



Design Thinking For Social Innovation

Collaborative Creativity and Thinking Holistically

Class 2
February 11, 2025

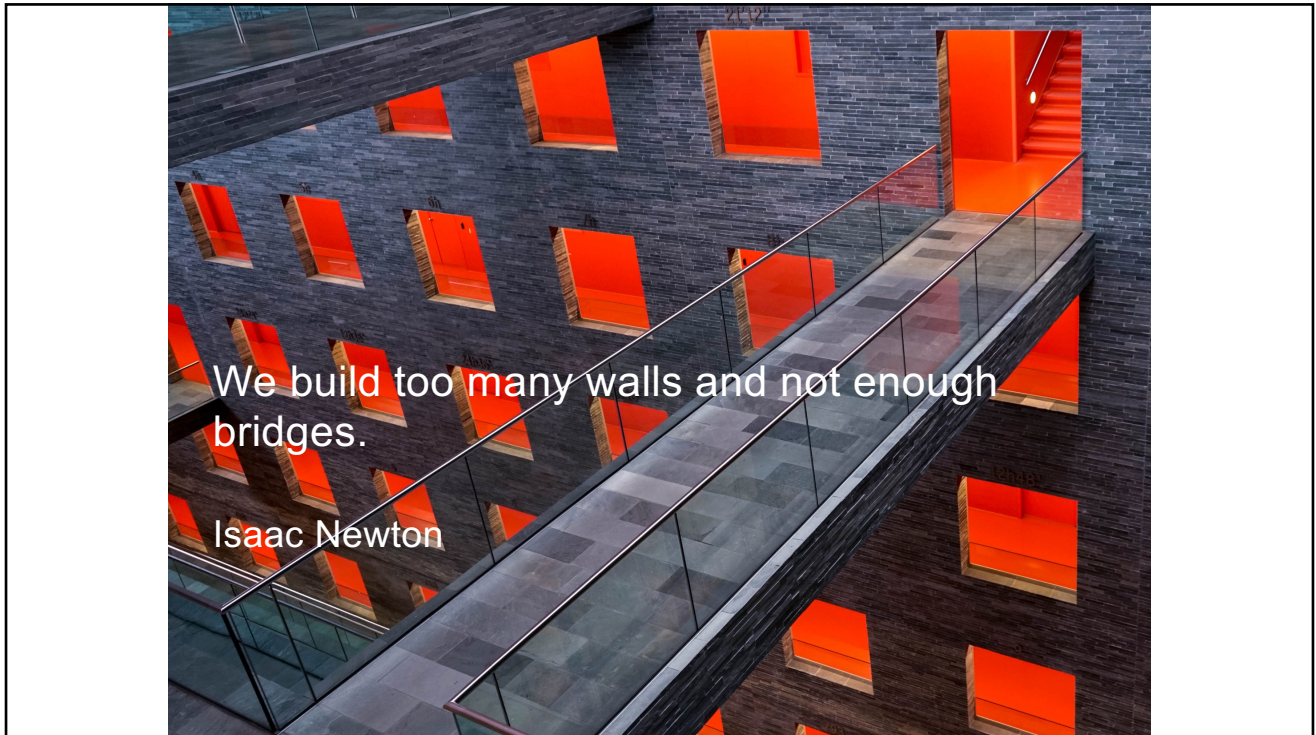
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Creativity is just connecting things. When you ask creative people how they did something, they feel a little guilty because they didn't really do it, they just saw something. It seemed obvious to them after a while. That's because they were able to connect experiences they've had and synthesize new things.

Steve Jobs

2

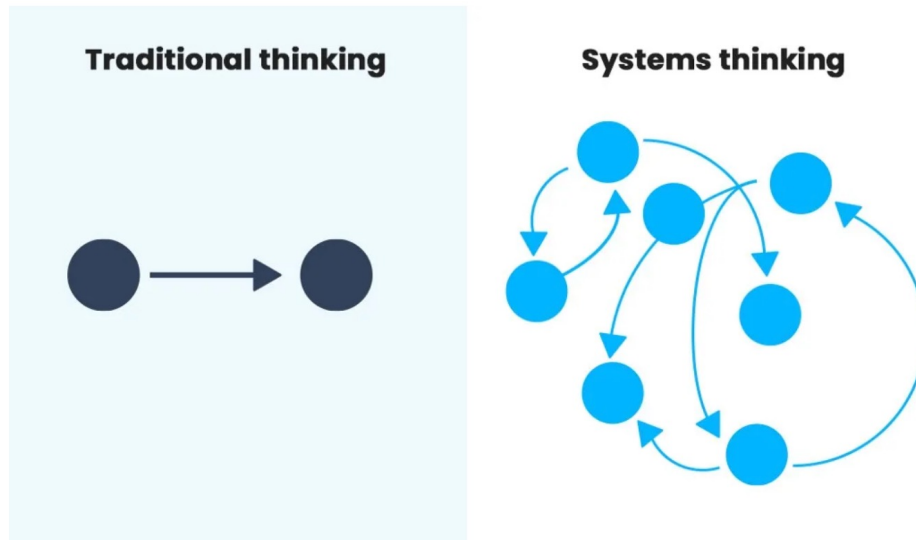


3

Systems and system-thinking

- System-problems:
 - Systems: societal and historical systems; structures that take time to change
 - We can't just *fix*; we need to *restructure*
 - When we develop a solution think of all stakeholders we need to involve as well as unintended consequences

4



S. Gandhi, 2022.
<https://bootcamp.uxdesign.cc/how-does-systems-thinking-help-design-thinking-4553a7133e38>

5

To integrate design thinking
and system-thinking we need to:

- Move beyond “the solution” to the solution in the holistic context
- Engage all stakeholders from start to end

6

Today's agenda

- From product to service design
 - Engine Service Design
- How to nurture collective creativity in organizations?
- Service design challenge
 - Personas, empathy map, and brainstorming
- Service design and system thinking

7

Engine Service Design

How would you describe the Engine way?

Culture, ways of working, etc.

8

The Engine Culture

Informal organizational structure

Small friendly atmosphere; “family”

Personal relationships and trust

Collaborative

Sharing and knowledge management

The studio

Type of people:

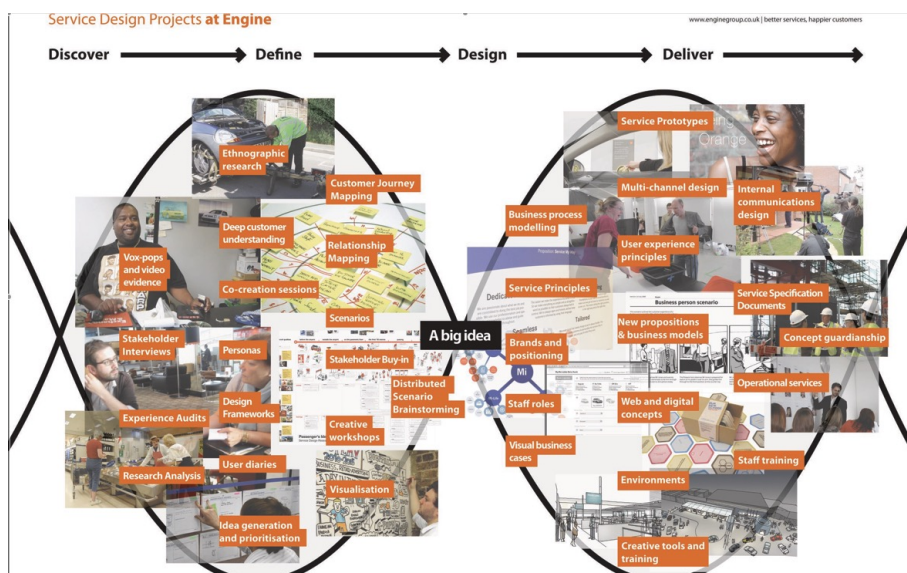
Enthusiastic, curious, passionate

T-shaped

“Were creative thinkers and problem

Solvers trying to make the world a better place” (both analytical and creative)

9



10

Process (divergent-convergent) is key

Some rules though

chaos, yet organized

the role of facilitators / “the adults”

time can be a useful constraint

11

Culture matters

Ask for forgiveness, not permission

Everyone can have good ideas

Teamwork

T-shape, multidisciplinary team

12

Engine Service Design

What kind of work do they do?

13

What is service design?

From product to service design?

Product design vs. service design?

Product design = service design? (*everything is a service*)

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14

The service gap:

87% of companies think they offer a superior service

11% of their customers agree

IDC White Paper 2022

15



16

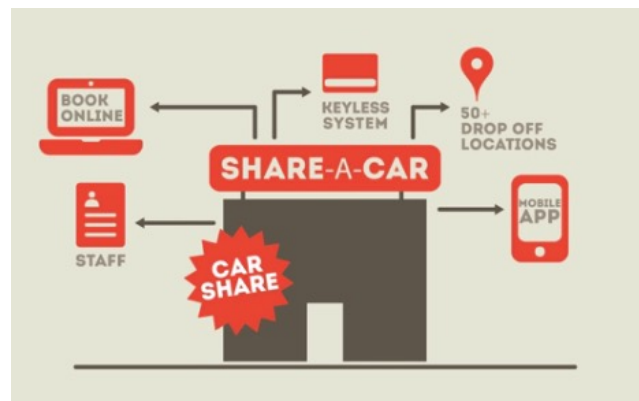


17



18

A service
is made up of several interactions
through a range of touch points *over time*



19



20

Service design is

- Aligning the different interests of service providers to create the best value for both - an enhanced customer experience and improved business performance
- Improving factors like ease, satisfaction, efficiency and loyalty
- Across environments, communications, processes, products and the people delivering the service

21

22

We [Service designers] are increasingly asked to look at not just the hospital, but the entire health system, not just the flight experience, but its broader cultural and environmental impact, and not just the treatment of homelessness, but how all aspects of society and policy may create the risk conditions for homelessness to occur.

J. Paul Neeley, 2022, *Touchpoint 12-2*

23

New Kind of Design: service design + system thinking

- **Consider Everything:**
“Nothing can ever be isolated from anything, because it's always connected to everything.”
- **Universal responsibility:**
“Good is good and bad, and bad is bad and good, and often we can't tell the difference.”
- **Grand priorities:**
“Anytime we do something, we don't know exactly what we've done.”

J.Paul Neeley, 2022, *Touchpoint 12-2*

24

If applied systematically, service design can offer a vision
for the transformation of public services, as well as a route to get there

Sophia Parker and Joe Heapy, 2006, *The Journey to the interface*

25

Service Design Challenge

How would you design and innovate services to achieve better outcomes
for children with respect to their health and specifically their weight?

26

A few facts

Childhood obesity in Southwark:

- 12% in 2001 to 36% in 2010
- **Childhood obesity has increased from 2016 to 2020, with Southwark having one of the highest rates of childhood obesity in the country.**

PREVALENCE OF OBESITY (data from 2020)

- **In Southwark, 25.8% of children are overweight or obese by the time they start primary school. This increases to 41.8% by Year 6.**
- **In Southwark, 51.1% of adults are overweight or obese. The rate of excess weight amongst adults in Southwark has remained fairly consistent over the last four years.**

“Obesity is linked to lower socio-economic status and many of Southwark’s wards fall within the 20% most deprived in England” Southwark Primary Care Trust

Among low-income families, disposable income and the cost of food: most important factors when deciding with foods to eat

Those surveyed would like to cycle and walk. Barriers to this: worry about local parks, “stranger danger”, traffic, parental constraints, lack of things to do, bullying...









27

Using the research to develop personas to design with

SOUTHWARK
Council
RISE
PROJECT



28

<p>Alavis Teams 1 + 6</p> <p>Zaidan 30s Muhamad ... 13 Fatima 30s Jamil 9 Sami15</p> 	<p>Bahs Team 2</p> <p>Mohamed 30 Jemi 9 mos Miriam 28 Aamira 10 Mina 5 (in Sierra Leone)</p> 	<p>Johnsons Teams 3</p> <p>Cindy..... 33 Chloe..... 14</p> 	<p>Sabadis</p> <p>Kamili 30 Adela 10</p> 
<p>Carters</p> <p>Mary 26 Gabriel 8mos</p> 	<p>Smiths Team 4</p> <p>Roger 40s Elisabeth 30s Andrew 2.5</p> 	<p>Senais Team 5</p> <p>Omar 36 Feiven 10 Namira 34 Natsinet 8 Alazar 13 Ammanuel 5</p> 	<p>Kadiris</p> <p>Frank 30s Ryan 1 Fatima 30 Aaron 5</p> 

29

Service Design Challenge

- Discover
 - What? Where? How? Who?
 - How do you identify who are the different actors and what are the potential causes of weight problem?
 - What are other unmet needs?
- Define
 - How do you interpret the needs?
 - How would you generate ideas for improving the children' s health?

30

What Engine service designers did

Discover

- Ethnography
- Shadowing
- Photography
- Props
- Interviews with managers in council departments
- Mapping key resources in the area
- Develop a complete picture of family life

Define

- Co-design
- Workshops
- Personas
- Brainstorming

Develop

- Customer journey mapping
- Service sketching

Implement

- Develop capabilities
- “Simulating”

31

Service Design Challenge

• **Discover**

- What? Where? How? Who?
- How do you identify who are the different actors and what are the potential causes of weight problem?
- What are other unmet needs?

• **Define**

- How do you interpret the needs?
- How would you generate ideas for improving the children's health?

• **Develop**

- How would you test your ideas?
- How would you decide which ideas to implement?

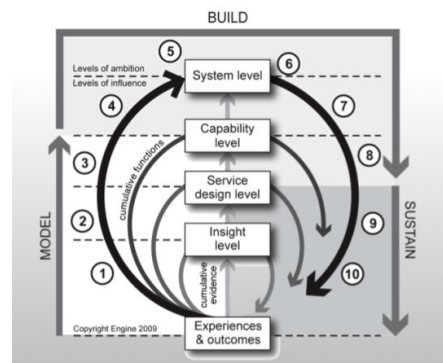
• **Deliver**

- What issues do you anticipate to be critical during implementation?

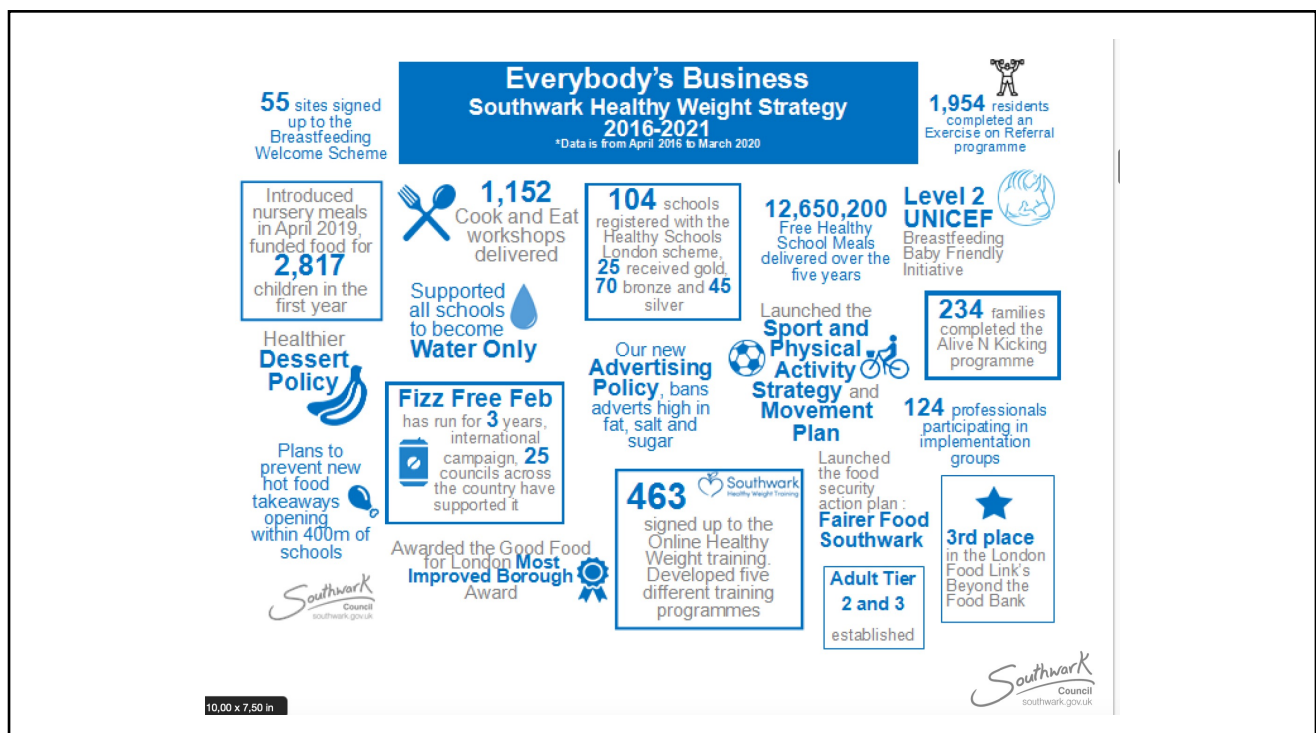
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From designing experiences to capabilities

“Particularly in the public sector space, people are becoming much more interested in us teaching them how to fish... So much more of work is about strategizing of capacity building” Joe Heapy



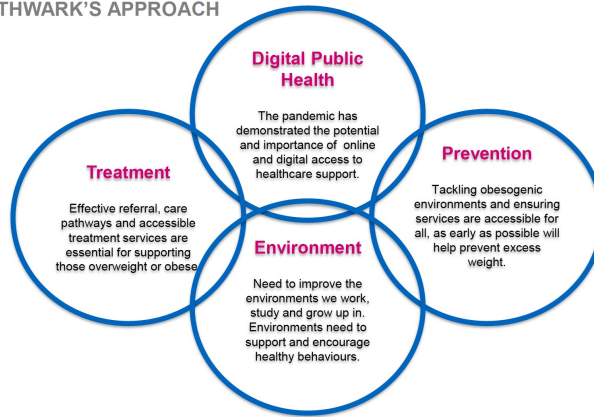
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34

The strategy adopts a whole systems approach, working with partners to address inequalities

SOUTHWARK'S APPROACH



Our semester project

**How might we, as people on the move and neighbors,
build bridges to a shared future of stability and
promise?”**

37

The brief

38

Today, more than 122 million men, women and children are forcibly displaced worldwide. This new reality is global and growing. In Europe, there has been an increase of migrants and refugees due to crises, wars and climate change. In 2022, Portugal received 121 000 new immigrants on a long-term or permanent basis (including changes of status and free mobility), 29% more than in 2021 (OCDE Report). While this new reality has created some frictions and fears, it also offers opportunities for meaningful engagement. In the end, “the history of humanity is made up of a succession of migrations” (Eva-Maria Geigl, researcher in palaeogenomics, Institut Jacques Monod, CNRS). On a more practical level, immigrants are critical to the European workforce. Catarina Reis Oliveira, the director of Portugal's Migration Observatory, wrote in the Observatory's Annual Statistical Report 2022 that “Immigrants play a fundamental role in the efficiency of labour markets, and it is clear that without immigrants, some economic sectors and activities would collapse.” Despite this fundamental role, immigrants and refugees are often struggling to find employment, which is key to provide them stability and financial independence, and in the end, making a home in their new place.

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39

Adjusting to a new life is difficult, yet the journey is filled with possibility for a future. Those who have left home—too often labeled a refugee, migrant or, simply, displaced—bring with them the gifts of their lives, resilience and imagination to new neighbors. We are these neighbors: the cities, communities, families, and new friends that have potential to accompany people experiencing displacement along their journey, from places of first refuge to newly adopted homes. Whatever our differences, we are more connected than ever before. Our world is interdependent and we are experiencing this moment together.” And many of us in this class are, in some form or shape, people on the move, or might be one day. Thus – whether we are passing through, recently arrived in, or are an established member of a receiving community – it is important for us to start **imagining how we can build and repair bridges between people, organizations, issues, and beliefs to promote meaningful engagement and sustainable, community-led change.**

“With more people on the move today than in the past 70 years, and with women and children disproportionately impacted, diverse stakeholders must go beyond providing just a safety net for basic needs. There is immense opportunity to design approaches that enable individuals to create a life of meaning, filled with hope and dignity, and to support host communities in being their most welcoming.”

40

**How might we, as people on the move and neighbors,
build bridges to a shared future of stability and
promise?**

41

Our approach:

Because the issue is complex and requires a system-view, we will adopt a collaborative approach at the class level that allows to take a systemic approach to the problem. As a class we will discuss the different elements of the challenge, and different teams will focus on different issues. The final solutions won't be individual (competing) solutions, but they will leverage each other aiming to address the challenge in a systemic fashion. Using the design thinking process, we will work together to develop a holistic solution by focusing on one angle (opportunity area) of the problem. *The final outcomes can be a product, a technology, a service, an awareness or advocacy campaign, or a policy plan.*

42

As a class, we will work collaboratively to explore three opportunity areas:

43

- **Sustainable Living:** Ensuring each person has access to food, shelter, and water is necessary, but not sufficient. Employment is a key dimension for people on the move to settle by providing them stability and financial independence. And despite the potential value of people on the move for the local economies, im/migrants and refugees are often struggling to find employment. When thinking of employment, it's also important to think not only of jobs (something that you do for money) but also of careers (as a long-term endeavor). It's also important to remember that employment is a two-way relationship, where employers need to understand what skills are out there, and also be creative in developing these skills into work opportunities.

How might we create the conditions (programs, services, policies, and practices) to enable all immigrants to be better included in the workforce and thrive in the economy?

44

- **Making a Home, Feeling at home:** Employment is key in providing sustainable living but also opportunities for connections and social interactions. Feeling at home is deeply related to human relationships and social connections. Isolation, loneliness, feeling of enstrangement can have a toll on our mental health. It is therefore important to think about how to empower the entire human experience, providing people of the move with hope, joy, dignity and a sense of community – with their own communities as well as host communities. *How can we support people on the move to develop their full potential and feel at home?*

45

- **Equipping Diverse Communities to Foster Dialogues:** As people on the move arrive to new places, they encounter many kinds of communities. Most host communities share a spirit of hospitality with newcomers, but may not feel fully empowered or supported to capably welcome new community members. This might be amplified by lack of awareness, misinformation or difficulties faced by local communities themselves. In some cases, as newcomers we might also not be equipped to make sense of our new communities. Diversity can be fruitful and generative only through dialogue. *How can receiving communities be engaged and equipped to foster their potential for hospitality while helping people on the move to connect better with receiving communities – thus fostering dialogues for the benefit of all?*

46

Engagement principles

- **Meet people where they are.** Geographically, socially, emotionally, culturally, and otherwise.
- **Build relationships.** Build trusting relationships characterized by respect and compassion.
- **Listen deeply. Listen with humility.** Treat peoples' stories with dignity and respect. Recognize and honor lived experience as expertise.
- **Collaboratively learn and adapt.** Respond to changing contexts and emergent learning through reflection, co-creation, and co-implementation with individuals, partners and communities.

47

Some definitions

- **An immigrant is someone who makes a conscious decision to leave his or her home and move to a foreign country with the intention of settling there.** Immigrants often go through a lengthy vetting process to immigrate to a new country. Many become lawful permanent residents and eventually citizens. Most importantly, they are free to return home whenever they choose.
- **A migrant is someone who is moving from place to place (within his or her country or across borders), usually for economic reasons such as seasonal work.** Similar to immigrants, they were not forced to leave their native countries because of persecution or violence, but rather are seeking better opportunities.
- **A refugee is someone who has been forced to flee his or her home because of war, violence or persecution, often without warning.** They are unable to return home unless and until conditions in their native lands are safe for them again.

<https://www.rescue.org/article/migrants-asylum-seekers-refugees-and-immigrants-whats-difference>

48

Secondary research post # 1

- For your project, you can look at academic research on immigration but also on dialogue, community, and perception of others. You can also explore initiatives or programs to integrate migrants or to create awareness on complicated and debated topics.
- The idea for you with the secondary research is to do deep dives on the root causes of the issues, understand different perspectives and explore what has already been done (whether successful or not) to tackle these issues. Our solutions will be local, but research can be global.
- Start thinking about the issue. Use one of the opportunity areas to guide you.

49

P R O J E C T T E A M S

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50



Readings and Podcast: be ready to discuss in class
One secondary research posted in Teams by next class

Check Lisbon Project website:
<https://www.lisbonproject.org>
Annual report 2024 is accessible.

See you next week