

Title:	Methods of Service Design – Innovative Thinking & Tools
Lecture hours:	30 hours with the teacher: 7 meetings for 4 hours +2 hours for assessment projects presentations 20 hours student's self-study
Study period: (summer/winter)	Summer and winter semester
Number of credits:	
Assessment methods:	Attendance at the course, active participation, final project.
Language of instruction:	English
Prerequisites:	Students need to speak English well enough to participate in classes conducted in English.
Course content:	<p>Service design is one of the core topics on the agenda of companies in almost every industry. This course focuses on the new holistic, multi-disciplinary creative thinking and tools helping to either innovate and improve services to make them more useful, usable, desirable for clients, as well as more efficient and effective for organizations.</p> <p>During the course, students will be familiarized with all the steps of the process of creating innovative solutions, but also with the interactive tools (Brainstorming, Brain-writing, Blueprint+, Personas, Customer Journey, Mood boards and many others) that helps to prepare solutions for every stage (Understanding, Thinking, Generating, Filtering, Explaining, Realizing) of the process from very beginning to the very end of the Implementation. Course involves students activity in many areas like planning and organizing people, infrastructure, communication and material components of a service in order to improve its quality and the interaction between service provider and customers. Students will create project solutions for existing companies from public sector (f. e. museums, operas etc.) or business sector. The main goal is to equip the students with knowledge and practice that they may need in real business life.</p> <p>Learning objectives:</p> <ol style="list-style-type: none"> 1. Knowledge about the service design process 2. Ability to lead the SD projects in real business life in the future 3. The ability to practical, technical and professional approach to the process of creating innovative solutions 4. Be open-minded and creative in a structured way by using tools and methods <p>Students will also develop an appropriate range of cognitive, critical, intellectual and research skills, plus relevant personal and interpersonal skills to interact in the real world of business and finance.</p> <p>This course is by essence very highly interactive. Consequently, the course is a combination of short introductory lectures, short videos, examples, tools, working boards, blueprints, class discussions, group case studies, workshops, group presentations and projects. Case studies and examples are used frequently as a teaching tool to present real life business experiences in the classroom. The teacher's presentations will be made available to students after each class.</p>

	<p>Module 1. (4 hours) a.) Introduction to service design thinking b.) Changing world c.) Service Design solutions d.) Examples of outstanding services</p> <p>Module 2. (18 hours) a.) Tools and Methods</p> <p>b.) Understanding: Clients, Contexts, Providers, Relationship (Benchmarking, Client segmentation, Context analysis, Contextual interviews, Contextual enquiry, Critical incident technique, Ecology map, Ethnography, Experience test, Expert interviews, Focus group, Gap analysis, Historical analysis, Inconvenience analysis, Interviews, Market segmentation, Mystery shoppers, Net scouting, Observations, Probes, Reading, Service status, Shadowing, Thinking aloud, Trend scouting, User surveys, 5W's, Insight matrix, Tested and tried components, Inspiration specialists etc.)</p> <p>c.) Thinking: Identifying, Setting, Planning & feasibility, Analysis, Reviewing, Direction (Affinity diagrams, CATWOE, Brutethink, Fishbone diagram, Lateral thinking, LEGO serious play, Mindmap, Parallel thinking, Personality matrix, Priority matrix, Specification, System thinking, Think tank, Touchpoints, Total quality flow charting, Visual thinking etc.)</p> <p>d.) Generating: Developing, Creating, Finding, Implementing, Crafting (Bodystorming, Brainstorming, Brainwriting, - shaping, -racing, - station, Experience skeching, Feature tree, Group sketching, Idea interview, Open space technology, Parallel design, Randomiser, Think tank, Unfocus group etc.)</p> <p>e.) Filtering: Selecting, Test & measure, Evaluation (Card sorting, Character profile, Cognitive walkthrough, Constructive interaction, Diagnostic evaluation, Evaluation interview, Expert evaluation, Feasibility check, Focus group, Heuristic evaluation, Personas, Pluralistic walkthrough, Retrospective testing, PEST analysis, Sticker vote, SWOT analysis, Task analysis etc.)</p> <p>f.) Explaining: Ideas & concepts, Process, Interaction, Experience (Camera journal, Character profile, Empathy tools, Experience prototype, Informance, Metaphors, Mock-ups, Moodboards, Moodfilm, Persona, Rough prototyping, Role play, Scenario, Storyboarding, Social network mapping, Tomorrows headlines, Try it yourself, Visioning etc.)</p> <p>g.) Realising: Testing, Developing, Providing (Behaviour sampling, Blueprint, Business plan, Guidelines, Intranet, Line of balance, Mind map, Performance testing, Post relese testing, Role script, Scenario testing, Prototypes, Commercialization, Service prototype, Simulation, Specifications, Templates, Wizard of Oz etc.)</p> <p>Module 3. (4 hours) a.) Polishing together the team's projects. Workshop.</p> <p>Module 4. (4 hours) a.) Project's presentations. Evaluation.</p>
Learning outcomes:	<p>After completing the course the student is supposed to know the idea and meaning of service design thinking and also know wide range of methods of service design thinking. Students are supposed to practically use wide range of the most suitable tools to get to know information about client/subject and prepare diagnosis solutions for client/subject.</p>

	<p>Knowledge: K1. Students can characterise the concept of service design thinking K2. They are able to indicate the tools of Service Design Thinking K3. They can discuss and critically analyse the client situation and solutions prepared thanks to the SDT methods.</p> <p>Skills: S1. Students can discern and use the most suitable methods for the client/subject situation or business model S2. They can use methods to analyse the situation or problem S3. Students can propose solutions/suggestions based on used methods of SDT</p> <p>Social competences: SC1. Students are conscious of the importance of SDT in service sector SC2. They are aware of different business models so they know they should stay open-minded and try to understand situation in details with patience</p>
Name of lecturer:	Ewelina Idziak
Contact (email address):	ewela@ukw.edu.pl
Literature:	<p>a.) Moritz S., “Service Design – practical access to an evolving field”, KISD, London 2005 b.) Schneider J., Stickdorn M. and others, “This is Service Design Thinking. Basics – Tools - Cases”, BIS Publishers, 2010 c.) Liedtka J., Ogilvie T., Broženske R., “The Designing for Growth – Field Book (a step-by step project guide), Columbia Business School Publishing, 2014 d.) http://www.service-design-network.org/category/publications/</p> <p>All students in this class are expected to choose one of the SD web portal and keep up to date the information published at the web pages.</p>