

Self-assessment by Jo McNicoll

SUBMITTED ON 07 OCT 2019



I currently work as a/at:

Currently, I am working for the Service Design Academy (<https://sda.ac.uk>), which offers delegates service design non-accredited and accredited training (a PDA in Service Design), through practical workshops, bespoke consultancy and distance learning. The Service Design Academy are currently the only institution which offers a Service Design course at PDA level in Scotland.

My LinkedIn profile:

<https://www.linkedin.com/in/johodge/>

My social media channels:

<https://twitter.com/Joprints>

My educational background:

Jo McNicoll (previously Hodge), is a service design consultant with the Service Design Academy (who are currently the only UK provider of accredited Service Design training at SVQ level 7). Previously she worked as the Design for Business Research Manager at V&A Dundee's Design for Business programme, who offer Design Thinking short courses to Scottish SME's, supporting growth, development and sustainability. Jo has a PhD in Design, a Master of Design for Services (Dist.), and a Degree in Textile Design from the University of Dundee. Her main passion is communication and connecting people through participatory design practices. She has worked as a design researcher on various academic projects such as KTF (Knowledge Transfer Fellowship) working alongside a technical textile company, Tayside Police, and the University of Dundee (co-designing ballistic wear for officers) as well as the BESiDE (The Built Environment for Social inclusion through the Digital Economy) research project. BESiDE was a multidisciplinary research group with researchers from Computing, Design, and Healthcare at the University of Dundee and from Computing at Newcastle University. The premise of thinking through making and learning by doing, which were so important throughout her early design training are still as relevant and important in the research and teaching that she does today. Jo is a keen yogi, an avid believer that being kind is cool, and she also helped to set up the first Design Club in Scotland.

The following theories are the key components of my approach to service design:

At SDA our key approach's to service design are based on:

- The Scottish Government's; Scottish Approach to service design
- The UK Design Council's; Double Diamond

Service Design is a mindset and our training helps delegates to flip their mindset and become open to listening to all of their stakeholders (internal, external and customers alike). We believe that training should be interactive and fun, and delegates should learn by doing, so our training courses are very interactive and practical with a sprinkling of theory. Theory and further reading and resources are highlighted



throughout the training and can be found within delegates workbooks and on our websites to embed and extend delegates learning of Service Design processes, tools, methods and approaches.

These are the most relevant resources I base my work on and I recommend them as a body of knowledge in service design:

This is Service Design Thinking - we recommend this textbook to all SDA delegates as the starting point to find a shared common language on SD.

This is Service Design Doing - we recommend this to all SDA delegates as one of the key resource for anyone applying and wanting to use SD.

Change by Design - we recommend this to all SDA delegates as a resource for stepping into the design thinking mindset.

Doing is the hard part — 12 commandments of service design. "People don't want service design, they want their problems solved"... We wholeheartedly believe this at SDA and create our courses and training around this ethos.

I have X years of working experience in service design:

8

I have particular experience in the following service sectors:

Education, Healthcare, Housing, College Networks, Administration, Local and Regional Councils.

I have provided service design training sessions and/or other educational experiences for X years:

1

My philosophy as a trainer is:

Successful Service Design requires, the right people, the right mindset, the right environment and buy in from senior management / exec. It's about understanding all stakeholders, applying empathy and co-creating solutions to different types of problems. The beauty of Service Design is that it can be applied to large or small projects and organisations alike. It is iterative, challenging yet fun and highly collaborative. It forces you to ask the right questions, frame and reframe problems and questions until you are solving the right ones in a participatory way. Like any training building trust and creating a safe and relaxed atmosphere with delegates is paramount for their successful participation and to achieve the correct mindset.

These are the service design training sessions and/or other educational experiences I've facilitated within the last year:

PDA In Service Design:

The PDA in Service Design focusses heavily on designing for the customer experience. It takes learners through the tools and methods of service design to support research and collaboration with users, through to developing co-design projects which would create valuable improvement within their workplace.

SDA courses are designed for delegates to learn how to design around their customers. Trying out proven tools on real-life challenges, delegates will develop practical skills they can apply in their work place. They leave with the know-how and confidence to run service design projects and drive change within their respective workplaces. On average we deliver each PDA training session to 15 delegates.

- Module - Two days practical Training on Service Design; Tools and Methods - Dates: Sept 2018, Jan 2019, Mar 2019, Sept 2019.
- Module - Two days practical Training on Service Design; User Research - Dates: Oct 2018, Feb 2019, April 2019, Oct 2019.
- Module - Two days practical Training on Service Design; Co-Design - Dates: Nov 2018, Mar 2019, June 2019, Nov 2019.

Service Design Business Courses:

- The Service Design Mindset (Two days practical Training) - Dates: Oct 2019,



- Tools for Problem Solving and Innovation (Two days practical Training) - Dates: Nov 2019,
- Learning to Listen to your Customers (Two days practical Training) - Dates: Nov 2019,
- The Co-design Playground (Two days practical Training) - Dates: Dec 2019,

On average we deliver each Service Design Business Course to 15 delegates.

Consultancy:

The outcomes and impact from the following consultancy projects were to build capacity and confidence within Service Design. Each company was given a bespoke toolkit (depending on their needs) that could be used to embed service design practices within their organisation.

- NSS (National Services Scotland) 5 day bespoke training – tools and methods and user research (Jan, Mar 2019) - 50 delegates over the 5 days training.
- Caledonia Housing Association, 2 day bespoke training – tools and methods, user research (June 2019) - 20 delegates.
- SQA, 2 day bespoke training – tools and methods, user research and co-design (August 2019) - 14 delegates.
- Leather Group & West College Scotland, 3 day bespoke training, user research (August 2019) - 16 delegates.
- Arbroath Academy, 3 day bespoke training, tools and methods, user research and co-design (September – October 2019) - day one 40 young people, day two 25 teachers, day three tbc.
- East Renfrewshire Council, 2 day bespoke training, user research (September 2019) - 25 delegates.
- West Dunbartonshire Council, 2 day bespoke training, user research (November 2019) - tbc.

Internal Service Design Projects:

The outcomes and impact from the following internal Service Design projects were to build capacity and confidence of Service Design within each department as well as to help them improve their current service offering. I have worked on these internal projects since starting with the Service Design Academy in August 2018.

Help Points - co-creation of a new one-stop shop for students, staff and visitors to reduce workloads on other integral departments and increasing student satisfaction and the overall initial student experience as well as ongoing review workshops.

Beauty and Barbering Academy - Hair, beauty and barbering department looking to co-design a new training academy. User research and co-design workshops with over 80 students, staff and industry. New academy unsuccessful but major changes to department with silos broken, cross campus collaboration and new student curriculum created.

Wellbeing Project - User Research training for 7 members of staff to help support User Research with over 200 staff to co-create new wellbeing programme for the 2018/19 academic term. New classes from African drumming to cycle to work scheme now in place. UR continually done to update and keep staff engaged.

Horticulture Department - completely revamping curriculum through user research and co-design workshops with students, staff, industry, public bodies and awarding bodies. New progression route for students as well as fantastic cross curriculum collaboration including horticulture, hospitality, science and professional cookery to create a new fine dining experience for guests to include while students learn a variety of meta-skills.

Cyber Security Lab - The first College in Scotland to co-design a cyber security lab for the most interactive and immersive learning experience possible with the Computing and Creative Media department.



Women in Technology - user research and co-design workshops with school pupils, college students, staff and industry from across Scotland to look at how to get more women into technology and change perceptions.

Art, Design and Performing Arts - co-created a new application and recruitment system that is being prototyped this academic term with the additional creation of a new welcome pack for students joining the college from abroad

Supported Education – initially designing a new fit for purpose curriculum to support adults with learning difficulties transition from college to working life. The project unearthed much deeper organisational barriers and difficulties across many different public sectors bodies. An ecosystem map of support and classes was created to breakdown and identify overlaps and areas for improvement.

Events:

Service Design in Government (Mar 2019)

Doti Festival (Oct 2019)

Research Trips:

Helsinki Service Design Research Trip (Nov 2018)

I mostly provide my training offerings in the following language(s):

English

I mostly provide my training offerings in the following countries/cities:

Scotland, Dundee, Angus, Edinburgh and Glasgow.

I cover the following topics during my training offerings:

- History of service design
- Definition of service design
- Relationship of service design to agile, scrum and lean
- Service dominant logic
- User research/deep customer insights
- Creativity and ideation processes
- Visualisation techniques
- Prototyping of services
- Implementation of service design concepts
- Business model development
- Measuring impact of service design, relating it to Key Performance Indicators (KPIs)
- Leadership/management of service design projects
- Building in-house service design capabilities
- Service design for cultural change
- Organisational development

My training participants typically have the following level of experience:

- Novice (new to service design)
- Fundamental (basic knowledge)

These are my favourite cases I use to inform participants about the impact and value of service design:



Design Jams – from their launch in 2011 with an amazing 59 cities, on six continents and with over 1200 participants. It's amazing the reach service design has and how quickly it is spreading. SDA was born out of a Jam, and now we are delivering accredited and non-accredited courses all over Scotland, building Service Design capacity and helping organisations implement change and improve their service offerings. The power of a Jam cannot be overlooked as so many great opportunities and collaborations have stemmed from them.

Helsinki Design Manual (Launched in Sept 2018) – A Co-design process with Helsinki citizens, asking questions like how does Helsinki feel and sound, and offering a guideline for this based on the views of the citizens? The fact that citizens are consulted on what shade of granite stone they would like to see in front of their town hall is participatory budgeting at its best.

Learning through Play and phenomenon-based learning. Children are the future, and things are moving at such a pace in this day and age, how can we keep up. "We had it easy, we got to find a job, our children will need to invent one" (Friedman, 2013). Skills Development Scotland (SDS) recent video (2018) states 4 out of 5 primary school children starting school this year will be in jobs that don't exist yet. As an educational provider, it is essential to SDA that we prepare delegates for the future. Service Design by its nature is inclusive, empathetic and collaborative, so we believe that it can have a huge impact on people, society and how we design our futures. Play has always been integral to my research. For example, my PhD looked to ease separation anxiety between children and their parents that were separated due to situational factors such as divorce, work and migration by co-designing fun tactile interactions when apart. Whilst my master's work allowed me to explore personal barriers in uncomfortable social situations through play by creating oversized garments, printed with thermochromic and photochromic pigments (temperature and UV light reactive inks), that invited outsiders into the wearer's space to cause a colour change.

I really enjoyed and engaged with the Learning Through Play; Social Service Design Interventions for Children in Touchpoint Volume 4 (May 2012). Play and gamification really engages learners of all level and indeed we have developed a range of fun games and ice breakers to spark creativity, ease group tensions and foster relationships between delegates.

Whilst on our design trip to Helsinki last year we were introduced to phenomenon based learning – where the children used their numeracy, creative and literacy skills to look at world issues and how they could solve these.

These are the service design methods and tools that I use during my sessions:

The Design Councils Double Diamond process is paramount to everything we do here at SDA (discover, define, develop, deliver). Below is a list of the main tools & methods we use within our workshops to take delegates through the whole design process:

The full list of the main tools & methods we use are:

Discovery tools:

- Personas (two versions – corporate and personal),
- Brainwriting / brainstorming / body storming
- Open User Interviews
- Interview cheat sheet
- Problem trees
- Journey maps
- Empathy maps
- SDA Empathy walk
- User research planning
- Observations
- Consent and Ethics cards
- Stakeholder mapping
- Design ecosystems

Define tools:



Problem framer

Problem framing cheat sheet

Idea framer

Ideation & Iteration tools:

ABC Avalanche

Nesta' Fast Idea Generator

Critical Friend

Quick fire presentations (30, 15, 7 seconds)

Tomorrow's news

Rip and Mix

Vox Pops

Co-design cheat sheets

SDA sunflower (our take on Phil Delaney's Lotus Blossom)

Delivery tools:

Blueprinting

Backcasting

Business Model Canvas

Value Proposition Canvas

Mission Model Canvas

New Service Proposal

Collaboration tools:

Make ME a plane

Rollercoaster Check-in

Stinky fish

Breaking Down Assumptions

Team Canvas

Team Values template

SDA's crazy 8,

Take 5's

Stop! Assumption

Make it Pop card game

Feedback and reflection cards

After successfully attending my training sessions, participants will typically be able to:

Delegates will leave SDA training with a clear understanding of the main principles of service design, as well as the design council's double diamond process and a toolkit of methods to use. They will know how to implement the tools and methods that were taught throughout the training and when to use them within the design process. Support is always offered through Slack, email and video calling if they need any guidance with any of the tools. Delegates are encouraged to share their successes and failures with their projects to gain help, advice and reflection on how they could improve their tool and method choice and delivery if needed. They will understand how Service Design can influence their organisation at all levels and improve the services they offer both internally and externally.

I apply the following evaluation tools to make sure the participants have understood the content of my sessions and gained the expected competencies and skills:



Delegates are asked to submit a portfolio, after each of the four units within our professional development award qualification (User Research, Tools & Methods, Co-Design and Final Project). Portfolios include work-based projects where delegates demonstrate their understanding of learning around service design in their workplace.

We also encourage peer to peer learning on Slack and encourage delegates to share case studies, experiences and pieces of work for feedback during the course and beyond.

Following on from any piece of work we carry out with delegates, internal and external clients, evaluation is taken and listened to. We use a combination of approaches to gather insights from our attendees. We use a rose-bud-thorn approach and I liked, I learned and I suggest, before moving into much deeper feedback and reflection. E.g. from a 2-day bootcamp we will ask for 5 pieces of reflective learning and comments during that period.

I systematically evaluate and improve my offerings based on feedback. These are examples of feedback that have led to improvements:

We are constantly trying to improve the service and courses we offer at SDA, thus we constantly collect feedback from delegates at all of our training sessions. We always give the opportunity for positive, neutral and negative feedback. The negative or 'ideas, improvements or suggestions' are the most important feedback as this helps us to improve our service offering giving delegates a better learning experience.

Some examples of this are:

1. Changing the feedback form.
2. Adding in more time for reflection and group sharing.
3. Updating the website.
4. Adding more courses 2 day non-accredited business courses as well as the PDA for delegates who do not want to sit assessments but want the practical experience.
5. Offering business specific PDA streams so we can focus on organisational challenges within the workplace while a number of staff work towards achieving accreditation.

I have participated in the following service design-related activities in order to stay up to date, share my experiences with peers and receive their supervision within the last 12 months:

- SDinGov

I actively support the local or national service design community through:

Being part of Service Design in Education Group (SDinED) as well as attending, facilitating and supporting as many local events as possible; such as Unesco Dundee Design Week, Pecha Kucha nights and Service Design Jams.

I have participated as a speaker in the following events:

Coming soon (hopefully).... March 2020 at SDinGov

I have published the following books/articles on service design and related fields:

Academic Papers:

- Networked Tactile Objects' - Praxis and Poetics Conference, Northumbria, UK, September 2013.

- Fabric fobs and family ties' - Praxis and Poetics Conference, Northumbria, UK, September 2013.

- Crafting Caring Communication; A case study on the value of collaborative making in a care context' - The European Academy of Design (EAD), Gothenburg, Sweden, April 2013.

- Under a vest; exploring the re-design of police ballistic wear' - Outside Conference, Huddersfield, UK, January 2012.



Self-assessment by
Jo McNicoll

- Connected Clothing, exploring the redefinition of fashion design through wearable technologies' - The European Academy of Design (EAD), Porto, Portugal, May 2011.

Thesis:

The Development and Use of Non-Screen Based Interactive Textile Objects for Family Communication. Duncan of Jordanstone College of Art and Design, University of Dundee, March 2018.

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