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Lost in Translation?

How is Business Model Canvas Used among Translators and Interpreters in Finland

Master's thesis

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and Innovation Management

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Abstract

We read books and novels that are translations, watch movies and TV series with subtitles, read translated manuals when setting up a new device, even hear dubbed advertisements. Even though translations surround us, the person behind these texts is left unnoticed: the translator. One main theme of this thesis is to shed light on the translators and interpreters.

According to the statistics, 48 percent of published fiction titles and 63 percent of children's and youth books were translations in 2016 in Finland. Still, translators feel that their work is not appreciated enough, and speed is seen as the most important factor instead of quality. The idea behind this thesis is to bring more respect to this field of business.

The percentage of self-employed people in translation industry is higher than the average in Finland. The industry is clearly female-dominated (74 percent of the people in the industry are women), and the industry has highly educated workers (75 percent have at least a lower degree in higher education, even though no degree is required by law). Even though the education level is high, the average income in the field is lower than the average in all industries (expect when working for the state).

But how to bring respect to the field? One way is to take a look at the business models created by the self-employed translators and interpreters. The focus on this thesis is especially on Osterwalder and Pigneur's *Business Model Canvas*: has this model been tapped into in the translation and interpretation industry at all? Are there possibilities involved in this model in this industry? How is it used in the education programmes in these fields?

A questionnaire was sent to translators and interpreters and an email interview was held with a university teacher to gain information about this field. According to data, approximately only half of the respondents had made a business model prior to establishing a company. Also, only one quarter of the respondents had studied entrepreneurship or taken entrepreneurial courses during their language studies. Out of the ones who had taken part to entrepreneurship studies, over 75 percent said that they had either not received information about business models during their courses, or at least they could not remember this being taught. When asked an open-ended question whether entrepreneurship is taught enough in different educational establishment, 95 percent of the respondents clearly answered that it is not offered enough during language studies. A Business Model Canvas template for a potential translator or an interpreter was also collected based on the open-ended questions in the questionnaire.

Further research ideas that arouse from this study is be to focus on the educational aspect: either by focusing on the translators and interpreters and make another questionnaire focusing on education, or concentrating on the different syllabi of one or several educational establishments.

Keywords entrepreneurship, translating, interpreting, Business Model Canvas, education

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Tiivistelmä

Luemme kirjoja, jotka on käännetty, katsomme elokuvia ja TV-sarjoja tekstitettyinä, luemme käännettyjä käyttöohjeita, kun otamme uuden tuotteen käyttöön, jopa kuulemme dubattuja mainoksia. Vaikka käännöksiä on kaikkialla ympärillämme, henkilö tekstien takana jää usein paitsioon: kääntäjä tai tulkki. Yksi tämän opinnäytteen pääteemoista on tuoda kääntäjät ja tulkit keskipisteeseen.

Tilastojen mukaan 48 prosenttia julkaistusta kaunokirjallisuudesta ja 63 prosenttia lasten- ja nuortenkirjallisuudesta oli käännöksiä vuonna 2016. Siltikin kääntäjät kokevat työnsä aliarvostetuksi ja kääntämisen nopeus nähdään tärkeämpänä tekijänä laadun sijaan. Opinnäytteen ideana onkin yrittää tuoda alalle lisää arvostusta.

Itsensä työllistävien prosentti on suurempi käännösalalla kuin muilla aloilla Suomessa. Ala on selvästi naisvaltainen (74 prosenttia alan olevista on naisia), ja käännösala on korkeasti koulutettua (75 prosentilla on vähintään alempi korkeakoulututkinto, vaikkei laki vaadi tutkintoa). Vaikka koulutustaso on korkea, keskimääräinen ansiotaso on keskimääräistä alhaisempi verrattuna muihin aloihin (paitsi valtiolla työskennellessä).

Mutta kuinka tuoda alalle arvostusta? Yksi tapa on tarkastella liiketoimintamalleja, joita itsensä työllistävät kääntäjät ja tulkit ovat käyttäneet. Keskipisteessä on erityisesti Osterwalderin ja Pigneurin malli *Business Model Canvas*: onko tätä mallia hyödynnetty alalla ollenkaan? Onko tällä alalla mahdollisuuksia liittyen kyseiseen malliin? Miten kyseistä mallia käytetään alan koulutusohjelmissa?

Dataa kerättiin kyselylomakkeilla kääntäjiltä ja tulkeilta. Lisäksi kerättiin tietoa sähköpostihaastattelun muodossa kääntäjä- ja tulkkikoulutuksessa opettavalta yliopistonlehtorilta. Tutkimuksen mukaan vain puolet vastaajista olivat koostaneet kirjallisen liiketoimintamallin ennen yrityksen perustamista. Myös mielenkiintoinen löytö oli, että vain neljännes vastaajista oli ottanut osaa yrittäjyysopintoihin kieliopintojen lomassa. Näistä opiskelijoista, jotka olivat ottaneet osaa yrittäjyysopintoihin, yli 75 prosenttia ei joko ollut saanut opetusta liiketoimintamalleista, tai ei ainakaan muistanut saaneensa opetusta aiheesta. Avoimessa kysymyksessä kysyttiin myös, opetetaanko yrittäjyyttä tarpeeksi eri koulutuselimissä, johon 95 prosenttia vastaajista mainitsi, että niitä ei tarjota tarpeeksi kääntäjäopinnoissa. Tutkimuksessa koostettiin myös Business Model Canvas -mallipohja aloitteleville kääntäjille ja tulkeille perustuen kyselyn avointen kysymysten vastauksiin.

Jatkotutkimuksiin on mahdollisuuksia esimerkiksi opetuksen parissa: yksi vaihtoehto on keskittyä kääntäjiin ja tulkkeihin ja tehdä heille kysely pelkästään yrittäjyysopintoja koskien, tai keskittyä eri opetustoimielinten opetussuunnitelmiin joko yhdessä tai useammassa kohteessa.

Avainsanat yrittäjyys, kääntäminen, tulkkaaminen, Business Model Canvas, koulutus

Table of Contents

1 Introduction *1*

1.1 Research Question and Research Objectives **6**

1.2 Structure of the Thesis **7**

2 Literature Review *8*

2.1 Business Model Canvas **8**

2.1.1 Infrastructure 9

2.1.1.1 Key Activities 10

2.1.1.2 Key Resources 10

2.1.1.3 Key Partnerships 11

2.1.2 Offer: Value Propositions 12

2.1.3 Customer 14

2.1.3.1 Customer Segments 14

2.1.3.2 Channels 16

2.1.3.3 Customer Relationships 17

2.1.4 Finances 18

2.1.4.1 Cost Structure 18

2.1.4.2 Revenue Streams 19

2.1.5 Business Model Canvas: How to Get Started? 21

2.2 Translation Industry **22**

2.2.1 Translator: Studies and Entrepreneurship 24

2.2.2 Interpreter: Studies and Entrepreneurship 25

2.2.3 Entrepreneurship: Setting up a Translation or an Interpretation Company 25

2.2.4 (Freelance) Translators or Interpreters 27

2.3 Productization **30**

3 Methods 32

3.1 Introduction 32

3.1.1 Setting 33

3.1.2 Sample Selection and Research Respondents 34

3.1.3 Data Collection Materials and Practice 34

3.1.4 Data Analysis Procedures 36

3.1.5 Ethical Concerns 36

3.2 Trustworthiness of the Study 36

4 Findings 38

4.1 Questionnaire 38

4.1.1 Background Data 38

4.1.2 Open-Ended Questions 42

4.1.3 Numerical Analysis of Close-Ended Questions 46

4.1.4 Reliability and Validity of Quantitative Data 48

4.2 Interview 49

4.2.1 Reliability and Validity of the Interview 50

5 Discussions and Conclusions 52

5.1 Research Summary 52

5.2 Practical Implications 53

5.3 Limitations of the Study 53

5.4 Suggestions for Further Research 54

List of References 55

APPENDIX 1: Business Model Canvas Template, Source: Strategyzer (no date) 61

APPENDIX 2: Business Model Canvas Based on Questionnaire Results, Translating and interpreting 63

Appendix 3: Facebook's Business Model Canvas for Comparison, Source: (Analyst Neo, 2019) 65

APPENDIX 4: Email Interview with University Teacher, the University of Helsinki 67

APPENDIX 5: Questionnaire for Translators and Interpreters about the Use of Business Models in English 70

APPENDIX 6: Questionnaire for Translators and Interpreters about the Use of Business Models in Finnish..... 76

LIST OF TABLES

Table 1: Employment relationships in Finland in 2016, cultural and other occupations, source: Statistics Finland (2017a) 3

Table 2: Average income in 2016, source: Statistics Finland (2017d, 2017f, 2017g, 2017b, 2017e) 5

Table 3: Pricing mechanisms for revenue streams, source: Osterwalder and Pigneur (2010, p. 33) 21

Table 4: Job titles, KAJ members, source: KAJ (2014) 23

Table 5: Tasks for a freelance translator/interpreter, source: Fellman-Paul (2006, p. 97) 28

LIST OF FIGURES

Figure 1: Employment; translators, interpreters, and linguists; source: Statistics Finland (2015c) ... 4

Figure 2: Business Model Canvas, source: Strategyzer (no date) ... 9

Figure 3: Employment situation of the respondents ... 39

Figure 4: How long have worked in the language industry, responses to the questionnaire ... 39

Figure 5: Did you make a business model plan prior to starting a business, responses to the questionnaire ... 40

Figure 6: Percentage of respondents who have taken part in entrepreneurship courses ... 41

Figure 7: The most important segment in BMC according to responses ... 42

Figure 8: BMC Model for translators and interpreters based on questionnaire results ... 44

Figure 9: BMC Model for Facebook for comparison, source: (Analyst Neo, 2019) ... 45

Figure 10: Respondents, time in business based on the questionnaire data ... 47

LIST OF EQUATIONS

Equation 1: Calculating margin of error 48

Equation 2: Margin of error 48

Equation 3: Sample proportions and sample sizes pair 48

Equation 4: Total sample proportion 49

Equation 5: Standard error of difference 49

Equation 6: Test value z 49

1 INTRODUCTION

"Without translation, we would be living in provinces bordering on silence."
(George Steiner)

Translations are the everyday life: there are news that have been translated; books and novels that are often translations; foreign TV shows have subtitles or dubbing; setting up a new device requires reading a translated manual; even advertisements are often translated, and commercials dubbed. Even though there is an abundance of translations surrounding us, we often do not think about the person behind the translations: the translator. The main theme in this thesis is to shed light on the translator (and the interpreter).

First of all, it is important to make a difference between these two professions: the translator and the interpreter. Translation always involves written text of some sort, whether it is translating a children's book, a novel, a document, or a TV series (subtitles). Interpretation, on the other hand, has to do with spoken language. An interpreter may specialize in, for example, court interpreting, or community interpreting. Different types of interpretation include simultaneous interpretation and consecutive interpretation, among others. (Suomen kääntäjien ja tulkkien liitto, no date d) More detailed description about the working life of a translator and an interpreter can be found in the literature review.

According to The Finnish book publishers association (no date), in 2016, out of all new fiction titles published in Finland, 48 percent were translations. The number was even higher with children's and youth books: 63 percent of these publications were translations. The numbers for separating translated non-fiction and non-fiction written originally in Finnish are not published.

As Dam and Korning Zethsen (2009b, p. 2) mention, translator status "in its own right" has not been studied much (although some studies have been conducted later (Dam and Korning Zethsen, 2011)). However, there is a consensus that the status of a translator is low, and translating is described in the literature as "secondary, reproductive, mechanical", and other derogatory terms that are certainly not what is associated with "high-status profession". (Dam and Korning Zethsen, 2008, pp. 71, 73; Dam and Korning Zethsen, 2009a). According to the Akava Special Branches (2005) trade union, translators feel that their work is not

appreciated enough, and speed is seen as more important factor than the quality of a finished product. Low appreciation is visible in the compensation from work as well. From the union's survey, 85 percent of the respondents felt that the translation industry is appreciated only little or very little. (Akavan Erityisalat, 2005) One of the purposes of this thesis is to cast light on this underappreciated industry.

According to The Finnish Association of Translators and Interpreters SKTL, a large portion of translators and interpreters are entrepreneurs (Suomen kääntäjien ja tulkkien liitto, no date b). Also, according to the trade union for translators, interpreters, and other linguists, Translation Industry Professionals KAJ, 12 percent of their members are self-employed (Translation Industry Professionals, 2014). In the Master's thesis by Erika Bruun completed in the University of Turku, it is mentioned that only 43 percent of the students, who wanted to become translators, are full-time translators, and out of this percentage, 65 percent were self-employed (Bruun, 2013; Gorschelnik, 2013). A fact that is worth to mention is that some translators, who work as entrepreneurs, feel that they have been forced to become self-employed (Jurkko and Leppävuori, 2015). Thus, it can be said to be of importance to study the aspects of entrepreneurship from the translators' and interpreters' viewpoints.

According to Official Statistics of Finland (2017b), in 2016, the employment situation in cultural industries and occupations declined from the previous year. According to the same statistics, 26 percent of the people working in cultural industries are self-employed (the number is only 12 percent in other industries). Also of interest is that in the cultural occupations, only 62 percent of the employed have a permanent employment relationship (the number is 73 for other industries). More detailed information can be found in the Table 1 below. It is also mentioned that translation and interpretation industry is a female-dominated industry: according to the statistics, around 74 percent of all translators, interpreters, and other linguists in Finland were female in 2015. Also translators, interpreters, and linguists are highly educated: approximately 75 percent of all of this group had at least a lower degree qualifications in higher education in 2015, even though translating or interpreting is not subject to license, nor does it require a certain degree. (Helin, 2006, p. 75; Statistics Finland, 2015a, 2015b, 2017b)

Table 1: Employment relationships in Finland in 2016, cultural and other occupations, source: Statistics Finland (2017a)

According to Statistics Finland (2015c), there were 4 125 translators, interpreters, or other linguists in Finland in 2015. Out of this number, almost half were working in the private sector and around a quarter worked as entrepreneurs. Around a quarter was working in the public sector. Approximately two percent were working in a company, where the state is the major owner of the company. More detailed numbers can be seen in the Figure 1 below.

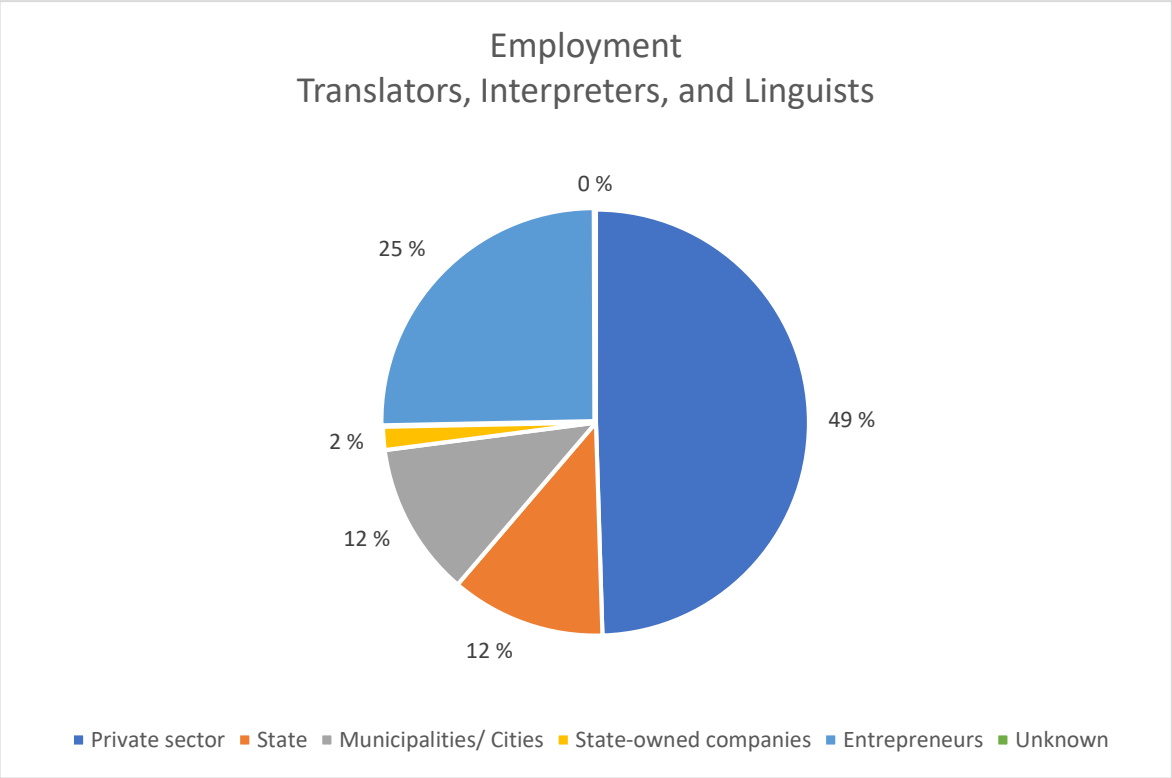

Figure 1: Employment; translators, interpreters, and linguists; source: Statistics Finland (2015c)

Statistics Finland (2017e) have gathered wages for different occupations, including translators, interpreters, and linguists. The average income for this group working in private sector in 2016 was 3 185 euros; 3 384 euros for men, 3 136 euros for women (Statistics Finland, 2017e). The average income for translators, interpreters, and linguists working for the state in 2016 was 4 099 euros; 4 357 euros for men, 4 039 euros for women. (Statistics Finland, 2017d). When it comes to municipalities and cities in Finland, the average income for the workers in translation and interpretation studies was 3 085 euros; 3 223 euros for men, 2 953 euros for women (Statistics Finland, 2017c). More data about the wages can be found in Table 3 below.

Average income in 2016			
Average income, all industries total	men	women	% of average (all)
3371	3675	3075	100 %
Average income, culture total	men	women	
2967	3069	2869	88 %
Average income, language industry (state) total	men	women	
4099	4357	4039	122 %
Average income, language industry (city/municipality) total	men	women	
3085	3223	2953	92 %
Average income, language industry (private) total	men	women	
3185	3384	3136	94 %

Table 2: Average income in 2016, source: Statistics Finland (2017d, 2017f, 2017g, 2017b, 2017e)

As it can be viewed from the table above, the income in 2016 for language industry (translators, interpreters, and linguists) was lower than the average of income in all fields of business, even though the language industry is known for its high education level. The only area, where the income was higher than the average, was state-hired translators, interpreters, and linguists. Still, the income was higher in language field than compared with elsewhere in culture-related activities.

There is no current data about the compensation of translation and interpretation entrepreneurs, but some information can be found. The data about interpretation industry is from 2006, over ten years ago. According to the data, the hourly rate was most often 41–50 euros for a community interpreter; the number was 41–60 euros per hour for court interpreters, and when it comes to conference interpreters, the compensation amount was 501–650 euros per day. (Suomen kääntäjien ja tulkkien liitto, no date h).

The rate for translating fiction and non-fiction is quite difficult to draw, as there are different factors that need to be taken into account. The most often used rate for fiction translators is rate per a thousand characters. The amount that a fiction translator can collect depends on the rate the person is able to translate, and SKTL has divided this into three categories: 750 000 characters, 1 500 000 characters and 2 000 000 characters per year; if the translator is able to translate 2 million characters and invoice 30 euros per a set of characters (1 000

characters), the translator will have an average of 3815 euros of compensation per month; if the translator is able to translate 1,5 million characters and invoice 16 euros per a set of characters, the compensation is 1493 euros per month. Pension insurance and some other costs have been deducted from the compensations. (Suomen kääntäjien ja tulkkien liitto, no date f)

The rate per word for non-fiction was somewhere between 0,11–0,30 euros depending on the language pair. The rate per line (60 characters) was between 1,50–2,40 euros depending on the language pair. Hourly rate was between 35,00–57,50 euros depending on the languages. Proofreading and editing was invoiced mostly in an hourly rate, and the pricing was similar to hourly translating pricing. All the prices are without value added tax. (Suomen kääntäjien ja tulkkien liitto, no date a)

1.1 Research Question and Research Objectives

The research question in this thesis is to find out if translators and/or interpreters use Business Model Canvas (or other similar tools) to structure their business ideas, or do they manage without. If they use this tool, how is it used and by whom. One reason for choosing BMC over other models is its simplicity and visual side: it can be used even without a vast knowledge or skills of entrepreneurship (and thus, it is suitable for, for example, separate entrepreneurship courses for translators and interpreters). The objective of the thesis is to find out a Business Model Canvas for a potential translator and a Business Model Canvas for a potential interpreter working in Finland. It needs to be added, just as Bessant and Tidd (2015, pp. 233–234) mention, there is no standardized business plan that would fit any business, not even a plan that would fit a certain industry. The aim is more or less to create examples for future translators and interpreters to fiddle with the attached models to find their own suitable ways.

Also of interest would be to find out, how entrepreneurship is taught in educating translators and interpreters: do the translators and interpreters feel that they have had enough education about setting up a business during their training. A questionnaire for translators and interpreters about their entrepreneurial education and knowledge about Business Model

Canvas was made to map out the situation. University teacher teaching entrepreneurship courses in the University of Helsinki was also interviewed to gain more knowledge.

1.2 Structure of the Thesis

The thesis begins with an introductory chapter, followed by the literature review. The literature review starts with defining the Business Model Canvas and its parts: key activities, key resources, key partnerships, value propositions, customer segments, channels, customer relationships, costs, and revenue streams, followed by how to get started with the Business Model Canvas. In literature review, there is also a look at the translation industry, and it will focus on a translator and an interpreter as entrepreneurs, translation or interpretation companies, and (freelance) translators and interpreters. The literature review will end in a chapter about productization.

Following the literature review there is a methods chapter. In this chapter, the following parts of the thesis are covered: setting, sample selection, data collection practice, data analysis, followed by ethical concerns and the chapter ends in trustworthiness of the study. Findings follows the methods chapter. In this chapter, the questionnaire and the interview data are analysed in detail.

After findings, discussions and conclusions chapter follows. This chapter is divided into four subchapters: research summary, practical implications, limitations of the study, and suggestions for further research. List of references is gathered in the end of this thesis, followed by several appendices.

2 LITERATURE REVIEW

This literature review covers first the Business Model Canvas (also known as BMC) thoroughly and then the focus is on the translation industry presenting both the working worlds of a translator and an interpreter (while also focusing on the education aspect as well). There is also a look on the freelance industry. Lastly, there is a short description about productization.

2.1 Business Model Canvas

Just like Chesbrough (2007, p. 12) mentions, every single company actually has a business model; some just do not articulate it. The most important factors of a business model are value creation and value capture: how to satisfy the customer and how to capture value from that. The purposes of a business models are to clarify value proposition or the offering, to define the target market, to identify the value chain, to articulate how revenue is created, to set where the firm is situated in the ecosystem, and to create a competitive strategy over competitors. (Chesbrough, 2007, pp. 12–13). Osterwalder (2004, p. 14) defines business model simply as something that predicts "buying and selling goods and/or services" and how to earn money with that. Osterwalder (2004, p. 20) adds that "business models help to capture, understand, communicate, and share the business logic".

Business Model Canvas (BMC) is a tool created by Alexander Osterwalder and Yves Pigneur that helps entrepreneurs visualize their business models. It has four main areas of business: infrastructure, offer, customer, and finances (similar to Osterwalder's dissertation model that also has four components: product, customer interface, infrastructure management, and financial aspects). Under these main categories, there are nine different essential components; activities, resources, partnerships, value propositions, customer segments, channels, customer relationships, costs, and revenue streams. It can be described as a blueprint for the company's strategy. (Osterwalder, 2004, p. 42; Osterwalder and Pigneur, 2010, p. 15; Greenwald, 2012)

As Business Model Canvas is a rather simple model, BMC has also received some criticism. Martikainen, Niemi, and Pekkanen (2014, p. 319) criticize that the model does not take a look at all the areas of a business. Still, Martikainen, Niemi, and Pekkanen (2014, p. 319)

point out that the model highlights the most necessary elements in creating the first steps of a starting service business.

Below is a copy of a blank Business Model Canvas (Figure 2). A larger size version can be found in Appendix 1 as well. The illustrations in the chapter titles of the following subchapters are from Osterwalder and Pigneur's book *Business model generation: a handbook for visionaries, game changers, and challengers*.

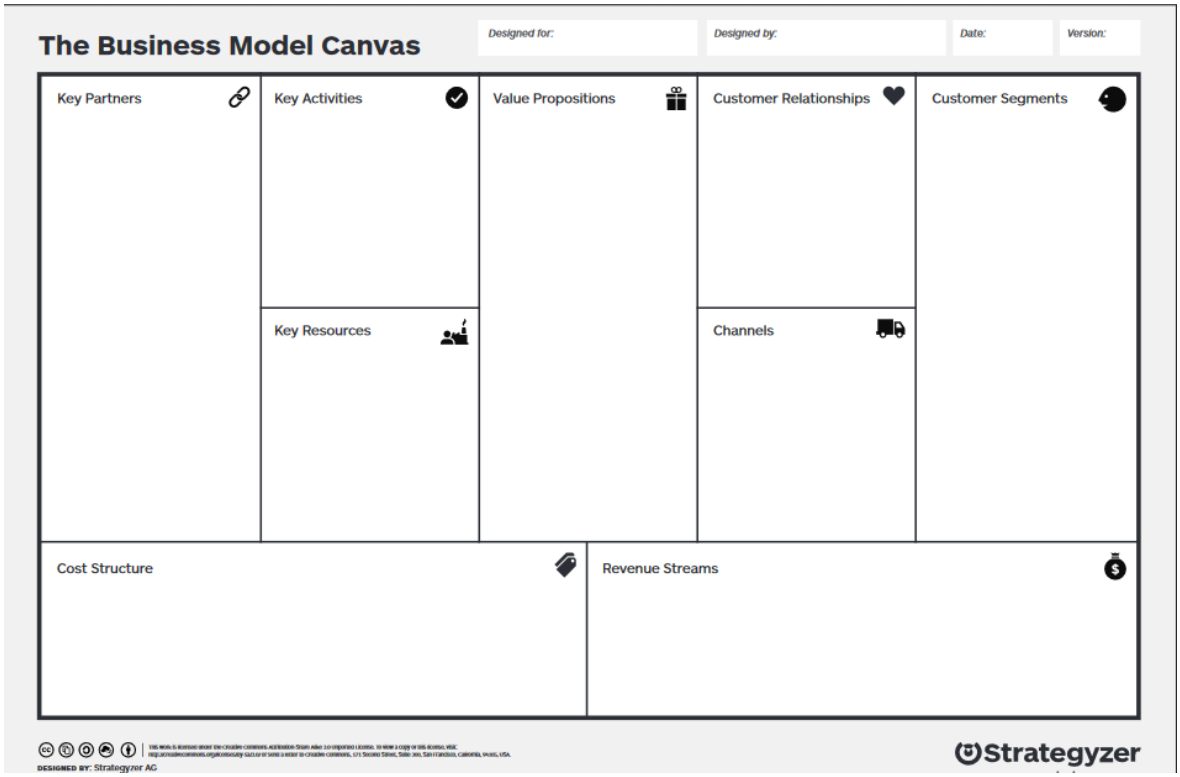

Figure 2: Business Model Canvas, source: Strategyzer (no date)

2.1.1 Infrastructure

There are three key elements in the basis of Business Model Canvas: key activities, key resources, and key partnerships. Activities include the most important activities that need to be executed to create value proposition. Resources mean the resources that are needed for creating value for the customer. Partners, who help to reduce the risks and with whom to optimize operations are called the key partnerships. (Forth, no date) Infrastructure is all about answering to question how value is created in a company (Osterwalder, 2004, p. 79). The three parts of infrastructure; key activities, key resources, and key partnerships, are described in detail in the following subchapters.

2.1.1.1 Key Activities

This block of Business Model Canvas describes the most important activities a company must do, so that the business model works. These are required, just like key resources, for creating and offering value proposition, maintaining customer relationships, and earning revenue. Key activities are also different for different companies depending on the business model type. What remains to be answered are the following questions: what key activities are needed to be fulfilled for the value propositions, distribution channels, customer relationships, and revenue streams. Key activities can be categorised into three key categories: production, problem solving, and platform/network. (Osterwalder and Pigneur, 2010, pp. 36–37)

Production includes everything related to design, make, and delivery of a product. This activity is very dominant for businesses, where manufacturing is a key feature. **Problem solving** is another type of key activity, and it is important for companies like consultancies and other service organizations. For these types of companies, knowledge management is of importance. The final category is **platform/network**, and it is used in such companies, where, for example, a software functions as a platform. The key activities in this category are, for instance, subjects relating to platform management and promotion. (Osterwalder and Pigneur, 2010, p. 37)

2.1.1.2 Key Resources

What are the most important assets that are required for the business model to work? This is where key resources are needed. The list of needed key resources differs from company to company; they can be physical, financial, intellectual, or human resources. There is also no need to own the key resources, as some key resources can, for example, be leased or acquired from key partners. The questions that need to be answered in key resources include what key resources are needed for value propositions to be achieved, and what are needed for distribution channels, customer relationships, or even revenue streams to generate. Key resources can be divided into four categories: physical, intellectual, human, and financial resources (Osterwalder and Pigneur, 2010, p. 34)

Physical resources include physical assets like manufacturing facilities, buildings, machines, and so on. Physical resources tend to be capital-intensive. **Intellectual resources** are commonly known as brands, patents, copyrights, partnerships, databases, and so on. They can be hard to gain, but they create a lot of value when successfully created. For example, many software companies rely on their intellectual property as a key resource. Another key resource is **human**, and it can be said that every company requires at least some human resources. Human resources are especially important in knowledge-intensive and creative industries. Finally, there are **financial resources**, which include for example cash and lines of credit. (Osterwalder and Pigneur, 2010, p. 35)

2.1.1.3 Key Partnerships

The network of suppliers and other partners are listed as key partnerships, as these make the business model work. Key partnerships are made for different reasons with different operators: to reduce risks, to optimize business model, or to acquire resources. There are four types of key partnerships: strategic alliance (with non-competitors), cooperation (with competitors), joint ventures (new businesses), and buyer-supplier relationship (assuring supplies). The questions set here are: who are the key partners or the key suppliers; which resources are achieved via which partners, and what kind of key activities are performed by key partners? Motivation for creating partnership can be divided into three categories: optimization/economy of scale, risk reduction/uncertainty, and acquiring resources/activities. (Osterwalder and Pigneur, 2010, pp. 38–39)

In the most basic form, the partnership for a buyer-supplier relationship is to "optimize the allocation of resources and activities", as it would not be wise for many companies to own all of their resources and produce all of the activities by themselves. **Optimization and economy of scale** is often done in cooperation to reduce costs. Often there is outsourcing or sharing facilities involved in the process. (Osterwalder and Pigneur, 2010, p. 39)

Reducing risks is important in an environment that can be characterized as uncertain. **Reduction of risk and uncertainty** is often the case, when competitors form an alliance in one area of business, while still competing in another. (Osterwalder and Pigneur, 2010, p.

39). One example is the alliances made by different airline companies, so that there is no need for an airline company to cover all the routes by itself.

Another motivation for a key partnership is **acquisition of particular resources and activities**. Only few companies can own all of their resources or produce all of their activities: the key is to rely on other companies to cover some of the resources or activities. These partnerships can include acquiring knowledge or even access to customers. (Osterwalder and Pigneur, 2010, p. 39) For example, many mobile phone manufacturers rely on Google's Android as an operating system instead of developing an operating system themselves.

2.1.2 Offer: Value Propositions

Another large part of Business Model Canvas is the offer. This part covers the value propositions. The products and services that are made to fulfil the customer needs are value propositions. Value proposition is also what differentiates a company from its competitors. (Forth, no date)

Value proposition is closely knitted with customer segment: how to create value for a specific customer segment. It is also the reason why a customer would choose one company over another. (Osterwalder and Pigneur, 2010, p. 22) Osterwalder (2004, p. 50) also defines value proposition(s) as creating value especially for the target customer and that it includes taking advantage of the company's capabilities.

There are several questions to consider when thinking about the value proposition(s) for the customer segment(s): what value is given to the customer? What is the customer's problem that the company is solving and what needs are satisfied? What product(s) and/or service(s) is/are offered and to which customer segment? These are just some of the questions to take into consideration when thinking about the value propositions for the customer segments (Osterwalder and Pigneur, 2010, p. 23).

There are several different types of value proposition that can be created. Some of them are quantitative and some are qualitative value propositions. There are some quantitative and

qualitative value propositions listed below, although it needs to be pointed out that a lot more can be added to these lists.

Quantitative value propositions include, for example, the **speed** of service (Osterwalder and Pigneur, 2010, p. 23). One aspect of quantitative value proposition is just **"getting the job done"**. This means just creating a simple way to fulfil the customer needs. Another quantitative value proposition is the **price**. It is very common to use price as a value proposition by offering "the same" product or service at a lower price for the customer. But an important aspect of lower pricing is that it will affect the whole business model; this is similar when, for example, low cost air travel is viewed. (Osterwalder and Pigneur, 2010, pp. 24–25)

Also qualitative value propositions exist. These values can be, for example, design, or customer experience (Osterwalder and Pigneur, 2010, p. 23). One of the elements of qualitative value proposition is the **newness** of the product. As Osterwalder and Pigneur (2010, p. 23) mention, this is often related to technology, especially mobile phone industry. Another aspect closely related to technology is **performance**, although it can also be considered in other products as well as services as well. Also, when it comes to qualitative values, **customization** is one aspect, where the customer can have tailored products and services for a specific need. **Design** can also be considered a qualitative value proposition, as one product can stand out from the crowd because of its design. Design is particularly viewed in fashion and in technology industries. Yet another qualitative value proposition is **brand/status**, where the customers find value by having a certain brand's products (like wearing a Rolex watch). **Cost reduction** is one way of having a qualitative value proposition: in this way, the company is offering the customer a solution that helps them to reduce costs. Another type of reduction is **risk reduction**, which means offering a guarantee for the item or the service offered, for example. **Accessibility** is also a qualitative value proposition, which means making the service or the product available for a crowd that has not been able to have it earlier. This can lead to new business model innovation as well. Finally, there is **convenience/usability**, making the product or service more convenient for the user (Osterwalder and Pigneur, 2010, pp. 23–25)

Then again, how is a great value proposition characterized? There are ten points that every company should strive for. First of all, a great value proposition is embedded in the business model. At second comes the customer: what matters most to the customer of the company. Third, the focus should be on customers, who are not satisfied, or whose problems are not solved. Next comes targeting some of the "jobs, pains, and gains" really well. After that, the company should have a focus on other than functional jobs. At sixth, the company should see how the customer measures success. Then, the concentration should be on problems that many people have. After that comes differentiating the company from the competitors. At ninth place there is outperforming the competitors. Lastly, the business idea should be hard to copy. (Osterwalder *et al.*, 2014, pp. 72–73)

2.1.3 Customer

When it comes to customers, there are three elements to take into consideration; customer segments, channels, and customer relationships. Customer segments refer to sets of customers that can be segmented through their needs. Channels, like the distribution channels, add to the company's value proposition: for example, in the case of a distribution channel, the question is to find a fast and cost-effective way to deliver the product. Customer relationship, on the other hand, means the type of relationship with the customer segment that the company wants to make, whether it be self-service or personal assistance, for example. (Forth, no date) Osterwalder (2004, p. 61) adds that the target customer is someone the company wants to direct its products and/or services to. The three elements of customer section are described in detail below.

2.1.3.1 Customer Segments

One key element in all businesses, whether they are offering services or producing physical items, is the customer. As Osterwalder and Pigneur (2010, p. 20) put it, a company without profitable customers cannot survive long. They add that there may be one or many, small or large customer segments for a business. But the important question that the company or an entrepreneur must ask is to which ones to ignore, and from there on to continue to focus on the most profitable ones and how to serve the needs of these customer segments. (Osterwalder and Pigneur, 2010, p. 20)

As Osterwalder and Pigneur (2010, p. 21) ask, when it comes to customer segments, the entrepreneur needs to focus on who the value is created for and who are the top customers. Osterwalder mention five different types of customer segments: mass market, niche market, segmented, diversified, and multi-sided platform.

Osterwalder and Pigneur (2010, p. 21) start with **mass market** saying that it does not make a distinction between customer segments, value proposition, distribution channels and customer relationships. As they continue, all of these belong to a large group, where the customers, in a large scale, have similar needs, wants and problems. An example that Osterwalder and Pigneur (2010, p. 21) give about mass market industry is the consumer electronics sector.

Niche market can be seen as the opposite of mass market. It focuses on targeting specific needs for specialized customer segments, value propositions, distribution channels and customer relationships: while in mass market, these were covered by similar needs, in niche market, the solutions are tailored to fit the specific need. One important aspect of niche market is the supplier-buyer relationship. An example mentioned about niche market, where supplier-buyer relationship is of importance, is the car part manufacturers, who depend on car manufacturers' purchases. (Osterwalder and Pigneur, 2010, p. 21)

Another type of customer segment is **segmented** market. This means that the customers can be segmented into different groups, where they have "similar but varying needs and problems". While the segments can have slightly different needs and problems, they can also have different value propositions. An example that is given by Osterwalder and Pigneur is a company that offers micromechanical manufacturing and design. While they have three different customer segments, they also offer three different value propositions (for watch, medical, and automation industries). (Osterwalder and Pigneur, 2010, p. 21)

Fourth type that Ostewalder and Pigneur (2010, p. 21) present is the **diversified** market. There, the company is involved with at least two customer segments with very different needs and problems. It will also mean having different value propositions for both or all the customer segments. The example that Osterwalder and Pigneur (2010, p. 21) give is Amazon's take on cloud-computing.

The last customer segment type that Osterwalder and Pigneur (2010, p. 21) explain is the **multi-sided platform** that is also known as multi-sided markets. It is mentioned that some companies may have two or even more independent customer segments: an example is a newspaper, where readers are needed to attract the advertisers, who then again are the ones who finance the production. Here, both of the segments are needed for the business model to function: without readers, there would not be advertisers and without advertisers, there would not be production. (Osterwalder and Pigneur, 2010, p. 21)

2.1.3.2 Channels

How can a company reach its customer segment and offer the value proposition? This is completed via channels part of the Business Model Canvas. There are different channels that need to be taken into consideration: communication, distribution, and sales channels are of priority here. The channels not only raise the awareness of the company's products, but also helps the customer estimate the value proposition and purchase the product. Some of the important questions to be asked are how customer segments want to be reached and how is the company reaching them at the moment, are the used channel integrated and which are the best ones. (Osterwalder and Pigneur, 2010, pp. 26–27)

Osterwalder and Pigneur (2010, p. 27) list five phases that channels have: **awareness** (raising awareness about the company products/services), **evaluation** (help customers estimate value proposition), **purchase** (how customers are allowed to purchase products/services), **delivery** (how is value proposition delivered), and **after sales** (what is the post-sales support for the customer). Some channels can cover all of these phases, others cover only one or some proportion of these five phases. It is very important to find the right way to reach the customers for forwarding the value proposition to the target customers. Channels can be direct owned channels, for example a sales team from in-house, or indirect, like a store operated by the company. Channels can also be indirect partner channels, for example partner-owned web site.

2.1.3.3 Customer Relationships

The purpose of customer relationships is to describe, what kind of relationships the company has with a specific customer segment. This can be automated or personal, and it can be driven by different motivations: acquiring new customers, retaining old customers, or boosting sales. The important questions to be asked in customer relationship segment is that which customer relationships has the company established and how much does this cost as well as how integrated are the customer relationships with the rest of the business model. Customer relationships can be divided into six categories that are described in detail in the following subchapters. (Osterwalder and Pigneur, 2010, pp. 28–29)

Personal assistance rests upon human interaction. There is always communication between real people involved, so that the customer can get help from the company's representative during or after the sales have been completed. There are many ways to complete this task, like face-to-face communication, email, call centers and other means. (Osterwalder and Pigneur, 2010, p. 29)

Dedicated personal assistance is similar to personal assistance, but the difference is that there is a representative from the company that helps a certain customer specifically with his or her problems. It often takes a long period of time to develop into a trusted relationship. In many companies the sales representatives have their focus on the most important customers. (Osterwalder and Pigneur, 2010, p. 29)

With **self-service** relationship, the company does not maintain a direct relationship with the client; the company only provides the tools for the customer to help themselves. Very close to self-service is **automated service**, where the service is provided for the customer via automation. These types of services include, for example, a web site offering its clients books to purchase based on their earlier purchases. (Osterwalder and Pigneur, 2010, p. 29).

It is also a possibility to maintain (online) **communities**, where the customers can exchange knowledge and help other customers. Online community can also help the company understand their client base better, for example by going through the challenges that the customers have faced when using the product. (Osterwalder and Pigneur, 2010, p. 29).

Lastly, Osterwalder and Pigneur (2010, p. 29) list **co-creation** in customer relationships. This means creating something of value with the customers. Some companies let the customers write reviews, some ask for assistance with the product design or other innovations, or otherwise creating content for the other users/customers.

2.1.4 Finances

As of finances in Business Model Canvas, there are two parts: cost structure and revenue streams. Cost structure refers to the financial consequences that occur when fulfilling the business model. Revenue streams, then again, refer to how the company can make income from the distinguished customer segments. (Forth, no date) Finances show the logic behind the company on how it makes profit (or loss) and thus, the potential to survive in the competition (Osterwalder, 2004, p. 95). The two categories, cost structure and revenue streams, are represented in the following subchapters.

2.1.4.1 Cost Structure

Cost structure basically means all of the costs that incur when the business model is operated: creating value, maintaining customer relationships, or generating revenue. First, the key elements needs to be defined: key resources, key activities, and key partnerships. The questions to be asked about cost structure are what are the most important costs for the business model, and what are the most expensive key resources or key activities. (Osterwalder and Pigneur, 2010, pp. 40–41)

One important aspect of cost structure is to divide it into cost-driven and value-driven structures, as it is likely that a company fits one or the other. **Cost-driven** focuses on minimizing costs on every possibility. The aim is to have the leanest cost structure: low price value proposition, automation wherever possible, and using outsourcing if possible. Low-cost airlines are typical examples of cost-driven structures. The other possibility, **value-driven** structure, focuses more on the value creation. Premium value is created, for example, by using personalized or tailored services for the customer. An example of this is a luxury hotel. (Osterwalder and Pigneur, 2010, p. 41)

There are four characteristics that cost structures may have: fixed cost, variable cost, economies of scale, and economies of scope. **Fixed cost** remains the same no matter how high or low the volume of production is. These include, for example, rents. Typically, the proportion of fixed costs are high in manufacturing companies. **Variable costs**, on the other hand, vary proportionally depending on the volume of production (like the amount of material needed for producing a product). Some companies can benefit from the cost advantages of **economies of scale**, for example a company that buy bulk purchases, as this results in a cheaper unit price. Another cost advantages include **economies of scope**, where the company in question has a larger scope of operation, as the same activity can support multiple products or services.(Osterwalder and Pigneur, 2010, p. 41)

2.1.4.2 Revenue Streams

Revenue stream shows how money is generated from each customer segment. Like Osterwalder and Pigneur (2010, p. 30) put it, "if customers comprise the heart of a business model, revenue streams are its arteries." There may be more than one revenue stream from each customer segment and the revenue streams can have different pricing mechanisms (such as bargaining, market dependent, volume dependent, or fixed list pricing). There are two types of revenue streams: from one-time customers, or ongoing payments. Important questions to be asked when thinking about revenue streams are: what are the customers willing to pay, what are they paying, how are they paying, and how would they prefer to pay. (Osterwalder and Pigneur, 2010, pp. 30–31)

Asset sale is one of the most common way of revenue streams to derive. It basically means that the company sells the rights to own a physical item. Asset sale can occur in stores or online. (Osterwalder and Pigneur, 2010, p. 31)

Usage fee is collected from a use of a certain service: the more the customer uses the service, the more he or she pays. One example of this is how telecom operators charge for minutes the customer uses their phones to call somebody. (Osterwalder and Pigneur, 2010, p. 31)

Another type of revenue stream comes from **subscription fees**. This is done by selling continuous access to a service. A typical example of this is a gym membership fee, where

the client gets an access to the gym by paying a monthly fee. (Osterwalder and Pigneur, 2010, p. 31)

To give someone a right to use an asset for a temporary, but a fixed period is called **lending, renting,** or **leasing**. An example is renting a car by an hourly rate. (Osterwalder and Pigneur, 2010, p. 31)

Licensing is also a revenue stream that generates when the customer gets rights to use intellectual property for a licencing fee. There is no need to manufacture a product when it comes to licensing, and it is very common in media industry.(Osterwalder and Pigneur, 2010, p. 31)

Brokerage fees generate from services that are performed by two or more parties. A common example of this is a credit card provider, who take a percentage of the value of the sales transaction, or a real estate agent, who earns commission as they match a buyer and a seller. (Osterwalder and Pigneur, 2010, p. 32)

Finally, in revenue streams, there is **advertising**. This means that the company gains fees for advertising products, services, or brands. It has become more common in, for example, software industry to rely on advertising revenues, as it has traditionally been used more with, for instance, the media industry. (Osterwalder and Pigneur, 2010, p. 32)

Under revenue streams, Osterwalder and Pigneur (2010, p. 33) list pricing mechanisms for fixed menu pricing (predefined, based on static variables) and dynamic pricing (change based on conditions). The Table 3 illustrates the pricing mechanisms of both sides.

Pricing Mechanisms			
Fixed Menu Pricing		**Dynamic Pricing**	
Predefined prices based on static variables		*Prices change due to market conditions*	
list price	Fixed prices for individual products, services, or other value propositions	*negotiation (bargaining)*	Price negotiated between two or more partners depending on negotiation power and/or negotiation skills
product feature dependent	Price depends on the number or quality of value proposition features	*yield management*	Price depends on inventory and time of purchase (normally used for perishable resources such as hotel rooms or airline seats)
customer segment dependent	Price depends on the type and characteristic of a customer segment	*real-time-market*	Price is established dynamically based on supply and demand
volume dependent	Price as a function of the quantity purchased	*auctions*	Price determined by outcome of competitive bidding

Table 3: Pricing mechanisms for revenue streams, source: Osterwalder and Pigneur (2010, p. 33)

2.1.5 Business Model Canvas: How to Get Started?

Using the Business Model Canvas does not mean that every company has to start from the same point (for example, the customer). However, the end is always the same: how to address the "jobs, pains, or gains" of the customer. Osterwalder *et al.* (2014, pp. 88–89) have listed 16 different starting points of where to begin with the Business Model Canvas.

The environment of where the business model exists is one place to start. First, the idea is to take a look at other sectors or industries: is there an existing model somewhere that could fit the company? Value can also be created from new technology trends, or it is a possibility to take advantage of new regulations. Of course, one possibility is also to come up with something totally new that the competitors cannot copy. Adapting the existing value proposition to new segment is also a prospect. Thinking about the macroeconomic trends may also lead to new beginnings. (Osterwalder *et al.*, 2014, pp. 88–89)

If the business model environment does not seem a successful place to start, the current business model(s) should be the next in line. One way is to create value proposition based

on a new partnership, or to put the existing resources into new use and build on them. A possibility is also to alter the cost structure and thus, lower prices. Leveraging existing channels can help find new value propositions, or trying to give away the core products. (Osterwalder *et al.*, 2014, pp. 88–89)

The companies value proposition can be divided into two parts: the value map and customer profile. When it comes to value map, one way is to focus on certain customer profile's "gain creator" (the benefits a customer gets) more. Just imagining a new product or service can lead to new innovations, or finding a new solution for an existing problem. On the customer profile side, trying to focus on the unrealized benefits of a product, or to help customer do something in a more convenient way, or to find a way to solve the problems the customer might have may have potential, too. (Osterwalder *et al.*, 2014, pp. 88–89)

2.2 Translation Industry

It has been listed that the Bachelors of Humanities and Masters of Arts from language studies often become translators and interpreters. Many work as an entrepreneur, for a translation agency, or for different companies. Public sector is also a large employer and there is a need for translators and interpreters in ministries, municipalities, and for the organizations in European Union. (Lehtonen, no date) According to the Translation Industry Professionals KAJ, 44 percent of the members of this trade union (a community of 2 200 professionals) are translators and/or interpreters. KAJ lists the most likely titles of its members, which are listed in the Table 4 below.

List of job titles, members of KAJ
Translator
Interpreter
Subtitler
International affairs coordinator
Language specialist
Translation coordinator
Project manager
Project leader
Technical writer
Terminologist
Communication specialist
Reseracher
Export specialist
Export manager
Communications manager
Documentation specialist
Localisation specialist

Table 4: Job titles, KAJ members, source: KAJ (2014)

The labour market in translation and interpretation industry is led by the freedom of contract: there are no generally binding collective agreements. Also, the industry is filled with small entrepreneurs: thus, every translator and interpreter needs to be able to negotiate a contract with the customer. (Suomen kääntäjien ja tulkkien liitto, no date c)

What is also somewhat disturbing in the language industry is the income: even though, for example, an interpreter in Finland will most likely have a Master's level education and especially the entrepreneurs in this field are constantly educating themselves, still half of the entrepreneurs and freelancers in interpretation field feel that the compensation paid for the interpretation services are decided by the customer. Approximately 64 percent of the entrepreneurs and 67 percent of the freelancers in interpretation field are not happy with the level of compensation. (Gorschelnik, 2018).

The compensation for AV translators (including subtitling, dubbing, and voice-over) has been covered in the media. The wages and compensations in this sector of the translation industry were plummeting, as pricing was the biggest factor for translation agencies. Finally, after six years of battling, a collective agreement on this sector was signed. (Filpus, 2015)

The compensation of translators of fiction and literature has been discussed in recent years in the media, as well. It has been mentioned that the compensation for fiction translators is about a third of the average income of a Finnish worker. (Seikkula, 2015)

2.2.1 Translator: Studies and Entrepreneurship

Most translators and interpreters in Finland have graduated as bachelors and masters from different universities and other institutes. In translation studies, the priority in many universities is the translation of expository texts (for example, agreements, articles, brochures on so on), but other options are available as well: audiovisual/AV translation, and translating non-fiction, for example. (Suomen kääntäjien ja tulkkien liitto, no date e). Translating is not subject to licence, but working as an authorized translator requires a degree of authorized translator. The studies of an authorized translator include theoretical and practical studies consisting of at least 6 ECTS. (*1232 /2007: The decree regarding authorized translators*: The Finnish Council of State, 2007; *1231/2007: The law regarding authorized translators:* The Finnish Parliament, 2007)

Translating can be studied in five different Finnish universities. The University of Helsinki offers the studies of translating English, Swedish, German, Russian, and French. The University of Eastern Finland in Joensuu has to offer teaching in translation studies in English, German, and Russian. The University of Tampere provides a selection of translating courses in English, German, Russian, French and Swedish. The University of Turku provides studies in translating English, French, German, Spanish, and Italian. Earlier there have been translation programmes in the University of Vaasa, but they have recently moved to the University of Jyväskylä, where it is possible to study English, German, and Swedish. (Suomen kääntäjien ja tulkkien liitto, no date i)

According to The Finnish Association of Translators and Interpreters SKTL, there are many types of work that a translator may do. Translating literature is one of them and it includes both fiction and non-fiction. Translating expository texts is another type of translation job, and it includes translating for example manuals, web sites and marketing material. Authorized translators can also translate certificates, for instance. Yet another type of translation is AV translation that involves translating TV programs, movies, games and so on. Translators can also work in research. (Suomen kääntäjien ja tulkkien liitto, no date d).

2.2.2 Interpreter: Studies and Entrepreneurship

Many previously mentioned universities teach courses in interpretation as well, but there are also dedicated for interpretation alone. Diaconia University of Applied Sciences has a degree programme for community interpreters (Suomen kääntäjien ja tulkkien liitto, no date i). There is also a specialized occupational degree in court interpreting arranged, for example, in Tampere Adult Education Centre TAKK (TAKK, no date).

According to The Finnish Association of Translators and Interpreters SKTL, an interpreter can specialize in conference interpreting, court interpreting, or community interpreting. Different customers for interpreters include for example different organizations, authorities and companies. Especially community interpreters need to communicate with different authorities, like the police, the court, and the health care industry. Also interpreters can work in research (Suomen kääntäjien ja tulkkien liitto, no date d, no date g).

The European Commission is also a large employer for interpreters, and it uses several different modes of interpretation. Consecutive interpreting is used after the speaker has spoken, while simultaneous interpreting takes place during the speaker is speaking. Retour interpreting means working to the interpreter's passive language. Cheval interpretation means that the interpreter works in two booths during the same interpretation. Whispered interpretation includes the interpreter interpreting simultaneously into the ear of the participant. Relay interpreting means interpreting indirectly, via another language (for example interpreting from Finnish into Swedish via English). (The European Commission, no date)

2.2.3 Entrepreneurship: Setting up a Translation or an Interpretation Company

As Helin (2006, pp. 70–72) mentions, a translator needs to have the skills to translate everything from expository texts to manuals to official documents and there may even be a need to localize. Some translators have to tackle with the problems that arise from AV translation: subtitling, dubbing, and commentaries. In interpretation, the interpreter needs to have skills in different languages and cultures. When it comes to the business idea of a translation or an interpretation company, the translator or the interpreter needs to choose

where to focus: it can be for example focusing on a specialized area of translating, like legal and administrative texts. Interpreter, on the other hand, needs to take a look into different terminologies depending on the interpretation task: if the task is to interpret immigration interview, the interpreter needs to manage this vocabulary.

Helin (2006, pp. 72–74) adds that an entrepreneur is someone, who is either a self-employed person, a partner in a general partnership, a general partner in a limited partnership, or a person, who is in a leading position in a limited company. A translation or an interpretation entrepreneur, like all entrepreneurs, is liable for all the expenses in the company. In Finland, one of the greatest differences between an employed and a self-employed person is the social security: an entrepreneur needs to cover their own social security. Other differences include covering holidays, pension insurance (*YEL*; *yrittäjän eläkevakuutus*), and insurance premiums.

There are some requirements that need to be taken care of when starting a business, as authorities need to be informed about the start of a new company. First is the basic declaration to the business register: all entrepreneurs are listed in this database. Then, a business licences need to be checked, but as translating or interpreting is not subject to licence, there is no need for a business licence. Third point is the declaration of Value-Added Tax with the tax office, and also Advance Tax Declaration needs to be taken care of. Pension and Accident Insurance comes on the sixth place, and finally, there is the Notification into the Labour Protection District. (Kinkki, Isokangas and Gore, 2003, pp. 433–434)

To start a translation or an interpretation company, the company form needs to be decided. There are several options to choose from in Finland. Working as a translator or interpreter is not subject to licence. **Proprietorship** (*toiminimi; tmi*) is the easiest to set up, and it is less bureaucratic than other forms of companies. The profit in a proprietorship is divided into capital income and earnings. The bookkeeping in a proprietorship can be simple entry, even though double entry is acceptable as well; balance sheet is not needed. Duty to report value added tax is the same for proprietorships as it is for the other forms of companies. (Helin, 2006, pp. 75–77)

There are two types of companies in Finland, where the "members" of the company are called partners: **general partnership** (*avoin yhtiö; ay*) and **limited partnership** (*kommandiittiyhtiö; ky*). There needs to be at least two partners, and they can be either actively involved in the company, or silent partners. Limited partnership consists of at least one general partner and one silent partner; in general partnership, the liability (for example debts) is jointly and severally divided between partners. The taxation is done in a similar way than in a proprietorship, as the profit is divided into capital income and earnings. The downside in general partnership or limited partnership is more bureaucracy than with proprietorship. (Helin, 2006, pp. 77–78)

Limited company (*osakeyhtiö; oy*) needs to have a share capital of at least 8 000 euros. The greatest difference between proprietorship, general partnership, and limited partnership is that a limited company is liable to pay taxes independently; thus, the shareholders are not liable to take responsibility of the undertaking of the company. A limited company needs to have a board, a managing director, and a shareholders' meeting, where the use of profit is decided. An accountant outside the company audits the books. The bureaucracy in a limited company takes a lot of effort, and the required double entry bookkeeping, as well as the auditing, can create extra costs for the company. (Helin, 2006, pp. 78–80)

Another possibility is to form a **cooperative society** (*osuuskunta; osk*). There are certain rules when it comes to cooperatives, such as there needs to be at least three founders. Cooperatives are taxed in a similar manner like limited companies; according to tax on capital percentage. If there are at least seven members in a cooperative society (thus creating a cooperative capital less than 15 percent per person), the person is regarded as an employee, not as an entrepreneur. What this means in practice is that the person is entitled to daily unemployment benefit that an entrepreneur is not justified. (Helin, 2006, pp. 80–82)

2.2.4 (Freelance) Translators or Interpreters

Fellman-Paul (2006, p. 95) lists that there are at least 11 different tasks that a freelance translator needs to cover. The list is not only suitable for freelance translators and interpreters, but also in many cases for entrepreneurs as well as even for employed translators and interpreters. These tasks are listed in the Table 5 below.

	What an independent freelance translator (interpreter) needs to take care of:
1	Acquiring furniture and equipment in the beginning
2	Acquiring work related articles, such as dictionaries
3	Filling up different forms for authorities to start a business (e.g. income tax, pension insurance)
4	Opening a bank account, deciding on pricing
5	Marketing and acquiring customers
6	Negotiating with the customer
7	Translating(/interpreting) and background work for that (terminology etc.)
8	Delivering the service for the customer
9	Invoicing
10	Keeping books about the assignments and archiving them
11	Taking care of payment transactions

Table 5: Tasks for a freelance translator/interpreter, source: Fellman-Paul (2006, p. 97)

The pricing, as listed as the fourth task on the list, for example, in a translation or an interpretation company can be figured from several possibilities. One is **cost basis**; the basis of the price is how much the service has cost. (Kytökarhia-Agopov and Laakso-Tammisto, 2006a, p. 114)

Another type is **demand basis**, where, for example in the case of a translation job, the assignment is needed fast; thus, the translator can charge more, as the customer is likely to be willing to pay more for the faster pace. Demand basis can also be used when the translator or the interpreter is offering something that is hard to come by; in the case of language industry, this can be a rare language pair, for example. Demand basis is also a potential factor when the translator offers something extra for the customer, like a glossary, or the layout for the translated text. (Kytökarhia-Agopov and Laakso-Tammisto, 2006a, pp. 115–116)

Market situation basis pricing has to do with the state of the market. Especially in the translation industry, it has been visible that the prices of the translations (and thus, the compensations for the translators) have declined. The price level in this situation is decided by the customer, not the provider of the service. (Kytökarhia-Agopov and Laakso-Tammisto, 2006a, pp. 116–117)

Kytökarhia-Agopov and Laakso-Tammisto (2006a, p. 117) add another type of pricing basis, **differentiating basis**, where the pricing is divided between key customers and other

customers. The key customer can have priorities or benefits that others do not have. Also, the pricing can be different for the customer is a private person than when it is a company.

Another big part of a translation company is to market the company and to acquire customers. One way to start a company is to make even a short **market research**: what kind of needs exist in the market, what can the company offer for the customers, who needs translations, and so on. As this is done, it is possible to outline the **target group**: what should and should not be done, what is the area of specialization, is it possible to cover other tasks than translating/interpreting (like transcribing dictations), and so on. As the target group is clarified, there may be a need to invest on, for example, new software or hardware to cover all these areas. **Customer segmentation** is also sometimes used in translation and interpretation companies: the customers are divided into smaller groups, where needs are similar. The benefit of customer segmentation for a translator/interpreter is that the company can be profiled as a producer of certain type of services, for example a translation company focusing on tourism and hospitality, or an interpretation company focusing on immigration (Kytökarhia-Agopov and Laakso-Tammisto, 2006b, pp. 130–133)

Other parts of marketing and maintaining customer relationships in translation/interpretation company is **specialization**: what is the advantage over the others? For example, many translation companies specialize in something: medicine and health care, technology, law, or other industry. Another one is **networking**, both inside the translation/interpretation industry as well as outside. Different ways to network are colleague networks, student networks, language and culture societies, other translation companies, consultancies, chambers of commerce, and different experts (for example a friend, who is a doctor, may help with the terminology in health care texts). **Authorized translator** can also use the title as an advantage, and different types of **print, web and other marketing** (like business cards) can be taken into consideration. One way of representing the company is to take part in **fairs**, like the book fair. List of **reference works** and a **CV** are handy when marketing the company, but also when applying for grants. Some even keep a portfolio of their translation assignments. **Accessibility** is also a factor, and it means, for example, that the email and the phone connection are working properly. Also, a manner of polite behaving and representing self is a factor that can be considered as "**personal marketing**". Finally, there is the **post-**

marketing and feedback, as it is very important for a translator or an interpreter to gain feedback to develop self (Kytökarhia-Agopov and Laakso-Tammisto, 2006b, pp. 133–142)

2.3 Productization

As value proposition is one of the key features in Business Model Canvas and other business plans, creating a business plan for a translation or an interpretation company is no exception: the product matters. When it comes to specialized services or services created by specialists of some sort, productization (how to make a service into a product) often comes up. But what does it include? Parantainen and Apunen (2011, p. 12) sum productization up into simple claim: productization means that the expertise will become the footing of all the marketing of the company.

Like Parantainen (2013, p. 113) puts it, there is not one definition for productization: some call well-productized machines productization, some celebrities are called productized, for some it is a way to have a commercial application for an invention of some sort. For the purpose of this thesis, when talking about productization, the focus is on services and products based on expertise and know-how (having a focal point on products and services related to translation and interpretation industries).

Productization can improve the company's efficiency in many ways: development has a clear goal, processes need to be analysed and systemized, and it brings better understanding on how to utilize the human capital. As the activities are systemized, the planning of the activities is improved, goals are specified, and so on, until finally, the expectations of the customer are clearer. (Sipilä, 1996, pp. 18–19)

Parantainen (2013, pp. 138–140) lists nine distinctive features of a good productization: first of all, the most important factor is to solve a critical problem. After that, the company should give a promise of solving that problem and giving a guarantee about that. On the fourth place is giving something concrete for the customer, even when producing a service: create videos, drawings, and use different formats to show the customer, what it is that the company is exactly making. Next is having a simple way of pricing. The sixth is coming up with a name that helps you differentiate from the competitors. Next part is making the product unable to compare with the competitors' products by having some distinctive features. On the eight

point comes a productized service that is easy to buy. Finally, do not highlight the fact that the service has been productized: focus on serving the customer's individual needs by having a certain amount of individualization and tailoring.

For productization, it is very important to know what is being sold: customer orientation is not enough when it comes to specialist services. Also, it is impossible to rely on just the knowledge or the knowhow: there is a need to describe the services and products that the company is offering. This is not only important for the customer (to know what they are getting), but also for the company (to have a crystal clear vision about the strategy). (Sipilä, 1996, pp. 50–51)

When it comes to the point that a service has been productized, it is time for product description. Sipilä (1996, pp. 74–77) lists 14 points for product description of a productized service in total: 1) the name of the product and a short description, 2) the purpose of use and benefit for the customer, 3) market potential, customers and goals, 4) competitors and what does the product replace, 5) fit to the company's strategy, 6) product description, 7) different versions of the product, 8) how to make the product into a concrete item, 9) references for marketing the product, 10) pricing, 11) delivery times, 12) people responsible for the product, 13) further development, and 14) the effect on action plan.

As there are lists on how to productize, there are also lists on what not to do when productizing. One is hiding the expertise, and other is targeting a new customer segment constantly. Another point that often leads to failure is not believing in the productization and its benefits. Fourth point is deciding what the customers want without asking from them. Next is focusing on (technical) aspects that the customer does not appreciate. Another factor is solving a problem, but it is not a critical problem. Finally, when it comes to productization, the company often underestimates the labour and development costs. (Parantainen, 2007, p. 28)

3 METHODS

In this chapter, methods used in the thesis is covered. This chapter consists of introduction, setting, sample selection and research respondents, data collection materials and practice, data analysis procedures, ethical concerns, and trustworthiness of the study.

3.1 Introduction

The main method in covering data about the usage of Business Model Canvas in translation and interpretation industry in Finland is a survey among the members of Translation Industry Professionals KAJ. Another method is interviewing university teacher Juha Eskelinen. He teaches a course called "Translator and interpreter as an entrepreneur" (*Kääntäjä ja tulkki yrittäjänä, TRA-Y316*) for the students of translation and interpretation studies in the University of Helsinki.

There are several methods that can be used in business research when it comes to quantitative methods. Osborne (2008, p. 67) defines some methods that are part of quantitative research methods: case study, survey, and experiment. All of these may include questionnaires, interviews, content analyses, and/or observations (Osborne, 2008, p. 67).

Likewise, with the quantitative methods, in business research, different qualitative research methods exist. Eriksson and Kovalainen (2008) list nine different categories in their book: case study, ethnography, grounded theory, focus group, action research, narrative, discourse analysis, feminist research, and critical research.

In this thesis, the closest idea is a case study, where there is a problem that is studied in depth (Bell and Waters, 2014): in this case, the problem of focus is how translators and interpreters use Business Model Canvas in designing their business plans and models.

Even though research is often divided between quantitative and qualitative research, there are no limitations to combine both qualitative and quantitative data and analyse both parts in one project (Eriksson and Kovalainen, 2008, p. 4). Hence, there are both quantitative and qualitative data analysed in this thesis as well.

Saunders, Lewis, and Thornhill (2015, p. 569) list three distinctive features that separate quantitative and qualitative data: 1) quantitative data is based on numbers, while qualitative data is based on images and meaning through words; 2) quantitative data collects results that are numerical and standardised, while qualitative data collects results that are non-standardised and require classifications; and 3) in quantitative data, the analysis is completed via diagrams and statistics, while in qualitative data, the analysis is completed via the use of concepts.

As this thesis covers both quantitative and qualitative data, it needs to be pointed out that different tools have to be used when analysing both data, and the trustworthiness of the data analysis.

3.1.1 Setting

For the qualitative side of this research, the interview was held via email to keep the tone of the interview more informal and to suit the schedule of the interviewee to answer whenever is best for him. The email was sent and answered in late November, 2018.

What comes to the quantitative (and partly, qualitative) side, the setting was executed online in May and June, 2018. The idea was to reach the members before the summer holiday season was reached. The reason for choosing to implement the research online was to gain reach as many members as possible, and thus, gain as many responses as possible, as it is rather effortless to answer online survey compared to, for example, a mail survey. Another reason for choosing online questionnaire was the easiness of collecting the results in a database that is convenient to analyse. Also, because the community of KAJ members consists of 2200 members (Käännösalan asiantuntijat KAJ ry, 2018), the cost of running a such a survey via mail could have not been covered in the scope of this thesis.

The launch of the questionnaire and the link for answering was informed via several channels, including in two newsletters of KAJ for the union members, in Facebook via several different groups and pages dedicated for translators and/or translating, and via other online communities (for example, forums).

3.1.2 Sample Selection and Research Respondents

As the thesis is made in cooperation with Translation Industry Professionals KAJ, the sample selection came naturally from the union's members who were willing to answer the questionnaire. While there are many translators that are not part of the union, still, the union provides an access to a large portion of working translators in Finland and thus, it was a natural choice to have cooperation with KAJ and its members: otherwise, to even find (mostly) independently working entrepreneurs to send the questionnaire to would have been an impossible task. Still, it needs to be noted that this thesis does not represent all the translators and interpreters working in Finland, because quite many do not belong to the union.

3.1.3 Data Collection Materials and Practice

The qualitative research method that was used in this thesis was an interview. Eriksson and Kovalainen (2008, p. 80) list three main types of interviews: structured and standardized, where questions are every time the same for each participant; guided and semi-structured, where there can be variation in questions; and unstructured, where there may be guiding questions, but the conversation is more free to develop. As a minor part of this research, there is one structured and standardized interview held for one university teacher. Like Eriksson and Kovalainen (2008, p. 82) mention, there will be preparations for the interview made, but still the tone of the interview should remain informal. Also, the questionnaire had several open-ended questions that are classified as qualitative part of the thesis.

The (partly) quantitative data for this thesis consist of the responses from a questionnaire sent to the members of Translation Industry Professionals KAJ. As Saunders, Lewis, and Thornhill (2015, p. 496) mention, quantitative data is often analysed using tables, graphs, and different statistical tools to, for example, make relationships within the data. Quantitative data can be categorical or numerical data (Saunders, Lewis and Thornhill, 2015, pp. 499–501). Still, there are open-ended questions in the questionnaire as well, so not all data collected from the questionnaire can be analysed numerically.

The data collected qualitatively is dependent on social interaction: it is more likely more varied and complex than quantitative data (Saunders, Lewis and Thornhill, 2015, p. 568). For qualitative data, there will be an email interview held with a teacher of entrepreneurship courses taught in the University of Helsinki, where translating and interpretation is taught as a major subject.

The questionnaire form and its translation to English can be found in the Appendices. The questionnaire consisted of closed-ended questions and open-ended questions. The questions consisted of background questions, closed-ended questions about the BMC and the education, and open-ended questions about the BMC.

The interview that was held was structured, as there was no chance to change, for example, the order of questions, as it was held via email. The questions that were asked from the university teacher are as follows (the questions have been translated to English, as the interview was held in Finnish):

1. How long have you taught in the University of Helsinki? How long have you taught the entrepreneurship course to translators and interpreters?
2. Do you have an entrepreneurial background?
3. Have you studied entrepreneurship yourself? If so, how do you use this knowledge?
4. Have you used business models during the course? Have you for example made a business model for an example company based on some business model template?
5. Do you know *Business Model Canvas* (BMC) by Osterwalder and Pigneur, have you tried using this model during the courses?
6. How do you feel about that the majority of the respondents (translators and interpreters) mention that there is not enough teaching about entrepreneurship in universities? Do you think entrepreneurship should be taught more in the universities? If yes, how?

The questions that were chosen in both the interview and the questionnaire were reviewed on how to gather information related to the hypothesis of the thesis. Also of interest was to focus on the educational aspect of the business model as well as on the use of BMC with

translators and interpreters who are working in the field of business. For example, the questionnaire was scheduled so that it was open to answer whenever the respondent had time during a timeframe of approximately two months. The questionnaire was made easy to fill in and consisted of mainly multiple option questions (but had optional open-ended questions as well to shed more light on the topic). The respondents were also given instructions on how to fill (especially the open-ended) questions by giving examples and so on.

3.1.4 Data Analysis Procedures

The data was analysed and the results can be found later in this thesis. Statistical techniques were applied where possible, and assumptions were made according to the data that was collected. The email interview was analysed differently than the questionnaire, as there are possibilities to make numerical analysis of the questionnaire data, while the quantitative data of the interview must be analysed differently. While the closed-ended questions were analysed numerically, the open-ended questions of the questionnaire were composed into a Business Model Canvas for translators and interpreters.

3.1.5 Ethical Concerns

The ethical issue related to this thesis comes to the amount of respondents to both the interview and the questionnaire: there was only one interviewee (although more interviewees were asked to participate, there was no luck finding suitable interviewees that were willing to take part in the interview), and the amount of respondents to the questionnaire was fairly low, although acceptable. The number of respondents was still enough to draw conclusions, and the interview is only a minor part of the thesis, so these two aspects have been addressed.

3.2 Trustworthiness of the Study

There are different ways to establish a research is trustworthy. The methods for trustworthiness are different for quantitative and qualitative data.

When it comes to quantitative data, numerical analysis will be used to validate (or falsify) the data. For qualitative data, reliability and validity are types of methods to estimate the trustworthiness of a qualitative research.

Trustworthiness was covered in having a numerical analysis of the questionnaire data covered later in this thesis. Also, the BMC composed on the open-ended questions in the questionnaire was compared with another BMC to see whether there are similarities or differences. The interview answers can also support (or hinder) the results of the data collected. Also, as the author of this thesis, I have a background in translation studies (Master of Arts in English translation), so the author has both practical and theoretical knowledge about translating, not just about the business side.

4 FINDINGS

There are several applications that can help in planning a Business Model Canvas or other business model forms for the company in question. In this thesis, a free web tool called Business Model Fiddle (Steenkamp, 2012) has been used to create a potential BMC for a translator or an interpreter in Finland.

4.1 Questionnaire

Questionnaire can be divided into three parts: background questions, questions about education, and questions about Business Model Canvas. All the questions were optional to answer (no questions were required to be answered to submit the form). Also, the questionnaire was in Finnish, so all the answers to the open-ended questions have been translated.

4.1.1 Background Data

There were 47 respondents in total in the survey concerning the translators and interpreters and how they use Business Model Canvas. Only approximately 2/3 answered to the background question of whether the person works as a translator (that is, someone who works with written languages), an interpreter (that is, someone who works with spoken languages), works both as a translator and an interpreter, or works as other linguist (for example, in research or education). Three out of four answered to work as a translator while one quarter mentioned to work as both a translator and an interpreter. Two other options did not get responses.

The same amount of people answered to question about the employment situation at the moment: 67,7 % answered that they work as self-employed and the next largest group was employed (25,8 %). Unemployed was chosen by one participant as was the option "[employment situation] other". Retired was not chosen by anyone. These options are illustrated in Figure 3 below.

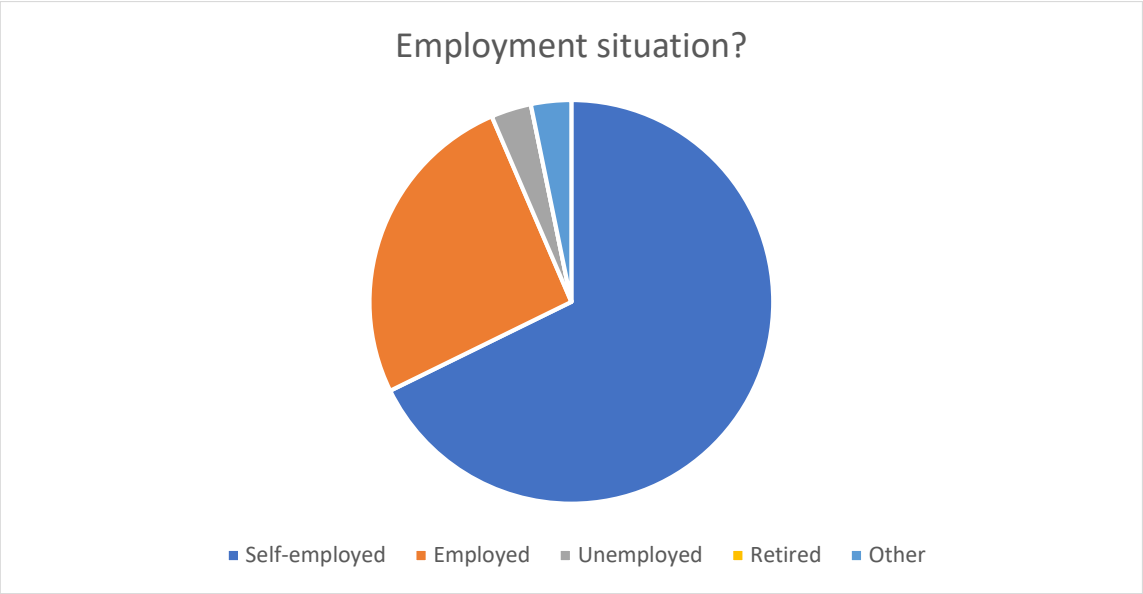

Figure 3: Employment situation of the respondents

The majority of the respondents (58,1 %) mentioned to have worked in the industry for more than 10 years. The next largest group was 3–5 years (22,6 %), followed by 6–10 years (12,9) and 1–2 years (6,5 %). There were no respondents who had worked for less than a year in the translation industry. This is illustrated in Figure 4 below. Because there were two clear groups, the respondents were divided into two age categories: the ones that have been in the industry for over 10 years, and the ones, who have been in the industry less than that. This division is illustrated in Figure 10 later in this thesis.

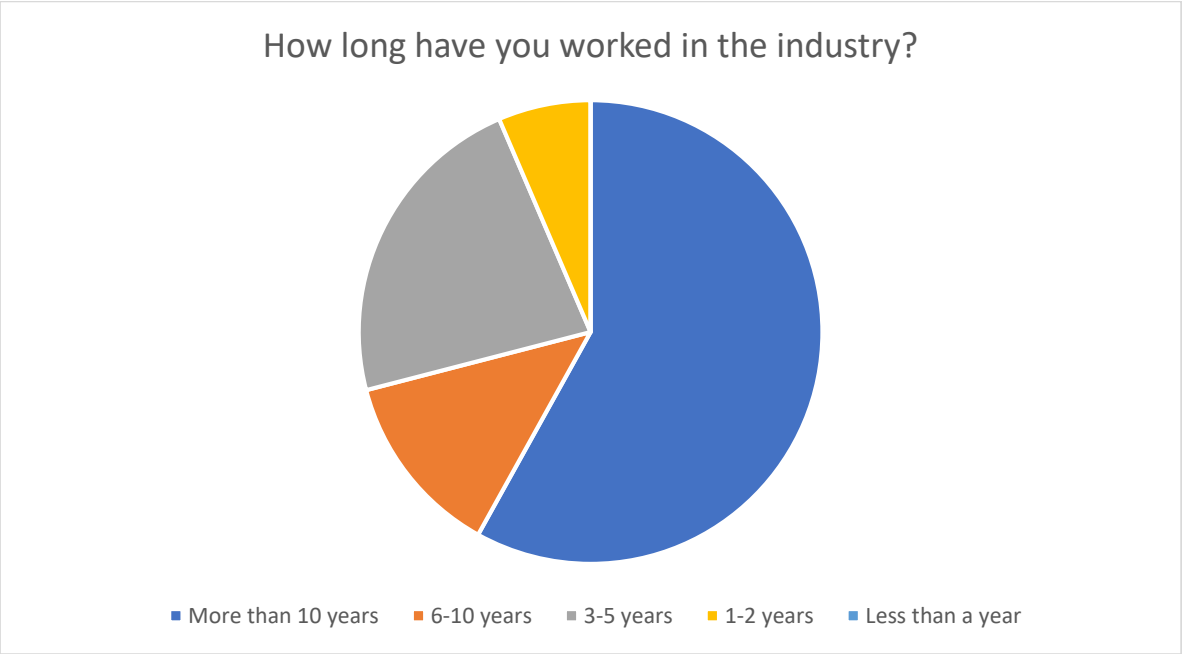

Figure 4: How long have worked in the language industry, responses to the questionnaire

Language pairs (from which languages to which languages the translator/interpreter translates or interprets) were versatile. The most common pairs were English/Finnish and Finnish/English, closely followed by Swedish as the other language. Also other Nordic languages were represented and languages such as German, French, Dutch, Estonian, Russian, Greek, Italian, and Arabic were mentioned as well.

When asked about whether the (self-employed) person had made a business model plan before starting a business, 45,5 % of the respondents chose "no / has not been written" and the same amount chose option "yes, not based on any particular model". Only two respondents had chosen a business model plan based on some model, and the model these respondents had chosen was actually Business Model Canvas. The amounts are illustrated in the Figure 5 below. The ones who had heard about BMC and used it in their business model plan mentioned that it was either "an extra task that they wanted to fulfil" or "it was the business model plan with which it was used to define the target group and sharpen the value proposition".

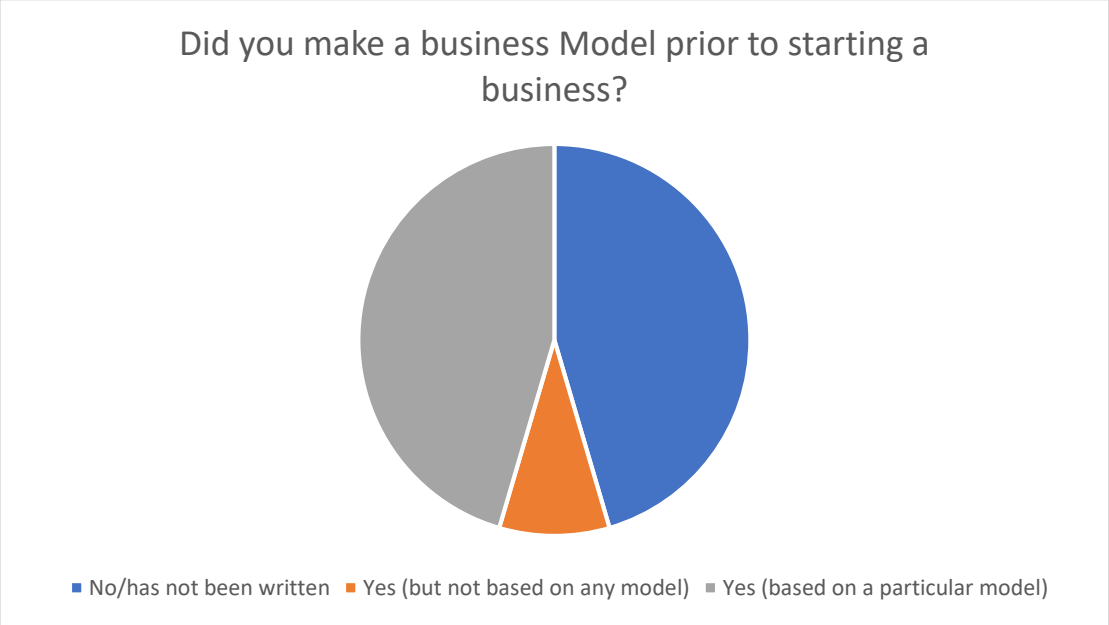

Figure 5: Did you make a business model plan prior to starting a business, responses to the questionnaire

The respondents replied to the question "have you taken part in an entrepreneurship course during your studies" as follows: Approximately one quarter replied "yes" and three quarters replied "no". This is illustrated in the Figure 6 below. The majority (53,3 %) of the ones who

had taken part to this kind of a course replied that there were no mention of business model plans during the entrepreneurship courses and only four replied that they remember business model plans being discussed about during these courses.

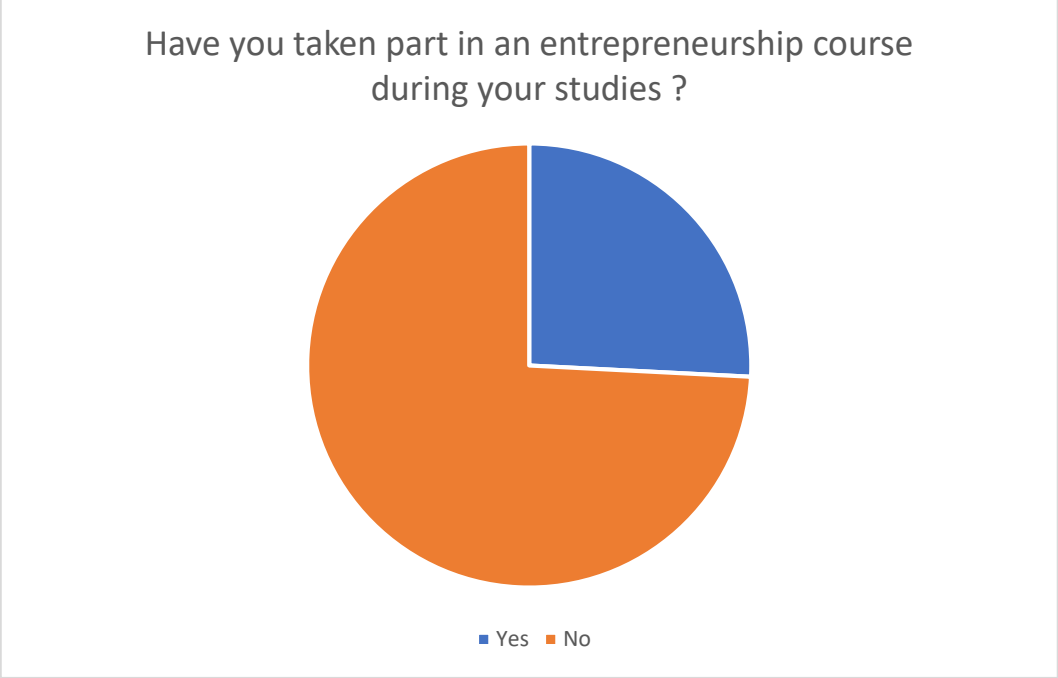

Figure 6: Percentage of respondents who have taken part in entrepreneurship courses

The ones who had taken courses in entrepreneurship and mention the following: "(Some) model was used a basis to apply the business plan, but no mention of a particular model was used", "entrepreneurship course took place just before becoming an entrepreneur; no classes were given during [language/translation/interpretation] studies", "it is important to have a plan, even though not everything will go as planned", "to gain the start-up grant, the business plan is needed". Someone also mentioned of taking part of only an entrepreneurship education prior to becoming a translator/interpreter (compared to language studies) and someone even mentioned that they feel they learnt nothing from the entrepreneurship courses.

When asked about whether entrepreneurship is taught about enough for the translators and interpreters, the majority mentioned that it is not taught enough. Some mentioned that they have studied entrepreneurship elsewhere/outside the university they studied language(s) at, but also some mentioned that they had a business degree and would see entrepreneurship

studies as an unnecessary part of language (translation/interpretation) studies. Still, majority considered the entrepreneurship studies important and that they are not taught enough of.

4.1.2 Open-Ended Questions

When the focus turned back to the BMC model, the great majority (77,4 %) mentioned they had heard about the model prior to the survey. The number is rather high, when compared to how many had had teaching in entrepreneurship. Still, there were only 31 responses in total for this question.

As the BMC model is divided into different sectors, the respondents were asked to choose the most important sector for a translator or an interpreter entrepreneur. The options were infrastructure, offering, customer, and finances. Other options were also "cannot decide" or "haven't heard about the model". The great majority who answered mentioned they had not heard about the model or could not decide. But out of the ones who decided the most important sector, the most popular was the customer segment. Offering and finances got the same amount of responses, while infrastructure received no replies. Figure 7 below illustrated the opinions of the respondents.

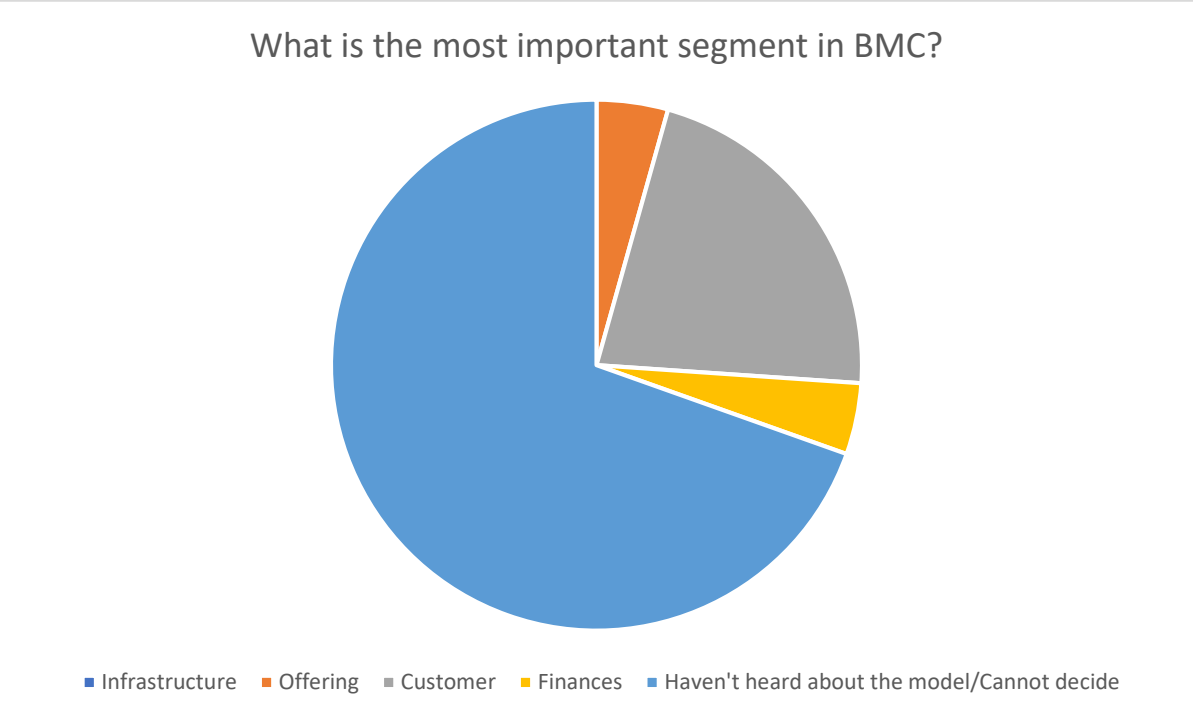

Figure 7: The most important segment in BMC according to responses

Then it was time to dig deeper into the sectors and how they affect translators or interpreters. First sector to come by was infrastructure (key partners, key activities, and key resources). Knowhow was mentioned, but also added that by itself it is not enough to form a company. Specialization was added as well, and it was pointed out that it is "a must" to specialize in some field (e.g. business, law, health care, technical writing…) and you need to keep up with this field's knowledge. Networking with people (whether in translating field or other fields, e.g. business, law, depending on the field of specialization) is also of importance. Others that had been mentioned were key partners, knowledge management, communications, marketing and designing a service product for the company [/productization].

After infrastructure the focus was on offering: value proposition(s). There were several points that were mentioned when it comes to value proposition. One was the speed of service: some customers value speed over everything else (but should be seen in the pricing as well). Branding could be an option in translating/interpreting world as well, and could be related to the person's image. Another related to image is trustworthiness: that the customer can trust the timetables and the quality that has been negotiated. Quality was also mentioned as the quality what you want to offer: if someone is paying only a little for the service, do you want to offer premium quality? Also, technical knowhow is said to be of importance: it is important to know what programs are being used and know how to use them. Other aspects that were mentioned were flexibility and competitive advantage (clarify for the customer what s/he gets more from the company compared to others).

The next segment is the customer (customers segments, channels, and customer relationships). One respondent mention that it is important to know the potential client's needs: someone wants automation, one needs service, the other needs both. Still, it is of a great importance to knowledge that there are many customer segments/sectors, and one translator/interpreter cannot serve them all: select the most valuable ones for the company in question. Specializing in certain text type was also mentioned in this segment: the "mass market" texts take a lot of time elsewhere than in actual translating. Translation agencies are also mentioned that the translator needs to realize that they make the payment terms: one mentioned that sometimes it can take up to 1,5 months for the payment to arrive after the

finished product has been submitted. For channels, communications and sales were mentioned, and it was pointed out to be clear in pricing and operating model.

Finally, there are finances. This includes cost structure and revenue streams. Some said in the questionnaire that cost structure is light and you need only little investments in the beginning, but another points out that the early investments are quite high because the translator has to purchase technical aspects for the company (programs, computers and so on). Another what was mentioned was the payment terms and how likely the customer is to pay. Couple mentioned that cost structure is the key, while one also mentioned that "this [finances] has not been an issue".

The results from the questionnaire have been added to the Figure 8 below to illustrate the use of Business Model Canvas in action. This canvas was created by using Steenkamp's (2012) "Business Model Fiddle" tool. A larger version of the model can be seen in the appendix.

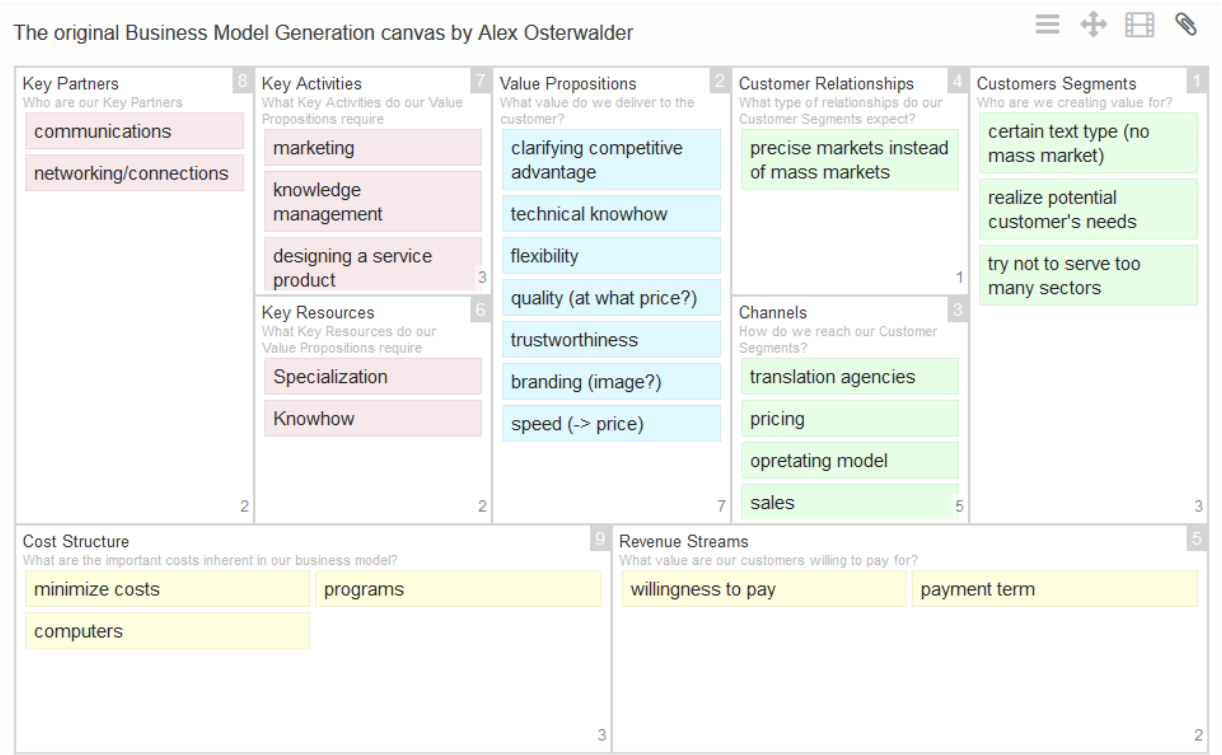

Figure 8: BMC Model for translators and interpreters based on questionnaire results

Another Business Model Canvas here is based on Facebook's business model that can be found attached underneath for comparison to see, what differences there are, what kind of similarities can be found, and are there any possibilities to draw from this model as well. Any company could have been used as a comparison, but Facebook was chosen because of two reasons; first of all, it is very different from a typical translation company, and second of all, Facebook is widely known company. The model that is illustrated in Figure 9 can be found in the appendices as a bigger version.

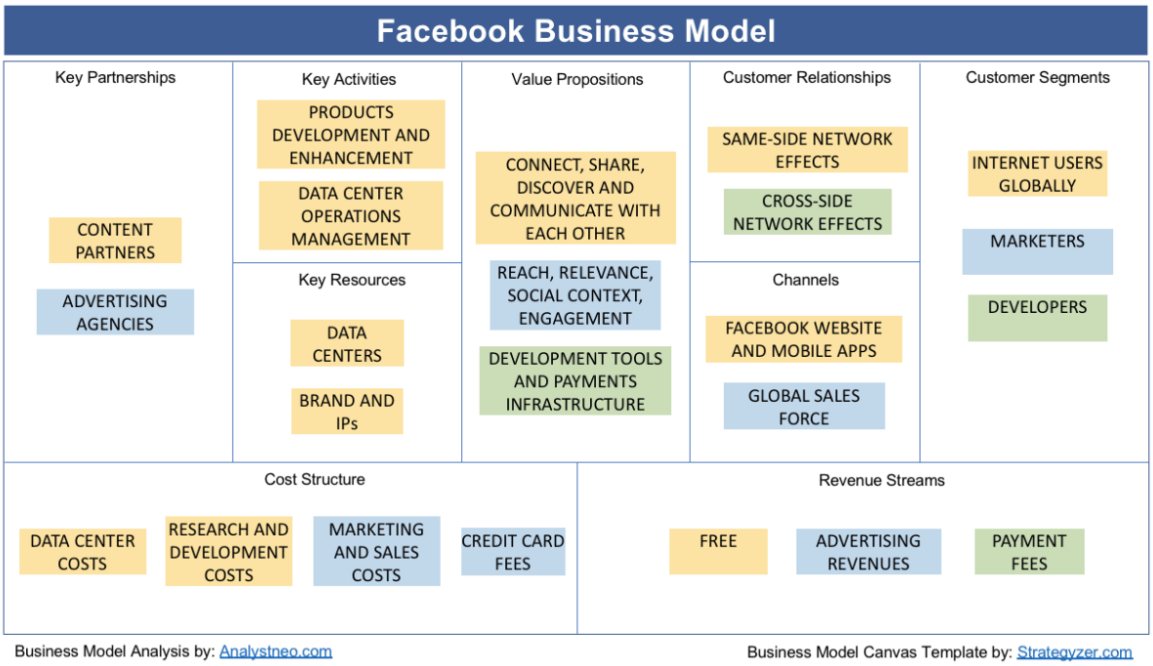

Figure 9: BMC Model for Facebook for comparison, source: (Analyst Neo, 2019)

The businesses are very different when comparing a global social networking site versus (usually small and quite basic) service business that a translating business usually is. Thus, there are not that many similarities (except, for example, knowledge management is important in both), but more of differences between these two can be found: for example, when comparing customer segments, based on the questionnaire's open-ended question answers, translators and interpreters feel that the most likely choice is to serve not too many sectors and stay out of mass market; in Facebook's case, the focus is on "internet users globally", so basically anybody using the internet: a very large mass market.

Because these two model templates (the one based on the questionnaire results meant for translators and interpreters, and the one made about Facebook) are so different, it is only a positive point from the viewpoint of this thesis: if the Business Model Canvas based on the

questionnaire of this thesis would have had many similarities with the Facebook's model, the model in this thesis should have been reviewed again, as the businesses are so different and thus, should have very different models.

4.1.3 Numerical Analysis of Close-Ended Questions

To validate the data that has been collected, a closer look will be taken to the education side of entrepreneurship in translation studies. The hypothesis is that entrepreneurship studies (including business models) are not taught in universities and other educational establishments. This will be studied with a statement "entrepreneurship and business models are taught in universities or other educational establishments". If this statement is falsified, the hypothesis of this thesis is true. The interest was to see also, whether it was possible to make conclusions, if entrepreneurship has been taught about nowadays (less than ten years ago) versus earlier (more than ten years ago).

Also of interest was to see whether business models have been used, or if the translators and interpreters manage without them. To further inspect this aspect, it is interesting to see, who uses the models and whether the models are even being taught of. The answer to this was that mainly the respondents replied that business models and entrepreneurship are not being taught in higher education levels in Finland.

According to the questionnaire data, only 26 percent of the respondents has taken part to some kind of entrepreneurship study during their studies. With a certainty of 95 percent, and with a margin of error of 11 percent in the data, there is a statistically significant finding that only a minority of translators and interpreters have taken part in entrepreneurial studies during their degree. More details can be found in the next chapter about the reliability of data.

As mentioned earlier in the thesis, the respondents could be divided into two groups according the time spend in translation or interpretation careers: less or more than 10 years. Both groups were well represented: 58,1 percent have been in the industry for more than 10

years, while the rest (41,9 %) had worked in this industry for less than 10 years. The amounts are illustrated in Figure 10 below. One factor that may explain the difference (that there are more people who have worked for more than 10 years) is that the population pyramid in Finland (as well as in many other countries) is decreasing when it comes to age of the population (Statistics Finland, 2018). Thus, even if the group of people who have worked in the industry for less than a decade is in a minority, it could be explained with the population development.

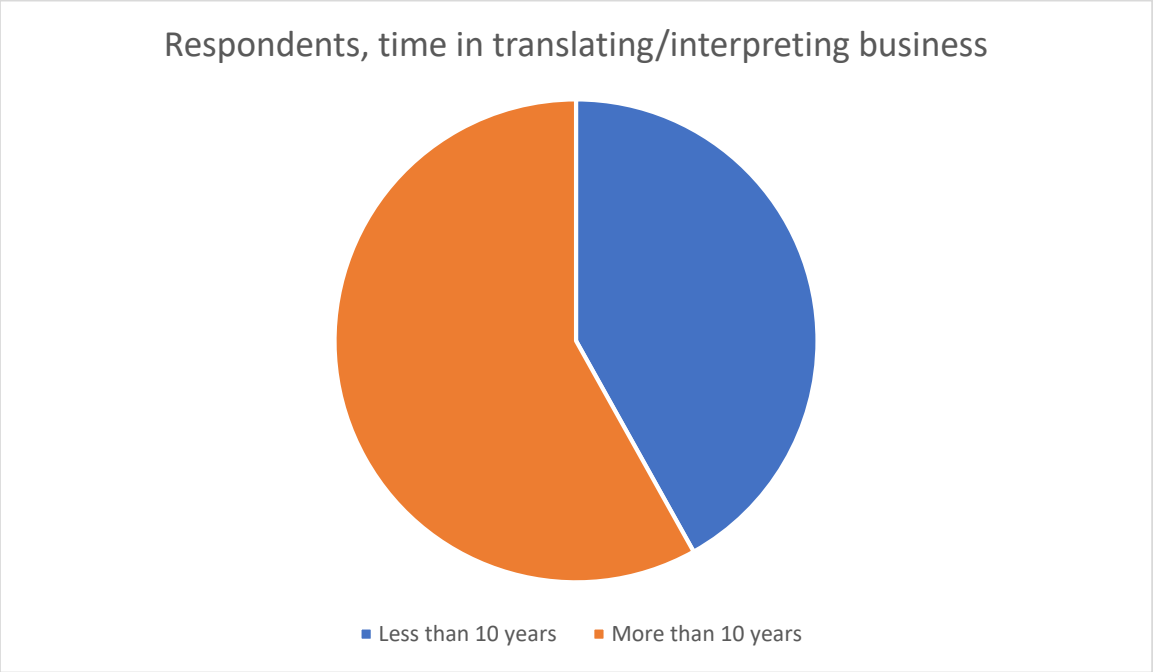

Figure 10: Respondents, time in business based on the questionnaire data

One aspect of interest was to find out, if there is a significance in whether the respondent had studied over 10 years ago (in the industry more than 10 years), or if the person had studies less than 10 years ago (in the industry less than 10 years). It was found out that 61 percent of the respondents who had been in the industry for over 10 years (and likely, had completed their degrees over 10 years ago), had not been taught in entrepreneurship. The significance of this (whether the result was significant or not) was studied with a two proportion z-test, where significance level (or α, alpha) was 5 percent, and the result, the p value, was 15 percent. As alpha in this test was smaller than the p value, the observation is not statistically significant. Still, this data could be used as a basis for finding out the need

for education in entrepreneurial studies for the ones in the language industry, who may want to update their knowledge or are lacking in entrepreneurial competencies. However, because the data is not statistically significant, there is no basis for this. More detailed calculations are presented in the next chapter.

4.1.4 Reliability and Validity of Quantitative Data

The statistical calculations and the equations are based on *A Guide to Business Statistics* by David McEvoy (2018).

The margin of error *SE* for proportion of people who have education about business models is calculated using confidence level of 95%, corresponding to z value 1,96. Margin of error is calculated using equation:

$$SE = z\sqrt{\frac{\rho(1-\rho)}{n}}$$

Equation 1: Calculating margin of error

Here, the sample size *n* is 18 and the proportion of people with business education ρ is 25,81%. Substituting values to the equation for margin of error results:

$$SE \approx 11\%$$

Equation 2: Margin of error

Proportion of people with more than 10 years of experience in the field of language industry are compared with the proportion of people with less than 10 years of experience to find if difference is statistically significant. Significance level α is chosen to be 0,05.

Sample proportions and sample sizes pair are:

$$\begin{cases} p_1 = 60\% \\ p_2 = 31\% \end{cases}$$

$$\begin{cases} n_1 = 14 \\ n_2 = 9 \end{cases}$$

Equation 3: Sample proportions and sample sizes pair

Total sample proportion is calculated using equation:

$$p = \frac{n_1 p_1 + n_2 p_2}{n_1 + n_2}$$

Equation 4: Total sample proportion

Standard error of difference is calculated using equation:

$$SE = \sqrt{p(1-p)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}$$

Equation 5: Standard error of difference

Test value z is calculated using equation:

$$z = \frac{p_1 - p_2}{SE}$$

Equation 6: Test value z

Substituting proportions and sample sizes to the equations above, z value of 1.02 is obtained. The result corresponds to $p_{value} = 0{,}15$. Comparing it to $\alpha = 0.05$ shows failure to reject zero hypothesis, thus there is no significant difference.

4.2 Interview

An email interview was held with a university teacher Juha Eskelinen from the University of Helsinki in late November, 2018. The interview took place in Finnish, so the answers have been translated in this thesis. The original answers can be found in the Appendices. Eskelinen has taught in the University of Helsinki for approximately 16 years and has been a teacher for the university's entrepreneurship course (*translator and interpreter as an entrepreneur*) for the past four years. Eskelinen adds that the other teacher for the course, Erja Tenhonen-Lightfoot, has been an entrepreneur for several years, as well as the course guests are experts in their fields relating to entrepreneurship (bookkeeping, taxing, insurance etc.). Eskelinen does not have an own company, but has been a freelancer translator during his own studies and has background in financial management from different organizations. (Eskelinen, 2018)

Eskelinen mentions that he is keen to follow the phenomena of translation industry and start-ups to support the teaching. The translation industry, he adds, includes the information about what is going on in this field of business and in the companies in this business. Start-up knowledge, on the other hand, helps to inspire the students and lets to try out different, unconventional ideas during the courses. Eskelinen still points out that translation and interpretation companies are quite simple service companies, where the most costs come from the knowhow and working hours. (Eskelinen, 2018)

When it comes to business models, the course (translator and interpreter and an entrepreneur) does not give a vast understanding of the models. The course focuses on how to recognize the strengths and interests of an entrepreneur and how to make a business idea out of this (who is the target group, what are the costs etc.). The course is partly based on this idea and partly book exam. (Eskelinen, 2018)

Eskelinen points out that entrepreneurship has been taught in university level only quite recently, so he mentions that many of the questionnaire respondents may not have had the option to take part in these courses. Also, he mentions that the universities have had an attitude before that it is only for scientific purposes, not focused on the working life. Still, he adds, that for example the University of Helsnki has now an entrepreneurship society called Helsnki Think Company, where there are boot camps, challenges, hackathons etc., so the attitude towards entrepreneurship in the universities can be seen as changing as well. (Eskelinen, 2018)

4.2.1 Reliability and Validity of the Interview

When it comes to the reliability of the interview data, mathematical equations are no of help. Leung (2015, p. 325) mentions that there is no consensus on how to asses any qualitative research work. It has been mentioned that the duality of transparency and systematicity weigh in a qualitative research: every step of the thesis needs to be validated by these two options beforehand. If this is fulfilled, Leung (2015, p. 325) points that both the process and the results are of “high rigor and robust”. While the email interview was a part of the thesis and part of the qualitative data was gathered via this interview, it can be mentioned that all the questions were well-thought before the interview took place and the interviewee was

credible, as he has been teaching for over ten years in the university: even though only one interview could be held, the chosen person represents the field well.

5 DISCUSSIONS AND CONCLUSIONS

This chapter summarizes the thesis and concludes it. There are practical implications made, as well as further research topics and limitations discussed.

5.1 Research Summary

The translations surround us in daily life, but the person, the translator, is often left unnoticed. One idea of this thesis is to shed light on the translation industry: translators feel that their work in unappreciated and speed is often seen as the most important factor instead of quality.

The percentage of self-employment is higher in translation industry when compared to other industries in Finland. Also, the industry is female-dominated and highly educated, even though no degree is required by law. Still, even though the industry is highly educated, it is not visible in the income: the average income in the field is lower than the average compared with other industries.

This thesis took a look on how a certain business model, Osterwalder and Pigneur's Business Model Canvas, had been used in the field: Are there possibilities with this model in this industry? And were they taught about in the educational institutions in this field? The research consisted of two parts: one was to interview a teacher in a university, where translation studies are taught at, the other was to send an online questionnaire to translators and interpreters to respond.

According to the data, approximately only half of the respondents had made a business model before establishing a company. Also, only one quarter took part in entrepreneurship courses during their language studies: out of those, over 75 percent said they did not receive information about business models. Also, 95 percent of the respondents mention that there was clearly not enough entrepreneurship studies taught in educational establishments during language studies. Based on the open-ended questions of the questionnaire, a template of the Business Model Canvas was completed for a starting translator/interpreter-to-be.

5.2 Practical Implications

In practice, this thesis could help the institutions, where translation and interpretation courses are being offered for students, when deciding about their syllabi: clearly there is a demand for entrepreneurship studies among the people who have studied in this field, and according to the interview and the responses to the questionnaire, there are not that many possibilities to study entrepreneurship even though many could have benefitted from it. Universities and other institutions teaching languages as majors should consider offering more entrepreneurship studies to language students – and the situation might be the same in other fields as well.

Alongside with universities and other educational institutions, different companies offering (entrepreneurial) courses or other types of educational offerings for translators and interpreters can make use of this thesis. Also, different organizations (like unions) can use the material based on this thesis when considering the courses and different events for their (translator and interpreter) members: many translators and interpreters welcome new knowledge about entrepreneurship, and this knowledge would be especially important for a beginning translator/interpreter, who may not have any experience (not even theoretical) about entrepreneurship, as according to the data, the business side of translation and interpretation is not taught enough during training.

This thesis can also have valuable information for a starting entrepreneur in translation and interpretation field, as a Business Model Canvas template was composed based on the open-ended questions in the questionnaire. While not effective as such, the filled template may help out when deciding on the building blocks of BMC and all in all, help in visualizing the model itself.

5.3 Limitations of the Study

Every study has their limits. One of the limitations is the number of respondents. When considering the amount of possible respondents (the amount of KAJ members), the amount of actual respondents is acceptable, but more responses could have shed more light on this case. Some interviews among the members could have been conducted, but they were not implemented due to time issues. Also, more interviews among the teaching staff could have

been conducted, but voluntary teachers were not found in the capital region. Potential areas to research would also include more detailed study of the educational aspect of the Business Model Canvas in translation and interpretation studies.

It also needs to be noted that the questionnaire was only given to the union members; not all translators and interpreters are part of the union, so it gives a limit to the study. However, as the union consists of 2200 members, this thesis does give a certain picture about the field.

5.4 Suggestions for Further Research

As mentioned in the previous chapter, there was no statistically significant data found in whether the education was given more than ten years ago or in the recent decade. However, when it comes to further studies, one interesting point would be to find out whether there are translators or interpreters, who have not received entrepreneurship studies, but who would like to study entrepreneurship. There are a couple of ways for this study to go further: one is similar to this study, where there are questionnaires for the respondents (and the topic would be on the studies more than on the business models), but it can be hard to gain responses. Another potential way would be to study the different syllabi: either focusing on one or couple teaching institutions for several years, or focusing on several institutions' syllabi for certain year(s) and making conclusions based on the syllabi on whether it is important to pay attention on entrepreneurial studies for translation and interpretation degrees.

Another further study suggestion is to gain knowledge about different groups of translators and interpreters: one is to make difference between these two group in total (how do translators differ from interpreters and vice versa). Another focus could be on the starting entrepreneurs in this industry: do they get enough support from their studies to make the leap into to the working world? Also of interest would be to focus on a certain part of the BMC in language industry, such as how value propositions are defined in the language industry and how do they differ from entrepreneur to entrepreneur.

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APPENDIX 1: BUSINESS MODEL CANVAS TEMPLATE, SOURCE: STRATEGYZER (NO DATE)

The Business Model Canvas

Designed for:	Designed by:	Date:	Version:

Key Partners	Key Activities	Value Propositions	Customer Relationships	Customer Segments
	Key Resources		Channels	

Cost Structure	Revenue Streams

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DESIGNED BY: Strategyzer AG

Strategyzer

APPENDIX 2: BUSINESS MODEL CANVAS BASED ON QUESTIONNAIRE RESULTS, TRANSLATING AND INTERPRETING

(Based on model created by Osterwalder and Pigneur (2010), basis from Strategyzer (no date), created with Business Model Fiddle tool (Steenkamp, 2012).)

The original Business Model Generation canvas by Alex Osterwalder

Key Partners 8
Who are our Key Partners
- communications
- networking/connections

2

Key Activities 7
What Key Activities do our Value Propositions require
- marketing
- knowledge management
- designing a service product

3

Key Resources 6
What Key Resources do our Value Propositions require
- Specialization
- Knowhow

2

Value Propositions 2
What value do we deliver to the customer?
- clarifying competitive advantage
- technical knowhow
- flexibility
- quality (at what price?)
- trustworthiness
- branding (image?)
- speed (-> price)

7

Customer Relationships 4
What type of relationships do our Customer Segments expect?
- precise markets instead of mass markets

1

Channels 3
How do we reach our Customer Segments?
- translation agencies
- pricing
- opretating model
- sales

5

Customers Segments 1
Who are we creating value for?
- certain text type (no mass market)
- realize potential customer's needs
- try not to serve too many sectors

3

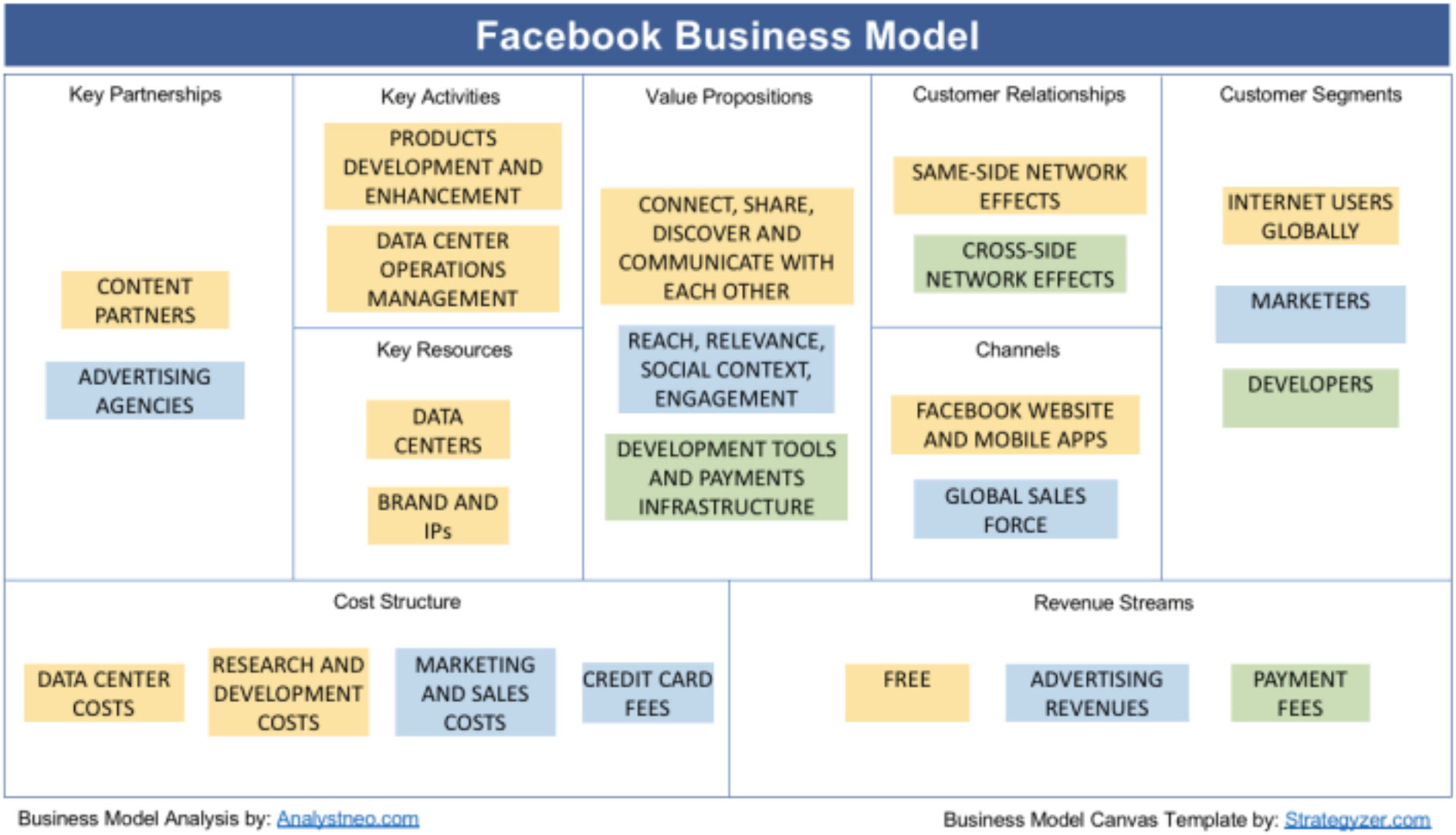
Cost Structure 9
What are the important costs inherent in our business model?
- minimize costs
- programs
- computers

3

Revenue Streams 5
What value are our customers willing to pay for?
- willingness to pay
- payment term

2

APPENDIX 3: FACEBOOK'S BUSINESS MODEL CANVAS FOR COMPARISON, SOURCE: (ANALYST NEO, 2019)



Business Model Analysis by: Analystneo.com

Business Model Canvas Template by: Strategyzer.com

APPENDIX 4: EMAIL INTERVIEW WITH UNIVERSITY TEACHER, THE UNIVERSITY OF HELSINKI

Kuinka pitkään olet opettanut Helsingin yliopistossa? Entä kuinka pitkään olet vetänyt yrittäjyyskurssia kääntäjille (ja tulkeille)?

Olen opettanut sekalaisia kursseja vuodesta 2002 ja toiminut nykyisessä tehtävässä vuodesta 2009. Eli voisi sanoa, että 16 vuotta. Yrittäjäkurssia on pidetty muistaakseni vuodesta 2014 eli neljä vuotta. Kurssille toisena opettajana toimiva on toiminut yrittäjän kymmeniä vuosia, samoin vieraat, joita kurssilla käy puhumassa, ovat omien aihealuidensa (kirjanpito, hallinto, verotus- ja vakuutuskysymykset yms.) asiantuntijoita.

Onko sinulla itselläsi yrittäjyystaustaa?

Ansaitsin sivutuloja kääntäjänä opiskeluaikoina, mutta verokortillisena friikkuna sekä vapaaehtoisena talkoolaisena eri kansalaisjärjestöissä. Eli en ole siis koskaan perustanut yritystä.

Oletko opiskellut yrittäjyyttä itse? Jos olet, miten käytät hyödyksesi näitä oppeja?

Olen osallistunut joillekin taloustieteen kursseille (taloushallinnon teoriaa, ei kovin käytännöllistä pienyritysten toiminnassa) ja toiminut useita vuosia useiden yhdistysten taloushallinnossa (pj, taloudenhoitaja, toiminnan- ja tilintarkastaja) johon olen saanut myös koulutusta. Näistä on tullut erityisesti ymmärrystä taloushallinnon käytännöistä.

Olen seurannut suurella kiinnostuksella käännöstoimialan ja start-up-yritysmaailman ilmiöitä. Näistä ensimmäinen tarjoaa tietoa siitä, mitä käännösalan yritysten toimintaa sekä yleensä käännösalalle kuuluu. Start-up-tieto tukee ehkä valmiutta ymmärtää ja innostaa opiskelijoita kokeilemaan ideoita kurssilla, sekä esittämään hieman arvausta parempia arvioita esitetyistä - hieman epätavallisemmista - liikeideoista. Sinällläänhän käännös- ja tulkkausyritykset ovat varsin yksinkertaisia palvelualanyrityksiä, joissa suurin kuluerä ja resurssi ovat työntekijöiden osaaminen ja työtunnit.

Oletteko tutustuneet kursseilla liiketoimintamalleihin? Oletteko esimerkiksi tehneet kursseilla liiketoimintamallien pohjalta esimerkkiyritykselle liiketoimintamallia?

Emme syvällisesti. Olemme yleensä lähteneet liikkeelle hyvin yksinkertaisesti: yrittäjän vahvuuksien ja kiinnostusten tunnistamisesta ja tähän perustuvasta liikeideasta + keskeinen tuotteiden kohderyhmä / asiakassegmentti + tulo- ja menoarvio. Yrittäjyyskurssin mittakaava (tusina luentoa) ei oikein anna tilaa muulle. Viimeiset kaksi vuotta kurssin arvostelu on perustunut liikeidean kuvaukseen (yllä kuvatulta pohjalta) ja kirjatenttiin (painotus 50 % / 50 %).

Tunnetko Osterwalderin ja Pigneurin kehittämää Business Model Canvas -mallia (BMC)?
Oletteko hyödyntäneet tätä mallia kursseilla?

En, mutta tutustuin siihen nyt (kiitos!) ja se (tämän perusteella: https://www.onnistuyrittajana.fi/business-model-canvas-ohjeet) vaikuttaisi selkeytensä puolesta sopivalta vaikkapa yrittäjäkurssimme teemarungoksi.

Mitä mieltä olet siitä, että kyselyyni vastanneista henkilöistä (kääntäjiä ja tulkkeja) valtaosa on sitä mieltä, että yliopistoissa opetetaan liian vähän yrittäjyydestä? Pitäisikö mielestäsi yrittäjyyttä opettaa enemmän yliopistoissa? Jos kyllä, miten?

Yrittäjyyttä on opetettu yliopistoissa ainelaitoksille aiemmin hyvin vähän, joten en panisi juurikaan painoarvoa kyselyysi vastanneiden mielipiteille nykyhetkeä koskien. Ne kertovat kuitenkin paljon aiemmasta asenteesta yliopistoilla: teemme tiedettä, työelämä ei ole keskeistä. Kääntämiseen yrittäjyyskurssi tuli tosiaan 2014, ja pari vuotta aiemmin - hitaasti ja aluksi pienillä panoksilla - Helsingin yliopistolla käynnistyi innovaatiotoiminnan tukeminen sekä yrittäjyyden tukemisen mm. http://thinkcompany.fi/ -toiminnan muodossa. Valinnaisten kurssien ja projektien kautta näitä taitoja tarjotaan siis paljon aiempaa enemmän.

Perusongelmana yrittäjyystaitojen opetuksessa on kuitenkin se, että aikaa ja tilaa taitojen kehittämiselle kaikille pakollisten kurssien kautta on liian vähän, jos haluamme olla tiedeyliopisto, emmekä jonkinlainen ammattikorkean ja tiedeylipiston hybridi.

APPENDIX 5: QUESTIONNAIRE FOR TRANSLATORS AND INTERPRETERS ABOUT THE USE OF BUSINESS MODELS IN ENGLISH

Questionnaire for translators and interpreters about the use of business models

This survey is a part of Master's thesis that examines how Finnish translators and interpreters use business models (especially Business Model Canvas, BMC) in creating their businesses.

I hope that my thesis will help especially translators and interpreters, who are just beginning their journey as entrepreneurs by creating business models bases (one for translation, one for interpretation) for everyone in the translating and interpreting to use.

I have graduated from the University of Helsinki as a Master of Arts (English translation) in 2016, and nowadays I am finishing my studies at the Aalto University as a Master of Economic Sciences in entrepreneurship. I want to thank everyone who is willing to answer to this questionnaire!

Best regards,
Jenny Hurtola-Köykkä

Background information

The first section is about the respondents' background information.

- Are you:
    - a translator?
    - an interpreter?
    - both a translator and an interpreter?
    - neither a translator nor an interpreter (e.g. other linguist)?
- Are you currently:
    - Self-employed?
    - Employed?
    - Unemployed?
    - Retired?
    - Other?
- How long have you worked in language industry?

- Just began (less than a year)
- 1-2 years
- 3-5 years
- 6-10 years
- Over 10 years

- What are your language pairs? Please specify (if not applicable, please write 'none')

Self-employed respondents

This section is about self-employed respondents.

In this questionnaire, business model refers to how the business makes profit.

Business plan, on the other hand, refers to a document about the company's strategy etc.

- If you are self-employed, did you create a business model before starting your business?

  - No/has not been actualized
  - Yes, general type/not based on a specific model
  - Yes, based on a specific model

- If you answered "yes, based on a specific model" to the last question, please specify which model was used (e.g. BMF/Business Model Framework, BMC/Business Model Canvas...). Leave empty if not applicable.

- If you have heard about a specific model called Business Model Canvas/BMC and you are self-employed, did you use this model to create your business model? If so, how? Please write your answer below (if not applicable, please write 'not applicable' or leave empty).

Knowledge about business models

The purpose of this section is to find out how well translators and interpreters know business models.

- Did you take part in any entrepreneurship courses during your studies related to translating or interpreting?

    - Yes
    - No
    - Cannot remember

- If you took entrepreneurship courses, were business models discussed during the lessons?

    - Yes
    - No
    - Cannot remember

- If you took entrepreneurship courses, what do you remember the best about business models and plans?

- Do you think that planning a business is taught enough of in universities/other institutions? Please justify your answer.

The Business Model Canvas (source: Strategyzer.com) [Picture of BMC]

- Have you heard about Business Model Canvas (BMC) by Osterwalder and Pigneur (above)?

    - Yes
    - No

- If you are familiar with BMC, what do you think is the most important building block in BMC for a translator or an interpreter?

    - Infrastructure (key activities, key resources, key partnerships)
    - Offering (value propositions)
    - Customer (customer segments, channels, customer relationships)
    - Finances (costs, revenue streams)
    - Cannot decide

- Haven't heard about this model

Business Model Canvas for translators and interpreters

Please answer to this section only if you are familiar with Business Model Canvas (BMC). Otherwise you can submit the questionnaire without answering to questions in this section (please click submit).

If you are a translator, please answer from a translator's point of view; if you are an interpreter, please answer from an interpreter's point of view. If you are both, please choose which one you are focusing on. If you are other linguist, you may choose 'Neither'.

The idea behind this section is to develop a basic BMC for a starting translator or interpreter based on the answers given by experienced professionals.

- I am answering as:
  - Translator
  - Interpreter
  - Neither (other linguist)
- What do you think is the most important factor when considering the INFRASTRCTURE of a translating/an interpreting company? You may enter several items.
  Infrastructure contains key activities (e.g. production: design of the product, delivery of the product; problem solving: knowledge management...), key resources (e.g. physical: manufacturing facilities, machines; intellectual: brands, copyrights, databases, partnerships; human: know-how; financial: cash, credit...) and key partnerships (e.g. alliance, cooperation, joint venture...).
- What do you think is the most important factor when considering the OFFERING of a translating/an interpreting company? You may enter several items.
  Offering contains value propositions: how to create value for a specific customer segment/why the customer chooses one company over another. There are both

quantitative (e.g. price, speed of service...) and qualitative (e.g. customization, design, brand, convenience...) value propositions.

- What do you think is the most important factor when considering the CUSTOMER of a translating/an interpreting company? You may enter several items.
  Customer section contains customer segments (serving different markets: mass, niche, segmented, diversified...); channels (communications, distribution, sales... or the different phases of channels: awareness, evaluation, purchase, delivery, after-sales...); and customer relationships (personal assistance, self-service, automated, community, co-creating...).

- What do you think is the most important factor when considering the FINANCES of a translating/an interpreting company? You may enter several items.
  Finances contain cost structure (cost-driven: minimizing costs; value driven: value creation) and revenue streams (how customer pays: asset sale, usage fee, subscription, licensing...).

APPENDIX 6: QUESTIONNAIRE FOR TRANSLATORS AND INTERPRETERS ABOUT THE USE OF BUSINESS MODELS IN FINNISH

Kysely liiketoimintasuunnitelmien käytöstä kääntäjille ja tulkeille

Tämä kysely on osa Pro Gradu -tutkielmaani Aalto-yliopistoon. Kyselyn tarkoituksena on selvittää, miten suomalaiset kääntäjät ja tulkit hyödyntävät liiketoimintamalleja liiketoimintaa perustaessa (erityisesti keskittyen BMC-/Business Model Canvas -malliin).

Toivon, että tutkielmani auttaa erityisesti juuri aloittaneita kääntäjä- ja tulkkiyrittäjiä luomaan liiketoimintamallin (ja siten liiketoimintasuunnitelman) tälle alalle. Kyselyyn pohjautuvat esimerkkimallit tulevat olemaan myös muiden käännös- ja tulkkausalan henkilöiden vapaassa käytössä.

Olen valmistunut Helsingin yliopistosta englannin kääntämisen puolelta filosofian maisteriksi vuonna 2016, parhaillaan suoritan KTM-tutkintoa Aalto-yliopistoon yrittäjyydessä. Kiitän jo etukäteen kaikkia vastanneita!

Ystävällisin terveisin,
Jenny Hurtola-Köykkä

Taustatiedot

Ensimmäinen osio käsittää vastaajan taustatiedot.

- Toimitko:
    - kääntäjänä?
    - tulkkina?
    - sekä kääntäjänä että tulkkina?
    - muu (esim. muu kielitieteilijä)?
- Työtilanne tällä hetkellä:
    - Itsenäinen ammatinharjoittaja?
    - Työsuhteessa?
    - Työtön?
    - Eläkkeellä?
    - Muu?
- Kuinka pitkään olet työskennellyt kielialalla?
    - Juuri aloittanut (alle vuoden)

- 1-2 vuotta
- 3-5 vuotta
- 6-10 vuotta
- Enemmän kuin 10 vuotta

Kieliparisi? Kirjoita alle. Mikäli sinulla ei ole kielipareja, jätä tyhjäksi.

Itsenäiset ammatinharjoittajat

Tämä osio koskee itsenäisiä ammatinharjoittajia. Mikäli olet esimerkiksi työsuhteessa, voit jatkaa seuraavaan osioon.
Liiketoimintamallilla tarkoitetaan tässä sitä suunnitelmaa, miten yritys saa aikaan voittoa.
Liiketoimintasuunnitelmalla tarkoitetaan puolestaan asiakirjaa, joka kertoo mm. yrityksen strategian.

- Teitkö liiketoimintamallin ennen yrityksen perustamista?

  - En. / Ei ole toteutettu kirjallisesti.
  - Kyllä, yleisellä tasolla (ei pohjaudu mihinkään liiketoimintamalliin).
  - Kyllä, perustuen erityiseen malliin.

- Jos vastasit edelliseen "Kyllä, perustuen erityiseen malliin", mitä mallia käytettiin? Esimerkiksi BMF/Business Model Framework, BMC/Business Model Canvas...

- Jos olet kuullut mallista Business Model Canvas/BMC, hyödynsitkö tätä mallia liiketoimintamallissasi? Mikäli käytit, miten?

Tietous liiketoimintamalleista

Tämän osion tarkoitus on kartottaa kääntäjien ja tulkkien tietoutta liiketoimintamalleista.

- Otitko osaa yrittäjyyskursseille opiskellessasi kielialaa?

    - Kyllä
    - En
    - En muista

- Jos olet käynyt yrittäjyyskursseilla, puhuttiinko näillä kursseilla liiketoimintamalleista?

    - Kyllä
    - Ei
    - En muista

- Jos olet käynyt yrittäjyyskursseja, mitä on jäänyt parhaiten mieleen liiketoimintamalleista ja -suunnitelmista?

- Opetetaanko mielestäsi yliopistoissa ja muissa toimielimissä tarpeeksi yrittäjyydestä ja yrityksen perustamisesta? Perustele vastauksesi.

Business Model Canvas (lähde: Strategyzer.com) [kuva BMC-mallista]

- Oletko kuullut Osterwalderin ja Pigneurin Business Model Canvas -mallista (tunnetaan myös nimellä BMC)? Kuva yllä.

    - Kyllä
    - En

- Jos olet kuullut Business Model Canvas -mallista, minkä ajattelet olevan tärkein osa kääntäjä- tai tulkkiyrittäjälle?

    - Infrastruktuuri (avainresurssit, avaintoiminnot, avainkumppanit)
    - Tarjoaminen (arvolupaus/arvolupaukset)
    - Asiakas (asiakassegmentit, kanavat, asiakassuhteet)
    - Rahoitus (tulonlähteet, kulurakenne)
    - En osaa päättää
    - En ole kuullut mallista

Business Model Canvas kääntäjille ja tulkeille

Vastaa kyselyn osioon vain, jos tunnet Business Model Canvas (BMC) -mallin. Muussa tapauksessa voit palauttaa kyselyn vastaamatta tähän osioon (ole hyvä ja klikkaa lähetä-painiketta seuraavalla sivulla).

Jos olet kääntäjä, vastaa kyselyyn kääntäjän näkökulmasta; jos olet tulkki, vastaa tulkin näkökulmasta. Jos olet molemmat, valitse kumman näkökulmasta vastaat. Jos olet esim. muu kielitieteilijä, voit vastata kysymykseen "muu".

Tämän osion ideana on kehittää BMC-pohjat niin (aloitteleville) kääntäjille kuin (aloitteleville) tulkeille perustuen osioon vastanneiden, kokeneiden alan ammattilaisten vastauksiin.

- Vastaan:
    - Kääntäjän näkökulmasta.
    - Tulkin näkökulmasta.
    - Muu
- Mikä on mielestäsi tärkein ominaisuus ajatellen INFRASTRUKTUURIA käännös-/tulkkiyrityksessä? Voit vastata useita asioita.
  Infrastuktuuriin kuuluvat avaintoiminnot (esim. tuotanto: tuotteen suunnittelu, tuotteen toimitus...; ongelmanratkaisu: tietämyksenhallinta...), avainresurssit (esim. fyysiset: tuotantotilat, koneet...; älylliset: brändit, tekijänoikeudet, tietokannat, yhteistyökumppanit...; inhimilliset: tieto-taito..; rahalliset: käteinen, luotto...), sekä avainkumppanit (esim. liitto, yhteistyö, yhteishanke...).

- Mikä on mielestäsi tärkein ominaisuus ajatellen TARJOAMISTA käännös-/tulkkiyrityksessä? Voit vastata useita asioita.
  Tarjoamiseen kuuluvat arvolupaus(/arvolupaukset): kuinka arvoa luodaan tietylle asiakassegmentille/miksi asiakas valitsee juuri kyseisen yrityksen toisen sijaan. On olemassa sekä määrällisiä (esim. hinta, palvelun nopeus...) että laadullisia (kustomointi, suunnittelu, brändi, kätevyys...) arvolupauksia.

- Mikä on mielestäsi tärkein ominaisuus ajatellen ASIAKASTA käännös-/tulkkiyrityksessä? Voit vastata useita asioita.
  Asiakasosioon kuuluvat asiakassegmentit (eri markkinat: täsmämarkkinat, massamarkkinat, jakautuneet markkinat, monialaiset markkinat...), kanavat (viestintä, jakelu, myynti... sekä eri vaiheet kanavissa: tietoisuus, arviointi, osto, toimitus, jälkimyynti...) sekä asiakassuhteet (henkilökohtainen apu, itsepalvelu, automatiikka, yhteisö, yhteiskehittely...).

- Mikä on mielestäsi tärkein ominaisuus ajatellen RAHOITUSTA käännös-/tulkkiyrityksessä? Voit vastata useita asioita.
  Rahoitukseen kuuluvat kulurakenne (kulupainotteinen; kulujen minimoiminen; arvopainotteinen: arvon luominen), sekä tulonlähteet (kuinka asiakas maksaa: omaisuuden myynti, käyttömaksu, tilausmaksu, lisenssi...).