

# Embedding service design: the long and the short of it

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ServDes 2012, Espoo, Finland

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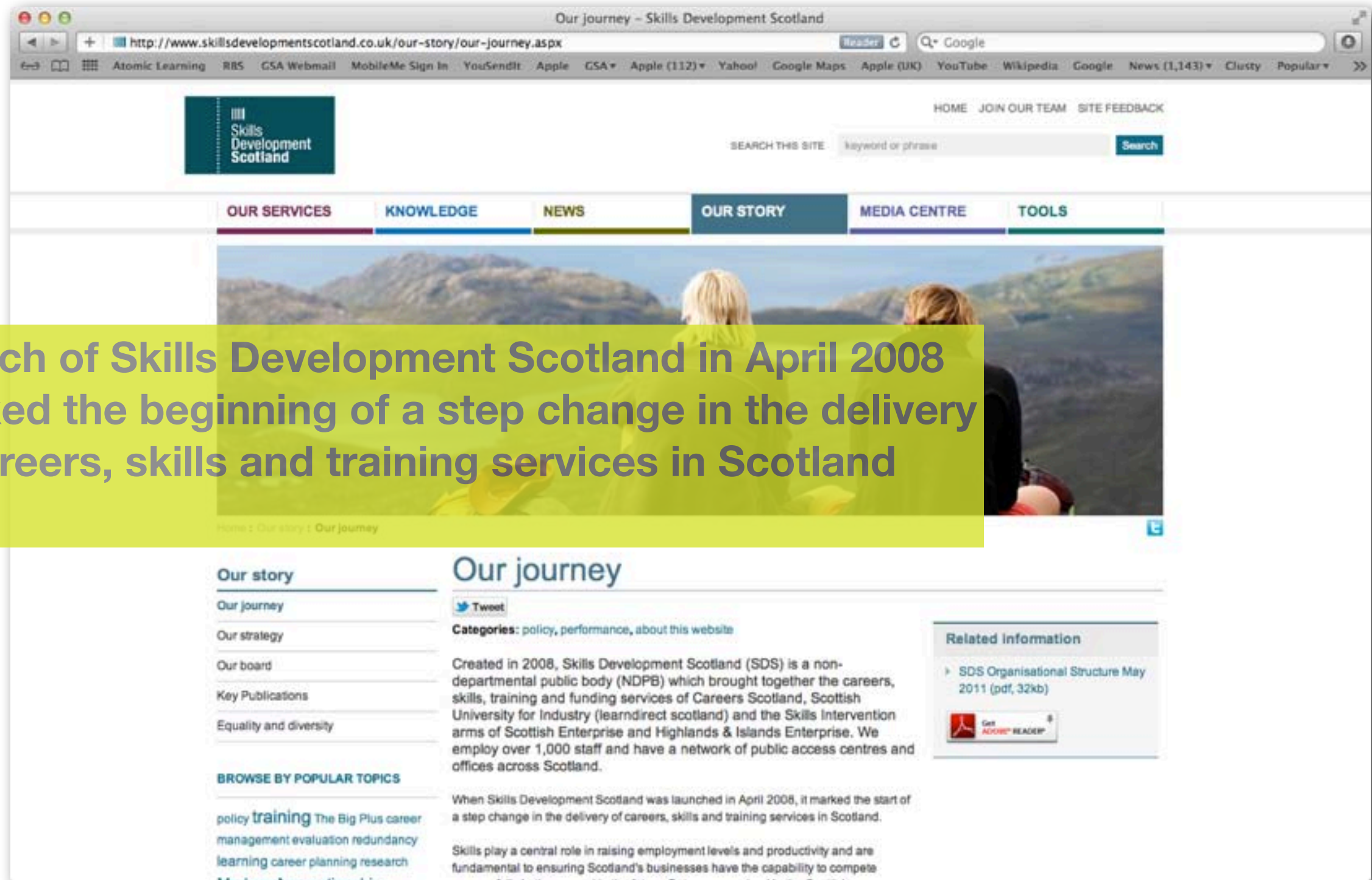
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**SCHOOL  
OF DESIGN  
THE GLASGOW  
SCHOOL OF ART**



# 2008, the beginning of a journey



Launch of Skills Development Scotland in April 2008 marked the beginning of a step change in the delivery of careers, skills and training services in Scotland



# Delivering service through multiple channels



Skills Development Scotland deliver careers, skills and training services using a number of delivery channels - on-line and person-to-person



# Opportunity to study embedding design: at multiple levels . . .

**SCHOOL  
OF DESIGN  
THE GLASGOW  
SCHOOL OF ART**

**projects:**

Learndirect  
Scotland  
April-May  
2008

SDS staff  
shadowing  
project

Careers  
Scotland  
Nov-Dec  
2008

SDS staff  
shadowing  
project

SDS  
MyCoach  
Mar-May  
2009

SDS staff  
shadowing  
project

SDS  
Internal  
Comms  
Feb-Mar  
2010

SDS staff  
shadowing  
project

M.Des Design Innovation -  
service design thesis on SDS  
by Sarah Drummond

CPD: GSA service  
design training to  
SDS staff, 2010.

**student  
internships**

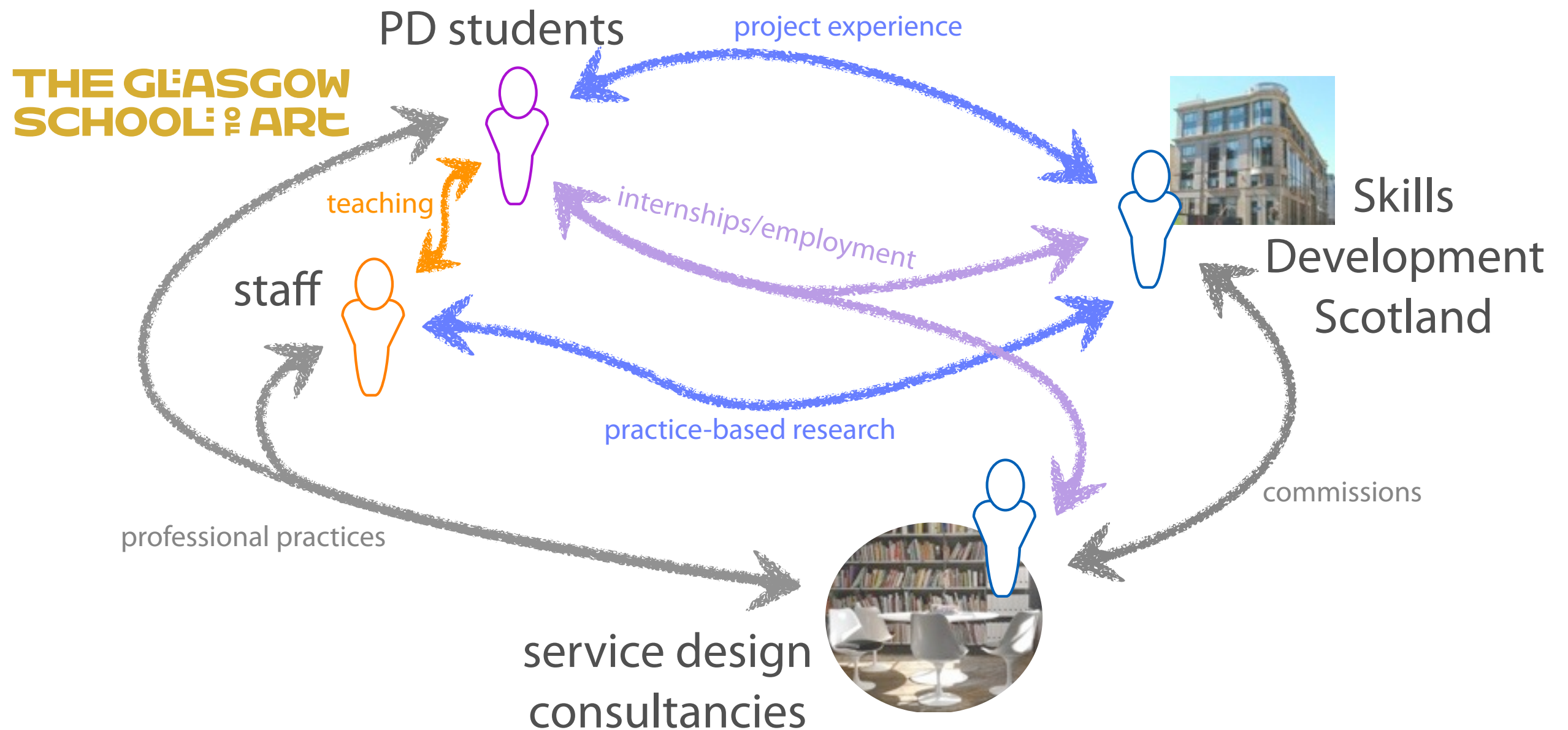


**MyLearningSpace development**

elements of which can be seen in My World of Work



. . . and over multiple relationships





# SDS: built-in 'design readiness' at the outset





# Parallels in innovation

## INNOVATION IN THE PUBLIC SECTOR

[ver 1.9 October 2003]  
Geoff Mulgan and David Albury

This paper is intended to provide a framework for thinking, debate and action on the conditions for successful innovation and its diffusion in the public sector. It represents work in progress. As such we would very much welcome any comments, criticisms, case studies from both the UK and other countries, and being kept in touch with relevant on-going research and networks. Please send any material or information to David Albury, in the Strategy Unit, at: [suinnovation@cabinet-office.x.gsi.gov.uk](mailto:suinnovation@cabinet-office.x.gsi.gov.uk), Admiralty Arch, The Mall, London SW1A 2WH, UK

### CONTENTS:

- 1. EXECUTIVE SUMMARY .....
- 2. DEFINITIONS AND SCOPE .....
- 3. WHY IS INNOVATION IMPORTANT TO THE PUBLIC SECTOR .....
- 4. LEARNING BY EXAMPLE: SOME CASE STUDIES .....
- 5. A FRAMEWORK FOR FOSTERING INNOVATION .....
- 5.2 GENERATING POSSIBILITIES .....
- 5.3 INCUBATING, PROTOTYPING AND MANAGING RISKS .....
- 5.4 REPLICATION AND SCALING UP .....
- 5.5 ANALYSIS AND LEARNING .....
- 6. BARRIERS TO INNOVATION .....
- 7. FOSTERING INNOVATION: SOME PROMPTING QUESTIONS? .....
- 8. SYSTEMIC CHANGES TO FOSTER INNOVATION .....
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This paper and its future evolution, including the development of government departments, are complementary to the Strategy Unit Guide. Links to relevant elements of the Guide are given in special paper.

## Innovation in the Public Sector

Publin Report No. D9

### On the differences between public and private sector innovation

By Thomas Halvorsen, Johan Hauknes, Ian Miles and Rannveig Røste



This document is a report produced by the PUBLIN research project. PUBLIN is part of the Programme for research, technological development and demonstration on "Improving the human research potential and the socio-economic knowledge base, 1998-2002" under the EU 5th Framework Programme. For more information, see [www.step.no/publin/](http://www.step.no/publin/).

PUBLIN

## INNOVATION IN PUBLIC SERVICES

Uploaded on IDEa Knowledge  
09/05

### Introduction

### Literature Review

A literature review was undertaken as part of the Innovation in Public Services project. This project is funded by the Local Government Association (LGA); the Improvement and Development Agency (IDeA); and the National School of Government (formerly the Centre for Management and Policy Studies). The project seeks to develop a process by which the lessons from innovation to date can be applied to four or five particular policy commitments. The aim is to both improve delivery in those particular areas and develop a broader approach to innovation across public services.

In the past four decades on innovation in the private sector, a significant gap exists with regard to innovation within the public sector, where research on the subject is rather limited. The aim of this paper is to provide a new view of innovation in relation to the public sector, drawing on UK, European and American empirical and theoretical reports (1999 to current). It presents illustrative examples of public sector innovation, either UK, European, or international, with a national or local focus. The paper is divided into the following:

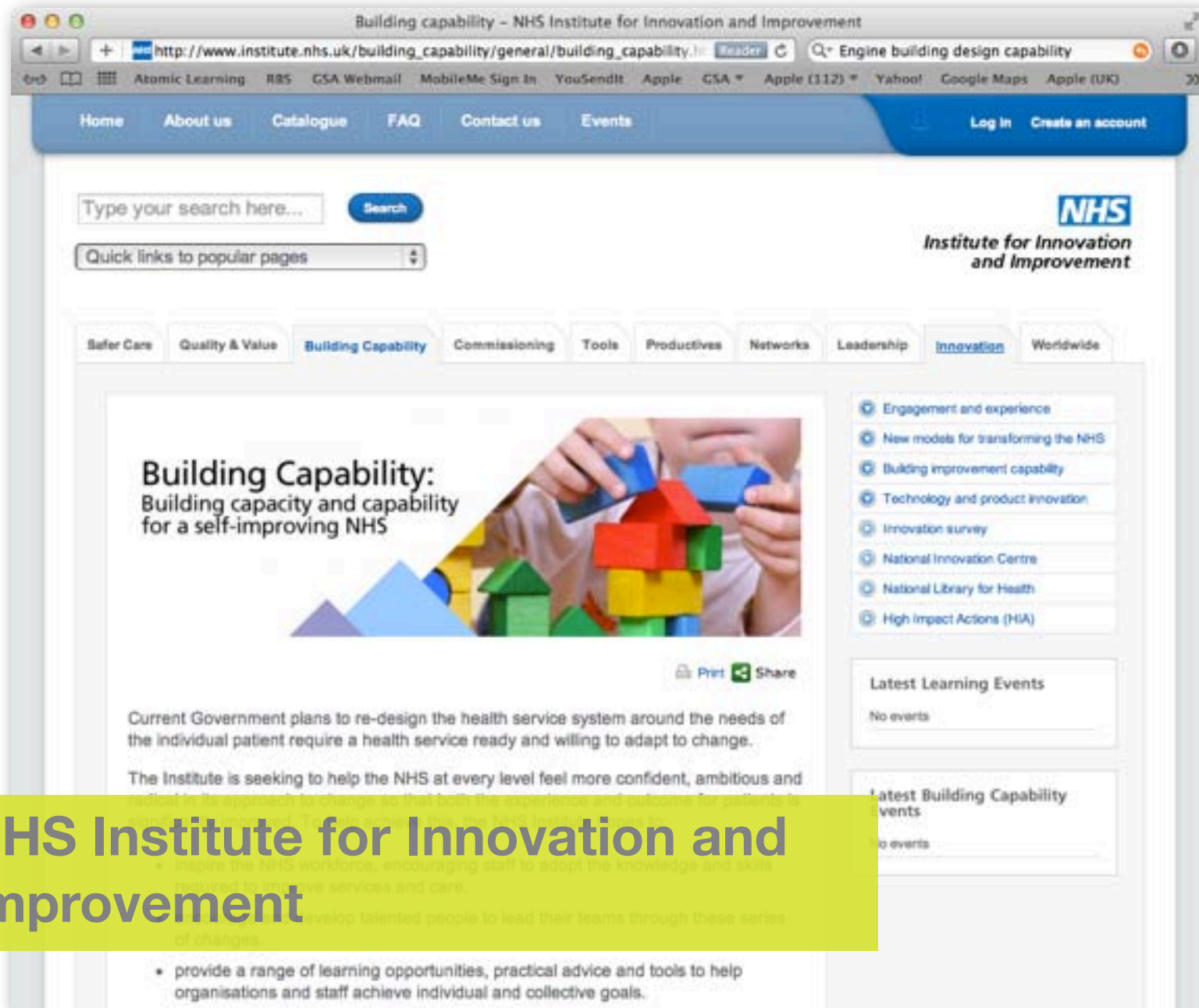
- Innovation within public services and policy is important;
- Concepts in understanding what innovation is, especially in view of the complexity of the subject;
- Trends in public sector innovation;
- Methods, mechanisms and contexts that have been known to foster innovation in the public sector;
- Barriers to innovation; and
- How the public sector can learn from the private sector with successful innovation.

In detail five examples of public sector innovation, each with a different focus, methods and mechanisms of implementation, and lessons for innovation in public services. In particular, it covers:

- Involving changes in characteristics and design of service production processes, e.g. NHS Direct;
- Innovation, e.g. Liverpool Congestion Charge;
- Conceptual and organisational innovation, e.g. NYPD Reform;
- Conceptual innovation, e.g. Sure Start and London Congestion Charge.



# Building design capability



By Joe Heapy and Julie McManus

## 10 Lessons from the Propagation of Design Practice in Organisations

Our work at Engine over the last ten years has taught us that great services need great organisations. So it often happens that, by designing a service, we address an organisational challenge. Today, we apply design thinking and design methods to business

challenges at many levels, from the design of touchpoints and the design of the service itself to the design of teams and the skills to designing collaboratively in response to customer need. The subject for design has extended beyond the service product, to the people, processes, purpose and culture of organisations.

We believe that there are two key areas that must be addressed to support organisational change: modelling and making tangible new ways of working and the development of a 'design platform' – a core structure and its components that support teams in working in new ways. The objective is always to allow people to learn through doing and to create the conditions that will allow new tools and ways of working to be propagated beyond a single team.

These two areas must be developed in tandem, so that new practices can be freely modelled and adapted as needs arise. We have put together some key lessons on the implementation of design-led practices within an organisation:

### 1. New Practices are Linked to a Clear Service Vision

A service vision has to be supported from the top and be relevant at every level. This means the vision is aspirational but clearly actionable for those looking to implement it. The actionable elements of the vision should describe how the organisation behaves and, importantly, the role that it should adopt in the lives of customers. The process of creating a vision is critical: it needs high levels of collaboration and a structure that allows it to evolve over time.

### 2. The Reasons for Adoption of New Practices are Advocated from the Top

When reasons to adopt new ways of working are advocated from the top and



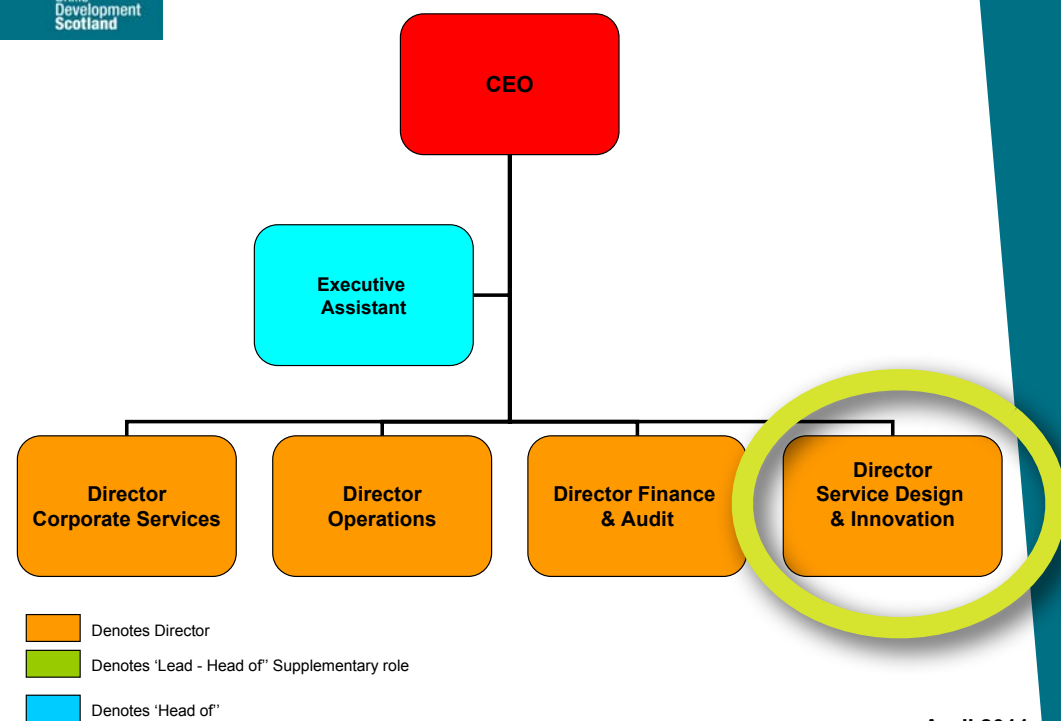
**Joe Heapy,**  
Co-founder and director, Engine Service Design. With roots in industrial product design, Joe is an engaging advocate of the social value of design in improving people's lives. Joe has worked with many of Engine's clients across sectors to improve business performance and the experiences of service users.



**Julie McManus,**  
Knowledge manager, Engine Service Design. As knowledge manager at Engine, Julie ensures that nothing we learn gets lost. From collating our best work to gaining new insights from each project, Julie keeps everyone up to date, sharing and transferring what we know to everyone in the company.



# In-house service design & innovation teams



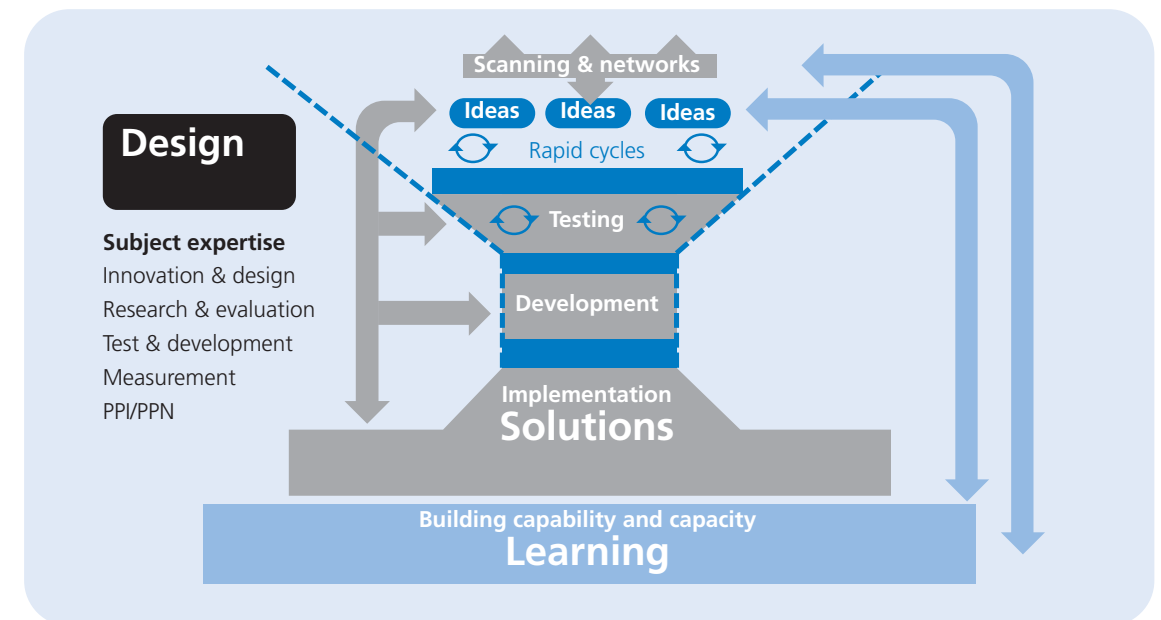
April 2011

## NHS Institute Design team

### Key Processes

The NHS Institute Design team is small and responsive; it seeks to provide high impact, innovative solutions for the NHS that are both robust and rapidly developed. The use of an evidence based development process that enables innovation and creativity whilst maintaining effective governance and decision making, is key to the creation of these solutions (Diagram 1).

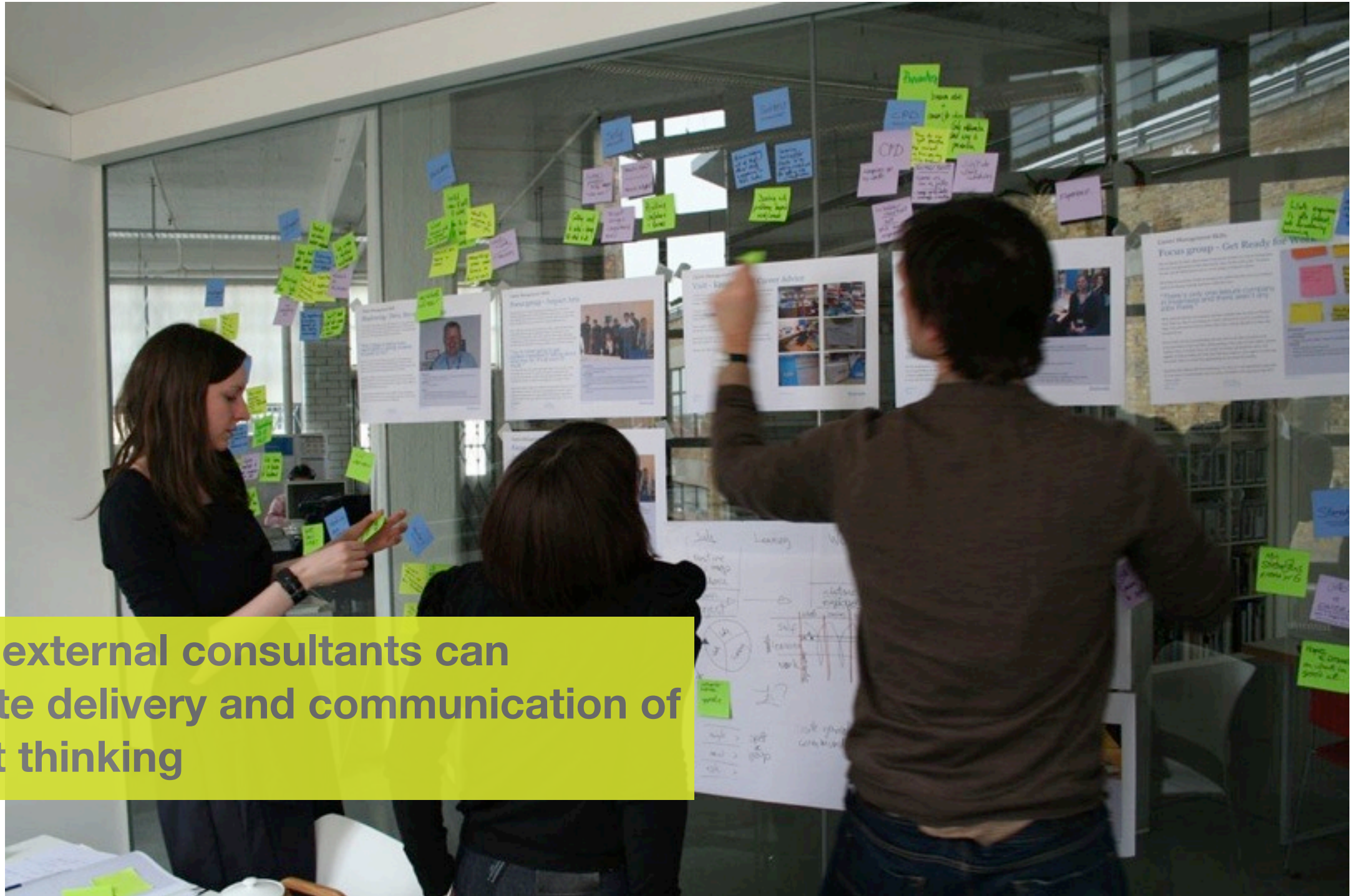
Diagram 1- An illustration of the NHS Institute Design work process.



## SDS - Service Design & Innovation



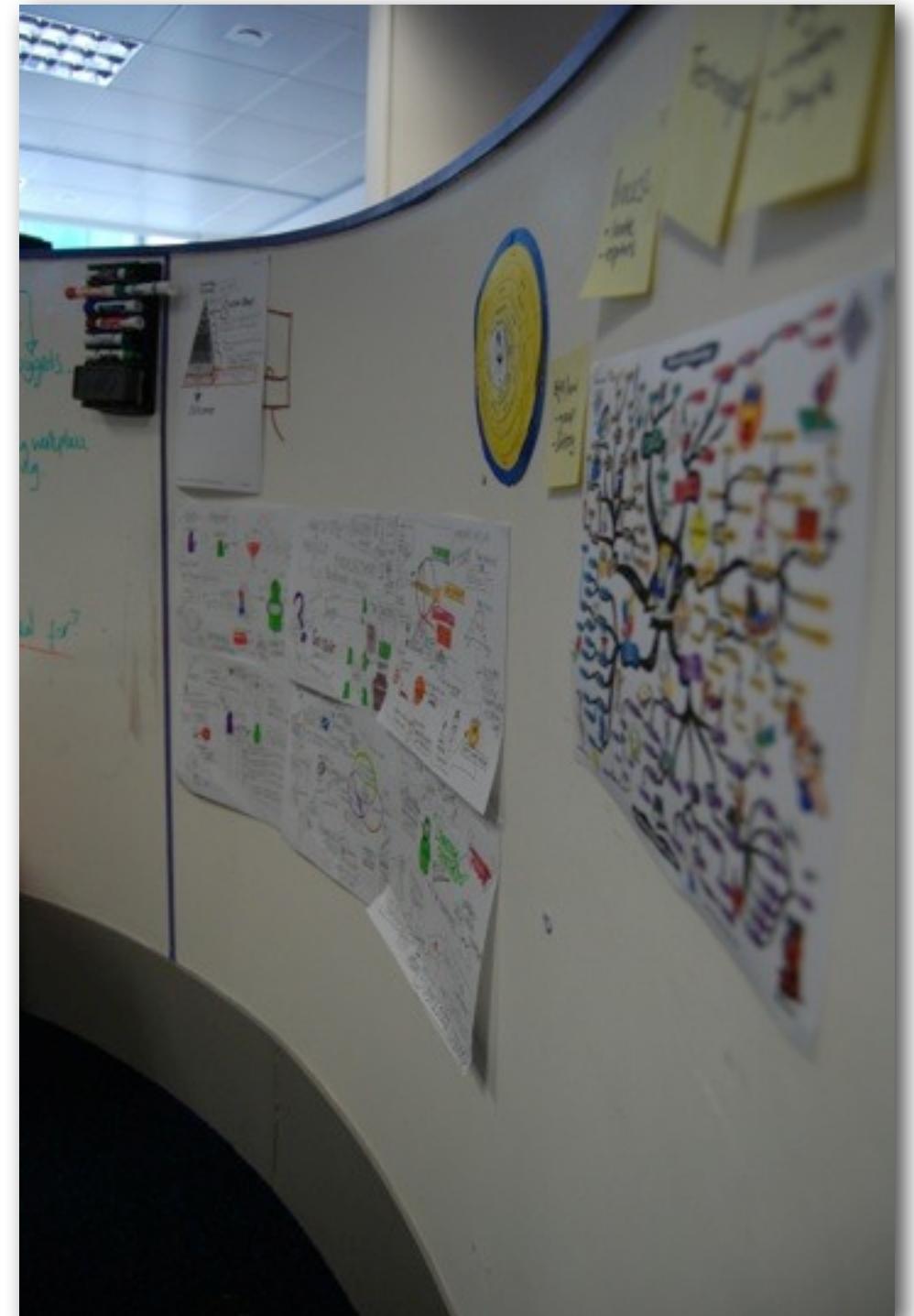
# Develop a common vocabulary and language



Use of external consultants can facilitate delivery and communication of current thinking



# Disseminate design thinking & processes





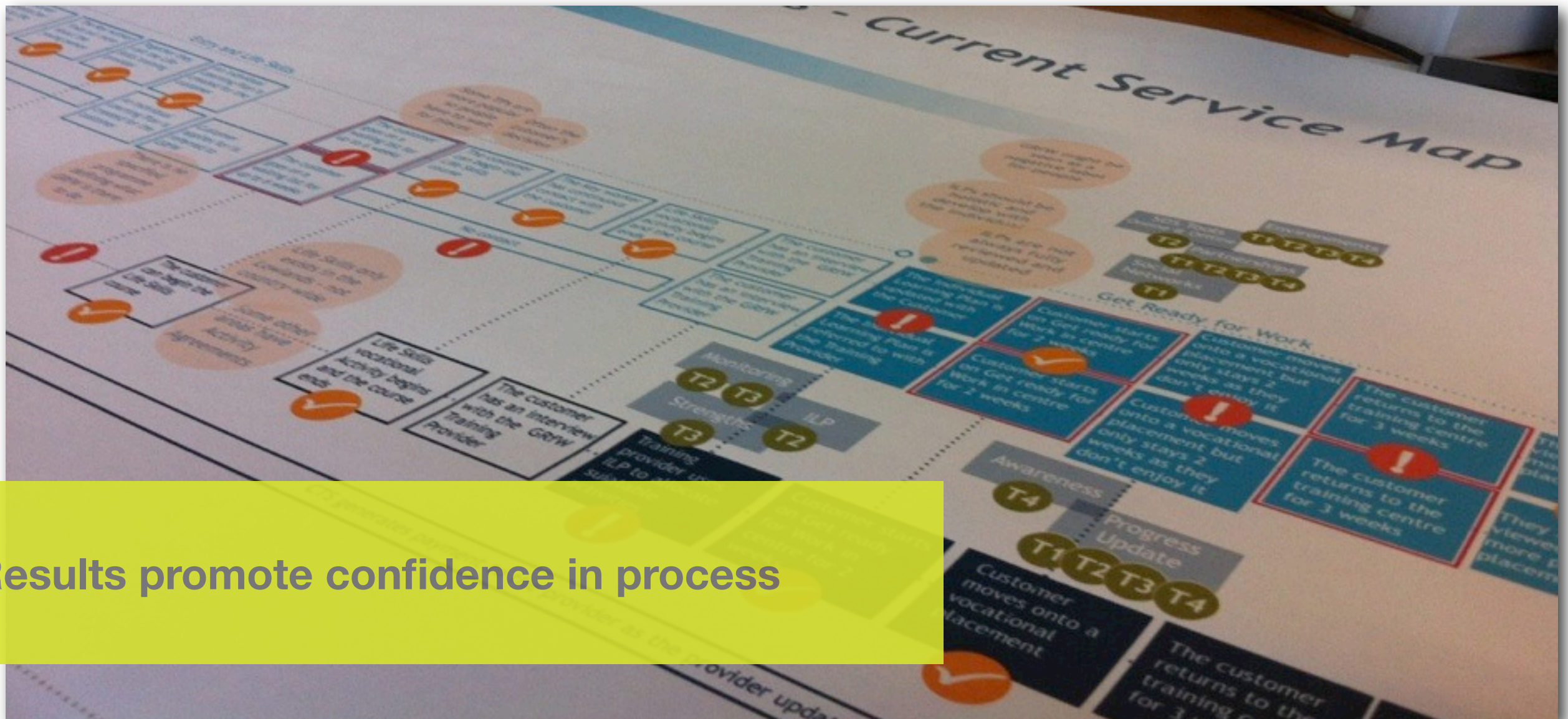
# Facilitate dissemination and embedding

In-house design team use workshops and working alongside colleagues to disseminate design methods & practices





# Disseminating design, delivering value



Results promote confidence in process



# Management have to be on-board



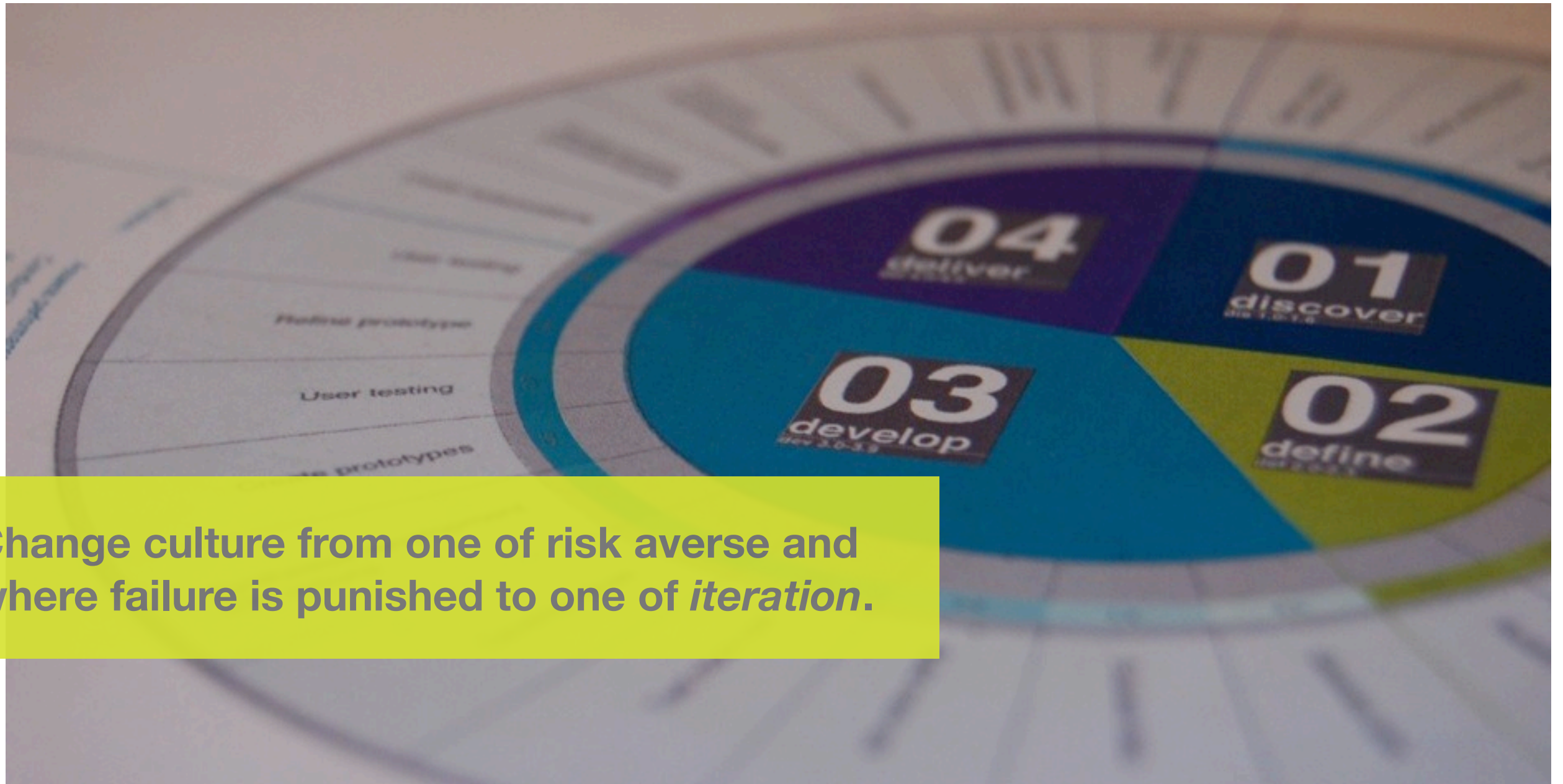
Management have to embrace the design process, tools and methods too



# Failure or iteration

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Iteration - an important element of the design process

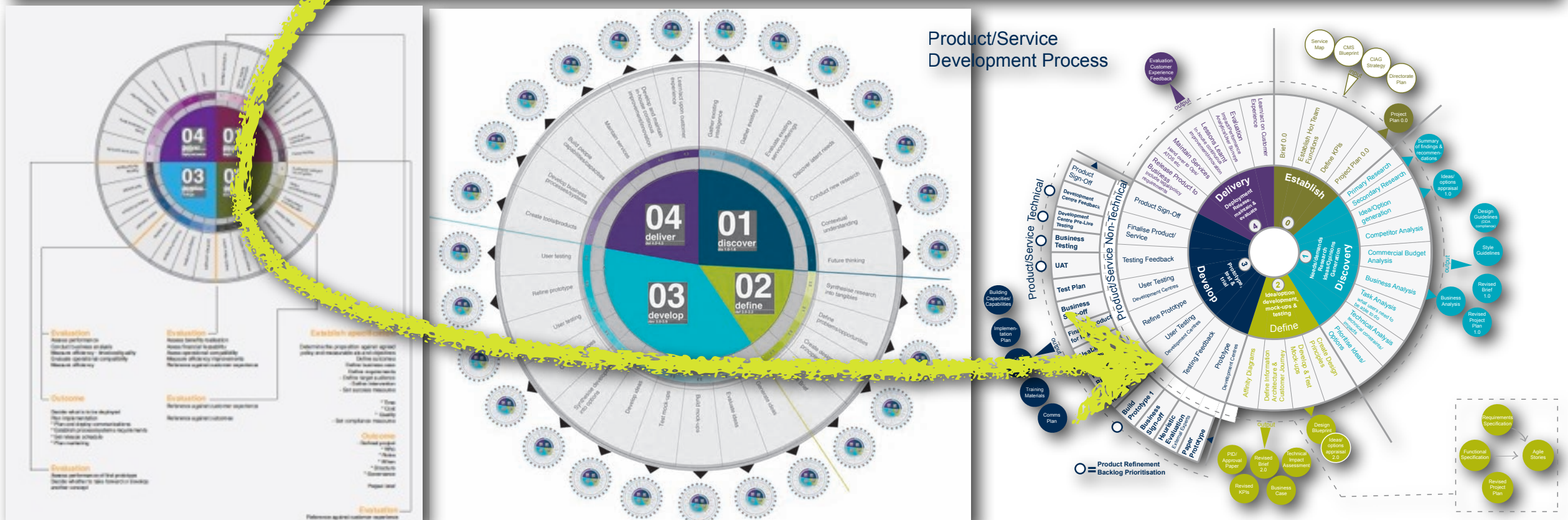




# Recognising embedding process



Adopt, adapt and re-interpret

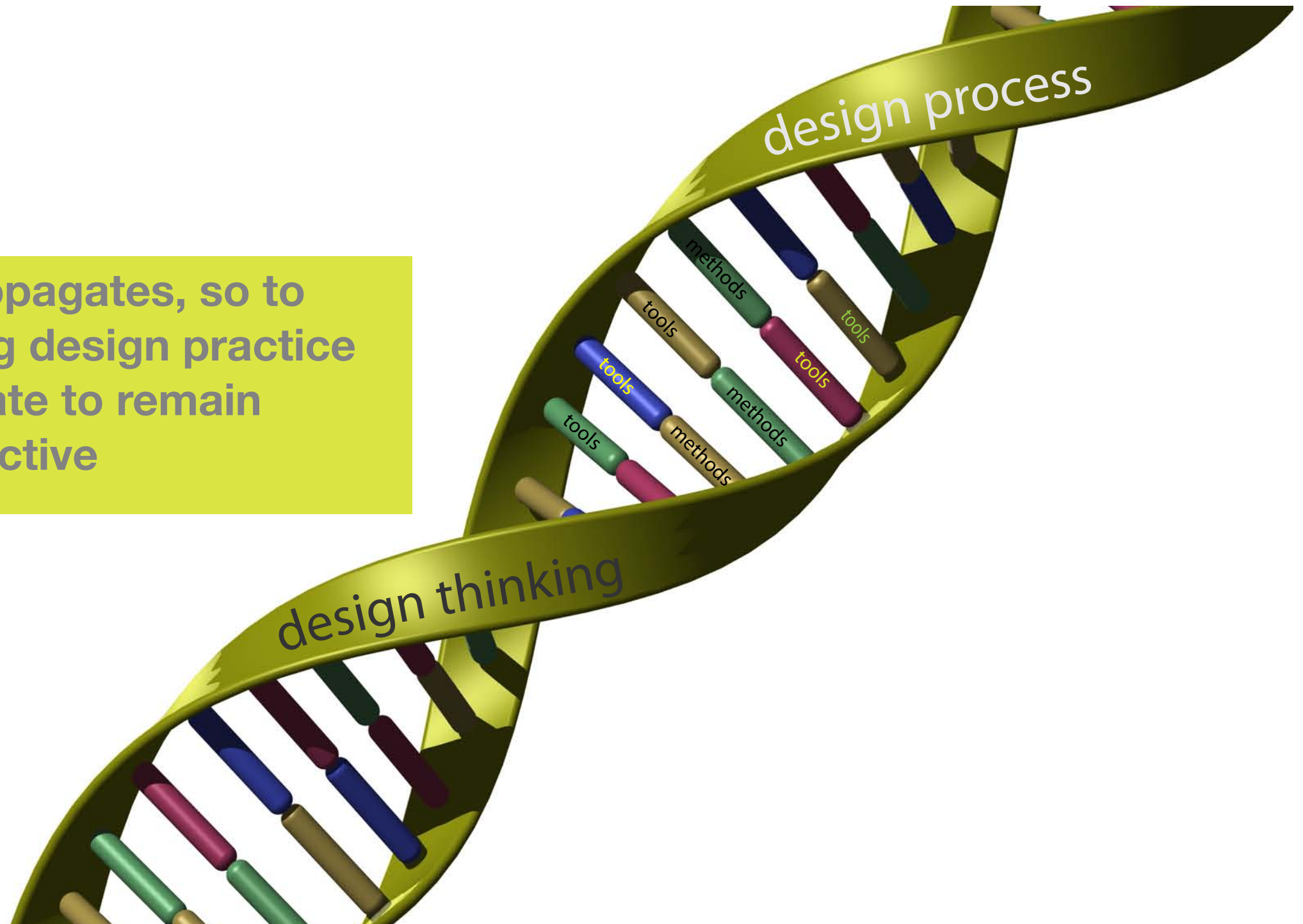




# Evolving the service design process DNA

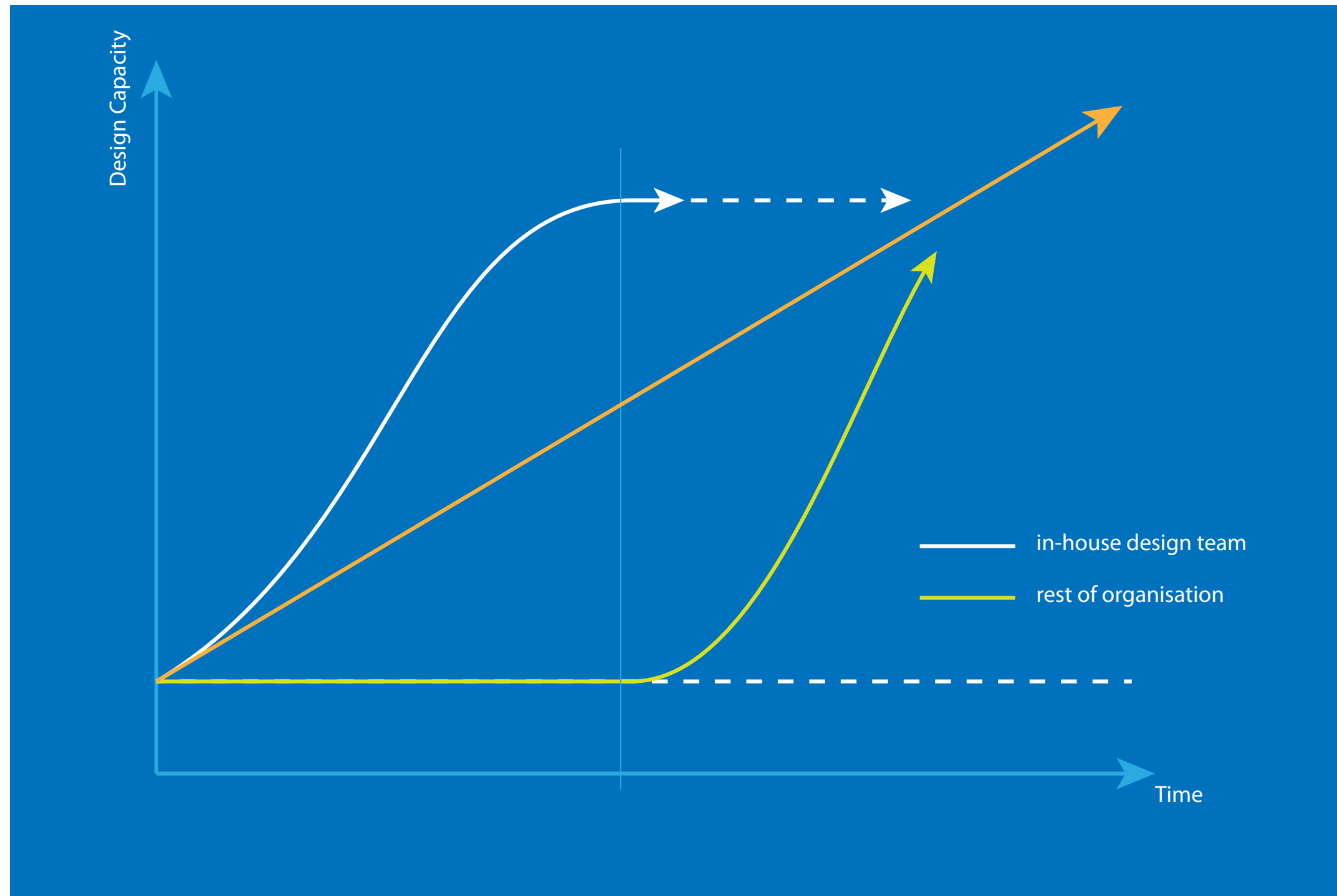
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Just as DNA propagates, so to must embedding design practice evolve and mutate to remain current and effective



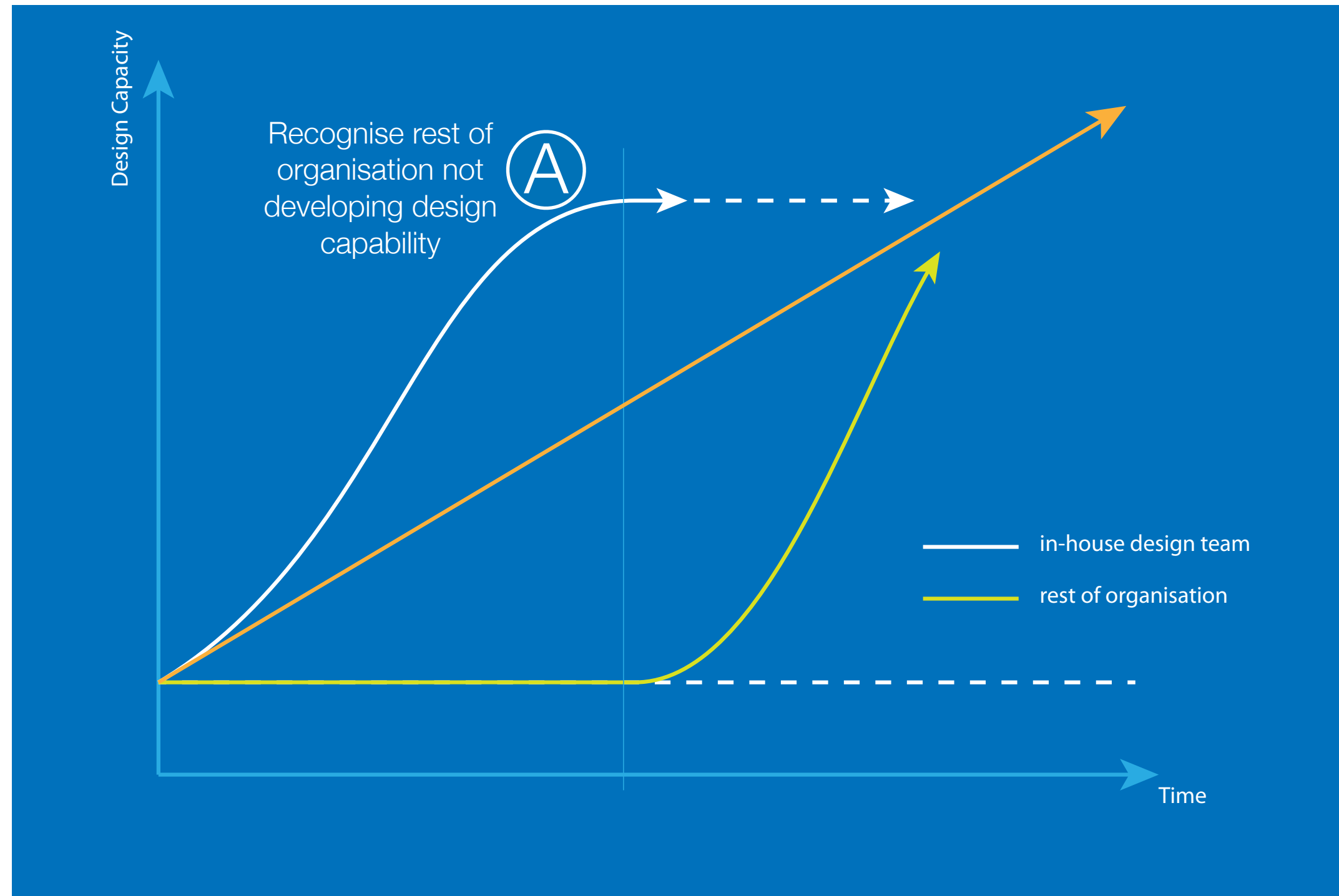


# Building capacity: more than '*design readiness*'



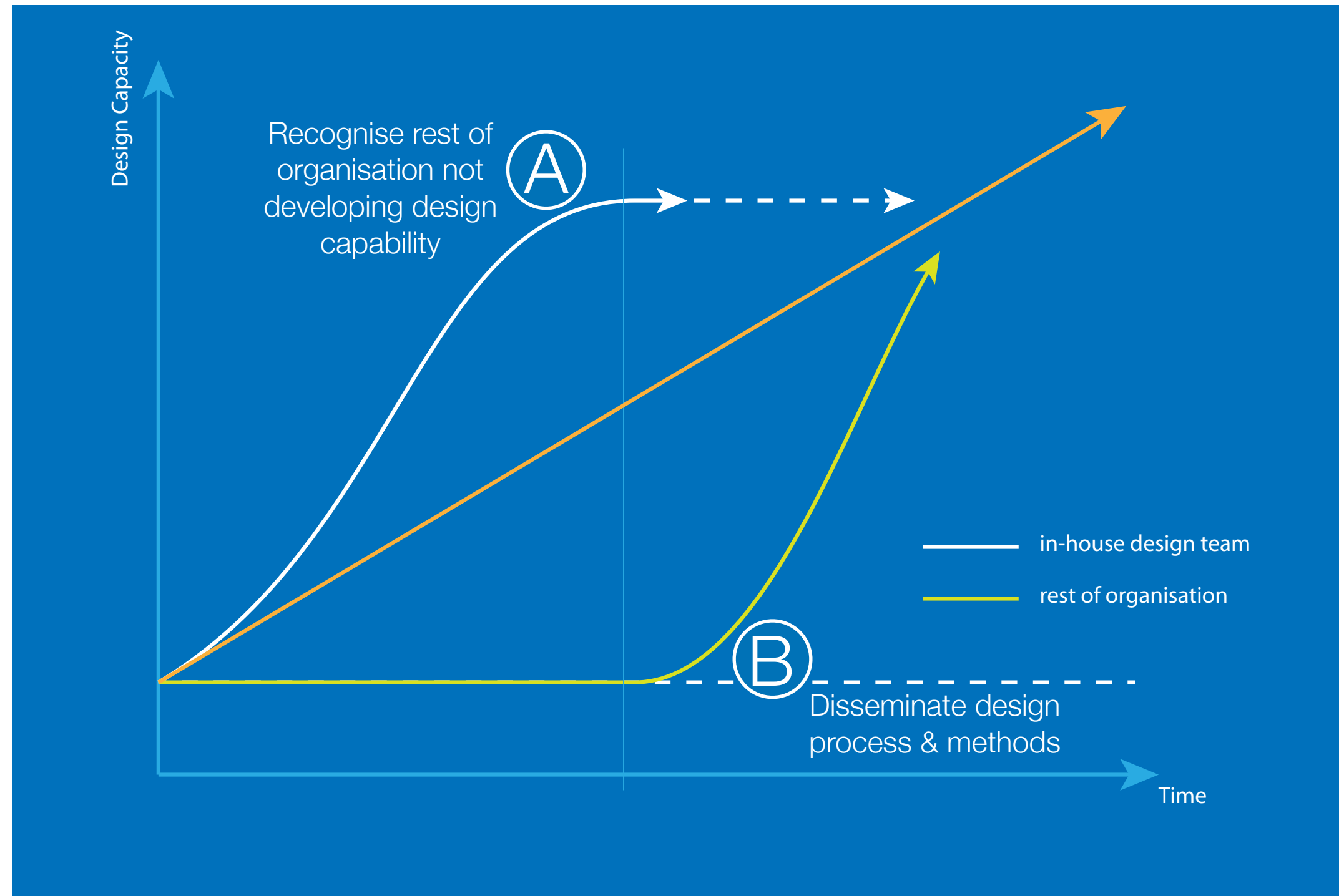


# Building capacity: more than '*design readiness*'



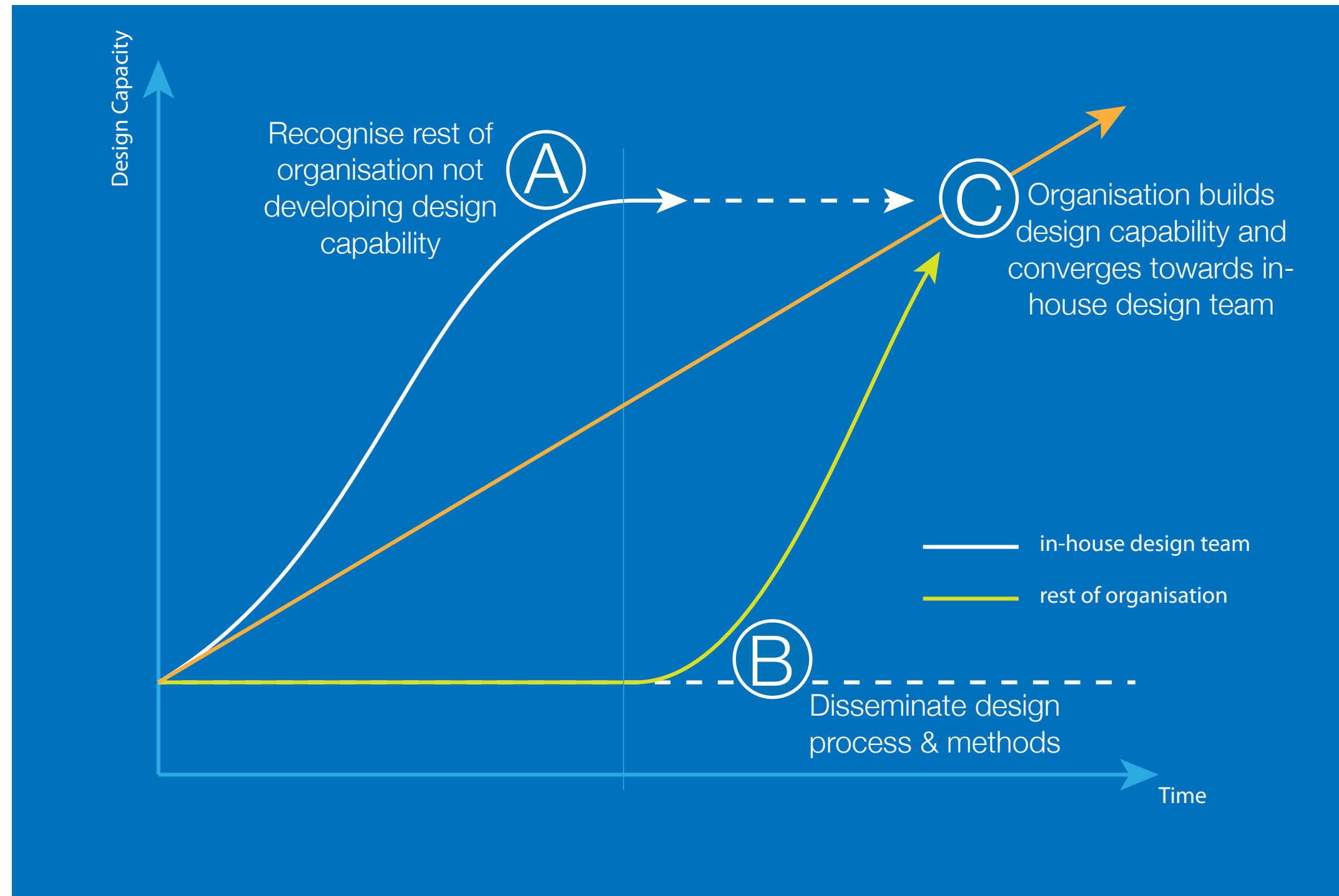


# Building capacity: more than '*design readiness*'



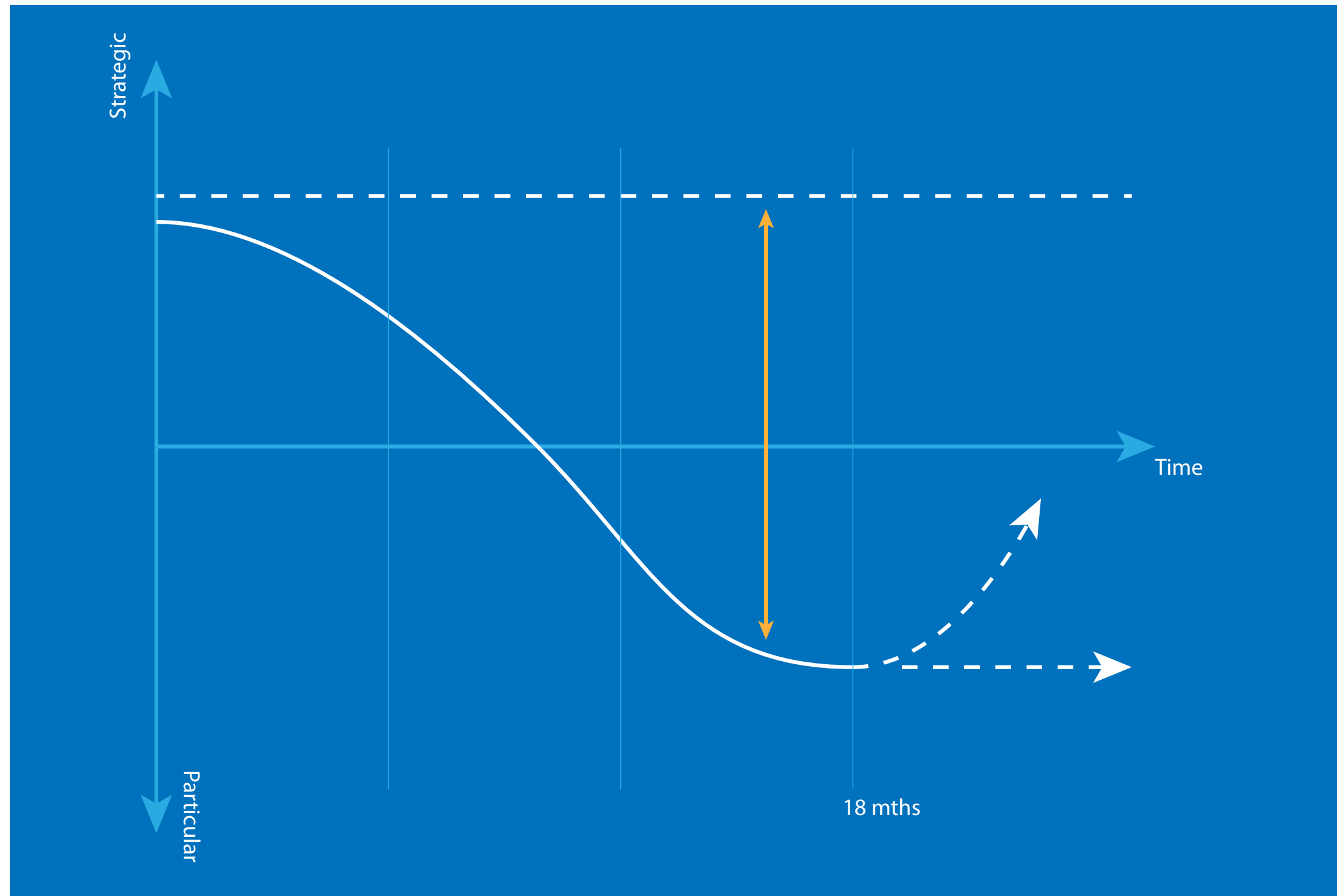


# Building capacity: more than '*design readiness*'



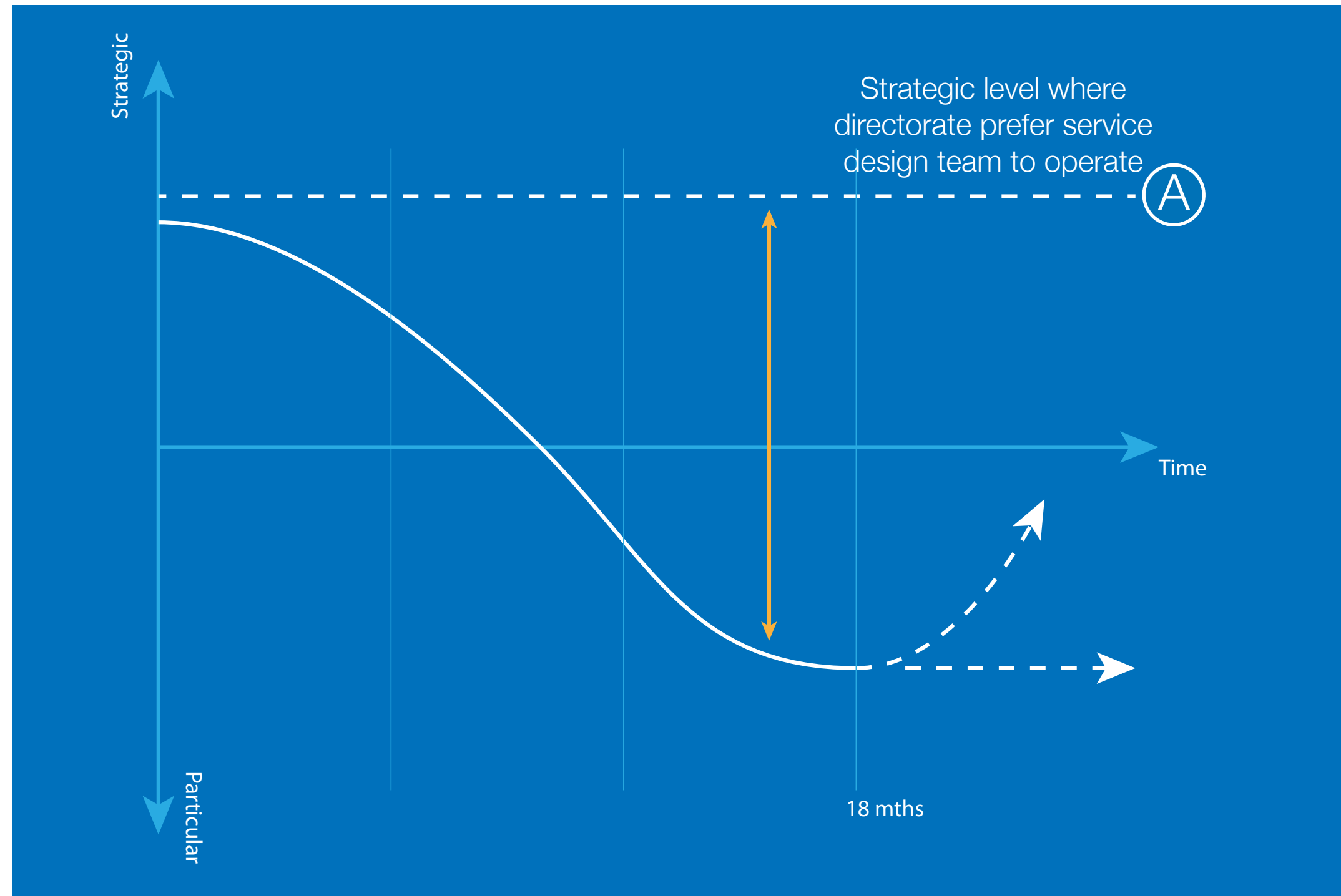


# Creates tension between *strategic* and *doing*



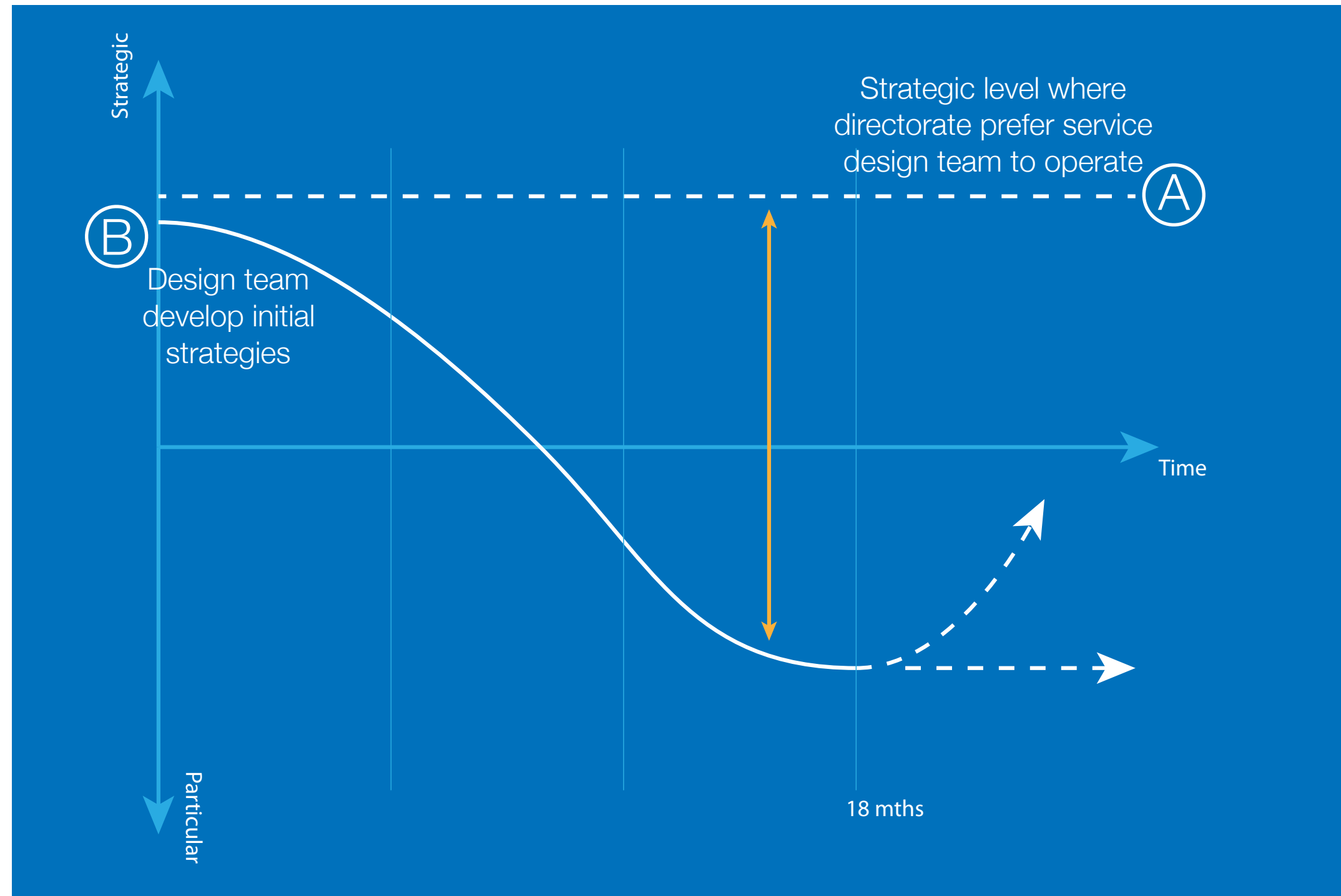


# Creates tension between *strategic* and *doing*



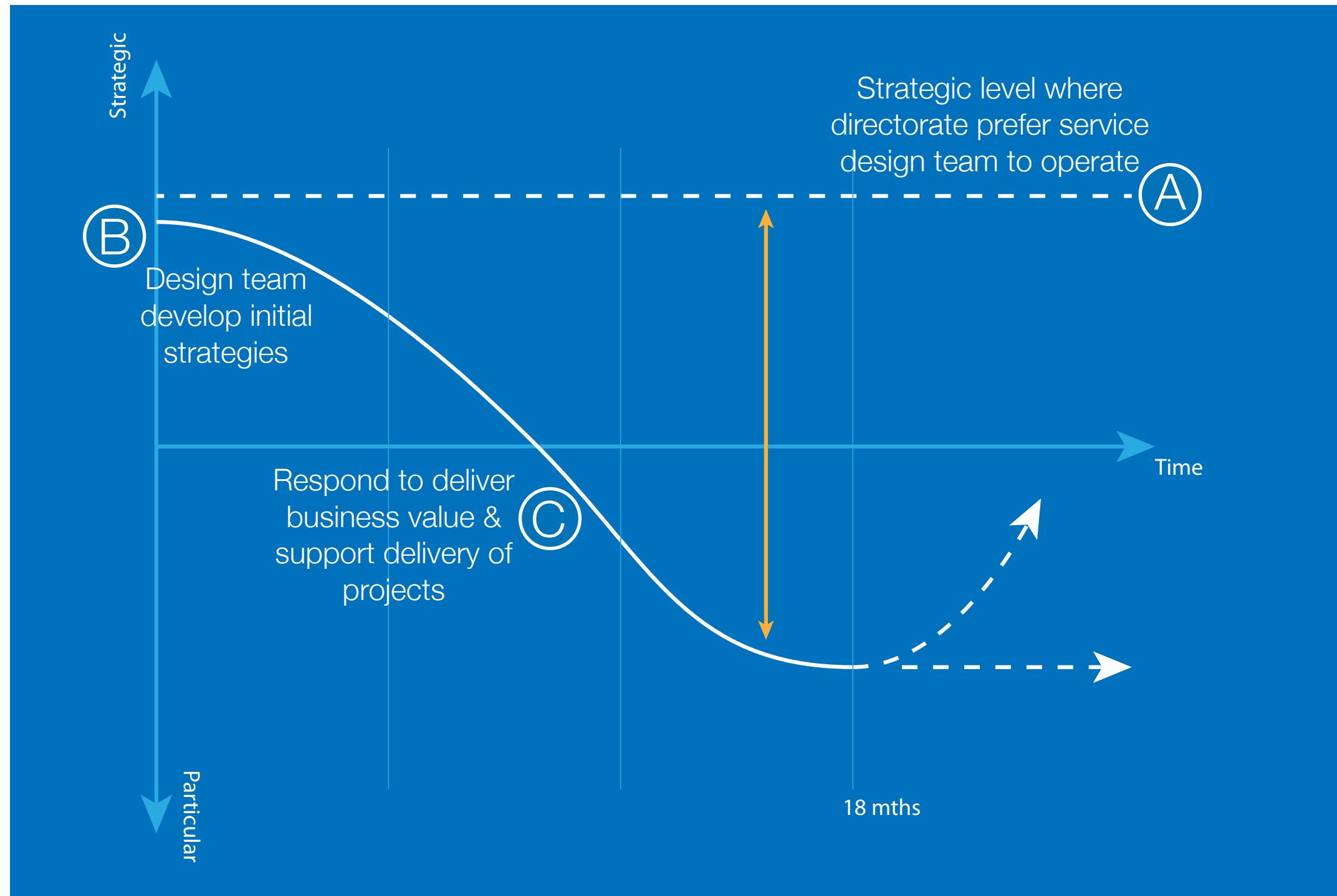


# Creates tension between *strategic* and *doing*



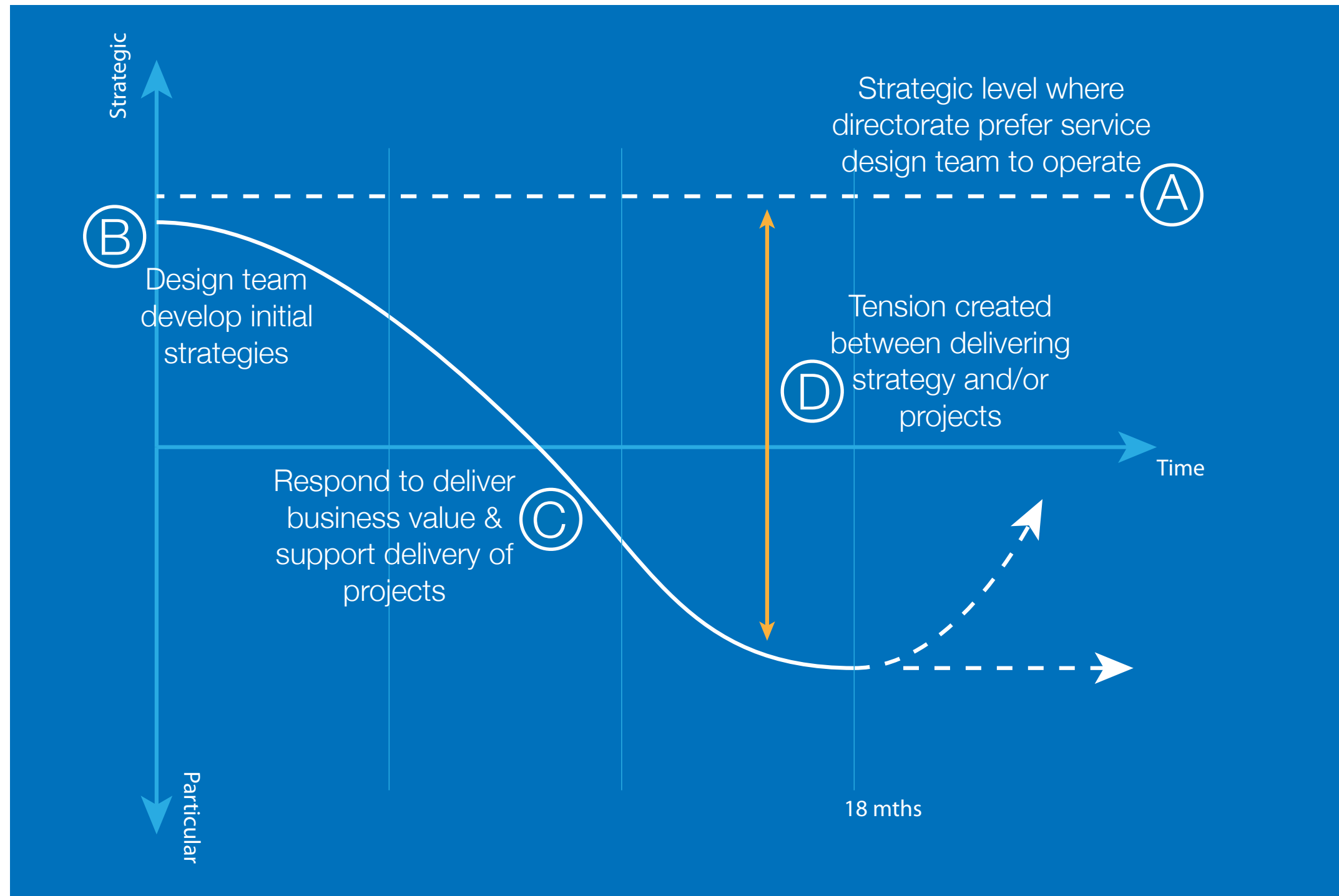


# Creates tension between *strategic* and *doing*



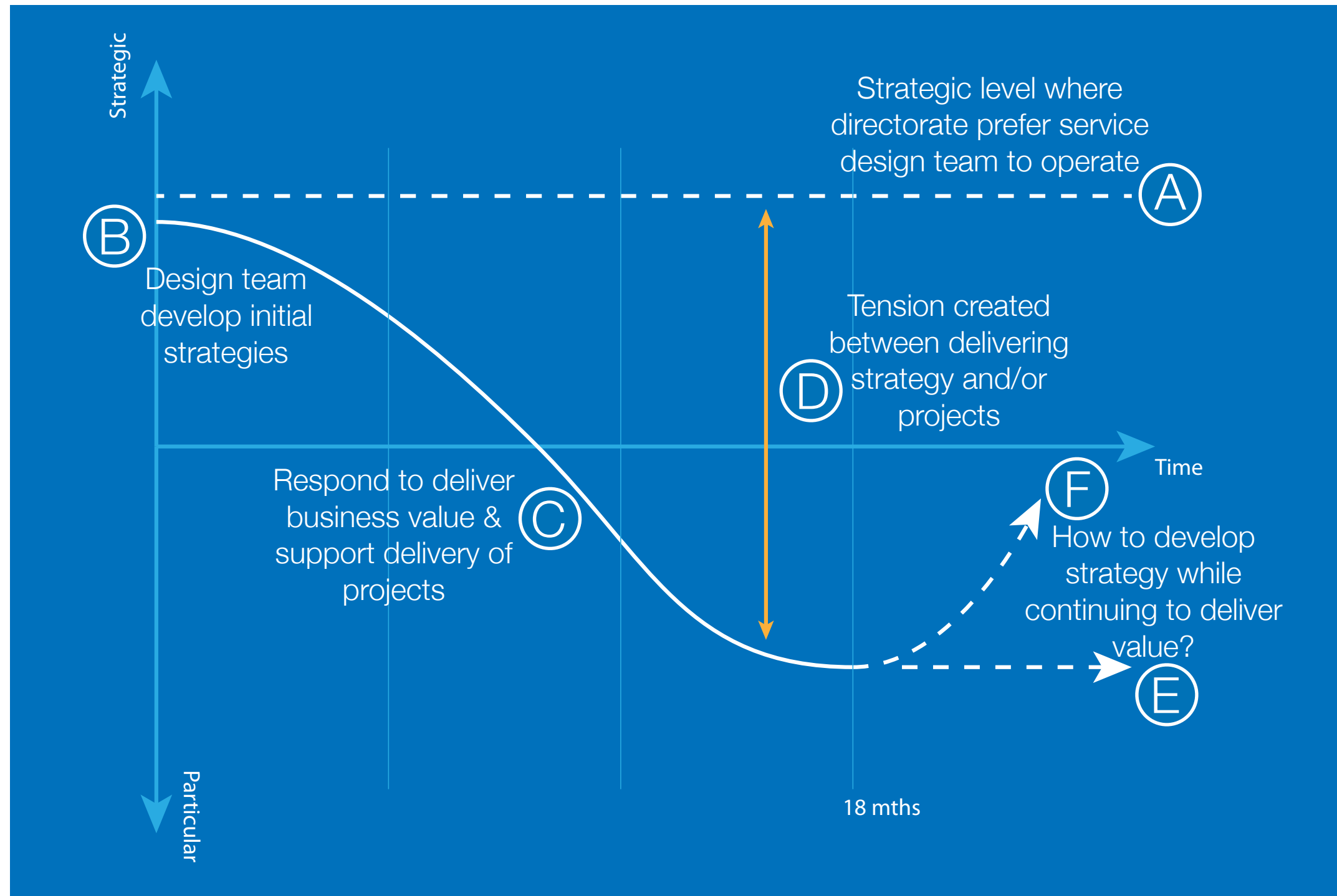


# Creates tension between *strategic* and *doing*





# Creates tension between *strategic* and *doing*





# Balance relationship of service design team

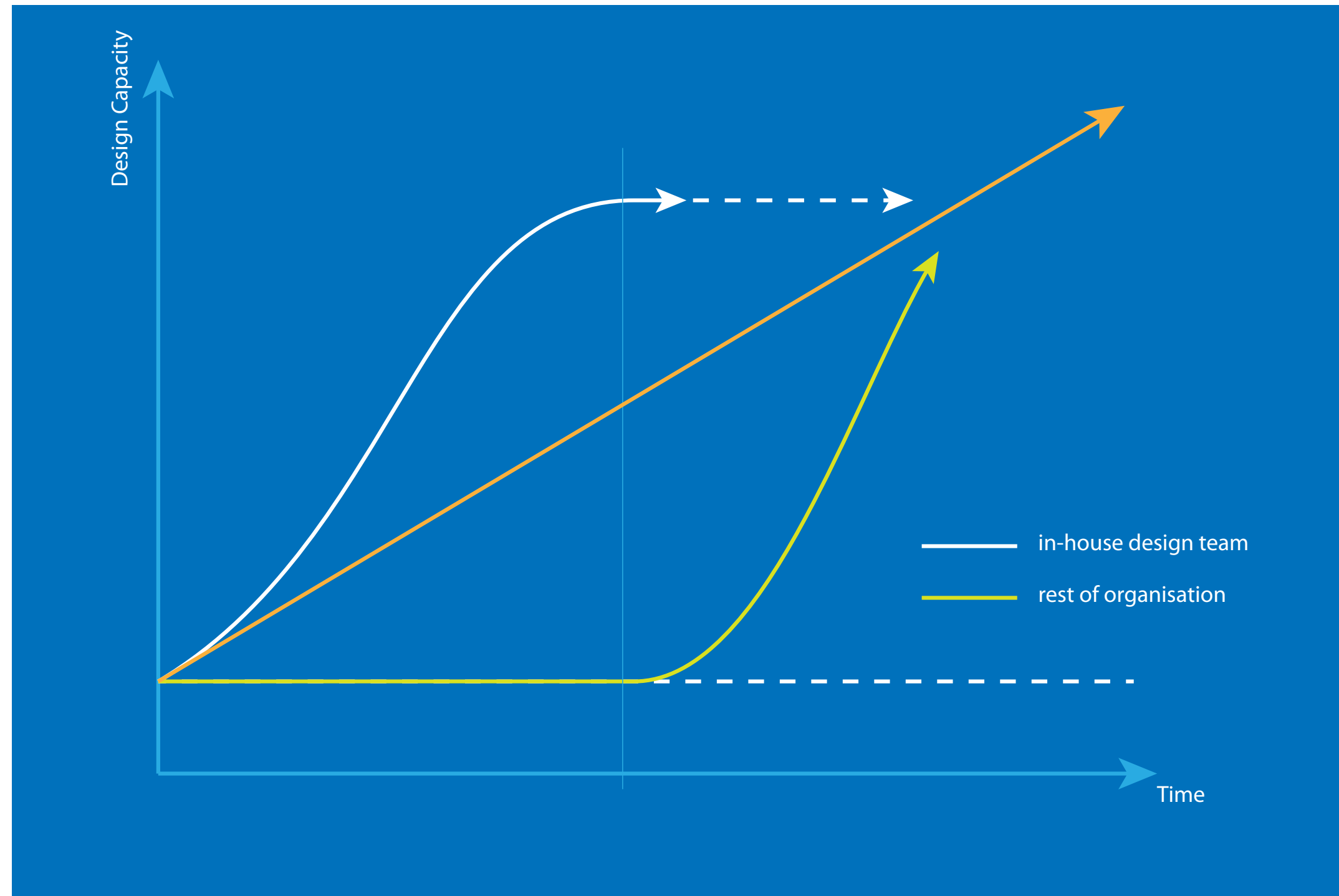
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- not so close that lose identity
- close enough to be objective & effective
- not so far away that consider external to core business

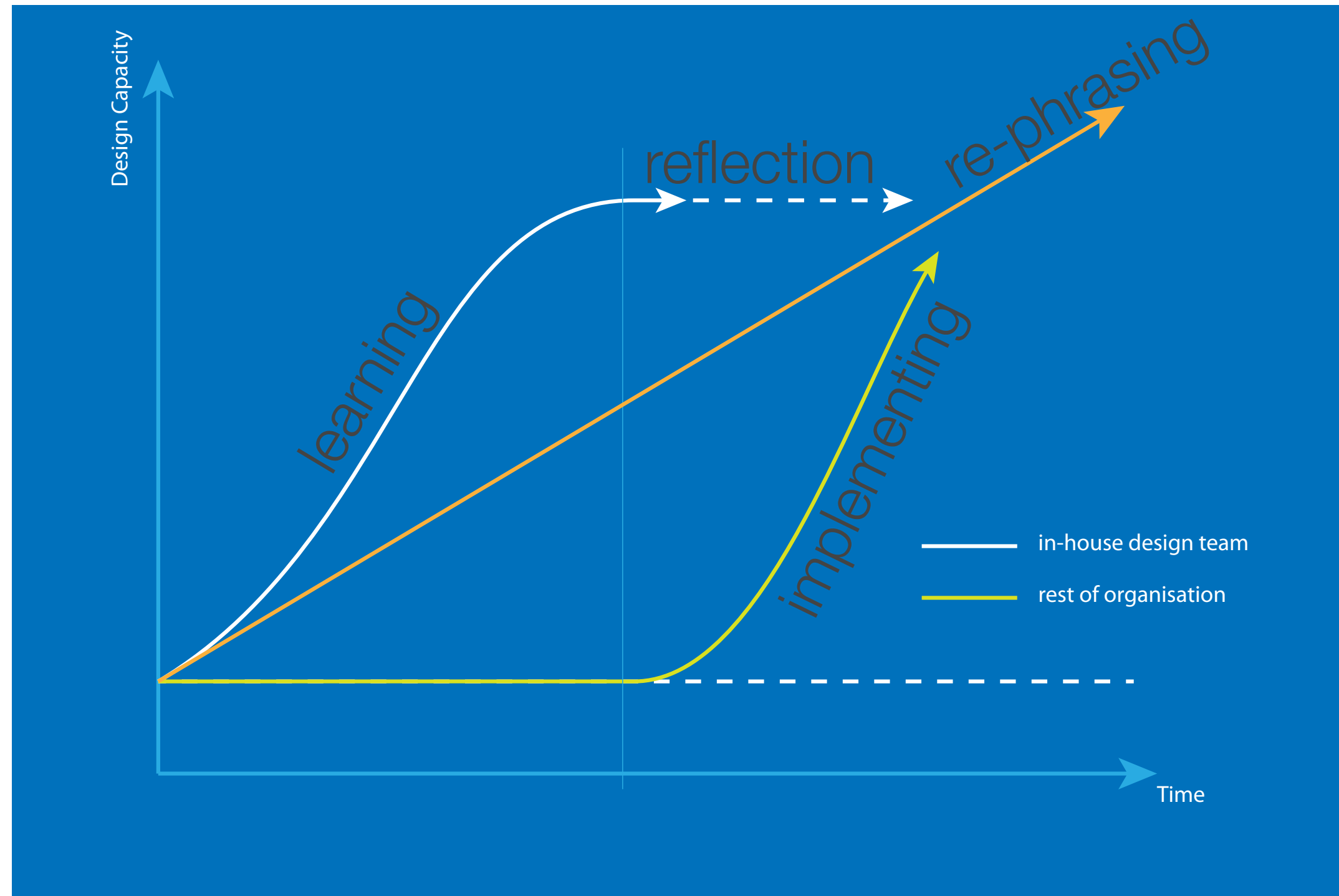


# Build design capability over time



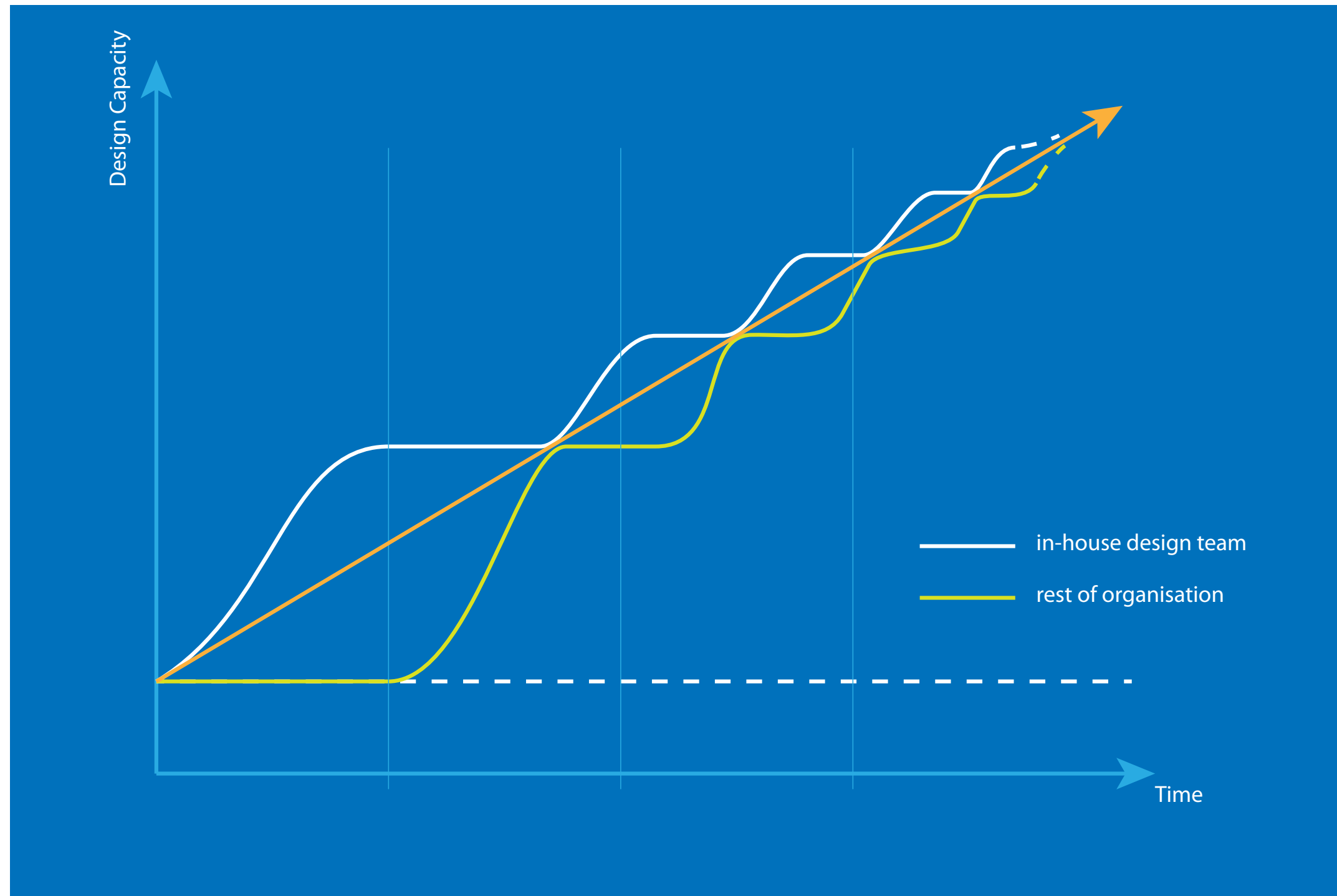


# Build design capability over time





# Build design capability over time





# Embedding, in short . . .

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- Instil 'design readiness' from the top and as early as possible.
- Create a common design vocabulary & language, and use it.
- Disseminate design thinking & processes.
- Get management on-board and keep them there.
- Re-interpret and develop tools and methods.
- Learn what's working and what's not while still delivering value.
- Reflect, re-phrase and do it all again.



# And remember . . .

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It can take time!



# acknowledgements

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A big thank you to the following for their support and contributions:

Tony Coultas, and the staff of Service Design & Innovation at SDS

Joe Heapy, Engine Service Design

Julia Schaeper, NHS Institute

Product design students at Glasgow School of Art

Sarah Drummond, Snook



# Thank You

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