

4. PROCESSES AND METHODS OF SERVICE DESIGN

SERVICE DESIGN

Starting point: research

Joanna Saad-Sulonen

28.10.2024

RECAP

- » We have so far covered:
 - » 1. Theories and concepts of service
 - » 2. Theories and concepts of design
 - » 3. Theories and concepts of service design

4.PROCESSES AND METHODS OF SERVICE DESIGN

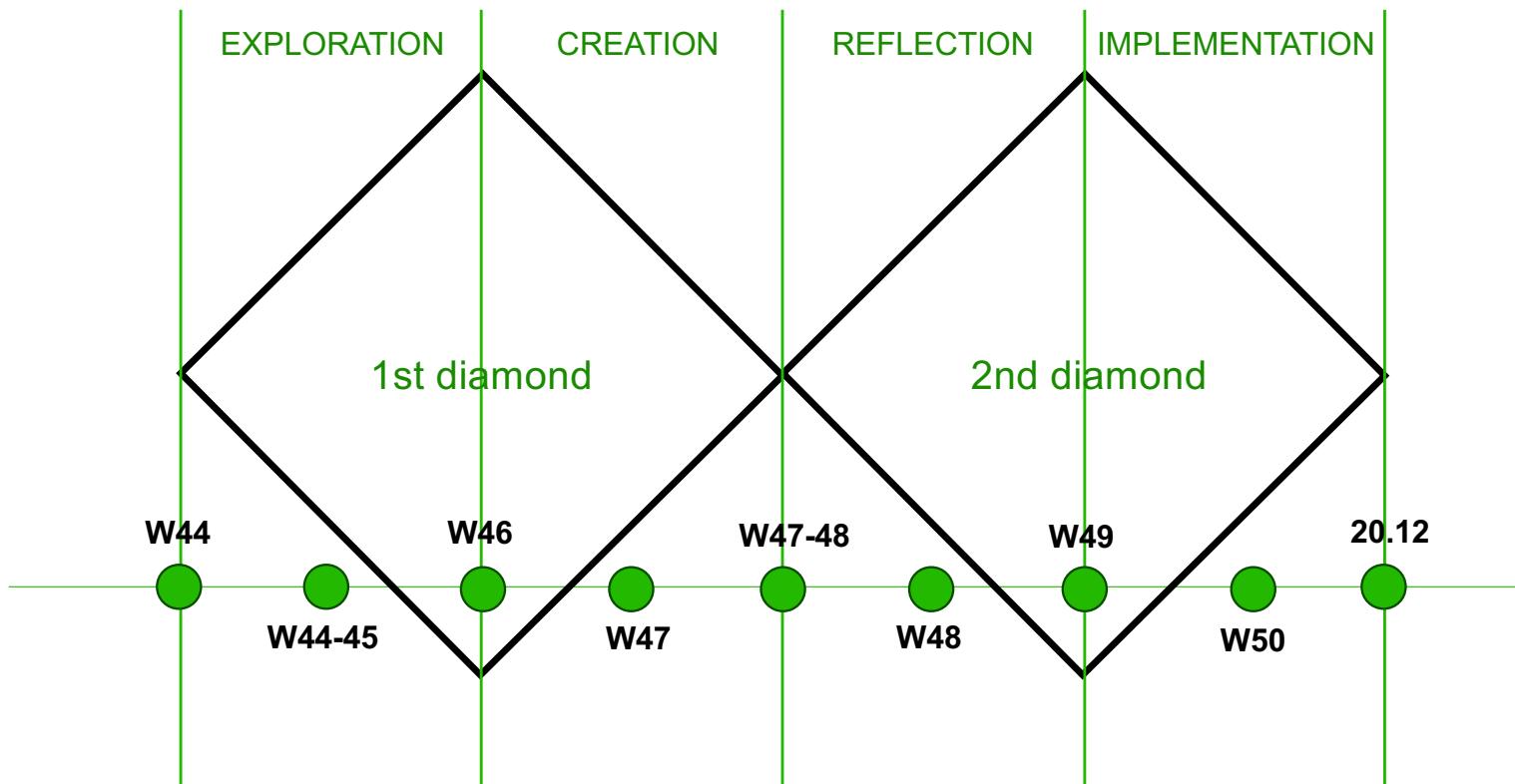
- » Apply concepts, theories and methods of service design **to improve an existing service or design a new one**
- » **Course project**
 - » Study and analyse an existing service, focusing on a specific user group and specific backstage actors or processes
 - » Propose improvements to the service or propose a new service that competes with or complements the studied service, based on your study and analysis

4.PROCESSES AND METHODS OF SERVICE DESIGN

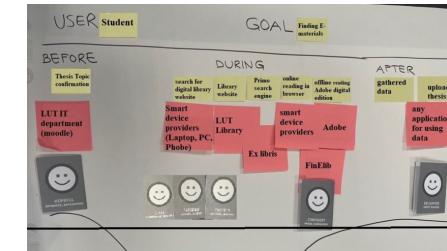
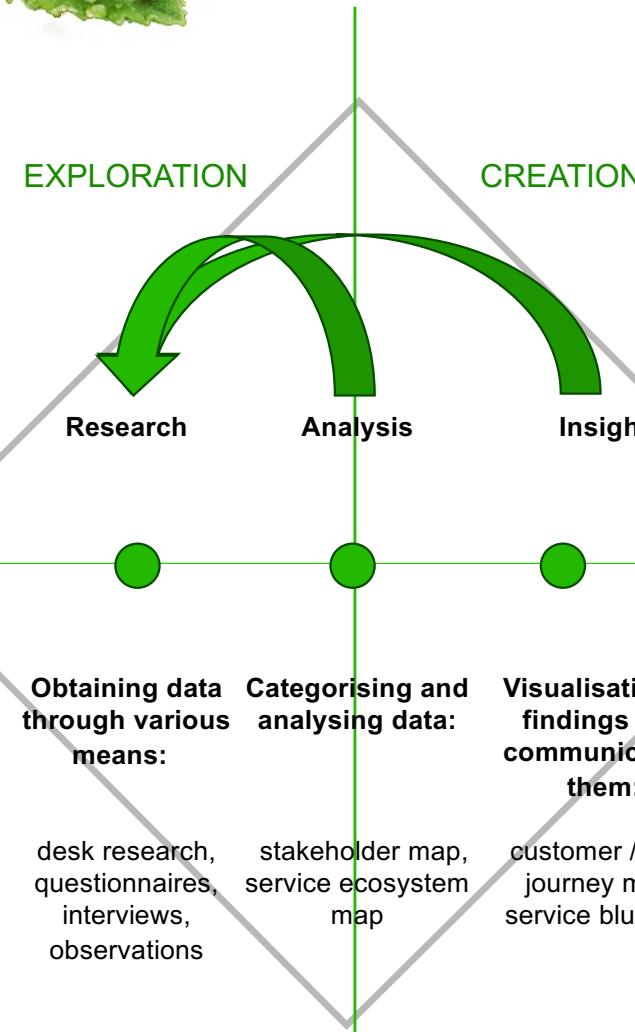
- » Each week, we will cover a tool or method and you will use it in your course project, which you will be doing all along
- » The tutorial assignments will be about applying the tool or method to your course project and reporting this on Moodle
- » You will describe your full process for the course project and design outcome in Group Report 2 (DL 20.12)
- » You will do a short video on the topic of the last assignment (Prototyping) and present it in Group presentation 2 (DL 20.12)
- » I will show you a “critical card” on certain weeks, with links to related materials that trigger critical thinking on the week’s tools and methods or the double diamond process. You will choose one to expand upon in Individual Report 2 (DL 20.12)



OUR PLAN: THE DD AS BASIS



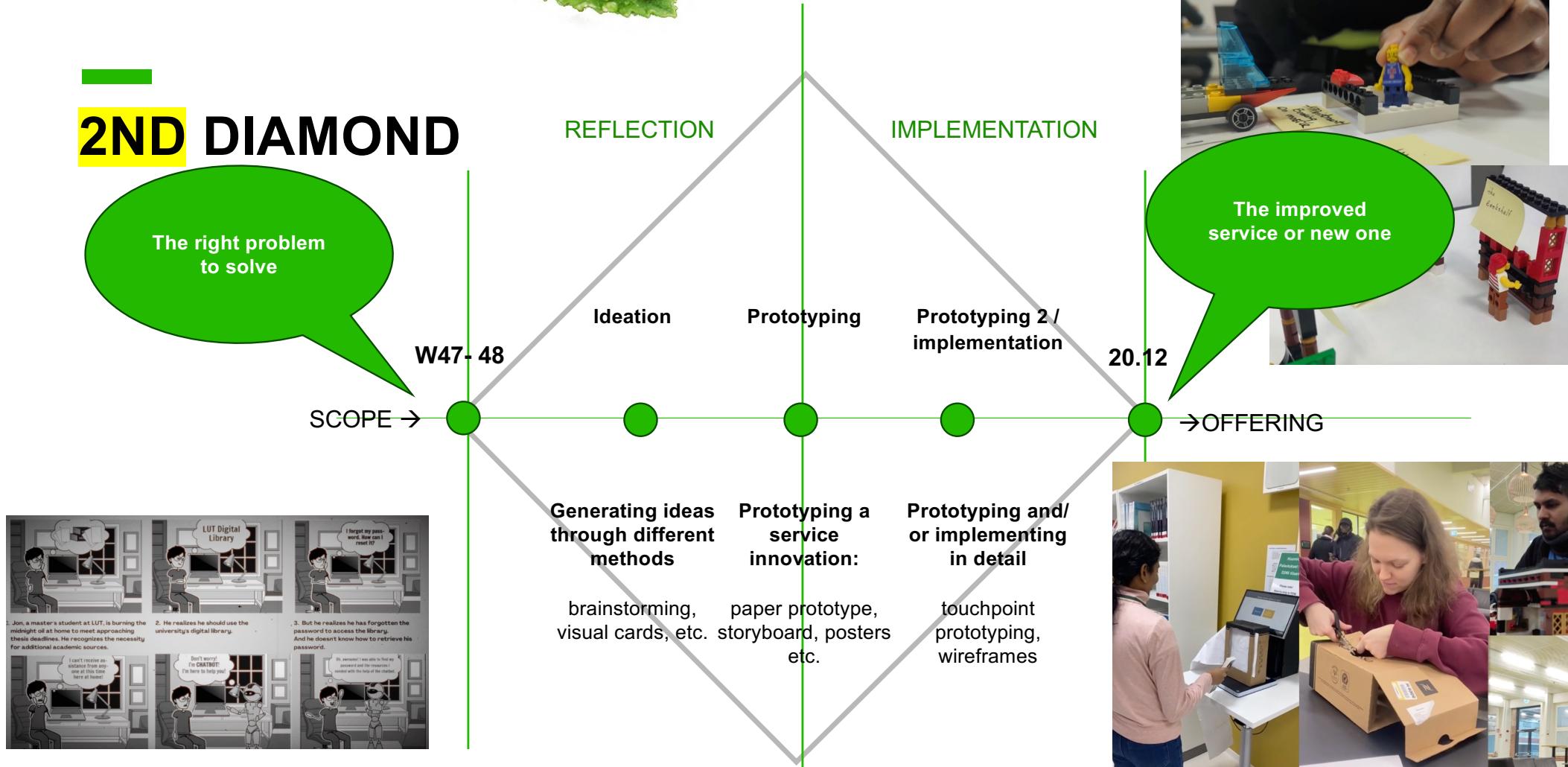
1ST DIAMOND



Identify the scope of the intervention: the right problem to solve

Photo credits: students of Autumn 2023

2ND DIAMOND



1ST DIAMOND

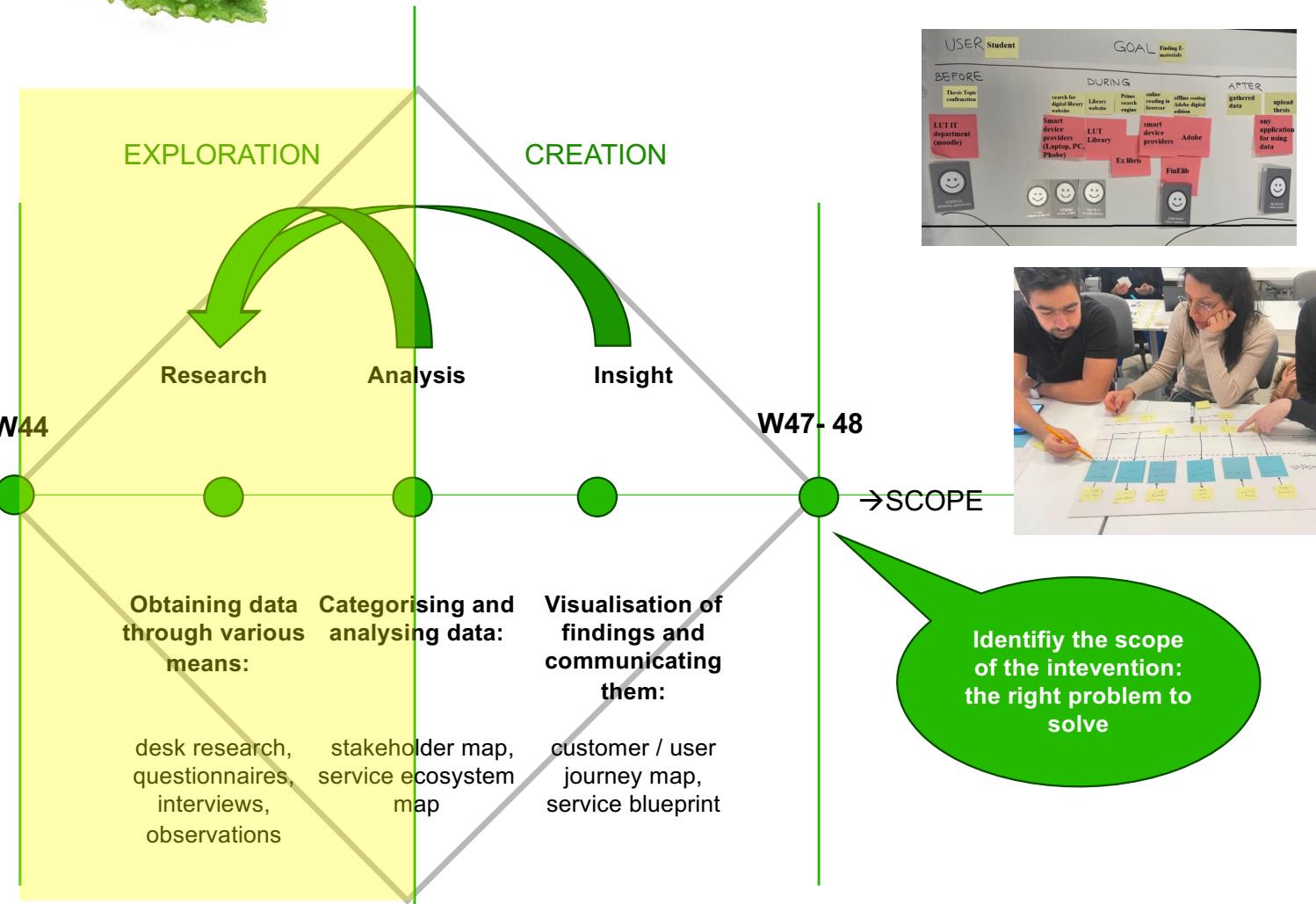


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EXPLORATION -> RESEARCH: DATA COLLECTION

- » Start this week, but you might have to do it all through the next 4 weeks
- » What are you trying to find out?
 - » What is the existing value proposition and what are the existing service offerings of the service you want to improve or of competitors to your new service?
 - » Who are the key co-creation actors (frontstage, backstage, other)?
 - » What can/should you learn from them?

METHODS

Here is a (small) selection of key methods for doing research and collecting data:

- » Service safari
- » Desk research
- » Surveys
- » Observations (non-participant or participant)
- » Shadowing
- » Contextual interviews
- » A day in the life
- » Mobile ethnography

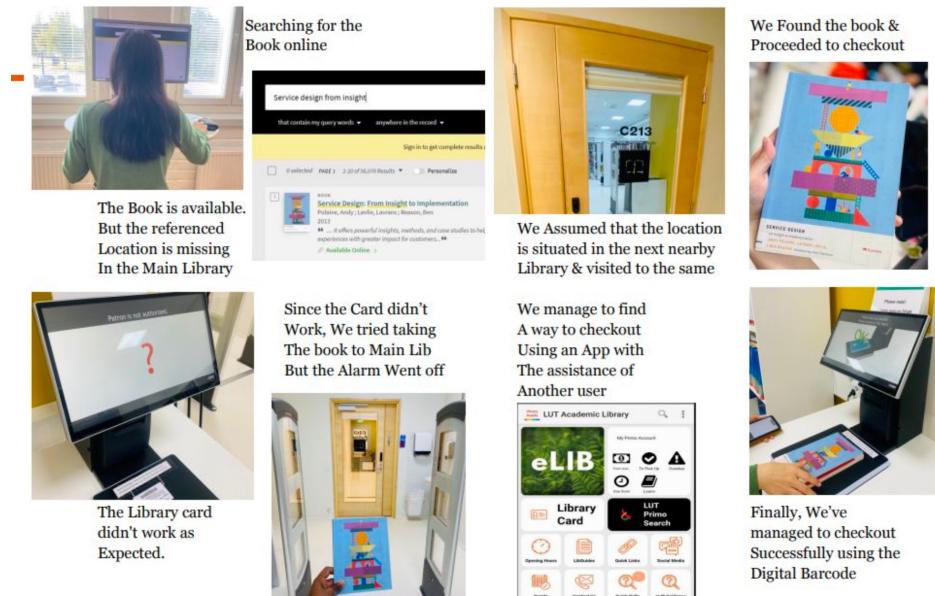
MORE DETAILS ON METHODS

- » Stickdorn et al., 2018; This Is Service Design Thinking → How does service design work?
(→ Tools for EXPLORE)
- » <https://www.thisisservicedesigndoing.com/methods>
- » <https://servicedesigntools.org/>
- » IDEO's Field Guide to Human-Centered design: <https://www.designkit.org/resources/1.html>

- » Remember also to use your knowledge on ethnographic research and qualitative methods
gained from Research Design & Methods course or other course!

SERVICE SAFARI

- » A kind of "auto-ethnography"
- » The results of the service safari important, go back to them and highlight important insights



Group 5, 2023

DESK RESEARCH

- » Some answers are already out there, make sure you know about what others say and have done!
- » Online search for the service being studied, related keywords, competitors, testimonies by users...



- » Scholarly research (academic papers) on the service being studied, the type of service being studied

Google Scholar

Articles Case law

- » Take notes, save the references!

SURVEYS

- » Not a key method in service design – non-empathetic and doesn't provide in-depth understanding of service situations
- » You can use results from marketing or customer satisfaction or customer experience surveys
- » You can adapt marketing or customer satisfaction/experience survey templates
- » Ask yourself: What data can the survey provide us? How might this data help us?

- » One example of customer satisfaction survey: <https://tinyurl.com/5n85xue3>

OBSERVATIONS

- » Non participant (fly on the wall): you collect data by observing people's behavior without actively interacting with the participants
 - » May be overt or covert
 - » Often used to reveal difference between what people say they do and what they actually do
 - » It is important to observe what people do, but also what they don't do!
- » Participant: You immerse yourselves in the daily activities of the participants
 - » Plan how to approach the participants, how to start and end the participant observation, how to manage the "observer effect", time spent on doing participant observations, choice of location
 - » You will mostly switch between more passive observing and actively asking questions
 - » Here also: It is important to observe what people do, but also what they don't do!

SHADOWING

- » A type of overt participant or non-participant observation
- » You follow what the participants is doing and take notes (or photographs/videos, but only with the participants consent)
- » Good for spotting problems with the use of a service
- » Good for noticing if users say one thing but actually do something else in the use context

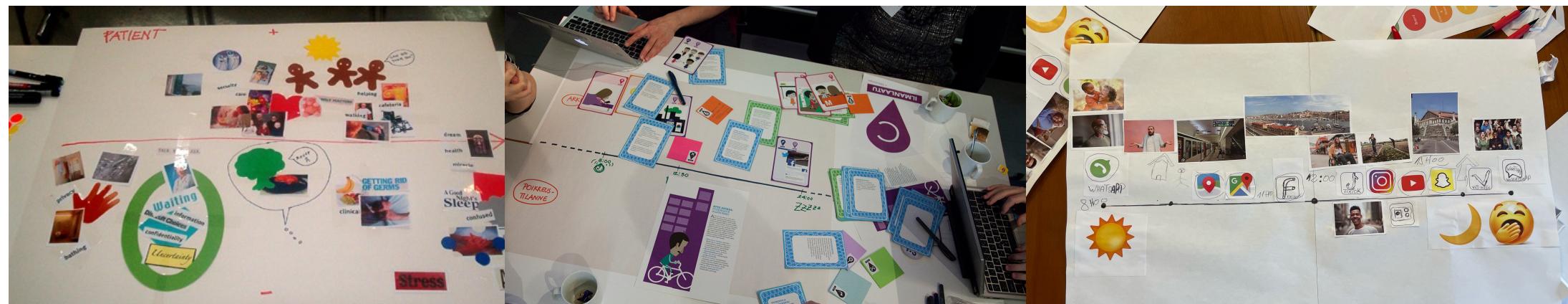
CONTEXTUAL INTERVIEWS

- » Interview conducted in the context of use (for users) or work (for service providers and employees)
- » Combine observations with questions
- » Important to put the interviewee at ease
- » Important to have a consent form and ask permission for recordings or photo taking
- » Challenge: finding convenient time!
- » Most important: what is the purpose of the interview?
- » Group or individual interview?



A DAY IN THE LIFE

- » Can be done by researcher after interviews, to collate collected data into a descriptive walkthrough of the interviewee's typical daily activities
- » Can be combined with the interview by inviting interviewee to remember what they do in a typical day and asking them to note it down using provided materials (e.g. paper, markers, Post-Its, stickers)



MOBILE ETHNOGRAPHY

- » Participants are invited to self-document their own experiences using their own smartphones
- » Researchers can review, synthesize, analyze and export the collected data in real time
- » Hard to recruit participants if no incentives offered!
- » Needs clear instructions for participants but not too much structure
- » Mobile ethnography can be used for different periods of time, but works best for a period of 1-2 days
- » It can include a focus on interactions with the touchpoints of a particular service
- » Output: text, photos, videos, audio, date and time info, geolocation data, statistics of profiles

CONSENT FORM

Service Design course / LUT University

In connection with the course **CT70A3100 Service design** at LUT University, Lahti campus, we [Group x] would like to do one [interview, observation, workshop, xxx] with you, and take, photographs, ~~audio~~ and video recordings. This documentation will be used in our research work to understand how the [Name of service] works and is used.

Your identity will at no point be divulged outside of our group. All collected data will be anonymized. Reports referring to the [interview, observation, workshop...] will not contain identifiable data, references to your identity, nor information allowing identification (faces will be blurred on photographs and video clips, and quotes will be anonymized). All photographs and recordings will be stored in such a way that no third party can access them. Any keys used for identifying anonymized data will not be stored in the same repositories as the data.

Participation in our research and consent to the use of the resulting documentation for design and research purposes is completely voluntary and your choice.

PLEASE FILL BELOW

I have read the above and give my consent for this [interview, observation, workshop...] to be documented with the use of the below methods, and in accordance to the practices ensuring anonymity stated above:

- Photographs
- Audio recordings
- Video recordings

Place:

Time:

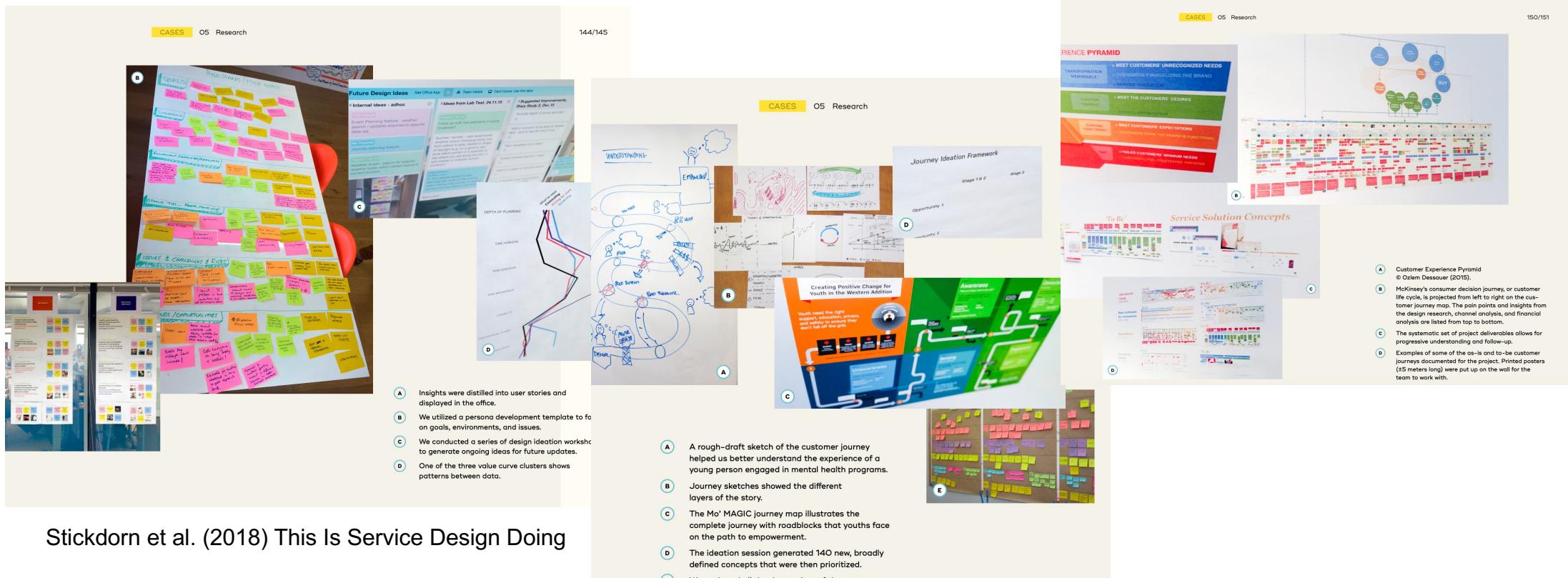
Signature

Name

BUILDING A “RESEARCH WALL”

CASES 05 Research

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A Insights were distilled into user stories and displayed in the office.
B We utilized a persona development template to focus on goals, environments, and issues.
C We conducted a series of design ideation workshops to generate ongoing ideas for future updates.
D One of the three value curve clusters shows patterns between data.

A A rough-draft sketch of the customer journey helped us better understand the experience of a young person engaged in mental health programs.
B Journey sketches showed the different layers of the story.
C The Mo' MAGIC journey map illustrates the complete journey with roadblocks that youths face on the path to empowerment.
D The ideation session generated 140 new, broadly defined concepts that were then prioritized.
E We gathered all the data points of the customer

CASES 05 Research

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PRIORITIZATION PYRAMID

- > MEET CUSTOMERS' UNRECOGNIZED NEEDS
- > CUSTOMERS ENTHUSIASIZING THE BRAND
- > MEET THE CUSTOMERS' DESIRES
- > MEET CUSTOMERS' EXPECTATIONS
- > MEET CUSTOMERS' MINIMUM NEEDS

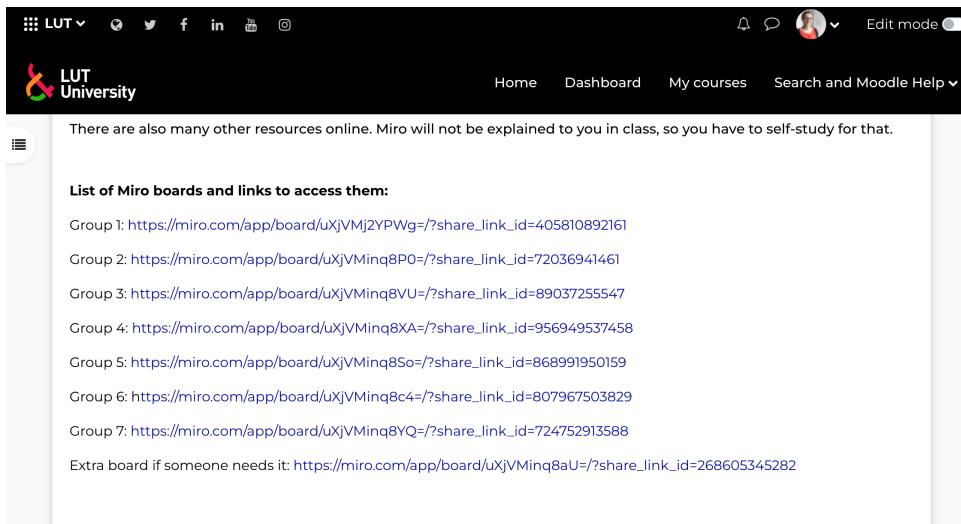
To Be Service Solution Concepts

A Customer Experience Pyramid © Ozlem Dassauer (2015).
B McKinsey's consumer decision journey, or customer life cycle, is projected from left to right on the customer journey map. The pain points and insights from the design research, channel analysis, and financial analysis are listed from top to bottom.
C The systematic set of project deliverables allows for project management and follow-up.
D Examples of some of the as-is and to-be customer journeys documented for the project. Printed posters (15 meters long) were put up on the wall for the team to work with.

Stickdorn et al. (2018) This Is Service Design Doing

PAPER OR MIRO?

- » You are free to use paper and pen or Miro boards for your course project work. Choose what makes most sense to your group and to how you will collaborate.
- » Link to Miro boards on Moodle:



The screenshot shows a Moodle page with a dark header. The header includes the LUT University logo, social media icons (Q, Twitter, Facebook, LinkedIn, YouTube, Instagram), and a user profile icon. On the right side of the header are 'Edit mode' and a gear icon. Below the header, the main content area has a dark background with white text. It starts with a message: 'There are also many other resources online. Miro will not be explained to you in class, so you have to self-study for that.' followed by a horizontal line. Then it lists 'List of Miro boards and links to access them:' and provides seven links, each labeled 'Group' followed by a number and a URL. Finally, at the bottom, it says 'Extra board if someone needs it: https://miro.com/app/board/uXjVMinq8aU=/?share_link_id=268605345282'.

There are also many other resources online. Miro will not be explained to you in class, so you have to self-study for that.

List of Miro boards and links to access them:

Group 1: https://miro.com/app/board/uXjVMj2YPWg=/?share_link_id=405810892161

Group 2: https://miro.com/app/board/uXjVMinq8P0=/?share_link_id=72036941461

Group 3: https://miro.com/app/board/uXjVMinq8VU=/?share_link_id=89037255547

Group 4: https://miro.com/app/board/uXjVMinq8XA=/?share_link_id=956949537458

Group 5: https://miro.com/app/board/uXjVMinq8So=/?share_link_id=868991950159

Group 6: https://miro.com/app/board/uXjVMinq8c4=/?share_link_id=807967503829

Group 7: https://miro.com/app/board/uXjVMinq8YQ=/?share_link_id=724752913588

Extra board if someone needs it: https://miro.com/app/board/uXjVMinq8aU=/?share_link_id=268605345282



Autoethnography



Figure 7: Voluntary work at the WHO Symposium on the Future of Digital Health Systems in the European Region.

Interviews



Observations



Figure 16: Nurse taking a call from a patient.

Desk research



Figure 43: Jitmitra listing on waiting time.

Collect research data

Insights



Ecosystem maps

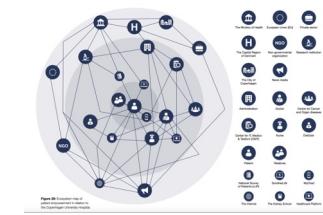
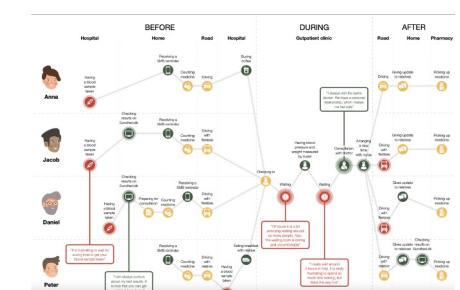


Figure 20: Ecosystem map of the Copenhagen University Hospital.

User journeys

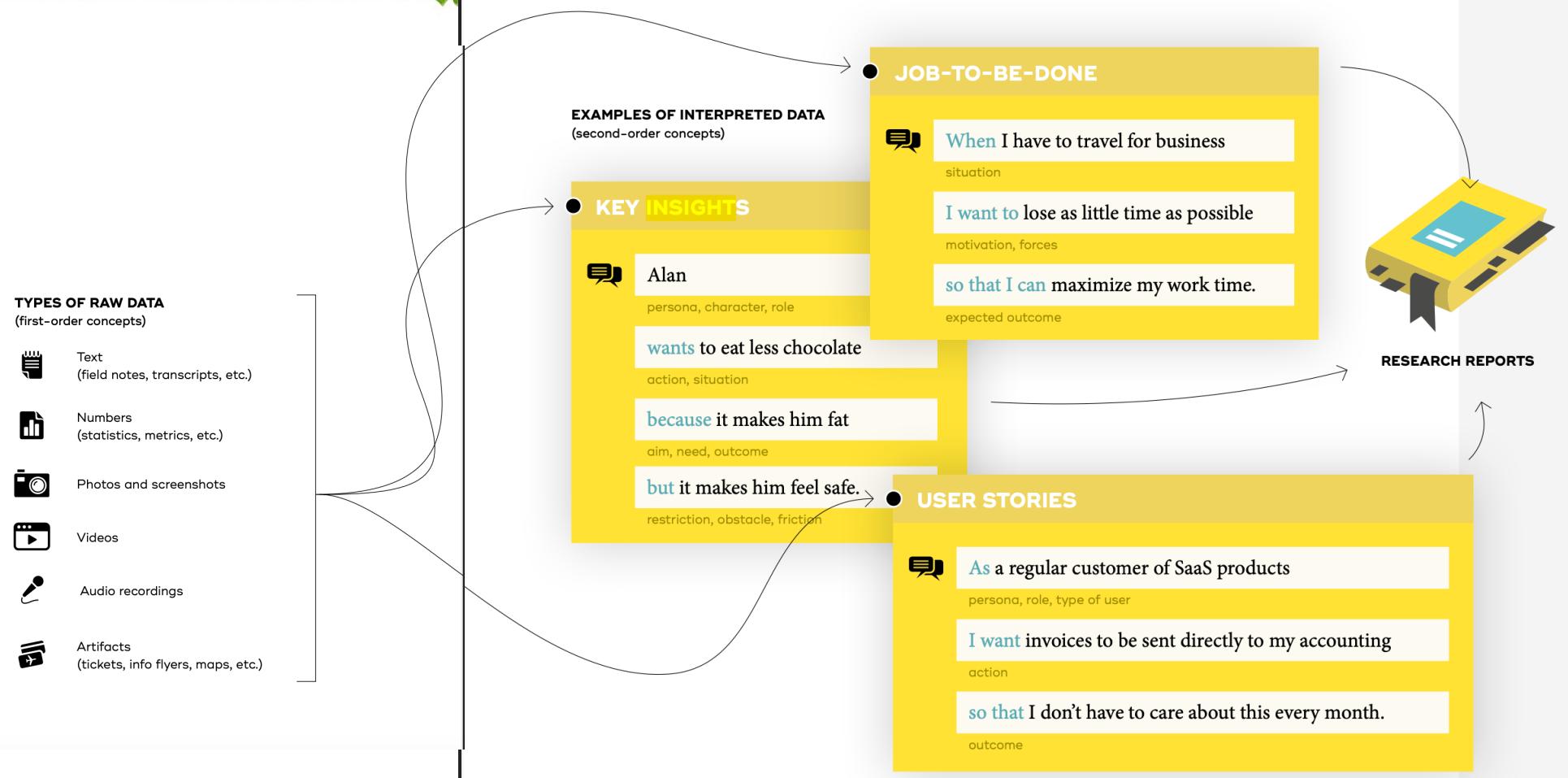


Gather insights

Data visualizations + mappings

FROM RAW DATA TO INTERPRETED INSIGHTS

- » Raw data is any data collected during research that has not been filtered by a researcher – it describes a situation without reflecting interpretations of the data by a researcher.
- » It can be in the form of text (notes, transcripts from recorded audio or video), photos, video or audio recordings, numbers, various artifacts
- » Interpreted data includes the researcher's attempts to explain or understand the raw data.
- » Assumption-based vs. research-based tools

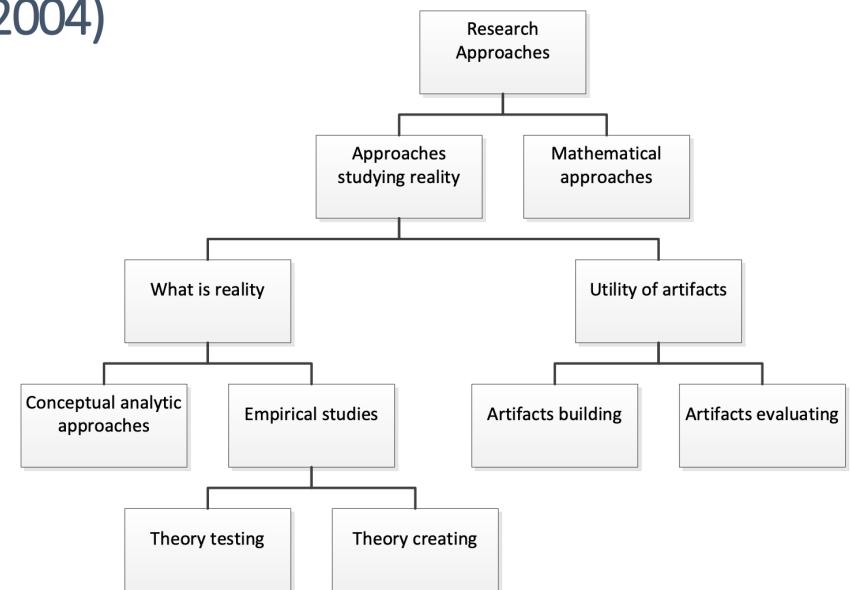


Stickdorn et al. (2018) This Is Service Design Doing

RESEARCH FOR SCIENCE OR DESIGN?

- » Scientific research → results are valid for science
- » Research for service design: similarities with SE research → results are valid for design activities
- » (Service) design research and design practice

Järvinen: On research methods (2004)



THE PROBLEM OF TIME IN DESIGN!





**IS IT ENOUGH TO DO QUICK ETHNOGRAPHIC
AND QUALITATIVE RESEARCH IN SERVICE DESIGN?**

WHAT IF IT IS NOT RIGOROUS OR SCIENTIFIC ENOUGH?



Independent study to support you in writing Individual Report 2 (IR2)

→ go to Moodle > W4 > Critical card: Ethnographic and qualitative research in Service design

- This Is Service Design Thinking → NON ACADEMIC
- Do we need rigor in UX research? → NON ACADEMIC
- Segelström et al. (2009): Thinking and Doing Ethnography in Service Design → ACADEMIC
- More in depth (optional): Blomberg et al. (2003): Ethnography for design → ACADEMIC



**TAKE A FEW MOMENT TO DISCUSS IN YOUR GROUP HOW DOES RESEARCH
IN SERVICE DESIGN RELATE OR NOT TO WHAT YOU HAVE LEARNED IN
THE RESEARCH METHODS & DESIGN COURSE**

FOR THURSDAY: WATCH THIS VIDEO

» Marc Stickdorn on the service design process:

<https://areena.yle.fi/1-50272454>

00:00 – 05:35: Intro and on how to do research

05:35 – 08:19: Ideation and shitty first drafts

08:19 – 10:33: Prototypes

10:330 – 13:07: Implementation

13:07 - 15:48: Don't trust one process!

15:48 – 23:59: "The 12 commandments"

23:59: - 27:50: Change the narrative of service design

27:50 – end: Q&A

ON THURSDAY: START RESEARCH!

- » You will work on your project during the Tutorial sessions, and when possible if some lectures are short, also in the Lecture sessions
- » Come to class! It will make your life easier to do the work there, with your group
- » Group members: don't abandon others by not coming to class!
- » You will probably need to do some research and design work also outside the class hours

