Promoting Resilience and Employability in uniVersity

PREVIEW

ERASMUS + Call 2022 Round 1 KA2
KA220-HED - Cooperation partnerships in higher education

2.5 Report on Learning and Training course about Service Design Methodology

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03	21/06/2023	Tommasina Pianese	Content Review

List of acronyms and abbreviations

ACRONYM	Description
AP	Action Point
CA	Consortium Agreement
EC	European Commission
GA	General Assembly
KoM	Kick-off Meeting
PM	Project Manager
TL	Team Leader
ToC	Table of Contents
WP	Work Package
WPL	Work Package Leader

List of beneficiaries

No	Partner Name	Short name	Country
1	CONSIGLIO NAZIONALE DELLE RICERCHE	CNR	IT
2	UNIVERSITA DEGLI STUDI DI SASSARI	UNISS	IT
3	ACADEMIA DE STUDII ECONOMICE DIN BUCURESTI	ASE	RO
4	UNIVERSIDAD DE SALAMANCA	USAL	ES
5	ADI HARGHIDA	ADI HARGHIDA	RO
6	MEDITERRANEAN PEARLS APS	MED PEARLS APS	IT
7	ALTERCONTACTS	ALTERCONTACTS	NL
8	NEVSEHIR HACI BEKTAS VELI UNIVERSITY	NEVU	TR

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Executive Summary

The Deliverable 2.5 describes the online and on-site Service Design Collaborating Laboratories organized by Preview consortium. These labs have been collaborative spaces where Partners and other stakeholders came together to co-create and prototype innovative service solutions about Remote Internship. By bringing together diverse perspectives and expertises, Preview SD Labs helped the Consortium to develop effective and engaging service experiences for Students, Companies and Universities involved in remote internship.

1 DESCRIPTION OF THE PROJECT

Students graduating today with business degrees will be working in careers yet to be created, and many already in the workforce will transition from collocated to remote work. How do educators, and individuals, prepare them for what lies ahead?

The Project PREVIEW, based also on lessons already learnt in the context of the COVID-19 crisis, aims at overcoming these emerging challenges in working scenario by developing innovative and inclusive pedagogical and apprentice models to be included in the education system. Specifically, through designing a student-centered remote internship journey along with other university and company activities, the Project PREVIEW aims at support the ecosystem actors (students, university tutors and company mentors) in developing and upskilling knowledge and skills according to the new working scenario and organization model occurred by the digital age.

PREVIEW has as its main objective to increase the capacity and readiness of Partners involved, as well as students and universities, and industries staff to manage an effective shift towards digital education required by the organizational changes as consequence of remote working explosion.

The Consortium has identified the tourism and cultural heritage sector as a pilot area. Specifically, the project aims to focus on skills development for remote working to provide students with further employability skills to increase their professional success in a labour market shaped by digital transformation. Despite PREVIEW focuses on the tourism field as piloting action, the project outputs are likely to be easily transferable to other relevant fields.

The Project will support the use of digital technologies for teaching, learning, assessment, and engagement. Particular attention will be given to promoting gender equality and addressing differences in relation to the access and use by underrepresented groups. Furthermore, it addresses the:

1. Development of disadvantaged rural and urban areas, since remote internship could help students from rural areas with economic limitation to live a working experience in interesting and stimulating contexts. To this regards UNISS and ASE are Universities that involve student from these areas. It also could contribute to increased the participation of disadvantaged groups, e.g. students with disabilities;

2. Open and distance learning priority since the project envisages MOOC and innovative ICT-based content, services, pedagogies and practice for internship experiences.

3. New learning and teaching methods and approaches, since the project focuses the development, testing and implementation of flexible learning pathways and modular course design (online and blended) and appropriate forms of assessment, including the development of online assessment and innovative pedagogies model such as collaborative online learning or the use of co-creation approach such Service Design Methodology to design.

1.2 PREVIEW Specific objectives

PREVIEW project main achievement and concrete results are:

1. Design and test a new University curriculum by including innovative Remote Internship.

2. Promoting a smooth shift in the University Partners from the in-person internship program to a virtual program in the fields of tourism and cultural heritage.

3. Involving at least 100 students or graduates (at least 16 of them with economic and geographical limitations) participating in remote internship experiences in the field of tourism and cultural heritage

4. Providing at least 50 education operators (teachers, trainers, university, and company tutors, etc) with a much higher level of digital skills to usefully manage blended internship experiences as well as blended learning.

5. Involving at least 80 education operators in the Learning activities involving at least 150 students in the MOOC on remote skills

6. Facilitating access to international work experiences despite economic and geographical limitations, disabilities, learning difficulties and disadvantages.

7. Establish a strong partnership among University and Tourism and Cultural Heritage business associations to exchange expertise in different fields and to improve the quality of remote internships.

8. Support enterprises involved in the project in transition to remote working.

9. Improvement of knowledge about new methodologies, tools, and technologies as educational means for supporting teachers and students to develop digital and soft skills and competences.

10. Stimulating virtual forms of collaboration and communication among students, university teachers and company representatives.

2. INTRODUCTION

The Deliverable 2.5 is related to the Task 2.5 L&T course about Service Design Methodology (M4 - M5) led by USAL and CNR. The Task has been composed by two sessions (online and physical):

The first session has been held online (20-21-22 February, 2023) and it has been dedicated to theoretical principles and approach to the Service Design Methodology.

The second session has been hold in Salamanca in the following days: 27,28 February- 1, 2 March, 2023. During these days, the approach was more practical in nature: partners collaborated to develop a first draft of Remote Internship Blueprint (RIB) and journey map.

To create a collaboration and more fruitful link with activities and objectives of Task 2.3 and Task 2.4:

A. the online course (20-21-22 February 2023) was open also to HR managers, administrative and teaching staff of each university and interested parties from other PREVIEW partners.

B. After the Service Design laboratory in Salamanca, each University partner is expected to organize a Focus group (during April 2023) inviting the same HR managers, administrative and teaching staff that joined the online Service Design laboratory. During these Focus group, each university will present the Remote Internship Blueprint and journey map elaborated in Salamanca to HR managers, administrative and teaching staff to collect feedbacks, comments, and suggestions. Following, each University will elaborate its own Remote Internship Blueprint and journey map.

Based on the 4 RIBs elaborated from the 4 University partners, USAL and CNR will elaborate a unique Blueprint and journey map representing a common point of view. The final remote internship blueprint will be presented to all participants during the Task 2.4.
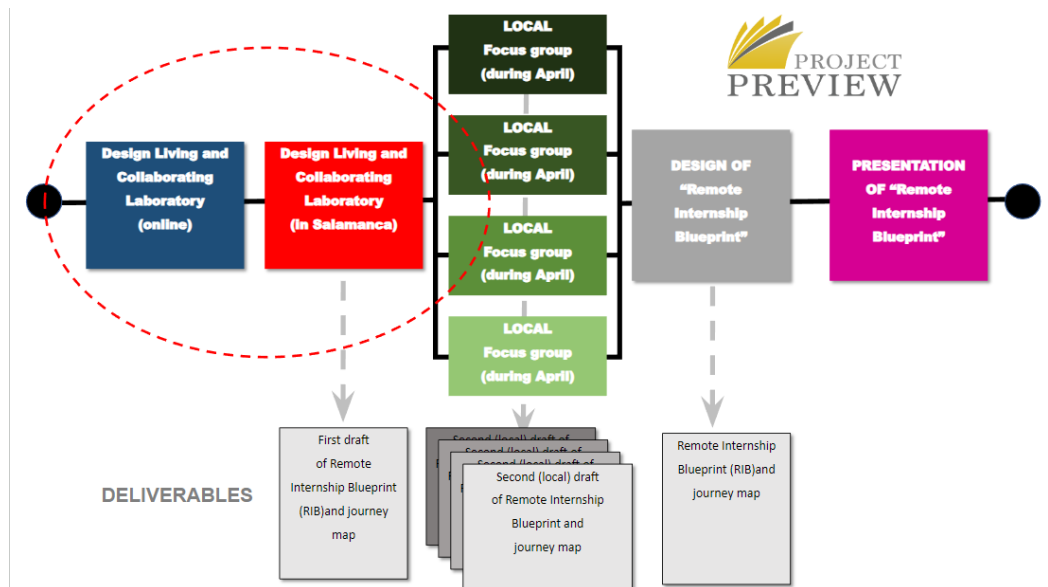

Fig. 1 Design of Task 2.5 activities

2.1 Document structure

The deliverable is structured into the following chapters:

Chapter 1 includes a description of the PREVIEW project;

Chapter 2 presents an introduction to the deliverable, detailing the document structure;

Chapter 3 describes the first session of Service Design Methodology lab that has been held online (20-21-22 February, 2023), giving details of the key information about timetable, contents of each webinars, methodology etc .

Chapter 4 describes the second session of the Service Design Methodology Lab that has been held in Salamanca in 27,28 February- 1, 2 March 2023 giving details of the key information about schedule, contents, approach, participants, etc .

Chapter 5 describes the conclusions and the next steps.

The section Annex includes all the didactic material elaborated for the two Labs and the main results.

3. ONLINE SERVICE DESIGN LABORATORY

3.1 On line Service Design methodology description

Service Design Methodology is a systematic and collaborative approach to designing and improving services. It focuses on understanding and addressing the needs, desires, and behaviors of both customers and service providers. Service Design Methodology encompasses a range of methods, tools, and techniques that guide designers in creating meaningful, user-centric service experiences.

Here are some key aspects of Service Design Methodology:

1. User-Centricity: Service design methodology places users at the center of the design process. It emphasizes gaining deep insights into user needs, behaviors, and preferences to create services that effectively meet those needs.
2. Holistic Perspective: Service design methodology takes a holistic view of the entire service ecosystem. It considers all touchpoints, interactions, and stakeholders involved in delivering a service, including frontstage and backstage processes, physical and digital elements, and the overall service journey.
3. Collaborative Approach: Service design methodology encourages collaboration among stakeholders. It involves co-creation workshops, multidisciplinary teams, and active involvement of customers, employees, and other relevant parties throughout the design process.
4. Research and Insights: Service design methodology emphasizes research and gathering insights to inform the design process. This includes methods such as user interviews, observations, surveys, and other qualitative and quantitative research techniques to understand user needs, motivations, and pain points.
5. Visualization and Mapping: Service design methodology employs visual tools to map out and understand the service experience. Techniques like customer journey mapping, service blueprints, and ecosystem mapping help designers visualize the end-to-end service process, identify pain points, and discover opportunities for improvement.
6. Prototyping and Testing: Service design methodology encourages rapid prototyping and testing of service concepts. By creating tangible prototypes or mock-ups, designers can gather feedback, iterate on ideas, and validate solutions before implementation.
7. Iteration and Continuous Improvement: Service design methodology recognizes that service design is an iterative process. It involves testing, learning, and refining solutions based on user feedback and evolving business requirements.

8. Implementation Support: Service design methodology assists in the implementation of design solutions. It provides guidance on operationalizing service improvements, training staff, and establishing metrics to monitor the success and impact of the design changes.

9. Measuring Impact: Service design methodology involves measuring the impact of design interventions on service performance. This includes evaluating key performance indicators (KPIs) such as customer satisfaction, efficiency metrics, business outcomes, and other relevant measures to assess the success of the design efforts.

Based on this methodological approach and background, CNR and USAL organized the Online Laboratory on Service Design Methodology.

3.2 Structure and day-by-day description

The PREVIEW online service design methodology course was structured in 3 workshops for a total of 12 hour (20-23 February 2023). Each workshop addressed the main topics of Service Design Methodology to provide participants with the necessary tools and skills to apply service design principles in the context of education and training. The full Syllabus is listed in Annex 1.

The workshops were held by zoom platform at the following link

https://us02web.zoom.us/j/89312316872?pwd=RGt1WHVoYlB5VUdjZDdOb2g5UE0vUT09

The teacher was Enrico Viceconte, who is CNR ISMED Associate researcher. The workshops were free of charge, and they were mainly addressed to HR managers, HR consultants, University administrative staff, academics, University students and graduates, but it's open to everybody interested in the topic.

The main aims and goals of the three days Lab were the following:

- To provide a comprehensive understanding of service design and its principles;
- To equip participants with the necessary skills to apply design thinking to real-world service design projects;
- To demonstrate the role of service design in creating customer-centric and human-centered services;
- To explore various tools and methodologies used in service design;
- To develop the ability to identify and analyze service design challenges;
- To provide hands-on experience in conducting user research and prototyping;
- To equip participants with the necessary skills to effectively communicate and collaborate with cross-functional and trans-national teams;
- To learn how to measure the impact and success of service design solutions;
- To understand the importance of accessibility and inclusion in service design;
- To foster a deeper appreciation for the role of service design in driving business results;
- To design, prototype and present in Salamanca the blueprint for a new Internship service.

Before starting the Lab, each participant received the link to the "Jamboard" shared digital whiteboard (Service Design Awareness Workspace) to draw the mind map that summarizes the perception of what Service Design is including an example about what the CNR ISMED team has already elaborated.

For the project partners, the mind map must be carried out in a group to represent the team's vision. For participants external to the project, the map may represent the individual point of view. Other pages can

be generated by the participant to add comments and suggestions on the topic. All didactic materials is listed in Annex 2.

3.3 Participants

The participation to the Lab was free of charge and open to a large audience consisting of HR managers, administrative and teaching staff, scholars and students. More than one hundred participants from all over Europe inside and outside the Consortium registered for the workshops.

Tab 1 Online service design Participants

	Last name	First name	Company/University	Country	Role/Position
1	Adina	Dragomir	ASE Academy of Economic Studies Bucharest	Romania	Secretary
2	Alexandra	Bostenaru	Bucharest University of Economic Studies - Master Geopolitics & Business	Romania	Student
3	Allocca	Roberta	Pegasus Telematic University	Italy	Administration
4	Anghel	Claudia	ASE Academy of Economic Studies Bucharest	Romania	
5	Antal	Imola	ADI Harghita	Romania	Researcher/Trainer
6	Antonia-Cristina	Gojgorea	ASE Academy of Economic Studies Bucharest	Romania	Student
7	Atzeni	Marcello	University of Sassari	Italy	Researcher
8	Barbu	Andrei	ASE Academy of Economic Studies Bucharest	Romania	Student
9	Bavassano	Ramona	Enterprise - In our garden	Italy	Entrepreneur
10	Breaban	Lucian	Ana Hotels SRL	Romania	Room Division Manager
11	Bureata	Ioana	ASE Academy of Economic Studies Bucharest	Romania	Student
12	Catalin	Pop	PFA	Romania	Executive
13	Catanese	Valeria	CNR National Research Council	Italy	Communication Manager
14	Cinotti	Gaia	Creart	Italy	Project Manager
15	Cojocea	Cătălin-Viorel	ASE Academy of Economic Studies Bucharest	Romania	Student
16	Çolakoğlu	Mustafa Hilmi	Nevsehir Haci Bektas Velì University	Türkiye	Professor
17	Cordas	Gina Gabriela	ASE Academy of Economic Studies Bucharest	Romania	Secretary
18	Costache	Claudia	ASE Academy of Economic Studies Bucharest	Romania	
19	Cristina	Pop	ASE Academy of Economic Studies Bucharest	Romania	Administration
20	Cristina	Ene	ASE Academy of Economic Studies Bucharest	Romania	Secretary
21	Croitoru	Raluca	Bucharest University of Economic Studies	Romania	Student
22	Cuttitta	Angela	CNR-ISMed	Italy	Researcher/Teacher
23	Cuturi	Candida	CNR-ISMed	Italy	Researcher
24	D'alterio	Diana	Pegasus Telematic University	Italy	Project Manager
25	De Gregorio	Daniela	CNR-ISMed	Italy	EU Project Manager
26	De Lorenzo	Antonio	CNR-ISMed	Italy	
27	Di Somma	Claudia	CNR ISMed	Italy	
28	Diaconescu	Aurelian	ASE Academy of Economic Studies Bucharest	Romania	Student
29	Doina	Călințaru	ASE Academy of Economic Studies Bucharest	Romania	Secretary
30	Drăgan	Cristina	ASE Academy of Economic Studies Bucharest - BT- Master MCEPC	Romania	Student
31	Dragnea	Adrian	ASE Academy of Economic Studies Bucharest - Business & Tourism	Romania	Student
32	Drăgulin (Țărîncă)	Alexandra	ASE Academy of Economic Studies Bucharest	Romania	
33	Drumea	Catalin	ASE Academy of Economic Studies Bucharest	Romania	
34	Dutu	Elena	ASE Academy of Economic Studies Bucharest	Romania	
35	Elena Iuliana	Adoliu	ASE Academy of Economic Studies Bucharest	Romania	Economist

	Last name	First name	Company/University	Country	Role/Position
36	Emanuel-Gabriel	Nițu	ASE Academy of Economic Studies Bucharest	Romania	Student
37	Eregep	Erdem	ASE Academy of Economic Studies Bucharest	Romania	Student
38	Faraca	Annagrazia	CIDIS	Italy	Project Manager
39	Fernández Herrero	Milagros	USAL University of Salamanca	Spain	Professor
40	García Silva	Erika	USAL University of Salamanca	Spain	Student
41	García-Holgado	Lucía	USAL University of Salamanca	Spain	Project Manager
42	García-Peñalvo	Francisco José	USAL University of Salamanca	Spain	Professor
43	Georgeta	Sandu	ASE Academy of Economic Studies Bucharest	Romania	Secretary
44	Gheorghe	Andrei-Bogdan	ASE Academy of Economic Studies Bucharest	Romania	Student
45	Gheorghe	Alexia-Ioana	ASE Academy of Economic Studies Bucharest	Romania	
46	Ghezzi	Andrea	Servitly	Italy	
47	Ghinea	Maria Alexandra	ASE Academy of Economic Studies Bucharest	Romania	Student
48	Gombia	Francesco	Freelance	Italy	
49	Guida	Carmen	University of Naples Federico II	Italy	Postdoc Researcher
50	Hermeniuc	Luminita	ASE Academy of Economic Studies Bucharest	Romania	
51	Ibolya	Fancsali	Sapientia EMTE	Romania	HR
52	Irimia	Loana	ASE Academy of Economic Studies Bucharest - Business & Tourism	Romania	Student
53	Jimenez Moreno	Francisco Javier	USAL University of Salamanca	Spain	Profesor
54	Kamilla	Demeter	Harghita County Council	Romania	Management
55	Kiss Pataki	Adel	CCD Harghita	Romania	Teacher
56	Krisztina	Simon	Sapientia EMTE	Romania	Student
57	La Guardia	Dario	CNR-ITD	Italy	Technologist
58	Lanzetta	Miriam	Lascò	Italy	Project Manager
59	Levente	Suket	Sapientia Hungarian University of Transylvania	Romania	Responsible Projects
60	Licxandru	Valentin	ASE Academy of Economic Studies Bucharest	Romania	Student
61	Lo Presti	Olga	CNR-ISMed	Italy	Researcher
62	Lopez	Nino	Reply	Italy	UX Designer
63	Margareta	Dîrnea	ASE Academy of Economic Studies Bucharest	Romania	
64	Maria	Costiuc	ASE Academy of Economic Studies Bucharest	Romania	Secretary
65	Mariana Sorina	Stancu	ASE Academy of Economic Studies Bucharest	Romania	Administration
66	Mele	Stefania	Unitelma Sapienza University of Rome	Italy	Teacher
67	Mercuri	Massimo	AlterContacts	Netherlands	Co-Founder
68	Migliaccio	Maddalena	CNR National Research Council	Italy	
69	Mihaela Anamaria	Bogoslov	ASE Academy of Economic Studies Bucharest	Romania	Administration
70	Mihai	Bucurică	ASE Academy of Economic Studies Bucharest	Romania	Student
71	Militaru	Lonuț-Andrei	ASE Academy of Economic Studies Bucharest	Romania	Student
72	Navirgeac	Andreea	ASE Academy of Economic Studies Bucharest	Romania	
73	Neacsu	Marius-Cristian	ASE Academy of Economic Studies Bucharest	Romania	Professor
74	Neleapcă	Lucica Aurora	ASE Academy of Economic Studies Bucharest	Romania	Faculty Registrar
75	Ottaviano	Simona	CNR-ITD	Italy	Researcher
76	Páll	Zelinda	ADI Harghita	Romania	PR and Marketing Specialist
77	Păun	Adriana	ASE Academy of Economic Studies Bucharest	Romania	Secretary
78	Peptan	Vlad	ASE Academy of Economic Studies Bucharest	Romania	Student
79	Perna	Salvatore	CNR-ITD	Italy	Researcher
80	Pinto Llorente	Ana María	USAL University of Salamanca	Spain	Professor

	Last name	First name	Company/University	Country	Role/Position
81	Pircalabu	Andrei	ASE Academy of Economic Studies Bucharest	Romania	Secretary
82	Poparad	Ivona	ASE Academy of Economic Studies Bucharest	Romania	Secretary
83	Popescu	Andrei	ASE Academy of Economic Studies Bucharest	Romania	Student
84	Săgețeanu	Mirela	ASE Academy of Economic Studies Bucharest	Romania	Secretary
85	Sannino	Mariarosaria	IIS Carlo Levi Portici	Italy	Teacher
86	Sarig	Miguel	ASE Academy of Economic Studies Bucharest	Romania	Student
87	Sasu	Andreea	ASE Academy of Economic Studies Bucharest	Romania	Secretary
88	Sayitova	Maftuna	CNR-ISMed	Spain	
89	spanu	Cornelia	ASE Academy of Economic Studies Bucharest	Romania	Manager of Educational Affairs
90	Stanziano	Lorenza	Complutense Madrid	Spain	Phd
91	Szabo	Karoly	ADI Harghita	Romania	Executive Director
92	Szekely	Zelma	ADI Harghita	Romania	EU Project Officer
93	Terreri	Maria teresa	University of Naples Federico II	Italy	
94	Trifu	Anca	ASE Academy of Economic Studies Bucharest	Romania	Secretary
95	Ventura	Marzia	University of Catanzaro	Italy	RT
96	Verdugo Castro	Sonia	University of Salamanca	Spain	
97	Vesperi	Walter	UMG	Italy	Researcher
98	Violeta	Serban	ASE Academy of Economic Studies Bucharest	Romania	Administration
99	Yagli	Ibrahim	Nevsehir Haci Bektas Veli University	Türkiye	Researcher
100	Zancă	Mădălina	ASE Academy of Economic Studies Bucharest	Romania	Secretary
101	Ziller	Mariangela	Sopra Steria	Italy	Consulting Director

At the end of the workshop only those who participated to at least two workshops received the certification of attendance.

Fig. 2 Service Design Methodology Lab Participants

3.4 Feedback analysis

At the end of the workshop, a feedback analysis on a service design workshop involves gathering and evaluating feedback from participants to assess the effectiveness of the workshop and identify areas for improvement.

There were collected 25 satisfaction questionnaires. By analysing them as showed by the following set of figures it can be seen that satisfaction in terms of training objectives and teaching content was very high.
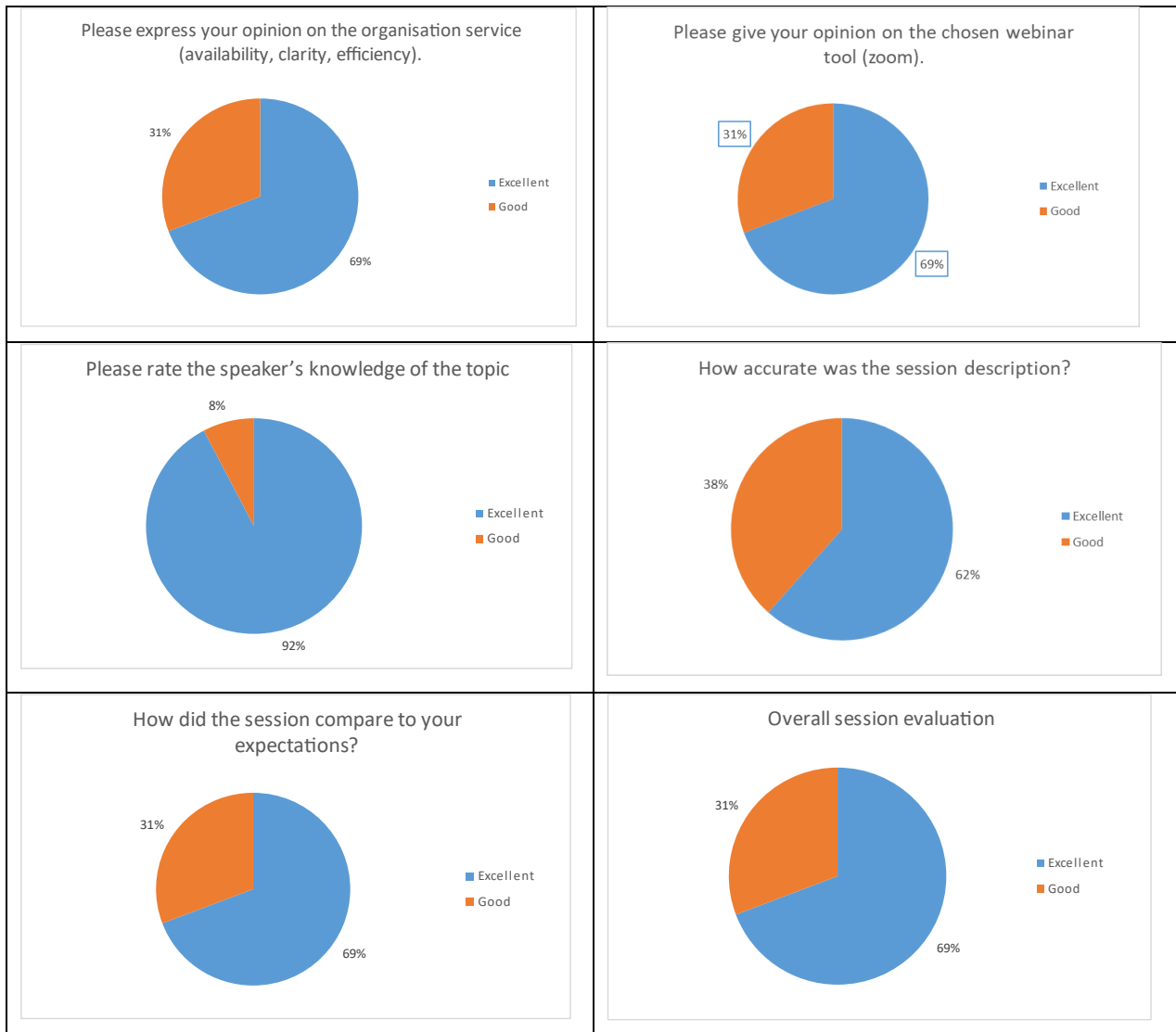

Fig. 3 Results of the survey on the quality perception on Service Design Methodology

4. LABORATORY ON SERVICE DESIGN METHODOLOGY IN SALAMANCA

The second session of the laboratory on SDS methodology was hold in Salamanca in the following days: 27,28 February- 1, 2 March 9,30-13,00. The full Syllabus is listed in Annex 3

USAL provided a very detailed info pack about practical information for participants (Annex 4)

During these days, the approach was more practical because the aim was to develop a first draft of Remote Internship Blueprint (RIB) and journey map. In particular, it allowed participants to engage in hands-on activities and apply the principles and techniques of service design in real-life scenarios of a remote internship.

The laboratory was managed by Enrico Viceconte and Daniela de Gregorio jointly with Lucía García Holgado and Francisco José García Peñalvo (USAL). The venue for the training and the meeting was the Instituto Universitario de Ciencias de la Educación (IUCE) in the Faculty of Education of USAL.

Fig. 4 SD Lab in Salamanca moment

During the 28th February 2023, the 3th PREVIEW Transnational Meeting took place (Agenda is available in the Annex 5). All materials is available in the Deliverable 1.1 update about Project management.

In the composition of the working group at the service design workshop, in addition to the partners, one has involved person representing the user needs of the academic supervisors of the internships, representative of the university administrative staff who are in the internship process at least one member of the stakeholder partners represents the user needs of the companies hosting the internships and company mentors and at least one student who has had internship experience can represent the student's user needs

The list and the role of the participants are the following:

Tab. 2 Service design lab in Salamanca Participants

	Last name	First name	PARTNER	Role/Position
1	de Gregorio	Daniela	P1 - Consiglio Nazionale delle Ricerche	PM
2	Pianese	Tommasina	P1 - Consiglio Nazionale delle Ricerche	Researcher
3	Viceconte	Enrico	P1 - Consiglio Nazionale delle Ricerche	Senior consultant
4	Ion Hornoiu	Remus	P2 - Academia de Studii Economice din Bucuresti	Professor
5	Atzeni	Marcello	P3 - Universita degli studi di Sassari	Researcher
6	García Peñalvo	Francisco José	P4 - Universidad de Salamanca	Coordinator
7	García Holgado	Lucía	P4 - Universidad de Salamanca	Project Manager
8	Pinto Llorente	Ana María	P4 - Universidad de Salamanca	Researcher
9	Verdugo Castro	Sonia	P4 - Universidad de Salamanca	Researcher
10			P4 - Universidad de Salamanca	
11			P4 - Universidad de Salamanca	
12			P4 - Universidad de Salamanca	
13	Sanna	Debora	P5- Mediterranean Pearls Aps	President
14	Acciaro	Federica	P5- Mediterranean Pearls Aps	Partner
15	Szabo	Karoly	P6 - Asociatia de Dezvoltare Intercomunitara Harghita	Executive director
16	Nagy	Benedek	P6 - Asociatia de Dezvoltare Intercomunitara Harghita	Volunteer/Professor
17	K. Skupchenko	Julia	P7 - AlterContacts	Co-founder
18	Mercuri	Massimo	P7 - AlterContacts	Co-founder
19	Hilmi ÇOLAKOĞLU	Mustafa	P8 - Nevsehir Haci Bektas Veli University	Professor

3.5 Description of the laboratory on Service Design methodology in Salamanca

4.1.1 Day 1: The business model canvas for a remote internship

The Lab was divided into three Laboratory days that was divided into a theoretical session followed by a group work and discussion phase and a follow-up.

The main topic of the days were the followings:

Day 1: The business model canvas for a remote internship,

Day 2: Remote internship: the value proposition and business model for University;

Day 3 and 4: design the Remote Internship Blueprint.

At the end of each day, the aim was to arrive at a final output that could contribute to the elaboration of a first version of the PREVIEW Remote Internship Service Blueprint.

The laboratory was opened by Francisco José García Peñalvo (USAL) illustrated the WP2 task and the aim of the SDS Laboratory at USAL (Annex 6).

Enrico Viceconte provided an overview of the key concepts, principles, and methodologies of Service Design Methodology. He explained the importance of learning through practical application and experiential activities and introduced and explained the use of Business Model Canvas as tool that can be effectively used in service design to identify insights, generate opportunities and ideas, create concepts. It helps visualize and understand the various components of a service and how they interact to create value for customers.
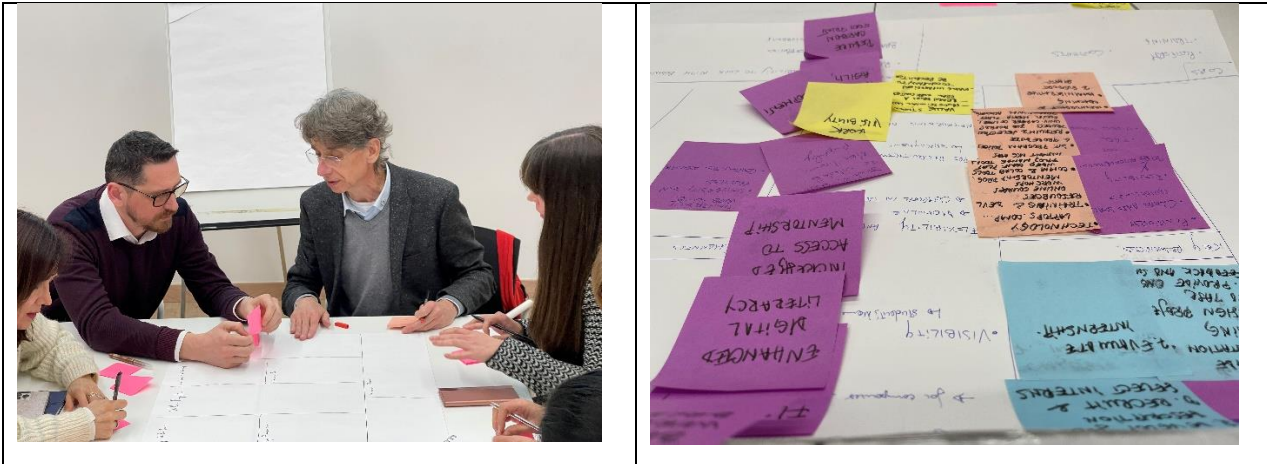

Fig. 6 SD Lab in Salamanca moments

4.1.2 Day 2: Remote internship: the value proposition and business model for University

During the second day the focus was on the identification of different Personas (considering the new remote internship service) representing target users or customers to better understand their needs, behaviors, and goals. In the context of a remote internship, Personas has been developed to understand and empathize with the different types of remote interns. Here's an example of personas for remote interns developed during the Lab.
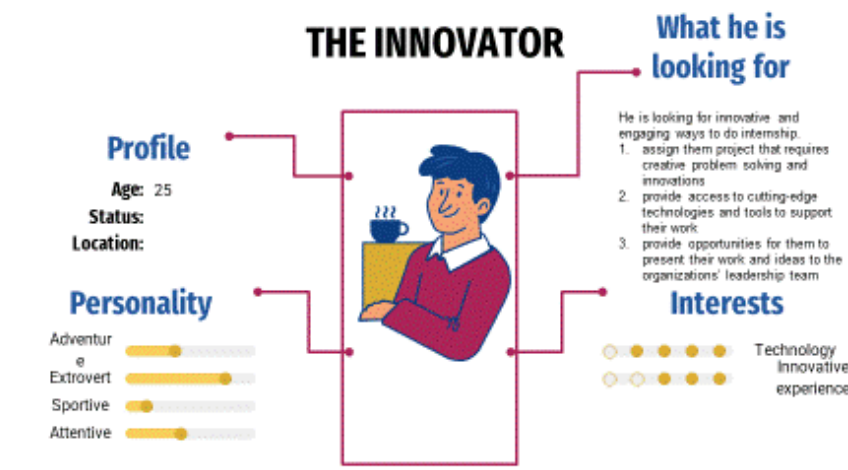
The skill builder

What he she is looking for

He wants to start a business. He is looking for effective skills building experience Provide opportunities for them to work on challenging projects that requires them to use and develop their skills Provide access to training resources and workshops to help them to build their skills encourage them to collaborate with other interns and professionals to learn from their experiences

Age
30 years old
Gender
Male
Studies

Job

Salary
$2000-$4000

Interests

Music
Business
Sport
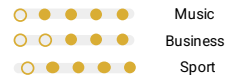
THE CAREER STARTER

Age 25 years old
Gender Male
Studies
Interest Career

Min. Salary $1000
Max. Salary $5000

She wants to improve her skills
She wants to enter in the labour market as soon as possible: she is career oriented.
Provide a structured onboarding process to help them understand the company culture, expectations and goals.
Offer a range of opportunities to help them gain practical skills and knowledge on their field
Provide opportunities for them to work on real-world projects that have an impact on the organization

THE EXPLORER

Profile

She wants to explore new cultures in a multicultural work context
Offer opportunities to work on projects that have a global and cultural dimension
Provide access to resources that help them learn about different industries, cultures and geographies.
encourage them to collaborate with other interns who have different backgrounds and perspectives
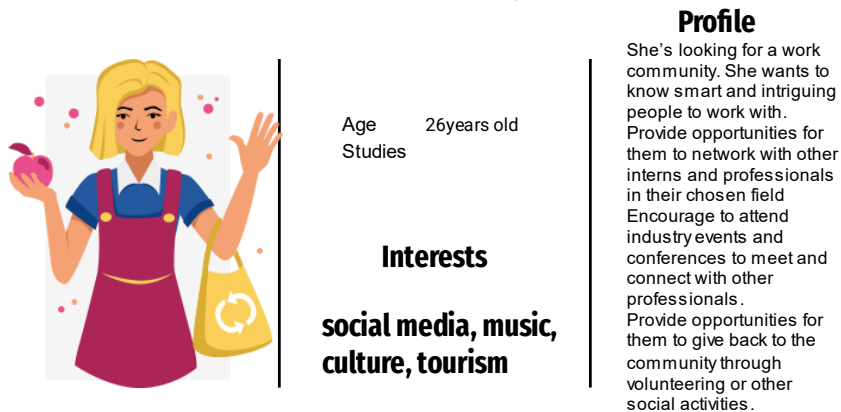
Age 23years old
Studies

Interests

trip, culture, music

The community builder

Profile

She's looking for a work community. She wants to know smart and intriguing people to work with. Provide opportunities for them to network with other interns and professionals in their chosen field Encourage to attend industry events and conferences to meet and connect with other professionals. Provide opportunities for them to give back to the community through volunteering or other social activities.

Age   26years old
Studies

Interests

social media, music, culture, tourism

Fig. 5 Examples of Personas

These personas serve as a reference point throughout the remote internship design process. They help the design team empathize with the needs and perspectives of remote interns, tailor the internship experience to their specific requirements, and make informed decisions about program structure, support mechanisms, communication channels, and project assignments.

The Laboratory continued by trying to identify and design, also using typical project management tools such as the RAM i.e. Responsibility Assignment Matrix the Remote Internship Journey Map. The elaborated PREVIEW journey map for a remote internship aimed at visualizing the end-to-end experience of interns throughout their remote internship program. It provided insights into their emotions, touchpoints, and key interactions with various stakeholders.

The different group identified the following key phases:

1. Pre-Internship Phase:

Awareness: Interns become aware of the remote internship opportunity through job postings, online platforms, or referrals.

Application: Interns submit their applications, resumes, and supporting documents for the internship position.

Selection: The internship program reviews applications, conducts interviews, and selects interns based on their qualifications and fit.

2. Onboarding and Orientation:

Welcome Package: Interns receive an onboarding package that includes information about the company, internship objectives, expectations, and remote work guidelines.

3. Project Assignment and Planning:

Project Allocation: Interns are assigned to specific projects or teams based on their skills, interests, and organizational needs.

4. Goal Setting: Interns collaborate with their supervisors to establish clear project goals, deliverables, and timelines.

5. Mentorship and Guidance: Interns receive guidance and support from mentors or supervisors who provide regular feedback, answer questions, and offer career advice.
6. Feedback and Review: Interns receive regular feedback from supervisors and team members on their work, allowing for improvement and growth.
7. Performance Evaluation: Interns undergo a formal evaluation process to assess their performance, skills, and contributions during the internship period.
8. Completion: Exit Process: Interns participate in an exit process that includes feedback sessions, reflections, and knowledge sharing.

By mapping the intern's journey, PREVIEW Consortium tried to identify pain and gain points, areas of improvement, and opportunities to enhance the remote internship experience. This helps in designing effective interventions, support mechanisms, and communication strategies to ensure a positive and enriching experience for remote interns.
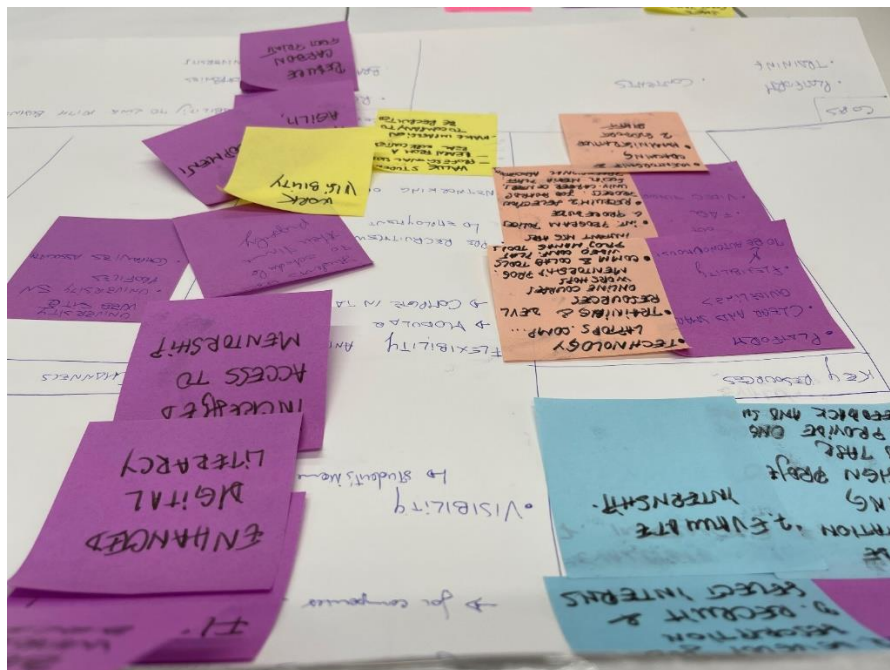

Fig. 6 SD Lab in Salamanca moment

In this phase it was very valuable the contributions the different partners made to the discussion by sharing their experiences. AlterContacts presented their case study of the remote internships program carried out during COVID (2020-2021) when they engaged 400 students remotely through unofficial internships (volunteering), official internships registered with the Universities, and as part of the courses on the university curriculum.

The program is called "Lockdown Economy Challenge: Sustainable and Innovative Entrepreneurship for Students". The main objective is to equip students with the skills and network necessary to start a professional life, facilitate a successful school-to-work transition, and promote active citizenship and sustainability education.

It has been implemented in six universities across Europe and Latin America: Epoka University (Albania), Anahuac Mayab University (Mexico), Polytechnic University of Madrid (Spain), "Dunarea de Jos" University of Galati (Romania), Pontifical Bolivarian University and Corporación Universitaria del Caribe (Colombia).

The program has been recognized as a case study for Accelerating Education for the SDGs in Universities by Sustainable Development Solutions Network (SDSN). It also is recognized by the United Nations as an SDG partnership for Higher Education Sustainability Initiative (HESI), formed at Rio+20 (#SDGAction38182).

In the implementation of the program, the following solutions were identified to improve the experience of remote internships:

1) Flexible timelines for students: At least 2-3 months to dive deep into the subject.
2) Asynchronous flow: Students need a chance to do it at their own pace.
3) Self-governed teams: Best collaboration happened among students who chose to be in the team and decided how they will split the work.
4) Before students can learn from business owners by working together, they have to do extensive desktop research.
5) To be valued, the opportunity to meet and collaborate with real business has to be earned.
6) Another risk is the delays, as universities have processes they have to follow. The way we mitigate this risk is by reaching out to them well in advance, to ensure they could include us in their planning.[1]

Fig. 7a AlterContacts Presentation

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[1] Reference:
https://blogs.upm.es/education4sdg/2021/07/27/lockdown-economy-challenge-sustainable-and-innovative-entrepreneurship-for-students/
https://www.altercontacts.org/academy/lockdown-economy-challenge

Fig. 7b AlterContacts Presentation

During the laboratory at the end of the Wednesday session (1ST March 2023), Drs. Alicia García Holgado (USAL) presented USAL experience in co-creation activities in Labs design in the context of CreaSTEAM (https://creasteam.eu/) European Project (Annex 7)

Fig. 8 ERASMUS+ Project STEAM Project Logo

4.1.3 Day 3 and 4: design the Remote Internship Blueprint

The last part of the Laboratory was dedicated to discussing on a first version of a service blueprint for a remote internship able to systematize, connect and bring back to a general framework the various activities, tools and results obtained in the previous sessions. It helped visualize the end-to-end service process, including all the touchpoints, interactions among student, company and University, and behind-the-scenes activities involved.

The "user" of this service was identified as the student, experiencing the "internship" or "placement".

The activities that the student carries out through the "Internship" service have been grouped into *a number of steps/phases* starting from the moment the user gets in touch with the system, until he/she leaves it.

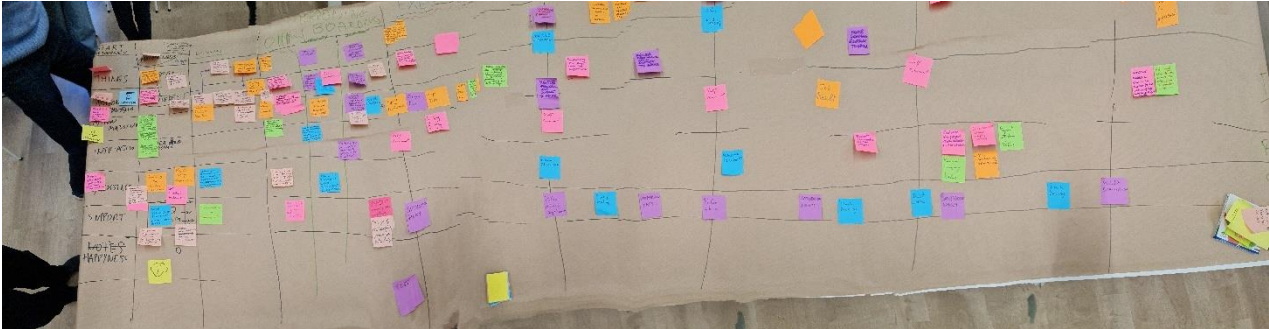In this sense, the following steps of his/her "journey" have been identified:

Fig. 9 PREVIEW Journey Map

1. Awareness: This is the phase in which the trainee becomes aware of the internship opportunity and begins to search for it. The advantages of this phase include awareness of new opportunities, perception of what the internship entails and understanding of the potential benefits of the experience. Difficulties in this phase include lack of information, confusion about the internship and difficulty in finding the right opportunity.

2. Interest/decision: This is the phase in which the intern expresses interest in the internship and begins to apply. Benefits of this phase include a sense of excitement about the opportunity, a sense of fulfilment in applying and a sense of hope for the future. Difficulties for the intern in this phase include lack of confidence in the application, uncertainty about the outcome and disappointment if the application is not accepted.

3. Onboarding (University and Company): This is the phase in which the intern starts the placement and becomes familiar with the organisation and its policies and procedures. The benefits of this phase include a sense of belonging, a sense of achievement in starting the internship and hope for the future. Difficulties for the intern in this phase are lack of information, confusion about the internship and difficulty in finding the right resources.

4. Internship/Execution/Performance: This is the phase in which the intern carries out the tasks and responsibilities of the internship. The benefits of this phase include a sense of accomplishment, a sense of validation of the intern's skills and abilities and a sense of hope for the future. Difficulties for the intern in this phase are the lack of feedback, a sense of rejection if the intern's performance is not up to standard and uncertainty about the outcome.

For each of these steps/phases, we mapped the activities and the related answers (services) that the university (promoting body) and the company (hosting body) have to offer to the user. We also described the technical requirements to guarantee the right technical-functional answer at the moment of the user's request.

In the Service Blueprint, we also reported for each step/phase the device/media (i.e., how) through which the student comes into (remote) contact with the university and/or the company, the so-called touchpoints. Touchpoints are the moments of exchange between the customer and the service and can take many forms, from orientation activities, agreement signage, conversations with staff, etc.

In our case, we have identified the following final touchpoints:

Tab. 3 Remote Internship Touchpoints

Awareness	Interest/ Decision	Onboarding university	Onboarding company	Performance	Feedback and evaluation
Website/ Presentation	Meeting/ Contact With Supervisor/ Welcome Mail	Agreement Signature/ Starting Day	Agreement Signature/Welcome Day	Internship Task And Responsabilities List/ Internship Platform/ Meeting With Tutors	Evaluation Form/Final Report/Meeting With Tutor

The steps and activities that are visible to the customer are what we have called ***onstage actions***. The personnel actions that take place 'behind the scenes' and are designed and delivered by the university and the company in support of the onstage activities are called ***backstage actions***.

To better understand this concept of onstage and backstage, let us imagine what happens for a theatrical performance or concert. What happens on stage, as opposed to backstage, is visible to the audience. Similarly, what happens in the back office is hidden from the customer. Conversely, everything that takes place in the front-office is visible. The customer, like the spectator at the theatre, pays particular attention to what happens 'on stage'. We can therefore demarcate the so-called line of visibility.

Furthermore, we distinguish the parties performing these actions: directly the customer, the front-office and the back-office staff.

In the case of the Remote Internship Blueprint, backstage actions are under the responsibility of two 'actors' acting individually and in combination. In addition, the quality assessment of the service is heavily influenced by the interactions that take place with the front-line staff, as well as by the facilities through which the customer accesses and uses the service.

The Remote Internship Blueprint shows the support processes/activities identified as necessary to support the university and company staff during the various moments of "delivery" of the different services. Since in our case we have the co-participation of the two parties, we have identified with the green color those that are under the responsibility of the company and the orange those that are the responsibility of the university. It is important to specify that all these support services will have to be "hosted" in the PREVIEW platform that is being developed by CNR ITD.

After returning from Salamanca, the Applicant CNR ISMED reported all the work done on the template of a Miró Blueprint so that all participants could contribute to improvements. The final results are as follows.
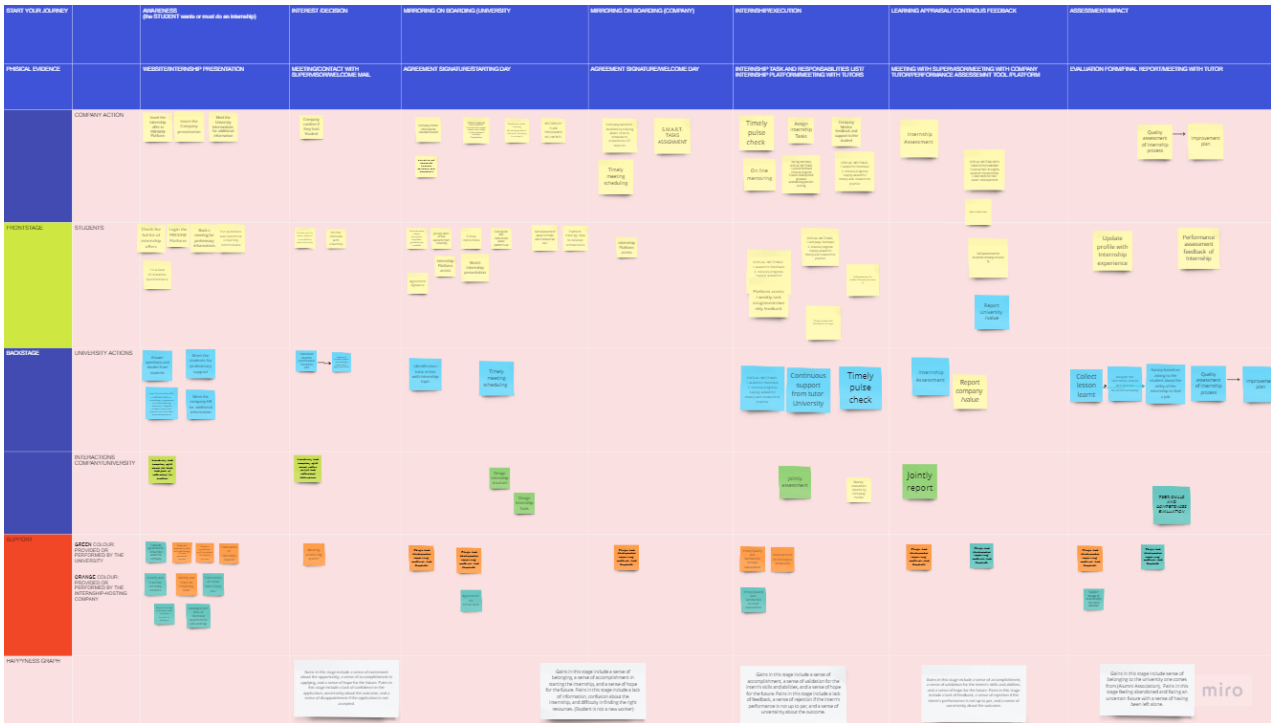

Fig. 10 PREVIEW Blueprint

5. CONCLUSION

Based on the results from the Service Design Laboratory hosted by USAL, the core concept of the PREVIEW Remote Internship was created. They will be further developed in following activities scheduled in Task 2.2 Survey on needs and expectations of students and graduates on high quality remote internships and Task 2.3 Task 2.3 SD Living and Collaborating Laboratories (Focus groups).

After these two courses each university is expected to organized a Focus Group within its own university . During these Focus group, each university will present the Remote Internship Blueprint and journey map elaborated in Salamanca to HR managers, administrative and teaching staff to collect feedbacks, comments and suggestions.

Following, each University will elaborate its own Remote Internship Blueprint and journey map.

1. Based on the 4 RIB elaborated from the 4 University partners, USAL and CNR will elaborate a unique Blueprint and journey map representing a common point of view.
2. The final remote internship blueprint will be presented to all participants (Task 2.4. Building out the Remote Internship blueprints)

6. REFERENCES AND RESOURCES

SERVICE DESIGN RESOURCES

Service Design Network http://www.service-design-network.org/

Service Design Tools http://www.servicedesigntools.org/

Service Design Toolkit (public services) http://www.servicedesigntoolkit.org/ Design Thinking Network http://www.designthinkingnetwork.com/

Service Design in the news http://www.guardian.co.uk/service-design

UK Design Council http://www.designcouncil.org.uk/about-design/types-of-design/service-design/ Carnegie Mellon University's School of Design http://www.design.cmu.edu/emergence/2006/resource.htm

DESIGN COUNCIL

Design for Public Good – report for the European Union on examples of design thinking in different EU counties (includes more on our methodology and also the Lewisham case study I mentioned): http://www.designcouncil.org.uk/our-work/Insight/Policy/Design-for-public-good/

The Knee High Challenge call for ideas:

http://www.designcouncil.org.uk/our-work/challenges/Health/The-Knee-High-Design-Challenge/

Design Bugs Out case study and resources: http://www.designcouncil.org.uk/our-work/challenges/Health/Design-Bugs-Out/

Lewisham Council case study and video:

http://www.designcouncil.org.uk/our-work/leadership/Case-studies/Lewisham-Council/

BOOKS

Service Design Books http://www.servicedesignbooks.org/

Service Design: from insight to implementation http://rosenfeldmedia.com/books/service-design/ This is Service Design Thinking http://thisisservicedesignthinking.com/

Service Design 250 essential methods https://www.createspace.com/4409429 Business Model Generation http://www.businessmodelgeneration.com/ Glimmer http://glimmersite.com/

SERVICE DESIGN CONSULTANCIES

Engine - London http://www.enginegroup.co.uk/ live | work - worldwide http://www.livework.co.uk/ IDEO - worldwide http://www.ideo.com/uk/

frog - worldwide http://www.frogdesign.com/ DesignIt - worldwide http://designit.com/

AdaptivePath - San Francisco http://www.adaptivepath.com/ideas/on-service-design Experientia - Turin http://experientia.com/

Participle - London http://www.participle.net/ thinkpublic - London http://thinkpublic.com/news/ Sideckik Studios - London http://sidekickstudios.net/

Claro Partners - Barcelona http://www.claropartners.com/ Uscreates - London http://www.uscreates.com/

Future Gov - London http://wearefuturegov.com/ Whitespring - Munich http://www.whitespring.eu/ Snook - Glasgow http://www.wearesnook.com/snook/

Funkyprojects - Madrid http://www.funkyprojects.com/?lang=en STBY design research - London/Amsterdam http://www.stby.eu/

Workplayexperience - Nuremberg http://www.workplayexperience.com/ Fjord - worldwide http://www.fjordnet.com/

Radarstation - London http://www.radarstation.co.uk/ Continuum - worldwide http://continuuminnovation.com/ Meld Studios - Sidney http://www.meldstudios.com.au/ Seren Partners - London http://www.seren.com/ Soulsight - Madrid http://soulsight.es/

InWithinFor - Adelaide http://www.inwithfor.org/who/ Piece of Pie - London http://www.piecepie.com/

Proto Partners - Sydney http://www.protopartners.com.au/ pxd - Seoul http://www.pxd.co.kr/

MJV - Sao Paulo http://www.mjv.com.br/

7. ANNEX

7.1 Annex 1 Online SD Lab Syllabus

Preliminary activity:

Each participant will receive the link to the Jamboard shared digital whiteboard (**Service Design Awareness Workspace**)

On the whiteboard you will find the request to draw the mind map that summarizes the perception of what Service Design is and an example that the CNR ISMED team has already done.

For the project partners, the mind map must be carried out in a group to represent the team's vision. For participants external to the project, the map may represent the individual point of view.

Other pages can be generated by the participant to add comments and suggestions on the topic.

Instructions: go to the first page (CNR ISMED) and generate another one on which to draw your own map.

W#1 (Feb. 20, 09:00-13:00) [Knowing about what we know]

- Service Design Awareness Workspace (Presentation of the participants and discussion on existing knowledge)
- Why designing services matters?
- Management of a Service design Project

W#2 (Feb. 21, 09:00-13:00) [In The Shoes of the User]

- 01.Setting Up with success
- 02. Getting Inspired
- 03.Developing insighs and ideas

W#3 (Feb, 22, 09:00-13:00) [Generativity in action]

- 04. Testing Ideas Throught Prototiping
- 05. Preparing for implementation
- 06. Overcoming Challenges

7.2 Annex 2 On line SD Lab Didactic materials

7.3 Annex 3 Syllabus of the laboratory on Service Design methodology in Salamanca

PREVIEW Service Design Laboratory

C: Labs in Salamanca: February 27, 28; March 1, 2

Venue : Instituto Universitario de Ciencias de la Educación (IUCE) in the Faculty of Education (Address: Paseo de Canalejas, 169. Edificio Sol.s, 1st Floor. Salamanca, 37008. Spain). The room will be Room 17A.

ZOOM MEETING https://usal-es.zoom.us/s/83978760252.

Lab #1 [Searching "outside-in"] 27 February 14,30 – 18,00

- 01.Setting Up with success
  - o Laying the foundations to get your project off to the best start
    - ▪ Exploring the challenge
    - ▪ Creating a challenge brief
    - ▪ Planning your project
    - ▪ Assembling your team
    - ▪ Setting up your foundations
- 02. Getting Inspired
  - o Digging deeper into your challenge area and gathering new perspectives
    - ▪ Kickstarting your research
    - ▪ Influencing forces
    - ▪ Qualitative research
    - ▪ User interviews

Lab #2 [Searching "inside-out"] 28 February 09,30 – 12,30

- 03.Developing insights and ideas
  - o Identifying new insights and looking for new opportunities
    - ▪ Downloading your learnings and sharing stories
    - ▪ Creating themes
    - ▪ Identifying insights
    - ▪ Generating opportunities and ideas
    - ▪ Creating concepts
- 04.A.Testing Ideas Through Prototyping
  - o Turning your idea into something tangible you can experiment with
    - ▪ Clarify your learning goals
    - ▪ Develop your experiment plan
    - ▪ Create your prototype

Lab #3 [Modeling and Making] 1 March 9,30-13,00

- 04. B. Testing Ideas Through Prototyping
  - o Turning your idea into something tangible you can experiment with
    - ▪ Run and iterate your prototype

▪ Minimum viable product
- 05.A. Preparing for implementation
  o Getting ready to launch your idea in the real world
    ▪ Creating a pitch
    ▪ Staffing your project

12,15 Dra. Alicia García Holgado presents USAL experience in co-creation activities in Labs design in the context of CreaSTEAM (https://creasteam.eu/) European Project.

Lab #4 Delivering 2 March 9,30-13,00

- 05.B. Preparing for implementation
  o Getting ready to launch your idea in the real world
    ▪ Creating a roadmap
    ▪ Building partnerships
    ▪ Measuring and evaluating
  o Presenting your project
- 06. Overcoming Challenges
  o Some common challenges and how you might address them
    ▪ Defining the challenge
    ▪ Making experience
    ▪ Time managing

C: Labs in Salamanca: The Setting and the Process

What does the lab need?

People
- The Salamanca laboratory provides for the establishment of **two work teams A and B**, an instructor and two facilitators, one for each group.
- **The instructor** is Enrico Viceconte CNR-ISMED
- Daniela De Gregorio CNR-ISMED is **the facilitator of group A**
- Tommasina Pianese CNR-ISME is **the facilitator of group B**
- Each of the two working groups must include:
  o at least one participant from each partner university
  o at least one stakeholder partner participant
  o a college student representing the voice of the internship service user

Things
- A number of copies of the Designing for Public Services textbook.
- Photocopies of some worksheets (checklists and other documents) which will be provided by the instructor to the organizers for photocopying at the beginning of each session.
- Participants must have a computer connected to the internet
- The teacher will have a video projector and a flipchart with post-its and colored markers at his disposal
- Each group should have
- a work table large enough to work on flip chart sheets,

- a set of flip chart sheets, an assortment of colored sticky notes, markers
- at least 5 sheets of brown wrapping paper (the most as large as possible) to stick on a sufficiently large wall.
  - It is recommended to purchase a set of Blu-tak (Bostik) rubber pads for each group and for the instructor.
- The wall where to post the brown paper and the sheets of flip charts must be near each work table.
- The chairs could be moved according to the needs of the different stages of the work.

The process

- Each laboratory day in Salamanca will be divided into short sessions (sprints) in which there will be a short presentation by the instructor and then the groups will have to work to provide an output.
- The "sprints" will be 8, two sprints per day.
- During the group hands-on work the 2 facilitators (one per group) will help each team to converge on the required output.
- In each team it should be present
  - at least one member of the partner universities represents the user needs of the academic supervisors of the internships
  - at least one member of the partner universities represents the user needs of the university administrative staff who are in the internship process
  - at least one member of the stakeholder partners represents the user needs of the companies hosting the internships and company mentors
  - at least one student who has had internship experience can represent the student's user needs

The Didactic material

Designing for Public Services

Designing for Public Services is a toolkit for policymakers and those who deliver public services, developed in collaboration with Nesta, a U.K. innovation charity, and Design for Europe, a design and innovation program co-funded by the European Commission. The tools and methods included allow users to get to the heart of the needs of citizens and civil servants.

Free download

https://new-ideo-com.s3.amazonaws.com/assets/files/pdfs/Nesta_Ideo_Guide_DesigningForPublicServices_100117.pdf

7.4 Annex 4 SD Lab Info pack

7.5 3ʳᵈ PREVIEW PM Agenda

PROJECT
PREVIEW

D: 3ʳᵈ PREVIEW PROJECT MEETING February 28 , 15,30- 18,30

https://us02web.zoom.us/j/84509120059?pwd=WEtvQ01ENEoxYnE0eXFkVXNQN2
9JZz09 link available for Partners not joining Salamanca Meeting

15,30 - 15,40	Welcome USAL
15,40 - 16,00	Financial and budget issues by CNR ISMed
16,00 - 16,30	Task 2.1 Programme Internship Process Mapping (M1-M6) and task 2.2 Survey on needs and expectations of students and graduates on high quality remote internships. (M3-M8) By ASE. Deliverables state of art
	BREAK
16,45 17,15	Task T3.2 Learning/teaching HUB (M1- M14) by CNR ITD Platform Development progress
17,15 – 17,45	PREVIEW Communication (Video, Stakeholder maps and website structure) by Medpearls
17,45 - 18,15	Next steps
18,15 – 18,30	AOB

At 8 pm PREVIEW meeting dinner

7.6 Annex 6 USAL Presentation

7.7 Annex 7 STEAM Project presentation