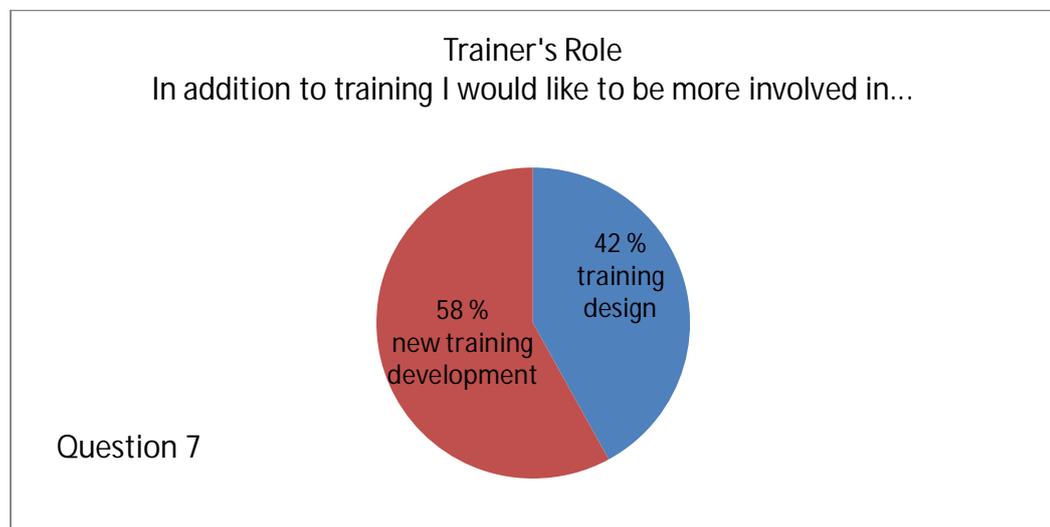


Figure 13. Trainer's Role. I addition to training I would like to be more involved in...

In the following result (figure 14) regarding the trainer involvement in planning and scheduling the trainings, seemed to be seen very satisfactory as none of the respondents strongly disagree with the idea. However, the difference between agree and disagree is relative small, it is not clear was it a yes, or no for the idea. Never the less, also a very small percentage answered "strongly agree". Perhaps, this is not negative information at all if we think that they rather would like to invest more time in other specific tasks, than being involved in time consuming tasks such as planning and scheduling.

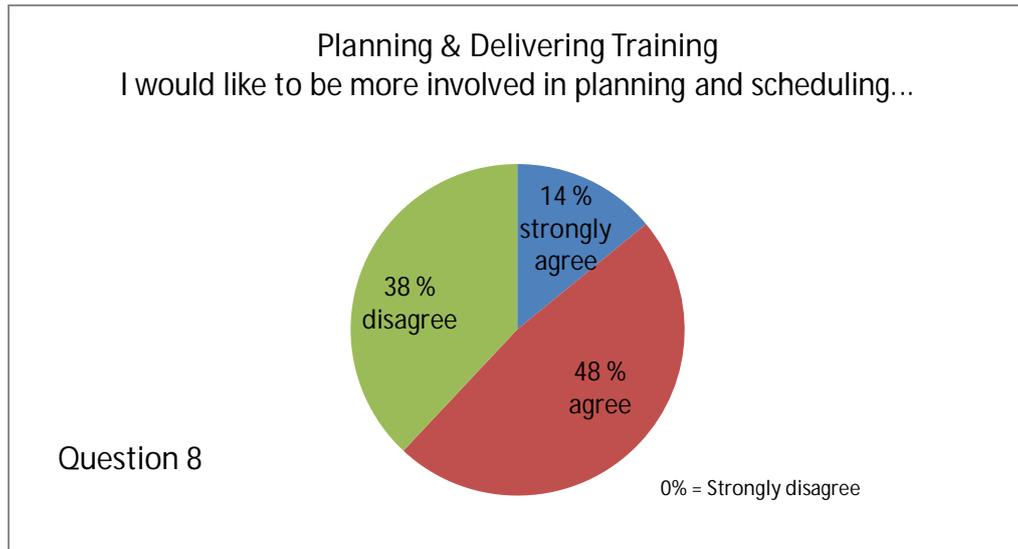


Figure 14. Planning & Delivering Training. I would like to be more involved in planning and scheduling ...

The results of this inquiry (figure 15) is very straight forward, nearly half of the participants identify the training coordinator as their primary contact when the need to plan the delivery of a training.

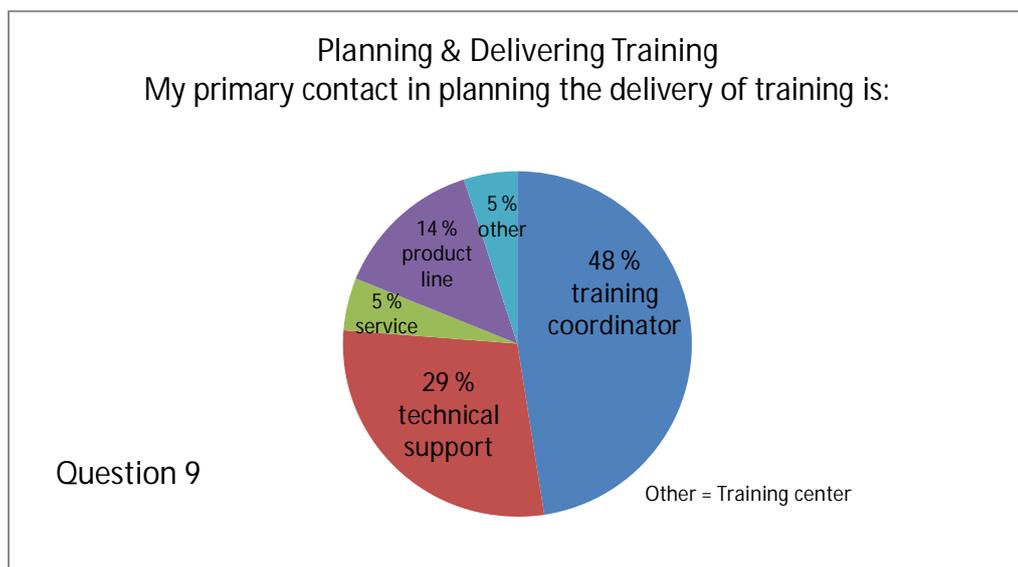


Figure 15. Planning & Delivering Training. My primary contact in planning the delivery of training is:

The following result (figure 16), an interpretation could be done as follows, where the three most relevant aspects in which the trainer would like to contribute are (1) customer training, (2) training content planning (identifying needs of service people), and (3) updating the training material, the results were rather close, therefore, almost equally important. These results enhance the fact that they actually would like to collaborate by identifying needs of service people; this would be a key to improve the training goal as a trainer, in fact, the goal

of providing knowledge. The needs are for sure different between the internal customers of different departments and technologies. Therefore, this would be a very good point for future internal discussions and improvements. The other four results are very close in terms of percentage as well, their participation in joining technology internal discussions, training volume planning, producing or creating e-learning material such as videos, and innovating new ways of teaching are seen nearly with equal importance if we look at the percentage rate between these. However, these could be aspects only for consideration due the low percentages, and perhaps to be seen with less importance in terms of contribution from the trainer's role. Other open comment or ideas did not arise in this result.

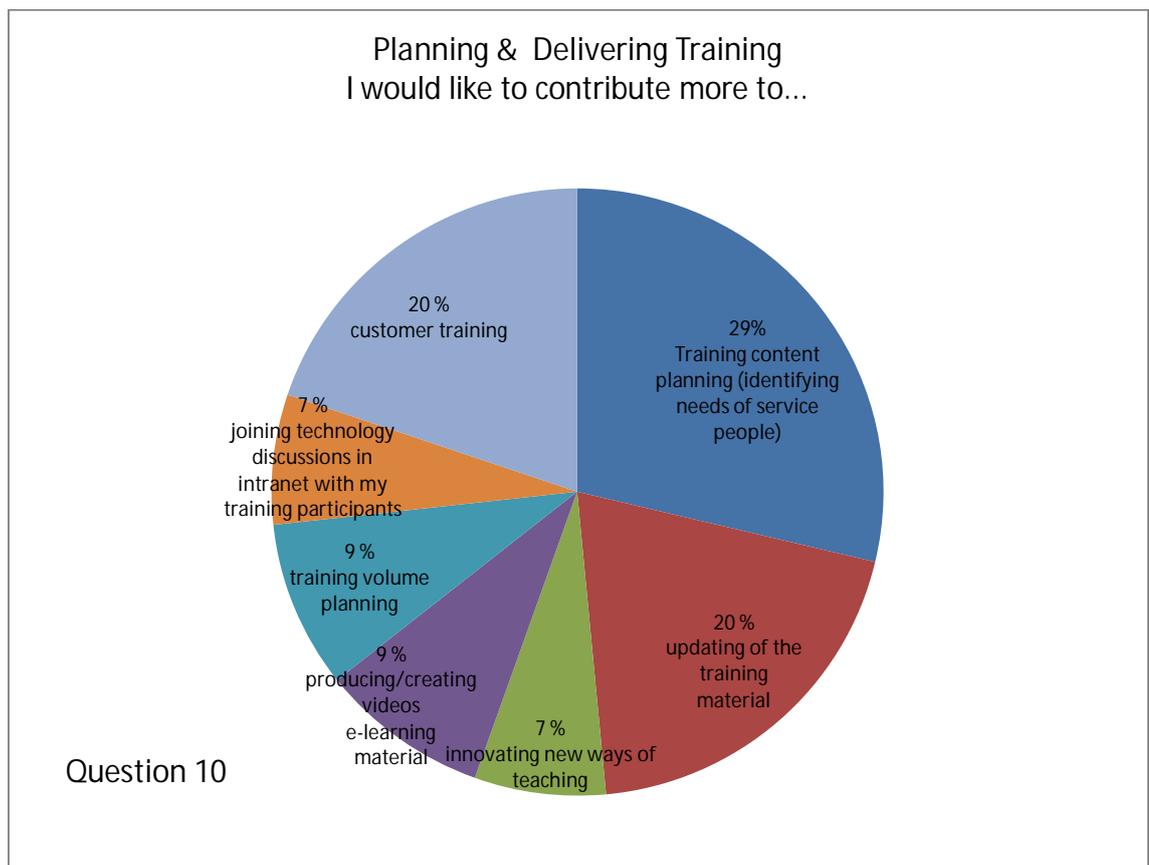


Figure 16. Planning & Delivering Training. I would like to contribute more to...

The following result (figure 17) of how often the training material needs revising is not that straight forward as the percentage between the options are not with relevant difference. Some people's opinion is that once per year and the other as minority expressed that every six months would need revising, however, the majority considered once per year.

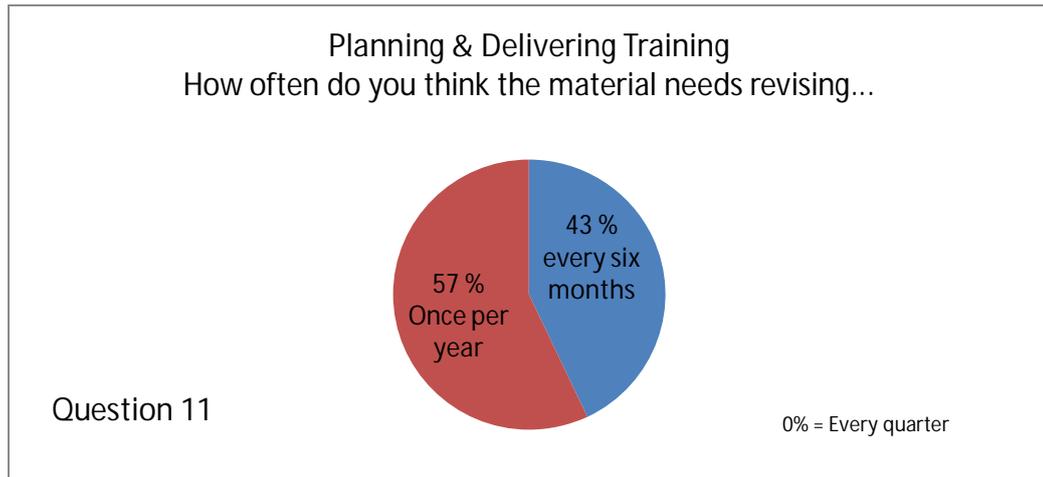


Figure 17. Planning & Delivering Training. How often do you think the material needs revising...

The result of the (figure 18) is actually divided in three opinions according to the similarity of the percentages, some of the participant's opinion said that 10% of time would be needed, but in the other hand almost the same percentage of respondents expressed "I don't know" if the intention of this particular result would be know the exact time needed in order to include it as standard role description this wouldn't be possible. The second option is seen with the exact amount of percentage is that some people's opinion is telling the need of 15% and 20% of time needed, this results, however, is not that fair in terms of difference from the first ones. The last option is that the minority thinks that only a 10% of time would be needed. This is the case where a clear idea or opinion for the conclusion is very hard to say, because of the diversity of opinions. However, this is a very important issue related to the role of the trainer and very relevant as most of the internal service providers may have other role along with the trainer role. None of the respondents expressed their opinion regarding full time training. The diversity of answers could be taken as an opportunity to invest a bit more time and find a common result in terms of the time needed for the purpose, otherwise, this could be reflecting that the process of planning and delivering are anyhow not standard and systematic? Is it that each trainer would need simply different percentage of time because of their different job responsibilities? Could be the results presented of manager's interest?.

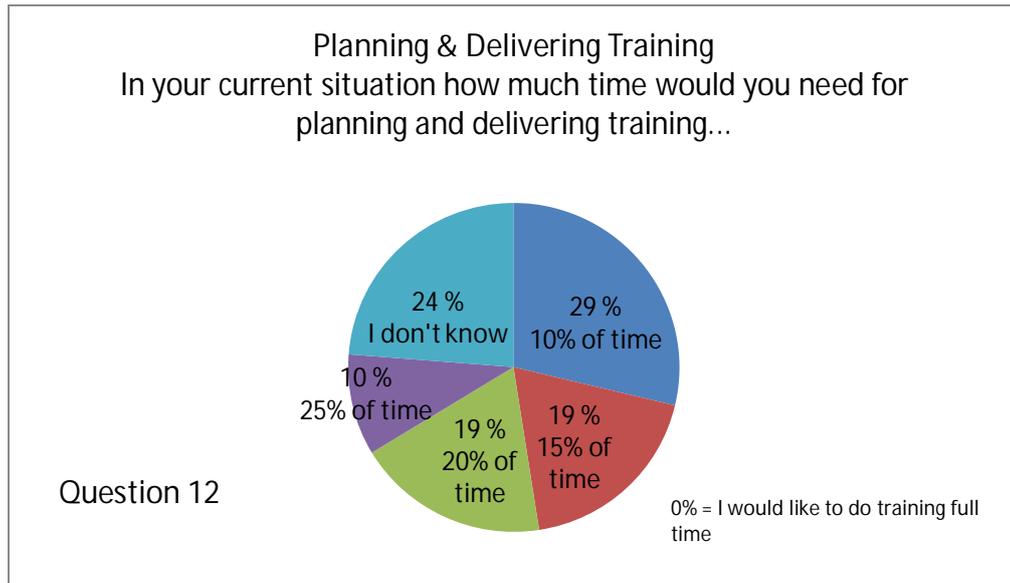


Figure 18. Planning & Delivering Training. In your current situation how much time would you need for planning and delivering training...

The opinions shown in the next result (figure 19) should be analyzed and considered the two most important in relation to the percentage, where one result is the opportunity to discuss with the technical expertise about the contents, the second most important would be acting as a shadow trainer for an experienced trainer, these two facts would help to start practicing for a new training. The two choices are quite interest from the point of view of obtaining information from real cases, and first hand information, communication and observing at the same time of real participation in a training session, would give more information and value than having, for example, this information via e-mail or in theory. We could see as very positive attitude from the trainers for the willingness to be social and want to have direct communications with other stakeholders. However, with less importance the following was expressed: (1) starting with a small group of participants, (2) training first limited areas/easier contents. As well as an open opinion we had an idea that for technical training would be suggested hands-on work with the equipment, in order to start practicing.

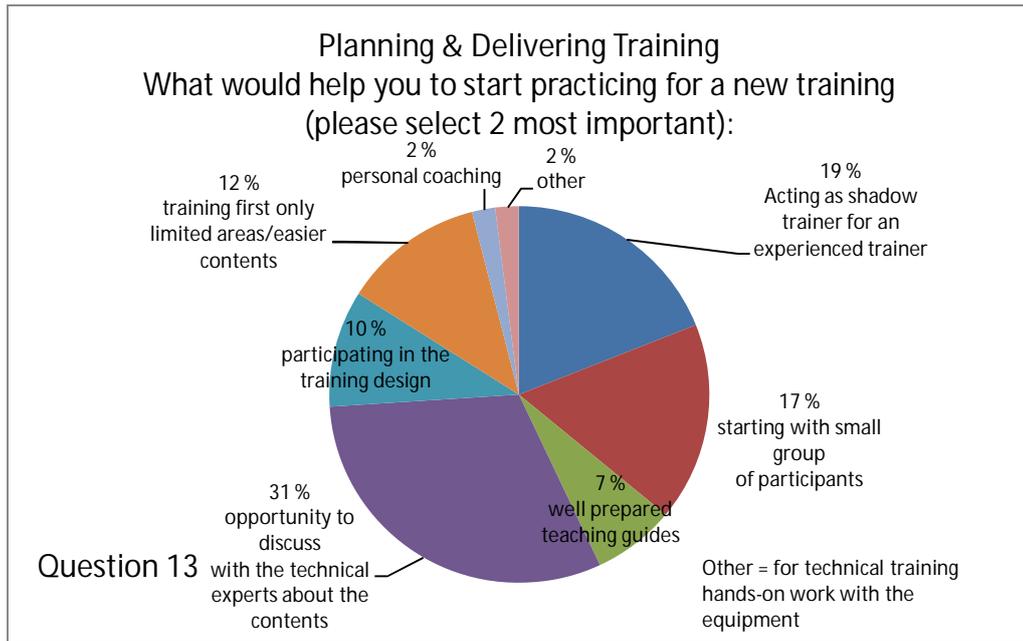


Figure 19. Planning & Delivering Training. What would help you to start practicing for a new training:

The majority responded that in general they “agree” sharing training experiences with others. Other relevant percentage responded as “strongly agree”, these results could be interpreted as a very good attitude from the trainers, none of the participants disagreed on this fact. It is a positive sign that they want to share information, this is beneficial in terms of growing the internal knowledge between peers and units, and also, a way of increasing the value of the trainer network. See the results (figure 20).

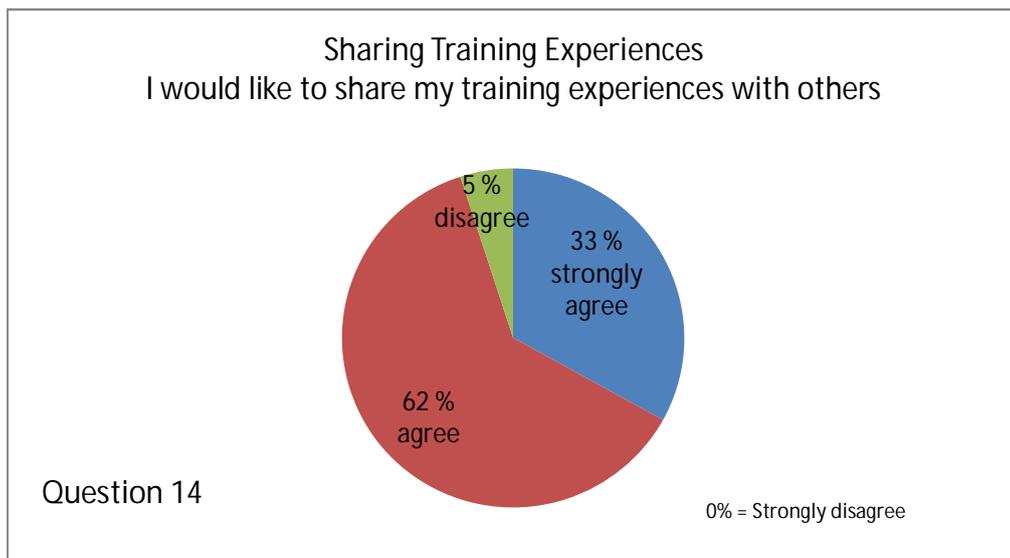


Figure 20. Sharing training experiences. I would like to share my training experiences with others

The following result (figure 21) is showing clear the trainer's opinion, regarding the intranet community which is seen as a good place to share their information. This result already shown during the preliminary results confirmed the idea that during the year 2013 would be created an internal marketing campaign to increase the usage of this community.

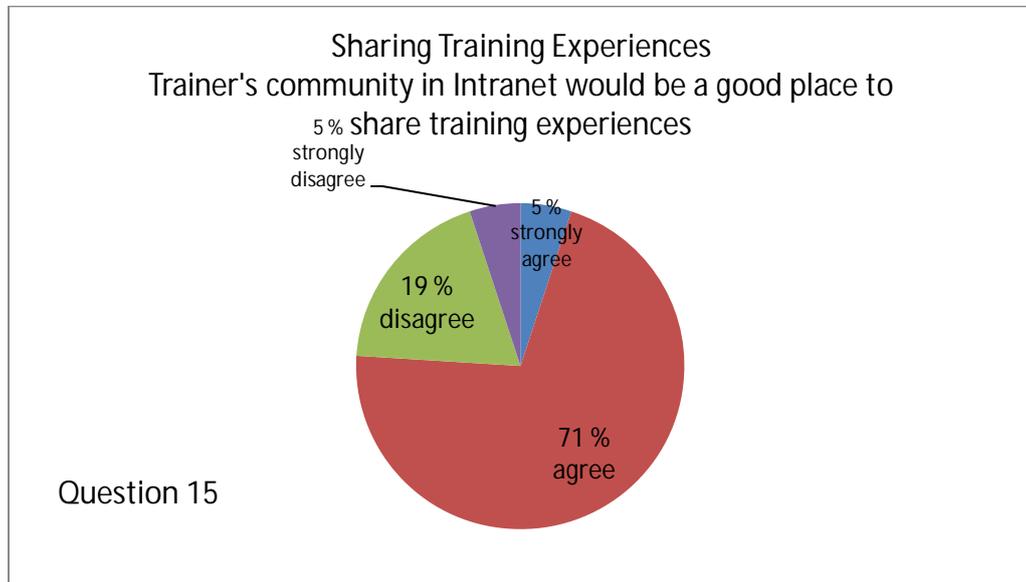


Figure 21. Sharing training experiences. Trainer's community in intranet would be a good place to share training experiences

The next representation (figure 22) is revealing three opinions with the same percentage of importance, sharing best teaching practices, sharing latest technical information, getting to know other trainings, these insights could reflect their willingness of build an informative network between trainers and training participants. However, even when the last purpose to use the trainer's community would be to read about other's stories, some people would like to use the community for this purpose if some people is interested why not to include them? also from the stories people would learn and get new or confirm own ideas.



Figure 22. Sharing training experiences. For which purpose would you use the trainer's community...

3.3.2 OTHER METHODS RESULTS

The workshop results will be reviewed according to themes of different topics discussed in the session, all the topics were classified according to some survey results in advance, in order to enrich and expand the data collection, all together will support to build a holistic overview of the case study.

During the workshop session and in relation to the trainer role; specifically with the theme of "trainer role best practices", we could add the following, first, notably was emphasized prioritization, and other facts to be considered such as tasks, importance, time left, deadline, focus on the most important things, and executing a smaller task first, were some of the considerations in this regard. Second, organization has been recommended, for example, reserving more time for the most demanding tasks in advance, creating a homework plan, early and late workday, creating a to-do lists, concentrate in one task at the time. Third, in relation to the role best practices, other issues were described such as, delegate, having rest whenever is possible, not exceeding your promises, as well as informing the relevant people in the case that the workload is too much, and get more people to do the job fulfilling also diversity of skills.

In addition, the trainer's role most common difficulties were classified in two different groups. First, in common this collection of information is related more to the learning process of the training participants, facts such as getting the students to read and repeat the

material itself, thinking in the ways of how to support student learning process, visual, auditive, motor learners, considering their learning characteristics. How to activate participant's learning, motivation to learn not only the trainer should be motivated and excited about the topic, but also the trainer should influence the participant's personalities, while activating the trainees to learn could be difficult. The trainer could ask questions related to the topic, and make sure that the material given, and explained has been understood as it should be. Second, we could consider the following information as part of the planning and delivering training, keeping the training scope is important this because sometimes the beginning of the training sessions are different by the end of the day. The ability of the trainer to provide clear information making people understand without using fancy terminology could be a key of success, it has been remarked that terminology it is important but does not bring expertise. The trainer may plan the material structure, according to the trainee's background and work responsibilities, plan exercises to support the participant's professional and individual needs. Getting familiar with the level of knowledge of the participants before giving training, concentrating on the right things, such as presenting the content as logical as possible to ensure learning.

The survey brought one important insight in regard of delivering fun and interesting technical training. Therefore, in the workshop we explored a bit more with the same theme "delivering fun and interesting technical training", the insights could be described in three groups as follows: First, this group of information could be seen as the trainer skills, such as skills are executed when delivering training, and could be seen as, lecturing skills, ability of changing the training scope, motivation builder, ability to communicate clearly, as well as creating clear and simple sentences. Second, the next group of information could be described as part of the training experience, which could include following-up the audience reactions, having realistic expectations from the participants in terms of how much they can learn and assimilate, depending on the size of the group, giving an opportunity to the participants of asking questions according what they feel is most interesting, letting them practice by themselves, have discussions, share own experiences, practice interactive training, and create a relax atmosphere for learning. Third, we could call material content this group of information, the material should be interesting even when small topics are going to be presented, it could have an interesting approach of showing the information, a balance between theory and hands-on may exist, and moderating the training related to the daily work of the participants.

During the workshop was found some insights related to the training experience, the following question "what means quality in terms of training experience" gave an opportunity to trigger ideas from the participants of the session. First, content definition of the trainings could be designed according to the company's needs and the personnel needs,

well defined training agenda; the trainer would need to know what is most relevant from the trainee's point of view. Second, learning objectives are to be set, and reached, in order to know if they are reached a test could be done before and after the training session. Also, the student itself could evaluate whether the objectives were met or not, by asking himself or herself "Did I learn what I expected?". Other idea is that before the training starts, the participant would already know the training content, as well as, what is expected from him as a participant. Third, some insights reflected the ideas of how could be the trainer performance, the trainer could explain with details the topics where the training participants are interested, the trainer is well prepared for the session, shows excitement which is spread to the participants, is able to build extra motivation as part of his or her work, and create a good atmosphere in the training sessions, and finally as a result the company profit grows.

The open question in the survey related to the trainer's role support, lead to other gap of information in regard of the need of the trainer to have information about the participant's background prior a training session. Therefore, a question was raised in the workshop and explored as follows "What information I don't know about the trainees", is it voluntary the trainee participation? Or a supervisor suggested participating in the training? What is the participant level of motivation? What are their individual and language skills?; also other useful information would be to know their responsibilities related to their own tasks. In terms of their learning goals, what they want to learn? What are the targets for training? How suitable is the course, is it the topic relevant? Is it the training topic too technical? Is it too difficult or too easy for the participants? It has been mentioned that by asking them, the problem would be that the trainer would get too many wishes for the training session. Other information needed would be to know the suitability of the training method according to the culture, many practices could be the same in the way they learn the training material, but culturally people are different, in few words "how they learn?"

In order to have a better view of the workshop results in a holistic view, the collected data has been represented in a table, where the big picture of the results will be seen in a matrix of information, it has been included as well the data collected with the shadowing method practiced in a real training session, described earlier in this document.

	Trainer's role	Planning & delivering training	Sharing training experiences	Training experience	Training participant's behavior
Shadow Technique Results	The trainer tried to activate participation	Length of the training 2 days. The content was divided in four modules	The trainer wanted to benefit the participants as much as possible with their knowledge	Sometimes the trainer did not kept visual contact with the audience	The participants talked during the sessions
	Asked for participant's interaction and questions				
	Trainer speech characteristics were clear and slow enough to be understood	The trainers requested the participant's expectations for the course	Face to face feedback in the end of the training was part of the session	Training arranged for 10 participants	Doing something in the computer, not all the participants but few of them
	The trainer had good attitude when answering questions	The level planned of the course was kept through both sessions	The trainers announced that an electronic feedback will be sent after the training session to each participant	Training topics explained with pictures and videos to reconfirm learning	Not listening the trainer at all
	The trainer Influenced the participant's to feel secure of asking questions, avoiding embarrassment or uncomfortable feelings	Few mistakes in the slides of the powerpoint presentation led to confusion of the content	The trainers or participants itself, did not advertised or mentioned the trainer's community in intranet at all	Quiet and relax environment, breaks provided to ensure attention	After the first two hours of the session most of the participants were in silence and almost inactive. Very long time of silence in the room was experienced
		 The second trainer acted as training learner and shadowed the whole sessions for own trainer purposes		 Training facilities: Traditional meeting room with projectors without windows. Coffee and snakes provided during the training	The participants looked tired and lost attention after the lunch break, some of them focused in other things rather than the session
		The trainers reserved time to introduce each participant		Training seats not in the right location in the room for this kind of sessions. The screen was at the end of the training rooms, The participant's neck was turned all the time towards the projector	After the lunch break the participants seated behind were working with their computers, at least 5 computers were in use
				Smaller room during the second day. People seated too closed to each other	Front participants tend to keep more attention even when they felt tired

	Trainer's role	Planning & delivering training	Sharing training experiences	Training experience	Training participant's behavior
					<p>Participants travelling from abroad seemed to be less motivated to learn, most of the time they were working with their computer</p> <p>The first break after the lunch gave opportunity to the participants to refresh and after that they paid more attention</p> <p>Some of them were watching their telephones, or composing messages</p> <p>The second day of the session the participants in general looked more relaxed</p> <p>During the second day only two participants were doing something in their computers</p>
Survey Results	Sharing technical knowledge is seen as some of the trainer goals	It is seen with agreement more involvement in planning and scheduling	Motivation of the trainer "Share knowledge"	Often they try to find new methods such as exercises to support their sessions	
	Presentation skills are seen as part of the role	Collaboration in new training development has been identified by the trainers	The average said that they would like to share training experience with others		
	The trainers perceive their role when performing as "quite confident"	They see with importance the training content planning and identify needs of service people	They agree that the trainer's community in intranet is a good place to share training experiences		
		Availability of training material and predefined material in advance	Opportunity to talk with technical experts about contents and acting as shadow for experienced trainer would help them to start practicing for trainings		
		It is clear who is the key contact in the organization when planning a training			

	Trainer's role	Planning & delivering training	Sharing training experiences	Training experience	Training participant's behavior
		Seems that in order to plan the training would be needed at least 10% of their working time In average they think that the training material should be updated once per year			
Survey Results (Open question)		Support in the administration and organization of the training daily routines	How to assess the level of knowledge of participants before and after the training	How to work with stressful situations	How to understand people's motivation
		Clarifications in the channels for training facilitations and information		How to deliver fun, interesting, interactive and easy to understand technical training	How to work with difficult people
		Strongly agreed the need of information about tools to support the training	Once the knowledge and material has been shared, how they will use it ?		
		Has been claimed the need of "just more experience" in delivering of trainings			
Workshop Results	Ability on prioritization	Learning objectives are to be set and reached	Let them have discussions and share experiences	Create an interesting approach when showing information	Is it voluntary the trainee participation?
	Organizational skills	Keep the training scope while providing the session	Let them practice themselves	Not using fancy terminology. Terminology is important but does not bring expertise	Did a supervisor suggested to participate in the training?
	Ability to delegate tasks	Logic presentation of the content to ensure learning	Practice interactive training	Follow-up audience reactions	What are the participant's job role responsibilities?
	Ability to present clear information	Balance between theory and hands-on	In order to know if the objectives has been reached a test must be executed before and after the training	Is it the training topic too technical, difficult or easy for the participant?	What is the participant's language skill?
	Ability to communicate clearly as well as create simple sentences	Defined training agenda in advance	Depending how big the group it is give an opportunity to the participants to express their training wishes	The idea is that the participant should know in advance the content and what is expected from them	What is the participant level of motivation?

	Trainer's role	Planning & delivering training	Sharing training experiences	Training experience	Training participant's behavior
	Lecturing skills, ability of changing the training scope	Material should be interesting even when the topic to be presented is short	How suitable and relevant is the course for the participant?	Create a relaxing atmosphere for learning	What is the participant's learning goal.
	Ability to concentrate in the right things	Get familiar with the level of knowledge of the participants before the training		Create good atmosphere in the training sessions	What the participant wants to learn?
	The trainer is well prepared for the training session	Explain training topics according to participant's interest			Have realistic expectations in terms how much the participant can learn and assimilate
	Ability to activate and motivate the participants in the learning process	Plan material structure according to participant's background and responsibilities			The student could evaluate itself in terms of how much they think they have learned
	The trainer is able to build extra motivation Motivation builder	Plan exercises to support the participant's needs			 Suitability of the training method according to the culture
		Content could be designed according to company's and personnel needs			Culturally people are different as well as how they learn
	The trainer shows excitement which is spread to the participants	Define what is most relevant to the participant's point of view			
	Along with the company achieve profit growth	Moderate the training in relation to the participant's daily work load			

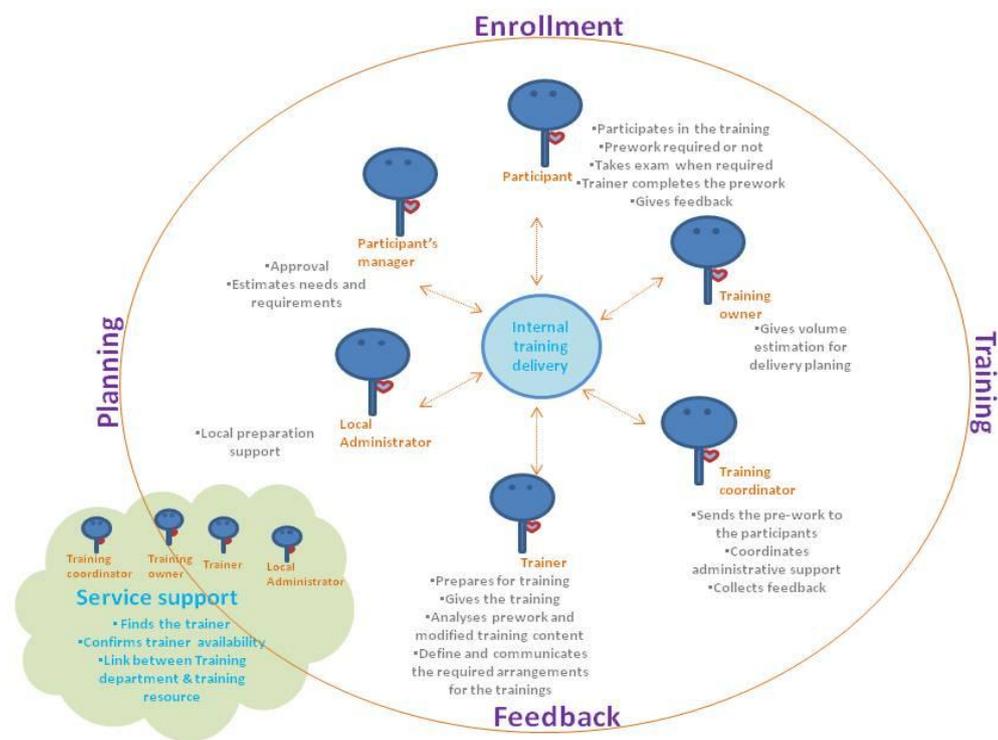
Table 4. Shadow technique, survey, and workshop results holistic analysis view.

The information in the table above was also classified with three additional themes or titles in order to give a sense of the information from a different perspective, (1) sharing training experiences, (2) training experience, (3) training participant's behavior plus the themes already described before such as (4) trainer's role and (5) planning and delivering training.

If we look the (table 4) and simply observe the amount of information collected from the ethnographic methods used during the workshop as well as the shadow method compared to the survey, it is remarkably higher the information gathered into each theme or title within the table. This is giving a clear message that in terms of finding new information, and at the

same time trying to optimize the time in the research; seems that the ethnographic methods would be much effective in terms of the quality of the information received, which is more precise and better described than the amount of information obtained from the survey, where the participants are somehow limited, and perhaps less active or willing to share information. One point to be remarked is that from four key participants, was obtained a lot more descriptive information than with the open question launched in the survey, however, taking in account that the survey's total of participants were 21 persons.

In the beginning of the study, was created a relationship map of the delivery process (figure 23), which at the same time could now offer an opportunity to review it, and complement it with additional insights from (table 4).



INFORMATION SOURCE: Company's internal process description document

Figure 23. Relationship mapping to describe the current internal training delivery and its relation with the trainer.

If we observe some of the insights from the table marked with a yellow arrows (see table 4), the insights could be added to this relationship map to complement the process, for example, an addition could be the (1) trainer's community, (2) the shadow trainer (3) training facilities, (4) channels for training facilitations (5) tools to support training (6) interactive training (7) training method according to culture. Indeed, as an observation these elements that are not included in the process now, could be added to complement the delivery of training, from the point of view of the thesis writer, but in order to so a review with the

process owner may be done in the future. These additions correspond to the planning and delivering, sharing training experiences, training experience and participant's behavior, which could be relevant aspects for the innovation of this particular service.

In the relationship mapping (figure 23), is representing the principal stakeholder relationship in the delivery of training, each stakeholder function was described, as well as in (figure 24), where the most important and critical tasks for the trainer are described, the information described is part of the company's internal document. Some information was reconfirmed according to the study research carried, other important information also arise, and gave the opportunity to add insights as well as, the possibility of analyzing the current delivery process; and the most relevant topic for the case study which is the trainer role with its elements related for successful training.

To describe more results in a holistic summary in regard of the survey, the results could be seen as well in the same structure it was designed in the electronic survey, the sections were classified as follows: (1) trainer's role, (2) planning and delivering, (3) sharing training experiences, as well as the open question included in the survey and other comments made, in order to gather other relevant information with the participant's own words. In this order will be analyzed the information to identify its value, that would help us to bring an outcome for conclusions along with other information analysis.

Concerning the trainer's role, some basic actions were confirmed according to the highest percentage of participant's choice. However, the gap between the percentages per answers sometimes were not too far from each other, in those cases was a bit difficult to know whether was the real choice of many or not.

According to the survey in regard of the trainer's role and share knowledge, is seen as part of their motivation and at the same time one goal according to the common opinion is sharing not only knowledge, but technical knowledge, also they feel quite confident according to their opinions performing trainings, at the same time they have identified one need in relation of receiving presentation skills lessons, which as a result of the survey preliminary results will be given during January 2013. The trainer's opinion was also that they would like to get information related to tools in order to support their own trainings, and this need has been remarked strongly in the results, in addition often they try to find new methods such as exercises to support the training sessions. Additionally, they would like to be more involved in new training development. Never the less, the following opinions were seen as a second choice, but with importance such as meet new people is part of their motivation, identifying needs for training also a part of their goal. While others expressed they feel quite confident, other participants expressed their feelings as confident. In addition to

presentation skills they, would like to learn methods to activate participants; also some opinions towards training design were noticed in the result.

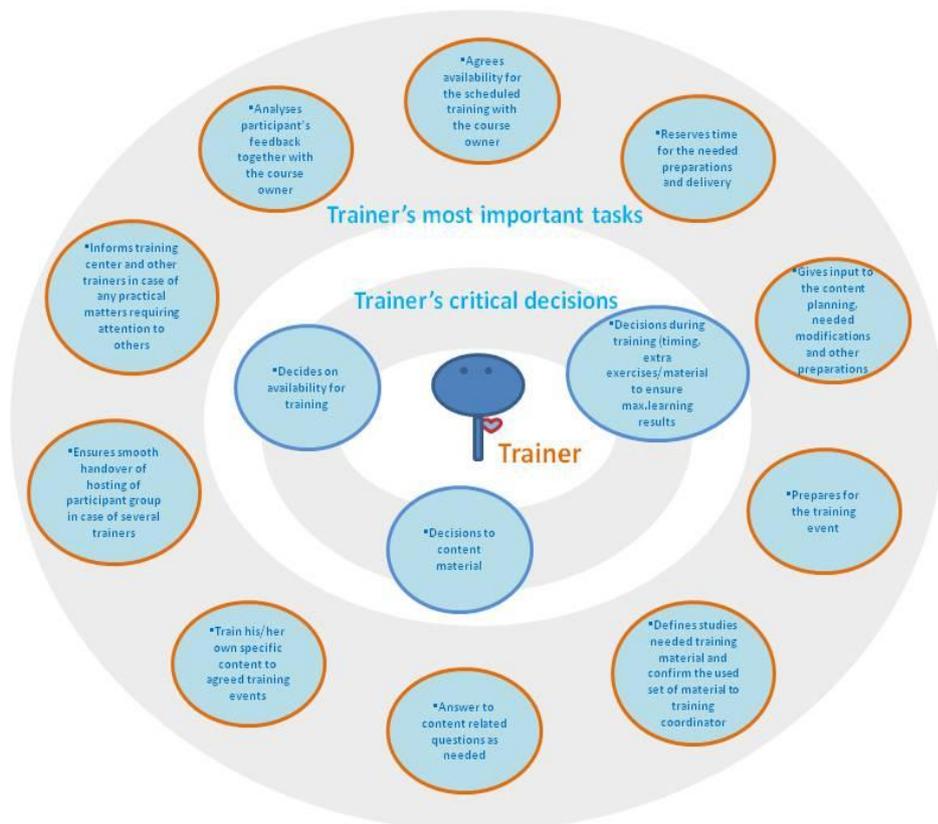
According to the survey in regard of training planning and delivering, is seen with motivation and most of the participants agreed that they would like to be more involved in planning and scheduling. It is as well known that the primary contact within the organization in particular the training center is the training coordinator who support with the planning and scheduling. Most of the trainers expressed that they would like to contribute more to the content planning as well as identifying needs of the service people. Looking to the needs of material revising once per year was the common opinion. Internally some of the trainers are investing more or less time depending of the length of the training modules in order to plan and deliver the training. However, most of them mentioned that, in their current situation, they would need 10% of time for planning and delivering training. Here, we have to consider the gap between the opinions was rather small while others opinion was "I don't know". The participants choose two most important tasks to do in order to start practicing for new training. First, they have identified as important the opportunity to discuss with technical experts regarding the contents, and second, acting as a shadow trainer for an experienced trainer.

The last part of the survey in regard of sharing training experiences consisted of few questions, never the less the information obtained in relation of sharing training experiences with others was seen quite positively, and most of them agreed on that they also have emphasized that the trainer's community would be a good place to share training experiences, with the purpose of getting to know other trainers, share the latest technical information, as well as best practices. As a result of this information, the training center will promote the training community in the internal pages of the company during the year 2013

As it is explained in the survey, was included an open question related to the trainer's role. We should consider every open answer as important as the open-ended questionnaire, the question was formulated as follows, what kind of support would help you in your trainer role; first, the survey participants took the opportunity to express a need of availability of training material, predefined material even when every now and then the material should be modified according to the sessions, organization and administration of the daily routines during the training sessions should be supported by the training center, with all of these the trainer would have more time to prepare for training and concentrate on lecturing. Second, in relation to the training sessions was expressed that would be nice to know different ways of delivering, interesting, fun, interactive, and easy to understand technical trainings in order to activate the group, this because many times the technical training subjects are rather boring. Third, in regard to the trainee's topic was remarked the

need of, how to assess the level of knowledge of the students before or after the training session, how to work with difficult people or in stressful situations such a hurry, noise, dirt, safety risks. Also, how to understand people's motivation as well as to have information of their backgrounds, and how they will use the information of the training itself, and material provided. Fourth, perhaps the rules should be clarified and channels for facilitation of trainings, such as costs allocation of the training hours. In general have more information about facilities for training. Going through the feedback, specially the following expression had a very clear message "just more experience" in few words, the employee contributed and express from his or her soul a message that remarks the necessity of practice.

According to the information above presented, and some of the most relevant insights, specially taking in consideration carefully the open comments; the next (figure 24) will be complemented, with some of the new additions made to the process (see figure 25) according to the survey results above presented, as follows:



INFORMATION SOURCE: Company's internal process description document

Figure 24. Representation of the trainer's role most important task and critical decisions. Source: Company's internal process description document.

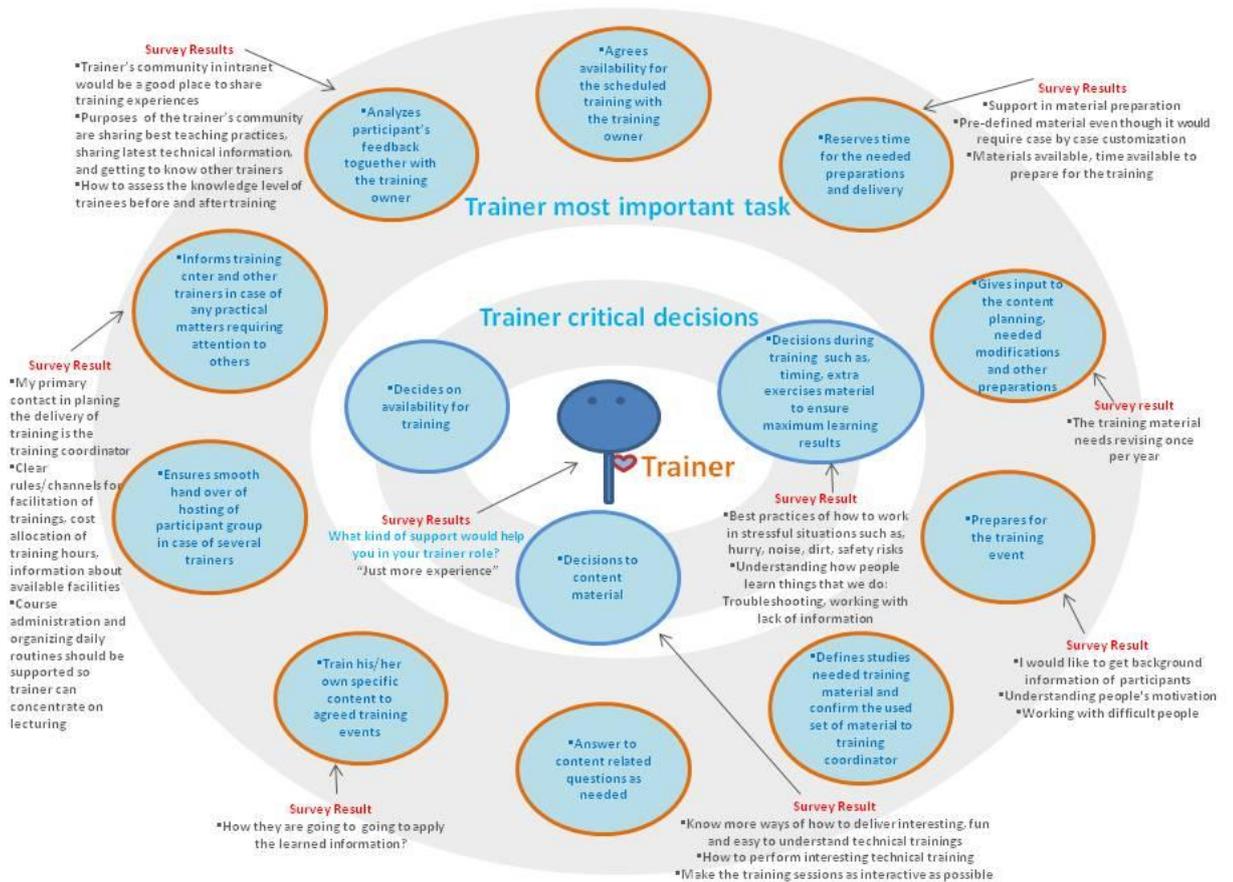


Figure 25. Representation of the trainer's role most important tasks and critical decisions in addition to the insights taken from the survey results.

Source: Company's internal process description document and survey insights.

Other results from the survey are shown in the analysis presented earlier (figures 7 to 22).

One special observation for the contribution of the analysis of the information from the table (see above table 4) is that, with the shadow technique was actually confirmed what it has been described in the following results (table 5). The confirmation is in relation of the training participant's behavior vs. not motivated trainee common characteristics, where five insights were discovered and confirmed. We could say that the shadow method helps to verify what people say against what they actually do, and this review can be presented as follows:

Shadow technique results vs. workshop results of not motivated trainee common characteristics	
Training participant's behavior	Not motivated trainee common characteristics
The participants talked during the sessions	Disturbs
Watching their telephones or composing messages	Answers the phone
Not listening the trainer at all	Passive attitude
After the lunch break the participants seated behind and were working with their computers, at least 5 computers were in use	Looks the laptop all the time
Doing something in the computer, not all the participants but few of them	Is doing something else in the training session

Table 5. Shadow technique results vs. workshop results of not motivated trainee common characteristics

The word motivation has been mentioned among the survey results, as well as in the workshop, in a different context, but in this case was related to the participant's motivation. See as a reference table 4. The (table 6) is representing only the motivation results from the point of view of the participants in the workshop. The first group or collected information has been gathered under common characteristics of motivated trainee, common characteristics of not motivated trainee, and what could be the trainee motivation. The insights have been represented in the following table of information, in order to be described more clearly. The results were more straight forward and easier to group them as we can see in the table. Therefore, the need of describe the results once more in a more explicit way has been skipped, and rather represented the information concerning to the motivation insights in relation to the participant's as follows:

Motivated trainee common characteristics	Not motivated trainee common characteristics	What could be the trainee motivation?
* Ask questions related to the topic	* Is asking questions not related to the topic scope	* The manager encouraged him or her to attend the training
* Is active asking questions	* Silent	* Get general information
* Participates in discussions and exercises	* Not attending exercises	* Personal interest
* Enthusiastic performance	* Passive attitude	* The participant has come to the training because he needs the content
* Supports training sessions	* Is doing something else in the training session	* Has needs to learn new things to perform the job better
* Writes down important notes	* Does not open the folders	* Interest towards the topic of the training
* Have good humor	* Looks fed up	* Professional needs related to the job
* Is perhaps prepared, has read something already before hand	* Don't come in the second day of the training. "Has important tasks"	* Wants to do his job better
* True interest towards the topic or the work related to the training	* Wrong course for his or her skill level or work tasks. Demotivation over time, may be even wrong person to work in those tasks	* To support his daily work
* Adult learner always has the need for training, is not doing it for fun or for obligation degree as children or students	* Wrong person in a wrong place	* Have changed role responsibilities
	* Looks the clock	*To get better ranking in his job
	* Looks the laptop all the time	*Better salary because of improved professional skills
	* Answers the phone	* Wants to get new contacts
	* Disturbs	* To see colleagues
		* Meet the experts
		* Wants to share his experience with others
		* To see the headquarters offices

Table 6. Workshop insights analysis results related to the trainee motivation

To finalize the workshop session, the participants built a customer journey (figure 26), identifying each touchpoint as much as possible through the whole process review; in order to visualize in a tangible manner other facts that influence the plan of the whole training and its delivery. The customer journey built during the workshop was focused in the delivering of external, and internal training, the participants who built the journey had placed each touchpoint represented as follows:



Figure 26. Representation of the customer journey in the delivery of training process

The purpose of the activity was to give an opportunity to the trainers to reflect on the actual process of the real customer offering process, from the request, till the execution of the training. During the customer journey building, the trainers realized that it very close this process and almost similar than the process when some internal customer request an offer, and as a very good result of their own thinking here, was to find that the trainers are aiming to satisfied the customer, which is the goal of any company who may look for good customer satisfaction results and profits.

From this exercise, we could also remark that it was observed some process phases that were not written at some point, one of the participants actually noticed it. During the analysis of this process actually the whole phases were clearly divided into four steps of the training request, which are also presented in this figure (1) inquiry, (2) quotation, (3) delivery, and (4) feedback & evaluation. When the customer journey process was built, theses phases were not included in advance in any of the research methods, the phases arise while the process was developed, and we can consider this as an important insight found.

The following analysis of the shadow technique results compared to the survey results, give a good representation of the real experience of training and what the trainers said in the

survey results. The information captured in the training experience is actually kind of confirming the needs according to their opinion in the survey. Whether these results are good enough, they may influence or perhaps reconfirm some ideas, in order to support the trainer role, and improve the whole training experience.

Shadow technique results vs. Survey results	
Shadow technique observations	Survey results
Sometimes the trainer's voice was very low, sometimes normal	As a first option identified by the trainers, is that they would like to receive training related to "presentation skills" (Question 4)
The trainer tried to activate the participants by requesting their interaction and questions	As a second option in the results, the trainer's said that often they try to find "activation methods" to support their training (Question 6)
The second trainer in the session was actually shadowing the session	As a second most important opinion, the trainers said that by acting as a shadow trainer for an experienced trainer would help them to start practicing for a new training
Videos and pictures used during the session	Would be nice to know different ways of delivering interesting, fun, interactive, and easy to understand technical trainings to activate the group (Open question)
Participant's exam was not applied before or after the session	The trainer would like to know how they can assess the participant's knowledge before and after the training (Open question)
Regarding the learning topic no questions were lunched to the participants in order to confirm their learning.	As a second option in the results (Question 4) the trainers identified the need of receiving training related to "methods to activate participants"

Table 7. Analysis of the shadow technique results compared to the survey results

PART IV: DISCUSSION AND CONCLUSIONS

4.1 DISCUSSION AND CONCLUSIONS

According to Zeithaml et al (2006, 4-5) said that services may be seen in a tangible report, website, or in the case of training the tangibles are considered, for example, the training materials.

Observing the figure 26 which is basic ally representing the tangible points of a training delivery, represents the process in a tangible and visual way; considering the researcher point of view, the phase 6 of the customer journey actually includes the training material preparation step in a visible manner. The customer journey was built with each employee's own ideas according to their experience, also possibly allow to identify gaps between the processes. Thus, the most important idea here was to emphasize that the internal service process is in the end related to the external customer.

Minjoon & Shaohan (2010, 205) said that Internal customer can be seen within an organization as one person linked to another, and each other serves as internal supplier, building a human chain with the aim to satisfy external customers.

Therefore, the representation of the trainer's most important task figure 24, and critical decisions, as well as, the representation to describe the current internal training delivery and its relation with the trainer figure 23; these two relationship maps are important in order to see who are the persons and what tasks are involved in the service, it shows how the employees are linked the in this process. Also, gives an opportunity to the managers to have a visual figure of the process, making it easier to observe the process in a holistic way.

Bouranta & Chitiris (2007, 275-276) agreed that when everybody offers the best internal service possible, the external customer more likely receives the higher service quality.

In this respect, I would like to mention that the table 4 was formed with 5 principal topics related to service design, themes such us trainer's role, planning & delivering training, sharing training experiences, training experience, and participant's behaviour. The information that has been included in this table are the most crucial aspects collected from the field work; these aspects are all important and deserved to be analyzed to be make further observations, in the end all of them combined are the service that the organization deliver to the internal customers, and offering externally later.

Bouranta & Chitiris (2007, 275-276) have stressed the fact that a failure with the participation within the chain (worker or department) will create problems at another point, and at the same time is emphasized that internal quality leads to external quality.

In the table 5, representing the shadow technique results vs. workshop results of not motivated trainee common characteristics; it describes the participant's real behavior in comparison with the results from the workshop where in theory the trainer's gave an opinion what it could be. The table offers an opportunity to compare what people say they do, to what they actually do. Also, this represents an opportunity for the people involved in the service delivery to collaborate, and bring ideas to tackle these challenges. The table 6, representing the workshop insights analysis results related to the trainee motivation, is actually showing the definitions given by the trainer's of the motivational characteristics they have observed according to their training experiences. What has been tried to accomplish with the table 6, is open an overall picture of these characteristics for further discussions, and future collaboration between the trainers to think how it could be tackled these challenges, as well.

Heskett et al (1997, 29) have mentioned that, Internal quality is measured by the perception that employees have of their jobs, peers, and companies; and that a characteristic of the internal quality is the attitude between employees and the way they support each other internally.

In this sense the table 6 which describes the motivational characteristics of the participant to learn, showed crucial facts that influences the perception of the trainer of his or her peers, and what is the attitude towards their training sessions, where the trainer perform a specific role to provide knowledge, but what happen when the motivation of the participant is not positive, what would be the result of training in terms of quality. In order to possibly tackle the negative attitude or behaviour of the participant's, is needed to have communication between the trainers, and all together think in better ways to increase good motivation to the sessions.

Bouranta & Chitiris (2007, 275-276) referred to the importance of the internal quality when the front-liner is referenced as the external customer support, and customers are dependable of their service, a low quality service provided internally will reflect a low quality service delivered externally.

From the particular text above presented, we can say that even when the level of the internal quality is not the center of the thesis, certainly it is an important aspect to be considered by everyone involved with services, and the focus could be towards the particular

role of the trainer and the characteristics attached to it, the quality of these particular characteristics could define how is the service provided as well externally, the internal training turns into external training at some point, where the internal trainer acts as front-line contact to offer external support or training, see table 4 to reference the qualities of the role.

According to Edvarsson et al (1997, 254-255) pure knowledge and information are not enough to achieve good results when lacking motivation and enthusiasm. Right work content, good relations with supervisors, and customers are the enhancers for motivation.

For the thesis developer the information provided in regard of motivation, gave an idea to find out more during the field work in relation to the motivation subject, therefore, the table 5, and table 6 was developed.

Edvarsson et al (1997, 253) explained that the key to manage service quality to customers is to manage employees experiences within the company, employee's experiences in their work place are transferred to the customer.

As an additional comment to complement what the author mentioned in regard of managing the employee's experiences as a key to manage service quality if we refer the table 4, two themes are related to it, one is for sharing training experiences, and the other as training experience. Certainly the information included in the table is valuable for future service experience if the insights contained are positive, most likely the internal customer would have a good experience, but if the information is negative, vague or are only doubts; then would be a clear opportunity for the trainer's and participant's to collaborate and co-create in order to create an ideal experience.

According to Bergman & Klefsjö (2010, 366) co-creative employees search activity, wants to belong to groups, work together with others. Passive actions between peers do not reach development, individually, or within the group, but only participation is not enough, the employees need to participate with responsibility for initiatives and development. The need is the co-creation, concept of attitude of progressive creation with others. Co-creation is a way to sustain participation. Co-creation goal is the common good in terms of what we want to achieve, work for and improve.

Why was important mention here the co-creation theory, because the results expressed has confirmed a necessity, and at the same time willingness of sharing information utilizing a virtual community, the requested came from the trainers according to the results shown earlier; this initiative has been taking in account already before the presentation of the

survey's official report, the trainer or training community which is currently in the company's intranet will be promoted internally more during the year 2013, through the lunch of the official site of the trainer. Also, in one of the results was mentioned the need of knowing more of how to deliver fun, interesting, and easy to understand technical trainings, this could be a good opportunity to co-create to sustain participation for development.

According to Hannay Lynne et al (2013, 65) in the knowledge time, organization's performance depends on the flow of knowledge among employees. Knowledge management it is considered a mechanism that stimulates coordination, dissemination, and the knowledge creation.

Indeed, if we consider that one of the survey results mentioned was the need of information about tools to support the training, practice interactive training, and a the necessity of the trainer's community, this information is telling us that the trainers are aware of their own needs and even more, willing to cooperate with the flow of information, they intent to create knowledge, and this could be identified as a positive attitude among the trainers and for the company's sustainability.

According to the theory presented by Jauhari & Dutta (2009) in order to create proper culture within a service organization some aspects should be taken in consideration, such as, teamwork, training, development, etc.

Indeed, training development is an important aspect of culture, but how the results are linked to the culture of training and development as expressed, in order to do so, would be necessary to know suitable methods according to the culture because culturally people are different. The survey results revealed in terms of development the need of receiving presentation skills lessons, which as a result of this survey will be given during January 2013, even when the formal presentation of the research results were not presented to the company, the decision was taken already when the manager saw in advance the petition, this initiative could be a step ahead in the intention of creating a better culture of performing trainings. It is important to mention that among the trainer's exists diversity of nationalities.

Stickdorn (2010, 38-39) mentioned that co-creation during the design process makes a smooth and easier relation between stakeholders when providing the service, essential for sustainability of the customer and employee satisfaction. Co-creation offers the opportunity to add value to a service; in collaboration with the service, is the provider in the early phase of service development.

Reading what the author has described in terms of co-creation, it would be valuable to add this insight to the figure 25 where is described the process of the current internal training delivery and its relation with the trainer; where the trainer and trainer owner would have a particular task to think how they co-create or would co-create, for the sake of customer and employee satisfaction, if the co-creation step would be there would be a way of promoting this culture in the organization.

To finalize the discussion, I would like to bring the following phrase "All successful organizations have a distinct service culture". (Jauhari & Dutta 2009, 313).

Finally, some recommendations could be expressed, in addition to the results and its relation to the theory. Some actions in the short term could be developed, as follows: (1) the advertisement of the training community in the company's intranet during the year 2013, (2) the trainers, would receive presentation skills lessons as a result of the survey, the course was offered to the trainers during January 2013. As a long term, observations or recommendations could be suggested as follows (1) the company could save costs by organizing future trainings in virtual mode; the variety of new technology for virtual meeting arrangements allow companies to choose the most suitable for the purpose, (2) the training could be offered in rooms with the characteristics of school "classroom type" to offer comfortable time to the participants, (3) while some training session is on-going and some of the participants are typing the in the computer; was experienced that it is harder to concentrate in the session, therefore, it would be recommendable to set some rules in order to avoid using the laptops during the sessions, this could ensure even more attention from the audience, ensure focus, as well as learning, (4) it has been experienced that being in a relaxed learning environment is easy to learn, (5) there is a good opportunity to find out doing more research what could be the best way of ensuring interesting technical training; this would be a very good topic to continue the research as it is related to customer experience and service quality.

To conclude the research, clearly it has brought insights related to the theory, and also the possibility to remark some possible further actions and observations. However, in the real business life time is very valuable for employees, and it is a limitation to the research study itself. The study also could be expanded from the point of view of "sales", selling internally trainings and adding costs, costs that could be covered with the company's internal costs centers. Other expansion of the study could be in relation to the process of quality certification of trainings, which is actually out of scope of the research, as well as excluded from the official internal training process documentation of the company. As an experience, it is very efficient to do research with the ethnographic methods, but most of all, to have tried and experiment different methods, people respond differently depending on the method

used to collect the data, and the information collected could have other context depending as well on the method utilized. The more information it is collected, the best opportunities to develop better the case analysis.

Lastly during the thesis development, the developer designed a logo representing the trainer, a logo that is replacing the faces of the trainers in the workshop pictures, and in the relationship maps. This logo was created based on the inspiration of people and colleagues. Because people are the ones who make possible and real the service; the logo's name is "people with heart".

Finally, I would like to take the opportunity to thank all the academy professors for their good guidance during the thesis project, to all the professors who warmly provided and share the best of them in order for us to learn new tools and information during the studies. I thank all the people involved from the organization where the research took place, without their input and confidence in the thesis project, wouldn't be possible to present it today as a thesis. I thank also my husband and family who gave all the support and encourage me to continue in the learning journey of service design.

PART V: REFERENCES, INTERVIEWS AND APPENDIXES

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Interview

APPENDIX 1: Questionnaire model used in the company's internal electronic survey

technical training development

Dear participant, we would kindly ask you to fill out the following brief survey concerning technical training development. Your opinion is very important to us in order to define and develop our training concept. This survey will take not more than 5 minutes to complete. All replies are anonymous and will be treated confidentially. Thank you in advance. Your feedback is very valuable to us. Kind regards, Marcela Vazquez

Trainer's Role

What motivates me to be a trainer is...

- To meet new people
 Appreciation
 Share knowledge
 Other:

Trainer's Role

In my opinion, some of the goals of the trainer are...

- Share technical knowledge
 Deliver the best possible training session
 Identify different needs for training
 Other:

Trainer's Role

In general when I perform trainings I feel...

- Confident
 Quite confident
 Not confident
 I rather not train at all

Trainer's Role

I would like to receive training related to...

- Theories about adult learning
 Methods to activate participants
 Language training
 Presentation skills
 Other:

Trainer's Role

I would like to get information about tools to support my training.

- Strongly Agree
 Agree
 Disagree
 Strongly disagree

Trainer's Role

What kind of support would help you in your trainer role? Please give us more information.

Trainer's Role

I often try to find new methods such as to support my training

- Group work
 Exercises
 Activation methods
 Other:

Trainer's Role

In addition to training I would like to be more involved in...

- Training design
 New training development
 Other:

Planning & Delivering Training

I would like to be more involved in planning and scheduling...

- Strongly Agree
 Agree
 Disagree

Strongly disagree

Planning & Delivering Training
 My primary contact in planning the delivery of training is:

Training coordinator
 Technical support
 Service
 Product line
 Other:

Planning & Delivering Training
 I would like to contribute more to ...

Training content planning (identifying needs of the services people)
 Updating of the training material
 Innovating new ways of teaching
 Producing / creating videos / e-learning material
 Training volume planning
 Joining technology discussions in (intranet community) with my training participants
 Customer training
 Other:

Planning & Delivering Training
 How often do you think the material needs revising...

Every quarter
 Every six months
 Once per year

Planning & Delivering Training
 In your current situation how much time would you need for planning and delivering training...

10%
 15%
 20%
 25%
 I would like to do training full time
 I don't know

Planning & Delivering Training
 What would help you to start practicing for a new training (please select 2 most important):

Acting as a shadow trainer for an experienced trainer
 Starting with small group of participants
 Well prepared teaching guides
 Opportunity to discuss with the technical experts about the contents
 Participating in the training design
 Training first only limited areas / easier contents
 Personal coaching
 Other:

Sharing Training Experiences
 I would like to share my training experiences with others.

Strongly Agree
 Agree
 Disagree
 Strongly disagree

Sharing Training Experiences
 Trainer's community in Intranet would be a good place to share training experiences.

Strongly Agree
 Agree
 Disagree
 Strongly disagree

Sharing Training Experiences
 For which purpose would you use the trainer's community...

Sharing best teaching practices
 Sharing latest technical information
 Getting to know other trainers
 To read about trainer's stories
 Other:

Appendix 1. Questionnaire model used in the company's internal electronic survey.