

Self-assessment by Riina Iloranta

SUBMITTED ON 05 DEC 2022



A summary about me:

I am a Senior Lecturer of Experience Economy at Haaga-Helia University of Applied Sciences, where I teach Master level courses and commercial clients about service design. I am also part of the Service School team and LAB8, a service experience laboratory. There the aim is to develop various RDI projects and combine creativity with service experiences creating experiential and functional service solutions. Furthermore, I am a Visit Finland Academy Coach, teaching leading customer experiences, creating luxury experiences, and service design to companies across Finland. Last two years, I have been SDN Accredited Service Design Master Trainer and SDN academy trainer.

I currently work as a/at:

Senior Lecturer of Experience Economy, Haaga-Helia University of applied sciences

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

<https://www.lab8.fi/>

My LinkedIn profile:

[linkedin.com/in/riinailoranta](https://www.linkedin.com/in/riinailoranta)

My educational background:

Vocational teacher, Haaga-Helia University of Applied Sciences, School of Vocational Teacher Education 2022. This degree gave me an understanding of pedagogical approach in teaching and learning.

Ph.D. of Economics and Business Administration, Tourism marketing and management, University of Eastern Finland 2021. This degree gave me a profound understanding of the literature of service marketing and management. My dissertation positioned itself in the luxury literature discussion and belonged in the domain of marketing. There the perspective was in the intersection of brand marketing literature, service marketing literature and tourism marketing literature, touching also experiential marketing and consumer behavior.

SDN Accredited Service Design Master, 2020.

Master of Hospitality Management, Haaga-Helia University of Applied Sciences, 2013. This degree gave me an understanding of leadership and management as well services design.

Bachelor of Hospitality Management, Haaga Institute University of Applied Sciences 2003. This degree gave me an understanding about service features in operational and managerial level.



Bachelor of Social Services, Diaconia University of Applied Sciences 1999. This degree gave me an understanding of empathy, meeting all kind of humans.

Open university of Helsinki, 1995-1999, studies in psychology and social psychology 30 ECTS.

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, therefore, strongly supports these perspectives with hospitality management and business mindset.

Last year, I finished my dissertation, researching the challenges of service providers creating prerequisites for experiencing luxury experiences in a Finnish tourism context. In an ultimate luxury service level, human-centric design and service design methods are strongly present when they design services. My studies have concentrated on service management and marketing. My focus is primarily been 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 for me 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 courses 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 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. Last two years, I have been accredited as SDN service design master trainer and part of the SDN academy, and also part of SDN Finland Chapter as a core team member. Through that work, I have been working with different service designers organizing events in the Helsinki area to promote service design and being part of the community of service designers.

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, Gentile, Spiller & Noci) 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 and gives tasks to complete in each phase.

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 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.haaga-helia.fi/en/tool-factory-methods-developing-services>. At LAB8, we collected the 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:

6

My working experience in service design includes involvement in:

- Service design projects
- Service design consultancy
- Service design training

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.

I have conducted X service design projects that aim at creating improvements or innovations within organisations:

18

These are the service design projects I have successfully delivered:

I have worked on several different service design projects as a position of leading, consulting as well training. Here are a couple of examples.

As part of my current job, I have been a lead service designer in an in-house project, which developed our RDI services. In Finland, one part of the funding of the Universities is dependent on the successful application of external funding in RDI work. Therefore, research and development activities play an important role in Haaga-Helia's overall funding, so raising the project volume is the company's common goal for the next few years. Efficiency in project activities is sought by pursuing both more significant and larger projects and by encouraging an increasing number of haagahelians to participate in research and development. The project aimed to design Haaga-Helia University of Applied Sciences' internal processes more desirable and functional for their users and, through that, more profitable for the company. There were many recognized problems that created tensions between different users that needed to be redesigned as a smooth process. The project started in April 2021, and a new concept, "a path with a friend," was introduced in October/November 2021. Currently, the implementation and organizational change management are still partly going on. However, the amount of RDI activities has notably increased, and users have been more satisfied with RDI services performance and customer experience. <https://www.haaga-helia.fi/en/research-and-development>

The other example of the projects I have been part of is related to guiding as a service design teacher our students' work and learning with service design. We have always real-life cases when we are teaching service design Master-level courses so that they are practicing service design processes, methods, and tools at a very practical level. One example of this kind of case is the National Gallery of Finland, which is Finland's largest art museum organization and a national cultural institution whose activities are governed by the National Gallery Act. It works to develop Finnish cultural heritage, strengthen the national art collection, and make art accessible to the public. In this project, students were guided to develop a digital museum experience for Ateneum, which cover art from the 19th century to the modern era. The story of Finnish art and the nation's growth is told through cherished landmark works by Finnish artists. The work started in January 2022 and ended in May 2022, presenting a digital museum experience, "Our Ateneum", relating the concept of digital experience also to accessibility as well the national heritage of Finland. As the commissioner was so pleased with the result, work continues now with the second phase, where other students are designing a digital museum shop experience for all three museums of The Finnish National Gallery. The second phase is going on from September 2022 until January 2023. <https://www.kansallisgalleria.fi/en/>

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

5

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. Lately, I have also raised awareness of inclusivity and sustainability as part of my design perspective, as those are very close to my heart.

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

1. Haaga-Helia University of Applied Sciences, Master level education. 09/2021-01/2022. Service design, 10 ECTS. 26 participants.
2. Satakunta University of Applied Sciences, Commercial client LAB8, 10/21. 3 hours virtual workshop. Consulting and teaching how to use service design with educational renewal. 15 participants.
3. Haaga-Helia University of Applied Sciences, Heli-project 04/2021-12/2021. Teaching service design to teachers to apply it in designing new services for students who have struggled during corona. 4x 4 hours workshops, virtual implementation. Approximately 40 participants in each session.
4. Oulu University, Network of women leaders-project. Commercial client LAB8. Teaching service design process, methods, and tools 8 hours training. 15 participants.
5. Haaga-Helia University of Applied Sciences, Master level education. 01/2022-05/2022. Service design, 10 ECTS. 28 participants.
6. Haaga-Helia University of Applied Sciences/ Paul Bocuse Institute, Master level education. 04-05/2022. Service Design & Product Development in Services. 10 ECTS. 30 participants.
7. Haaga-Helia University of Applied Sciences, Master level education. 09/2022-01/2023. Service design, 10 ECTS. 24 participants.
8. Haaga-Helia University of Applied Sciences, School of Vocational Teacher Education. 09/2020-12/2022 Work and study project – fast track: Developing a fast-track educational model for the unemployed, facilitating the project's service design perspective. In each workshop, approximately 15 participants. Virtual implementation.
9. Haaga-Helia University of Applied Sciences, School of Vocational Teacher Education 04/2021 – 05/2023. KOKKO- Pedagogical leadership. Facilitating the project's service design perspective by teaching how to use service design with pedagogical leadership. In each of the 5 virtual 3 hours workshops were/is approximately 48-60 participants.
10. Haaga-Helia University of Applied Sciences, New luxury service sprint - project 09/2021-05/2023. Coaching, consulting and teaching service design approach for 24 tourism and hospitality companies around the Uusimaa region. <https://blogit.haaga-helia.fi/uuden-luksuksen-palvelusprintti/in-english/>

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

Finnish and 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
- Differentiation of service design to other approaches like design thinking, service marketing and service branding
- Service dominant logic
- User research/deep customer insights
- Designing and conducting co-creation workshops
- Creativity and ideation processes
- Visualisation techniques
- Facilitation skills for service design
- 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
- Change management

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 audience's 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 struggling with 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 work.

With students, we are designing many times in a private sector, B2C context. Therefore, I like to present cases from the public sector to show how service design can be applied in various contexts. 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, organizations, and processes.

The other, which I use especially as an example of the ideation phase, is Hellon's case with Finnkin. Finnkin is Finland's leading cinema chain, and they wanted to design a new cinema experience for customers and staff. This case shows with numbers how many ideas they developed, how many people there were co-creating experience, how many prototypes they did, and how many new concepts they eventually implemented. For Master-level students who are often working already in a leadership or managerial position or are aiming there with their career, the award-winning case with Hellon and Helsinki Region Transport shows a great example of how service design can be a strategic choice of the company. It also gives an example of how service design is present daily in our life as we are the users of Helsinki Region Transport and how every one of my students can observe customer experiences with different companies daily and learn from those. <https://www.service-design-network.org/case-studies/Ensuring-the-sustainable-future-of-public-transportation-through-service-design>

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. As we teach the whole service design process for the students, we expect them to learn and use at least 10 different tools.

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

Here are examples of the course descriptions I teach:



<https://opinto-opas.haaga-helia.fi/index.php/fi/realization/EXP4HM101-3005>

<https://www.haaga-helia.fi/fi/service-design-discover-deliver-and-beyond>

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 for developing 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 support the progress whenever students need it. After the course, participants produce assignments. One is related more to service design as a process and using 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 use 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 relates to the new concept they have designed for a real-life company. In this one, they have to make a concept book and presentation about the concept and present it. Many of the students use the concept book and presentation as part of their portfolio when they apply for a service design position in their careers. Furthermore, students make a peer review, where they familiarize 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:

With our Master-level course, students learn and use service design processes, tools, and methods, and they are given different kinds of case examples. On the final day of the course, they present their concepts, and we discuss measuring service design and how to implement the concept and service design in an organization. Lately, we have also had a presentation of some service designers there in the end so that students have had an opportunity to ask about their daily life as a designer in a consultant company, salary, challenges, etc., as the students requested this to give them a picture of the job and image of do they possibly want a career as a service designer.

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:

- SDN Global Conference
- SDN Chapter Activity

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 designer's network, where we discuss all the people's service design projects and learn from each other's examples and experiences. We also have discussions with different universities of Applied Sciences in Finland (LAB, Laurea, Haaga-Helia, and Metropolia University of Applied Sciences), which teach service design, what we can learn from each other and how we can support each other and collaborate.



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 often have practical case examples and up-to-date information in their blogs.

I actively participate in SDN Finland Chapter activities as a core team member. This includes, for example, sharing my expertise, organizing events, and giving a talk to different people to join the community.

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:

1.2.2022 Lapland University of Applied Sciences, SUHET Kick off. Inspirational talk, Luxury tourism - from traditional to unconventional. Talk together with Senior lecturer Mona Eskola.

16.3.2022 Meetex 2022, Luxury tourism – from traditional to unconventional. <https://www.meetinzagreb.hr/news/-6256ad49e557f>

20. 5.2022 Gastro Fair. How to learn to design GREAT experiences. Inspirational talk about service and experience design courses at Haaga-Helia. Talk together with Senior Lecturer Violeta Salonen.

09/2022 Shaker Magazine 3/2022. Pages 42-43. Design a better service with service design. The article was written based on interviewing me and my colleague Marika Alhonen. https://extra.epaper.fi/lehti/shaker/_read/3-2022/319443.html

13.10.2022 Business Finland, Webinar: THE HEARTBEAT OF TOURISM AND CULTURE - CULTURAL CONTENTS FOR LUXURY TRAVEL <https://www.businessfinland.fi/ajankohtaista/tapahtumat/visit-finland/2022/matkailun-ja-kulttuurin-syke--kulttuurista-sisaltoja-luksusmatkailuun>

9.11.2022 Turku Tourism Academy. My path from Bachelor of Hospitality Management to Ph.D. <https://www.turunmatkailuakatemia.fi/uutiset/matkailun-gradut-ja-opparit-estradi-7/>

10.11.2022 XAMK, New and unconventional luxury – moments that increase well-being as a luxury <https://activelifelab.fi/tapahtumat/tulevaisuuden-kestava-hyvinvointi/ohjelma/>

12.12.2022 YLE 1 Radio Finland, The future of luxury.

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

Iloranta, R. (2022). Service provider's perspective on luxury tourism experiences in Finland – unconventional luxury tourism experience products. *Matkailututkimus*, 18(1), 71–76. <https://doi.org/10.33351/mt.120913>

Iloranta, R. (2022). Book review. The Emerald Handbook of Luxury Management for Hospitality and Tourism, Edited by Anupama S. Kotur, Sarabh Kumar Dixit. *Journal of Hospitality and Tourism Management*. Volume 51, June 2022, Pages 330-332. DOI: 10.1016/j.jhtm.2022.04.003

Iloranta, R. (2022). Luxury Tourism – A review of the literature. *European Journal of Tourism Research*. DOI: <https://doi.org/10.54055/ejtr.v30i.1925>

Iloranta, R. (2021) The Challenge of Luxury Experience – Service Provider's Perspective. Publications of the University of Eastern Finland Dissertation in Social Sciences and Business Studies No 259 <https://erepo.uef.fi/handle/123456789/26447>

Iloranta, R. & Komppula, R. (2021). Service Providers' Perspective to Luxury tourism Experience as a Product. *Scandinavian Journal of Hospitality and Tourism Research*. <https://doi.org/10.1080/15022250.2021.1946845>



Self-assessment by
Riina Iloranta

Alhonen, M. & Iloranta, R. (2021). Palvelumuotoilun menetelmiä ja työkaluja arkeen (service design methods and tools for designing services in everyday life). <https://www.theseus.fi/bitstream/handle/10024/502561/sun-3amk-palvelumuotoiluopas.pdf>

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>

Contact details:

Riina Iloranta
Pajuniityntie 11, 00320 Helsinki
riina.iloranta@haaga-helia.fi