Self-assessment by
Kelly Scott

A summary about me:

I am a service designer with over 5 years of experience researching, designing, and delivering human-centered solutions. My career has spanned the public, private, and social sectors, with a focus on health, wellbeing, and social innovation. As a facilitator and co-design practitioner, I excel at bringing diverse groups together to imagine possibilities and try new approaches. I am passionate about understanding people's needs and co-creating services that make life better.

I currently work as a/at:

Service Designer at Innovation Unit
www.innovationunit.org

My LinkedIn profile:

https://www.linkedin.com/in/kelly-scott-75538b24/

My educational background:

Bachelor of Health Sciences
Postgraduate Certificate in Health Informatics
Postgraduate Certificate in Design

While I was working in a research context, I became more sure that my affiliation with design was going to be more useful in the health and wellbeing work I was doing. I started a Masters of Design for Health and Wellbeing. This had to be put on hold to move from NZ to the UK, hence graduating with a post graduate certificate in design. My formal service design learning comes from this accreditation, supplemented by the person-centred skills from my health sciences degrees. I have also learned by applying design principles throughout my career.

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

The human-centered design process is central to my service design practice. I utilize design thinking methods to deeply understand users' needs and co-design solutions with them. Service design theory principles of co-creation and participatory design drive me to facilitate immersive workshops where diverse stakeholders can imagine possibilities together. Systems thinking also shapes my perspective, as I always consider the broader ecosystem and work to create positive ripple effects versus siloed solutions. Overall, my collaborative approach is grounded in empathy and guided by the goal of creating services that improve lives.

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

Service Innovation Handbook - This book by Lucy Kimbell provides a rigorous overview of service design foundations and principles.
This is Service Design Doing by Marc Stickdorn and Jakob Schneider - This book provides an excellent overview of service design methods and tools.
https://servicedesigntools.org - a great resource for inspiration and tools

I have X years of working experience in service design:

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My working experience in service design includes involvement in:

- Service design projects
- Service design consultancy
- Service design training

I have particular experience in the following service sectors:

Health and wellbeing, mental health

I have conducted X service design projects that aim at creating improvements or innovations within organisations:

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These are the service design projects I have successfully delivered:

Innovation Unit Design Academy. Sep 22 - Jul 23. (Innovation Unit) A capacity-building program for social innovators. Graduates are accredited Service Design Practitioners by SDN; recognising their ability to structure, facilitate, and lead service design and innovation projects, as well as in applying design thinking to complex social challenges. https://www.iuda.org.uk

NHS Volunteer Responders service redesign. Nov 22 - Jul 23. (Innovation Unit) Adapting the service to support the NHS post-pandemic, we examined the service to understand what worked and what needed to change. We went through a 100-day challenge methodology to test new ways of working, and developed an operating model for the future. This has helped secure future funding, make the service more person-centred, and see local-national partnerships as possible.

Living Well in Wigan, Greater Manchester. May 22 - Jan 23. (Innovation Unit) Using IU's adopt and adapt methodology, I supported Wigan to develop their local approach to implementing Living Well, part of the Community Mental Health Transformation. With my support, they have an engaged and active body of experts by experience, and have embedded the Living Well principles into their model.

TBI information website for health professionals. Jan 18 - Dec 18. (Auckland University of Technology) Developed an accessible web resource about living with traumatic brain injury, using composite narratives to illustrate research findings from 150+ qualitative interviews. This project enabled diverse users to engage with academic research and researchers to present to non-academic audiences, expanding approaches to knowledge sharing.

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

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My philosophy as a trainer is:

My aim as a trainer is to create engaging, interactive learning experiences that empower participants to immediately apply new skills. I believe a workshop should balance teaching methods and tools with real-world application. Sessions should be hands-on, allowing attendees to learn by doing.

Before a workshop, I make sure to understand participants' backgrounds and goals. This lets me tailor the curriculum and activities to their needs. I incorporate a variety of educational techniques to cater to different learning styles - visuals, stories, small group discussions,

participatory exercises, etc. A key tenet is designing each module to build on the last, guiding learners step-by-step rather than overwhelming them.

During a session, I promote openness and collaboration. I encourage questions and discussions to foster peer learning. My role is to facilitate, not lecture. I aim to create a safe space for trying new approaches without judgement. Humour and energy keep learners engaged. I emphasise the "why" behind methods as much as the "how" so participants own their learnings.

Afterwards, I gather feedback and iterate. I summarise key takeaways and provide resources for continued learning. Follow-ups help reinforce and apply concepts. I measure success by the usefulness of a workshop, not just satisfaction. My goal is for attendees to gain confidence to put skills into practice.

I believe service design training should inspire, equip and build confidence. A workshop must connect concepts to real work contexts. When learners leave energised about their expanded capabilities, I know a session has truly succeeded.

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

Facilitated various masterclasses and breakfast learning sessions as part of the IUDA throughout 2022 and 2023
https://www.iuda.org.uk
Co-hosted IUDA's first 12 hour Service Design Jam
https://www.iuda.org.uk/servicedesignjam

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

English

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

United Kingdom

I cover the following topics during my training offerings:

- Differentiation of service design to other approaches like design thinking, service marketing and service branding
- User research/deep customer insights
- Designing and conducting co-creation workshops
- Creativity and ideation processes
- Facilitation skills for service design
- Prototyping of services
- Working with complex service systems

My training participants typically have the following level of experience:

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

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

Co-creation workshops - Hands-on collaborative sessions allow participants to practice facilitation and gain confidence leading activities.
Stakeholder mapping - This relationship mapping activity reveals connections and alignment opportunities among diverse groups. It aids in systems thinking.
Prototyping - Constructing rough draft solutions grounds the design process in realism and feedback. This creativity boosts engagement.
Storyboarding - Crafting narrative illustrations reinforces the importance of sequencing and details when designing services.
Role play - By acting out scenarios, learners deeply explore experiences from multiple perspectives. This builds empathy.
The hands-on nature of these methods sticks with participants better than pure lecture. I sequence activities to gradually build skills. Tools like journey mapping and prototyping translate easily to workplace settings. My priority is ensuring learners feel equipped to apply these

techniques on the job.

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

Create and execute a research plan.

Create personas, journey maps, and storyboards.

Create a facilitation agenda, and feel confident in the creative methods chosen for the sessions.

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:

Activities throughout the session.

Peer crit sessions (both graded and un-graded)

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

Surveys indicated participants wanted more information upfront about marking criteria. I helped create a marking rubric to help people understand what OK, good, and great look like.

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:

- SDN Global Conference

I have participated as a speaker in the following events:

Design4Health 2018, Sheffield Hallam University

UX Homegrown 2018, Auckland New Zealand "My user's keeper: why value to clinicians must be designed into health products"

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