

Touchpoint

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Touchpoint

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Education and Capacity-Building

Service design has witnessed strong and steady growth in the last few years. It's being applied in a broad range of settings and sectors, and it's also making inroads in geographical regions where it was previously little-known. As it grows, it faces the challenge of meeting the even greater demand for it. More and more private sector organisations and public sector entities are initiating service design projects, and service designers are needed to carry them out. That raises the question of where these service designers are coming from.

A natural answer is from academia. There has been slow but steady growth in the number of academic programmes granting degrees or specialisms in service design. A pioneer in the USA has been the Savannah College of Art and Design (SCAD), who were the first to offer both Bachelors and Masters degrees in service design. And two people involved in that programme – in the past and presently – share their thoughts in this issue of *Touchpoint*. On the other side of the globe, service design education is rapidly expanding in China, heralding a fascinating new field of opportunity for the discipline.

But in this issue we're also looking beyond academic education, to capacity-building in general. How can the seeds of service design be sown in tomorrow's business people? How can our techniques be introduced across entire organisations – to be applied by non-designers – to improve their services? And what frameworks can be proposed to categorise (blossoming) service designers according to traits and areas of expertise?

For us all to be able to witness the continued growth and evolution of service design, we need to ensure that we are in a position to meet the similarly-growing demand. I hope that the articles published in this issue provide inspiration and direction for education and training programmes that will lift our entire discipline and enable us to take on tomorrow's challenges.



Jesse Grimes for the editorial board

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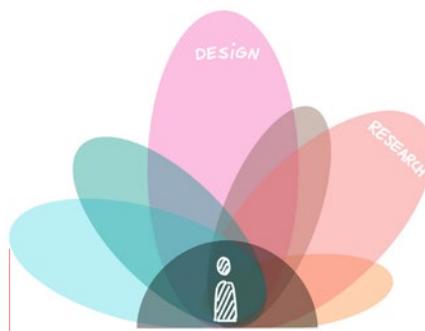
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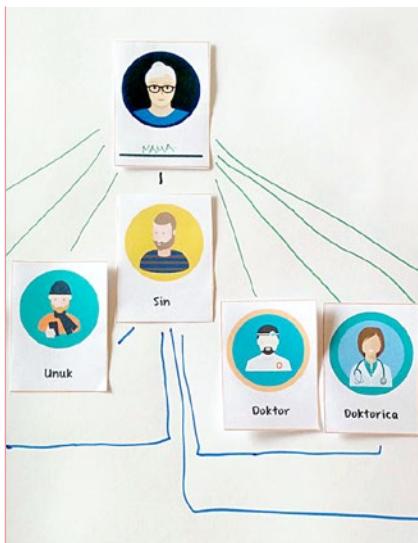
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SDGC 2017: CELEBRATING THE 10TH ANNIVERSARY IN THE MAJESTIC CAPITAL OF SPAIN

This year the Service Design Network is hosting the 10th Service Design Global Conference in Madrid. Under the theme “Service Design at Scale”, we will celebrate this anniversary on November 2nd and 3rd and host exciting side-events such as the annual Service Design Award and the exclusive SDN Members Event on November 1st.

We are looking forward to welcoming more than 600 participants from all over the world, coming together to learn, share and network with business partners, designers and academics. As many of you know, the annual exchange of experiences, ideas and different perspectives with the vibrant and creative service design community is the highlight of the service design year!

This year's theme: Service Design at Scale

Service design has moved beyond the basics, from the sketchbook to spreadsheets, and is now not so unusual as a business practice. Non-designers and designers alike are embracing the mindset that service experience matters, that we can no longer work in silos, that customer value and business value need to be balanced, that we need to move quickly, but be aligned and have a clear picture of what we're trying to achieve.



In essence, we are taking service design to new levels. The next step forward is to deliver service design at scale. Through continued practice, widespread capability building, and successful implementation of service strategy and execution, the face of organisations is changing to deliver great experiences for customers and employees, and business impact for the organisations that deliver them.

Tickets are on sale now!

Don't forget, if you're a paid member of the SDN, you qualify for the member discount on your ticket. Not a member? Why not join today and qualify for conference ticket discount and many other benefits. Remember, don't leave it until the last minute! www.service-design-network.org/sdgc/sdgc17

WOULD YOU LIKE YOUR CITY TO HOST THE 2018 SERVICE DESIGN GLOBAL CONFERENCE?

Hosting the SDGC is a great opportunity to put your city in the spotlight and make it the focus of the biggest and most exciting service design gathering in the world. You won't be doing it alone as each year SDN HQ gives the local host team lots of practical hands-on support and invaluable advice based on our experience of the last ten years. This includes event and project management support, communications, identity, PR, ticketing and social media too.

We're welcoming applications now
Send an email to conference@service-design-network.org to find out more about becoming next year's host. Subject: SDGC 2018 Application.

SUCCESSFUL SERVICE DESIGN DAY 2017

We loved connecting and celebrating the awesome power of service design with you this past June 1st. This year we made an even bigger impact, with hundreds of people raising their voice to celebrate service design loud and proud in all sorts of creative ways. Make sure to take a look at a few examples of the innovative ideas people came up with on page 78.

SERVICE DESIGN AWARD 2017 CLOSED FOR JUDGING!

Submissions closed in June for the Service Design Award 2017 and judging is underway! We were delighted to see over 100 student and professional entrants from over 25 countries around the world eager to showcase their project as a case study for best practice in the field of service design. The finalists will be announced this September with

We were delighted by the collaborative spirit of Service Design Day shown by two of the best service design podcasts out there: The SDN's own Service Design Podcast and Why Service Design Thinking, both of whom joined forces on June 1st to discuss service design around the world in a bonus episode. Make sure to tune in for great interviews: www.service-design-network.org/podcast

the winners being announced at the Service Design Award Ceremony on 2 November, during the very social 10th anniversary global conference in Madrid. The winners will have the exciting opportunity to get on stage in Madrid and present their outstanding projects to over 600 attendees. Stay tuned to read more about the finalists in the next issue of *Touchpoint* and take a look at the 2016 finalists online at: www.service-design-network.org/winners-and-finalists



HEALTHCARE SECTOR IN THE SPOTLIGHT!

The Service Design Network is publishing the third edition of the Service Design Impact Report, and this year the healthcare sector is in focus. The report will give an overview of the impact of service design in the field, uncover the biggest challenges and outline the opportunities for the future. It will gather outstanding case studies, articles and interviews with thought leaders in the focus areas: digitisation and e-health, community building, capability building, cultural and organisational change, policy-making. If you work in healthcare applying service design, please share your experience in our survey: sdnetwork.typeform.com/to/PCwPgX and stay tuned for news in the publication page: www.facebook.com/sdnhealthsector.



Please share your experience in our survey: sdnetwork.typeform.com/to/PCwPgX

BALANCING PUSH & PULL EDUCATION WITH MARK WILLEMS

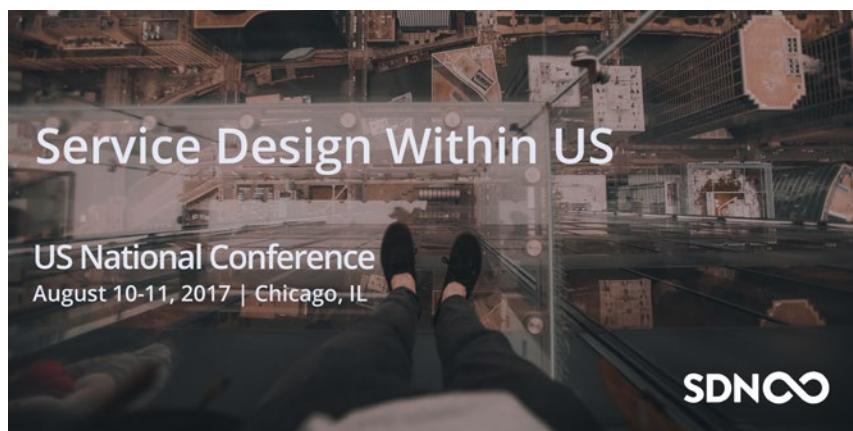
In Episode 10 of the Service Design Podcast, our hosts interviewed Mark Willems, a former teacher and passionate learner, who is now head of innovation at GO!, one of three educational networks in the Flemish region of Belgium. The key theme of the episode is the relationship between “push” and “pull” education, the former being a more traditional approach while the

latter is an experienced-based and more dynamic approach to education. Mark describes there being too much “push” in the current system and more “pull” would be necessary. It’s about creating an optimal balance and getting the two to work together through building digital and innovation capacities. This is where service design comes in as a guide and can help with the adoption of new, better ways of learning. Hear the full episode at www.service-design-network.org/podcast/episode-10

SDN US NATIONAL CONFERENCE: "SERVICE DESIGN WITHIN US"

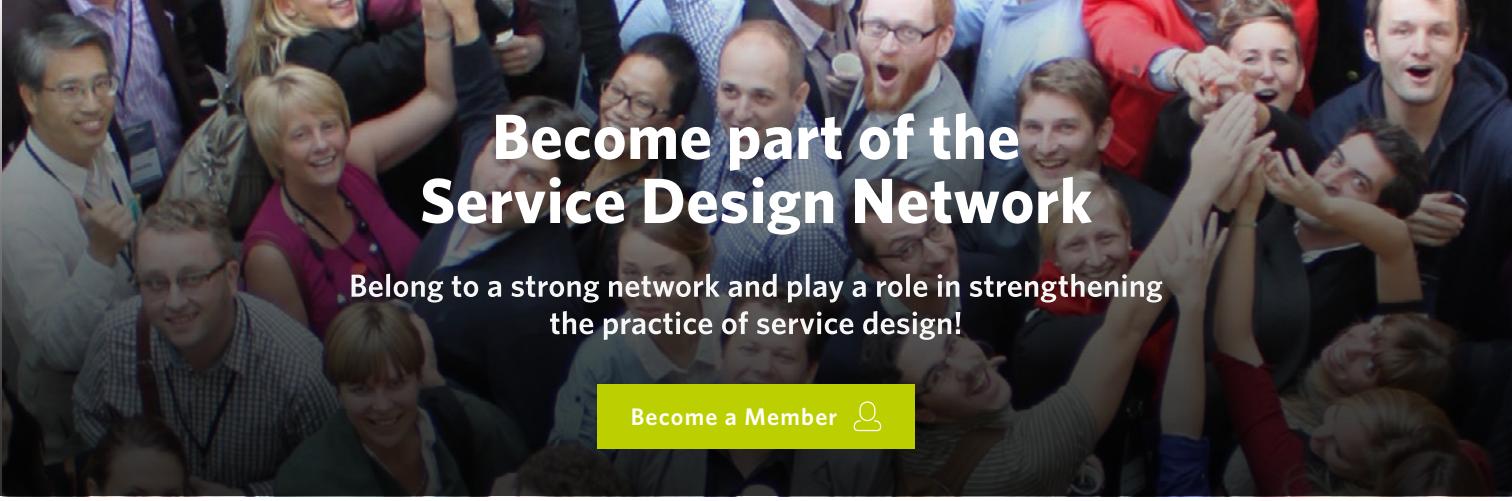
Service design in the US is trending in-house. The first national Service Design Network conference will focus on how service design is evolving as an internal discipline within organisations of all types and sizes. Talks and workshops have been closely curated to illustrate many critical aspects of growing service design both

within internal teams and external consulting. The program will help established organisations, start-ups and entrepreneurs alike understand how service design can help them to serve their people better. The conference featured a curated set of stories and lessons learned from the people that are shaping and evolving the way organisations are practicing service design in the US market. For more conference info visit: www.sdnusconf.com



SDN JAPAN STORY – TRANSLATING THE PUBLIC SECTOR IMPACT REPORT

The SDN Japan Chapter released a Japanese version of the 2016 Service Design Impact Report on the Public Sector in April 2017. The translation is helping to spread service design ideas to the Japanese Government and initiate organisational transformation. Atsushi Hasegawa, Ph.D. and SDN Japan representative described the translation process and impact: “The Japanese Government has started to introduce service design approaches since 2016, which has increased their interest in the Public Sector report. SDN Japan started translating the report into Japanese to overcome the English language barrier. In April 2017, SDN Japan released the digest version of the report in Japanese, and will release the full version in June. Since April, many people have read the report and given their feedback. Furthermore, new service design projects are going to start based on the report. The report has been highly successful in making an impact on the future of Japan.”



Become part of the Service Design Network

Belong to a strong network and play a role in strengthening the practice of service design!

[Become a Member](#) 

KEY BENEFITS FOR MEMBERS



Touchpoint Journal

Touchpoint is the first and only journal dedicated to the practice of service design. Published by practitioners for practitioners, *Touchpoint* is essential reading for both newcomers and seasoned experts.



Local Chapters

SDN Chapters are vibrant communities in which service designers can connect, create and exchange knowledge at a local level. Join one of the existing chapters or build a new one in your country or area.



Personal Profile

Create your own profile and establish yourself within the SDN community! With your personal profile on our website you will be visible to a global community of potential clients, peers and partners.



Community Knowledge

SDN encourages you to share your thoughts and insights with the service design community. Self publish articles, projects and opinion pieces via our website in the Community Knowledge section.



Event Discounts

We grant our members discount on our global and national conferences, on contributions to the Service Design Award, on partner events and much more.



Case Study Library

Discover our growing resource of real case studies – from different industries, the public sector as well as social innovation projects.

Death to the Silver Platter

The role of consultants in building service design capabilities

I worked at an advertising agency for just over a year. (A year and a day to be exact.) Here's how our typically engagement worked: The client would provide a brief. We'd quickly get to work on it, far out of sight from the peering eyes of our client. And when we were ready, we'd deliver our ideas to the client, much the way a grand meal is presented on a silver platter at a fancy restaurant or state dinner. (Cue the waiters to remove multiple silver domes in one simultaneous sweeping flourish.)

If the client liked what we did, great! We'd move forward in our process. But if they didn't, we'd go back to the drawing board with their feedback, putting in more hours and hoping to get it right this time. There was no collaboration or co-creation between our agency and our clients. I often felt like we were shooting in the dark, again and again and again – all while racking up billable hours.

The last thing on anyone's mind was building marketing or advertising capabilities within our clients' organizations. Advertising agencies have been around for nearly 150 years, after all, and no one really questions that big ad campaigns will be outsourced to the experts. But we weren't coming up with big campaign

ideas. We were building websites and mobile apps. We were helping people buy insurance. We were making promises that our clients' organizations were responsible for delivering on.

This Outdated Approach Persists

This way of working feels so old fashioned to me. And it's antithetical to one of the core tenets of service design: co-creation. To ensure that services are valuable, easy, and enjoyable, they must be designed with the input of people who will use them. Services should also be designed with the people who deliver them. This has a number of benefits such as identifying better

ways of working and gaining buy-in for changes to employee roles and processes.

And yet, there are consultancies that practice service design in the silver platter style of my former advertising agency. I believe this happens for two reasons:

1. We've seen new providers in the service design space.

When the world of service design revolved around a handful of small agencies, their work practices converged on a set of tightly held beliefs and approaches. But as customer experience and loyalty have gained importance in the corporate world, we've seen the world's top strategic business consultancies and a bevy of differently flavored agencies enter the service design game. These newcomers don't have co-creation in their DNA.

2. We've seen new buyers, too.

The field of service design providers has grown largely because demand for service design has grown. And many of these new buyers are accustomed to buying large projects from traditional agencies and consultancies – and working in traditional ways.

They don't realize that co-creation is even an option when they enlist the help of an outside partner.

Not Just Outdated – Unethical

My 366 days as an ad exec were tough ones. And not just because the agency and I mixed like oil and water; I also felt that the way we approached our work was downright wrong. This isn't an exclusive problem of the particular agency I worked for; it's inherent in any consultant that delivers answers on a silver platter. This approach:

- Does a disservice to clients.

I strongly believe that you can't outsource a good service or experience. (Or, to quote Oliver King, founder of Engine: You can't deliver a great service without a great organization.) Consultants that insist on doing service design for their clients, rather than with them, rob their clients of the opportunity to develop into great organizations that are capable of delivering great services long after the consulting engagement has ended.

- Waste clients' money.

I've had numerous conversations with people who have hired Big

Name consultants to help them with service design work, only to be left wondering what steps to take after the engagement had ended. One customer experience leader at a large health insurer told me about the journey maps a consulting firm had created for his organization: He struggled to understand the maps – diagrams consisting of many concentric circles – for several weeks before giving up completely and engaging a different firm to help him understand customers' needs and expectations.

Kerry's Take

Whether you're looking to increase profits, improve people's quality of life, or something else entirely, there are simply too many important problems in the world for any of us to waste their time on ineffectual work. Service design educators must, of course, continue to instill a co-create mindset in students at all levels. But we can't wait for new crops of graduates to change the status quo. In-house leaders and practitioners must make internal capability building a required part of any service design RFP. And seasoned service design agencies and practitioners

must educate those who are newer to our community: Give speeches, blog, sing this message from the rafters of your office – and don't stop until we've completely buried all of the silver platters.



Kerry Bodine is a customer experience expert and the co-author of *Outside In*. Her research, analysis and opinions appear frequently on sites such as Harvard Business Review, Forbes, and Fast Company.

Follow Kerry on Twitter at [@kerrybodine](#).

Applying Service Design in R&D-based Organisations

From core technology to Product-Service System development



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Tung-Jung (David) Sung is a distinguished professor in the Department of Industrial and Commercial Design at the National Taiwan University of Science and Technology and currently the CEO of Taiwan Design Center (TDC).

Product-Service Systems (PSS) enable research and development organisations to create new opportunities for their core technologies through servitisation and new resource integration. Because PSS development often requires re-positioning and attracting new supporting partners, applying service design is encouraged in R&D organisations. However, the collaborative maturity is the key to the effectiveness of design outcomes. This article aims to explore insights into how to improve the collaboration between service design and R&D teams. The FamiCare case study presents a framework which is based on a four-level collaborative maturity model, 'Initial', 'Formative', 'Managing', and 'Optimising', to demonstrate the roles of the two teams, the tools and insights that can improve the outcomes of collaboration.

Differentiation that is solely reliant on technological innovation is insufficient for R&D organisations. For example, when people choose a smartphone, they do not only consider its technological features (e.g. operational efficiency), but also the services that are embedded in the system. Therefore, PSS development has become a new strategy for technology innovation in R&D organisations. Libaers, Hicks, and Porter (2010) argued that, rather than simply offering the core technologies, PSS

allows R&D organisations to integrate new resources and expand their revenue stream by delivering value through services.

According to Morelli (2006), PSS development is a social construction process that requires organisations to attract different stakeholders. In other words, organisations need to consider multiple aspects, such as technology, stakeholders' needs, and customer journey. Therefore, R&D organisations



Figure 1.
Screenshots of the
HairyKid app

have a challenge to enhance the values of their core technologies through PSS development, because they are used to only concentrating on technological features.

Service design is a strategic approach with a holistic view, which helps service providers to integrate the various interests of different stakeholders. Service design is also widely applied within product manufacturers for PSS development. In the context of R&D organisations, Candi (2007) advocated that applying service design should be encouraged to develop services.

Nevertheless, the gaps that exist between these different disciplines in terms of values, experiences, and jargon may impede the effectiveness of collaboration. Accordingly, Sung and Wu (2011) focused on exploring the challenges of the collaborative design team (i.e. design and R&D) in the so-called 'fuzzy front-end' of innovation. Their results show that collaborative maturity is the key to improving the effectiveness of the design process. Therefore, in the context of developing PSS for the core technology, this study aims to uncover how to improve the collaboration maturity between a service design team and a R&D team through a case study of the FamiCare development project at the Industrial Technology Research Institution (ITRI) in Taiwan.

The FamiCare development project

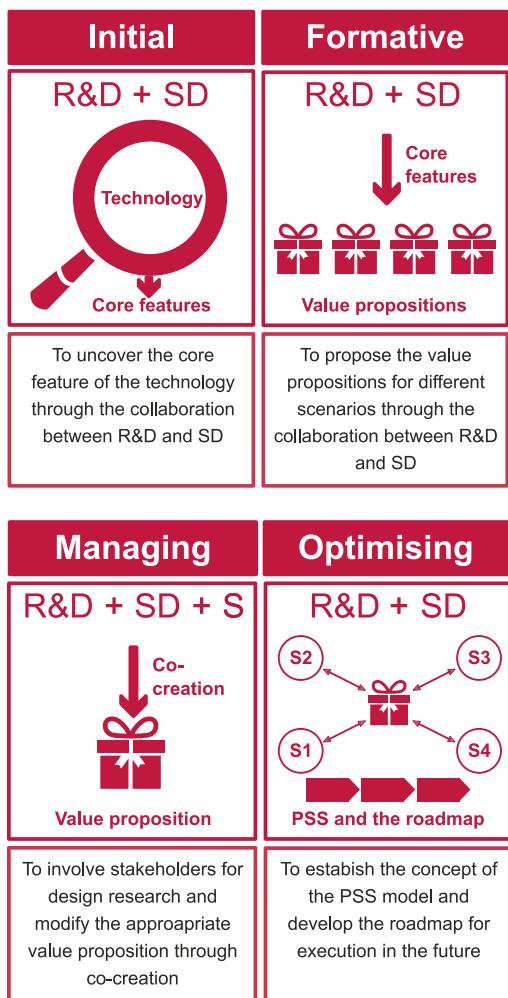
ITRI is one of the major non-profit Taiwanese R&D organisations that aim to help industries remain competitive. Starting in 2014, ITRI discovered that delivering the latest technology to industries was no longer sufficient. Instead, the R&D teams of ITRI were

asked to place greater emphasis on PSS development rather than just focusing on technology innovation.

The FamiCare technology is a video cloud processing applied technology from ITRI that seeks to improve the functionality of security-monitoring solutions. An ITRI service design team was assigned to the project in 2015 to find appropriate directions for PSS development. Through the collaboration process, the project team identified the new value proposition and constructed the concept of the Pet Care service platform. The R&D team has further developed the concept into an app called HairyKid (Figure 1) at the end of 2016.

However, the collaboration was not smooth at the beginning of the project. The service design team had determined that the concepts of the security-monitoring solution proposed by the R&D team lacked humanity, and they wanted to change the direction. Moreover, the service design team found that the FamiCare technology included too many functions, and they had difficulty finding its significant features. The team started to propose concepts directly from a user experience perspective without considering the core technology. However the R&D team did not accept these ideas, resulting in a chaotic collaboration process. In order to solve the problems, the leader of the service design team modified the roles of the both teams and applied co-creation into the project.

This project adopted the design collaborative maturity model (Sung & Wu, 2011) as a research framework, including its four levels: 'Initial', 'Formative', 'Managing', and 'Optimising'. These levels were used to understand how the two teams could overcome their barriers. The key activities of the different phases are described in Figure 2.



1. 'Initial' level

During the 'Initial' level, the service design team changed their mindset from analysing customers' needs to discovering the inherent values of the Famicare technology. Moreover, instead of learning about the technology in the traditional manner (such as through reviewing technological documentation), the team conducted workshops and developed co-creation tools. The tools included the following four questions: "What are the competitive advantages of the FamiCare technology?", "What possible applications have been identified?", "What are the current possible substitute solutions?", and, "What would be the vision for the next five years if there were unlimited resources?"

The service design team found that although the FamiCare technology integrated many functions, the main keywords that appeared during the discussion were related to "recording", "key image capturing", "fast searching", and "co-managing." Moreover, these features were directly related to the three core modules (Table 1) of the FamiCare technology, (1) smart image capturing, (2) smart image labelling, and (3) the FamiCare cloud service. As a result, the service design team effectively discovered the core modules and understood the underlying values of the FamiCare technology.

Modules	Features
 <p>Smart image capturing</p>	To intelligently analyse and capture dynamic images that suddenly change in the video record
 <p>Smart image labelling</p>	To automatically label the video record clips being captured as dynamic images
 <p>FamiCare Cloud Service</p>	To encrypt and quickly access video files in the cloud

Table 1. Descriptions of the three core modules.

Figure 2. The collaborative activities of the FamiCare development project.

Insights of the 'Initial' level

In short, technology is a fundamental asset of R&D organisations. Even though PSS allows R&D organisations to deliver integrated solutions, directed development should have the core technology at its centre (Libaers et al., 2010). Thus, it is important that service designers should first explore the values of the technology rather than attempting to analyse from users' perspective when developing the PSS based on the core technologies.

However, it may take significant time for service designers to discover and understand the technology through traditional activities. This project suggests that service designers develop co-creation tools (e.g., visions for the technology development) to start open discussions with R&D teams. It allows the service designers to understand the value of the technology and to gather technological knowledge effectively.

2. 'Formative' level

During the 'Formative' level, in order to find the potential PSS development direction for the FamiCare

technology, the service design team started by widening the possibilities. They collected data on the different types of family lifestyles via secondary materials, and developed a brainstorming matrix to explore the possible value propositions of the core modules for each user.

The outcomes of the brainstorming matrix are shown in Table 2. Through applying the matrix, the two teams were able to brainstorm from both professional angles. Based on the functions of the three core modules, they explored new possible directions (e.g., from security monitoring to the recording of precious moments) for PSS development utilising users' perspectives.

Insights of the 'Formative' level

Service designers analyse users' needs and generate ideas for value propositions. On the other hand, R&D teams often focus on engineering problems. Therefore, engaging these two professional teams for ideation requires careful consideration. As Simons, Gupta, & Buchanan (2011) have mentioned, the nature of interdisciplinary collaboration is based on sharing and on hearing each others' viewpoints.

Technology module	Hypotheses of Value Propositions for Different Types of Family Lifestyle		
	 Family with elders	 Home of childcarer	 Families with pets
 Smart image capturing	To monitor daily activities of the elders for the family and hospital	To record daily courses and activities of the children for the parents	To record daily behaviours and activities of the pets for the family
 Smart image labelling	To quickly select and review the video clips of unexpected events	To help parents quickly select important video clips and review their children's activities	To quickly find video images of interesting pet activities
 FamiCare Cloud Service	To co-manage the elders' safety issues with other family members simultaneously	To allow the parents to share interesting images and activities of children easily	To allow the family to share interesting images and activities of pets easily

Table 2. Descriptions of the outcomes of the brainstorming matrix (only partial results are listed).

The brainstorming matrix applied in the FamiCare development project combined the two professions of each team: Users descriptions from the service design team, and the technology features from the R&D team. This allowed the two teams to be enriched by the inputs of both sides, and lead the FamiCare technology from security monitoring to various directions of PSS development. It facilitated the development of tools that integrated the professional knowledge from service design as well as that of R&D, enabling the creation of new directions for development.

3. 'Managing' level

In order to help R&D team make decisions for PSS development, the service design team collaborated with the R&D team to conduct design research through interviews and observation at the 'Managing' level.

They found that the concept of recording and sharing precious moments of pets during the day was evidently valuable for pet owners. Moreover, the pet owners mentioned that the mental illnesses of pets might be related to their abnormal behaviours. Nevertheless, because the pet owners had to work, it was difficult for them to know how the pets behaved during the day.

The interviews stimulated the two teams to apply the core modules of "smart image capturing" and "smart image labelling" to detect pets' abnormal behaviour and diagnose mental illnesses.

After collecting the design research results, the two teams held a workshop and invited the related stakeholders (Table 3) to join the co-creation process. During the workshop, a pet psychologist approved

the idea of applying abnormal behaviour detection and recording to improve psychological diagnosis and treatment. In addition, he mentioned that the records could become rich data for purposes of pet psychological research in the future.

The participants of the workshop came up with the concept of the 'Pet Care' service platform. The platform can benefit different stakeholders from three perspectives (Figure 3): (1) For families with pets, it allows the users to view and share the lives of their pets and observe their mental well-being; (2) For pet psychologists, it can improve the quality of medical services, and the recorded data can contribute to medical research; (3) For the technology team, it can become a sustainable service platform to serve both end-customers and medical organisations. Both the service design team and R&D team considered the new direction as valuable after analysing the value of the applications and technology feasibility. As a result, they identified the value proposition of the PSS as "allowing the families with pets to observe and share the precious moments of pets, and have a better understanding of their pets' behaviour and psychological states".

Insights of the 'Managing' level

Establishing a shared goal is not an easy job for an inter-disciplinary, collaborative team. In particular, PSS development often involves identifying new customers and supporting partners. Therefore, strong evidence is required to support the ideas. Contrary to the traditional knowledge sharing method (i.e. keyed database), Simons et al. (2011) mentioned the importance of linking to people for knowledge exchanging and increasing the teams' confidence. Engaging the R&D team to join the design research as well as the workshop allowed them to collect feedback on the PSS concepts from different perspectives directly. It facilitated the teams to efficiently formulate shared goals. Moreover, through the process of co-creating with the stakeholders, the project teams were allowed to create a robust PSS concept.

Stakeholders	Description of the participants
Users	<ul style="list-style-type: none"> Families with pets
Experts	<ul style="list-style-type: none"> Pet psychologist Manager of pets hotels

Table 3. Descriptions of the stakeholders in the co-creation workshop.

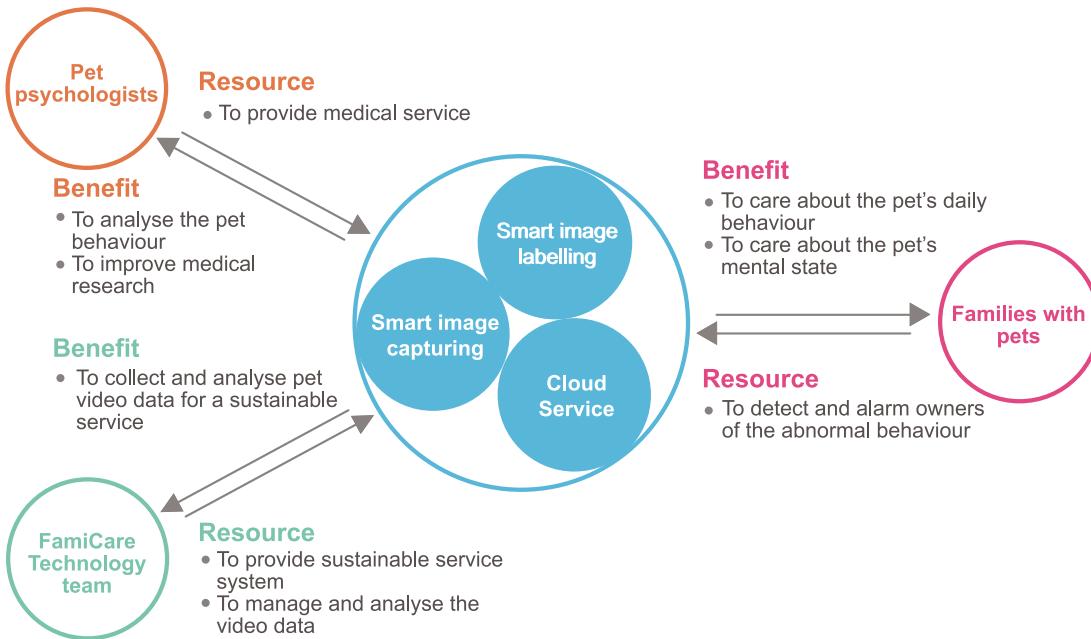


Figure 3. The Pet Care service platform.

	Short-term Basic functions	Long-term Medical functions
Functions	<ul style="list-style-type: none"> IP Cam Cloud service (save and retrieve) Smart image capturing Motion tracing technology 	<ul style="list-style-type: none"> Automatic detection and alarms based on pet behaviour Analysing the mental model of the pet
Issues		<ul style="list-style-type: none"> Hard to distinguish the characteristics of different pets Veterinarians should be involved in the service system

Table 4. A development scheme of the Pet Care service platform.

4. 'Optimising' level

Finally, at the 'Optimising' level, in order to refine the Pet Care service platform, the two teams collaborated to analyse the service experience and identify the products and services that should be integrated in the PSS. They developed a customer journey to delineate the required touchpoints and function modules, such as abnormal behaviour and mental model-analysing database. Moreover, since some of the functions were required for further development, they made a scheme (Table 4) for future implementation.

Insights of the 'Optimising' level

This project found that in order to optimise the concepts for implementation, it is important to discuss the functions and the key touchpoints through the customer journey. The process can give the two teams chances to review the whole service experience and examine every touchpoint simultaneously. By doing so, they were able to plan the roadmap that is based on the PSS concept.

Level	Initial	Formative	Managing	Optimising
Outcome	• The value and the core of the technology	• Hypotheses of value propositions for PSS development direction	• PSS concept	• Key touchpoint and function modules • Roadmap
Service design	• To understand the technology	• To stimulate team brainstorming based the technology and users' needs	• To engage R&D to join design research • To engage stakeholders for co-creation	• To review the whole customer journey
R&D	• To share the technology knowledge	• To generate ideas with open minds • To examine ideas from technology perspective	• To join design research • To collect feedbacks from stakeholders	• To plan the development roadmap
Tools	• Technology value analysing tools	• Matrix to include the different knowledge of disciplines for brainstorming	• Collaborated design research • Stakeholder co-creation workshop	• Customer journey • Development roadmap
Insights	• To develop co-creation tools to facilitate teams to remove knowledge gap and enrich ideas for PSS development from both professional angles	• To link and co-create with stakeholder to gain knowledge and establish shared goals	• To plan the roadmap based on the customer journey	

Table 5. A framework of improving the collaboration between service design and R&D.

Conclusions

This project proves that service design is able to lead the core technology to a satisfying PSS concept. However, applying service design in an R&D organisation is different from general service design (i.e. starting from user research). Service designers should focus more on the core technology at the beginning of the project and engage R&D to join the design research activities. In order to improve the maturity of the collaboration between service design and R&D teams, this project summarised the findings in Table 5 to illustrate the outcomes, the roles of the both teams, and the tools that were applied at each level. In the 'Initial' and 'Formative' levels, it is important to develop co-creation tools to enrich ideas for PSS development from different disciplines. At the 'Managing' level, linking and co-creating with stakeholders can facilitate knowledge exchanging, which can foster the process of establishing shared goals. Finally, in order to optimise the PSS concept, it is very vital for the two teams to collaborate to examine the customer journey, touchpoints and plan the roadmap together.

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Service rePublic Signals Irish Public Service Design Revolution

Cork County Council, in a unique partnership with highly regarded third level institution Cork Institute of Technology, has established Ireland's first public sector service design centre - Service rePublic - based in County Hall, Cork. Our mission is to help people to have better lives by delivering the best services for all.

Service rePublic was established in January 2017, and was officially launched in May 2017. The collaboration between third level institution Cork Institute of Technology (CIT), the first in Ireland to offer a dedicated Special Purpose Award in Designing Innovative Services, and Cork County Council, the second largest local authority in the Republic of Ireland, marks the beginning of a new, exciting approach to service delivery in the public sector in Ireland.

Service rePublic aims to transform how Cork County Council operates, by looking outwards rather than inwards, by engaging with citizens, users, elected representatives, communities, businesses and other stakeholders (public and private). We use an all-inclusive approach to co-designing and co-creating better services.

Service rePublic is

- creating better services for citizens and users by designing them using a collaborative approach
- developing opportunities for citizens, communities and business (by leading and facilitating elements of the Cork County Local Economic & Community Plan¹)
- co-designing new futures (tackling societal challenges, e.g. ageing population)
- adopting a developmental view of local government

The Cork County Council and CIT partnership allows students/graduates or service design experts in CIT to participate in live service delivery projects in the council and provides Cork County Council with expertise and fresh perspectives from the educational discipline of service design, to feed into the service delivery and broader customer service transformation strategy of the council.

reDesign reImagine reEngage reStart



Service rePublic



¹ Cork County Council Local Economic and Community Plan <http://www.corkcountylecp.com/>





FEATURE

Education and Capacity- Building

Service Design in the Business Curriculum

Dispatches from the field



Joan Ball is an Assistant Professor of Marketing in the Peter J. Tobin College of Business at St. John's University and co-founder of WOMB Service Design Lab.



Martin Dominguez is a graphic designer, fine artist and instructor at Fordham University where he teaches business and St. John's University where he teaches art and graphic design. He is co-founder of WOMB Service Design Lab.

Growing the service design industry requires more than simply educating the next generation of service designers. Business students can also benefit from learning how service design can be used to innovate and address complex market and organisational challenges. That's why we decided to experiment with human-centred design in the business classroom. What started as experiential exercises in undergraduate and graduate service marketing classes three years ago has evolved into dedicated courses in the business curriculum at two universities in New York City.

"Should we delight the customer?" This is a rhetorical question for service designers, user experience designers and customer experience designers, because keeping the user in mind is fundamental to design education and human-centred design activities both in the classroom and in professional settings.

For business students with little or no training in design, however, this seemingly simple question triggers surprisingly complex theoretical, practical and ethical classroom discussions. In particular, students majoring in management, finance, accounting, marketing, risk management and other business disciplines can be skeptical of customer-centricity. They are trained to question the costs of overdoing customer service and they seek

to understand how customer experience efforts might impact sales, profits, stock prices and other key performance indicators, before they decide if improving the experience is worth the investment.

Despite an emerging focus on the role of customer experience in creating and sustaining value, the view that firms exist to serve shareholders, profit and the bottom line remains at the heart of business education, research and practice today.

Indeed, the question "Should we delight the customer?" is the title of an article published in the Journal of the Academy of Marketing Science. It opens with a statement that might seem counterintuitive to many designers: "Critics have suggested," the authors write, "that delighting the customer

'raises the bar' of customer expectations, making it more difficult to satisfy the customer in the next purchase cycle and hurting the firm in the long run.¹ A more recent article in the Harvard Business Review has a more declarative title: "Stop Trying to Delight Your Customers". According to the authors, attempts to exceed customer expectations can lead to confusion and interventions that incur costs that may or may not lead to measurable benefits for the business².

So which is it? Design to delight the customer or to protect the bottom line? Rather than take sides, we've spent the past three years conducting participatory research to explore the intersection of service design and business in two contexts: our service design research lab and in the classroom.

In our lab we work with small business owners and startups to explore how service design thinking can assist in building and growing their businesses. We then take what we learn into the classroom, where we introduce undergraduate business students to the fundamentals of service design. What began three years ago as experimentation in our business and design classes became two dedicated courses at our respective universities: 'Creativity and Innovation for Business and Society' (taught by Joan Ball at the Peter J. Tobin College of Business at St. John's University in New York), and 'Design Thinking' (taught by Martin Dominguez at the Gabelli School of Business at Fordham University in New York). The courses meet three hours per week over a 15-week semester. More than 100 students have completed the courses so far, with another 55 registered to take them in the autumn of 2017.

Both courses include an examination of the concept of wicked problems, design thinking, fundamentals of service-dominant logic and an exploration of the distinction between products and services. This last element provides students with a service-oriented

view of the marketplace which highlights all relevant stakeholders and the value they create in the marketplace. Concepts such as the co-creation of value, value in use, variability and heterogeneity in services are then contrasted with goods-dominant exchange models to help students see that value can be defined, created and exchanged in many ways.

A simple, small group debate exercise conducted early in the semester helps students begin to transition from a strictly business-centric focus, priming them to view customers as valuable potential partners. Students self-select into groups of two or three and are assigned to take either a customer or shareholder view of the question: "Who is the firm in business to serve?" The debate unfolds in three, 15-minute sections: a discussion within the group, a debate between two opposing groups and a second debate where group members are reassigned to the opposite viewpoint and asked to present the other side of the argument. We come back together as a class following the debates to debrief and reflect. The experience opens students up to the customer perspective and provides the instructor with an opportunity to observe students' reactions to fundamental human-centred design principles.

These discussions set the stage for experiential learning with a new mindset. Students in the 'Creativity and Innovation' course, for example, use the UN Sustainability Development Goals as a framework for designing and launching a new service that solves a real problem in an area that has personal significance. Intentionally asking students to consider global problems in a local context forces them to move from the abstract to the concrete, and gives them a taste of how it feels to design a new service from the ground up. As students connect with people in their own communities around a common goal, they report reaching a deeper level of understanding of what they've learned in the classroom. This is particularly important for business students, whose training is generally more focused on exchange than on co-creation. One student summed it up in a post-semester reflection: "This final project made me move out of my comfort zone and make connections

1 Rust, R. T., & Oliver, R. L. (2000). Should we delight the customer? *Journal of the Academy of Marketing Science*, 28(1), 86-94.

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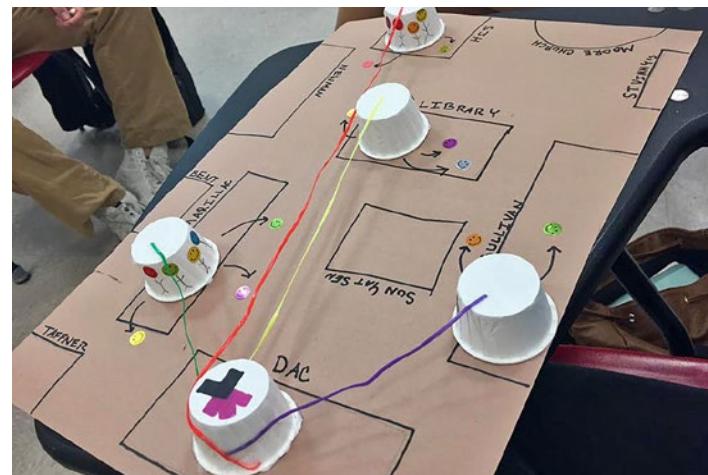
with key managers. When the manager told us to change and manipulate our idea/prototype, I was shocked and happy that we had a sense of direction and feedback even though we had to go back and be more creative. Overall, the creative process and prototyping really changed how I thought about ideas and the way we create and accomplish our goals.”

Of course such happy endings are often preceded by discomfort at the beginning of the semester, because the students have been trained to approach problems quickly with an emphasis on maximum efficiency. Making time for empathy and problem definition creates a great deal of frustration and skepticism in the business classroom. One student in the ‘Design Thinking’ course said: “Never before did I take a problem and not think of a solution right away. Design Thinking taught me the steps to take in order to not only find a solution, but also to visualise, test and brainstorm.”

Early frustration tends to be alleviated once the problem is defined and students move to ideation. While we introduce new tools, students are generally familiar with brainstorming and are open to new methods of generating ideas and examining potential solutions.

The frustration mounts again when the students are asked to develop prototypes. Unlike designers who are quick to sketch, build or visualise, many business students are hesitant to experiment, especially with materials that require them to create with their hands rather than their heads. This is another point at which many students question the process and, in some cases, threaten to give up. At this point we spend time discussing the importance of failure in an experimental environment and the value of ‘thinking with your hands’ to find new questions and insights.

One marketing student characterised his experience this way: “Overall, this course was a fantastic adventure. The constant attempts and failures drove my desire to present the best project I could. It taught me that failure is an option, as long as I learn from them and use that knowledge in future endeavours. In no other instance in my life had I attempted something so many times and then have been met with so many dead ends. Through



“Overall, this course was a fantastic adventure. The constant attempts and failures drove my desire to present the best project I could. It taught me that failure is an option, as long as I learn from them and use that knowledge in future endeavours.”



these failures I learned numerous things that I used to guide the success of my final project.”

Fortunately, most students eventually see the wisdom of the process once they launch their prototypes. This has become clear across semesters, working with different groups of students and collecting written reflections before, during and after the semester via email and in private Facebook groups we use for course communication. Student satisfaction still scores an average of 4.7 on a 5-point scale, despite these frustrations.

One student designing a food truck called ‘Mass Eats’ for homeless neighbors was very hesitant to build a 3D prototype of the truck at first, but once she got started she could not be stopped. She made the truck with clay, designed it inside and out, then added picnic tables, benches and umbrellas. “I just realised,” she explained, pointing at the small human figure she had placed at one of the benches, “I have no idea who this person really is.”

This led her back to the empathy stage with a new interest in seeking a deeper knowledge of the people for whom she was designing.

Helping business students to value this deeper knowledge takes time and repetition and is at the heart of what we are attempting to do in these courses. That’s why we begin each project (in the lab and in the classroom) with a simple prompt: “Whom do you serve and how do you serve them?” The breadth and simplicity of this question prompts entrepreneurs and students alike to hone in on customers in a way that is grounded in service rather than exchange. It also provides a framework for them to get to know what matters and where their efforts to serve the business, the customers and others align or are at odds – a place where the interests of business students and service designers organically intersect.

Overall, these two courses continue to evolve and we are learning and adapting as we deliver them. While we still have much to learn, three fundamental principles for successfully bringing service design thinking into the business classroom have emerged so far:

- Patience: Iterative approaches to problem solving are antithetical to the more linear, critical approaches taught in most business schools. It can take time for business students to accept that their ‘first’ best idea may not be ‘the’ best idea.
- Personality: Abandoning familiar approaches, experiential learning and unstructured classroom environments can be anxiety-producing for students who are used to more traditional classrooms. What might be viewed as fun and creative to design students can be viewed as confusing and unimportant to business students.
- Proof: Overcoming skepticism early and often is critical in the business classroom. Students require both knowledge and context for activities in order to find them meaningful and relevant. Prototyping is very useful in this regard, as it provides students with a tangible representation of their learning that they can apply to the problem and test.

Cultivating Healthcare Innovation through On-the-Job Design Education



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Kipum Lee is Director of Innovation at University Hospitals Health System.

In order to make real impact in healthcare through service design, the effort must be widespread. Equipping those who are not formally trained in the design discipline is no easy feat. In this article, we propose a model of on-the-job design education using four teaching strategies to illustrate the amplification of design practice within a complex healthcare environment.

Scaling service design in healthcare

To reduce design to problem-solving and application misses the larger potential it brings to personal growth and collective transformation. In fact, design is both a method and larger approach to opening ourselves up within our own assumptions as well as to a world of the radical ‘other.’ The broad reaching character of design has the potential to touch everyone; it must not be reserved just for those who have received academic education in design disciplines.

Not surprisingly, the most exciting innovations often take place outside of the ‘design world’, where unconventional designers use design thinking in conjunction with their expert knowledge to make connections across disciplines and boundaries. While learning service design in an academic setting is a wonderful opportunity, organisations that do not have the luxury to put their

employees through formal education can still find ways to introduce design.

Healthcare is an ideal arena to unleash design’s potential because the impact on people’s lives is both direct and personal. Furthermore, it is fertile ground for service innovation because much of healthcare, if not all, is defined by the delivery of services. As members of the Innovation & Design team at University Hospitals in Cleveland, Ohio, we have been active in designing non-traditional learning opportunities to teach design to established healthcare professionals. This has not been easy; we are a team of eight, presented with the challenge of educating an organisation of more than 28,000 care providers. How might service design scale across such a large group? How might the beauty and value of design be appropriately presented with limited time and resources?

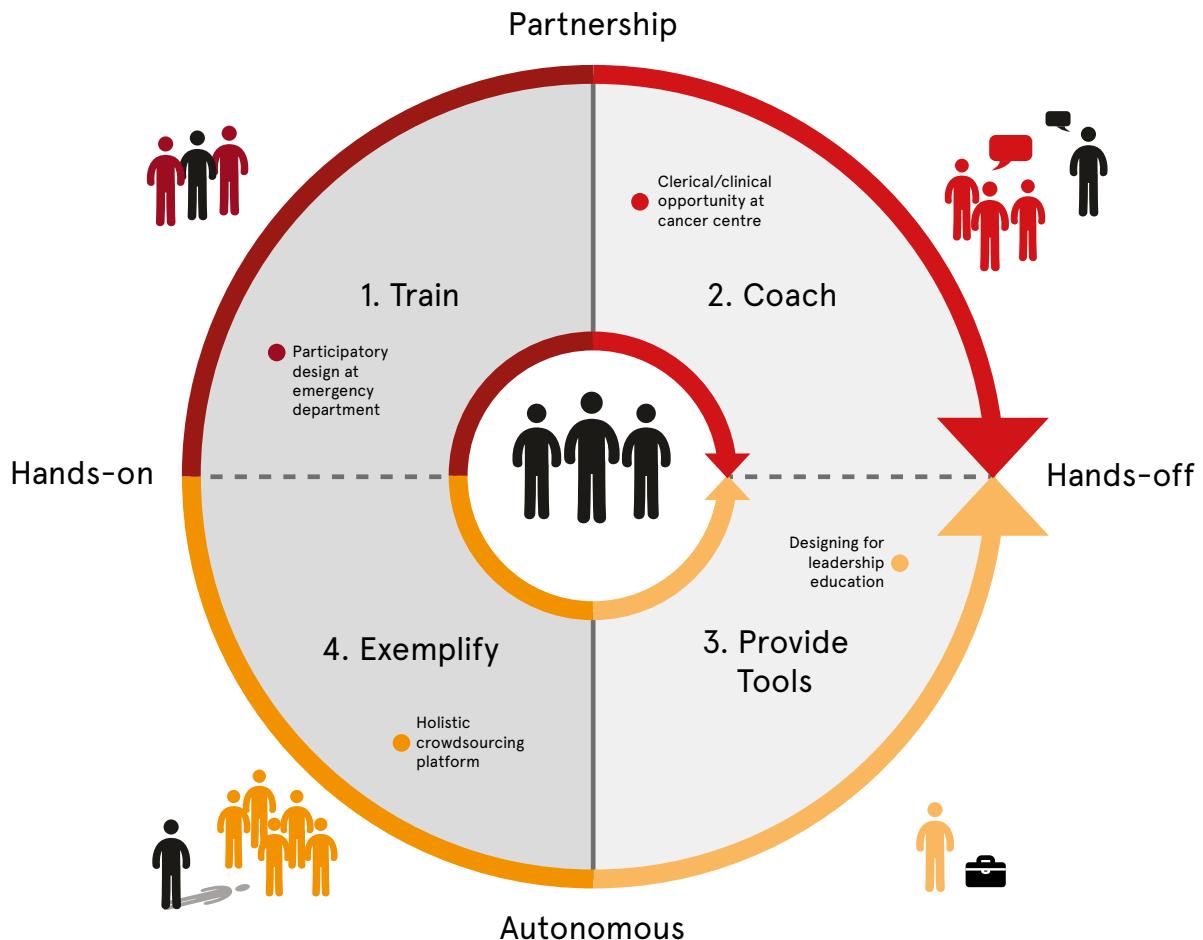


Fig 1: On-the-job teaching/learning strategies

Infusing meaning into the intrinsically meaningful

While much of healthcare is intrinsically meaningful, it somehow manages to blind those within the system from this essential meaning. Most if not all physicians become doctors to genuinely help those in need of care; yet, why is it that so many healthcare systems have a pervasive issue with realising empathy across their human interactions, processes, services and systems? Paradoxically, the operational and technical aspects of care in healthcare all too often blind caregivers to the human dimensions. As a consequence, care prevents care.

In an industry where innovation is often synonymous with technological innovation, we have defined and anchored our education theme on human-centred design (HCD). Introducing HCD to healthcare providers is sometimes met with perplexing looks because they often expect some cure-all to their problems that involves some form of technology. Through strategic ways of presenting

accessible and applicable service innovation, our team has been devoted to revitalising what is meaningful for healthcare providers and those whom they serve.

Making service design accessible through multiple strategies

There are countless tools and techniques that have been developed within the service design practice and literature. Our approach here is less about tool development as it is about using available tools in a more effective way. The challenge in healthcare is quite acute as doctors and nurses rarely have time to sit and learn a new tool. They have little time for lunch or to go to the restroom, let alone participate in formal workshops. From our experience, time taken away from their 'day job' can literally mean that someone's safety or quality of life is at risk. Due to these tight constraints, it is equally important to innovate around how to provide and access

service design tools and methods. Their situations and conditions of use, and how service design tools, techniques and methods are presented are critical.

We present a model with four main strategies that can be used by an innovation team to provide distinct teaching and learning opportunities for newcomers to service design. To start, there are instances when learning is best done collectively or in partnership between an innovation team and other teams in the organisation. In other instances, learning is best done autonomously. In both the ‘partnership’ and ‘autonomous’ approaches, an innovation team can adopt either a ‘hands-on’ or ‘hands-off’ stance.

On the top half of the teaching/learning model (See Figure 1), partnership strategies fall under two categories: Training, where the innovation team takes a hands-on partnering approach with their partners, and Coaching, where the innovation team takes a hands-off partnering approach. The partnership strategies are a good place to begin as they typically revolve around project work. These strategies allow individuals in the organisation to gain an understanding of service design through collaborative work.

Autonomous strategies – shown on the bottom half of the teaching/learning model – are typically independent of project work. In the Exemplify strategy, the innovation team works autonomously on an initiative that affects the system at large. It is, therefore, very hands-on for the innovation team. In the Provide Tools strategy, the innovation team creates the conditions for others in the organisation to work autonomously. By enabling others to use design thinking skills acquired mostly on their own, the innovation team becomes a provider of templates, frameworks and instruments of change while remaining hands-off.

The aim of any innovation team is to get innovation to become a widespread activity. In both the ‘partnership’ and ‘autonomous’ approaches, there should be a deliberate left-to-right movement across the top and bottom arcs. In work with organisational partners, effort should be made to transition from a hands-on Training strategy to the hands-off Coaching strategy. In work that is autonomous, effort should be made to transition from a hands-on Exemplify strategy to the hands-off Provide Tools strategy. The model calls for dynamic movement as well as renewal as the cycle of hands-on to hands-off can begin again and again with on-going initiatives.

Strategy #1: Training

This hands-on strategy is marked by an innovation team embedding itself within an internal client’s environment to demonstrate the ‘doing’ of service design. This is the most obvious approach where the team involves care providers in HCD activities, such as contextual inquiry, observations and using tools like the service blueprint.

Through our work with the emergency department at University Hospitals, for example, our team had an opportunity to offer hands-on design training to caregivers. It was the direct engagement via participatory design that made this effort different from that of past efforts. For staff, training involved demonstrating the benefit of bringing together a diverse team made up of patients, their own staff (nurses, doctors), management (IT, managers) and a colonel from the internal police department. What is routine in design practice – bringing various stakeholders to the table – is not common practice throughout large healthcare systems. Although clinical teams often work collaboratively, administrative and support services groups often do not.

Bringing groups that typically do not work together and training them to work in this way through direct demonstration and direction increases the probability of developing better solutions. For example, there was a moment in our own work when the representative from the police department made a general comment about mental health patients and how they spend their time in the exam room of the emergency department. Unbeknownst to him, one of the other participants in the session was a former mental health patient. We established the parameters of conversation so that she felt safe enough to respectfully disagree with his generalisation. The back-and-forth of these opposing views led to more comprehensive ideas imbued with multiple perspectives and claims of ownership, such as the creation of a journey map that visually communicates to patients what to expect when they arrive in the emergency department (See Figure 3).

Training is a great strategy to employ when partners are more willing and able to be involved in the core of the design process. It is also a good place to start when working with professionals who have never been exposed to service design, because the close and frequent contact with the innovation team enables quick and direct learning.

Strategy #2: Coaching

Coaching is a hands-off partnership strategy in which an innovation team offers some level of involvement to employee partners, mainly through advice and remote guidance. This approach works well following the Training strategy with a group because the team is usually eager to try design thinking on their own.

In a project with the cancer centre to better utilise clinical staff members overwhelmed with clerical work, our team shifted from Training to the Coaching approach when it became apparent that our partners were deeply engaged and capable of working on their own. We began with typical ethnographic research activities used widely by service design practitioners. Once we were able to gauge their enthusiasm and the momentum built, we took on the role of being a coach by guiding the team and co-producing with them when necessary. To address the issue of clerical work being done by nurses who need to actually perform at a high level, the cancer centre team, with coaching, discovered that it is possible to imagine the possibility of non-clinical staff performing some aspects of clinical work. The rhythm of the work was punctuated by pauses for the innovation team and moments of direct engagement.



Fig 2: Coaching cancer centre

Because lessons only become true learnings when practitioners take ownership of concepts and methods, partnership strategies need to end in the hands, hearts and minds of partners-as-owners. This arc from Training to Coaching completes an important cycle of on-the-job education.

Strategy #3: Exemplify

In this hands-on, ‘autonomous’ strategy, an innovation team works independently to exemplify how best-in-class innovation ought to work, encouraging a personal pursuit of innovation for the rest of the system. In this ‘fishbowl’ approach, it is through direct, on-the-ground work that the organisation catches the ethos of innovation.

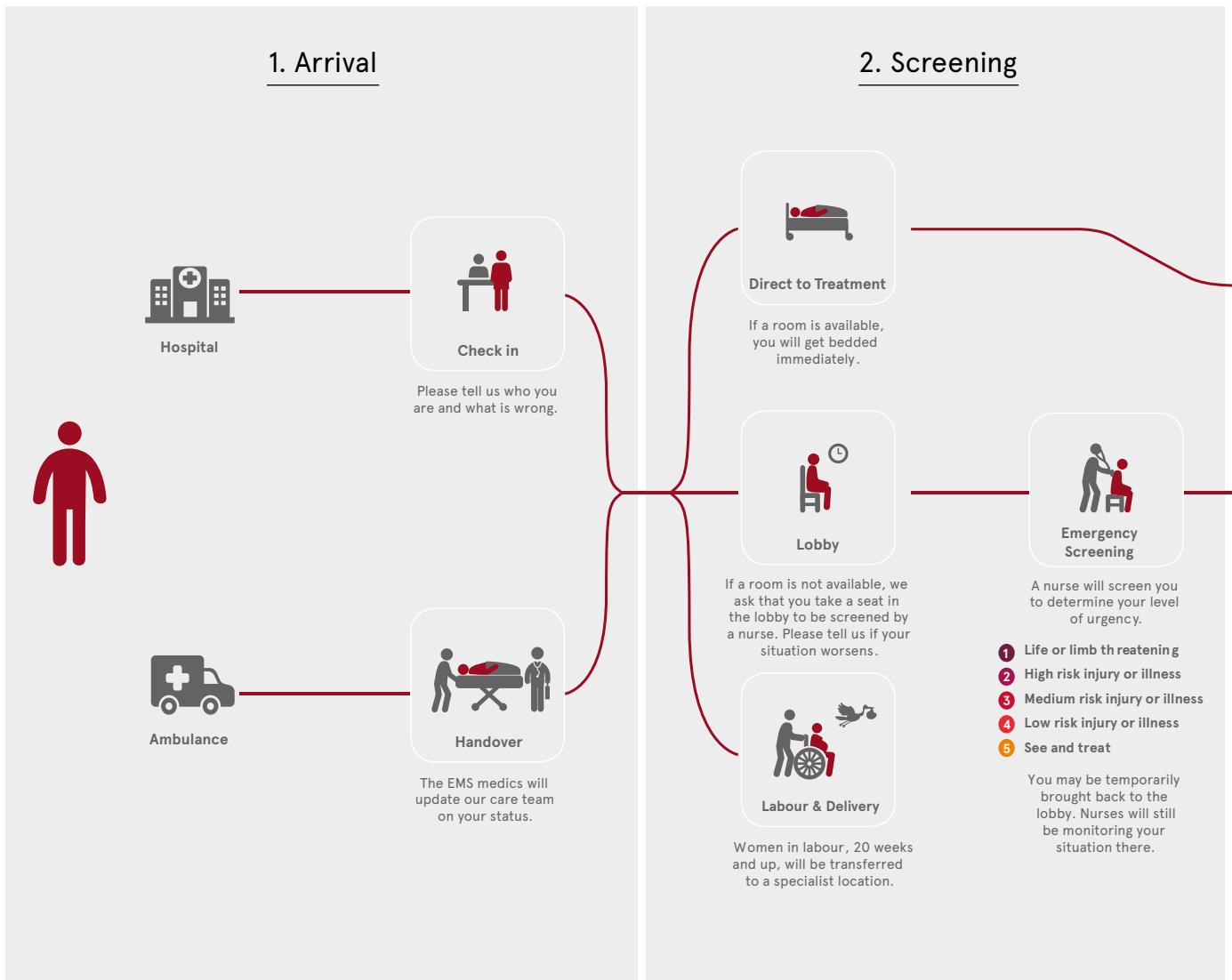
For example, at University Hospitals, our team spearheaded the development of an electronic crowdsourcing platform that mirrors our own internal design process. Discontent with the reductive myth that innovation is primarily about ideas and novel solutions, we created a platform that encourages employees to submit not only solutions, but their own problems, as well as ways of executing or implementing on the ideas of others. This enables employees to approach issues together, turning frustration into inspiration.

The platform stems from a desire to systematise our HCD process into a semi-automated programme. Creating such an application allows our team to streamline our own processes and offer a hands-on, asynchronous approach to autonomous innovation. In short, cyberspace is a great place to encourage virtual and hands-on interactions while still providing autonomy for both the innovation team and the rest of the organisation.

Strategy #4: Providing Tools

This hands-off, ‘autonomous’ strategy has the potential of promoting both standardisation and unique instantiations of design. First, tools embedded with the logic and ethos of innovation provide a way to express guidance and procedures without the innovation team being directly present throughout the system. In this way, they are carriers of innovation across space and time. They can also be used freely, unpredictably and imaginatively by new participants to service design.

Through a new programme aimed at giving management leaders the essential skills and tools they need, our team at University Hospitals has shaped a



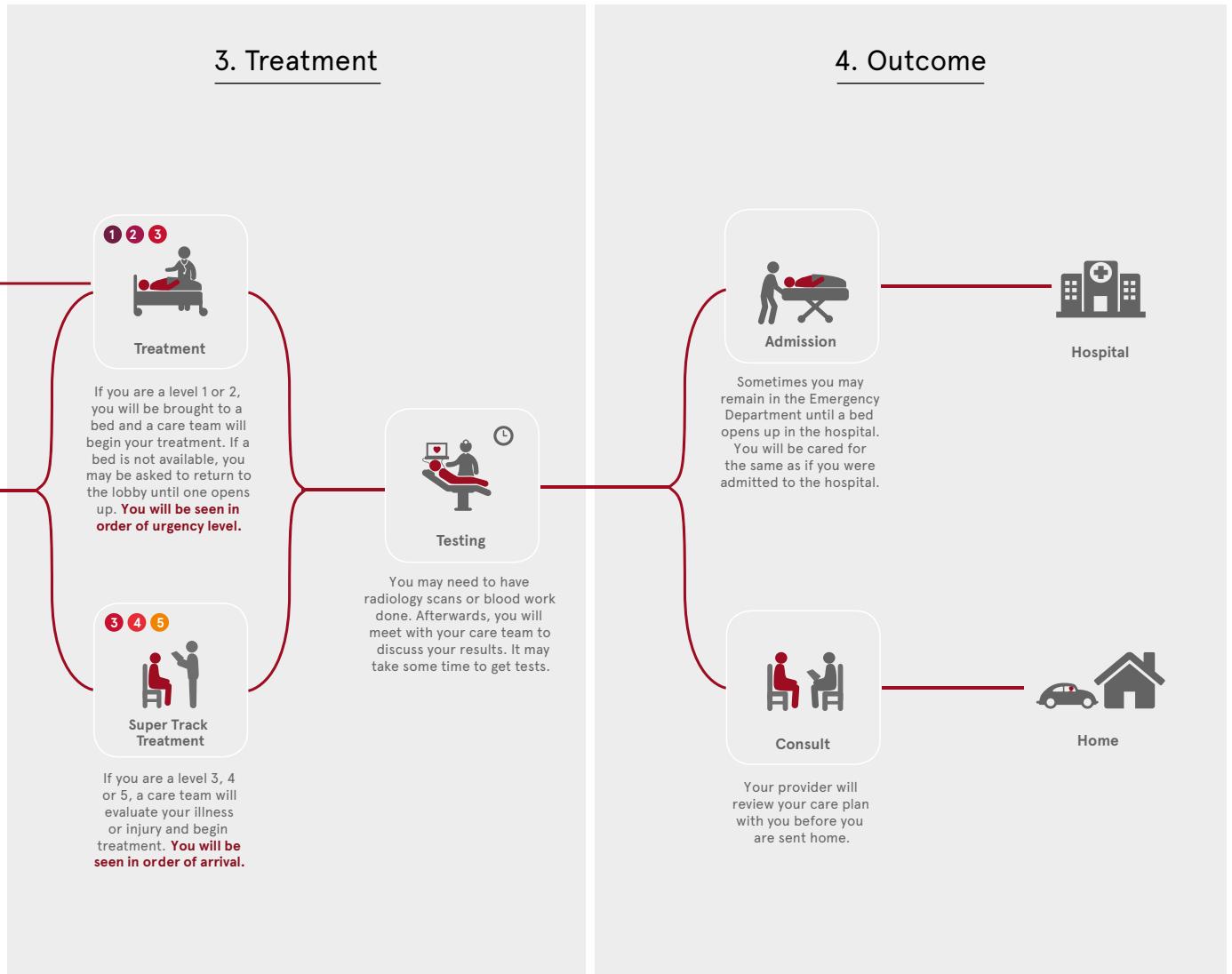
“Discovering Innovation by Design” fundamentals course that introduces HCD to 1,500 of our formal leaders. Positioned as a critical leadership course that is vital to the success of the organisation, this programme – which consists of three important core service design activities (‘probe’ and observe, ‘personify’ the needs of real people, and ‘plan’ the experience starting with a service blueprint) – enables autonomous learning by empowering people with simple and accessible tools.

By focusing on managers as leaders and encouraging them to cascade their learnings and tools within their own teams, departments and units, this strategy leverages social networks that are already present. Furthermore, by working together with our human resources department, it is yet another way to amplify

education without calling for a separate and academic-based design education programme. For employees, this strategy provides the freedom to learn on their own terms and embraces the idea of subjective universality where each participant in the organisation has a chance to make design their own.

Conclusion

The four teaching strategies outlined above provide a framework for innovation teams to extend their influence across a large organisation – in our case, they are living approaches grounded in a complex healthcare system. These varied paths to teaching and learning service design are intended to provide flexibility for people to appreciate and approach design in an unconventional



way. Collectively, the four strategies form a meta-strategy for cultivating innovation on-the-job. Individually, they provide a rich, pluralistic framework that can ignite the fire of design in non-designers. Perhaps most rewardingly, they just might – as it has been the case for our team – also fuel the flames of design within the design and innovation team as well.

Fig 3: The emergency department journey

Desirable Traits: Educating for an Evolving Service Design Practice



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Design has become a collaborative and interdisciplinary practice as it aligns with an increasingly diverse range of private and public sector efforts. To train service designers to solve contemporary system problems, our educational institutions need to continuously invest in new forms of training and development. In this article, focusing on the US, we build on other authors' efforts to bridge the gap between academia and industry, offering a perspective on current recruiting expectations, and reflecting on personal experience working in the service design field. We outline four skill areas that should be a part of every service designer's CV or resume, and highlight exciting new ways in which service design academia is retooling itself to train for the challenges of an evolving job market.

Current service design programmes support students in some areas better than others – research and ideation, for example, tend to be favoured over implementation. According to the 2017 *Design In Tech Report*¹, the top three skills demanded by today's professional design practice are: 1) using research and analytics, 2) understanding business

and finance and 3) leadership and teamwork. The report further concluded that design education is more biased toward communication and empathy competencies.

Glancing at the exhaustive lists of skill requirements sought by employers from new service design hires, the gap between academia and industry becomes even more stark.

We believe that a concerted effort to strengthen training in four critical areas will provide students with a stronger foundation to enter the job market and

¹ Maeda, J. (2017). Design in Tech Report, [Online] Retrieved March 13, 2017, from <https://designintechreport.wordpress.com>

allow them to accelerate faster into leadership roles. These four core skill areas are: Human, Technical, Quantitative, and Business.

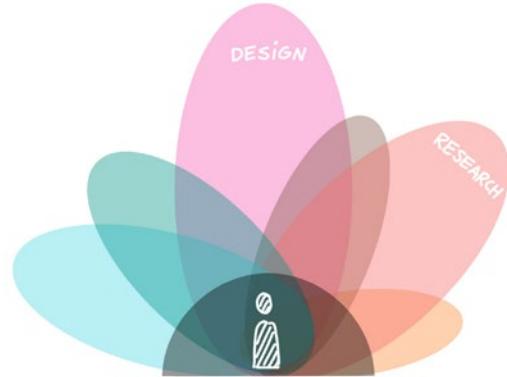
Human Skills

Considering the collaborative, interdisciplinary nature of most service projects, human skills must be stressed foremost, as they often have an outsized impact on a student's ability to achieve success. Here we want to emphasise human skills as a means to effectively interface with collaborators, and an ability to observe and affect organisational culture. As practitioners, we are all familiar with these thoughts during a co-creation workshop: "How can I create alignment among the teams? How can I navigate underlying policies and invisible boundaries? Or how can I create excitement, so everyone actively participates?"

Recently, schools with programmes focusing on social innovation, such as Carnegie Mellon University, Savannah College of Art and Design (SCAD) and School of Visual Arts, have shown a keen interest in developing human skills through industry outreach initiatives that focus on collaborative, real-world learning experiences. For example, one collaboration between Frog Design and SCAD's Design for Sustainability programme in 2013, in which the lead author participated, involved the prototyping of the 'Collective Action Toolkit' with high schools students. This project provided students with an opportunity to practice facilitation skills, as well as to develop one-on-one rapport with outside experts.

The two significant areas for fostering human skills are: 'collaboration, communication and facilitation' and 'organisational culture and behaviour science' knowledge.

Service designers are often called on to act as creative facilitators, not only able to build consensus among diverse groups, but also to actively catalyse, interpret and reframe conversations among participants to generate new ideas. While the ability to scribe or diagram emerging conversational patterns is one component of facilitation that is typically trained in academia, the human skills required to manage personalities,



HUMAN SKILLS

- Engage with people at a deep level
- Manage multiple stakeholders needs and expectations
- Have strong negotiation and communication skills

TECHNICAL SKILLS

- Embrace and harness new technologies
- Create empathy through immersive and interactive storytelling
- See service offerings through the lens of technology

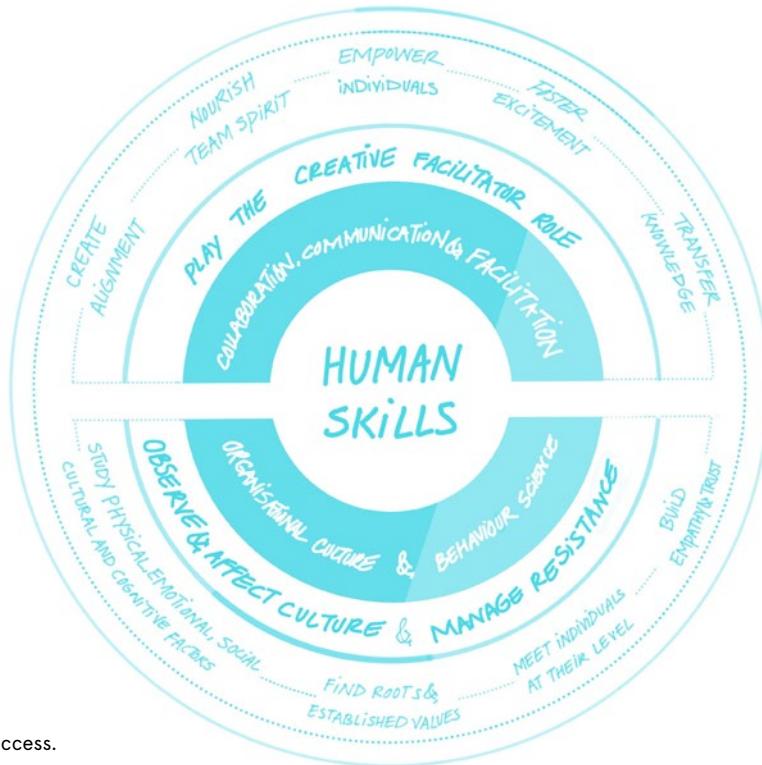
QUANTITATIVE SKILLS

- Understand the interrelationship between design and business models
- Prioritise the desirable, feasible and viable opportunity areas
- Implement solutions with significant financial and operational impact

BUSINESS SKILLS

- Define service vision, strategy and platform architecture
- Infuse brand essence across all products, services and systems
- Design an implementation roadmap

Common skill requirements for service designers, as cited in a selection of vacancies posted in 2017.



Human skills have a tremendous impact on a student's success.

read social cues and maintain conversational flow are not typically addressed. In order to prepare students for facilitation roles, exposure to other social science programmes, such as anthropology and organisational behaviour, is a critical complement to facilitation training. Such a training programme would augment students' visual skills, and enhance their ability to create alignment and energise group participation.

Human skills training is not only about improving facilitation; it is equally important for students to develop the ability to observe and affect organisational culture. Every organisation with which a professional interfaces is in some way biased toward its legacy and established value systems. This often creates a resistance to change. Schools should familiarise students with this concept, and teach associated behaviour change strategies. These strategies all start with building empathy as the first step toward change. Students need to learn how to entertain opposing viewpoints, to meet each person at their level and to build trust. In the professional world, service design often involves the shaping of behaviour. For students, developing knowledge about the physical, emotional, social, cultural and cognitive factors influencing human behaviours provides critical preparation for the challenges ahead.

Technical Skills

The role of service designers is to shed light on invisible processes, take into account lots of moving parts and bring meaningful experiences to life in a collaborative manner. There are still many projects that are new to our field, and we are evolving our approach as we move forward. Leveraging the visual and narrative aspects of technology can play a key role in these experimentations. Although design schools have traditionally taught visual storytelling skills fairly well, we should continue to be inspired by programmes like Design and Technology at Parson's New School for Design, to push the boundaries of communication technologies.

In professional practice, technical skills are necessary to capture research findings, document work processes and bring services to life through visualisation. To design holistic solutions, research initiatives need to study all steps within a customer lifecycle. This can be time-consuming and budget-sensitive. Technology can support researchers in building effective toolkits to efficiently capture data both in-person and through online communities, exploring social media behaviours and interactions with brands.

Also, relying on augmented reality, holograms and other 3D tools, students can practice immersive storytelling to make abstract information tangible. New media provokes exciting questions: How can we use these tools to simulate service experiences in the real world? Can they help us build empathy? How might we build interactive experiences to foster engagement and build a shared vision?

Quantitative Skills

Quantitative skills are often underrepresented in service design programmes, yet in professional practice play a significant role in demonstrating the return on investment of any service design project. Business-driven programmes, such as the MBA and M.S. in Design Innovation at Northwestern University, are ahead of the curve in this regard. They provide students with important knowledge and tools to measure operational efficiencies, as well as social, environmental and brand value. In the professional world, the ability to quantify impact in these terms is an integral part of interfacing with engineers and managers. Quantitative skills also play a strong role in project planning and evaluation of a project's success.

Service design programmes can improve the development of quantitative skills in a number of ways. By studying a simulated client's business contexts, and translating them to a framework of 'impact metrics', students might practice answering questions in business development meetings. Student projects might also focus more intensively on defining key performance indicators (KPIs), such as Net Promoter or Customer Effort Scores, to measure the benefit of a service intervention on customer retention or employee empowerment.

Quantitative skills can also help students better capture and interpret qualitative research data, including stakeholder emotional response to the service experience. This is an increasingly important component of professional practice, and a valuable competency to enhance the persuasiveness of research. Finally, students would benefit from greater exposure to use of 'off the shelf' quantitative research tools, such as WordClouds, text analysis and Google trends, that provide opportunities for processing and mining user data.

Business Skills

What differentiates service design from other design disciplines is its power to create experiences that are not only desirable, but are also aligned with organisational capabilities and are financially viable. Business thinking is therefore highly valued in the service design job market. As service designers, we are expected to design holistic and on-brand solutions with measurable impacts on an entire ecosystem of a project, specify the details, and allocate appropriate resources. Some academic programmes, such as the Royal College of Art's collaboration with Imperial College's Department of Computing and Business, dedicate a large portion of their curricula to business training, yet this is far from the norm. These programmes seek to transform a student into a competent visionary who can think from the business point of view, present a story with facts recognisable to decision makers and design, deliver and augment sophisticated solutions with valuable experiences. In other words, someone who can create a great design and demonstrate its value to top-level management. Key business-focused skills may include translating positive customer experience into testable assumptions about shopping cart size and conversion rates, or articulating the projected impact of organisational and operational reforms on training time, employee churn, and brand reputation.

Looking ahead, it is unrealistic to expect that a service designer should develop all the aforementioned skills to a full extent, meeting the industry's expectations. There are always trade-offs and reflecting on our personal journeys, we emphasise the substantial role of human skills. Ultimately, priorities will always be shifting as the service design field grows and the role of academia is to continue to 'adjust the sliders' so that the balance tilts towards the current and near future job market.

Educating for Breadth and Depth



Mark Jones leads a team of service designers at UnitedHealthcare, working on challenges such as connecting low income people to social services, access to healthcare in rural areas, and making people aware of potentially dangerous medication interactions. He teaches service design at the Institute of Design at the Illinois Institute of Technology (IIT).

Service design education has matured over the past 15 years, and a fairly consistent set of skills has been established as fundamental educational requirements for a student. The practice of service design requires an extremely broad range of skills and knowledge, and most often, students emerge from these programmes as service design generalists. This is particularly true of design-led service design programmes – the focus of this article – as opposed to programmes offered through other types of schools, such as business schools or schools specialising in information systems.¹ While it is essential for students to gain exposure across all of the skill areas, the best service designers, in my experience as a practitioner as well as an educator, have depth in one or more areas. To evolve as a practice, there is an opportunity for service design education to better prepare students to be more effective designers by supporting them to gain depth in at least one skill area.

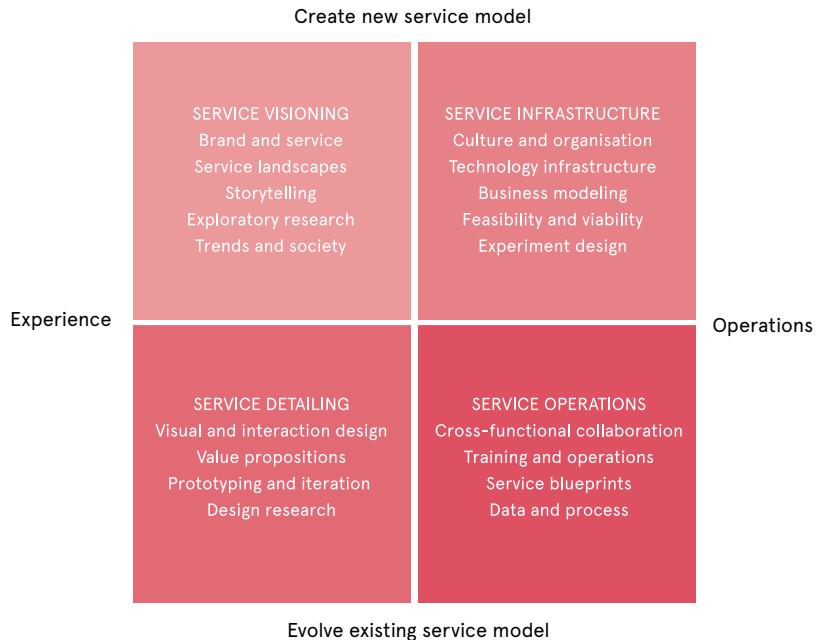
I developed the Service Design Skill Matrix as a way to describe four areas of practice for service design. While this model was created as a tool to manage design groups, it is applicable for design educators to map the skills they are teaching to students of service design. This model is not unlike other models for service design such as the one Aalborg University uses to map the logical and dimensional aspects of their Service

Design Master.² Their model is based on technical versus social skills, and craftsman versus industrial logic skills, but the intention is also to create a map

1 Ferrusca, Tossavainen, Kaarti, Santonen. (2016) A comparative Study of Service Design Programs in Higher Education.

2 Götzen, Morelli, Grani. (2014) Challenges and perspectives in Service Design curricula. The case of the Service Systems Design Master of Aalborg University in Copenhagen.

Service Design Skill Matrix



of the types of skills required to design services. As the Managing Director of IDEO Chicago, and now as the head of a service design group at UnitedHealthcare, I have used versions of the Service Design Skill Matrix to intentionally shape design groups with designers who complement each others' skill depth. In addition, it has served to define profiles for creating teams.

Many service design curricula attempt to teach students a broad set of skills, without going deep in any one area. For example, the service design program at SCAD has a two-year curriculum that maps quite well to the framework above.³ This approach is different than many other design disciplines such as graphic design or industrial design, as those programmes tend to have related courses that reinforce core skills. While this is a realistic approach because there is so much to teach and

learn in service design, there seems to be a mismatch with the way that service designers practice after they graduate, which I will discuss later.

Discussion of the four quadrants

Service Visioning

Reinventing the world by designing brand new services that don't yet exist is one of the reasons students want to learn about service design in the first place. It's exciting to be a change agent, and the chance to envision a new service that reduces consumption, helps people's lives and solves a big problem are the kinds of things that service visioning can accomplish. It's valuable because service organisations need compelling visions for the future in order to change, or have the confidence to start a new business, and a compelling vision helps sell the concept.

³ <https://www.scad.edu/academics/programs/service-design/degrees/mfa>

Challenges

I have observed that student service visions have many pitfalls, including a naiveté about how technology really works, overly simplified user journeys and a tendency for students to design for themselves. While students are quite good at being sensitive to the needs of customers and other stakeholders when they are redesigning an existing service, the inability to observe people using a service that doesn't exist poses challenges that leads to "me-centric" thinking.

Service Infrastructure

Students that can back up a new service vision by having thought-through the issues that will ground its success gain the confidence that they can truly propose bold new service visions. Otherwise they are left not being able to answer fundamental questions about how the backstage elements of a service could be built. Learning these skills is important because truly new services usually require an innovative vision of the service infrastructure that will enable the service to be successfully launched. Big service changes for an organisation often require investments in new technology platforms, new roles that did not exist before, or a service culture to deliver on the promises of the (new) service proposition. And many radically new services have some elements of a new business model that is disruptive.

Challenges

This is probably the hardest quadrant to learn about in an educational setting, or in any setting for that matter. It is just really tricky work to tease out the factors that need to be considered for a truly new service. That said, students in business schools are trained in these skills, particularly those who are in entrepreneurial tracks.

Service Operations

Developing the operational view of a fully-realised service and thinking through all of the connections, pass-offs, and components of the service infrastructure gives students the confidence that they can design a holistic service. Tools such as service blueprints and process

flows are the reality that complements the designed experience. It is a key skill area for all practicing service designers and a skillset that helps bring together all of the parts of the organisation that need to be co-ordinated in order to deliver a seamless service experience.

Challenges

It is often very difficult to understand how a service is delivered without having great access to personnel who are intimately familiar with a service. This is particularly true in a complex service with many backstage processes that are not visible to a customer.

Service Detailing

Students that have successfully learned how to detail a service to the level of fidelity to truly bring it to life in a compelling way have great portfolios. It's easy for them to show their work to others and get people excited about their great ideas. For many service designers, much of the work that they will do as professionals will be in this quadrant. And design details make a real difference. Students that never get beyond sketch level concepts don't have an appreciation for how subtle the design of touchpoints can be. How an icon is drawn, or how we name steps in a process, or the language that we use to interact with customers can make or break a service concept. And all of the touchpoints need to be thought of holistically so that they reinforce each other and add up to a great overall experience. Students that don't get their hands dirty don't learn how to bridge the abstract with the real, and they can become too confident that their ideas are fully worked out.

Challenges

It takes a lot of time to design touchpoints to a significant degree, and most courses don't allow the time to bring the fidelity of a service to a very high level. In addition, detailing services to a fidelity that can bring a service experience to life requires depth in skills such as visual design, interaction design and environments design. These can often be lacking in student teams.

Discussion

All four quadrants are important building blocks for the development of services. But the breadth of skills in these four areas is notable, and many of them take significant time to understand well enough to practice. We have to acknowledge that even a two-year programme specialising in service design cannot give someone depth in all four areas. On a practical level, it is just too much to learn.

But what if we thought about it differently? The goal to make every designer equally skilled in all four areas doesn't consider that people have natural strengths that they can leverage to be great designers. Some people have a special ability to drive the design of service touchpoints, while others are amazing systems thinkers and can develop a killer service blueprint.

An often-used model for the balance of skills for a designer is the "T" Model, first described by David Guest in 1991.⁴ A great designer has a broad set of skills for which they are knowledgeable and familiar with. This allows them to work really well within teams and gives them empathy for what other designers are contributing. It also allows them to see the bigger picture and account for the diverse voices that need to be a part of a robust design solution.

But truly great designers also have depth in one or more skill areas, allowing them to really shine in certain aspects of the design process, while they still contribute throughout the design process. Designers who lack depth in any skill area struggle to contribute to the team in a special way. Great teams are groupings of people who have different skill depths which allow the team to go further before having to bring in specialists.

What if design educators encouraged every student to find one area amongst the four that they want to learn more about, and allowed them spend more time taking specialised courses in that area? Dual-degree programmes such as the MDes/MBA programme at the Institute of Design at the Illinois Institute of Technology

allow designers to go deep in the Service Infrastructure quadrant, for example. Having a rotation or a series of courses within another department could accomplish much of the same goal. This approach would allow service designers to get the training that they need to develop into "T"-shaped designers, better matching the profile of the best service designers today.

⁴ Guest, D. The hunt is on for the Renaissance Man of computing, The Independent (London), September 17, 1991

From Skills to Mindsets: Grappling with Complex Public Problems



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At Uscreates, we are currently seeing two trends within our client base. Firstly, the demand for design in public innovation contexts is expanding beyond the design of a specific service, into the transformation of the systems that sit around it. Secondly, public sector organisations are increasingly interested in building their own design capability internally around service design and systemic change. We'd like to reflect upon this second trend and its implications for our own practice and beyond. We're looking at our own organisational mindset and learning culture for ideas about how best to support capability-building around design in non-design professionals.

Today's problems are complex
Today's problems are increasingly complex, meaning the appetite for service design – and the way it reframes challenges and solutions – is growing. But as well as being commissioned to redesign services, we are increasingly being asked to work on challenges that go even further, and build capability in client teams and organisations. There are a number of drivers we can see behind this trend:

- Implementation and sustainability of change. Implementing user-centred services often means changing the cultures of organisations and the ways in which people work within them.

An increased focus on preventing problems before they happen and building organisational resilience, means that frontline staff need to change from being 'gatekeepers' of resources to problem-solvers and enablers.

- We need to deal with systems as well as services. Social outcomes can rarely be improved by a single service alone. The complexity of problems means that sometimes a service design approach on its own is not enough. Services sit within systems, and the outcome that the service is trying to achieve will often be influenced by a myriad number of things that sit outside of them.

To achieve change effectively, public service design needs to grapple with complex social and political structures and governance (Chen et al 2015). It must map interdependencies and understand incredibly diverse populations and individuals with complex needs. We need to involve a broader constituency of partners: policymakers, procurement, finance, HR, etc.

- The need for ongoing transformation. In a time of austerity, public servants can no longer make small ‘salami slicing’ cuts, but need to completely rethink the model of how the public sector meets public needs (this is also known as ‘transformation’). This requires a constant culture of innovation and learning within their organisations, rather than on a project-by-project basis.

These challenges are visible in a number of recent projects. To take one example, we’ve been working with a local council that wants to shift its entire organisational culture to one of early intervention, prevention and resilience. We’ve been supporting them to start this shift in values through a series of conversations with everyone from street sweepers to the Chief Executive.

We’ve been working with another local council which wants to introduce and embed human-centred and agile ways of working so that its staff can respond to a range of policy problems with fresh thinking and a problem-solving attitude.

And we’ve been working with a large charitable foundation to support systems change and system learning – a socio-cultural intervention designed to deliver quality improvement – in health and care.

Mindset, attitudes, cultures, values. Rather than just redesigning services, we’re increasingly being asked to

change cultures. Often the distinction we see between our own organisational practice and that of client organisations is rooted in culture, habits and mindset. So at the moment we are actively reflecting on our own, in order to understand what we can do to support clients.

The Uscreates mindset

At Uscreates, every project is different, with its own plan, set of tools and methods (sometimes invented specifically for that project) and theory of change. However, underpinning this variety is a particular mindset, which – compared to our respective professional experience outside of design – is quite specific to this kind of disciplinary culture.

Partly this comes from the educational background of the directors, Mary Cook and Zoe Stanton. Exploring this through her own PhD, Mary Cook quotes her former tutor (Matt Ward, 2010, BA Design at Goldsmiths): “When people say why aren’t you teaching service design at Goldsmiths, my response is that we are teaching the things that service design came out of, which is engaging in a social, contextually-orientated way, being sensitive to and understanding the context in which you are designing. That’s where it comes from. And that’s why a lot of our students are really good at moving into the area and doing well at it. We think creating an agenda within design that engages in political and social agendas of understanding what the world is, and how you place yourself in it, is at the heart of our course and has been for 15 years.”

During 12 years of practice, this has translated into a set of (now-substantiated) beliefs about how we think problems get solved and change happens: by thinking differently, acting quickly, and collaborating with others.

We would characterise this in a number of ways:

- A curiosity to learn and explore what lies beneath people's actions. Seeking a deep human understanding at the heart of a change question.
- Seeing opportunity in collaboration, and co-designing where possible.
- Living with ambiguity, holding off on jumping to a solution and resisting setting a predefined course of action.
- Finding ways to think differently about a situation and reframing questions.
- Being humble about our ideas so they can change.
- Saying 'I don't know' and asking others what they think.
- Recognising that some things might fail but learning from that.
- Starting with something imperfect, and testing it quickly with others in order to learn and move forward.

Developing tools and techniques that reflect a mindset

These attitudes manifest themselves through our ways of working. Service design tools are great exemplars of these principles, and are really useful for creating empathy and bringing the user into the room. They draw attention to and explore the interface between the organisation and the individual, and are able to quickly mock up a service idea and get feedback.

However, our 'tools' aren't static, codified things; we understand our approach as a kind of inventive practice. As well as innovating to explore solutions, we are constantly changing, evolving and re-purposing the tools and techniques to get there. Inventing both the means and the end. Furthermore, we are not only drawing on design. The complexity of problems we face requires us to look to other fields – to politics, behavioural economics, systems thinking – and see how we can adapt our tools to those contexts, or bring in techniques from those domains.

For example, we are exploring how we can combine data science and design research to create a richer picture of people's behaviours. We are using speculative design to re-imagine adult social care. We are incubating

social enterprises so they achieve financial stability, as well as co-designing the services to begin with. And we are cultivating a deeper organisational understanding of political change and the flows of power we exhibit through an internal learning project.

So we are evolving to meet the needs and changes we see in the external environment, becoming more multidisciplinary and educating ourselves beyond design. However, we are doing that with the same mindset, which means that as we are learning by doing or adapting practices from elsewhere, we are creating new practices.

How do we build this curious, learning and collaborative mindset?

First of all, we recruit for mindset as well as skills. Our interview questions are based around the trio of 'head, heart and hands'. We want people who are confident in what they do know, but also curious about what they don't. People who will deliver high quality work, but who are not afraid to try something new, fail and learn.

Second, we (sometimes) recruit outside of design. 65% of Uscreates employees have a formal design background from a wide range of design disciplines, and the rest come from a variety of disciplines from journalism to behavioural economics, policy-making and marketing. We don't have a formal training programme in service design when people join, but we actively promote a learning culture that supports people to try new things and share what they've learned. Our learning takes a variety of forms:

- Educating ourselves about new approaches: We are actively encouraged to attend a wide variety of events. We invite external speakers into internal 'lunch and learns' and team members give regular presentations about their own interests and expertise. People are also supported with a budget for formal training when necessary.
- Experimenting in a safe space: we have launched our R&D Lab 'Hatch' where we can conduct research into new design methods (for example speculative design) as well as new technologies (such as AI in healthcare).

	Abstract conceptualisation	Active experimentation	Concrete experience	Reflective observation
How we support clients to learn	listening to a presentation, sharing case studies	trying techniques out in a safe space, role play	prototyping, work shadowing	analysis, reflective session
How we learn	attending events, lunch'n'learns, 3x3x3, training courses, new team members	Hatch R&D Lab	developing new methods to tackle new challenges on projects	Agile reflective sessions, client feedback, sharing new methods at team meetings

Our learning and client's learning through the lens of Kolb's Experiential Learning Theory.

- Learning through doing: we are constantly innovating new practice through our projects, as complex challenges demand that we pull in different techniques or work with different partners.
- Reflecting and sharing: most importantly we learn from our experimentation, and share back to the team. Our agile methodology includes bi-weekly reflection sessions on each project which we then share back with the wider team.

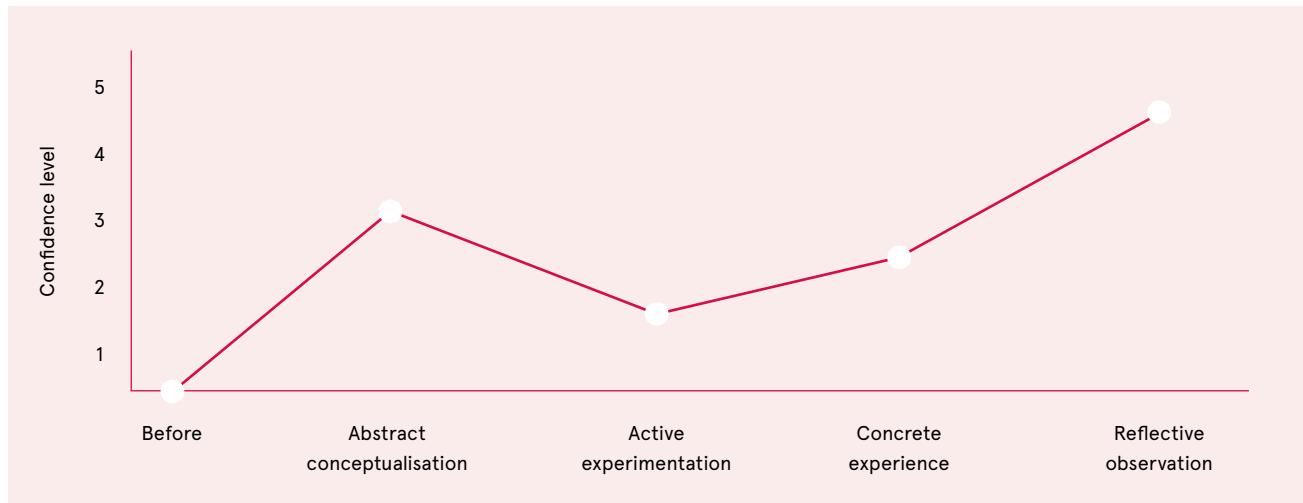
Building a design mindset with clients

These four approaches broadly reflect Kolb's Experiential Learning Cycle, supporting people to: learn about something in the abstract, try it out in a safe space, apply it in a real context, and reflect on how it went. Our strategy to date with clients has also been based on this theory of learning and we try to lead by example, involving clients in our projects, and supporting them to reflect on how they've gone.

Increasingly we are also actively building their capability through projects, supporting them to take a more leading role. We might start out with a presentation about a new method, then let them try it out in the safe space of a workshop, or through role play, then use it for real, with built-in sessions for coaching and reflection. The skills and tools that we teach them are experiential

markers that point to a new kind of mindset. However, we recognise that in order for a new mindset to embed itself, it needs to go beyond individual behaviour and requires system, structure and process change within the broader organisation.

We are starting to develop tools for measuring our capability building, starting with a basic confidence-measure. We know that confidence does not always correlate with ability in a linear way throughout a learning process. People can start off quite confident that they know how to use design techniques, but once they start experimenting, their confidence dips before increasing once more as they become more experienced. This relates to the cycle people go through from being unconsciously incompetent ('I don't know how to drive and I've never needed to'), to becoming consciously incompetent ('I've realised I'd like to drive but have no idea how'), to becoming consciously competent ('I'm concentrating all the time on my driving during my lessons') to becoming unconsciously competent ('I can drive without really paying attention to what I'm doing'). We try to match our approach to the support that people need throughout this cycle: once they enter the active experimentation phase, (conscious incompetence) a more coaching and enabling role from us is required.



Example of reflective confidence journey mapping, based on Kolb's Experiential Learning Theory.

Conclusion

The market and contexts for service design are changing rapidly in the UK, and designers need to constantly re-educate themselves to keep pace with what's required on complex change projects. At Uscreates, we do this through supporting an active learning culture. We also think this mindset is what fundamentally sits behind our approach to design, and change itself. When clients ask us to support design capability-building, we are drawing on this learning culture, and experimenting with ways to teach and embed a different more designerly mindset. This is partly done through service design tools and techniques, but we need to be ever more multidisciplinary in order to tackle complex problems.

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- Chen, D. -S., Cheng, L. -L., Hummels, C., & Koskinen, I. (2015). Social design: An introduction. *International Journal of Design*, 10(1), 1–5.
- Cook, M.R. (2013). The emergence and practice of co-design as a method for social sustainability under New Labour. PhD thesis, University of East London.

Designing Education for Future Leaders

As society faces increasingly complex challenges, education should seek to equip the next generation with the skills to address and overcome difficult situations. Many academic disciplines seek to solve problems in various practical and beneficial ways but service design has a unique approach to forward thinking which is particularly well adapted to the needs and abilities of young people.

Teaching Problem-Solving Skills

Progressive educators around the world are questioning the value of focusing entirely on academic results and are increasingly seeking to provide students with the tools to face an uncertain, rapidly-changing future. These tools may include more ‘soft’ skills which have to do with adaptability, resourcefulness and resilience.

Teenagers often deal with a variety of issues in their home and school lives, yet can find it hard to seek help, or can feel overwhelmed and unable to make decisions or choices. Learning problem-solving skills as a practical, step-by-step process allows them to experience tangible results and teaches them to weigh and consider various options, in order to arrive at constructive solutions. Learning the value of problem solving through a design process can mean they experience the satisfaction of achieving

concrete results in their environment. By using service design tools to address issues at their school, a dialogue between students and the school stakeholders is opened and their relationship turned into a collaborative, productive union, in which they work together to make improvements in their community.

We carried out a project with a group of middle school students in Mexico City seeking to address issues they identified in their community. We worked with them in workshop settings to identify the challenges to be addressed, and to teach them the tools that might best work to co-create solutions to those challenges.

Design Process

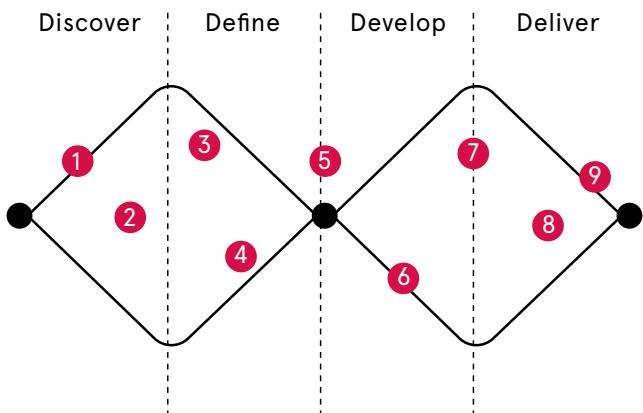
The workshop was based on the UK Design Council’s guidelines on how to run a design workshop in secondary schools.¹ The approach was adapted and refined in collaboration between the lead designer



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Deliverables

1. Key Issues
2. Problem solution paragraph
3. Idea brainstorming solutions
4. Persona Story
5. Prototype Draft
6. User Characteristics
7. Problem Statement
8. Project decisions
9. Final prototype

Iterative cycle of the design process.

and the teacher and students, using customised methods and strategies in order for the class requirements around creativity and innovation to be met, as well as getting students involved in their community. Over the course of a month, students worked through the process in eight teams with different problem approaches.

With the guidance of a designer, students unpacked their community's issues. We started with the introduction of the 'double diamond'² methodology, followed by the standard four stage process:

1. Discover - understanding and empathising with unmet needs.
2. Define - framing opportunity, looking for patterns and insights.
3. Develop - rapidly testing ideas, learning from end-users and refining.
4. Deliver - iterating, evaluating, creating and learning.

The user-centred design approach was made easier to relate to by designing user personas, which allowed students to understand personal characteristics through storytelling techniques and thereby enable them to build empathy for the potential users.



Step-by-step design process and tools.

An interesting finding was the diversity of personas chosen by the teams. For example, one team chose a staff member to be able to empathise about the need for having cleaner bathrooms.

The process enabled pupils to systematically design, test and refine a product, service or system that provided an answer to the challenge they defined. The practical and experiential nature of the research and the testing of ideas ensured feasible solutions were designed for a specific context and were able to be implemented at a realistic cost. The school considered all the proposed concepts and went on to implement some of them. All students felt their time and energy had been taken seriously and learned valuable problem-solving skills, whether their particular project went through to delivery or not. Immediately after the workshop was over, the school supported the team's campaign about bathroom conditions. This was a perfect example of a feasible idea with low cost and high impact.

¹ A ten step guide to running a design workshop in secondary schools. (n.d.) (2015) Design Council. Retrieved from: <http://www.designcouncil.org.uk/resources/guide/ten-step-guide-running-design-workshop-secondary-schools>

² The Design Process: What is the Double Diamond?. (n.d.) (2015) Design Council. Retrieved from: <http://www.designcouncil.org.uk/news-opinion/design-process-what-double-diamond>



Understanding human needs, behaviours, motivations, and interests.



Collaborative and feasible projects that can impact your own community.



Contest bathroom posters.

Collaborative Teaching for the Future

In ‘How Designers Think’, Bryan Lawson highlights how design students maintain self-awareness of their processes when they satisfy their own ideas within a learning environment that is disconnected from the real needs of the world.³ Students often have difficulties devising solutions for third party challenges, and find it more comfortable to work on more inner-directed or solipsistic work.

During the course of our project, students faced obstacles, uncertainty and the characteristic iterations of the process that helped them to reconsider their decisions whilst studying and understanding potential users.

The overall objective of the project was to teach students how to feel involved in creating progress in their community and to create a wider awareness of the ability of young people to generate solutions for a better tomorrow.

Design offers the opportunity to run a real-life project where young people can collaborate with professionals and see results in the real world. Opportunities like this give them the chance to understand design as an inclusive, far-reaching discipline and understand its potential as a driver for social change.

By providing learning experiences that encourage a sense of community and social consciousness, the scope of design expands towards a collaborative environment where professionals working together are planting a seed in the training of committed, open-minded visionaries and future leaders.

³ Lawson, B. (2005) How designers think. Architectural Press. Oxford p.8-24.

Exploring Facilitation in Service Design



Arthur Yeh is a lecturer in service design at National Tsing Hua University in Taiwan. He is also an IAF Certified™ Professional Facilitator. He focuses on facilitating an interdisciplinary team to work together on service innovation and service design, co-creating value in service systems in social and business environments. He'd like to thank Lawrence Philbrook, Eric Tseng, and Eva Chen for co-creating this exploratory journey.

I want to tell you about a journey that started in 2014 with a series of workshops. At that time, I began working with facilitators from the Institute of Cultural Affairs Taiwan to co-create an experiment to explore how the abilities of a facilitator can support a service design team to create maximum value in a project.

We've worked with a variety of participants from schools and organisations and hosted workshops at conferences about both service design in general and facilitation specifically. We also delivered training in facilitation to service science students. This year, I've been inserting facilitation into the service design course I teach at the Institute of Service Science in National Tsing Hua University in Taiwan.

We tried to embed the facilitation spirit into the service design process with the following statements:

“Facilitation is about methods and processes, but more importantly, it's about the spirit the facilitator brings to the process and method. This spirit shows in the style and respect for the group the facilitator exhibits. This spirit shows up in the care and disciplines the facilitator acts through. It shows up in the listening a facilitator disciplines him/herself to do.”
(Spirit-based Facilitation, Lawrence Philbrook)

When we set out with this as a clear point of focus, we pay attention to the role of the facilitator, not just in the delivery of the steps in the process, but also in how they ‘come across’ at all times with the team.

Here are our key takeaways about what creates successful facilitations:

Connecting the value behind differences

The key thing necessary when initiating a project is to understand the situation and context. Therefore, of course, our first task is research. The research team does an analysis of the existing service system, based on the differing world views of each of the team members. These differing world views will affect how each of us look at a project. The range could be from broadly similar to wildly different, and the range will structure our understanding accordingly. The facilitator's role is to help connect those differences and identify themes and

commonalities, enabling people to explore new values and see different points of view.

We keep this openness to new information and differing outlooks through the project, continually exploring what we don't know. A good facilitator's role is to support this ongoing research and knowledge transfer.

'Operating Images' – What are we listening for?

As service designers, we are familiar with using design research to understand people and context. However it's worth having an understanding of the 'operating images' – filters that affect what we see and hear. These can be thought of as wearing a pair of glasses: Not only do the lenses help you see clearly, but they also determine what you see at different distances or peripherally. Having an awareness of your own biases and context and how it affects how you see is key. It's not about asking people to 'take off the glasses' (be objective), because they can't see without some form of filter. What's important is helping them to be aware of what glasses they have on. The facilitator can support the team to be aware of what assumptions or beliefs are operating that are affecting the approach to the topic. They can also invite them to try on new glasses from time to time to get a fresh perspective.



Act like a stakeholder

"Addiction to interpretation: I interpret events which come out the way I want them to – as 'good', and those which do not come out as I want them to – as 'bad'."

Lawrence Philbrook

Back at the university, the challenge is to embed the facilitation spirit and lessons learned into the service design course.

I do this by asking students to identify what role they usually play in a team, what personal style they usually display, and how they can best support the service design activity. This is done before we get into the specifics of the project or processes we'll be using. By shifting the students' attention to the relationship between people they'll be working with, it makes them notice the importance of the role of the facilitator. Secondly, I try to shift the focus from "what" to "why" by encouraging students to have more conversations about the goal of each stage before they discuss particular tools or methods. This is so that the tools won't control them. Instead, they will start to learn the flexibility of facilitation, and how to adapt to events as they unfold. When students start their projects, the important issue will be to turn their ability to self-reflect towards focusing on how their teams work. For this reflection to happen consistently, we have to check in with the teams regularly and have a dialogue about these issues, exploring our learning about process as we go along.

This journey is still ongoing, and there will continue to be more experiments about how best to embed the facilitation ethos into service design education, but the benefits are clear. Facilitation's aim is to create the space that lets group wisdom come out.

Learning resources for facilitation: More information can be found from the Institute of Culture Affairs Taiwan and the International Association of Facilitators.

Pursuing a Liberal Arts Education by Design



William J. Moner, PhD, is an Assistant Professor of Communications at Elon University teaching in the Interactive Media MA programme and on the undergraduate level in Communication Design. His research focuses on user experience (UX) and design considerations of digital storytelling and communication platforms.



Dawan Stanford, JD, PhD is the Director of Design Thinking at Elon University, the President of Fluid Hive, a design-driven innovation studio, and Director of Design at the Education Design Lab.

The foundational learning opportunities offered by liberal arts¹ universities examine what it means to be human while forming reflective minds. Elon University in North Carolina is exploring service design and design thinking opportunities that enhance the campus culture through its Elon By Design initiative.

A Studio story

The faculty at Elon University takes pride in experiential learning for their students. Elon is a four-year private liberal arts university whose learning traditions began in the College of Arts and Sciences and are complemented by Elon's leading Business, Education, and Communications schools. Elon's Core Curriculum incorporates all ten 'High-Impact Learning Practices' identified by the Association of American Colleges and Universities, including service learning, internships and global study experiences.² These practices allow learners to translate theory into

experiential learning opportunities that connect their liberal arts education to a 'life well led', through engaged, community-focused learning. In recent years, Elon has become a welcoming home to faculty, staff, and administrators who have embraced design as a process to create meaningful social change throughout the university's various majors and academic programmes.

The Elon By Design initiative is an outgrowth of the nearly simultaneous emergence of several smaller pockets of innovative design initiatives across campus. Design thinking became a unifying idea tying together many of these initiatives, spurred on by efforts to improve the educational experience with productive and creative innovation practices. The entrepreneurship programme reworked its curriculum around design thinking, a 'makerspace' opened in two separate locations to support rapid prototyping, and first year students participated in a pilot

¹ Liberal arts in American higher education refers includes courses in humanities, social sciences and natural sciences.

² Association of American Colleges and Universities, High-Impact Educational Practices, <https://www.aacu.org/leap/hips>, accessed 21 April 2017. Elon Core Curriculum: http://www.elon.edu/e-web/academics/core_curriculum, accessed 21 April 2017.

programme for using design thinking techniques to craft their learning experience and their four-year plan.

Pedagogical experiments began to emerge, too. Faculty members became interested in how to break out of their academic silos to foster innovative practices across disciplines. One such faculty-driven initiative – the Design Thinking Studio in Social Innovation (the Studio) – began with a cup of coffee and an invitation to exchange ideas on how best to infuse a spirit of innovation in students who too often focused solely on grades and individual achievement. The participants in this working group – Dr. Rebecca Pope-Ruark and Dr. William Moner, and Professors Phillip Motley and Joel Hollingsworth – found common ground in their use of project management methodologies and design-driven innovation practices.

The working group discussed how to reimagine higher education to allow time and space for innovation. These conversations led to deciding on a social lab model. The working group wanted to give students the time, space, and tools to pursue innovative ideas, and afford them the freedom to embrace failure as a key step toward making something worthwhile without worrying about negative entries in their permanent academic record.

The Studio's curriculum breaks some of the more rigid structures of academia in its design. Instead of four separate courses per semester, the students spent their entire, full-time course load (the equivalent of four courses) on a service learning project centred around the theme of wellness in the local community of Alamance County, North Carolina. The 14 students in the 2017 pilot iteration of the Studio come from a variety of majors and diverse backgrounds, including public health, anthropology, communications, computer science and professional writing and rhetoric. The Studio faculty think of this space as a combination start-up incubator, creative agency and centre for applied learning.

In some service learning settings, students work on a project assigned by a professor in a specific discipline using a specific methodology with a specific outcome. By contrast, the Studio gives students a dedicated space to work together daily to explore methods, conduct

research, generate ideas, test them, and refine them over the course of three months, with the hope that one or more of their ideas will be adopted by a community partner for a lasting impact.

As a course outcome, the students are designing solutions based on their research. The community partners for the pilot programme are the Alamance County Wellness Collaborative and the Alamance County Food Collaborative. The work with these community partners allows students to take the skills learned in the Studio – agile and design sprint methodologies, creative low-fidelity prototyping, product and service design methods and collaborative techniques – and apply them to a problem their team can uniquely address based on the combination of their disciplinary knowledge.

"How might we generate opportunities for Elon students, faculty and staff to gain the confidence and ability to apply design thinking's process, methods and mindset to challenges?"

Launching with a Question

Elon brought on Dawan Stanford, JD, PhD as its Director of Design Thinking to lead Elon By Design. His conversations with students, faculty, and staff led to a question framing the initiative: "How might we generate opportunities for Elon students, faculty and staff to gain the confidence and ability to apply design thinking's process, methods and mindset to challenges?"

Early initiative conversations, workshops, and meetings exploring this question benefitted from considering three questions.

'Why By Design?'

Elon By Design originated in faculty interest and activity on campus, but was manifested as an initiative by the Provost and through an investment by two

Elon trustees. The initiative was a response to what was already happening on campus. A liberal arts and sciences education excels at developing the inductive and deductive reasoning that fuel critical thinking about existing contexts. Design thinking integrates abductive reasoning – thinking that allows for new possibilities, creativity and informed speculation – into the learning environment and strengthens critical thinking with generative thinking.³

'Who benefits and how?'

Elon By Design offers support to faculty who wish to develop design thinking skills and use them with students. Students will have more opportunities to develop abductive reasoning skills by applying design processes and methods. For example, service learning projects addressing local community challenges are often approachable as service design challenges or have service design questions or opportunities. Elon By Design is also facilitating the application of design thinking and service design with leaders across Elon to develop university services and programmes.

What are the risks?

Like many university initiatives, Elon By Design risks:

- Being perceived as a top-down mandate interfering with academic freedom,
- Triggering concerns within disciplines where design thinking overlaps with curriculum,
- Friction between faculty governance and initiative leadership, and,
- Resistance due to the change inherent in doing new things.

In addition, design thinking – like many other processes and conceptual models – runs the risk of being perceived as a one-size-fits-all tool for innovation. Design thinking works well when the problem is

shaped by human behaviour, hard to define, complex, changing rapidly and connected to multiple systems.⁴ Elon's design thinking workshops and seminars emphasise the importance of identifying whether a problem is indeed a design problem.

Early lessons: Amplify, apply, invite

Elon By Design began in late 2016. The lessons learned so far, particularly about the risks mentioned above, suggest a three-part framework for success.

1. Amplify design thinking and service design efforts already happening on campus.

Activities: Support design thinking activities in progress through advocacy from administrators. Connect people on campus who are interested in design thinking and service design through structured workshops and unstructured conversations. Facilitate faculty-led opportunities by forming connections across disciplines and pooling resources for greater reach. Communicate successes and lessons with regularity and through established, popular publications to the community.

2. Apply design thinking and service design to existing experiential and service learning offerings, and to the design of services the university offers to students and others.

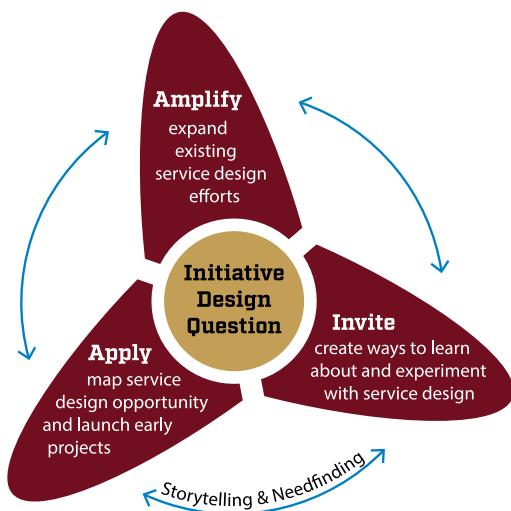
Activities: Facilitate faculty use of design thinking with students by developing the capacity in faculty members to teach and utilise these methods in their own work. Lead internal design projects, particularly those that require creative solutions to pressing and complex problems. Support design projects with community partners through student and faculty outreach.

3 <http://designobserver.com/feature/what-is-design-thinking-anyway-11097>, accessed 21 April 2017.

4 Dorst, Kees. *Frame Innovation: Create New Thinking By Design*. The MIT Press, 2015, p. 5-13.

3. Invite faculty, students and staff to learn about and experiment with design thinking and service design.

Activities: Create an open and transparent culture where faculty, staff, and students are welcome to attend and suggest workshops, events, conversations and conferences. Construct multiple learning and application pathways through and by design. Connect design thinking to faculty scholarship in ways that build capacity within disciplines and across departments.



By Design Initiative Framework

Furthering these goals takes many forms. Elon By Design offers regular introduction to design thinking sessions that conclude with searching for new opportunities or open questions. Elon By Design is working with faculty members to connect their interests to related design thinking topics. It is also supporting a faculty member convening legal scholars to explore how Elon Law School might redesign legal education. As these and other activities progress, the programme continuously returns to its design question to ensure it remains an accurate expression of the opportunity space.

Building together

Elon By Design is exploring the broader question of how design thinking and service design supports a university education. It invites input from, and collaboration with, academics, service design practitioners, business leaders, social innovators, and others interested in Elon By Design's design question.

The initiative that began in disparate locations across the university's faculty, staff, students, and administration has converted into a more deliberate approach that amplifies efforts, applies design and innovation practices and invites new contributors to the table. By listening carefully and intently to the needs of the university community, the initiative continues to be shaped by the people it serves and welcomes those who seek new opportunities to enhance high-impact learning practices.



Tools and Methods

The Relationship Model Canvas

Designing relationships with intention



Elina Lawrie works at the intersection of design and healthcare, trying to humanize the patient, caregiver and healthcare practitioner experience. As the co-organizer of Service Design Toronto, Elina aims to foster dialogue and connect a community of practitioners and service providers around this emerging discipline.



Linnea Vizard is one of Canada's leading advocates of service design. She is a designer based in Toronto, and is the co-founder and organiser of Service Design Toronto. In her work she looks to explore how we can develop meaningful, human interactions in the digital age.

Relationships are core to the human experience – love and belonging are second only to physiological needs and safety in Maslow's hierarchy. Relationships also play a fundamental role in services – and as service designers, we strive to create strengthened relationships between people and service providers, people and brands, as well as people and touchpoints.

The design firm Cooper once defined a service as:

- an exchange of tangible and intangible value,
- that is co-created,
- where one person's outcome and experience is likely to be different from another person's.¹

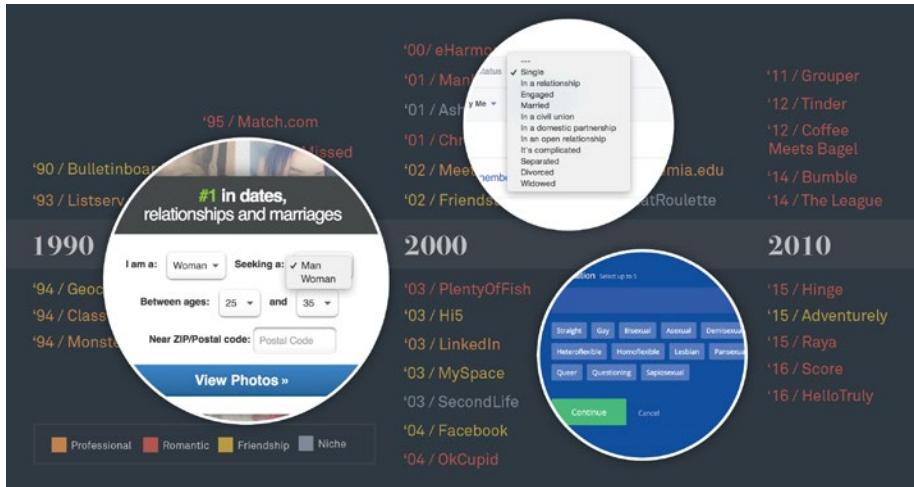
Relationships share these characteristics because they are also co-created exchanges of value between two people, who each experience different outcomes. In this way, relationships can also be thought of as a service in and of themselves.

Services rely on human-to-human interaction to deliver value in a nuanced way. A great human-to-human interaction can rectify a poor service experience,

and in turn, an unpleasant human-to-human interaction can ruin an otherwise great service. A service can stand out when service providers facilitate positive emotional value exchanges with their customers. For example, the perceived attitude and tone of a customer service agent can make a huge difference in the perceived quality of a service.

All service designers are designing relationships. This is manifested in tools such as stakeholder maps and service life cycle diagrams, which visualise the relationships between people and organisations and how they evolve over time. Service designers play a part in structuring service environments where relationships unfold. However, designers often focus on the macro level service relationship between the customer and provider that unfolds over time, and forget to consider the intimate relationships and value exchanges that can occur between two

¹ Adapted from Cooper Service Blueprinting Workshop 2015



The evolution of relationship building platforms from the last 30 years.

people (for example the customer and the front-line service worker, or between customers) at the micro level. The decisions that we make as designers can have unintended consequences at the relationship level. An example would be the customer service agent script which does not include a simple, “How are you?” How might we, as designers, become more intentional in the relationships that we are influencing, both in our personal lives and in our service design practice?

Services are shifting our relationship constructs

Service innovation is changing the social norms and relationship dynamics that exist between people and service providers. This change in relationships is particularly evident when we look at examples within the sharing economy, where interactions have become increasingly complex and present us with more options as customers. However, sometimes this complexity creates an ambiguous dynamic that can be difficult to navigate as a customer or service provider and introduces many more opportunities for interpretation and misplaced expectations.

For example, during a single-guest Uber ride, the relationship construct is ‘passenger-and-driver’, but how that relationship develops during a service

interaction can be quite different. For example, UberPool allows drivers to pick up multiple strangers from different pick-up locations who wish to be driven to different individual destinations. When additional pickups of strangers are negotiated en-route, UberPool creates a new customer and provider dynamic that has not been seen in taxi services before.

Both the first and second passengers’ expectations for cost and quality are often mismanaged. For the driver, the result can be lower ratings due to customer dissatisfaction. Passengers are left unclear as to who is ultimately responsible for the experience; is it the driver or the app? The passengers’ expectations around cost, time and degree of social interaction, are constantly in flux and as a result can leave passengers and drivers feeling dissatisfied with their UberPool rides.

The design of relational services

From matchmaking festivals to classified ads, our society has a history of services and structures tasked with supporting individuals to form relationships. The advent of the internet brought with it a variety of relationship-building platforms, explicitly designed to create relationships between people, ranging from romantic to platonic to professional relationships. The way we

form and maintain these relationships is influenced by the design and structure of the service – for example the channels available (direct message, ‘poking’ or ‘winking’, email) or the value proposition of the service. Relationship-building services are becoming increasingly niche in their value propositions, for example serving individuals who seek the thrill of infidelity (e.g. Ashley Madison) or those seeking a partner with the same education and level of ambition (e.g. The League).

Through their design and language choices, these services try to serve the needs of specific relationship constructs. The value exchange and interactions on LinkedIn are very different to those on Grindr, a hook-up app for gay men, and yet both platforms ultimately provide a value rooted in creating relationships.

Online relationship-building platforms provide specific constructs within which relationships take place, and these constructs are reflected in the language and choices presented to the service user. Compare the experience of being on Match.com – where one has a binary choice of identifying as a man or a woman, seeking a man or a woman – with that of OKCupid, where one can select up to five of 12 sexual orientations and up to five of 22 gender options. As designers of services, we have influential input into these tools and, ultimately, relationship constructs.

The Relationship Model Canvas – a hybrid tool

Relationships and services are made up of explicit and implicit exchanges of tangible and intangible value. When designing a business, the Business Model Canvas² is a tool for exploring and structuring these value exchanges.

The Relationship Model Canvas is inspired by the Business Model Canvas and the work of Ayla Newhouse on the overlap of dating and design, for which she developed a dating canvas.³

The Relationship Model Canvas is a tool that can be used for reflection and analysis of an existing relationship, in addition to the intentional planning of new relationship constructs, such as that of a customer and service provider. The canvas can be applied to personal relationships and to service relationships to gain deeper insight into the expectations, value exchanges and contextual factors at play. This method has been tried and tested at the SDN Global Service Design Conference in Amsterdam in 2016, at Canada’s first service design conference - InFlux, and at Service Design Toronto.

The Relationship Model Canvas as a method supports designers to:

- Use service design framing to think about personal and service relationships in a new way;
- Analyse and discuss relationships: current state or ideal state;
- Reveal the environmental and contextual levers that have an influence on how a relationship unfolds.

How to use the Canvas

1. Select a relationship to analyse – for example, the relationship you might have with a sibling, or the relationship a caregiver has with their patient.
2. Write the relationship in the top corner of the canvas in the space provided.
3. Fill out the canvas – there is no order required, left to right often works well if you would like a place to start.
4. Reflect on any insights that the canvas reveals to you about the relationship:
 - What was most surprising element on the canvas? Why?
 - Where did you express the most positive/negative aspects of the relationship?
 - What sections did you find challenging to respond to? Why?
 - If the subject person for your canvas were to create a canvas from their viewpoint, would there be symmetry between your canvases? Would the expectations be the same or different?

2 Business Model Canvas, <https://strategyzer.com/canvas/business-model-canvas>

3 Ayla Newhouse, <http://datingbydesign.ca/free-dating-by-design-canvas/>

RELATIONSHIP MODEL CANVAS | RELATIONSHIP:

KEY ACTIVITIES & ATTRIBUTES What activities or commonalities did this relationship form because of?	VALUE PROPOSITIONS What value do you offer to this relationship? What value does this relationship offer to you?	RELATIONSHIP EXPECTATIONS What type of relationship does this person expect you to establish and maintain with them? What are your expectations from them? Are they being met? Who else could you look to, to fulfill those needs?	CHANNELS Where and how does the relationship take place? Which are the most frequent? Most enjoyed?	METRICS How will you measure the success/health of the relationship? Qualitative & quantitative?
			CUSTOMER SEGMENTS How does your relationship impact other aspects of your life. How does it affect other relationships?	
COST STRUCTURE What are you willing to give to the relationship? What are you willing to give up for the relationship that you wouldn't give up for another? What's the cost benefit of these investments?	REVENUE STREAMS What does this person contribute to this relationship? Would you rather they give something else, and how much?			

SERVICE DESIGN TORONTO Special thanks to Ayla Newhouse for letting us use her Dating by Design Canvas as a foundation. You can find Ayla's version here: datingbydesign.ca/free-dating-by-design-canvas/

Ideas on integrating the Canvas into service design practice and life

The relationship canvas can be used in a variety of ways. Here are some ideas for making it your own:

- As a workshop activity to explore relationships: everyone picks a relationship to explore with the canvas, followed by a facilitated group discussion.
- In your personal life: use it as a tool to explore your explicit and implicit expectations in your relationships and identify areas of improvement or celebration. Each participant in a relationship (friends, romantic partners, family members) fills out a canvas reflecting on their perspective of the relationship. Share back your learnings with each other.
- When designing a service, use the canvas to explore what the ideal state of a relationship facilitated by a service might be. This could be between the service provider and a customer, a customer and another customer, or an employee and another employee.
- Use the questions on the canvas as a discussion guide to explore an existing service relationship in design research.

— During a co-creation session, use the canvas as a framework to encourage people to co-create their ideal relationship with a service, brand or service provider.

One of the key pieces of feedback regarding the canvas is the power of applying a design framing lens to explore personal relationships. People have found this to be a valuable and thought-provoking experiment that reveals many surprising and interesting things. In addition, many people have used this canvas as a starting point for deeper exploration of the relationships at play in the services they are designing. It is a flexible tool to take and make your own!

A copy of the Canvas may be requested by contacting servicedesignto@gmail.com.

Moving Towards Network-Conscious Service Design

Leveraging network visualisations



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While user-centric approaches to service innovation proved to be effective, innovators often omit that the focal user is not the only one influencing the decision for or against a new service. For example, when examining the introduction of social service robots in an elderly care setting, the final decision is influenced not only by the elderly (the focal actor), but also by family members, friends, GPs, nurses, and other professional service providers. Usually, there is a web of actors around the user: they have their own views on benefits and risks of a new service, and can even be show-stoppers for the decision. Thus service designers need to be aware of varying perceptions within a network of users to strategically avoid hindrances to innovation acceptance.

Network of users

Managing user experience is a difficult task per se, yet it becomes even more challenging when there is a network of users to handle. Information about their varying, at times contradictory needs and expectations can be overwhelming. However, it is crucial for service designers to collect, understand, and integrate this information in their service offerings. Our research shows that such a network-conscious approach adds another layer of complexity (i.e. managing multiple user experiences), yet is essential for the smooth introduction of new service innovations. For instance, the pain points

of one network actor might undermine the value experienced by another one. In the context of our introductory example, while robot monitoring capabilities reassure a nurse about an elderly person's condition (e.g. by detecting falls), they might also give rise to serious privacy concerns for the elderly person and his or her family members. Hence, we advocate a 'network-aware' approach aimed at offering tailored value propositions and better orchestrate network value co-creation.

Insights from generative sessions

Service design methods need to account for networks to better understand what



Mappings of network contexts: before and after the introduction of social service robots in an elderly care setting.

the value (i.e. benefits and risks and their interplay) is for the network actors. Therefore, we propose contextual interviews drawing on generative methods¹ as a valuable source of network insights. Empathic listening and visual artefacts help service designers explain network complexity. In particular, network visualisations (i.e. mappings of network contexts) are useful in eliciting users' tacit knowledge and uncovering value co-creating streams. Allowing users to freely show their understanding of network dynamics through mappings and shared narratives clarifies their perceptions on 'how it is now' and 'how it will be' after the introduction of a technology-based service.

Specifically, there are three stages that are essential for a successful network approach:

1. Organise generative interviews/workshops: use tangibles (e.g. cards, markers, post-its, canvasses) and ask users to map out a particular network context. Through easy-to-understand visuals or prototypes, introduce your service innovation. Finally, ask them to visualise a new condition, again using different generative prompts. Repeat such

interviews/workshops with different stakeholders (e.g. focal users, other service beneficiaries).

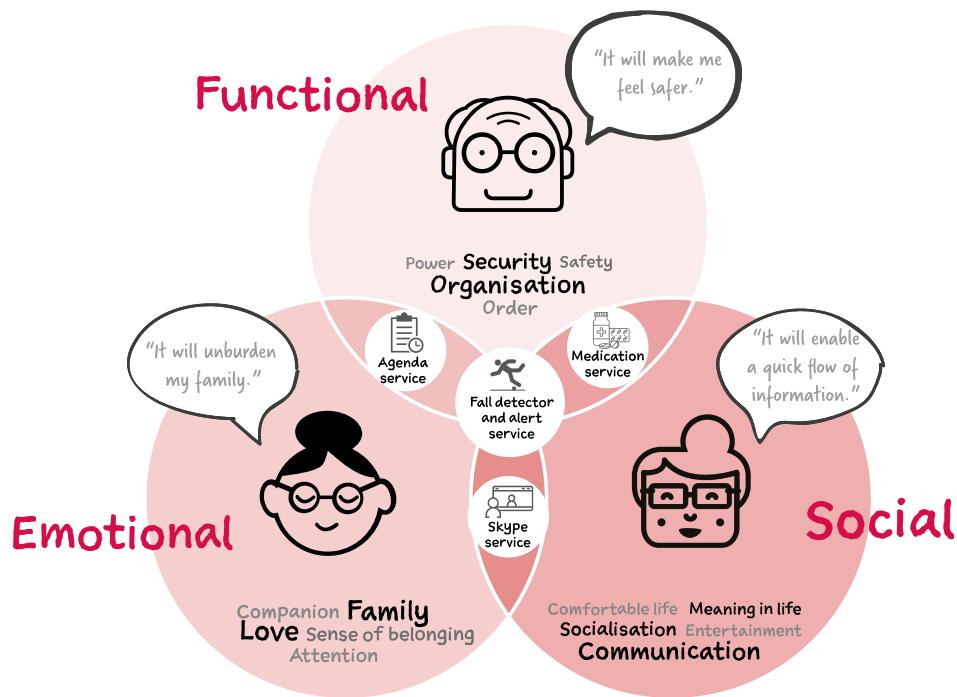
2. Empathise with your users: do not presume your users' experiences, but instead motivate them to express their own views through a set of 'what' and 'how' questions, followed by deep-probing 'why' questions. Your service innovation can radically disrupt their network contexts; thus, pay attention to how it transforms the value for not only the focal user, but also for other actors.
3. Abstract your findings: exploit both narratives and visual artefacts. Network mappings offer a very vivid representation of both current contexts and future scenarios. Listen to your users' data-rich stories, and try to understand what they wish to communicate through their visualisations. Can you identify clusters of similar mental models? Are their maps instrumental to values they express as their priorities?

User research on social service robots

We collaborated with the elderly care unit of the Zuyderland hospital (in The Netherlands), Cáritas Coimbra (Portugal) and the GrowMeUp² project, whose main aim is to increase the quality of life and the years of active and independent living of seniors (65+) with

1 Sanders, E. B.-N. (2000). Generative tools for co-designing. Collaborative Design, London: Springer Verlag.

2 GrowMeUp: <http://www.growmeup.eu/>



Identified elderly personas

only minor physical or mental health problems. They are developing a social service robot that understands social cues through facial and voice recognition, and assists seniors with health monitoring and household activities to prolong their independent living. With the aim of understanding how this disruptive service innovation affects the care-value networks of the elderly, we conducted contextual interviews through generative cards activities. To better capture the complexity of the network, we engaged different actors: the elderly, formal caregivers (i.e. professional care staff), and informal caregivers (i.e. family members and friends).

We first asked our participants to map out their care-value network by selecting the contributing actors from a deck of 'network actor cards', then to freely rearrange the cards according to their perception about actors' organisation, and finally to share the narratives on each actor's contribution to value co-creation. Next, we introduced the social service robot through photographs and cards explaining different robot functions. Lastly, we asked participants to map how they imagine the future care-value network – now containing the social service robot – to be organised. By using probing questions, we delved deep to uncover how the robot will complement, enhance, and strengthen, but also hinder, replace, and diminish the value co-creating relationships within the 'current' care-value network.

The analysis of collected visual and verbal data reveals clusters of users based on the values they hope to realise from their care-value networks, robot functionalities they emphasise as important, and forms in which they visualise their network contexts. We paid special attention to how different network actors envision the change in value co-creating relations, in particular whether the social service robot plays a value-enabling or value-hindering role in their care-value networks. In more practical terms, all captured insights helped service developers bridge the potential experience gaps before they arise and to better tailor the service innovation to the advantage of multiple network actors. For example, we identified clusters among the elderly participants that we captured in three personas, namely Emotional, Functional, and Social Senior. Each persona has its unique characteristics with respect to value priorities, interest in different robot functionalities, and in the way they visualise their network contexts. These insights offered guidance to service managers (e.g. the assisted living facility managers) on how to better carve the social service robots' introduction strategy and communication materials.

Main takeaways

By engaging multiple stakeholders, our findings enable service designers to better understand the value co-

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creation and relationships among the multiple network actors. This, in turn, helps service innovators offer more meaningful value propositions and better tailor their communication to the different audiences, and thus improve the success of new services. This holds strong promises that the immense financial amounts invested in new technology development will result in solutions that will accommodate the needs of multiple service users, and hence gain wider market acceptance.

In our case, adopting the network-conscious service design approach has proven to be a powerful tool for detecting both positive and negative drivers of future service experiences. We do not claim that one method is superior to others, but rather invite service designers to develop a toolbox full of approaches for gathering network insights and designing network solutions.

Acknowledgements

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Touchpoint, the Journal of Service Design, was launched in May 2009 and is the first and only journal dedicated to the theory and practice of service design. Published by SDN three times per year, it provides a written record of the ongoing discussions within the service design community.

To improve the reach of this unique resource, *Touchpoint* has opened its Archive (all issues except the three most recent). That means more than 370 articles related to service design are freely available on our website. Enjoy the opportunity to search articles by volume and issue, by authors or keywords.

Visit the SDN website and sign in for a free Community Membership to dive into the *Touchpoint* Archive! Full issues of *Touchpoint* may be also read on-screen and on mobile devices via the Issuu website and app.

Three Overarching Perspectives of Service Design

Understanding stakeholder, innovation and institution



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The North American service design context is facing a surge in demand from a diverse set of companies. Companies' efforts towards fulfilling that demand are facing very interesting challenges. The difficulties that these companies are experiencing stem from – at least – two likely causes. One is the scarcity of service design graduates, because there is only one university offering MFA and BFA degrees in the entire United States. The second issue is that service design, like many other design-related disciplines, lends itself to different definitions.

As service design professor at the Savannah College of Art and Design (SCAD), the author and his colleagues receive a considerable amount of requests to identify candidates from companies who wish to hire service designers. In addition, and perhaps more interestingly, even when companies are looking for service design candidates, sometimes recruiters do not understand exactly what types of contributions to expect from service design as a discipline and future service design employees.

Based on an effort that included a series of interviews with a broad range of stakeholders and a literature review about the values, material practices¹, skills, roles, competencies, capabilities, and characteristics of service design, a set of three overarching perspectives

was designed in order to overcome this lack of understanding. As a first outcome of that effort, instead of defining what to expect from a service design employee, the overarching perspectives provide conceptual spaces of what a company can expect from a service design effort and investment. From those conceptual spaces, hiring processes and assessment techniques are being developed and will be made publicly available in the near future.

¹ Fayard, A.-L., Stiglani, I., & Bechky, B. A. (2016). How Nascent Occupations Construct a Mandate: The Case of Service Designers' Ethos. *Administrative Science Quarterly*, 1–34. <http://doi.org/10.1177/0001839216665805>

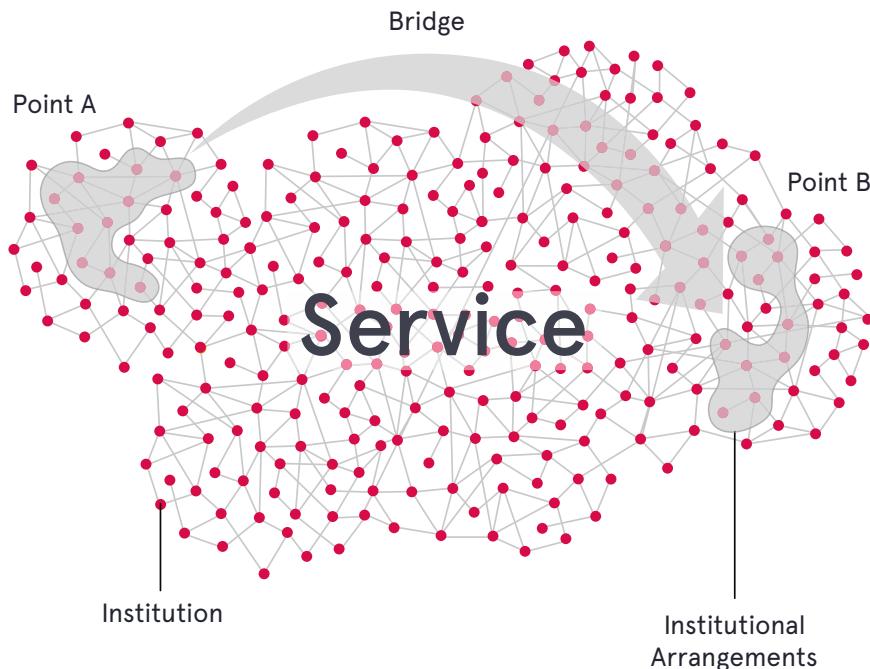


Illustration of the three overarching perspectives

Knowledge Structure

One of the main knowledge structures that support the set of overarching perspectives comes from the Service-Dominant Logic (SDL) research.² SDL proposes five axioms to understand service. Axiom #5 states: "Value co-creation is co-ordinated through actor-generated institutions and institutional arrangements." In order to help understand this definition, it is necessary to explain that institutions are the "rules of the game," while "organisations are the players (the teams)",²; and institutional arrangements are interdependent assemblages of institutions.

From this axiom, it is possible to define service design as a combination of interdisciplinary processes focused on co-ordinating designed institutions and institutional arrangements to enable the co-creation of value between sets of stakeholders. This definition of service design is interesting because:

- It focuses service design on enabling the co-creation of value between sets of stakeholders;

- It establishes service design as a co-ordination process;
- It acknowledges institutions and institutional arrangements as the fundamental and intangible structures of all designed products (goods and services); and
- It permits to define the design of institutions and institutional arrangements as the core process of service design.

Based on what is proposed by this definition, and relating it to the growing interest from companies in service design (probably due to the increased speed of the economic business cycle and the centrality of service within it), it is possible to support an understanding that the economic business cycles are driven by service design: understanding service as the core activity of the economic business cycle, and the design of innovative services as what sets it in motion.

It is important to highlight, therefore, that 'service design,' for the purpose of this article, has two different meanings: one is the core dynamic of the business cycle, as just explained, and the other is a design practice definition supported by SDL's Axiom #5, as presented above.

Consequently, a professional focused on service design should be capable of effectively supporting organisations

² Vargo, S. L., & Lusch, R. F. (2015). Institutions and Axioms: An Extension and Update of Service-Dominant Logic. *Journal of the Academy of Marketing Science*, 1-19. <http://doi.org/10.1007/s11747-015-0456-3>

to explore and apply three different perspectives to design and implement innovative service offerings: the first one is understanding the stakeholders' contexts, the second one is understanding the dynamics of innovation, and the third one is understanding the transition of institutions and institutional arrangements, as defined earlier. It goes without saying that these perspectives are not exclusive to service design. What makes them specific to it is the fact that they are concerned with complex systems in which all the actors are interrelated by transient value flows and where solutions cannot be but temporarily- and contextually-based. Nevertheless, from a SDL standpoint, there is no boundary condition between goods and service-dominant approaches (i.e., between tangible and intangible products), "since S-D logic is transcending; goods logic is integral to and nested in S-D logic, rather than distinct from it".²

Having as a gravitational centre the concept of service, the understanding of service design and its potential contributions to organisations can be more effectively appropriated through three overarching perspectives.

Three Overarching Perspectives

The three suggested perspectives are based on the concept of 'understanding.' This simple concept is rich with implications. As explained by Perkins,³ 'understanding' is "the ability to think and act with what one knows." He summarises it as a "flexible performance capability" with emphasis on the flexibility. When it comes to design efforts, it highlights the designer's focus of "understanding of a stakeholder's understanding of the designer's understanding, which turns understanding onto itself – not as a solipsistic construction but as one that requires the presence, if not co-operation, with others".⁴

Taking into account the centrality of understanding, and through several iterations, the author came to the following descriptions:

Understanding Stakeholders' Contexts

A service design effort focuses on developing and communicating a holistic yet detailed analysis of the context in which an organisation "lives" by analysing its relationships with current and prospective stakeholders (organisations as well as individuals), as well as the nature and the role of said stakeholders. Understanding stakeholders' contexts relies on the application of qualitative and quantitative research methodologies, methods and tools, coupled with advanced design and co-creation practices, to make sense of social contexts. Besides the usual business stakeholders, and keeping in mind that, as stated earlier, the design of innovative services is its main goal, service design will also designate networks of actors that can support an organisation throughout its innovation efforts, that is: researchers, experts, inventors, entrepreneurs, managers, designers, sponsors, customers, project teams, R&D groups, networks, firms, universities, R&D labs, incubators, government, public funding agencies, associations, virtual organisations, clusters, parks and networks.⁵

As can be seen at Figure 1, this perspective is focused on the present context (the 'now') and named 'Point A.'

Understanding Innovation Dynamics

A service design effort should also be able to identify and communicate strategic opportunities and to ideate and design innovative propositions with the power to disrupt, thus propelling organisations into preferred futures. Understanding innovation dynamics implies having a clear perception of the constant renewal of value flows that occurs in the context of the organisation

³ Perkins, I. D. (1998). What Is Understanding. In M. S. Wiske (Ed.), *Teaching for Understanding: a Practical Framework*. San Francisco: Jossey-Bass.

⁴ Krippendorff, K. (2006). *The semantic turn: A new foundation for design*. Boca Raton, FL: Taylor & Francis Group.

⁵ Pacheco, R., Manhães, M. C., & Uriona, M. (2017). *Innovation, Interdisciplinarity, and Creative Destruction*. In R. Frodeman, J. T. Klein, & R. C. D. S. Pacheco (Eds.), *The Oxford handbook of Interdisciplinarity* (2nd ed.). Oxford: Oxford University Press. <http://doi.org/10.1093/oxfordhb/9780198733522.001.0001>

and the corresponding potential configuration of new service offerings, especially when considered under the light of the service logic. Seeing innovation as an evolutionary and cyclical process, caused by and resulting from new combinations of production factors (p.305)⁵ is central to an effective service design effort. Understanding aspects such as the fact that “more innovative offerings are less likely to obtain sales as early as more incremental innovations” (p.1187)⁶, and many other complexities involved on innovative efforts, is central to what service design practices are about.

This second perspective of service design is focused on preferred futures and is named ‘Point B.’

Understanding Institutional Transition

Finally, service design efforts need to be able to develop and communicate a constantly-updated understanding of the trends and factors that influence and contribute to the constant renewal of the context – both at a macro and micro level – that may contribute to effectively encouraging and supporting transitions into preferred futures. Understanding institutional transition means having a broad socio-historic, as well as economic perspective, and requires the development and communication of a constantly-updated understanding of possible effective actions that can support organisations and social contexts to adopt and implement innovative opportunities. This perspective “points toward institutions – humanly devised rules, norms, and meanings that enable and constrain human action [...] – as a central aspect of generating novel ways to create value”.⁷

This third perspective is named ‘Bridge,’ because it’s focused on transitioning the organisation from point A to point B.

Preliminary conclusion

Service design can be defined in many ways and related to myriad diverse human characteristics and professional capabilities. From a critical standpoint, it was preferred to designate overarching perspectives rather than specific human characteristics or practices, so that these three conceptual spaces can be applied by all sorts of companies and individuals, freeing them from defining specific tools, practices, personalities, professional skills and capabilities. The author also believes that the introduction of SDL’s institutional arrangements viewpoint, as well as the corresponding systemic understandings of both stakeholders’ contexts and innovation dynamics, helps cast a new light on innovative efforts through service design, and enables an effective and adaptable approach to multiple and changing situations.

This type of eclectic, multifaceted take on service design requires good doses of critical thinking, business understanding and design foundations to be effective. But it provides, the author believes, an adaptive knowledge structure through which service design can be commonly understood by company managers and related professionals. Consequently, this also is the way service design should be taught, learnt, and practiced.

Acknowledgement

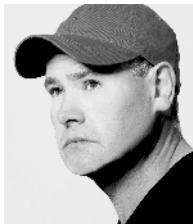
The writing of this text would not have been made possible without the suggestions, comments and care of my colleague Prof. Xenia Viladas. I also would like to thank the ideas and comments made by my colleague Prof. Louis Baker on the original document from which this text originated from.

⁶ Sullivan, D. M., & Marvel, M. R. (2011). Knowledge Acquisition, Network Reliance, and Early-Stage Technology Venture Outcomes. Diane M. Sullivan and Matthew R. Marvel, (September). <http://doi.org/10.1111/j.1467-6486.2010.00998.x>

⁷ Vargo, S. L., Wieland, H., Archpru, M., & Akaka, M. A. (2015). Innovation through institutionalization: A service ecosystems perspective. *Industrial Marketing Management*, 44, 63–72. <http://doi.org/10.1016/j.indmarman.2014.10.008>

Pete Fossick

Meet the service designer



Pete Fossick is a seasoned design leader in service design and digital transformation with extensive experience of delivering customer-centric solutions for the world's leading corporations. He is currently the Service Design Program Director at IBM.

For this issue of *Touchpoint*, Editor-in-Chief Jesse Grimes caught up with Pete Fossick (Service Design Program Director, GTS Design), to learn about the opportunities afforded to him as a service designer working within global giant IBM, and to hear his thoughts on where service design education should be heading.

Jesse Grimes: Your current work at IBM brings you in touch with clients that – in terms of scale – would be the envy of many service designers working in typical practitioner settings. Yet on the other hand, IBM has earned its reputation as a partner for enterprise-wide ‘tech’ (whether hardware or code). How do you help create the opportunity for service design to be included in the consultancy offering of IBM? Is it part of the engagement from the outset, or something “added on” to IT-led projects?

Pete Fossick: At IBM we take design very seriously, as a technology company that has always valued design. From the early days of personal computers to the first mainframe computers to the most recent work in cognitive computing, design is crucial.

Recently, IBM has invested in developing a unique approach to design thinking that is used not only by its 1,500 designers, but also by our engineers, developers and throughout the whole

organisation. ‘IBM Design Thinking’ enables us to focus on developing user-centric experiences and innovative digital solutions by working collaboratively with each other and with our clients.

At IBM, we think the systems of the world should work in service of people. At the heart of our human-centred mission is IBM Design Thinking: a framework to solve our users’ problems at the speed and scale of the modern digital enterprise. Service design is a practice that has been adopted and adapted to fit in the design playbook. And service design is particularly useful and relevant when we work with clients that are transforming their services to be ‘digital first’.

Whether we’re re-envisioning the customer experience for a multinational bank or just planning a product’s next release, IBM Design Thinking coupled with user experience design and service design helps us focus on what matters to our clients and – importantly – to their users and customers.

Not every organisation puts the user first, rather they focus on a business rationale. For example, in a highly commoditised industry you may prioritise cost of delivery over user experience. As a design thinker, you may not agree with that, but it's still a valid strategy to pursue.

But at IBM, we're not measured by the features and functions we ship. We're measured by how well we fulfill our clients needs, and by necessity their users' needs. It's about outcomes; clients and users are less concerned on the 'how' and more about the 'what'; in other words, the outcome. Whether we're helping them discover a cure for cancer, collaborate across continents, or just do their expense reports a little faster, our users rely on us to help get their jobs done everyday – to deliver outcomes.

When we shift the conversation from one about features and functions to one about users and user outcomes, we deliver more useful, usable, and desirable solutions. We elevate professions and redefine industries. But most importantly, we earn trust and respect, and we are better able to serve our clients and their users.

IBM is a huge and complex business with different groups supporting different parts of end-to-end solutions. Design is a significant part of delivering value and working with our clients to deliver those solutions. To help us design for the outcome economy, we use service design principles and practices. These are now seen as crucial approaches by private and public organisations that want to innovate or improve their service strategies and offerings.

"When we shift the conversation from one about features and functions to one about users and user outcomes, we deliver more useful, usable, and desirable solutions. We elevate professions and redefine industries. But most importantly, we earn trust and respect, and we are better able to serve our clients and their users."

We use service design as a cross-disciplinary design approach – it is well-suited to IBM because it combines expertise in design, process engineering, systems integration, product development and project management.

And as a follow-on question: For those service designers who find themselves in projects which are heavily IT-led, do you have any tips on how to bring the value of design – and service design specifically – to the table, and build it into an engagement where it didn't exist previously?

I find that using service design thinking really helps teams with a strong technology focus connect with designers because the tools service designers use are borrowed and adapted from areas like systems design. Developers and tech experts really enjoy collaborating in sprints using the approaches I use in workshops and within sprints throughout the project.

To help us collaborate, we have developed a service design practice guide that contains activities for teams to use in practicing radical collaboration and put the client and their users at the centre of our thinking. Each activity can be used in combinations as part of a broader set of activities throughout a project, using a sprint format, in work streams.



We have an extensive library of tools and practices that marry to the three activities in IBM Design Thinking: 'Observe', 'Reflect' and 'Make'. Service design at IBM is part of a larger 'Playbook' of IBM Design Thinking.

Our service designers work in teams to examine problems holistically rather than reductively to understand relationships in complex eco-systems. This means our designers, technologists and business experts can work together to frame challenges, work with users and SMEs to define the outcomes that create value. We use design insights based on user research to define opportunities and then we ideate in teams to then move quickly to prototyping so we can test with end users the systems and processes that support new offerings in a service-product continuum. We not only design interactions and experiences, but also define with the client new organisational structures with new roles that in turn create new industries and new markets. It's very exciting.

When I think of IBM, 'Watson' springs to mind, and I know it is sold as an enterprise solution to many different industries. Google have also just emphasised how much they're investing and focusing on AI as the future of computing. Have you had a chance to play a role in projects where AI is being applied? And if so, what role do you think service design plays in our AI-powered future?

There is no part of our society and business activities that will not be touched, affected and changed by cognitive computing. IBM is at the vanguard of this change and is the world's leading provider of the most advanced cognitive systems. Humans are on the cusp of augmenting their lives in extraordinary ways with AI. Watson has evolved from an IBM Research project to become the world's first and most-advanced AI platform.

My recent work in the financial services sector has meant I have worked with colleagues to apply Watson to deal with the vast amounts of data that is created and needs to be analysed to predict how markets might behave, or to give 'robo' advice to a banking client. I can't think of any team around the globe that is not looking at how Watson and cognitive computing will help our clients deliver better and more relevant services.

I also understand that you're pushing the concept of 'design ops' alongside 'dev ops' (which is what you'd more traditionally associate with IBM). Can you better describe what you mean with 'design ops', and what it entails for your client work?

As a service designer specialising in digital-first transformation, I have developed several frustrations with traditional customer-centric design methods that use a phased approached or process that attempt to work at speed using agile methodologies. Service and experience design methods offer strategic and tactical approaches based on contextual and participatory work with customers who are part of an established constituency and drawn from new constituencies. But it is slow. Co-design with users should be undertaken in a continually-iterative, fast-paced process of discovery, definition, design, development, testing and adaption but importantly it must be informed with data-derived insight.

A traditional double-diamond phased design model is not always fast enough or efficient in an agile world, especially given the momentum of development and delivery that add complexity.

For companies to compete with agile innovation, they will increasingly have to adopt a lean and agile design model that works with constituencies using operationalised design that dovetails with agile and DevOps.

Design Operations (DesOps) takes the best and most effective features of a phased insight approach, based on a double diamond model, and dovetails to an agile model, based on work-streams and sprints. It enables us to map design work with the work cadence and goals of developer operations (DevOps). Doing always trumps thinking. So DesOps enables us to work quickly using an operational and systemised approach. Teams systemise their approach and define 'components': stories, insights or processes that can be re-used by mandated teams.

DevOps was a response to two connected and conflated influences, the emergence of digital services and the entanglement of those services that created complexity. At the heart of DevOps is systems thinking, adaptation, agility and resilience. In DevOps and DesOps,

design, development and implementation shift from being separate and sequential phases to being an iterative continuum of conjoined services. So design and operations have become woven together as conjoined twins in a continuous, iterative loop. We still need centralised design practices, and importantly we need standardised disciplines such as UI design. But this approach enables designers to work with agility with dev teams.

Lastly, you took time out of your practitioner career to help set up what's still the only degree-granting educational programme in service design in the US, at the Savannah College of Art and Design. As this issue of *Touchpoint* is focused on education, can you reflect a bit on what you see as the most important issues the community faces in creating the service designers of tomorrow?

This is a great question. I really enjoyed my time in education and felt passionately about developing programmes that were platforms for launching students into a career where they could be impactful! The SCAD Service Design programme was about me spotting a need and a trend. I had been talking to Chris Downs, whom I taught at Glasgow School of Art, when he came to talk to my students at Middlesex University on the MDes in Product Design, Management and Innovation course that I had set-up in the UK. It must have been about 2005 and we discussed the need for a dedicated course in service design. I was talking to SCAD and they were keen for me to join them. So I went there and worked with Tom Gattis because he and I saw the potential of a programme that would dovetail with their design courses in product design, interaction design, experience design and design management. It was a great time to be at SCAD, working with some great faculty. I set up the course and got it going and then was asked to become the Director of Collaborative Learning, so I recruited Diane Miller to come aboard. She did an amazing job of bedding-in the course. It's since gone from strength to strength.

Higher education needs to prepare students to become lifelong learners, and I have always advocated, since

"Increasingly I see a shift and a need to have 'trans-disciplinary' designers that can have well-developed problem solving skills that are able to deal with a heavy cognitive load and complex issues."

my time as a lecturer at Glasgow School of Art in the early 1990s, the need to use problem-based learning in a collaborative environment which brings design, business and technology together. I favour a 'polytechnic' system and I think the move to dismantle polytechnics in the UK in the 1990s was a mistake. I see the changes in the UK's design education and I am concerned that we are producing graduates that lack skills and context. Increasingly, they are forced to work in environments that are too small and lack the space to collaborate and work across disciplines.

Having worked in the US, I see more of a balance within a triptych: design, business and technology. This is the trifecta we see in design thinking. It's essential that service designers – in fact all designers – are able to grapple with the complex socio-economic issues as much as the end user experience. But key is the how they do that, and it's by having a robust and inquisitive approach to understanding and applying technology together with business acumen.

Increasingly I see a shift and a need to have 'trans-disciplinary' designers that can have well-developed problem solving skills that are able to deal with a heavy cognitive load and complex issues. We need designers that are people-centric in their thinking and able to use and apply cognitive science. Designers need to be adept visual designers, but they also need to be able to code and define systems and architect information. They also need to be strategists and be business-minded. Importantly, they need to be communicators which able to tell stories using a range of media from traditional graphics to video, animation, AR and VR. Above all, designers need to be visionaries; we need to be prophets!

The Power of Ten

In November 2017, the global service design community will come together in Madrid for the annual SDN Global Conference. This year, the conference marks a significant milestone: It's the tenth event that the SDN has hosted. In anticipation of the occasion, SDN President Birgit Mager, and Event Board principals Jamin Hegeman and Alex Nisbett looked back through the years at the milestones that have brought us to this point.

AMSTERDAM 2008

Jamin: It was very exciting, and very cold. It snowed in Amsterdam. It was late November. I remember because I flew home the day before Thanksgiving in the US. The conference was simple: one day of speakers, one day of workshops. I introduced the speakers and ran a workshop with Alex Nisbett and Shelley Evenson. I had never met Alex before the workshop. We planned it remotely. Alex and I have been great mates since.

Alex: Did it snow? I don't remember that – the first conference was too exciting to notice! Our very first Member's Day introduced me to 'silent brainstorming'. Highlights at de Rode Hoed (where we were for Member's Day in Amsterdam last year) included Virgin Atlantic and McDonalds describing their industry-leading approaches to

delivering service design inside organisations. Wasn't the second day venue formerly a prison? Or a hospital? For me however the real highlight was making enduring friendships and realising just how big service design was going to become.

Birgit: Not to forget the very first Member's Reception on a boat! It was hot, it was crowded – and it was fun! We were all overwhelmed by the amount of SDN members and conference participants that joined in such a short time since we had launched. It gave me energy that lasts until today!

MADEIRA 2009

Jamin: Madeira was small and beautiful. The conversations were intimate. It was still early days. We were still figuring out what the network and the conference

was all about. There was a photo of Oliver King leading a group conversation by the edge of the sea. That really summed up the experience. I introduced speakers again. It was great to present these world leaders in service design. We left eager to make service design and the conference bigger.

Alex: I missed out on Madeira, but it looked like an awesome event and I vowed not to miss another one.

Birgit: We were so worried. The economic crisis had hit – and we held a conference on beautiful Madeira! Wouldn't that look like holiday to all the decision makers? It was hard work though, great presentations and workshops with an excellent, small group of people, and my first ever infinity pool!

BERLIN 2010

Jamin: We expanded the format this time. There were many different tracks, lots of workshops. The size of the conference doubled. I gave a talk on the struggles of selling service design. There was an amazing boat party with currywurst and dancing. I created the playlist for the dance party on an iPod. In its third year, the conference had established itself as a mix of great content with good fun.

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MADEIRA PORTUGAL



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BERLIN GERMANY



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SAN FRANCISCO USA



Alex: I remember Birgit meeting me with a big hug and presenting me with a speaker's goody bag. My first time on an SDN stage was alongside a client, a format I'm very fond of. The venue was great, although the workshops and breakouts were full to bursting. Berlin was when we realised just how popular meeting face-to-face was going to become, and how important it was for the conference to move around from city to city each year, embracing the network.

Birgit: We provided rickshaw vouchers for people to connect on rides through beautiful Berlin! So the design of the experience had moved more into the focus, now that we had built some routine around the basics! We started to discuss having an organisational structure to the organisation!

SAN FRANCISCO 2011

Jamin: Alex and I directed this one. It was in downtown San Francisco at the historic Palace Hotel. The setting was grand. The workshops were packed. Adam Lawrence flew a shark over the audience during his talk while singing a parody of "We Didn't Start the Fire." After the closing talk by Richard Buchanan, I invited everyone to my neighborhood in the Lower Haight. A swarm of people packed onto trains and followed me.

It was a great experience. And lets not forget that a minor earthquake struck during one of the plenary presentations, leaving chandeliers gently swinging above us!

Alex: It was a pivotal shift for us in San Francisco, with the theme 'From Sketchbook to Spreadsheet' reflecting how service design was maturing to embrace the needs of business, and beginning to refer to business design explicitly as a thing. With so many speakers' proposals to review, so much to plan and execute, we realised the importance of having a local team – a National Chapter – involved. I think this was the first time I came across Airbnb because some of the SDN'ers were using it instead of staying at the hotels. Yep, an awesome few days.

Birgit: Yes – the theme was amazing; it really reflected what was going on. And we had the first ever SDN Management Board Meeting, officially setting up the structures of volunteers who have worked hard ever since then to make service design more and more relevant!

PARIS 2012

Jamin: This was the first conference to prototype having a National Chapter run the event. We changed locations each day. I remember Nabeel Hamdi, author of 'Small Change', saying, "If you want to do something big, start with something small ... that has long-term strategic impact." That really stuck with me.

Alex: I missed this one too, I was busy at the London Olympics.

Birgit: We were hosted by EDF during the first day, a very corporate environment! And then the next day was pure improvisation at the EnsAD university. It was a relief that the service design crowd is so open-minded, good-humoured and flexible!!! By the way, I was always worried, every year anew, that this spirit would fade away as we grew. And I have to say: Even up until today, it just seems to be getting stronger!

CARDIFF 2013

Jamin: The UK Chapter spearheaded the event and went big. We expanded the conference to 600 attendees. The professionalism and quality of the experience increased as well. There was a strong emphasis on service design for the public sector.

Alex: Yup, creatively and organisationally this event really stepped up a gear. The theme of 'Transformation Through Service Design' gave huge scope to a number of really inspirational speakers and we saw record numbers of attendees. I loved what the UK Chapter did to present some of the local flavour, and a personal favourite was a brewery sponsoring the Member's Day reception. They also created some very nice posters overnight after day one, featuring key quotes from speakers. I'm sure they're collectors' items now. Also, let's not forget that was the first time we were able to announce the hosts for the next year's conference on the last day. We've not been able to match that since, but we are trying!

Birgit: A breakthrough event! Suddenly we were playing in a different league of professionalism! Sponsors even started actively approaching us and asking, "Can we sponsor your conference?" This gave me so much confidence in the future of service design and the Network!

STOCKHOLM 2014

Jamin: Sweden, Norway, Denmark, and Finland Chapters collaborated to host the conference in Stockholm. The team did an amazing job. We even had an espresso cart in the conference lobby, and an ambulance drove through a side door up to the stage to promote a workshop. With the growth of the Network and of service design in general, different voices were being heard, and there was a healthy tension between designers and non-designers.

(More post-conference notes here: jamin.org/service-design-global-conference-2014-snapshot)

Alex: After themes around business and transformation, Stockholm quite naturally focused on 'Creating Value for Quality of Life'. For me as a designer this was one of the most inspirational conferences, thanks to the huge energy and love that the local team put into every aspect of the conference. From the lagom/hygge staging, to Lavrans Lovlie's presentation on the Nordic model of service design, to our Buddhist monk leading early morning meditation, all enjoyed by 600+ attendees from over 40 countries. The one thought I left with? "There are things in life you can't design."

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FRANCE20
13CARDIFF
UK20
14STOCKHOLM
SWEDEN20
15NEW YORK
USA20
16AMSTERDAM
THE NETHERLANDS

Birgit: I was so impressed by the genuine co-creation mindset that the organisers had. They took their time, they cared and they created an almost loving experience! I remember when a lucky group of attendees were invited to the Nobel Prize Ceremony room at City Hall! It was evident that the government and the public sector were perceiving the strong relevance of service design, and embracing it as a partner for change and innovation.

NEW YORK 2015

Jamin: Hosting at Parsons The New School was a fully New York experience. It immersed attendees into an experience that blended the conference and the city in an energising, dynamic, and inspiring way. I loved many of the talks. Though Nick de Leon stood out with quote: "Delivering on time and on budget doesn't move the dial for customers or the organisation." In other words, he said, "Nice landing, wrong airport." (More post-conference notes here: jamin.org/themes-from-service-design-network-conference-new-york)

Alex: Looking at the attendees and speakers, I was struck by just how international the SDN had become. We literally had every continent and every major country represented in New York (with one third of participants from the US), with stunning presentations, workshops and panels, albeit in a rather wet Big Apple. The conference highlight for me was the first SDN Award and the opportunity for the Network to celebrate the very best in service

design. These awards are now an integral part of every conference.

Birgit: New York was New York! Great on the front stage, musicians playing, an amazing auditorium – and stressful behind the scenes! Lara Penin had stretched every rule and regulation to bring us to Parsons and make this an outstanding event – and still we were bumping our heads all the time! The rain! The different locations! And still a total energiser – crazy and courageous!



AMSTERDAM 2016

Jamin: We were back to where it all began! But bigger. Better. All grown up. There was so much great content, it's hard to pick a highlight. But if I have to choose one, it was Johannes Landstorfer, from IXDS, talking about how we need more service design, but don't have enough service designers. To scale quickly, we will need to empower others to do it themselves. The scale issue is one we all face as service design continues to gain momentum and increases in demand. (More post-conference notes here: jamin.org/takeaways-from-the-service-design-network-conference-2016)

Alex: Amsterdam was proof that we go from strength to strength, and also that Northern Europe continues to be an epicentre for the development of service design. The local team pulled out all the stops, carefully curating every minute of the two days. They entered the auditorium on Dutch bikes, we explored the theme 'Business as Unusual' and realised just how much

our favourite design discipline is maturing. We also introduced a new identity for the SDN. Some people wonder if the conference might have its home permanently in Amsterdam... Me, I'm not so sure. Moving from city to city each year, taking the show on the road, going out to you, the Network, seems just the right thing to do (although we'd admit it can be hard work).

Birgit: Back to Amsterdam – one year too early and still just right. It was the most amazing local team, passionate and considerate, loving and rational, creative and structured. And our conference manager Ines not only worked her ass off to put a great conference on stage, she also fell in love with a Dutch guy, so we lost her there!

MADRID 2017

Jamin: Building on the scale issues mentioned in Amsterdam, we felt 'Service Design at Scale' represents the next great challenge for the Network.

Alex: I'm really looking forward to Madrid. Tickets are selling fast, do you have yours yet?

Birgit: We are so much looking forward to this amazing anniversary. I would never have dreamt of this and it still feels unreal how service design has matured and how relevant and attractive it is. We are attracting new audiences, and scaling is on the agenda for many of those that have moved to service design early. All the feedback I am getting says, "We will come. It is the community and the topic!"



SERVICE DESIGN AT SCALE

SERVICE DESIGN GLOBAL CONFERENCE

02-03 November 2017 Madrid
Exclusive SDN Members Event 01 Nov.

The Service Design Network is hosting the

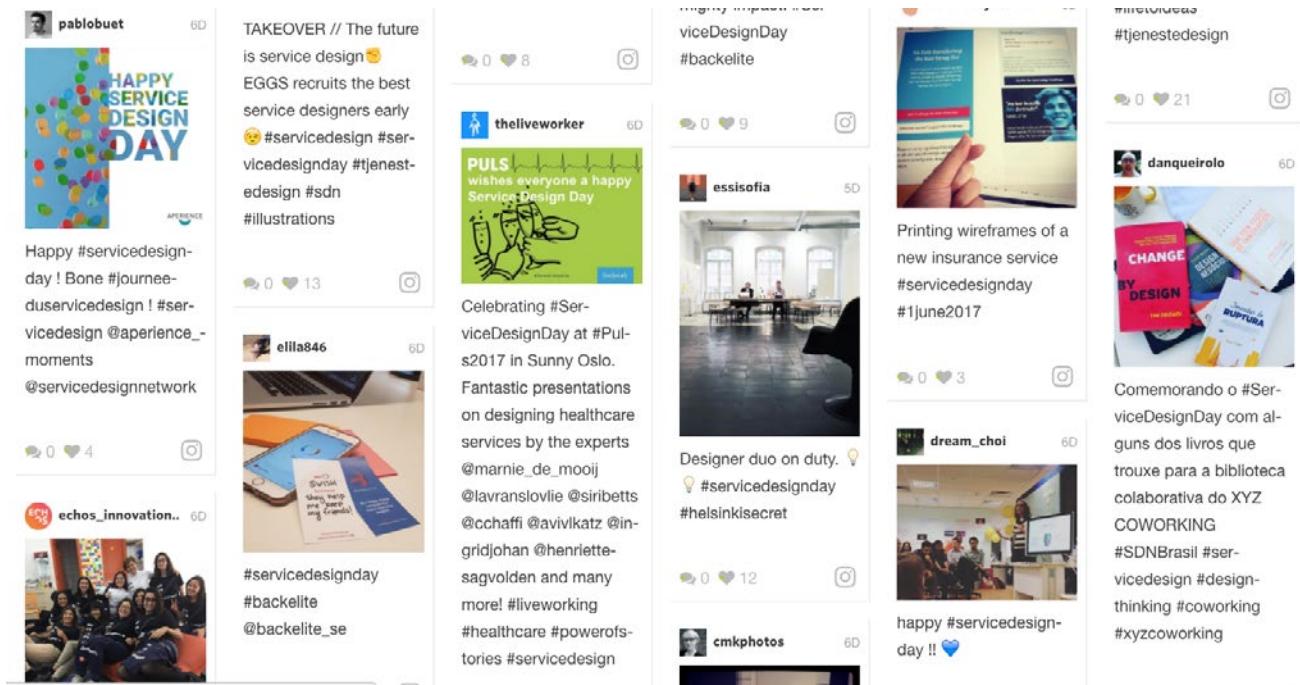
10th Service Design Global Conference in Madrid.

Join us on the 2nd & 3rd of November in the majestic capital of Spain to celebrate this anniversary with us and be part of the largest service design gathering in the world!

- Exclusive SDN Members Event on November 1st -

Happy Service Design Day 2017

Congratulations on a successful second edition of international Service Design Day!



On June 1st the Service Design community came together to celebrate the second, official Service Design Day. This day is all about celebrating the power and spirit of service design, as well as connecting our amazing international community. Thank you to everyone who participated, because you managed to make an even bigger buzz on social media than last year! This means that more people than ever now know about the amazing power of service design!



Happy #ServiceDesignDay from our office to yours! WE ❤️ SD! Thank you for all you do, @SDNetwork!



Happy #ServiceDesignDay to all!! I love service design so much, I want to marry it and pay off our student loans together. And you?



Jie Tang @jietang · Jun 1
Happy ServiceDesign Day 🎉🎉🎉🎉🎉 #MASEDI-LOO
Intra, Lara Salles and MASEDI-LOO



commonground srl @commongroundpli · Jun 1
#service design day setting @hubSiracusa #sdcity #servicedesign ready to share and connect @SDNetwork pic.twitter.com/vgyGjtJeb



Check all the buzz
on social media
under the hashtag:
#ServiceDesignDay

Our #ServiceDesignDay feed and Twitter account were flooded with inspiring pictures and posts celebrating the unique and growing discipline that is service design. We couldn't get enough of your creative campaigns, cakes, Posts, presentations, finger hearts, tools, touchpoints and many other innovative activities!

SDN was excited to see so many students and professionals interpreting the theme in their own unique way with spontaneous service activities. The hashtag #servicedesignday achieved over four million impressions, through more than 3,000 social media posts, by hundreds of people around the world who wanted to shout loud and proud about the power of service design!



Some of our awesome SDN Chapters held events or social media initiatives around the world. Here's a few of their exciting activities:

- SDN UK hosted #SDN_UKChat live on Twitter with people from across the UK and beyond discussing five thought-provoking questions about service design.
- SDN Finland held an after work meet-up with everyone who wanted to learn more about service design. They hosted expert talks and launched their new local service design training initiative.
- SDN Turkey brought their local community together to celebrate



Vigil Kulebars @vigilkulebars - Jun 1
Celebrating ServiceDesignDay SDNTurkey @SDNnetwork plc.twitter.com/9eQ8JLJw5

and co-create the future of service design in Turkey.

- SDN Japan held a co-creation discussion session about the local service design scene and

considered possible solutions to issues being faced in Japan.

- SDN Germany shared inspiring tweets throughout the day about their chapter development and design process.



- SDN Brazil celebrated with discussions by local experts in the field. They collaborated with partners such as Livework Brazil and Kyvo to host events in multiple cities across Brazil, making a huge impact in spreading the word about service design.

In appreciation of your enthusiasm and creative contributions to Service Design Day, we held an SDGC17 ticket giveaway for the most shared and liked Twitter post on June 1st. The competition was open to any individual or organisation

from anywhere in the world who posted on under the hashtag #ServiceDesignDay.

It was a close race between the thousands of fantastic posts and hundreds of activities happening on June 1st. The lucky winner was Orange Bus, a digital service, experience and strategic design company based in the UK. Orange Bus celebrated the art and fun spirit of service design with their beautifully illustrated cake. Clearly it was a big hit with our community, we are only sorry we couldn't try a slice! We look forward to meeting their representative at SDGC17 in Madrid this November 2-3.



The two runners up for most popular tweet on Service Design Day included service design company Open Change who hosted a workshop in partnership with Creative Dundee to imagine and co-create the next two years for social enterprises in Dundee. The other runner up was service design agency Livework.



We loved the energetic and community oriented mindset @ Livework promoted on June 1st. Search #Puls2017 on Twitter to see how they used June 1st as an opportunity to redesign healthcare services.

In advance of the day itself, we held a poll for the SDN community to decide their top three activities for Service Design Day. The favourite choices were:

Open Change @opendesignuk Following

It's #ServiceDesignDay - greetings from Dundee - UNESCO City of Design - where you can see this wonderful huge mural by @phoeberoze

RETWEETS 18 LIKES 54

1. Tag a touchpoint - share a picture to show what great services look like
2. Post your success stories and service moments
3. Celebrate excellent local service providers with our address label stickers

It was great to see our Service Design Day stickers being used to highlight great services across the world, from the Netherlands to Nigeria. We were inspired by a similar campaign by the agile service design company Backelite to tag, share and celebrate local services.

There were many other amazing initiatives around the world we would love to explore and use as inspiration for Service Design Day 2018! We look forward to making the next June 1st even bigger, and better!



Stay tuned to find out what's coming up next with our development and ideation for the third international Service Design Day next year. In the meantime you can take a look at more facts and figures about the social media buzz created on Service Design Day on our website: www.service-design-network.org/headlines/service-design-day-2017



Eloise Smith-Foster is a human-centred service and strategic designer from the UK. She has interdisciplinary design experience across Europe, with a particular focus on the public sector. She is currently Project Manager at the Service Design Network for the International Chapters, Service Design Award and Member Relations.

SDN Brazil – Service Design Day Celebrations a Huge Success!

The SDN Brazil Chapter organised three simultaneous events in recognition of Service Design Day on June 1st in three major cities: Brasília, São Paulo and Rio de Janeiro.

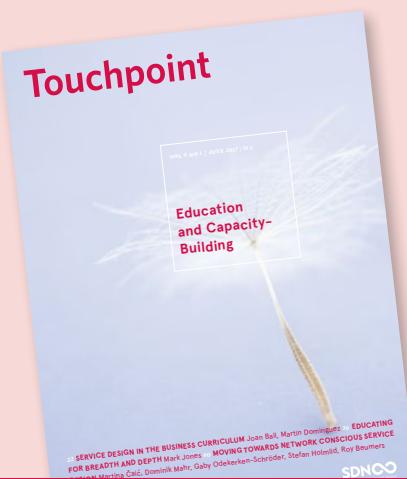
The event in Brasília took place at Livework and had an attendance of around 50 people. Among the speakers were Karina Canêdo, head of Livework's local studio, Francisco Nilson, who showed how sustainability and service design can go hand in hand, and Carla Motta, who is taking service design to the government at TCU (Brazilian Federal Accountability Office).

In São Paulo, Kyvo Innovation hosted a crowd of 150 attendees in a two-topic agenda: education and market. Representing “Education” was Érico Fileno (Universidade Positivo and also Head of Innovation at Visa) and Francisco Albuquerque (Istituto Europeo di Design) while “Market” had Hilton Menezes (Kyvo Innovation), Wagner Lúcio (Arco), Alexander Guazzelli (Itaú Bank), Fabrício Dore (McKinsey & Co.) and Juliana Bach (Everis).

Finally, in Rio de Janeiro, the event held at ESPM Business School had around 100 people attending and was hosted by Clarissa Biolchini and headlined by Luis Alt, founding-director of Livework in Brazil and Leonardo Massarelli, CEO of Questto|Nó.



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Benefits for SDN Members

SDN members are entitled to a free printed copy of each new issue of *Touchpoint* (postage cost not included).

In addition, SDN members receive a 50% discount on back issues (*Touchpoint* Vol. 1 to *Touchpoint* Vol. 6).



Online access

Full-issue PDFs can be purchased via the SDN website.

Issues from our archive can be read online via the SDN website by becoming a community member for free, and may be read via Issuu website and app.

Benefits for SDN Members

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WWW.SERVICE-DESIGN-NETWORK.ORG

The Service Design Network is the global centre for recognising and promoting excellence in the field of service design. Through national and international events, online and print publications, and coordination with academic institutions, the network connects multiple disciplines within agencies, business, and government to strengthen the impact of service design both in the public and private sector.

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