Self-assessment by
Riina Iloranta

I currently work as a/at:

Currently, I work as a Lecturer of Experience economy at Haaga-Helia University of Applied Sciences. This position includes teaching for Master and Bachelor level courses about experience economy, guest experience management, creativity and innovations, and service design. Furthermore, I am part of the Service School team of Haaga-Helia University of Applied Sciences, where the aim is to develop various RDI projects combining services, organizations, and education. My work also consists of service design training for different commercial clients under LAB8, a service experience laboratory. LAB8 combines creativity, service, and developing learning, and the goal is experiential and functional service solutions, so that service experiences work in practice and not just on paper. Besides that, I am a Visit Finland Academy Coach, where I am teaching how to lead customer experience, luxury business management, and service design to tourism companies across Finland. Therefore, my work background supports the service design as a practitioner and trainer's perspective besides my educational experience.

https://www.haaga-helia.fi/en/frontpage

https://www.lab8.fi/

My LinkedIn profile:

linkedin.com/in/riinailoranta

My educational background:

Ph.D. Candidate of Economics and Business Administration, Tourism marketing and management, University of Eastern Finland (expected graduation 2021)
Vocational teacher, Haaga-Helia University of Applied Sciences, School of Vocational Teacher Education (expected graduation 2021)
Master of Hospitality Management, Haaga-Helia University of Applied Sciences, 2013
Bachelor of Hospitality Management, Haaga Institute University of Applied Sciences 2003
Bachelor of Social Services, Diaconia University of Applied Sciences 1999

I have always been interested in people and their behavior. After matriculation, I studied courses in psychology and social psychology at the Open University of Helsinki. Besides humans and their behavior, services have been close to my heart. My educational background is, therefore, strongly supporting these perspectives with hospitality management and business mindset. Currently, I am at the finishing stage of my dissertation, where I am researching the challenges of service providers creating prerequisites for experiencing luxury experience in a Finnish tourism context. My studies have concentrated on service management and marketing. My focus is primarily on consumer behavior, the

perceived value of the consumer, customer experiences, and experiential marketing.

Concerning my passion for humans and services, the service design methods and tools have been a natural way to understand how services can be developed. My path to the world of service design started in 2013 with my Master-level studies at Haaga-Helia University of Applied Sciences with 10 ECTS course facilitated by current SDN Master Trainers' Teemu Moilanen and Mário Passos Ascencao. I have gained a deeper theoretical understanding of service marketing and management theories, new service development, and service design with Ph.D. level courses. Since 2017 I have worked together as a co-trainer and teacher of service design with SDN master trainers Mr. Moilanen and Mr. Ascencao. Furthermore, I have participated in several different service design cases with various companies and organizations as a service designer.

The following theories are the key components of my approach to service design:

Service marketing theories have influenced my approach to service design (e.g., Service Logic, Service dominant Logic, and Customer Dominant Logic). Furthermore, consumer behavior theories (e.g., Holbrook, Arnould, and Thompson), Experience Economy (e.g., Pine & Gilmore, Tarssanen & Kylänen), Customer Experience (e.g., Lemon & Verhoef) combined with Köln International School of Design and Stefan Moritz service design process. Furthermore, I have familiarized myself with the Stanford d.school and Design Council UK service design process.

These are the most relevant resources I base my work on and I recommend them as a body of knowledge in service design:

Koivisto, M. Säynäjäkangas, J. Forsberg, S., 2019. Palvelumuotoilun bisneskirja. Alma. The latest Finnish service design book, which has a very practical approach. The book presents different cases and how you can implement service design as part of your organization's operations.

Moritz, S., 2005. Service Design: A Practical Access to an Evolving Field. Köln International School of Design. London. The service design process, which I mainly use and teach to my students as it is easy to understand.

Stickdorn, M. Hormess, M.E., Lawrence, A., and Schneider, J., 2018. This Is Service Design Doing: Applying Service Design Thinking in the Real World. I like to present different perspectives on service design to my students so that they can choose the service design process that suits best for them. I find this easy to read and follow.

Tuulaniemi, J. 2011. Palvelumuotoilu. Talentum. One of the first books I have read about service design, which is written in Finnish and has inspired me as I wish it can inspire others.

Lab8 Tool factory, https://www.lab8.fi/tool-factory. At LAB8, we collected tools we like the most into a "toolbox" which contains practical guidelines & templates when applicable of 42 service design tools. All tools are explained following a detailed and similar logic.

I have X years of working experience in service design:
4

I have particular experience in the following service sectors:
Hospitality and tourism (Airlines, hotels, restaurants, attractions), events, and experiences (arenas, concert halls), education, and retail.

These are the service design projects I have successfully delivered:
I have worked on several different service design projects. Here are a couple of examples.
As part of my current job, we have commissioned Service Design projects for industry clients. One such example is SOK MaRa-Ketjuohjaus and Original Sokos Hotel Vaakuna. SOK MaRa develops service concepts for hundreds of S-chains restaurants, hotels, and café's across Finland. The project aimed to introduce the design thinking approach to their service development unit to change its operations' service development paradigm. Furthermore, we linked this project to the real-life case by designing the customer experience at one of their hotels. The project started in autumn 2019, and we are now in the second phase of the project. The client company wanted to continue because they were

delighted with the first phase results.
https://www.service-design-network.org/case-studies/transforming-hospitality-operator-through-service-design

The other example of the projects I have participated in as a service designer is the BLUE-project, which was awarded "Vanguard Project of the Government of Finland" (Hallituksen kärkihanke) status. BLUE-project was about developing augmented reality service concepts through the service design process, together with over 150 AR & tourism companies. The project aimed to make the Finnish tourism industry a pioneer in the implementation and development of AR / VR applications.
https://www.blueproject.fi/

The third example is the Helsinki Music Hall project (spring 2019-spring 2020), in which I participated as a co-trainer and service designer in a project where the staff of several organizations who together provide the service of Music Hall was trained to service design. While being in training they executed several real cases to improve the customer experiences of the Music Hall.

I have provided service design training sessions and/or other educational experiences for X years:

3

My philosophy as a trainer is:

My philosophy as a trainer is learning by doing. Instead of just lecturing about service design, I try to add in every session interaction and doing perspective as I think that getting to know different tools by using them with actual real-life cases gives a more profound understanding of the methods and tools of service design. Furthermore, I want to ensure a holistic understanding of the service design process and its various methods by providing examples from different contexts. I also emphasize how we all see the world through our own experiences, and therefore, the importance of co-creation and the multidisciplinary design team is a valuable part of the service design approach in my training sessions.

These are the service design training sessions and/or other educational experiences I've facilitated within the last year:

Here are examples of my service design training sessions and other educational experiences that I have facilitated alone or as a part of a trainer team.

1) Haaga-Helia University of Applied Sciences, commercial services. 09-10/2020. 3x5 hours of virtual training: What is service design? 9 participants from different organizations.

2) Haaga-Helia University of Applied Sciences, master education. 09/2020-01/2021. Service design, 10 ECTS. 40 participants.

3) Haaga-Helia University of Applied Sciences, School of Vocational Teacher Education. 09/2020-2022. Work and study project – fast track: Developing a fast track educational model for the unemployed, facilitating the project's service design perspective.

4) Haaga-Helia University of Applied Sciences, bachelor education. 08-12/2020. Experience Economy in Hospitality and Tourism. 9 ECTS. 60 participants.

5) Lastenkulttuuri 10.6.2020 & 3.9.2020. 2 hours lecture on service design + 8 hours workshop on how to use service design in practice. 13 participants.

6) City of Imatra, Tourism service providers. 12.6.2020. 8 hours workshop. Understand your customer and develop your customer experience, 17 participants.

7) Haaga-Helia University of Applied Sciences/ Paul Bocuse Institute, Master education. 04-05/2020. Service Design & Product Development in Services. 10 ECTS. Virtual training. 25 participants.

8) Haaga-Helia University of Applied Sciences. 02-05/2020. Internal service design training for staff members, Lab8. 4 x 8 hours workshops, Making Service Design the dominant paradigm – What is service design, process and tools? 20 participants.

9) SOK MaRa Ketjuohjaus and Original Sokos Hotel Vaakuna. 08/2019-03/2020. Service design process and tools, changing the paradigm. 4x 8 hours workshop. 22 participants.

10) Haaga-Helia University of Applied Sciences, master education. 01-05/2020. Service Design. 10 ECTS. 40 participants.

11) Haaga-Helia University of Applied Sciences, bachelor education. 01-04/2020. Guest experience management. 9ECTS. 30 participants,

12) Haaga-Helia University of Applied Sciences, bachelor education. 01-04/2020. Creativity and innovations in hospitality. 5ECTS. 30 participants.

13) Haaga-Helia University of Applied Sciences. 12/2019-01/2020. Internal service design training for staff members. 2x 2 hours lecture. Introduction to service design. 20 participants.

14) Anonymous client. 12/2019. 1 x 2 hours lecture introduction to service design. 2 x 4 hours workshop the service design process and tools. 45 participants.

15) Haaga-Helia University of Applied Sciences, commercial services. 10-11/2019. 3x 8 hours workshop. Service design, process, and tools. 8 participants from different organizations.

16) Haaga-Helia University of Applied Sciences, master education. 09/2019-01/2020. Service design. (Finnish version). 10 ECTS. 30 participants.

17) Haaga-Helia University of Applied Sciences. 09/2019-01/2020. Service design. (English version). 10 ECTS. 20 participants.

I mostly provide my training offerings in the following language(s):
Finnish, English

I mostly provide my training offerings in the following countries/cities:
Finland

I cover the following topics during my training offerings:
- History of service design
- Definition of service design
- Relationship of service design to agile, scrum and lean
- Service dominant logic
- Designing and conducting co-creation workshops
- Creativity and ideation processes
- Visualisation techniques
- Prototyping of services
- Implementation of service design concepts
- Business model development
- Measuring impact of service design, relating it to Key Performance Indicators (KPIs)
- Leadership/management of service design projects
- Building in-house service design capabilities
- Working with complex service systems

- Service design for cultural change
- Organisational development

My training participants typically have the following level of experience:

- Novice (new to service design)
- Fundamental (basic knowledge)
- Advanced (practical application)

These are my favourite cases I use to inform participants about the impact and value of service design:

I generally like to choose to refer to cases that are close to the target audiences world. Furthermore, for bachelor and master students, I want to present real-life cases from different industries and public vs. private sectors to illuminate how service design can be used in various contexts. I choose these examples many times from cases that I have been working on as part of the design team as then I can more easily tell the parts that we were as well struggling and how we managed to solve the issues. I find this important as they can relate to experiences better and ask more detailed questions, hopefully helping them adapt the service design mindset finding possibilities and opportunities for their own work.

My personal favorite, which is a very useful case example of the implications of service design and that I use often, is:

Fjord: Developing a Police Force's Digital Experience for Citizens.
https://www.service-design-network.org/headlines/fjord-developing-a-police-forces-digital-experience
This case shows how useful it can be to use service design to develop services, which will benefit many people, organization, and processes. The other, which I use especially as an example with the ideation phase, is Hellon's case with Finnkino. Finnkino is Finland's leading cinema chain, and they wanted to design a new cinema experience with customers and staff. This case shows with numbers how many ideas they developed, how many people there was co-creating experience, how many prototypes they did, and how many new concepts they eventually implemented.

These are the service design methods and tools that I use during my sessions:

These are the service design methods and tools that I use during my sessions, the mix varies with different cases: different types of observation, various forms of interviews (including focus groups), probes, customer journey mapping, empathy maps, stakeholder maps, affinity diagram, design drivers, how might we, point of view, customer profiles/personas, different types of co-creative workshops, projective techniques, ideation tools (e.g., lotus blossom, brainwriting, brainstorming,) and selecting best ideas (e.g., NAF, How-Wow-Now-matrix, Edward Bono's six hats), various prototyping tools (e.g., paper and pen, storyboarding, modeling service environments, SAP Scenes, cardboard prototypes, wireframing), value proposition canvas, business model canvas.

After successfully attending my training sessions, participants will typically be able to:

With 10 ECTS training, the student can apply the key concepts, terminology related to service design and know service design principles and theories. Furthermore, the student understands the difference between traditional service planning and service design. The student can research customers, stakeholders, service providers, trends, and contexts to synthesize insights that guide strategic direction or alignment. The student can also apply knowledge, management models, and methods to develop and design services and experience concepts. They can also choose appropriate management models and methods to develop and design services and experience concepts and apply service design processes and tools. They can generate innovative and desirable ideas for 'new' services or experience concepts, systems, or touchpoints and lead service design projects that solve a 'real' service problem or yield an opportunity. The student can comprehensively predict new opportunities regarding the development of services and experiences and adequately judge ideas to create a new concept or solution. The goal is that they can independently and successfully lead service design projects that solve a "real" service problem or yield an opportunity and develop a profitable business model for a service or experience concept or solution.

I apply the following evaluation tools to make sure the participants have understood the content of my sessions and gained the expected competencies and skills:

The evaluation tools vary depending on the scope of training. If the training is only 2 hours lecture on service design, I set goals at the beginning of the class and what kind of knowledge we are expected to gain after the session. At the end of the session, there is always time to discuss the topic and ask more questions. With commercial training, we have a system to collect feedback, and we try to learn and develop our training based on that.

If the training aims to understand and know service design and tools more profoundly, we set the learning goals at the beginning of the course. During the course, participants perform a real-life service design project, and we are there to support the progress whenever students need it. After the course, participants produce assignments. One is related more to service design as a process and use of different tools. In this one, they write a report, where they have to evaluate which service design process (e.g., Stanford d. school, Double diamond, Moritz model etc.) is the one they are using in their project and why. In this assignment, they also have to report how the service design process with the real-life case has proceeded and which tools they have used, and they need to reflect on their own progress and learning.

The other one is related to the new concept they have designed for the real-life company. In this one, they have to make a presentation about the concept and present it. Furthermore, students make a peer-review, where they are familiarizing themselves with other projects, and they need to show that they have understood what is essential with service design and give constructive feedback in the form of an essay.

I systematically evaluate and improve my offerings based on feedback. These are examples of feedback that have led to improvements:

1) I had service design training with another trainer. Due to scheduling reasons, we divided the training so that she trained the service design process and tools from understanding to generating ideas and selecting the best. And I was in charge of the training of the phases from prototyping to operating. Even though we discussed the content, and I checked her material, we gave the same examples in the speech of our presentations of service design cases without knowing it. In the following training, we divided the example cases we use to vary examples between the sessions.

2) The change in training from face-to-face sessions to the digital world during spring 2020 required a re-scheduling of breaks in training sessions, as it was experienced a lot harder to attend lectures and workshops in the virtual world. Participants needed more breaks in virtual training between training sessions to gain knowledge.

I have participated in the following service design-related activities in order to stay up to date, share my experiences with peers and receive their supervision within the last 12 months:

- LAB8 Service Design Network

I actively support the local or national service design community through:

As we have many service designers with different educational knowledge in the house on different campuses, we have monthly meetings under LAB8 service design network, where we discuss all the people's service design projects and learn from each other's examples and experiences.

I follow the academic discussion and research on service design - for example, dissertations published at the University of Lapland in the Culture-based Service Design Doctoral Programme. Furthermore, I follow the practitioners' discussion in service design communities on Facebook and LinkedIn and different service design companies webpages as they many times have practical case examples and up to date information in their blogs.

I have participated as a speaker in the following events:

I have participated in several conferences and events as a speaker. Usually, my topic is related to designing luxury experiences as it is one of my specific substances.

Here are some examples:

24.1.2020. Haaga-Helia University of Applied Sciences, Guest speaker at a podcast about BLUE-project. Tutkimusmatka-podcastsarja Tihilä, K. ja Borgenström, P. Matkailuelämyksiä veden ja digitaalisuuden äärellä. https://esignals.fi/podcastit/matkailuelamyksia-veden-ja-digitaalisuuden-aarella/#b0313561

9.9.2020 Tourism Marketing and Management, University of Eastern Finland, 1st annual webinar, Luxury tourism service provision – Lessons

from the industry.

September 2019, Foreign Ministry of Finland, Training for Diplomates spouses, Finnish luxury experience.

June 2018, Nordic Conference on Consumer Research, Vaasa, Finland. The Challenge of Luxury Experience.

I have published the following books/articles on service design and related fields:

Iloranta, R., 2019. Luxury tourism service provision – Lessons from the industry. Tourism Management Perspectives. Vol. 32 October 2019.
https://doi.org/10.1016/j.tmp.2019.100568

Adamsson, K. & Iloranta, R., 2019. Visit Finland. Mitä on suomalainen luksusmatkailu?- opas palveluntuottajalle (What is Finnish luxury tourism? Guide for service providers) https://www.businessfinland.fi/49aac3/globalassets/julkaisut/visit-finland/vfluksusmatkailuesite_final.pdf

Eskola M., & Iloranta R., 2019. Luksuskuluttuja ja hyvä elämän sävyt. In Adamsson, K. The art of new luxury. Publications of Haaga-Helia University of Applied Sciences.
http://www.e-julkaisu.fi/haaga-helia/the-art-of-new-luxury/mobile.html#pid=1

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