

DESCRIPTION OF STUDY COURSE

Course unit title	Service Design (Project Management II)
Programme	Business Process Management
Year of study	2
Academic year	2023/2024
Level of course unit (e.g. first, second or third cycle)	First, Bachelor's study
Course unit code	BP031
Name of lecturer(s)	Aija Freimane
Credit points	2 CP
Number of ECTS allocated	3 ECTS Latvian credit points are multiplied by 1,5 to get ECTS
Language of instruction	English
Type of course unit (compulsory, optional)	Compulsory
Semester when the course unit is delivered	2
Mode of delivery	Full-time education
Aim of Course	The aim of the course is to learn tools and techniques of Service Design to create and redefine services using a multistakeholder perspective that takes into account the relationship between users and service providers. The course will guide the students through the process of design from analysis to research methodologies, from brainstorming to synthesis, prototyping, and communication of a research project.
Preliminary knowledge (prerequisites and co-requisites)	Project Management I - Project Management principles and methods; Problem solving.
Course contents	<ol style="list-style-type: none"> 1. Introduction - what is service design? 2. Introduction - service as an ecosystem. 3. Service Design workshop - The potential of Service Design for the business. 4. What role does research play in service design? 5. Turning data into insights. 6. Service Design workshop – Creating a service blueprint. 7. Developing concepts. 8. Evaluating results, concepts and solutions. 9. Prototyping. 10. Implementing solutions.

	Topic	Type of assessment
The study course calendar	<p>1. Brief introduction: why design methods can be useful when developing services? Service Design overview. The general principles of Service Design. Service Design as a multidisciplinary approach. Historical development of Service Design field and its interaction with other areas and sectors. Examples of outstanding services in the field of business, government and society. Benefits of Service Design.</p>	
	<p>2. Service as an ecosystem and holistic experience. Understanding the characteristics of a well-designed service and the importance of user-centered design. Theoretical framework of Service Design: touchpoints, stakeholders, front-stage, backstage etc. Converging digital, physical and human touchpoints.</p>	Test
	<p>3. Service Design workshop. The main goal of the workshop is to give an overview and insights into the process of Service Design and the potential of it for the business. Tools and methods: Service Phase cards, Service Wallchart, Service Grid Cards, Service Methods Cards etc.</p>	Group work and the presentation
	<p>4. Research the clients' latent and conscious needs. Finding out about context, constrains and resources. Exploring possibilities. Investigating business, technical and domain requirements and constrains. Taking into account the client's goals in a systematic way. Qualitative research and quantitative research methods: context analysis, contextual interviews, expert interviews, interviews, ecology map, gap analysis, historical analysis, observation, shadowing etc..</p>	

	<p>5. Sharing results from user research efforts. Developing strategic frameworks, specifying and scoping out of details. Turning complex data into insights. Strategic considerations and the identification of direction and scope of the project. Using methods for synthesizing raw data into a meaningful and usable body of knowledge: Affinity Diagrams, CATWOE, Brutethink, Lateral thinking, empathy map, user persona, user journey etc.</p>	
	<p>6. Service Design workshop – creating a service blueprint, illustrating a service journey, specifying and detailing the relationships between each aspect of a service along a timeline.</p>	<p style="text-align: center;">Group work and the presentation</p>
	<p>7. Developing relevant, intelligent and innovative ideas and concepts. Designing the experience in every detail and objects, spaces and other touchpoints based on insights and in line with strategy. Tools and methods: Body storming, brainstorm, Brainwriting, Feature tree, sketching etc. .</p>	
	<p>8. Selecting the best and most relevant ideas and combining concepts. Evaluating results, concepts and solutions against different measures. Identifying clusters and segments. Tools and methods: Cognitive walkthrough, Diagnostic Evaluation, Pluralistic Walkthrough, PEST, SWOT etc.</p>	
	<p>9. Prototyping – visualization of ideas and concepts, mapping off process and illustration of potential scenarios. Giving overviews and showing future possibilities, explaining with different principles and techniques, preparing low-fidelity prototypes. Tools and methods: Service Blueprint, storyboarding, sketches and diagrams,</p>	<p style="text-align: center;">Group work and the presentation</p>

	paper interfaces, Lego prototypes, Business Model Canvas, Role-playing, physical models etc.								
	10. Developing, specifying and implementing solutions, prototypes and processes. Preparing implementation plans and guidelines.	Group work and the presentation							
Planned learning activities and teaching methods	Assessment of learning outcomes			Distribution (%)					
	Group work and the presentation			70%					
	Test			20%					
	Active participation in the class			10%					
	Total (%):			100%					
	Teaching methods			Student work load (h)					
	Classes in auditorium			16					
	Lecturer-lead class discussions			6					
	Lecturer-led group assignments			8					
	Lecturer-led individual assignments			12					
	Work in the library			18					
	Case study			2					
	Research			10					
	Interviews			8					
Total (h):			80						
Planned learning outcomes	<p>1. Ability to solve complex problems and makes.</p> <p>2. Ability to understand users and can identify their needs based on evidence. Able to propose design approaches or services to meet these needs and engages in meaningful interactions and relationships with users.</p> <p>3. Ability to apply technical knowledge and experience to create or design workable prototype and facilitate the process of prototyping.</p> <p>4. Capability of resolving technical disputes between wider peers and indirect stakeholders, taking into account all views and opinions.</p> <p>5. Ability to understand and work within the given constraints (including but not limited to technology, policy, regulatory, financial, legal, social user constraints) and to challenge constraints that can be changed.</p> <p>6. Ability to have an overall perspective on business issues, events, activities and an understanding of their wider implications and long-term impact.</p>								
Assessment methods and criteria	Learning outcomes			1	2	3	4	5	6
	Assessment methods								
	Group work and the presentation			●	●	●	●	●	●
	Test			●	●				
	Active participation in the class			●	●	●	●	●	

**Recommended or
required reading**

Mandatory literature

1. Arvola, M., & Artman, H. (2007). *Enactments in Interaction Design: How Designers Make Sketches Behave*. Artifact.
2. Brown, Tim. (2009). *Change by Design*. New York: Harper Collins.
3. Charan, Ram and A.G. Lafley. (2008) *The Game Changer: How You Can Drive Revenue and Profit with Innovation*. New York: Crown Business.
4. Czarniawska, B. (2007). *Shadowing and other techniques for doing fieldwork in modern societies*. Malmö: Liber.
5. Dearden, A. (2006). *Designing as a conversation with digital materials*. Design Studies.
6. Eckert, C., & Stacey, M. (2000). *Sources of Inspiration: a language of design*. Design Studies.

Supplementary literature

1. Edvardsson, B., Gustafsson, A., Johnson, M. D., & Sandén, B. (2000). *New Service Development and Innovation in the New Economy*. Lund: Student- litteratur.
2. Ehn, P. (1992). *Setting the stage for design as action: artifacts for participatory design in theory and practice*. Nordisk arkitekturforskning.
3. Goldstein, S. M., Johnston, R., Duffy, J., & Rao, J. (2002). *The service concept: the missing link in service design research?* Journal of Operations Management
4. Gallouj, F., & Weinstein, O. (1997). *Innovation in services*. Research Policy.
5. Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: strategies for qualitative research*. Chicago: Aldine.
6. Herring, S. R., Chang, C.-C., Krantzler, J., & Bailey, B. P. (2009). *Getting inspired! Understanding How and Why Examples are Used in Creative Design Practice*. CHI2009.
7. *Designing Services with Innovative Methods* (pp. 78-97). Keuruu, Finland: Otava Book Printing LTD.
8. Holmlid, S. (2007). *Interaction design and service design: Expanding a comparison of design disciplines*. Nordes. Stockholm.
9. Koivisto, Mikko and Satu Miettinen, ed. (2009). *Designing Services with Innovative Methods*. Keuruu: University of Art and Design Helsinki.
10. Krippendorff, K. (2006). *The semantic turn: a new foundation for design*. Boca Raton, FL.: CRC Press.
11. Lockwood, Thomas, ed. (2010). *Design Thinking: Integrating Innovation, Customer Experience, and Brand Value*. New York: Allworth Press.
12. Martin, Roger. (2006). *The Design of Business*. Boston: Harvard Business Press, 2009.
13. Mattelmäki, Tuuli. *Design Probes*. Vaajakoski: Gummerus Printing.
14. Miettinen, S., & Koivisto, M. (2009). *Designing services with innovative methods*. Helsinki, Finland: TAIK/ Kuopio Academy of Design.

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| | <p>15. Moritz, S. (2005). <i>Service Design: Practical Access to an Evolving Field</i>. Cologne, Germany: Köln International School of Design.</p> <p>16. Pinhanez, C. (2009). <i>Services as Customer-Intensive Systems</i>. Design Issues.</p> <p>17. Saffer, D. (2007). <i>Designing for Interaction: Creating Smart Applications and Clever Devices</i>. USA: New Riders.</p> <p>18. Sanders, B.-N., Elizabeth, & Stappers, P. J. (2008). <i>Co-creation and the new landscapes of design</i>. CoDesign.</p> <p>19. Schön, D. A. (1983). <i>The reflective practitioner: How professionals think in action</i>. USA: Basic Books.</p> |
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