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Export of Master Degree Programme to the Philippines: Case Leadership and Service Design

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Abstract

The aim of this thesis study was to find out the possibility of exporting education specifically Leadership and Service Design to the Philippines, determine the problems in the export of education, and to define the value of the studies to the students. The research also tried to identify the current market. Work was performed by different qualitative research methods such as questionnaires, theme interviews, a survey and a workshop. Service Design tools were also utilized such as personas, customer journey and service blueprint to obtain customer insights. To gain background information of existing service providers and analyze the current market, several universities in the Philippines have been benchmarked. These were organized in the Philippines. Interviews and theme interviews were administered in Finland. Among the interviewees were Filipino nurses working in Finland like practical nurses in various medical institutions, a few of them are studying part-time. Theme interview participants are teachers from Aboa Mare and Turku University of Applied Sciences. The commissioner of the thesis is the Master's Degree Programme in Leadership and Service Design, Novia University of Applied Sciences. The study concluded that Leadership and Service Design in the Philippines is pioneering and unique of its kind therefore this research revealed that there is a huge possibility to export the programme to the Philippines. Possible customers are mostly individuals pursuing a wider career advancement or opportunity and companies aiming to spearhead in their line of services.

Language: English

Key words: export of education, service design, master's degree in the Philippines

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LIST OF ABBREVIATIONS

ASEAN	Association of Southeast Asian Nations
BITs	Bilateral Investment Treaties
BMC	Business Model Canvas
CoC	Certificate of Competency
CWAG	Cumulative Weighted Average Grade
EU	European Union
EDUFI	Finnish National Agency for Education
FDI	Foreign Direct Investment
GERD	Gross Expenditure for Research and Development
ICT	Information and Communication Technology
IIAs	International Investment Agreements
LAT	Law Admission Test
LEB	Legal Education Board
LET	Licensure Ecamination for Teachers
NMAT	National Medical Admission Test
OECD	Organisation for Economic Co-operation and Development
PISA	Program for International Student Assessment
SEA	South East Asia
UAS	University of Applied Sciences

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1. Introduction

The author is a foreign student from the Philippines. She has been always looking for opportunities to advance in her career, to learn more about leadership which she is passionate about, and a chance to be qualified in the global employment market.

She had no knowledge of the education system in Finland prior to visiting her sister who was married to a Finn in 2013. They visited historical places such as castles, old churches, old wooden buildings, museums and also the most famous Santa Claus Village in Lapland. The author realized that Finland and the citizens are united to preserve the nature, its historical relics and tradition. She envied Finnish people that extremely endowed with beautiful but wild land of vast forests, numerous cold lakes and highly regarded education system globally. In her amazement of the huge cultural contrast from her country and in Finland, she decided to find a suitable school and programme for her goal.

The Leadership and Service Design programme opened up the opportunity for the author's desire to accelerate her career and live abroad. Her knowledge acquired from the programme boosted her confidence to be an entrepreneur and will allow her to have access to the global employment market without any constraints.

When Novia University of Applied Sciences (UAS) opened up the opportunity for students in Philippines to take part in the same programme as the author, she took the chance to work on her thesis in the subject of education export/import. The programme is offered by GigaMare, a partly owned company by Novia UAS, that is providing maritime training services in the Philililippines.

The operation of GigaMare was primarily run by Wärtsila Corporations for over ten years before GigaMare entirely took over in the early 2013. GigaMare is providing "innovative and high quality products and services leading to maritime, offshore, oil and gas, energy and mining sectors". (GigaMare w.y.) Together in this services is Aboa Mare, a maritime academy and training center based in Turku, Finland, is

providing Electro Technical education in the Philippines through GigaMare. Aboa Mare is also a part of Novia UAS. (Aboa Mare 2018.) Other than these short courses or trainings (Certificate of Competence), GigaMare started to introduce and sell Master's degree programme in Maritime Management and Marine Electrical Engineering along with Novia's Leadership and Service Design in 2016 to 2017 (Personal communication: Bjorkroth, P., 29.6. 2017).

The Master's Degree in Hospitality Management or a Master's Degree in Business Administration is aimed at students currently holding a Bachelor's Degree with three year work or business experience in a relevant field (Novia UAS 2018). The program is carefully planned as part-time studies and involve both contact and online studies. Contact lessons will be held at GigaMare headquarters in Subic Bay or at GigaMare's Taguig office, the Philippines. (Personal communication: Balinas, H., 15.3.2017). The program is organized in cooperation between Novia UAS in Finland and GigaMare Incorporated, based in the Philippines.

This study's focus of research is to find out the best possible way to introduce the program in the Philippines, how customers perceive the value of the studies, and determine the barriers of exporting education to a different culture. The research also intends to compare the benefit of Novia UAS program to existing program providers. These will be investigated by using different qualitative research methods such as survey, theme interviews, and dialogue interviews. Several service design tools are also utilized. The investigation will be carried out in the Philippines and in Finland.

The aim of this study is to find out the barriers for the export of education and collect new ideas on how innovatively overcome the problems and introduce the program more efficiently. The final goal is to create an effective technique/model to be used as an effective tool to gain trust and gravitate prospective buyers.

The most recent information can be found in different articles and books in order to get the latest research results which will be used for this thesis.

1.1 Export of Education

Export of education, as defined by US Legal publication (w.y.), is "educating, teaching and training to provide general knowledge and specific skills pertinent to the selling of goods and services to other countries, including knowledge of market conditions, financial arrangements, laws, and procedures". This concept, however is invariably understood and implemented differently. In Australia, Canada or USA, export of education usually means international student buy education, study at their university and pay the tuition fee. (US Legal Publication, w.y.) However, in Finland export of education refers to all exporting services related to education. The education can happen in Finland or abroad or online. It can be a teaching method, continuing education, professional training, and package/customized courses. (Personal communication: Lappalainen, H., 23.10.2017.)

Export of education supports the national economy's growth and the possibility to expand the market globally. Analogous to the situation of foreign tourists, the student from abroad who buys education is spending within the target state. Also, conveyance of educational services can take place in the students own countries, like distance or online study or through school institutions establishing a presence in foreign countries. The two main expenditures by an international student are tuition fees and living costs. (GlobalHigherEd 2009.)

International Consultants for Education and Fairs or ICEFmonitor (2017) reports that today, there are about five million students who are studying abraod and that is more than double 2.1 million who did so in year 2000 and more than three times the number of mobile students in year 1990. Constant upsurge of globalization is an obvious reason for this overwhelming growth in which economies are closely connected within their regions and beyond. (ICEF monitor 2017.)

Education is not only a paramount export, it is as well a remarkable support in trade policy, statemanship, and globalisation connection. As time goes by, the target state of students going abroad has also expected to change in worldwide allocation. To discern this can be a matter of some discussion or debate and some

presumptions need to be made – like the entire population of students now overseas or in conditions of how short-term language learning enlistments present to student numbers in higher education. (ICEFmonitor 2017.)

United States shows a significant loss in the market share for the last 15 years. But because the number of international student doubled in the same period, US still holds the most share for study destination globally (Figure 1). American colleges and schools currently host over a million foreign students. (ICEFmonitor 2017.)

On the other hand, in the United Kingdom a long period of plateau can be seen. While China, Australia, Canada and Germany dramatically made a big leap in the same period. These top destinations are boldly announcing their target international student growths in 2020 to 2025. For example, Australia sets an enrolment target for international students of 720,000 enrollments by 2025; Canada is aiming for 450,000 students by 2022; China targets enrollment of 500,000 students by 2020; Germany, 350,000 international students by 2020; and Japan targets to host 350,000 foreign students by 2020. (ICEFmonitor 2017.)

The global mobility of students comparison from year 2001 to year 2017 (Figure 1) shows an estimates for market share for famous study destinations. The two charts reflect how each country performed in terms of student mobilisation for the last sixteen years.

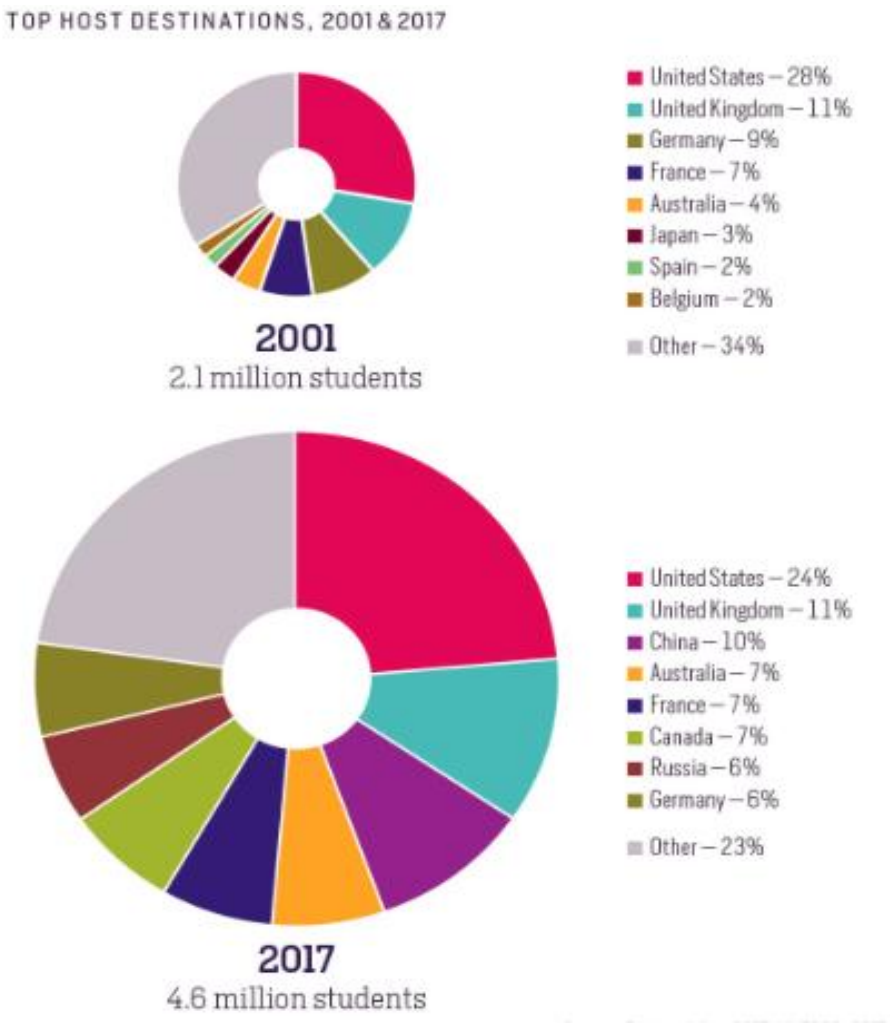

Figure 1. Global market share of international mobile students (Institute of International Education 2017).

However, Finland is noticeably out from the top list mainly because of its past educational system status. Compared to many other countries, Finland is only just in its infancy in export of education. The most standard cause is due to constitutional restrictions on charging tuition fees to students:

"Everyone has the right to basic education free of charge. The public authorities shall guarantee for everyone equal opportunity to receive other educational services in accordance with their ability and special needs, as well as the opportunity to develop themselves without being prevented by economic hardship" (Constitution of Finland, Finnish National Agency for Education 2018).

Finland is consistently developing a model for education export that is best and that is unique, divergent to others. Its education system is regarded highly worldwide and the demand of this expertise is high. Therefore, Finland has possibilities to succeed in education export. As a matter-of-fact in 2014, the benefit of the education export in Finland was 260 million euros with a potential of much more. The government programme called Education Finland has a target that the turnover will be 350 million euros by the end of 2018. (Finnish National Agency for Education 2017.)

The education Finland programme will support different type of education including higher education institutions, training providers and also businesses in expanding to the international market. The main operators in education export are vocational education and training institutions, universities and also businesses. For example, digital learning solutions which have been designed in Finland have been successful throughout the globe. (Finnish National Agency for Education 2017.)

1.2 Novia University of Applied Sciences

Novia University of Applied Sciences (UAS) has home for more than 4,000 students and about 300 in the workforce. Novia was founded in 2008 by the merging of Sydväst and the Swedish Polytechnic. It is also the largest Swedish-speaking UAS in Finland with five campuses in Vaasa, Turku, Raasepori, and Pietarsaari.
Novia UAS offers:

- Bachelor's degree studies in Swedish
- Bachelor's degree studies in English
- Master's degree studies in Swedish
- Master's degree studies in English
- Adult education and specialization studies

Novia UAS also offers degree programs in English:

- Bachelor of Marine Technology, Maritime Management, Captain

- Bachelor of Engineering, Maritime Technology
- Bachelor of Healthcare, Nursing
- Bachelor of Natural Resources, Sustainable Coastal Management
- Master of Culture and Arts / Master of Business Administration / Master of Hospitality Management, Leadership and Service Design
- Master of Natural Resources Natural Resource of Management
- Master of Culture and Arts, Entrepreneurship in the Arts Music, Media and Marketing
- Master of Engineering / Master of Marine Technology
- Master of Engineering, Autonomous Maritime Operations

The multidisciplinary teaching approach with practical training aims to prepare and develop students for working life. Student training and thesis writing can be done with a local or international company or organization which usually commence employment after graduation. Continuous collaboration with working life is a part of everyday activities and educational program based on market labor demands. It also promotes home internationalization such as short-term tailored international projects or intensive courses. Novia has also confirmed a long-term alliance with Higher Education Institutions in China. (Novia UAS 2018.)

Furthermore, Novia UAS is a part-owner of GigaMare that offers intensive training to the maritime industry based in Subic Bay, Philippines. The good reputation that the training center is building and bearing Novia UAS name provides a solid foundation for greater opportunities in the Asian market for education, now and in the future. (Novia UAS 2018.)

1.3 The Aim of the Research, Research Questions and Frame of Reference

The aim of the research is to investigate how export of education can best be offered in a foreign country specifically the Philippines. In spite of many local schools and a few foreign institutions offering almost the same study. How can Leadership and Service Design penetrate into the emerging market, and how can this study be introduced and identified?

The findings and recommendations are expected to benefit future planning, to increase awareness of equipping all personnel involved in the program and understanding the market. Needs of this education in the Philippines.

The research questions that this study aims to provide answers to:

1. Is there a market for Leadership and Service Design in the Philippines?
2. What is the most effective strategy when entering the market and who are the potential customers?
3. What is the distinct quality of Leadership and Service Design compared to its competitors in the Philippines?

A frame of reference (Figure 2) is used to filter perceptions to create meaning. It is often derived from a complex set of assumptions and attitudes. The frame is developed in accordance to human rationality influenced by beliefs, values, culture, experiences, and perception in which understanding and judgment is aligned. A decision frame is defined by Tversky and Kahneman (1981, 453) as the "decision-maker's conception of the act, outcomes and contingencies associated with a particular choice."

The main subject of this research is the export of master degree programme to the Philippines. The programme, Leadership and Service Design constitutes from the following aspects: the current local operator/partners of the programme is GigaMare and other operators is a future possibility; competitors that offer similar programme locally and joint projects by international and local institutions; the users of the programme - the customers/students mainly from the service sector, also known as tertiary sector; education; and education export/import as the main subject. The education and education export comprise theory part of the research which reveal the global market in export of education and international mobility of students (Chapter 1.1).

Figure 2. Frame of Reference.

1.4 Methods

This is a qualitative research. The methods and tools are survey/questionnaire method, benchmarking, business model canvas (BMC) and SWOT analysis. Service design tools are also used such as creation of persona and their customer journey, and a service blueprint which are presented in the latter part of this thesis. These methods are chosen by the author with the guidance of her supervisor after close observation and careful planning. Qualitative research commonly focuses on to perceive the intended meaning of a certain situation or phenomenon. A qualitative study often answers the question "why". It also often allows the idea or belief in the perspective or the personal encounter of the studied person or to discover the intentions, beliefs and emotions. (Puustinen 2013.)

Qualitative research can also be used to explore and explain: qualitative research can be used to get ideas for example for the future. It looks at how much information customers have or how certain segments or definite group of people view ideas and issues. Explanatory qualitative research, on the other hand, answers the question why customers make choices, what people are thinking differ

in various groups, or how well an idea is understood. (Statistics Solutions 2018.) While quantitative methods are usually carried out by calculation and/or statistic methods. This research study often answers the questions "how much" or "how many". (Puustinen 2013.) It is commonly used to measure and identify large-scale numerical data and utilizes statistical operations to ascertain causal and correlative relationships between variables (Crossman 2017).

Usually qualitative data are gathered by interviews. Focus group (6 to 10 respondents), dyads and triads (2 and 3 respondents respectively), and one on one interviews. Some factors that influence of these formats include budget, location and the way how the researcher is trying to obtain the responses. And with the emergence of social media, few new methodologies dawned into the mainstream of qualitative research. (Statistics Solutions 2018.)

Theme Interview as a Method

When a researcher decides to use qualitative in-depth interviewing, he/she talks to those who have the theoretical or practical understanding and experience of the issue. In those interviews, the researcher inquires in detail the experiences, motives, and opinion of others and grasp to see the big picture from other person's viewpoint than one's own. By giving sound attention to others, the person who carries out the research, can expand his/her intellectual and emotional reach across diversity of hindrances. In other words, the researcher has a possibility to expand his/her knowledge by listening to more experienced people pertaining to the subject. (Rubin & Rubin 2012.)

Theme interview as a method of acquiring data is a relatively informal interview, in which a researcher is – the interviewer, is conversing with the interviewee about the topics or themes by cross-examining his or her opinions and views. A field or a topic, which is less known or infrequently studied, allows the theme interview to obtain data. Theme interview aims to encompass both realistic and an interpretation level of the theme. (Puustinen 2013, 5).

The theme interview used in this research is semi-structured or unstructured in its format. A topic or theme was introduced to the interviewees to tell about their experiences, accounts of events, and personal proposition. Each interviewee has various experiences of different cultural aspects of a project, that is, export of education. The analysis of the theme interview method is presented in Chapter 3.3.

Interview and Survey

Surveys are used to collect information and data on a significant number of participants. It can be in the form of a questionnaire or a personal interview. The survey is decided to be used because of the knowledge of the researcher to the users and its context. The questionnaire is designed for statistical analysis and is a primary research method. (Curedale 2013, 226,252.)

The purpose of a survey is to provide a statistical estimate of the characteristics of a target population or people (Fowler 2014, 8). According to Winett associates (2011), effective surveys may contain the following eight characteristics: 1) Adequate demographic information such as zip code or region, industry and size of the company, service or product or work designation of the respondents; 2) In focused surveys, issues not relevant to the them should be avoided such as service and support are not related to branding for example; 3) Questions must be clear and concrete. Simplified sentences and construct easy to understand questions, for example actonyms, technical words, complex sentences, and arguable language; 4) Use one-part question only. Answers in two-parts questions become irrelevant if the respondent agree with one part of the question but not the other; 5) When none of the answers to multiple choice questions apply, respondent usually chooses any, so "Other Options" is advisable such as "other, neutral, or non-of-the-above", followed by "please explain"; 6) Questions must be in logical sequence when formulating questionnaires. For example, if a question say go from Q8 to Q12, make sure to have a question 12 and make sure that Q12 logically follows Q8; 7) Motivation. Target group to participate in the survey can be invited by approaches such as email, phone call, or direct mail. Participants should be sympathetic with the goal of the survey or interested with the subjects covered in

the survey. Some of the results can be shared; and 8) Openness. Promised or agreed results should be followed. If the researcher uses aggregate data, it is advisable to conceal the participant's names or company name. Delusive intentions create bad reputation to companies and could influence future relationships with the participants. (Winett associates 2011.)

An interview, on the other hand, is a purposeful social interaction, discussion, or conversation. It consists of two or more people and in which the interviewer asks questions while the interviewee answers. The purpose of the interview is to collect data in a detailed discussion or research topic or theme. Data collected is based on the interviewee's personal experiences, accounts, words, opinions, ideas and perceptions. (SlideShare 2014, 2,3,24.)

1.5 Stakeholder Map

Stakeholder map is a method that represents a visual or physical map that allows all the organizational stakeholder's role to be charted and analysed (Stickdorn & Schneider 2011, 150-151). Stakeholders are individuals and organizations that are directly or indirectly involved in the project, or whose interest may be positively or negatively affected as a result of project execution or successful project/program completion (Who is a stakeholder 2017). The process requires an identification of the people or organizations that could impact or be impacted by the project.

The stakeholder map for the Leadership and Service Design in the Philippines is shown in Figure 3. It is based on the research presented in the following chapters. The core stakeholder, which is the main subject of the research, is the Leadership and Service Design Philippines. It consists of the programme itself to be exported from Finland and imported to the Philippines.

The second level consists of the programme partners, suppliers, organizers and customers. The current partner of the programme is the Nordic Chamber of Commerce. It will act as one of the channels of advertising the service in the

Philippines. The influence of the partner to the service is highy regarded due to its activity in the market. (Personal communication: Balinas, H., 15.3.2017.)

The suppliers and organizers have the main involvement in the service process. The supplier of the programme is Novia UAS and it consists of the pedagogical aspect - Finnish teachers, ICT personnel, student service personnel, as well as it is providing occasional guest speakers.

The organizing stakeholder is GigaMare, where the programme is offered in the Philippines. The possibility of this stakeholder can be expanded in the future. GigaMare provides its own local support teachers who perform as assistants to the Finnish teachers during and after the personal contact classes. The local teachers are facilitating the classroom contacts while the Finnish teachers are not present in the country. GigaMare additionally provides its own ICT and student service personnel as well as coordinator/assistant. (Personal communication: Vartama 10.5.2017.) Competitor stakeholders are those local universities or foreign institutions which offer equivalent services and have probable current market stability. These are the institutions that have long track of record and are well-known providers of similar programs. Also it includes those organizations that offer low-priced or affordable substandard study.

Customers stakeholder are the users of the service. They can be mostly from the service sector which owns the business, belonging to upper management level, and decision makers.

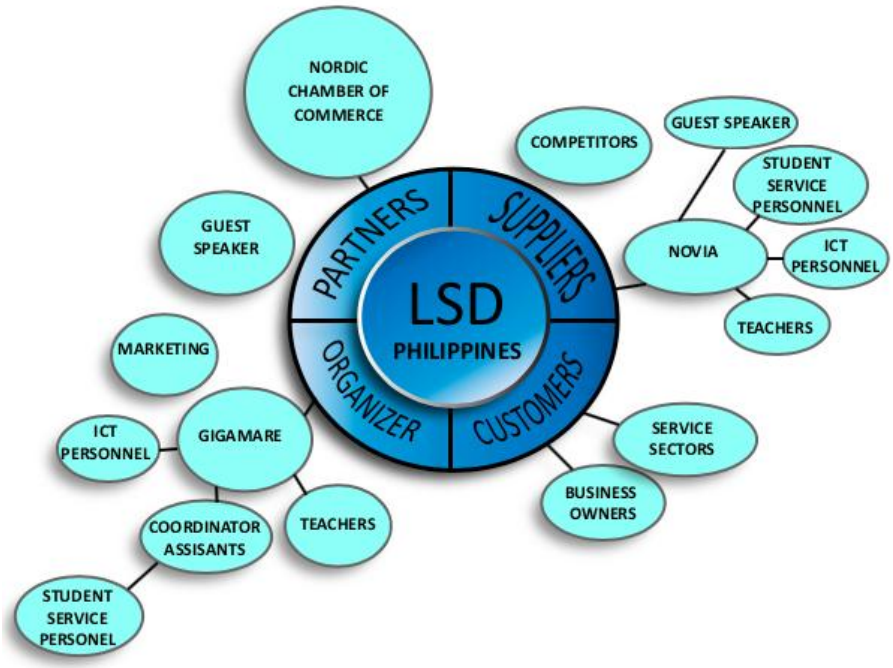

Figure 3. Stakeholders' Map.

1.6 Process Chart

Figure 4 shows the flow chart of this research. The research title is based on the research context. Formulation of the problem is cited according to the degree of work needed. Research designs and methods are based on the problem involved. The service design tools mostly are taken into consideration after determining the research methods to be used. Conclusion and recommendations are based on the results gathered from surveys, interviews/the theme interview and observations.

The results of the used research methods are presented and analyzed in the latter part of the thesis. The recommendations and conclusions will help the commissioner for future development of Leadership and Service Design programme in the Philippines.

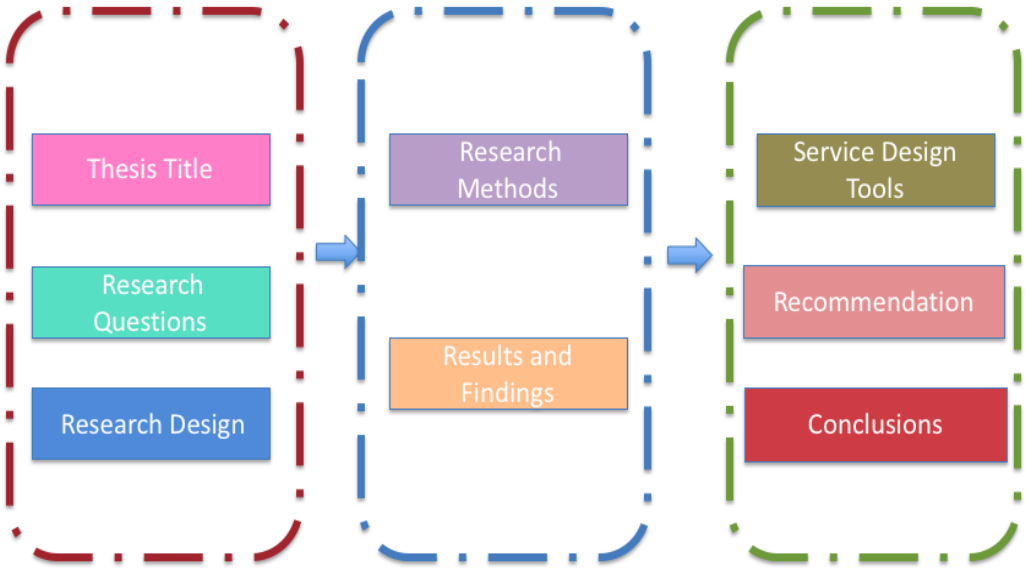

Figure 4. Process Chart.

2 Education in Finland and in the Philippines

This chapter intends to look at the educational features of Finland and the Philippines focusing on the educational system relevant in this research. It is orderly outlined as follows: Education in Finland and Education in the Philippines. The research presents some examples of demographic and detailed educational systems in both countries, Summary discusses the international recognition and teachers' qualifications.

2.1 Education in Finland

Finland has approximately 5.5 million (in population), with a modest population density of 18 inhabitants per square kilometer (Statistics Finland 2018). Finnish (88.88%) and Swedish (5.31%) are the two official languages of Finland (World Atlas 2017). People with foreign background is about 6.2% of the population. The education level of the working age population are: 13% basic education, 45% upper secondary education, and 42% tertiary education. (Finnish National Agency for Eduation 2018.)

Finnish education, in a brief historical overview, started in 1860s. The church has been the original source for education in the native Finnish/Swedish tongue in Finland. A standard principle was set to people by the Lutheran church which is the national church of Finland, that everyone must read the bible in their own language. Literacy also became one of the requirements to get married and the church itself began to teach people to read. (Finnish National Agency for Education, w.y.)

Today, there are two governing agencies or national administrations of the Finnish education system: 1) Ministry of Education and Culture that is responsible for education policy, preparation of legislation, and state funding; 2) Finnish National Agency for education covers the national development agency, national core curricula and qualification requirements, support for evidence-based policy-making, support for reform and development, services for learners, and supporting internationalization. (Finnish National Agency for Education 2018.)

Figure 5 shows the Finnish education system flow which comprised the following: Early childhood education and care (ECEC) is an individual right to all children under school age (0 to 6-year-olds) should parents so decide. It is primarily organized in day-care centers or family day-care but also clubs of the local parishes and other non-governmental organizations, and different type of open early childhood education activities are also organized by the municipalities for children and their families. There is a fee for ECEC participation, and it depends on family income and the number of children. (Official statistics of Finland, w.y.)

Pre-primary education is a standard education and provided one year before the basic education. Pre-primary education for 6-year-olds is compulsory since August 2015. However, even when it was voluntary almost every child at that age was already enrolled. Pre-primary education is still a part of ECEC. Basic education or

comprehensive school education is a general knowledge education for children in ages 7 to 16-year-olds. It is compulsory to all children where permanently resident in Finland. The goal of basic education is to support student's growth to become a member of society and to supply them the needed knowledge and skills. Compulsory education is a 9-year comprehensive school, or 10 years from the start of the basic education. Some exceptional cases like when a student is disabled or ill, compulsory education can start already at the age of six and last 11 years. A student who has been given a "leaving certificate from comprehensive school in the same year or the year before may continue to attend optional additional" year of basic education or 10th grade. Upper secondary education and training has a binary structure. After basic education, a student can choose for general upper secondary schools or vocational institutions. General upper secondary education is an education leading to a matriculation examination. Vocational education can be either educational institution-based or training including practical work tasks at a workplace. Both structures usually take three years and give eligibility for higher education. (Official statistics of Finland, w.y.)

Higher education has again a dual structure. Higher education in Finland can be taken from universities and universities of applied sciences (UAS). Achievement of UAS degrees takes 3.5 to 4 years. Higher university of UAS requires 3 years work practice. Achievement of university degrees takes three years and higher university of UAS degrees takes two years before starting the studies. Achievers of higher university degrees from both institutions may continue their studies to licentiate and doctoral level of degrees. (Official statistics of Finland, w.y.)

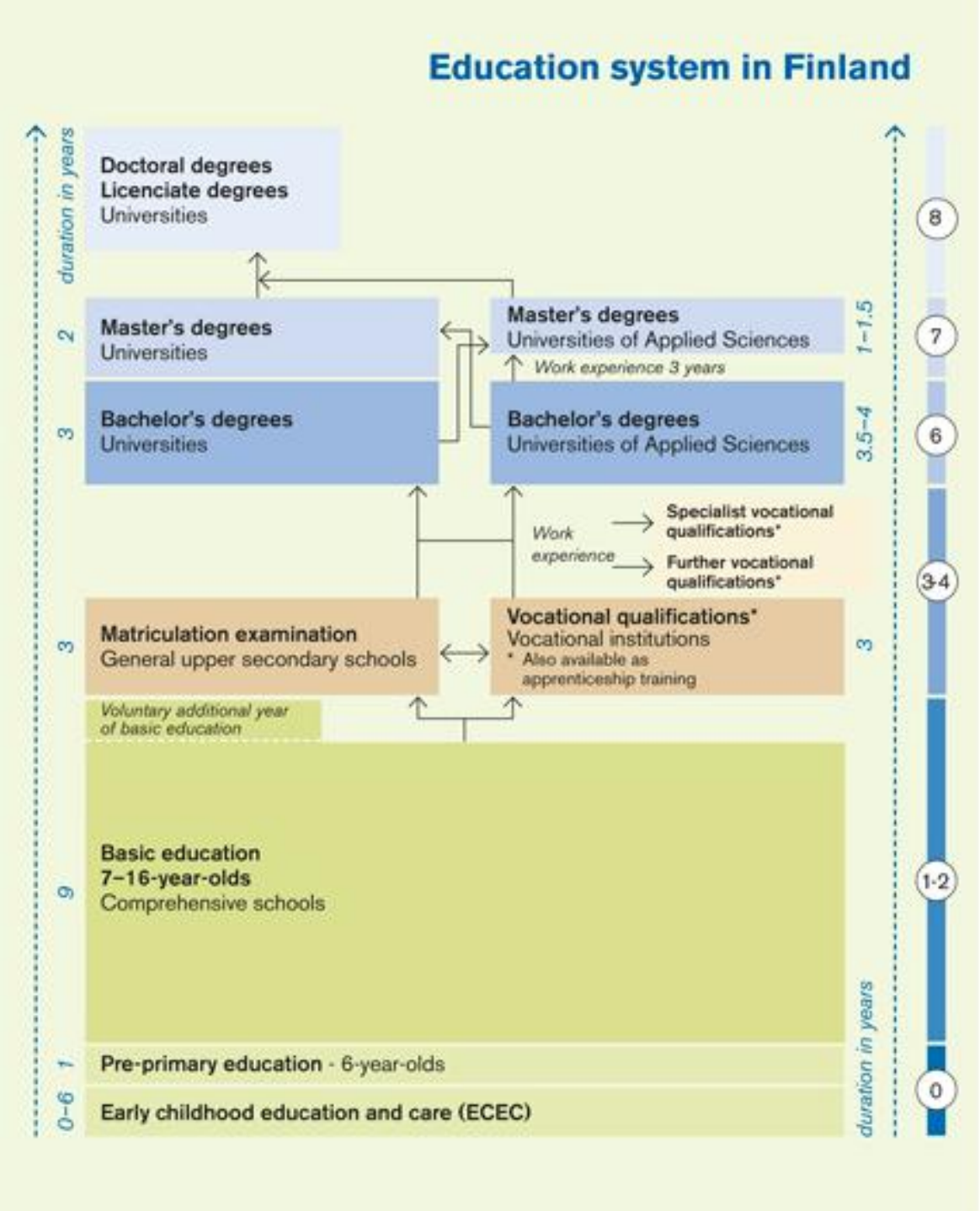

Figure 5. Education system in Finland (Finnish National Agency for Education, w.y.).

2.2 Education in the Philippines

Philippines has a population of approximately 106 million, with a population density of 357 inhabitants per square kilometer (worldometers 2018). The literacy rate for male as of 2008 to 2012 (15 to 24 years) is 97, and 98.5 for female in the

same category (UNICEF 2013). From the dictionary meaning, literacy is the ability to read and write. UNESCO Institute of Statistics (2018) reported a big difference from literacy level to tertiary education gross enrolment ratio with a total of 35 percent as of 2017.

The historical background of the Filipino education has undergone several stages of development from the pre-Spanish times to the present. Education has been the focus of emphasis of the leadership during the day of national challenges to meet the needs of the society. (Philippine Normal University 2015.)

In the early times or the pre-Magellanic times, education was informal, unstructured, and devoid in methods. Tribal tutors and parents were teaching children more for vocational training and less academics. This system underwent significant changes during the Spanish colonization (1521 to 1898). Education became religion-oriented, tribal tutors were substituted by Spanish missionaries, and education was for the elite. The enactment of Educational Decree of 1863 liberated the Filipinos to access education through the institution of at least one primary school for both genders in every town controlled by the municipal government. Education within that period was inadequate, suppressed, and controlled. (Philippine Normal University 2015.)

Nowadays, the Philippine education system is largely based on American schooling system, while other Asian countries have gotten the English, French or Dutch systems. The Department of Education, Culture and Sports (DECS) is responsible in administering, supervising, and regulating basic education (primary and secondary education) while higher education is lodged in the Commission on Higher Education. The Technical Education and Skills Development Authority (TESDA) is responsible for post-secondary education which is also managing the skills of orientation, training, and development of jobless community adults and out-of-school youth. (South Eeast Asian Ministers of Education Organization w.y.)

Education in the Philippines can be taken in formal or non-formal method. Formal education means a student is taking academic schooling on three levels in a logical

order, specifically, elementary, secondary, and tertiary education. Non-formal education is handled by TESDA as mentioned in the previous paragraph. (Southeast Asian Ministers of Education Organization w.y.)

Figure 7 shows the Philippine education system flow which comprised the following stages: In the past, pre-school (ages 3 to 5) is not compulsory because not everyone can afford it. In 2000, Early Childhood Care and Development Act (Republic Act 8980) was enacted: "To promote the rights of children to survival, development and special protection with full recognition of the nature of childhood and its special needs; and to support parents in their roles as primary caregivers and as their children's first teachers" (The LawPhil Project 2000). Pre-school education has been compulsory since then and a pre-requisite to enter a primary education under the new K to 12 curriculum (Figure 6).

Primary or elementary education includes the first six years of compulsory education (grades 1 to 6, ages 6 to 11) unofficially divided into three years of primary level and three years of intermediate level. The prerequisite of entering into this level is the graduation from kindergarten or pre-schooling. (Department of Education, Philippines.)

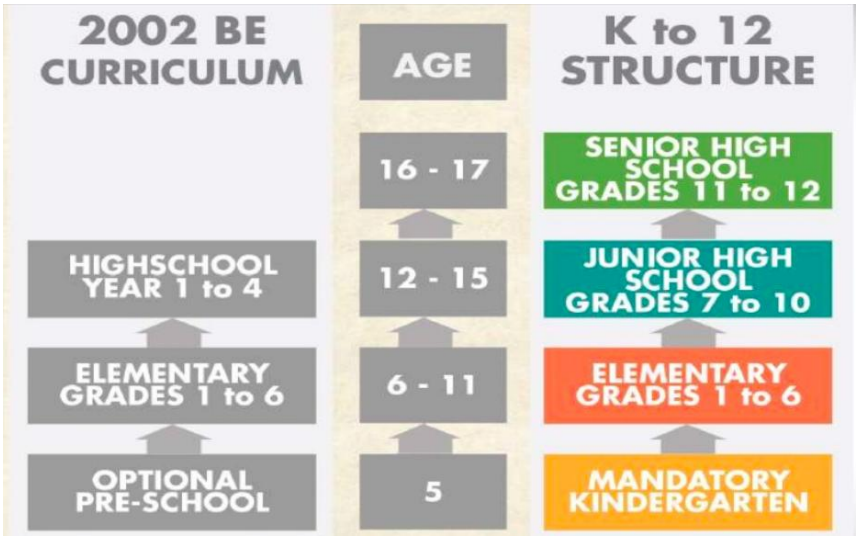

Figure 6. K to 12 Comparison of the old and new curriculum model (SlideShare 2015).

Secondary education under K to 12 system (Figure 6) consists of 4-years of junior high school and 2-years of senior high school (ages 12to17), while the old basic education (BE) curriculum consisted of four years. The K to 12 program enables the Philippine education system be competent with the worldwide standard of twelve years of basic education and supporting better knowledgeable citizens to be capable of performing productive employment, entrepreneurship, or higher education studies. (Department of Education, Philippines.)

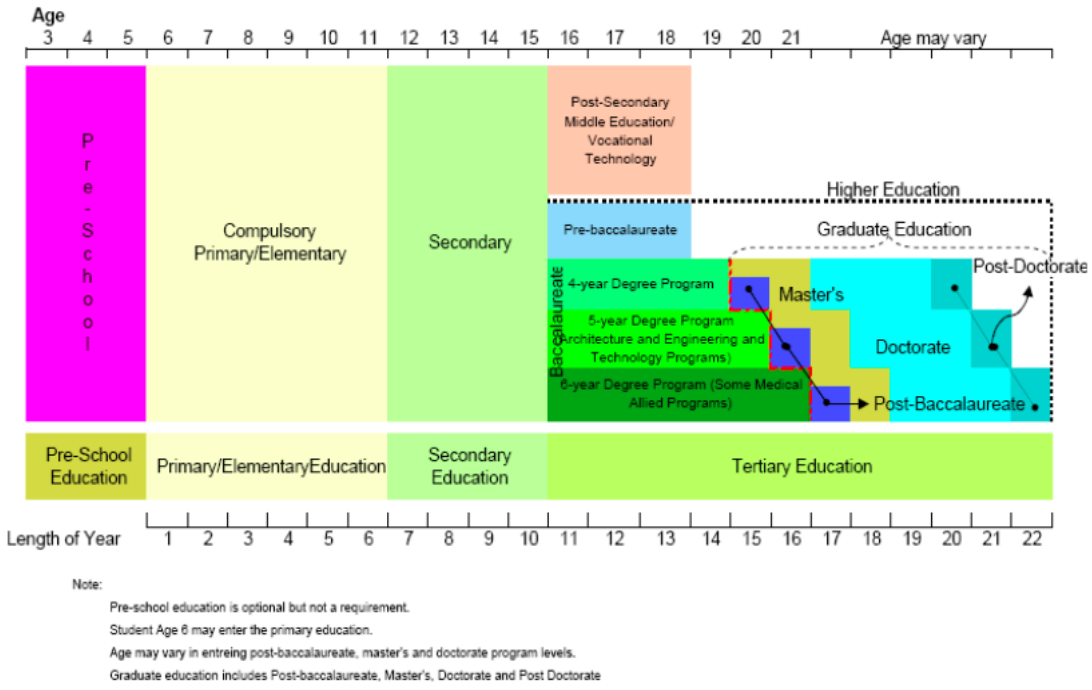

Figure 7. Old Education system in the Philippines (English Channel 2009).

The old BE curriculum, after 4-years of secondary education, high school-leavers may opt to proceed to higher education or vocational school/post-secondary education in which both graduation level are employable. On the other hand, in K to 12 curriculum (Figure 8), vocational studies are not included. The certificate derived from senior high school is equal with the post-secondary technical-vocational education. Salient fact on the difference is that senior high school is compulsory and pre-requisite to higher education while the latter is a choice. (FindUniversity w.y.)

Undergraduate or higher education includes usually 4 to 5 year degree programs with 2 to 3 semesters per year. For medical studies, eligibility for admission requires a pre-med bachelor's degree and pass the National Medical Admission Test (NMAT). This program usually takes five years to complete. In schools that follow trimestral curriculum, the program can be completed in less than five years. (FindUniversity w.y.) Trimester curriculum features 3 academic periods throughout the school year (Bright Hub 2016).

The mentioned requirements apply to a Law program but there is not a specific bachelor's degree. Pass by the Law Admission Test (LAT) and the Philippine Law School Admission Test (SAT) are recommended by the Legal Education Board (LEB). The program can be completed in four years. (University of Eastern Philippines 2017.)

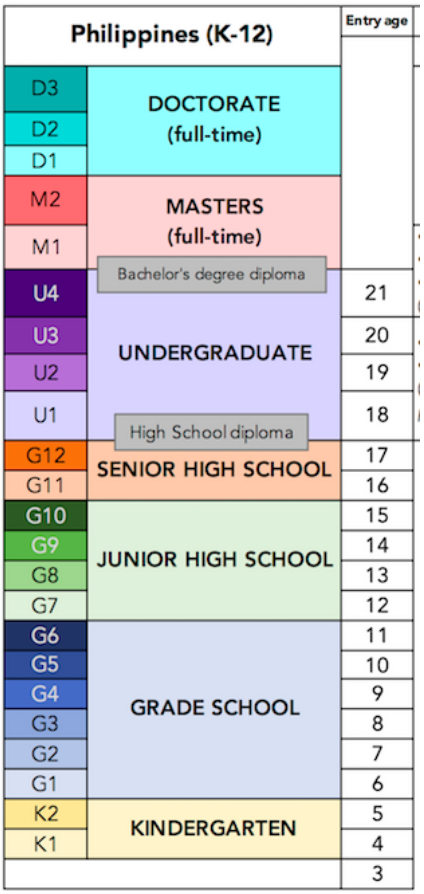

Figure 8. The K to 12 Education system in the Philippines (Campus France 2016).

Master degrees in the Philippines usually takes two years of full-time studies, and up to 5 years part-time studies. To be eligible for a Master's degree, an applicant must have a bachelor's degree in a related field with a Cumulative Weighted Average Grade (CWAG) of 2.0 or better, 85 percent or B average. (StudyCountry, w.y.) Master's degree can be obtained in two options, thesis and non-thesis programs according to the guidelines of master's thesis of University of the Philippines, Diliman (w.y.). According to the thesis guidelines the student has to have a minimum of 24 units of formal graduate courses and a Master's thesis while the non-thesis option requires a completion of 30 units of formal graduate courses and pass the master's comprehensive examination. (StudyCountry, w.y.)

Doctorate or commonly known as Doctor of Philosophy (PhD) on the other hand can take up to 3-7 years. It involves a considerable degree of coursework as well as a dissertation that may constitute from one-fifth to one-third of the final grade. (StudyCountry, w.y.)

2.3 Summary

The comparison of Finnish education system and the Filipino education system shows a huge gap between the two countries specially in various significant aspects. The international assessments that measure the capability of students in both aforementioned nations are presented below. The comparison of the teacher qualification is also examined.

International Recognition

In recent years, several assessments measuring the quality education system of a country has proven the quality education of Finland. In the Program for International Students Assessment (PISA) for example, Finland has always been at the top. Despite the slight drop comparing from previous years assessments, Finnish youth remains on the top. (Ministry of Education and Culture 2016.)

PISA is a triennial international survey and the aim is to evaluate the education systems globally by testing the skills and knowledge of 15-year-old students. PISA is the brainchild of the Organization for Economic Co-operation and Development (OECD). It is designed by education experts around the world. The programme began in 2000. The assessment tries to find out what students can apply and what they have learned in school to realized situations. It covers science, mathematics and some innovative subjects like collaborative problem solving or financial literacy. (OECD 2018.)

Also, in the Global Competitiveness Report from 2016 to 2017 which World Economic Forum (WEF) releases every year, Finland was ranked 10 among 138 economies. "Countries were ranked according to the 12 pillars of competitiveness which includes macro-economic environment, infrastructure, health and primary education, and labour market efficiency". (World Economic Forum, w.y.)

Equity is important for the Finnish education. Everyone has the right to basic education free of charge. Everyone in Finland has an equal opportunity to have educational services according to their needs. There should not be any economic barriers preventing to be developed. (Finnish National Agency for Education 2018.)

The Philippines, on the other hand, despite of the model of the United States school system being a model for other Southeast Asian countries, the education system has deteriorated in recent years. Although it is reported that the primary school completion rate in Metro Manila is nearly 100 percent, other areas of the country like Mindanao and eastern Visayas or in the more remote and poverty-stricken regions, only 30 percent has completed primary school. (StudyCountry.com, w.y.) However, World Education News and Reviews (2018) reports a big contrast in the school completion rates. For example, after a notable increase from 85.1 percent in 1991 to 96.8 percent in 2000, net enrollment rates at the elementary level had decreased back down to 84.4 percent by 2005. The estimated completion rate of elementary school level was less than 70 percent in 2005. (World Education News and Reviews 2018.)

Problems were widespread as well on the secondary level. Enrollment rate in the secondary education in 2005 had decreased to 58.5 percent after increasing from 55.4 percent to about 66 percent between 1991 to 2000. Additionally, the country's literacy rate, while still being high by regional standards, slightly fell from 96.6 percent in 1990 to 95.1 percent in 2003 thus making the Philippines the only country in Southeast Asia with declining youth literacy rates. (World Education News and Reviews 2018.)

Such weaknesses were clearly demonstrated in the poor performance of Filipino students in global assessment tests like the Trends in International Mathematics and Science Study (TIMSS). In 2003 TIMSS results (Figure 9) in which the country last participated in the study, the Philippines ranked 23rd out of 25 participating countries in both mathematics and science for Grade 4 students, ranked 43rd out of 46 participating countries in high school science, and 34th out of 38 participating countries in high school mathematics. (World Education News and Reviews 2018.)

	Scores	International Average	Rank	Participating Countries
2003 Results				
Grade IV				
Science	332	489	23	25
Mathematics	358	495	23	25
HS II				
Science	377	473	43	46
Mathematics	378	466	34	38

Figure 9. 2003 TIMSS results of Filipino students (SlideShare 2012).

Countless of education reforms have been adopted during the first decades of the 21st century to raise the standard of the Philippine education system but these reforms did not show any significant effect to the downward spiral trend in the country.

Finland, on the other hand, has been continuously garnering international recognition from its high standard level of education system in global assessments. For example, the 2015 PISA results (Figure 10) revealed and proved the quality of Finnish education system once again (OECD 2018).

	Science		Reading		Mathematics		Science, reading and mathematics	
	Mean score in PISA 2015	Average three-year trend	Mean score in PISA 2015	Average three-year trend	Mean score in PISA 2015	Average three-year trend	Share of top performers in at least one subject (Level 5 or 6)	Share of low achievers in all three subjects (below Level 2)
	Mean	Score dif.	Mean	Score dif.	Mean	Score dif.	%	%
OECD average	493	-1	493	-1	490	-1	15.3	13.0
Singapore	556	7	535	5	564	1	39.1	4.8
Japan	538	3	516	-2	532	1	25.8	5.6
Estonia	534						20.4	4.7
			497		542			
Finland	531	-11	526	-5	511	-10	21.4	6.3
			509	11	544	5		
Canada	528						22.7	5.9
Viet Nam	525	-4	487	-21	495	-17	12.0	4.5
Hong Kong (China)	523	-5	527	-3	548	1	29.3	4.5
B-S-J-G (China)	518	m	494	m	531	m	27.7	10.9
Korea	516	-2	517	-11	524	-3	25.6	7.7
New Zealand	513	-7	509	-6	495	-8	20.5	10.6
Slovenia	513	-2	505	11	510	2	18.1	8.2
Australia	510	-6	503	-6	494	-8	18.4	11.1

Figure 10. 2015 PISA results (OECD 2018).

Teachers Qualification

Teachers in Finland are valued high. All must hold a master's degree either in education (primary school teachers) or in subjects that they teach (lower and upper-secondary school teachers). Finnish teachers are well prepared, widely respected and commonly trusted professionals. They are relatively well-paid and protected professionals and so it is an attractive career choice among young Finns. Finnish teachers have good working conditions and moderate teaching loads by international standard. A middle school teacher teach on average 21 hours and work 32 hours a week. (Sahlberg 2015.) There is no obligation for teachers to work outside of their teaching hours. Finnish teacher education programs are extremely selective, admitting only one out of every ten students who apply. The entrance examination consists of written and aptitude test, all applicants must take the written test. Sahlberg states that in the University of Helsinki, 60% of the accepted 120 students were selected on a combination of their score in the entrance test and

their points of the subject exams they took to complete their upper-secondary education. 40% of the students were awarded a study place based on their score on the entrance test alone. In general idea, Finland recruits the academically "best and brightest" to become teachers (Sahlberg 2015). Becoming a teacher in the Philippines is completely with different motivation. Choosing to be a teacher is a safe and easiest way of acquiring tertiary eduation. Statistics from the Philippines' Commission on Higher Education consistently recorded teacher education as second most popular course (Commission on Higher Education 2017). In University of Sto Tomas (2017), the admission requirements for teacher education, for example, are as follows: 1) performance in the entrance examination test administered by the university testing center; 2) quotas and other requirements by the specific course; 3) satisfactory performance in high school; and 5) interview. The University of Sto Tomas was hailed as the top-performing university for elementary Licensure Examination for Teachers (LET), with a 93.81 percent passing rate of their teacher students in the 2017 LET. In the same year, more than 70,000 pass the LET. (Roxas 2017.) However, a Filipino teacher that did not pass the LET can still work as a teacher in private institutions or schools with a lower salary, less work security and employment benefits. Passing the LET is a prerequisite to teaching in the public schools which is mostly sought by teacher professionals. (PhilStar Global 2017.) However, like in many other professions, Filipino teachers seek teaching opportunities abroad to get better salary (de Dios 2013). Pursuing to post-graduate degree is optional for those who do not aspire for rank promotion.

In addition to de Dios reports, he pointed the following as important take-home messages: 1)Philippine public school teachers are overworked (based on high pupil:teacher ratio, teaching hours per day, and teaching hours per year); With long working hours and larger class sizes (45 students per class, 2 to 3 shifts per day), teachers are unlikely to have the time, energy and opportunity for professional development and lesson plans specially when curriculum is changing so often; 2) Philippine public school teachers are underpaid. Salaries are stagnant. Teachers' pay do not go up appreciably with years of experience. Teachers' salaries do not keep pace with inflation; 3) Compared to other Asian countries, the fraction of

public school teachers under 40 years of age is much smaller. With a significant number retiring in the near future, this can be problematic; 4) Graduation rates in teacher education are less than 20 percent and for those who graduate, only 20 to 30 percent pass the licensure exam. This means only 4 to 6 percent of students in teaching colleges qualify to practice the profession; 5) The faculty in teaching institutions lacks advanced degrees. Less than half of higher education faculty have degrees beyond the bachelor's degree. Only about 10 percent holds a doctorate degree; and 6) Philippine public school teachers are leaving the country for better conditions and opportunities. (de Dios 2013.)

2.4 Export of Leadership and Service Design to the Philippines

Philippines reportedly the fastest-growing economy in the Association of Southeast Asian Nations (ASEAN). The World bank projected a gross domestic product (GDP) to grow 6.7 percent in 2018 and 2019. (de Vera 2018.) However, the education level of Filipinos remained at below average in the international assessments. This means the need to enhance the educational system in the Philippines is crucial. The country is also known as one of the worldwide source of cheap manual labor. The Filipino is renowned globally for its remarkable qualities but often downplayed and overlooked. (Wong 2012.) In a survey conducted by the Philippine Statistics Authority (2016), it was estimated at 2.2 million Overseas Filipino Workers (OFWs) are working abroad, 97.5 percent of which with existing work contract. An estimated 25 percent of world's seafarers are Filipinos. In fact, the World Bank projected that the country's foreign remittances climbed to a record of US$33 billion in 2017, the third highest in the world after India and China. (Mirkin 2018.)

Certainly, there are numerous good reasons of GigaMare's success, with its joint partnership with Finland's Aboa Mare in providing world class Maritime product and services in the Philippines. And due to continues demand of Filipino seafarers all over the world, Aboa Mare introduced Maritime and Engineering Master's degrees to Filipino market in 2016. In the same year, Novia's Master's degree in

Leadership and Service Design was decided to be offered at the same time in GigaMare. GigaMare is partly owned by Novia University of Applied Sciences. The tight connection of these three institutions was the main reason of exporting Novia University of Applied Sciences' Master's Degree Programme in Leadership and Service Design in the Philippines, as well as the huge potential of growing market network of GigaMare. A copy of the whole program can be found in Appendix 1.

The Leadership and Service Design program has been piloted to offer for the Philippine market from Fall 2016 to Fall 2017. It has been put on hold in the Spring 2018 because of the investigation how it could be marketed more effectively. (Personal communication: Vartama, E., 15.5.2018.) However, the Maritime Master's Programme continue to be offered in the market (Personal communication: Björkroth, P., 29.6.2017).

3 Research Methods

The methods used in the research were based on the research questions that require to provide answers with. These research methods includes SWOT analysis, benchmarking, a workshop, questionnaire and interview/theme interview. Some of the selected methods produced irrelevant results which led to convertion of new ones and generation of new respondents list. Most of the results and analysis are presented every after methods discussion. The analysis and results of an interview with the nurses and cook can be found in Appendix 8.

3.1 SWOT Analysis

A SWOT analysis is used to identify the internal factors (strengths and weaknesses) and external factors (the potential opportunities and threats), as well as the favorable and unfavorable aspects. This basic analytical framework helps to determine what a company or entity can and cannot do. A SWOT analysis

determines what helps the firm accomplish its objectives and what problems can be conquered or reduced to fulfill the desired outcome based on the current state of the company. (Investopedia, w.y.) The SWOT analysis presented in Figure 11 is based on the research.

Strengths. The Leadership and Service Design in the Philippines is the first of its kind. For example, Master of Business Administration is offered anywhere, but Leadership and Service Design is a new brand. The EU Certificate that will be issued after the program is a ticket for every Filipino to graduate with a global standard recognition. A good example of that is common in Finland today. A Filipino nurse who earns her academic degree in the Philippines cannot work as a nurse in Finland. More often, they are working as assistant nurses at a hospital or mostly in homes for elderly. Some nurses have ended up as cleaners. Nevertheless, it has been reported that the basic problem is the inadequacy of language skills (University of Tampere 2016).

The flexibility of the contact schedules is also a strength. It allows students to continue their current jobs and the knowledge learned can be implemented immediately at work.

Strengths	Weaknesses
• Global competitiveness • Flexible time schedules • EU standard system • Finland's reputation of reliability in education • Competitive price • GigaMare's reputation	• New to the market/unknown brand • Time consuming introducing the program • Local personnel lacks knowledge in the subject and the company • High Cost (Travel cost of teachers coming from Finland)
Opportunities	**Threats**
• Offer EU standard program on-site • A new challenger in the education market • Licensing the program to local operators • Student's opportunity to visit Finland • Huge market potential • New workplaces	• Other MBA programs in the country • Marketing challenges (high cost) • Finnish education system is not familiar to the market • Price war with local operators • New operator in an unknown market • Exchange rate fluctuation • Government arbitrary

Figure 11. SWOT Analysis – Research.

Weaknesses. It is always challenging to introduce a new product or brand to the market. Finland and its educational system is not well known in the Philippines. However, Finland's results and rankings in the Programme for International Student Assessment (PISA) is often mentioned. In the process of introducing the program, various questions are expected to arise and need to be dealt with. As Larock mentioned in his article (w.y.), experience with any product or brand is important for a successful selling. Own story and experience about the product resonate with people's lives and they will talk about it. A product is only 25% of the whole selling process. The intangible feeling is the rest of it. Capturing the emotion of the consumer is the most important factor. The product is the vehicle, the seller is the driver who is controlling the steering wheel. Seller has the authority where to

lead the vehicle, when to reach a certain destination and how to get there. Therefore, the product is just a tool to reach a certain goal. But the quality should be kept at best and the benefit is high. (Larock, w.y.)

Opportunities. European Union (EU) standard program can already be acquired in the Philippines. Students do not need to move abroad or go through a laborious process of obtaining an MBA while gaining a globally recognized education. It is also a ticket to a world class job market or better career opportunities. Students also have an opportunity to visit Finland. Taking part in some courses at Novia University and meet their lecturers and interact with fellow students is a chance for all.

Another opportunity is to license the program for local operators. A reputable university or a post graduate organization could have a strong interest to offer a Leadership and Service Design program in the future. Ateneo – Regis MBA program for example, is developed as a program specifically designed for adult learners. The graduation certificate not specified in which standard it follows, but the participation of Regis University based in Denver, Colorado, United States of America added prestige to it. Students' qualification is most likely the same as Leadership and Service Design. The program is designed for senior managers, executives and senior practitioners. One obvious difference from Leadership and Service Design is that the Ateneo-Regis MBA is a non-thesis program. (Ateneo de Manila University, w.y.)

Threats. Numerous local institutions offer much lower priced MBA programs in the Philippines. For example an institution located in the province or an infamous university offers less than half the cost of an MBA program in a famous university and located in the urban area (refer to 3.2 of this research and Appendix 4.)

A not well-known Finnish system is also one of the threats. It is new to the Philippine market and is challenging to be introduced. As it is embedded in the culture of seeing the proof before believing. The exchange rate variation is one thing to consider at the same time. A good fluctuation rate margin must be taken

into account at the beginning as it is not easy to increase the cost of the program after 1 or 2 years of operative function.

The government arbitrary could impact the education systems within the country and the foreign business investors in the future. Economical and political risks are inevitable. The company itself has to bear these risks. There are agreements that can reduce those risks though such as the International Investment Agreements (IIAs), Bilateral Investment Treaties (BITs), and Foreign Direct Investment (FDI). These agreements play a fundamental role by providing on additional layer of security to foreign investor, they are not an alternative for lasting and complete improvements towards a transparent, rules-based pro-business policy environment. (BIAC – The Voice of Business at the OECD 2016.)

3.2 Benchmarking

Benchmarking is a method to compare the services or customer experiences to help identify the most wise and useful practices (Curedale 2013, 49). It is used to measure the status of a company's products, policies, programs, and their differentiation to its competitors. The objectives of benchmarking are the following: 1) Improvement of performance. Benchmarking identifies methods of improving operational efficiency and product design. 2) Understanding of relative cost position. Benchmarking reveals a company's relative cost position and identifies opportunities for improvement. 3) Gaining of strategic advantage. Benchmarking helps companies focus on capabilities that are critical in building strategic advantage. 4) Increasing of the rate of organizational learning. Benchmarking brings new ideas into the company and facilitates experience sharing. (Bain & Company 2018.)

Benchmarking method improves performance through recognizing and employing best demonstrated practices to operations and sales. Comparison of products/service or processes can be done externally with those of competitors, and internally with other operations that executes the same activities. Companies

can then boost their performance – not by imitating but by innovating through tailoring and integrating these ideal practices into their own operations. (Bain & Company 2018.)

The process of benchmarking, according to Bain and Company (2018), are as follows: selection of a product, service or processes to benchmark; identifying the key performance; choosing companies or internal areas to benchmark; collection of data on performance and practices; analyzing the data and identifying opportunities and improvement; and adaptation and implementation of the best practices, setting reasonable goals and ensuring companywide acceptance.

In this study, twelve schools in the Philippines were benchmarked. The author had chosen the universities that are performing well both in local and international market. All the schools that participated in the benchmarking are currently offering programmes similar to Novia's programme.

Questions were created to help find answers to the research questions which are "what is the distinct quality of Leadership and Service Design compared to its competitors," and "is there a market for Leadership and Service Design in the Philippines". Questions were also made to address the current market. During the process of contacting the chosen universities, the author had to make three to seven times calls or even more before getting to the right person who can answer the questions. Out of twelve universities were contacted by phone call (11 schools) and email (2 school), only 9 responded. Some of the questions were skipped. The questionnaire can be found in Appendix 2. The data collected and analysis of the results can be used as a model to Novia's Leadership and Service Design and other programme packages or recreate and improve the programme.

Two institutions are illustrated below as samples The answers from other schools can be found in Appendix 4.

Adventist International Institute of Advanced Studies (AIIAS) Graduate School and Seminary

AIIAS is strategically located in the Municipality of Silang, Cavite, Philippines. The school was established by the Seventh-day Adventist Church in 1957 to develop leaders excelling in spirituality, scholarship and service. The school is committed "to meet the growing needs of the church for college teachers, church leaders, educators, health professionals and treasurers with international-level, graduate education". (AIIAS, w.y.)

AIIAS offers eleven master's programs, one of which is a Master of Business Administration. The programs are solely offered by the institution. A program cost at about US$5,000 to 5,900 (€4,000 to 4,900) with the addition of other expenses. Most of the students are recruited through the word of mouth or from friends and church officials. The number of their graduates from last 5 years found in Figure 12. (Personal communication: Oberholster, D., 18.7.2017.)

Year	Number of MBA Graduates
2013	19
2014	12
2015	9
2016	35
2017	12

Figure 12. AIIAS number of graduates from the last 5 years (Oberholster 2017).

The common purpose or motivation of students taking part in the programs is to prepare to serve in the Seventh-day Adventist denomination (Personal communication with the school Vice President for Academic Administration, 18.7.2017). Figure 12 shows countries where the international student (67%) of AIIAS coming from.

USA	China	Mauritius	Zambia	Rwanda	Germany	Guinea
Indonesia	Colombia	Zimbabwe	Congo	Namibia	Laos	Thailand
Jordan	Chile	Tanzania	Liberia	Georgia	Ethiopia	Ukraine
Argentina	Angola	Papua New Guinea	South Africa	Dominican Republic	Hong Kong	Seychelles
Haiti	Mexico	Sri Lanka	Russia	Ivory Coast	Malawi	Cambodia
Ghana	India	Vanuatu	Sudan	Romania	Iceland	Switzerland
Mongolia	Korea	Denmark	Brazil	Madagascar	Nigeria	Kyrgystan
Pakistan	Singapore	Egypt	Fiji	Peru	Bangladesh	Uzbekistan
Cameroon	Myanmar	Botswana	Uganda	Australia	St. Lucia	Armenia
Belgium	Malaysia	Jamaica	Kenya	Tonga	Honduras	St. Vincent
Togo	Kazakhstan	Finland	Moldova	Solomon	Paraguay	

Figure 13. AIIAS International students (Oberholster 2017).

Ateneo de Manila University Graduate School of Business (AGSB)

The Ateneo de Manila Graduate School was first established in 1948. The initial offerings were two programs and grew overtime. The campus is located in Makati City, Philippines. (AGSB, w.y.)

AGSB mostly offers MBA programs in business. The MBA standard in Leadership and Management Development program almost resembles Novia's Leadership and Service Design. The programs are solely offered by the university. The program cost ranges from around US$290 to 485 (€243 to 405) plus per subject/course. Most of the students learned about the programs through the university website. (Personal communication: Genobiagon, C., 3.7.2017.)

Results and Analysis

In spite of producing every requested additional documents as a proof of this study, some of the schools did not answer the questionnaire. Most of the respondents also skipped some questions or chose not to comment anything in some points.

The data collected through this method was analyzed by comparing the answers from each institutions, how they responded to the questions, and the author's own observations and analysis.

Cost. The cost of the programs were not clearly expounded. Tuition fees were not classified as a per year exact cost. For example, the tuition fees depend on how many courses or subjects or credits are taken by a student in a particular term. If a student is doing the program part-time, he/she pays only the credits taken each term.

Miscellaneous fees or Other expenses/cost. Most of the universities exclude all other expenses or commonly called miscellaneous fee from that of the tuition fee. These other costs may contain laboratory fee (computer lab, science lab, engineering lab, and others), library, insurance, dental/medical, museum fee, and others). Sometimes, the miscellaneous fees even exceed the cost of the tuition fees. There are instances where these miscellaneous fees are hidden and can only be discovered after enrollments so the students usually can no longer complain but accept them.

Unique marketing strategy. AIIAS significantly has more international students than locals. The global religious affiliations contribute most to its unique marketing approach. Asian Institute of Management also boosts their international market from achieving an accreditation from the US-based Association to Advance Collegiate School of Business (AACSB). Others have had long good reputation in their systems.

3.3 Survey, Workshop, Questionaire and Theme/Contextual Interview

In this work, the number of participants were small, survey results supported the research questions in identifying the areas where the company trainings or development are needed. The outcome also produced insightful analysis in the market in different customer groups.

Survey and interview

The main goal of the first questionnaires was to measure the depth of interest to possible buyers of Leadership and Service Design in the Philippines. However, active possible participants were few. An other method to increase the number of participants has to be executed immediately, so a request to respond for the questionnaire was sent to selected local social media groups (facebook) and Filipino groups based in Finland. Also a new set of questionnaires was sent to various companies based in the Philippines. A letter addressed to the CEO (Appendix 5) or to the top management of these companies along with a questionnaire (Appendix 6) was sent at the same time. The target respondents were the people in the top position of an organization in different industries, both big and small. This survey was carried out in January to March 2017.

Results and Analysis

The initial plan was to interview people via phone or skype because the author is currently living in Finland. Request for interviews was sent to fifteen people on the 4 July 2016 via email and Facebook messenger. Some responded immediately and requested that they prefer to answer a survey rather than take part in an interview. Ten of them did not answer at all, one scheduled for an interview that did not work out in the end. Despite of sending out the questionnaire to 76 possible respondents, 10 have responded and answered the questions, 8 have promised to answer at some point but never got back. The plan was to gather at least 30 respondents.

The first set of the survey was intended to higher management level of different industries, nevertheless, most of the answers were from the banking sector. One of the expected respondent was a Filipino owner of a kindergarten school in Japan. Her experience in starting an educational institution in a foreign country was assumed to contribute a good representation to Leadership and Service Design. The questionnaire was also revised three times with multiple follow ups. However, the respondent failed to answer the questionnaire up to the finalisation of the study.

As a result, the survey could not be used as a basis for this research because of the small number of respondents. The expected amount of answers that would partly validate the results and conclusion of the research was too less. A new method to gather data was planned and implemented. The interviews on the other hand were used in creating the personas in section 4.1.

Workshop

Figure 14. Workshop with Realtors and Sales agents (Manuel 2017).

A workshop is a single, short (45 minutes to 2 full days) educational program aim to teach or introduce the participants practical skills, techniques or ideas in which they can then use at work or in their daily lives (Community Tool Box, w.y.).

The first workshop was conducted on 7.3.2017 in the Philippines with five participants working and business owners from the same industry. The method used was Utopia and Dystopia of Futures studies. Utopia is an imagined place, state or condition that is ideally perfect in respect of politics, customs, laws, and conditions. Dystopia is a futuristic, imagined universe in which oppressive societal control and the illusion of a perfect society are maintained through corporate, bureaucratic, technological, moral, or totalitarian control. Through an exaggerated worst-case scenario, dystopia critcises the current trend, societal norm, or political system. (ReadWriteThink 2006.) The topic was about the future of education in the Philippines impacting on the real estate industry.

The invitation was sent to the participants a week before the date of the workshop. Fortunately, all invited party joined the workshop because of curiosity of the subject. Leadership and Service Design or Futures studies were subject matters that the participants had never heard of or encountered before.

The workshop started with a short self-introduction of each participant to the group and their backgrounds briefly, a foreword of the workshop followed after. A discussion was generated after the presentation of the workshop. Some negative questions were tossed into the discussion but they were carefully and patiently addressed.

It took some time to achieve a relaxed atmosphere. The first task was to recount the current situation of Leadership in the Philippines impacting the education system according to each participant's point of view. Most of which the result was disappointment of the entirety of the system. The only positive exception mentioned was the good system with continuous development of some universities of which mostly private and not everyone have accessed. The high costs of these institutions are arguably unaffordable for many but exclusively for

the privileged few. This means that the good education is only for those who can afford high tuition fees.

The second task was to think about the same topic dealt with fifty years from the present in a Utopia state. Every participant became excited and the atmosphere lighted up. In summation of the result, the education system on that time probably is boundless and for everyone. The information age enables education system available to anyone even to the remotest areas of the country. Classroom education has already been replaced mainly with digital and virtual learning. Most of the population are educated thus society is progressive. Poverty is just a thing in the past.

Furthermore, leadership is controlled and government system is transparent so corruption can no longer exist. So much so in the real estate industry, the latest trend in marketing and knowledge can then be easily accessed thus all realtors can perform their job in a reliable way. The closing of sales is digital; anyone can buy a property regardless of his/her location having no trouble of producing laborious documentations; cheating can no longer occur.

The third task was to be the same information age but in a complete opposite of Utopia called Dystopia. The leadership in the country is an absolute contrast of that mentioned in Utopia state of government. Corruption is widespread to all kinds of organizations; the society is deceitful and constantly suspicious; competition becomes the way of living; and serious plague is a major problem. Illiteracy is normal as education is only for the elite. Also in the real estate industry, the gap between high-end property or luxury real estate and the low-end property is extreme. Like the rich neighborhood have all the luxury and affluence is omnipresent. While in the low-end neighborhood is in extreme poverty.

The planned second workshop for the banking group was cancelled due to lack of participants. The members had different free times and the author had a limited stay in the country. As a result, the invited participants were interviewed instead individually.

Results and analysis

The main goal of the workshop was to generate ideas on the future expectations of the subject matter based on the experiences and varied perspective of participants from various industries. The author decided not to use the result of the workshop because the research questions were changed overtime. The thesis questions and topics were completely changed thus making the workshop results irrelevant to the new topic.

Interviews with Student Nurses and Cook

The target group includes participants who are professionals and licensed nurses from the Philippines (5) and Nepal (1) who came to Finland for work. Some whose work experience was not related to their professional degrees. One Filipino nurse with a master's degree in nursing worked as a university teacher before coming to Finland. The other one taught online English language to Koreans temporarily living in the Philippines and Koreans who are still planning to come to the Philippines. The others worked as nurses at a hospital or nursing home/elderly home. The purpose of the interview for these two groups was to evaluate the level of a professional certificate taken from the Philippines and Nepal from that in Finland. The goal was to gather information from real encounters to strengthen the results and ratification of the research. Also, the facts collected can be used as a support in creating a conclusion and partly answer two of the research questions concerning the marketability and distinct quality of Leadership and Service Design.

However, the Bachelor's Degree in Nursing and Leadership and Service Design are two different levels and different types of programmes. The author could not find a network or interviewee with a Master in Business Administration background for this method. Although one interviewee is holding a Master of Arts in Nursing, the same job is offered to him like those who do not have MBA at all.

Interviewees were contacted one by one. The interview was arranged according to the availability of the chosen participants. The questionnaire (Appendix 7) was constructed to collect information pertaining their feelings, experiences and future goals. The first group on 22.10.2017 is a Filipino couple who were recruited to work in Finland by an agency. The second group on 14.11.2017, one from Philippines and recruited through an agency as well, the other one from Nepal who is married to a Nepalese man. The husband has graduated in Finland and is working already in an IT company. The last interview was a Filipino nurse executed on 15.11.2017 and came to Finland with the same agency as the others. One informal interview was with a Filipino cook.

Each of the nurse interviewees were aware that when they came to work in Finland, regardless of their working background in their home country, they all landed on the same job position as a Practical Nurse or Lähihoitaja (Finnish term for assistant nurse) in Finland. To be qualified as a nurse, one must take at least a year or year and a half of university studies in Finland. Most of them decided to take a step up, that is to study more. The other nurses were satisfied with their salaries and maintained their lower job positions. On the other hand, the cook started working as a cook in the restaurant. The results and analysis of this interview can be found in Appendix 8.

3.4 Business Model Canvas

Business model canvas (BMC) is to strategically create a visual chart with elements describing a firm's or product's value proposition, infrastructure, customers and finances. It brings clarity to the company's objective while identifying its strengths, weaknesses and priorities. (Stickdorn & Schneider 2011, 212 - 213.)

The business model canvas was mainly based on the results of the data gathered by research (interview, survey, theme interview and workshop), and from the theories in the previous chapters. Some of the key partners are: GigaMare where

the programs are offered; Nordic Chamber of Commerce who would be marketing the programs to its connections; Marketing personnel in GigaMare who has a current listings in maritime companies in the Philippines. Key activities includes: education programs which can be customized according to customers needs; constant research and development would be advantageous in keeping an eye in the market trend and keep developing as needed. The key resources listed are: marketing which is one of the most important segment of the programs responsible in generating customers; teachers who are travelling from Finland to the Philippines to conduct classroom classes as well as virtual connection to students; local management who have all the facilities in the operation of the programs, and also they are responsible for all documentations required by the local government. The value proposition includes: high standard study program which is globally recognized and available in the Philippines, there is no need to travel abroad to acquire this kind of education level; flexible time schedule and customized program possibility according to the client's needs. Customer relationships contains the student's high satisfaction and value derived from the program. Satisfied customers can be one of the key partners in the future through referring the program to their colleagues. The participation of the Scandinavian Chamber of commerce and an active participation in big events and conferences is a strong channels. Customer segments comprised of: business owners or belonging to the top management level who have the authority to decide; there is also a possibility for international student from neighboring countries, cosidering the level of education and the cost of living in the Philippines is more economical to a student from Asian countries than to go to Europe; and service sector where group customer is a huge potential. Cost structure segment includes advertising and personnel salaries and travel cost between Finland and the Philippines. The program fees and the Finnish government support would be the sources of income or revenues.

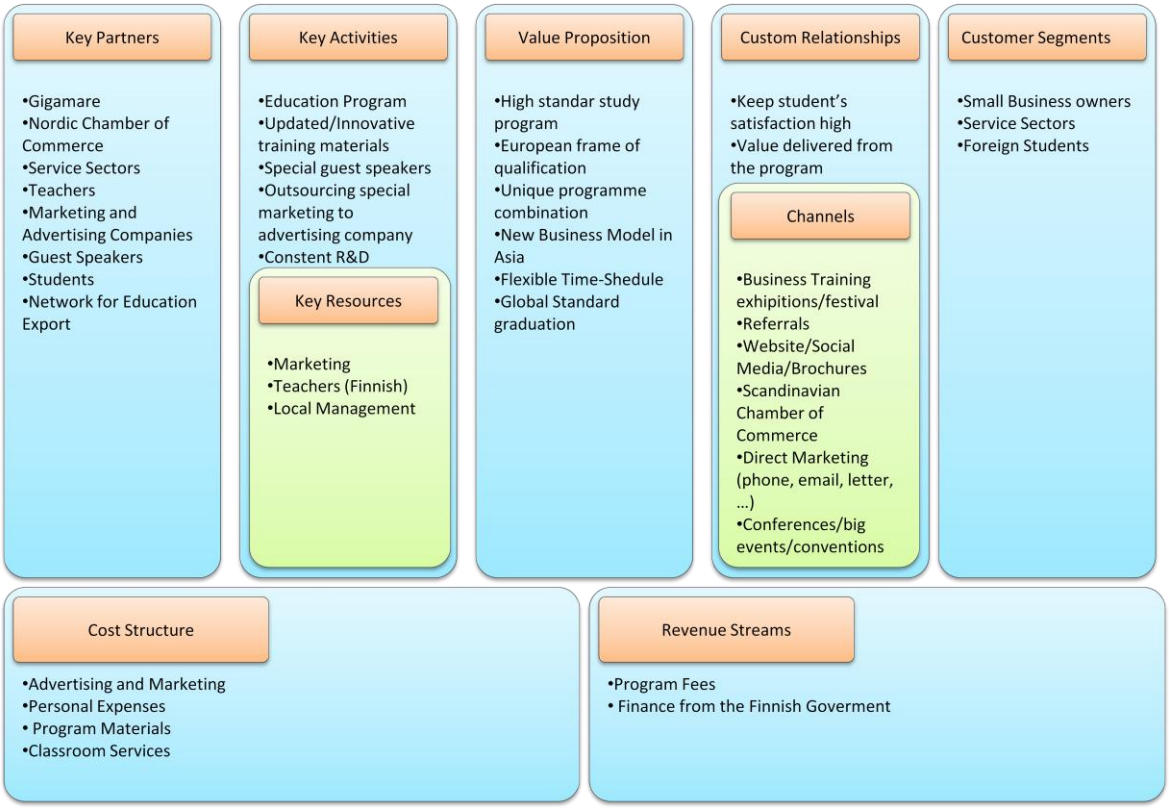

Figure 15. Business Model Canvas Version 3 (Appendix 9).

4 Service Design Tools

Service Design is an interdiciplinary approach that combines different methods and tools from various disciplines (Stickdorn and Schneider 2011, 29). Design is a trend in big businesses today. It responds to some significant economic, social and technical trends (Reason, et al. 2016). Service design has emerged in the early twenty-first century but it has not given of much relevance. But with the growth of a service economy, including the re-orientation of countless product-based businesses, this has begun to change. (Manning 2018.)

From the suggestions and development of the research presented in Chapter 3, the following service design tools were selected: Personas and Customer Journey. The Service Blue print was created from the results of the customer journeys, and can be developed further. It can also be used as a model in creating new services or products in the future.

4.1 Personas

The use of different Personas allows this research to provide a scope of various perspective. The created personas illustrate the customers - the students. Curedale (2013, 219) define a persona as a fictional character that is meant to represent a group of users in a role based on their common interests, attitudes and behaviors when interacting with a specific product or service. They are characterized with data collection through observation, interview and ethnography. (Curedale 2013, 219.) Agreeing to a similar definition, Dam and Siang (2018) arguments in their article that personas will help understand the users' needs, experiences, behaviors and goals. Creating personas can help emphathize the customers. It helps to recognize that different people have different needs and expectations. The personas are created by the author's real encounter for possible customers. Names and other details are fictional, but they represent factual customer classifications. As for juxtaposition purposes, individuals from different industries with different position persona stories have been used. (Dam and Siang 2018.)

Persona 1

Figure 16. Customer Persona 1.

Diana, 48-year-old bank employee

Diana is a 48-years-old bank employee. She has been working in the same company for 27 years. She is now a manager of the bank's branch near her home and husband is a regular government employee. Diana and her husband have two children, both are in college, her son is soon graduating and the daughter is in her third year. Both are studying at a private university.

Diana's family income cannot support alone in their daily needs or expenses, high tuition fees for the children plus a house and car loan. So, she is doing extra income generating jobs such as selling of insurance, healthcare/beauty products, and others. She has always envied her co-employees that are courageous to leave their families and work abroad for a much lower position than they have in Philippines. The salary abroad is still higher compared to their bank salary. But Diana is willing to do anything as long as she is with her family.

Diana's journey to Leadership and Service Design

The CEO of the bank announces an opportunity to accelerate key employees' career path. The president was in a convention where Leadership and Service Design professors spoke about this European standard of education that can be taken in the Philippines. The CEO had a conversation with the teachers and got interested to offer the course to the bank's key employees. The offer entails a study-on-the-job technique: Option A) half self-payment with 4 years contract to work in the company, or Option B) company's full payment with 6 years contract.

Diana is so excited about the program, not only for herself but for her children as well. She goes through all the details of the program on the GigaMare website. She is so anxious but eager to know more about Service Design. Diana also checks more information about the program in Novia's website and watches some graduate student testimonies. Finally, Diana decides to call GigaMare for more information she needed in case she will take the offer. The teacher/representative from Finland is very kind and helpful to answer her questions. It is so easy to reach them and they answer her queries via email too. She is thrilled about Leadership and Service Design and the benefit of having this kind of program to her career and

her future plans. This is the chance she has been waiting for without compromising her family union. After thorough calculations of their incomes against the family's expenses, she realizes that she will take Option B and stay in the company for at least 6 more years. She is feeling delighted at the thought of anticipating a better future. She knows that her son and daughter, are as well looking forward to this Leadership and Service Design opportunity.

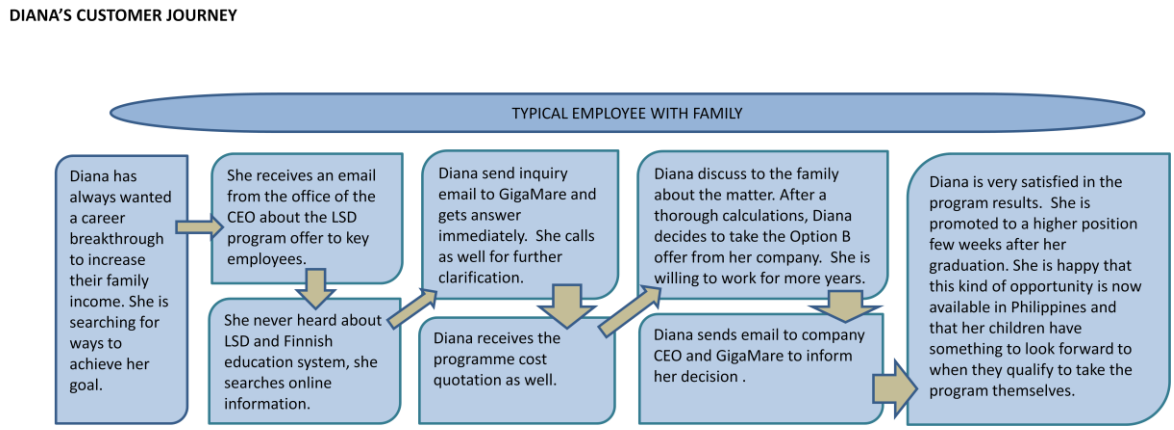

Figure 17. Customer Journey of a typical employee (Appendix 10).

Persona 2

Figure 18. Customer Persona 2.

Roger, 35-year-old Real Estate Broker

Roger is a 35-years-old Realtor. He started as a sale's agent 8 years ago and eventually became a manager after 2 years of being a consistent top seller. At the beginning of his career in the real estate, he was jumping from one broker to another or directly connect to big developers because he was trying to find an honest, supportive, and good boss. Finally, he decided to take the exam to become a broker and got his license shortly after.

The market seemed to be fast changing pace as years go by. The marketing strategy that worked a few months ago could be totally worthless by now. Few successful colleagues constantly updated with new ideas to keep up with the flow. He feels that he needed to act very soon or his whole team would be left behind. Roger became so active in finding new and effective ways to improve their marketing strategy. He became observant of what others were doing. He tried few a strategies that he thought were functional to others. Sometimes it works for a while, sometimes it is totally a waste of time. He wants to do something new and unique but he could not find the right tool to suit for his team.

Roger's journey in finding solution to his desire

Roger is somehow connected to some Finnish friends. He hears that Finland has been offering a new program that could help him develop his team and services. He becomes curios and finds more information from the website. He calls the GigaMare and gets all information he needed. He also encourages his team managers to join but nobody joins because there is no evidence for the value of the cost at that time. Roger is so determined that he will do anything to outsell the other brokers and stay on top of the game.

The payment scheme is flexible so he makes a good deal with GigaMare. He is able to apply the knowledge he was getting from every course and share to the group members. Gradually, the group sale is increasing and before Roger's graduation, his team was back as one of the top seller. He is happy and satisfied with the result. He is planning now to make a good deal with GigaMare so his whole team may as well take the opportunity.

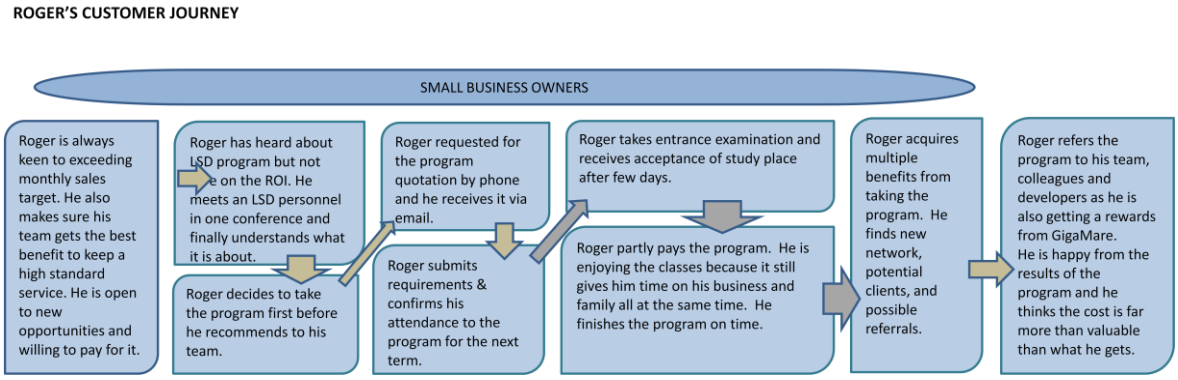

Figure 19. Customer Journey of a small business owner (Appendix 11).

Persona 3

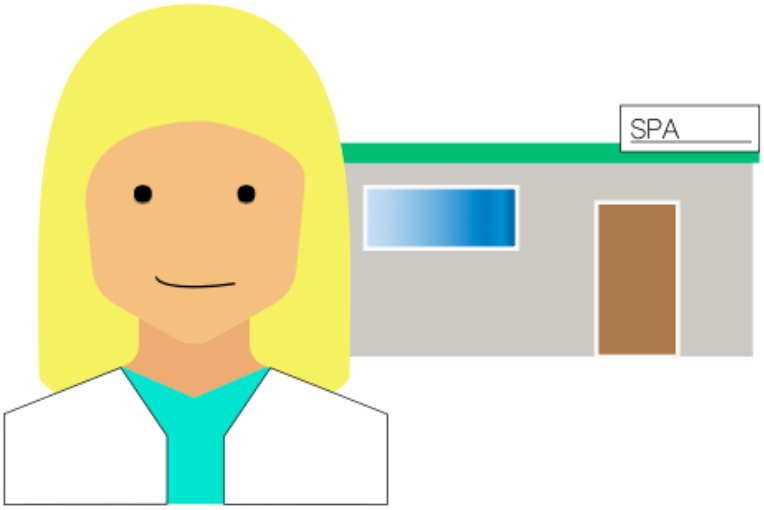

Figure 20. Customer Persona 3.

Imelda (38-year-old) and Luis (53-year-old), Business Owners

Imelda is a 38-year-old businesswoman. She is a Dermatologyst and operate her own clinic while she is rendering dermatological services to other clinics. Recently, her husband Luis helped her expand her business by adding massage services. Diana needed to move to a bigger place to accommodate all services. She is a bit overwhelmed by the sudden change, from being alone in her small clinic to employing four masseuse and one receptionist in a bigger business premises.

Imelda's husband Luis operates a B2B company. He provides manpower services to many well-known companies within the Philippines. Luis came from a deep-rooted business tycoon family background. His family are running several successful businesses in the Philippines in different industries. Out of many businesses, some became more successful, others needed to be closed down and establish anew. Luis has been acquiring the latest education or trend from different first world countries to be on the forefront. He wanted to be the first before others will know about it.

Luis' frequent travel led to a family breakdown to his first marriage. It was evident that money cannot buy happiness. He missed important and memorable occasions of his family when he was away studying abroad. Luis learned his lessons. He needed a balanced life this time with Imelda, his new wife. Luis wanted that Imelda would also become successful on her business. But Luis is anxious to send Imelda abroad to acquire the latest trend.

The couple's journey with Leadership and Service Design

Luis is aware of numerous local services that could accelerate his wife's career. But he is more interested always to be the first to know and implement a new trend. He is more confident in the offerings of a proven system despite the cost. Just as he obtained his mastery, Imelda must have something similar to step up on the success ladder. He somehow proved that from his own experiences.

Luis heard about Leadership and Service Design from business colleagues a few months earlier but hardly grasped the advantage of the program. The Finnish education system or Finland as leading provider of high quality education not familiar to him. Not until he comes across a representative from Novia that is pitching in one conference he attends. He has a chance to inquire more about the Leadership and Service Design program and hastily discusses with Imelda. Imelda calls GigaMare and gets all information she needed to start the program. She is thrilled and enrolls in the program for the next semester. The couple both benefit from the program because Luis encourages his key employees to take the program

along with Imelda. Imelda and Luis gets a good deal with GigaMare because they are enrolling a group of people into the program.

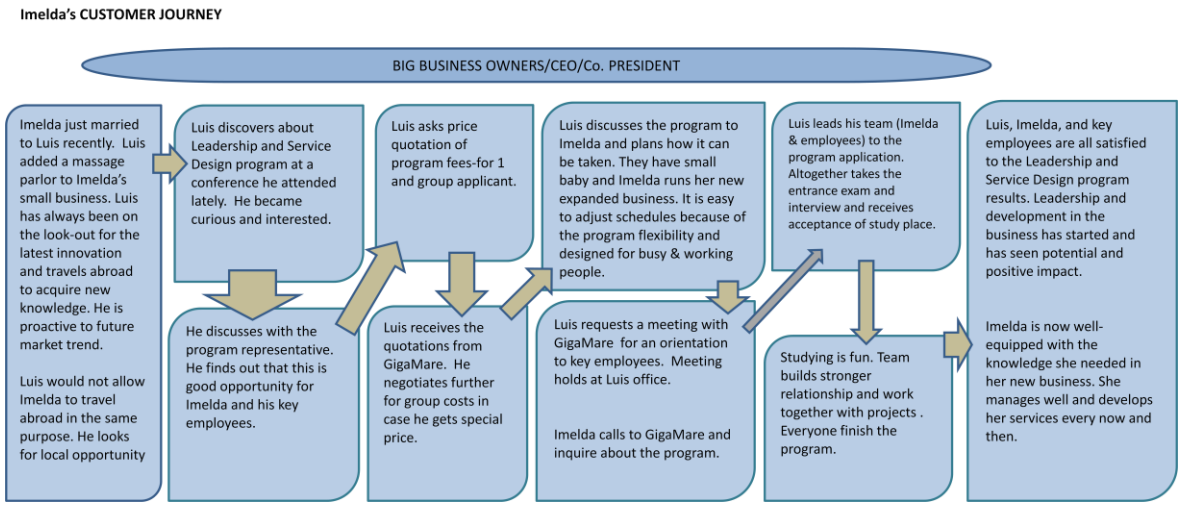

Figure 21. Customer Journey of a big business owner/higher management level (Appendix 12).

4.2 Service Blueprint

A service from a dictionary definition is a valuable action, deed, or effort performed to satisfy a need or to fulfill a demand (Business Dictionary 2018). One way to represent this process is by using a service design tool called Service Blueprint. The characteristics of the created personas were directly related from real experiences of interviewees, their future plans and their ideas about Leadership and Service Design. The personas were as well the most ideal prospect customers according to their company positions and authority to make decisions.

According to the definition of Stickdorn and Schneider (2011, 204 - 205) Service Blueprints are processes or methods to specify and detail each individual aspect of a service. A service designer generates visual illustration integrating the viewpoint of the user, service provider, and other important actors, detailing all the actions from the points of customer contact to the backstage actions. (Stickdorn and Schneider 2011, 204 – 205.)

Service blueprints allows the service provider to identify the problem area of a service. It is a co-creation process between teams or different departments within the organization of the service provider. A service blueprint contains five main swim lanes: 1) The physical evidence that which a customer can touch, see, hear, or smell; 2) customer's actions where user's touchpoints in to use the service and where the service provider can respond to their needs; 3) the front office in which activities, people, and physical evidence that a user will be able to examine after they have taken an action; 4) the back office in which activities, people, and physical evidence that is essential to deliver the service but with indirect interaction and invisible to the customer; and 5) support processes which everything that supports the service. (Interaction Design Foundation 2018.)

Service blueprints are often used for the following reasons: to improve the service by taking a closer look at the original service in detail, pain points can be identified, developed further, or terminated; to design a new service that can be prototyped before it is launched to customers; to understand a service, blueprints can exhibit silos and areas of obscurity in existing processes; to understand the actors in a service, blueprints help manage the complexity of situation of situation where many actors are involved; and to transition "a high-touch service to a low-touch service or vice-versa". Blueprints can guide the way for narrowing or broadening a service that requires meticulous consideration. (Interaction Design Foundation 2018.)

In this research, the service blueprint represents the roadmap of the Leadership and Service Design programme in the Philippines. The service was based on the personas' customer journeys presented previously in this chapter (Appendix 9), knowledge of the author, supervisor of the research, and the commissioner, and information obtained, as the service is currently non-prototyped.

The timeline for the Service Blueprint is for the time being in a normal study period of a Master in Business Administration degree which is 1 to 2.5 years, depending on the credits taken. The service period presented on the map are: Awareness, Consideration, Evaluation, Application, Admission, Experience, and

Graduation/Loyalty. The blueprint represents the backstage actions and support processes which are required for each service period to deliver a successful user experience. The first version of the blueprint was created in the latter part of the research and has been updated based on the co-creation process of the commissioner, comments from the thesis' supervisor, and research results. The Service Blueprint can be developed further as the service is still in its infancy. Refer to Appendix 13 for the Service Blueprint of Leadership and Service Design Philippines.

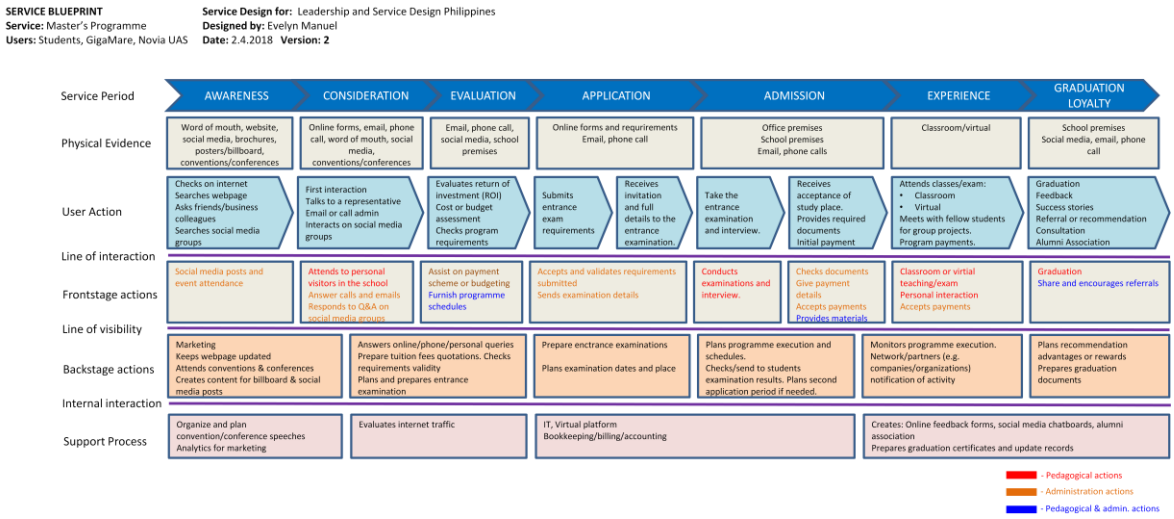

Figure 22. Service Blueprint of Leadership and Service Design Philippines Version 2 (Appendix 13).

5 Export and Import of Education in Finland

The potential of international business for Finland is limitless because demand in their education system expertise is greatly regarded. At the beginning of June 2017, the Finnish National Agency for Education (EDUFI) was called to boost Finnish Education export. This project called Education Finland to help businesses, universities and vocational education and training institutions to expand on the global market. (Finnish National Agency for Education 2017.)

FinnWay Learning is another well-known project that promotes export of education in Finland. Examples of their products include Workplace Instructor

Training, Innovation Pedagogy, Youth Guarantee Model, KiVa Anti-bullying Programme, and many more (FinnWay Learning, w.y.). Business Finland is another new established company that provides services in finding the latest innovations that Finland has to offer in the international market (Business Finland 2018). Several other projects like INDOPED, Education Finland, and others have similar objectives in promoting Finnish products that have world impact.

The general idea or the common practice of export of education is the recruitment of foreign students to study at a university, which means mobile students from all over the world travel to the university destination to study and pay tuition fees, or students study in a foreign university in their own country. In Finland, however, export of education is done in various ways (Personal communication: Lappalainen, H., 23.10.2017). Finnish offering in the subject includes consulting services and technological solutions for facilitating processes. It clearly shows that the Finnish offering differs radically from the offerings of countries where English is spoken as a native language such as Australia, Canada, United Kingdom and United States. (AMK Lehti/UAS Journal 2014.)

5.1 Business Possibilities in Export of Education

With all the prestigious top results in international assessments and with the many projects supported by different institutions to boost the export of education in Finland, universities that are planning to expand their services in the global market would have a solid foundation. The Leadership and Service Design of Novia UAS is a good example. Though the Filipinos are not that aware of the import of education in the country, the participants in this research were interested to know more about the programme. It dawned on them how the society has become oblivious of the effect of the poor quality of the education system in the country. (Realtor Workshop in the Philippines 2017.)

The previous chapter that compared the education systems of Finland and the Philippines revealed a considerable gap between the two countries. Also the

teacher qualifications were completely conflicting in many aspects. However, the poor education system in the Philippines is not an isolated case. Education exporter experts have proven that there is a huge market in educational reforms in most of the South East Asian countries, Brazil, Middle East, Russia, Arminia, Belarus, and others. The poor education system in many countries corresponds with the poor teacher qualification that those countries have. As one export education expert commented, "people who do not get a study place in any other degree programs become teachers", which is widely popular in many other countries. Experts in education systems like Finland, have seen this opportunity as a huge potential to sell their expertise in the international market. Indonesia, for example, is a big market for education export. Several universities that piloted some pedagogical methods from Finland have seen positive results. Contrary to the country's negative perception of the Finnish system,the efficiency of the Finnish education system is only effective in less populous country, has proven wrong. (Personal communication: Lappalainen, H., 23.10.2017.)

The AMK Lehti/UAS Journal (2014) reports that the import of foreign students constituted the most significant revenue source of education export business in other countries. In New Zealand the volume of foreign students' import was 95 percent of the total revenue (AMK Lehti/UAS Journal 2014). Meanwhile in Finland, though the latter subject is still in its infancy, the government is actively supporting the growth for education export. For instance the appointment of Counsellor for Foreign Affairs Marianne Huusko as Chief Specialist in Education Export in 2016 highlights coordination between different central government actors, specially with Team Finland and education export actors and stakeholders. (Ministry for Foreign Affairs of Finland 2016.)

5.2 Challenges

Challenges and opportunities are two main issues when doing international business that need to be dealt with. In this study, the challenges with export of

education that will be discussed are the real encounters of experienced educators that the author interviewed. In addition to the latter, the experience in the pilot sales of the Master's programs (Leadership and Service Design, Master of Engineering and Master of Marine Technology), were also incorporated.

The SWOT analysis in Chapter 3.1 also examined some issues based on the research. Some challenges were revealed, analyzed and solved while this study was in progress.

According to (Ali 2014), Director of Business Development at Canada Topp Group (Ontario, Canada), these five challenges should be considered before diving in global trade:

1) Some research needs to be conducted on the country's economy, market trends, consumer behaviors, policies and trade agreements. The research will exhibit any barriers to entry, which can be avoided or anticipated with less impact. If the situation cannot be avoided, the likelihood of choosing other markets at an early stage would be a better option before incurring extra costs in other areas.

   In the case of Leadership and Service Design in the Philippines, this important research in the market trend situation was investigated. The most significant revelation in the context of market trend and consumer behaviors were the costs of the program and consumer practice. Numerous local schools are offereing lower price to similar programs therefore the market niche for Leadership and Service Design is limited. Consumers with less resources who mainly dominate the market can easily decide to opt for a lower cost. In this circumstance, the created Personas embody the ideal customer segments. This method enables to streamline the market.

2) Learn about the culture, language, religion, body language and etiquette of the foreign market to pursue. This can be done via web search. Many cross-cultural differences are extremely opposite to each other.

Lappalainen (2017) for example encountered cross-border cultural issues particularly in education export. In Finland, people would expect an instant result from a meeting or transaction just held a few minutes earlier. In his Asian trips, he was there many times - two years of travelling to and from before getting some attention from the ministers and other actors. The constant presence in many conferences and international conventions collectively earned him respect and consideration from the important stakeholders. Moreover, the word of mouth is serving Lappalainen very well. The efforts he worked on for a few years were finally paying off. The ability to adapt sufficiently to the cross-culture system is a key factor to successful international business transaction (Personal communication: Mattila, K., 28.2.2017).

On the other hand, Leadership and Service Design and the Maritime programs have had different issues. The programs were directly instituted to sell by GigaMare over a short discussion. A small but important issue was overlooked such as the main role of the marketing personnel – this was revealed later. In a normal Fipino characteristic, one can implicitly agree on some issue even if it is unclear or clearly understood. A seemingly absolute "yes" answer of a person from Finland (or other culture) but a "yes" with a shrugg really means "not so sure" in the Filipino culture. This seemingly tiny issue can be of great impact in the next few days or in the future.

In negotiating across cultures, the process differs from culture to culture - in language, cultural conditioning, negotiating styles, approaches to problem solving, and building trust, are among many other factors to consider. According to Moran et al. (2011, 75), "negotiation is a process in which two or more entities come together to discuss common and conflicting interests in order to reach an agreement of mutual benefit".

3) In some countries, the business does not move forward unless willing to offer a bribe. Although this is not the case of Leadership and Service Design and the

experience of other Finnish education exporters, bribing is common in the Philippines and other Asian countries.

4) Challenges with logistics (shipping, customs or transportation). Education export is an intangible product, so the sole concern of the exporter in this matter is the transportation or travel cost incurred by the Finnish teachers. This cost may be reduced by implementing the e-learning method at some point of the program which was already planned by Novia UAS teachers and the Giga Mare management.

5) Similar to preparation of challenges, preparation for the good news of increased sales from the new foreign market is also needed. In the case of a successful international trade, the increase of demands needed to be supplied but in ways which are not necessarily similar at home. New product modifications is one thing to consider to cater the needs of the new customer. Added cost may occur in this process which may be included in the product price while maintaining competitiveness. The willingness to learn, adapt and take quick actions is helpful to succeed in the international trade. (Ali 2014.)

Financing and Teachers Shortage

Other factors that a Finnish education exporter inevitably encounter are financing and willingness of teachers to travel often. The Finnish government is solely financing educational institutions at all levels but with exlusion of other expenses. The decision to explore the intenational market is a sole responsibility of the school. However, in rare exceptional cases, some organizations are willing to finance a situational project at a certain period. For instance, the European commission granted a million euros fund to a 3-year project called INDOPED. This project collaborated with 5 other European universities. The overall aim of INDOPED is to raise the teaching capacity of Indonesian University teachers. (INDOPED w.y.) The main goal of the project according to Lappalainen (2017) is to transer the knowledge of the Finnish education system to Indonesia and other Southeast Asian countries. He also added that if one is really good at what he

does, somebody is always willing to pay (Personal communication: Lappalainen, H., 23.10.2017).

Attracting teachers to export education is as hard as attracting customers in a foreign market. Finnish teachers are not willing to travel a long way especially for work for a longer period with people in an utterly different culture. Only a few can take it as adventure to go somewhere and a possibility to gain more competence. However, the most competent teachers at the universities are already loaded with work. Going abroad for a few weeks can be a real challenge. Moreover, the added value to the teachers is inadequate to cover extra family costs throughout their absence. (Personal communication: Lappalainen, H., 23.10.2017 and Virtanen, K., 6.10.2017.)

Marketing strategy

It is important and practical to do market research when planning to introduce a new product specially in a foreign market. In the case of exporting the Leadership and Service Design to the Philippines, this was missing at early stage. The same modality was used in the Maritime programs. Also marketing material was apparently missing. (Personal communication: Balinas, H., 15.3.2017; Björkroth, P., 29.6.2017.)

To increase awareness, several actions in marketing the maritime programs were reinforced. Firstly, a commercial short film was created and posted on the GigaMare website. Secondly, leaflets were printed for distribution. Thirdly, GigaMare was cooperating with the Scandinavian Chamber of Commerce. Finally, the employment problem was negotiated. The marketing people have a certain incentive to sell the program. These all makes a feeling of assurance that most thing, if not the whole, should be alright. Everything takes time but hopefully the next target initiation is successful. (Personal communication: Björkroth, P., 29.6.2017.)

As to the finalisation of this research, the sales and marketing of Leadership and Service Design was put on hold (Personal communication: Vartama, E., 15.5.2018). The pilot project attempt for 1.5 years to gather students was unsuccessful. However, the maritime programs constantly developed their marketing strategy. The active participation in the Scandinavian Chamber of Commerce also attracted attention of the market. (Personal communication: Björkroth, P., 29.6.2017.)

On the other hand, some Finnish universities are doing things differently. An evaluation expert in transnational educational services travels many times to the Arab countries to discuss export of education. With very little knowledge about the Arab cultures, the process was prolonged. A topic not familiar to the others was discussed several times at different occasions. For example in one particular meeting, a teacher answered "Yes, I understand" even if he/she did not. So the same topic needs to be discussed over again and over again. (Personal communication: Kuusisto-Kajander, R., 14.2.2017.) Nonetheless, Lappalainen's (2017) and Virtanen (2017) strategy in market penetration in international market was proven more effective. For example, being present in big events such as conventions and conferences, being a keynote speaker and keen observer. In other words, the key ingredient to a successful transaction is to build a network and gain trust first.

5.3 Profitability and Advantage

In the previous discussions about education export, it is evident that it is a huge moneymaking business especially for those countries that have been doing it for many years.

Profitability

In the case of GigaMare, the training center side of the business is profitable. The market is already stable and the popularity of the instititution has gradually creating a brand name in the Philippine maritime industry. The courses are very

short but useful in order to be competent at work on board. A seafarer can have many Certificates of Competence as he or she wishes to. For example, one can have a certificate for firefighting, first aid, medical courses, technical courses for certain equipment, etc. GigaMare offers plenty of different kind of short courses like one course can be taken for two days. These trainings are running all the time so the whole package of different products make-up all the results on profit. (Personal communication: Björkroth, P., 29.6.2017.)

At this stage of the new product, the Master's degree in Maritime Management program of Aboa Mare, was anticipated to be offered at GigaMare in the Philippines with less effort. However, the number of interested students was not enough to start even though the programme had been open for over a year. The program can be executed immediately when the number of desired students is met (about 15 to 20 applicants). (Personal communication: Björkroth, P., 29.6.2017.) On the other hand, Novia's Leadership and Service Design was offered at the same time.

Advantage.

The constant high performance of the Finnish education system in the PISA results and other international assessments are favourable aspects of GigaMare's trainings and other products from Finland as well. Nonetheless, Björkroth (2017) says that an average seafarer in the Philippines is unaware of the PISA, therefore an in-depth illustration would be required at some point. Another advantage is the competitive cost of the trainings and programs. The tuition fee is kept reasonable because the Finnish government is also providing funds for getting students obtain a Finnish degree. Moreover, the network in the Philippines called GigaWatt Power Inc., is in cooperation to support GigaMare. . (Personal communication: Björkroth, P., 29.6.2017.)

The e-learning system is also currently being developed according to Björkroth (2017). This system would limit travelling from Finland to the Philippines and it allows students to continue study on-board. It also gives extension for seafarers to

spend more time with families when they are on vacation rather than seated in the classroom. They can access the internet anywhere. (Personal communication: Björkroth, P., 29.6.2017.)

6. Recommendations

The export of education, specifically Leadership and Service Design to the Philippines has seen a significant potential success because the programme is yet exclusive in the market. Leadership and Service Design is not offered by any other insititutions within the Philippines.

Some advantages of the program compared to other educational institutions in the Philippines are: the excellent track records of Finnish education system is globally recognized, the graduation certificate can be acknowledged anywhere; a proven system, Finland is constantly on the top list of international assessments; a detailed updated website and quick response to queries, the website is constantly updated and inquiries are responded to if not immediately, at least the same day; and there are no hidden fees aside from the tuition fee also visible on the website.

The following market strategy recommendations are: 1) Activeness and visibleness by participating in national and international conferences and events where potential networks are present. Through this strategy, the important network and possible customers have already been filtered. The market group is directly targeted. 2) Introduction of the Finnish education system and its global competitiveness through keynote speeches. Finnish teachers/personnel/representatives have always a stronger impact than a local. It is embedded in the Filipino culture to admire products and services imported from other countries. In layman's term, the common perception of a typical Filipino widely depend on the outlook. 3) Creation/development of active advertisement about the programme such as billboards, a social media videos (successful stories

and international recognition), interactive chat board, and updated website. Statistics show that the number of smartphone users in the Philippines is estimated to reach 30.4 million (32 percent of the population) in 2017 and expected to rise in the next years (Statista 2018). This would mean that social media is a great tool to market new and unique products. According to a senior writer (Rogers 2016) billboard or outdoor advertising is not just a vehicle for creating awareness, it can also drive purchase consideration and intent, and be used to communicate brand positioning. 4) Awareness creation. Filipinos do anything to acquire the best education. Filipinos strongly believe that good education and success in job search are correlated. Better education leads to greater opportunities in the workplace. Better educational attainment correlates with higher income in the workplace (Lucas 2013).

The aim of the thesis was to investigate the Philippine market for Leadership and Service Design, to find out the most effective technique in penetrating the market and who the potential customers are. What is the distinct quality of Novia's programme compared to its competitors? To find the answers to these questions, data was collected through different research methods. Several customer journeys and service blueprint were created and by that, the service can be further developed.

The results of the interview in the different industry revealed impressive results. Business owners are more interested to take education in the Philippines provided they are proven effective and innovative. The price is competitive and cheaper compared to the cost of education taken abroad. This market group is willing to pay for an added value. However, a typical employee with family obligations might have less chance to buy the programme, unless the company is willing to participate in the cost.

The participation of the students, key/management level employees, business owners, and company president/CEO's increased awareness about the existence of Finnish education programs in the Philippines. They are extremely excited that this

quality education emerged into the Filipino market and its impact in the future of the society.

Most of the methods used in this study supplied adequate answers to the research questions although there was no chance of prototyping the developed service. Somehow, the results would be good material for future use.

According to the research outcomes, some problems concerning export of education has not been anticipated, but at least these concerns generated awareness while others were tackled. It was apparent that introducing a new product or service takes time to catch the attention of the market especially if it is not familiar. At least, the people who were interviewed and participated in the workshops appreciated the opportunity to avail a high-quality program without having to go abroad. The most possible customers are people in the higher management level such as CEO's, owners, as well as individuals.

From the author's perspective

During the course of the research, some important discovery would be recommended prior and during export of services: prior to the execution of a service exported – research in the entirety of exporting is extremely important, despite the local network connection. The cultural gaps, for example, can be avoided or fixed before any probem can occur. Workshops are found to be an effective icebreaker between personnel with different cultures and backgrounds. Various topics would definitely reveal limitless ideas, emotions and creativity. This way, rapport is generated over the course of a few meetings. Furthermore, through this process, the knowledge about the product/service or the programs can be obtained.

Well-planned marketing methods and marketing materials are predominant undertakings to consider at anearly stage of the sales plan. In this classification, segmentation is one key to target the market.

During the execution of the programs, unexpected situations can occur in various forms. Flexibility is the best solution to this matter. For example, if some students could not travel to GigaMare in Subic Bay office for the classes, a new place could be arranged. A group of possible customers from the same institution or industry are asking for a price discount, this can be negotiated. Sometimes a reward is not only in a monetary measurement, it can be an added value or service. Filipinos or any customers love to have rewards notwithstanding the real value of the *free* item.

Another important thing is a keen observation in the market. The situation is constantly changing so the trend should be closely scrutinized. Certain adjustments must be ready for implementation. Observation can also be performed while actively participating in international conventions, conferences and big events where it could bring inexhaustible network. And with sensitive senses and courage, possible clients may just be around the corner. A good example of this is the experience of one Finnish education exporter attending a convention in Indonesia. He overheard a Singaporean Rector talking about their school sending 40 students to USA or abroad every year for a short-intensive course. The Finnish educator grabbed the opportunity to make an offer. Half of the students were at Turku University of Applied Sciences in 2017 for a two-weeks intensive course.

To avoid costly travelling, teacher shortage and save time, e-learning could be optimized. Teachers do not necessarily travel between the Philippines and Finland for a few lessons. The shortage of teachers that are willing to work/travel abroad is not a question anymore. Both parties - the teacher and the student, save time and money. The same system enables students from the maritime industry do the study while on-board.

Customized products or programs according to the needs of the customers are good options. This is not very common in the Philippine market yet. The possibilities in these customized programs are boundless and price setting is flexible but normally higher. These programs can be compacted and intensive. Lessons can be done with various methods. For example, some hours of theory

(classroom), some in the real application – can be in the customer's company, workplace or some simulation or actual practice within the school premises.

7. Discussion

There were many revelations revealed during the course of this study, some have already been mentioned in the previous chapters. Methods used for gathering data was suitable enough to exhibit underlying problems and challenges in penetrating the international market. Though Novia UAS has just begun exporting master's education, the results of this research would provide useful material. The suggestions and conclusions stated in Chapter 6 were mainly derived from the research results and the author's point of view – as a student and a Filipino citizen.

The experience of the author in the process of the whole study would be a good example to other Filipinos who are willing to seize the bigger challenge for a much higher success rate – in their life, in their career and into a new adapted culture.

A student's benefit or advantage in taking Leadership and Service Design or any of Novia's products in the Philippines are the following: Firstly, the most valuable attribute that can be derived from the programme is the status of the graduation certificate. From a global standard, there are no kinds of restraints attached to it. The value of having not to be overlooked or downsized in the international job market is matchless.

Secondly, the program can offer a possibility for the student to obtain a Schengen visa. The likelihood to explore countries belonging to the Schengen area, which Finland belongs to, is a typical Filipino dream. In Mirkin's (2018) report of Filipinos abroad, USA and Canada were the famous destinations of Overseas Filipino Workers (OFWs) from 2005 to 2015. From a Filipino perspective, Europe is kind of a grandeur place to be in but visa is hard to obtain (NomadicMatt 2014). Furthermore, finding a prospect workplace is a possibility while on the trip.

Thirdly, Leadership and Service Design has emerged in the market recently, though it has been founded in the early 21st century (refer to Chapter 4). Students

who will take the program in GigaMare would be the pioneer Service Designers graduated in the Philippines and with a European standard of education.

Finally, an internationally-recognized education can be obtained without travelling abroad and spending a fortune. It is common practice that in order to get a globally recongnized competence, one should go abroad. Families are separated and the consequences are irreversible. Like one of the interviewee's experience, his family was broken apart because of his frequent trips.

Further research can be continued from this point would be the subject of possible collaboration of Novia University of Applied Sciences to other instituions that are already knowledgeable in doing international businesses. The participation of Novia UAS would strengthen its connection to the international market and the support derived from these institutions. Moreover, in this way, the track records of these institutions can be utilized by Novia UAS in its marketing strategy. It is usual that the market would look into what has already been done somewhere that is effective, then the trust would be stronger. This makes marketing easier. As Mattila (Personal communication 28.2.2017) says it is not easy to work (abroad) alone, it is like living in a lonely planet.

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Appendices

Appendix 1

Novia University of Applied Sciences & Turku University of Applied Sciences

Master's Degree Programme in Leadership and Service Design
60 or 90 credits

Curriculum structure *This is a preliminary curriculum structure, please note that there still might be changes.*			Preliminary course plan							
			Business Adm. & Hosp. Management				Culture and Arts			
			90 credits				60 credits			
			f-18	s-19	f-19	s-20	f-18	s-19	f-20	
ADVANCED STUDIES										
Introduction to Leadership and Service Design	**5**	**5**	5				5			
Research and Development	**10**	**5**								
Research and development	5	5	5				5			
Future research and development	5			5						
Managing Organizations	**20**	**5**								
Leadership	5	5	5				5			
Financial planning	5			5						
Financial management	5				5					
Marketing skills	5				5					
Service Design and Innovation	**20**	**5**								
Service design processes and methods	5	5	5				5			
Co-design in service development	5			5						
User-orientation in service development	5				5					
Service design and future challenges	5				5					
ELECTIVE STUDIES / ELECTIVE ADVANCED STUDIES (Culture and Arts students will choose 2 elective courses from advanced studies)	**5**	**10**				5		**5**	**5**	
MASTER'S THESIS	**30**	**30**		10	5	15		15	15	
TOTAL	**90**	**60**	**20**	**25**	**25**	**20**	**20**	**20**	**20**	**0**

Appendix 2

Benchmarking Questionnaire:

Introduction: This questionnaire is meant to benchmark higher education or master's programs that are offered in the Philippines. By answering this questionnaire, you are giving Novia University of Applied Sciences the permission to published your answers and the name of your institution to the thesis publication in Finland.

However, in case you want to be anonymous, please add a note.

Thank you for your considerate participation.

1. What are the master's programs your school are offering?
2. Are the programs solely offered by your institution or with the cooperation of others?
3. Approximately how much do you offer for the programs?
4. Do you have international students? From where? (Please specify.)
5. What is the common purpose or motivation of the students taking the program?
6. How did the students know about your offerings?
7. Do you want to share the statistics of your graduates for the last 3-5 years? (Optional)

Appendix 3

Letter to Schools

Date

The Registrar
School and Address

Dear Sir or Madam:

Good day!

I am a Filipino citizen studying abroad advancing my education into an MBA in Leadership and Service Design. I am making a general inquiry regarding the following.

1. What type of **MBA programs** you are offering and the **cost structure** involved?

2. How many **students** from the past 3 years**,** their **backgrounds** and **purpose for enrolling** in your program?

The reason for the inquiry is that I am in the final phase of my thesis in Import/Export Education in Applied Science and the information you provide is critical to this success and the continuing success in offering Philippine students options for higher learning and degree accreditation.

I am passionate about providing my fellow Filipino citizens the information necessary so they can make informed decisions about educational opportunities that are available to them now and into the future.

Your kindness in supplying me with the information is warmly appreciated. I look forward to your response.

Sincerely**,**

Evelyn Manuel
Applied Science Student
Nova University**,** Turku**,** Finland
+358 45 664 8634

Appendix 4

Answers from other schools

De La Salle University Graduate Studies (DLSU)

DLSU was founded in 1911 by the Brothers of the Christian Schools and is a Catholic coeducational institution. It is located in the heart of Manila, Philippines. Nearest programs with Novia's Leadership and Service Design they offer are Master of: Financial Management, Marketing and Advertising, Management and Organization, and Economics. DLSU bilateral partnerships to other countries available at *http://www.dlsu.edu.ph/linkages/links.asp*. The cost of the programs is PhP3,276 (around €54) per unit (MBA only) plus other fees and miscellaneous. Other fees can be viewed at *http://enroll.dlsu.edu.ph/dlsu/view_fees_table* . Customers mostly from the website. (Personal communication: Gonzales, R. Coordinator for Graduate Admissions. DLSU. Email 26.6.2017.)

University of Cebu Graduate School (UC)

University of Cebu Graduate School has 3 campuses in the Southern part of the Philippines. The school offer a wide variety of education. They offer Master in Business Administration (MBA) with two options- thesal or non-thesal program. The school is solely offering their programs. The cost of the MBA program is PhP895 (around €15) per unit. The motivation of students in the graduate school usually are: work promotions and additional benefits/privileges after the program; professional growth; schedule of classess which are offered on weekends; and faculty qualifications. Applicants knew about their offerings through word of mouth (friends, relatives, alumni), most alumni of the undergraduates programs proceed to graduate programs, and newspaper ads. International students are coming from Taiwan and Somalia. (Personal communication: Cortez, M. Assistant Registrar. UC – Graduate School. Email. 10.7.2017.)

University of San Carlos (USC) - School of Business and Economics

University of San Carlos was founded in 1595 by the Spanish Jesuits. Records show that the school is the oldest institution ever existed and still running, located in the oldest city all over the country, Cebu City. USC constantly experiencing growth since then, in spite of being the witness of turmoil and triumphs of the time (USC web). USC also offers MBA and other management programs which are solely offered. An entire program costs about USD3,000 to 4,000 (around €2,600 to 3,400). The common purpose or motivation of students are career advancements and promotion. The marketing strategy is usually word of mouth and former undergraduate degree students. Their international student usually come from Iran, Indonesia, Nigeria, Taiwan, and China. (Personal communication: Silapan, L.C. Jr. Coordinator – Graduate Programs. USC – School of Business and Ecomics. Email 4.7.2017.)

University of the Philippines – Virata School of Business (UPVSB)

University of the Philippines was founded in 1908. It has dramatically expanded from one campus to eight (8) constituent universities in seventeen (17) campuses within the country. The UP Virata School of Business was formerly called the UP College of Business Administration, established in 1916. The MBA program was first offered in 1960 (UP web). UPVSB solely offers Master of Science in Finance and Master of Business Administration. Tuition fees vary in different campuses. The program taken in UP Diliman campus costs PhP2,500 (around €41) per unit and the program taken in Bonifacio Global City campus costs PhP4,500 (around €74) per unit. In addition to the program fees, a miscellaneous fee of PhP1,587 (€26) for initial enrollment, PhP1,487 (€24) per trimester for the succeeding trimesters. The motivation of the students are for career advancement and promotion. The number of MBA graduates from past 5 years shows in the table below. (Personal communication: Paredes, L. Master's Program Director. UPVSV. Email 6.7.2017.)

Year	Number of MBA Graduates
2013	80
2014	88
2015	88
2016	105
2017	117

The internationa students are mostly coming from Korea, Japan, France (exchange students only), and China. (Personal communication: Paredes, L. Master's Program Director. UPVSV. Email 6.7.2017.)

University of San Carlos

University of San Carlos is a privately owned Catholic University. The school solely offers 80 undergraduate and 85 graduate programs (USC web). From those numerous graduate programs, Master in Administration is one of the offers and other similar but not the same programs as Leadership and Service Design. The tuition fee for the programs ranges from a little more than Php2,300 (around €38) to almost Php9,000 (around €148) depending on the number of units enrolled from a minimum of 3 units and a maximum of 12. The University also charges miscellaneous fees of more than Php7,000 (€115) per semester. In a survey conducted by the Faculty member (Osano 2017), the following tables show the results of the questions number 4 and 5 respectively: international students are mainly coming from the United States of America and India. (Personal communication: Osano, M. Faculty member. University of San Carlos. Interview 14.8.2017.)

The internationa students are mainly coming from the United States of America and India (Personal communication: Osano, M. Faculty member. University of San Carlos. Email 14.8.2017).

Purpose	Percentile
Promotion/Career advancement	23%
Personal growth/Continuing education/learn more/strengthen knowledge	47%
In preparation to become a businessman	5%
To have sense of achievement by achieving a higher degree	10%
Boss' motivation	2%
In line with current work/helpful at work	7%
Job opportunities available while enrolled in the program	3%
To teach in college	3%

Alumna/Alumnus	26%
Former teachers in the University	2%
School Inquiry (phone/walk-in)	12%
University website/Facebook page	17%
Referrals – alumni, friends, colleagues, family member	40%
Well-known	2%

Asian Institute of Management (AIM), Manila

The AIMS is said to be the pioneer in management education in Asia. The school was founded in 1968 by the Harvard Business School and prominent business leaders of the Philippines. Base on the world's highest international standards,

AIMS was reported to be the first school in Southeast Asia to gain accreditation from the US-based Association to Advance Collegiate Schools of Business (AACSB). The campus is located in the central business district of Makati City, Philippines (MastersPortal web).

AIMS offers the following programs namely Master in Business Administration, Master in Development Management, Executive Master in Business Administration, Executive Education, Development Executive Programs and Customized Programs. MBA is the institution's flagship program, a sixteen (16) month full-time degree program (AIMS web).

The MBA program **valued** at about **USD 35,200** for the school year 2017-2018, plus the estimated expenses for the whole program duration of USD 15,500. (Personal communication: Gallanosa, J., Chief Finance Officer: 4.4.2017.)

Author's personal Experience

The benchmarking results fulfilled the intended goals of this research. at the beginning of the process, it was not easy for the university personnel to believe and trust the authenticity of this kind of work. Some of the institutions asked for the author's school certification and validity of the research existent in which the commissioner has provided. Others requested to check the questionnaire beforehand as a basis for their decision to participate, and after the permission of the higher management. Other school personnel also asked for a letter of intent addressed to the institution's president or the departmental head.

Appendix 5

Letter to CEO's

Date

CEO/HR Head

Company Name

Dear Sir/Ma'am,

My name is Evelyn Manuel, a Filipino and a student here in Finland. I am currently taking Master's in Business Administration in Novia University of Applied Sciences, Turku campus. At the present, I am working on my last 2 final months of my thesis.

The purpose of this correspondence is I am looking for possible companies whom I could interview or send my thesis questionnaire to. While doing my research your company stands out related to your approach to Training/Development and Personal Development of current staff as well as incoming new staff. I believe we can both agree that Companies who invest in the Training and Personal Development of Staff are the ones who stand out in the marketplace and in most cases are able to Recruit and Retain Top Talent.

This correspondence also has value attached. My thesis is going to be published in Finland's theses publication (www.theseus.fi). Why is this important to you? Your company along with the person answering my questionnaire will be prominently displayed in this publication and are going to become known as a pro-active company that has a vested interest in your staff's overall development. This publication will also allow students interested in working abroad opportunity to research your firm, culture, and how they might be a good fit for future opportunity. ***FREE*** advertisement, for just taking the time to be interviewed or answer my questionnaire attached, or assigning a Senior Staff Member to answer the questionnaire.

Nevertheless, if you opt to be anonymous please let me know.

Sir, I value your precious time as I value mine and I would be honored if you would give my correspondence and questionnaire serious consideration. In closing, below

is my contact information and I would be happy to assist or answer any questions you or the staff member assigned has regarding my questionnaire.

I look forward for your answer to the attached questionnaire on or before March 15, 2017. Thank you.

Sincerely,

Evelyn Manuel

Appendix 6

Survey Questionnaire

1. What is/was the name of the company you are connected with and which industry?
2. What is your position in the organizational chart and your responsibility area/function in the company you are involve in?
3. Approximately how many personnel/employee the company have at the moment?
4. What is the usual training technique for new developments within the organization?
   (Classroom or Instructor-Led Training, Interactive Training Techniques, Hands-on Training Techniques, Computer –Based Training Techniques, E-Learning or Online-based Training Techniques)
   How often do you do it?
5. What kind of training you normally use? (Technical, Economics, Computer, Management, Marketing, …etc.)
   Did you have any training or education abroad?
6. What type of training the company you are connected with need most in the future?
   In what level training company needs?
   How do company plan to get it?
7. What is your purpose in using that kind of training?
8. How many people should you train per year to reach the company's goal?
9. How much is the usual annual budget for the training/course/education? (Total package: travel cost, etc.…)
10. What is the added value to your company goals in general?
11. What did you value most of above values?
12. Are you open to a new method of acquiring similar education available in the country?
13. Would you rather use a service existing locally that could cater your training needs like Novia's education mentioned above? Why?

14. Is there anything else I did not ask but you would like to share on the issues of acquiring and implementing Trainings from Abroad/Local service for the organization's future goals?

Appendix 7

Nurses and Cook questionnaire

1. What was your profession in your country before coming to Finland?
2. How would you compare the level of graduation from your home country compare to Finland in terms of the following:
   - Practical
   - Technological
   - Academic
3. What is the distinct difference, considering your work experience in your own country vs. Finland?
4. For those who continue their study in Finland, what is the difference (practical, technological, academic) when you studied in your country?
5. What is your idea that the local government and school institutions (home country) should develop to improve education system?
6. If it was possible to get a world class education in Philippines/home country with higher cost than normal local fees, would you take it?
7. What do you think you are good at now after sometime of studying and working?

Appendix 8

Results and Analysis of Nurses and Cook Interview

The interview for these groups was based on seven different questions (Appendix 7). The results of the questionnaire are presented below.

The first question to all groups was "What was your profession in your home country before coming to Finland?" Two were both registered nurses (RN) in the Philippines and was working in an elderly home, one worked as an online English tutor to Koreans, other performed as a clinical instructor in a university and also have a Master of Arts in Nursing certificate acquired from the Philippines. One had worked in Saudi Arabia as a nurse for 1.5 years. The nurse from Nepal worked in a big public hospital in her native country.

All the above participants think that their knowledge compared to a Finnish registered nurse would be enough to work as nurses in Finland. Though they have not experienced working in any Finnish hospitals, some would have to adapt using more advanced technology than what they have in their homeland. But the same as anybody else, one has to understand and learn how to use medical equipment in the first few encounters.

The only single factor that possibly hinder them from being so is the insufficient language proficiency. Language is their biggest obstacle though even after taking extra credits to certify as nurses. These statements were clarified by a Finnish researcher Päivi Vartiainen (2016). She conducted her doctoral dissertation on the recruitment of Filipino nurses in Finland. In spite of a four-year academic training, Filipino nurses end up as practical nurses or nursing assistants in Finland because of their inadequate language skills (Laurinolli 2016).

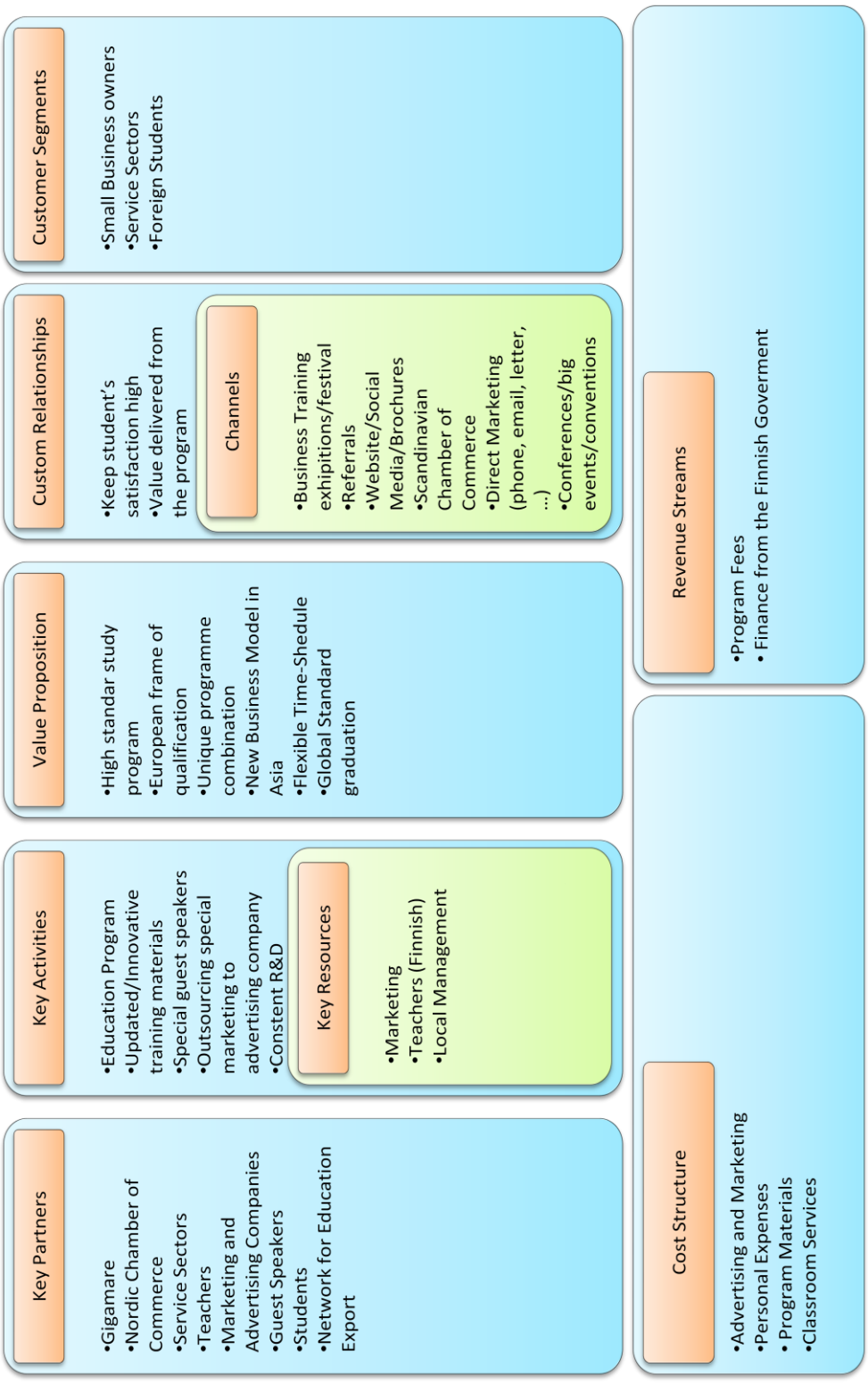
The next three questions were answered in similar "How would you compare the level of graduation from your native land and Finland? What is the distinct difference considering your work experience? While studying in Finland, did you recognize any difference when you were studying in your homeland?" In these

three questions the participants expressed their mixed emotions, feelings and frustrations. The level of graduation or study considering academic and practical applications had no apparent gaps. For example, the textbooks used in their previous study has based on United States standard. Even more so in the emergence of internet age, the knowledge is within anybody's fingertips. As to practical application, the participants boasted their vast experience on this subject. In a populous country like the Philippines or Nepal, the number of patient is much higher and so the medical practitioners are more experienced compared to that of less populated country. And in their close involvement to patients and work colleagues daily, Finnish admired that Filipinos work more passionately than others (Vartiainen 2016). Though the technology can be more advanced in the first world country, that can be easily adapted overtime.

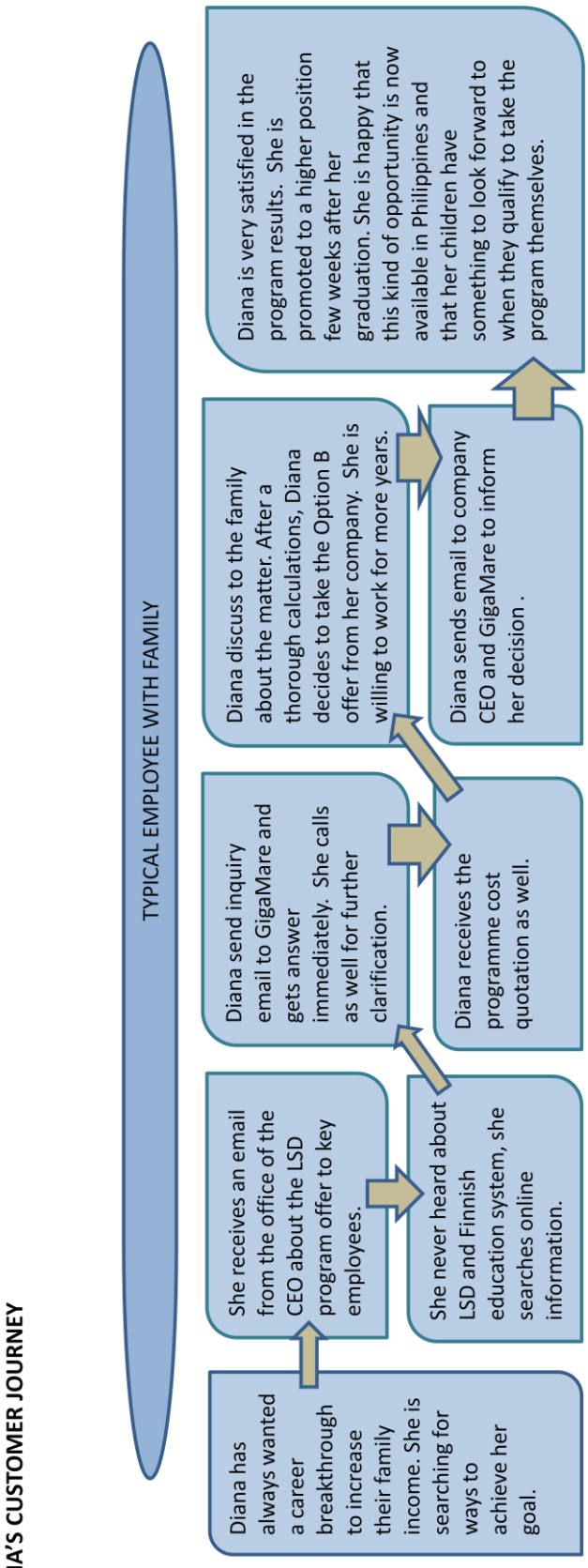
Also, one definite contrast would be the way of learning in Finland compared to the Philippines and Nepal. For example, in the Philippines the students spend more time in the school/classrooms than students in Finland. All necessary materials are provided and the extent of study is clearly defined by the professor while in Finland, the students are given references and a problem to solve by themselves. Students in the former were more theoretical than practical application and both were utilized by the latter. Though necessary stuff like computer or computer rental and books are self-paid while in Finland, better technology access and latest references are available in the school and even in the city libraries.

Appendix 9

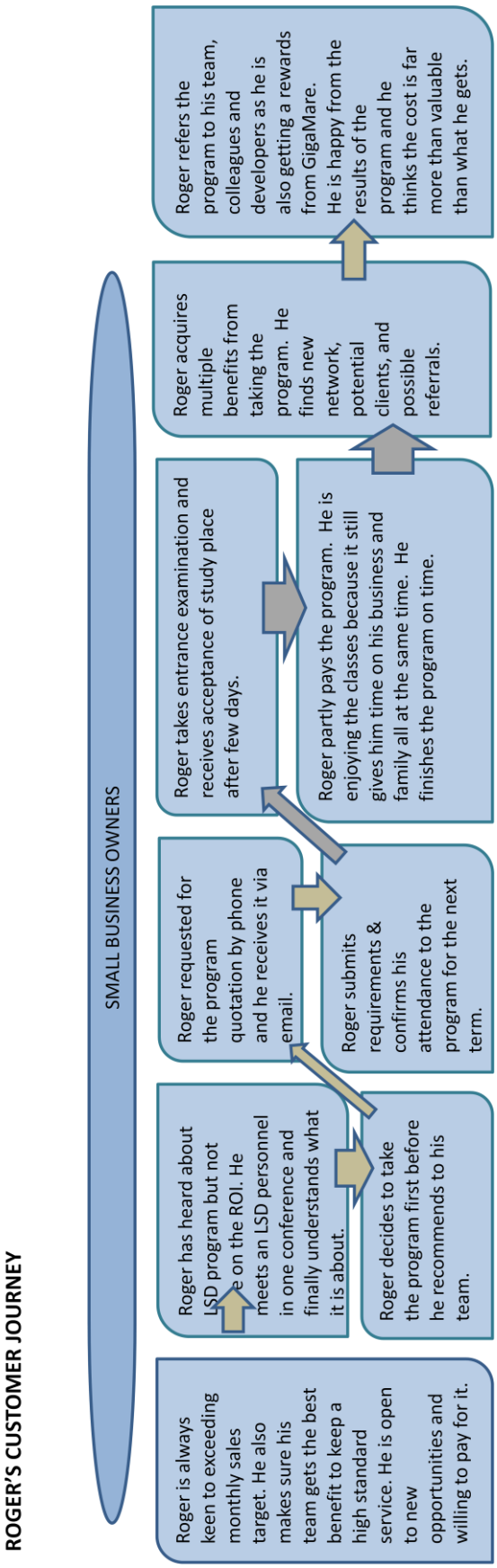
Business Model Canvas



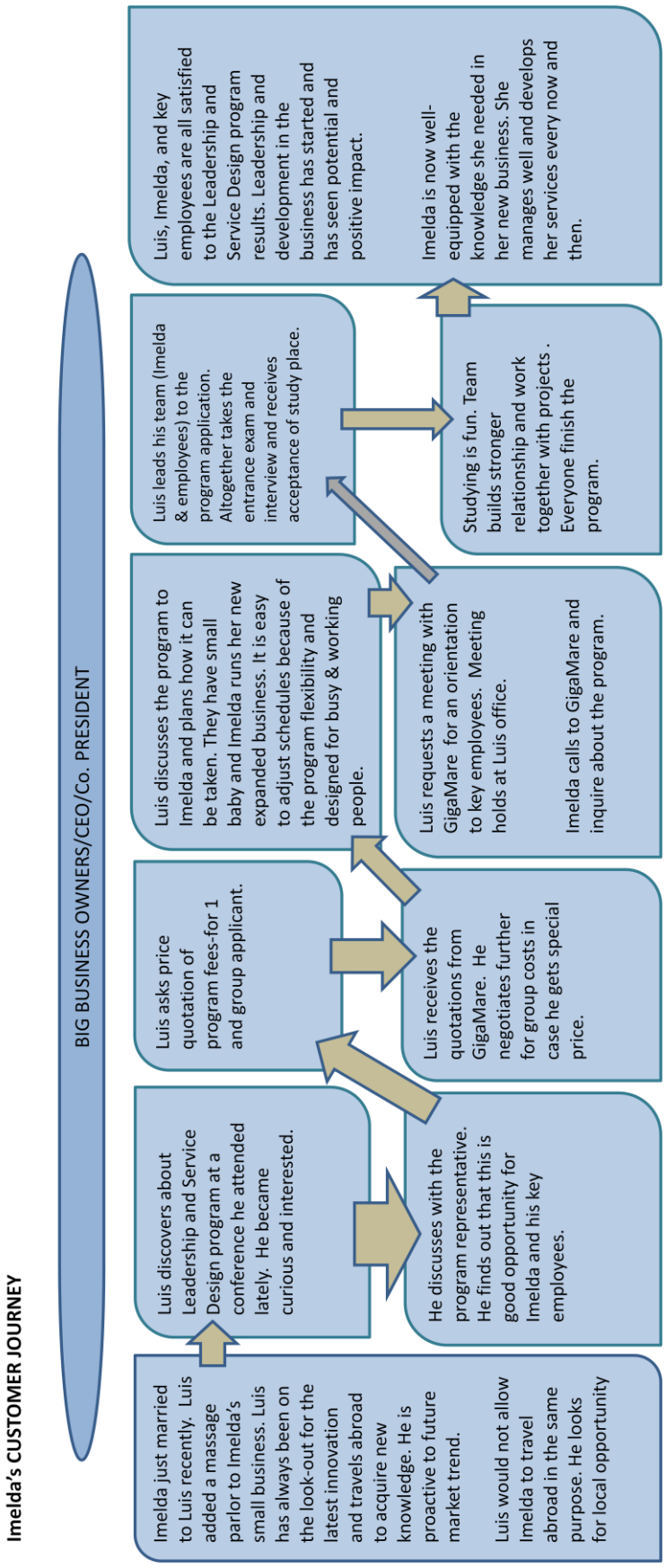
Appendix 10


DIANA'S CUSTOMER JOURNEY
TYPICAL EMPLOYEE WITH FAMILY
Diana has always wanted a career breakthrough to increase their family income. She is searching for ways to achieve her goal.
She receives an email from the office of the CEO about the LSD program offer to key employees.
She never heard about LSD and Finnish education system, she searches online information.
Diana send inquiry email to GigaMare and gets answer immediately. She calls as well for further clarification.
Diana receives the programme cost quotation as well.
Diana discuss to the family about the matter. After a thorough calculations, Diana decides to take the Option B offer from her company. She is willing to work for more years.
Diana sends email to company CEO and GigaMare to inform her decision .
Diana is very satisfied in the program results. She is promoted to a higher position few weeks after her graduation. She is happy that this kind of opportunity is now available in Philippines and that her children have something to look forward to when they qualify to take the program themselves.

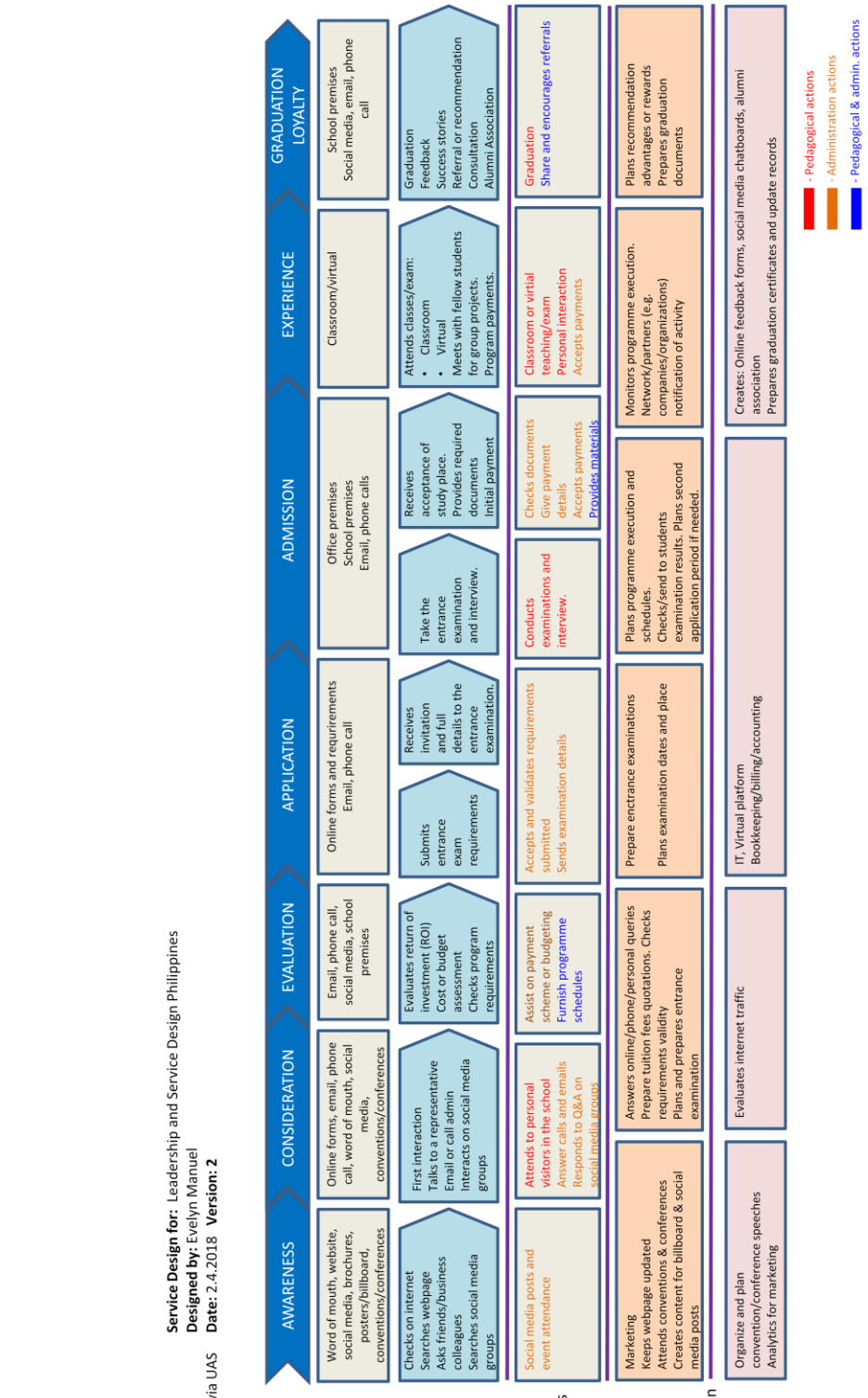
Appendix 11


ROGER'S CUSTOMER JOURNEY
SMALL BUSINESS OWNERS
Roger is always keen to exceeding monthly sales target. He also makes sure his team gets the best benefit to keep a high standard service. He is open to new opportunities and willing to pay for it.
Roger has heard about LSD program but not e on the ROI. He meets an LSD personnel in one conference and finally understands what it is about.
Roger decides to take the program first before he recommends to his team.
Roger requested for the program quotation by phone and he receives it via email.
Roger submits requirements & confirms his attendance to the program for the next term.
Roger takes entrance examination and receives acceptance of study place after few days.
Roger partly pays the program. He is enjoying the classes because it still gives him time on his business and family all at the same time. He finishes the program on time.
Roger acquires multiple benefits from taking the program. He finds new network, potential clients, and possible referrals.
Roger refers the program to his team, colleagues and developers as he is also getting a rewards from GigaMare. He is happy from the results of the program and he thinks the cost is far more than valuable than what he gets.

Appendix 12


Imelda's CUSTOMER JOURNEY
BIG BUSINESS OWNERS/CEO/Co. PRESIDENT
Imelda just married to Luis recently. Luis added a massage parlor to Imelda's small business. Luis has always been on the look-out for the latest innovation and travels abroad to acquire new knowledge. He is proactive to future market trend.
Luis would not allow Imelda to travel abroad in the same purpose. He looks for local opportunity
Luis discovers about Leadership and Service Design program at a conference he attended lately. He became curious and interested.
He discusses with the program representative. He finds out that this is good opportunity for Imelda and his key employees.
Luis asks price quotation of program fees-for 1 and group applicant.
Luis receives the quotations from GigaMare. He negotiates further for group costs in case he gets special price.
Luis discusses the program to Imelda and plans how it can be taken. They have small baby and Imelda runs her new expanded business. It is easy to adjust schedules because of the program flexibility and designed for busy & working people.
Luis requests a meeting with GigaMare for an orientation to key employees. Meeting holds at Luis office.
Imelda calls to GigaMare and inquire about the program.
Luis leads his team (Imelda & employees) to the program application. Altogether takes the entrance exam and interview and receives acceptance of study place.
Studying is fun. Team builds stronger relationship and work together with projects . Everyone finish the program.
Luis, Imelda, and key employees are all satisfied to the Leadership and Service Design program results. Leadership and development in the business has started and has seen potential and positive impact.
Imelda is now well-equipped with the knowledge she needed in her new business. She manages well and develops her services every now and then.

Appendix 13


SERVICE BLUEPRINT
Service: Master's Programme
Users: Students, GigaMare, Novia UAS
Service Design for: Leadership and Service Design Philippines
Designed by: Evelyn Manuel
Date: 2.4.2018 Version: 2
Service Period
AWARENESS
CONSIDERATION
EVALUATION
APPLICATION
ADMISSION
EXPERIENCE
GRADUATION LOYALTY
Physical Evidence
Word of mouth, website, social media, brochures, posters/billboard, conventions/conferences
Online forms, email, phone call, word of mouth, social media, conventions/conferences
Email, phone call, social media, school premises
Online forms and requirements Email, phone call
Office premises School premises Email, phone calls
Classroom/virtual
School premises Social media, email, phone call
User Action
Checks on internet Searches webpage Asks friends/business colleagues Searches social media groups
First interaction Talks to a representative Email or call admin Interacts on social media groups
Evaluates return of investment (ROI) Cost or budget assessment Checks program requirements
Submits entrance exam requirements
Receives invitation and full details to the entrance examination.
Take the entrance examination and interview.
Receives acceptance of study place. Provides required documents Initial payment
Attends classes/exam:
• Classroom
• Virtual
Meets with fellow students for group projects. Program payments.
Graduation Feedback Success stories Referral or recommendation Consultation Alumni Association
Line of interaction
Frontstage actions
Social media posts and event attendance
Attends to personal visitors in the school Answer calls and emails Responds to Q&A on social media groups
Assist on payment scheme or budgeting Furnish programme schedules
Accepts and validates requirements submitted Sends examination details
Conducts examinations and interview.
Checks documents Give payment details Accepts payments Provides materials
Classroom or virtial teaching/exam Personal interaction Accepts payments
Graduation Share and encourages referrals
Line of visibility
Backstage actions
Marketing Keeps webpage updated Attends conventions & conferences Creates content for billboard & social media posts
Answers online/phone/personal queries Prepare tuition fees quotations. Checks requirements validity Plans and prepares entrance examination
Prepare enctrance examinations
Plans examination dates and place
Plans programme execution and schedules. Checks/send to students examination results. Plans second application period if needed.
Monitors programme execution. Network/partners (e.g. companies/organizations) notification of activity
Plans recommendation advantages or rewards Prepares graduation documents
Internal interaction
Support Process
Organize and plan convention/conference speeches Analytics for marketing
Evaluates internet traffic
IT, Virtual platform Bookkeeping/billing/accounting
Creates: Online feedback forms, social media chatboards, alumni association Prepares graduation certificates and update records
- Pedagogical actions
- Administration actions
- Pedagogical & admin. actions

Appendix 14

Questions to the Marketing Manager

1. What has been done for LSD in the Philippines?

   -Experience, Challenges, Strategies

2. It could have been better if.....

   -Budget (enough, more), Salary (enough, higher), Strategy (support)

3. Proposal. What do you think needs to be done?

   -Develop existing strategy or create a new one

.

Appendix 15

Interview Questions to Companies/Business owner

The aim of this interview is to know how your company conduct and plan trainings for personnel development. And also how would you embrace new trend of personnel development/trainings available locally. Thank you very much for taking the time to answer.

Novia University of Applied Sciences and Turku University of Applied Sciences currently offering a course called Leadership and Service Design based in Subic.

The Master's Degree Programme in Leadership and Service Design answers the constantly growing competence requirements and needs in design, businesses and working life. The profile of the programme is on the combination of design thinking, business and society and the focus is on the area of service design.

To learn to design, develop and implement the tasks by sharing information and communication in collaboration with the customers and stakeholders belong to the main objectives of this programme. (TUAS, 2016)

Finland was ranked #1 in 2012 and #5 in 2015/2016 for Best Education Systems in the World.(MBC times, 2016)

1. What is/was the name of the company you are connected with and which industry?
2. What is your position in the organizational chart and your responsibility area/function in the company you are involve in?
3. What is your position in the organizational chart and your responsibility area/function in the company you are involve in?
4. Approximately how many personnel/employee the company have at the moment?

5. What is the usual training technique for new developments within the organization?
   (Classroom or Instructor-Led Training, Interactive Training Techniques, Hands-on Training Techniques, Computer –Based Training Techniques, E-Learning or Online-based Training Techniques)
   How often do you do it?
6. What kind of training you normally use? (Technical, Economics, Computer, Management, Marketing, …etc.)
   Did you have any training or education abroad?
7. What type of training the company you are connected with need most in the future?
   In what level training company needs?
   How do company plan to get it?
8. What is your purpose in using that kind of training?
9. How many people should you train per year to reach the company's goal?
10. How much is the usual annual budget for the training/course/education? (Total package: travel cost, etc…)
11. What is the added value to your company goals in general?
12. What did you value most of above values?
13. Are you open to a new method of acquiring similar education available in the country?
14. Would you rather use a service existing locally that could cater your training needs like Novia's education mentioned above? Why?
15. Is there anything else I did not ask but you would like to share on the issues of acquiring and implementing Trainings from Abroad/Local service for the organization's future goals?