



#3

Service Design Laboratory

Enrico Viceconte



Workshop #3

[Generativity in action]



04. Testing Ideas Throught Prototiping

05. Preparing for implementation

06. Overcoming Challenges

#3

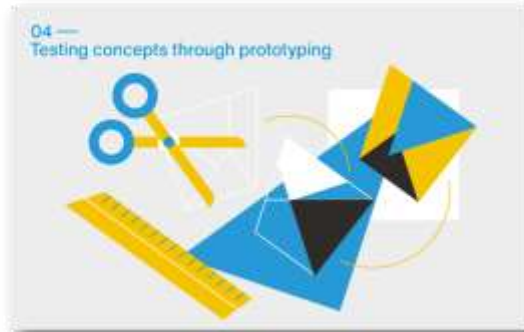


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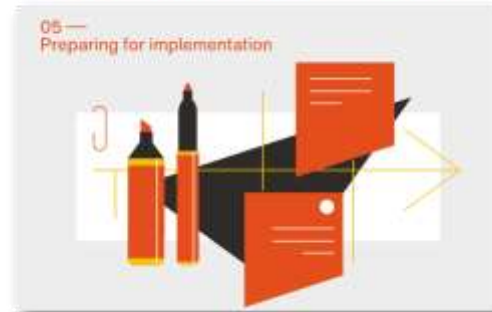
Design for Public Services



04 — Testing concepts through prototyping



05 — Preparing for implementation

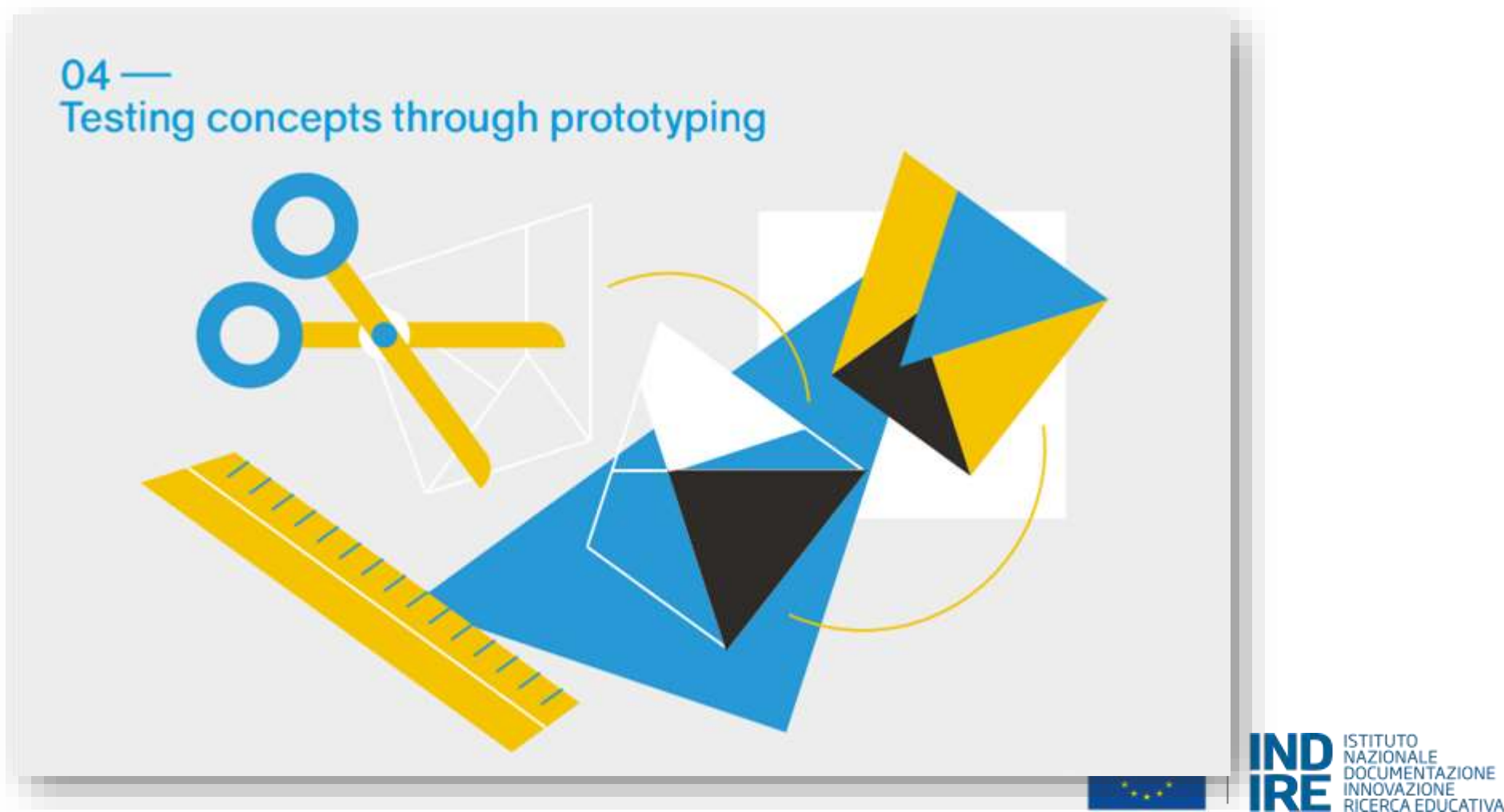


06 — Overcoming challenges

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04— Testing concepts through prototyping

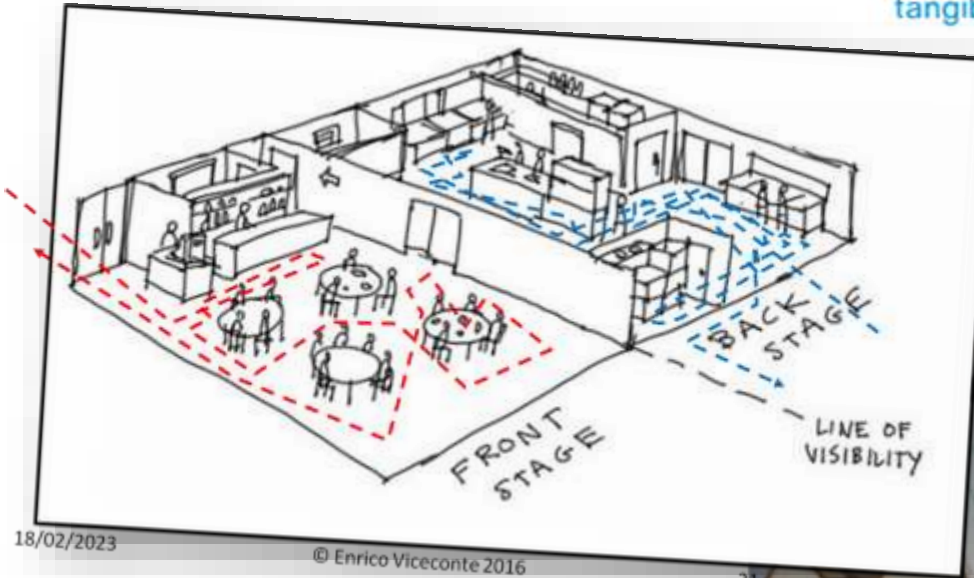


04— Testing concepts through prototyping

- This stage is about taking your concept out for a spin.
- Ideas on paper can be interesting, but bringing those ideas to life and testing them can be invaluable.

04 — Testing ideas through prototyping

Turning your idea into something tangible you can experiment with



Getting started: Why prototype?

04 — Testing ideas through prototyping

Turning your idea into something
tangible you can experiment with

Develop

Prototyping builds your understanding of what the concept really means. How does it look and feel? How will people interact with it?

Communicate

Prototyping expresses your concept in a tangible form. Your collaborators will be able to give you more constructive feedback if they can see, touch and feel your concept, instead of just hearing you explain it.

Test

Prototyping brings your concept in front of those whom you are designing for, so that you will yield the most direct feedback and uncover insights.

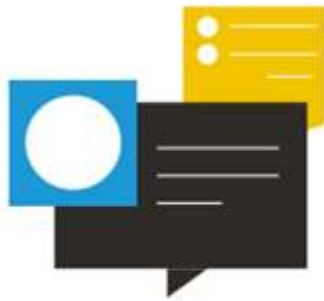
What can be prototyped?

Almost anything can be prototyped. What follows is how to go about prototyping and some specific tools to support your activities.

- Citizen experiences
- Policies
- Software
- Public offer experiences
- Organisational structures
- Systems
- Processes
- Spaces

04 — Testing ideas through prototyping

Turning your idea into something tangible you can experiment with



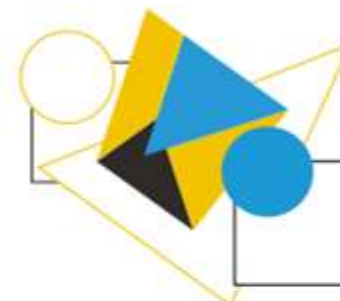
1
Clarify your
learning goals



2
Develop your
experiment plan



3
Create your
prototype



4
Run your
prototype



5
Iterate your
prototype

The method is typical of structured approaches to creativity

divergent thinking to ensure the exploration of many possible solutions
Convergent thinking to arrive at an optimal solution.

AN ABDUCTIVE METHOD

- Nor deductive (premises -> consequences)
- Nor inductive (observation -> deduction)
- The abductive method involves looking for clues, producing hypotheses, putting them to the test.

Use of visual (and sensory) thinking

- Metaphors
- Prototypes

The flow of experience (pains and gains) can be reconstructed and not simply imagined.



Learn

Look

Ask

Try

Role-Playing

HOW: Identify the stakeholders involved in the design problem and assign those roles to members of the team.

WHY: By enacting the activities within a real or imagined context, the team can trigger empathy for actual users and raise other relevant issues.

Designing a medical device, the IDEO team role-played a situation involving a doctor, a nurse, a patient, and an anesthesiologist to simulate the interdependent tasks demanded of the operating room staff.

Use of visual (and sensory) thinking

- Metaphors
- Prototypes

Creating easily testable mockups of the product or solution allows end users to interact with the solution before making a significant investment in implementing that solution.



Learn Look Ask Try

Bodystorming

HOW: Set up a scenario and act out roles, with or without props, focusing on the intuitive responses prompted by the physical enactment.

WHY: This method helps to quickly generate and test many context- and behavior-based concepts.

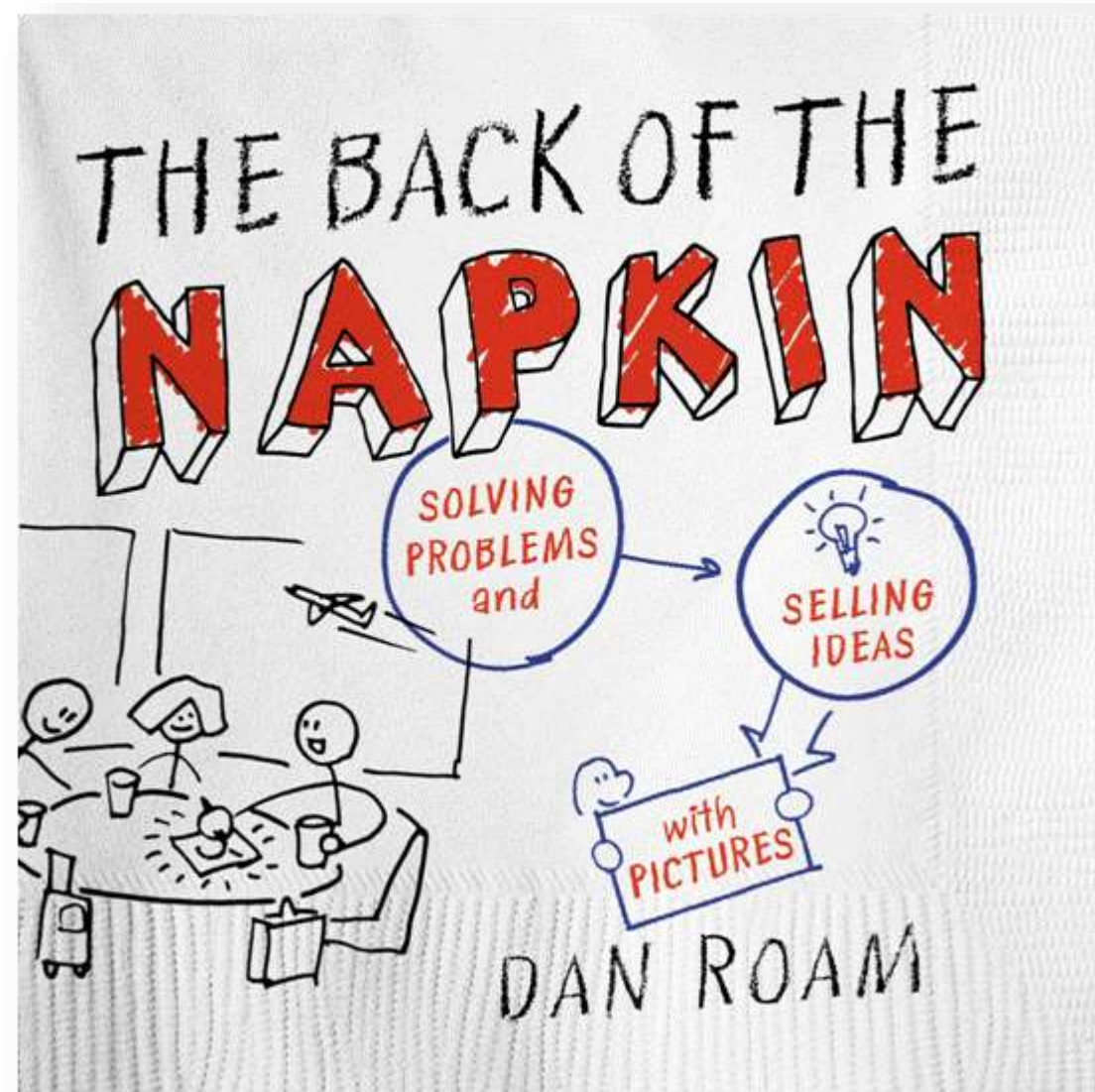
Bodystorming various ways of sleeping in airplanes helped the IDEO design team to generate a wide variety of concepts for an airplane interior.

Use of visual (and sensory) thinking (feel before think)

- Visual or narrative elements: charts and graphs, storytelling, use of metaphor and analogies, and so on
- Deep understanding of users: observing and interacting with them in their natural habitat (ethnography, qualitative research methods, participant observation, interviews, journey mapping, job analysis, etc.)

Use of visual (and sensory) thinking (feel before think)

- Structured collaborative work: mind mapping to facilitate drawing insights from ethnographic data and to create a "common mind" among team members, using collaborative ideation such as brainstorming and concept development techniques
- Identifying assumptions: assumptions about value creation, execution, scalability, and defendability that underpin the attractiveness of a new idea
- Prototyping: techniques that facilitate the realization of tangible abstract ideas (storyboards, user scenarios, metaphor, experience journeys, illustrations of business concepts, etc.)
- Field Experiments: Test the main underlying and value-generating assumptions of a hypothesis in the field with stakeholders



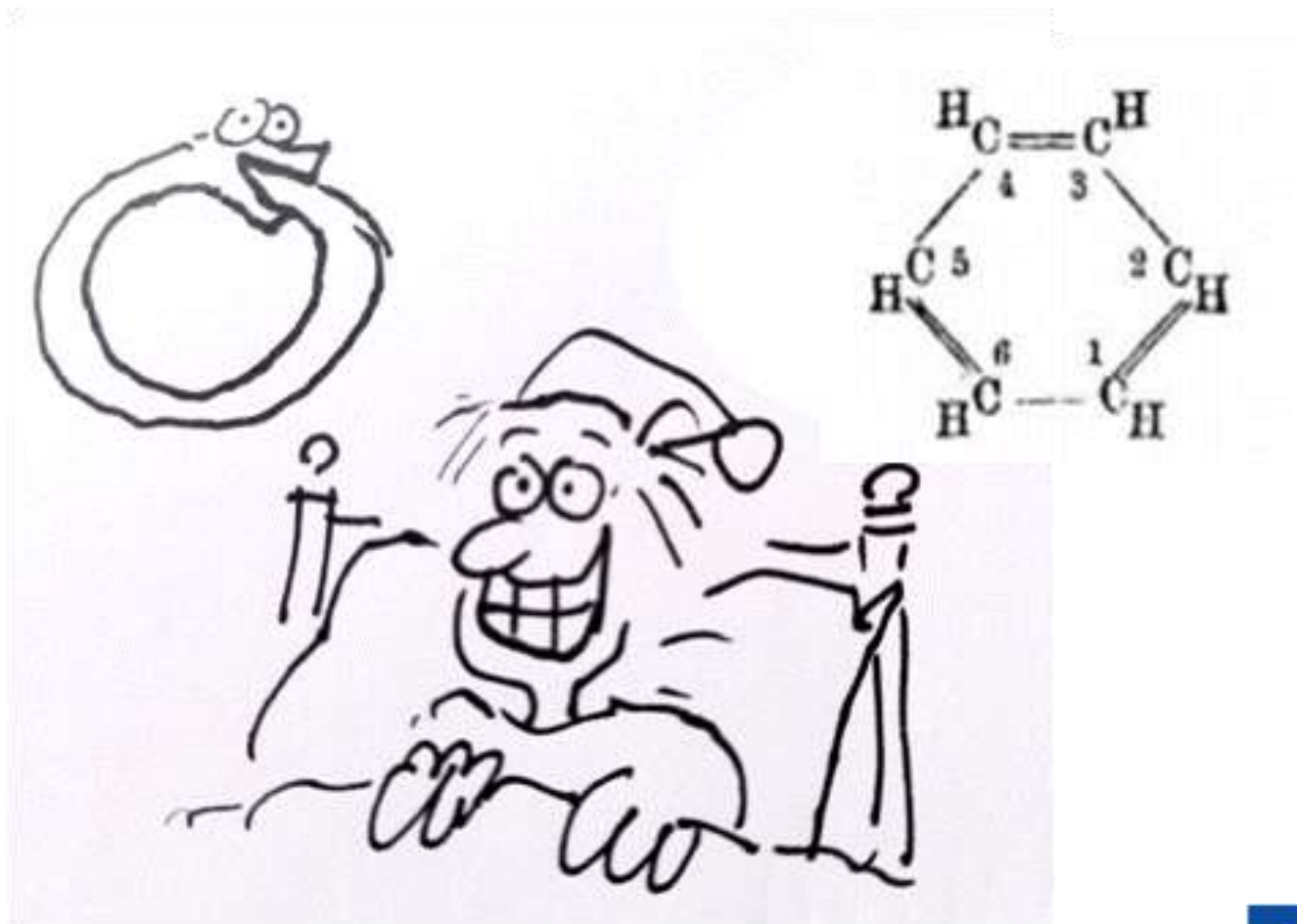
FINGER
HOOK

DIRECTIONAL
VS.
NON DIRECTIONAL

SLIGHT
LEAN
HELPS
'VISUAL
MASS'

ASYM.





THE KEKULE's DREAM



Roleplaying

Get into character as someone (or even as a piece of equipment) delivering a new experience or stepping through one.

- Using Dramatis Personae
- Determine the essential roles and who will play them. These roles can be customers, frontline and backend staff, or even systems needed to support the experience.
- Use costumes and props to enhance the story, but don't spend too much time making them perfect.
- Improvise your way through the story or pause at important moments to resolve how each role is contributing to the overall experience



Simulation

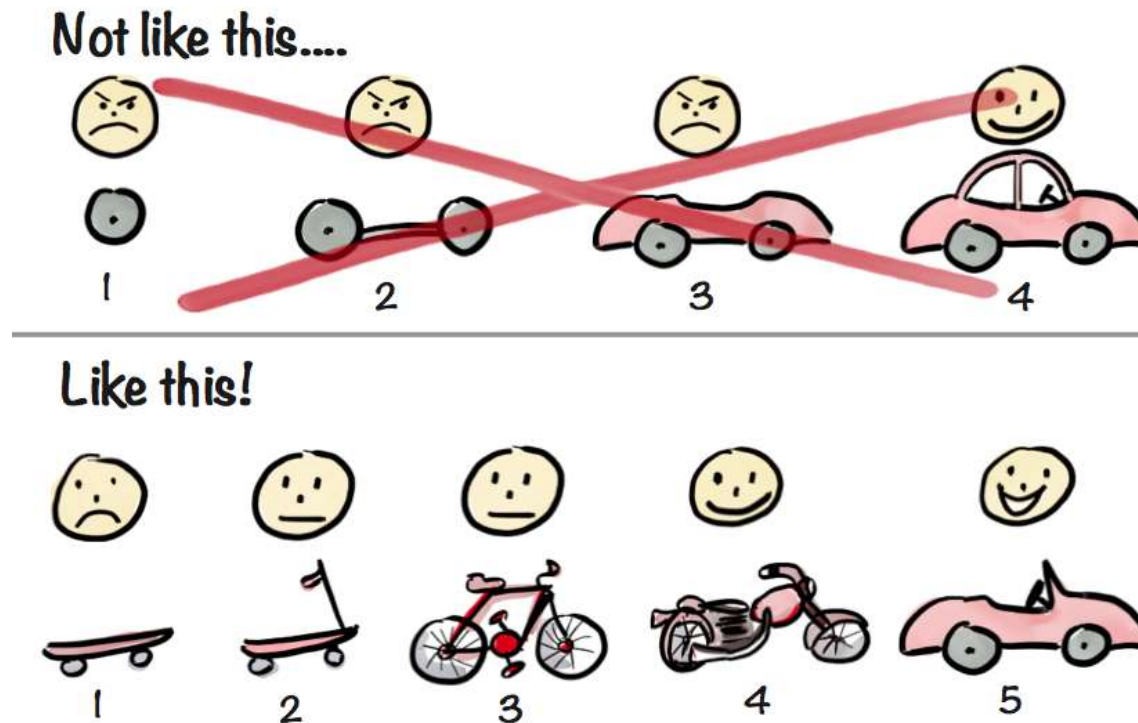
Mock up your concepts at scale to invite feedback.

- Determine what you want to design and build depending on your learning goals. What are you uncertain about that you want to learn more about?
- Most often, physically building experiences using basic supplies like foam core and incorporating tools like roleplay is a great way to bring concepts like new service experiences to life.
- Virtual reality (VR) tools are increasingly becoming more accessible so this is also a great way to simulate a potential new experience



Minimum viable product

- Methods and tools associated with agile development greatly support the ability to design and build an MVP rapidly.



Prototyping tool

— Testing ideas through prototyping

Hypothesis

Specify the main idea/concept/hypothesis that you want to test.



Try out your idea to judge whether it can work in real life

Build a small model of your idea using cardboard/paper, or any material you see lying around, to enable you to see your idea in three dimensions and check whether it would work smoothly.
Act out parts of your idea when you meet with your target audience. How will they know how to use it? Try acting out different possibilities to learn about alternative ways of doing things.
Capture your observations and reflections here.



Test your idea again after having developed it further

Using the insights learned from the previous stage, build a new model of your concept. Once again test with your target audience and check whether changes or new elements work in synchronisation.
Capture your observations and reflections here.



Make a list of all the things that you need to make your idea real

List things like activities, resources, people and materials that you need to implement your idea and turn it into a reality.

Prototyping tool

— Testing ideas through prototyping,

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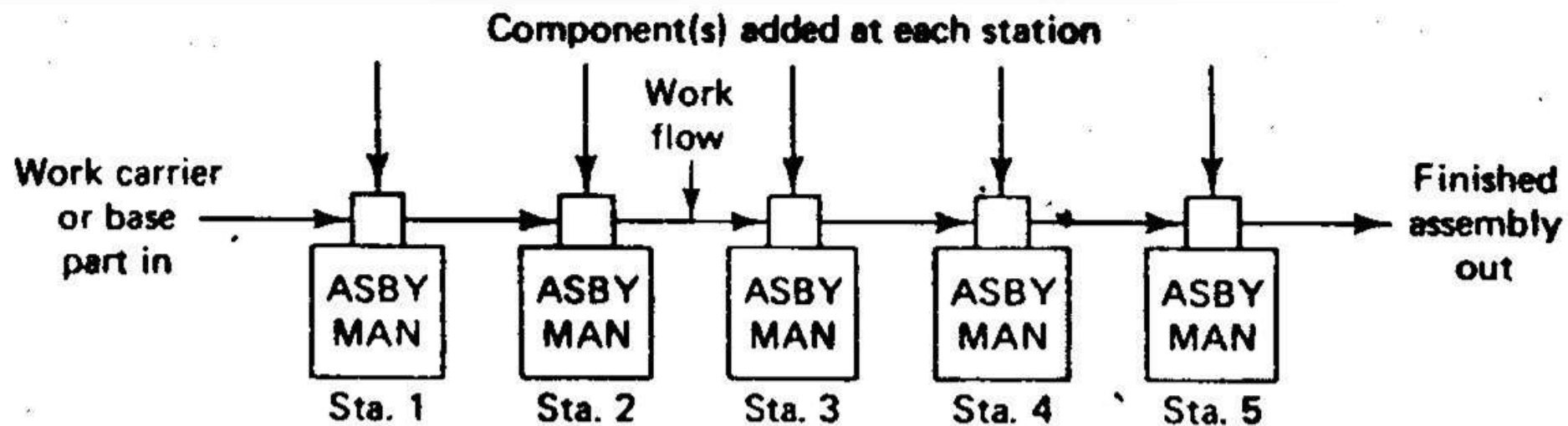
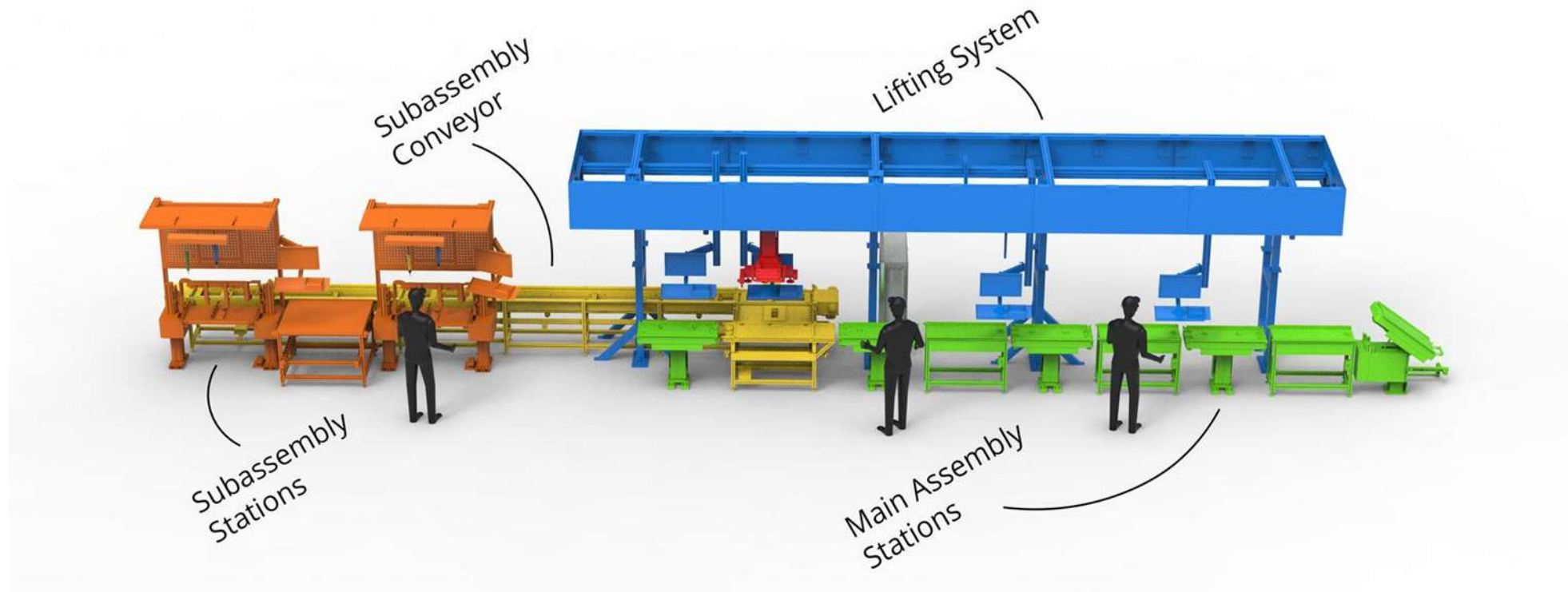
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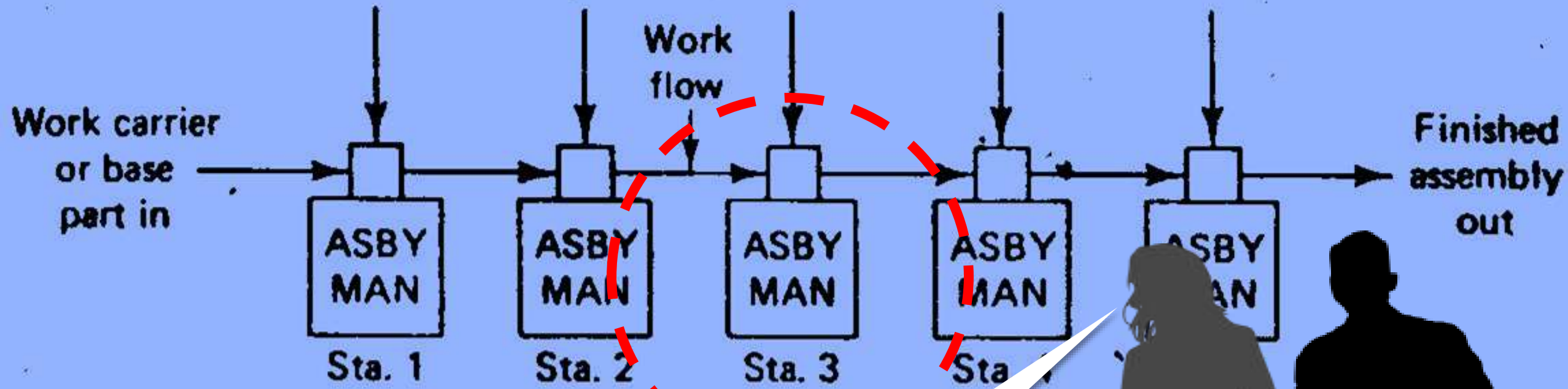
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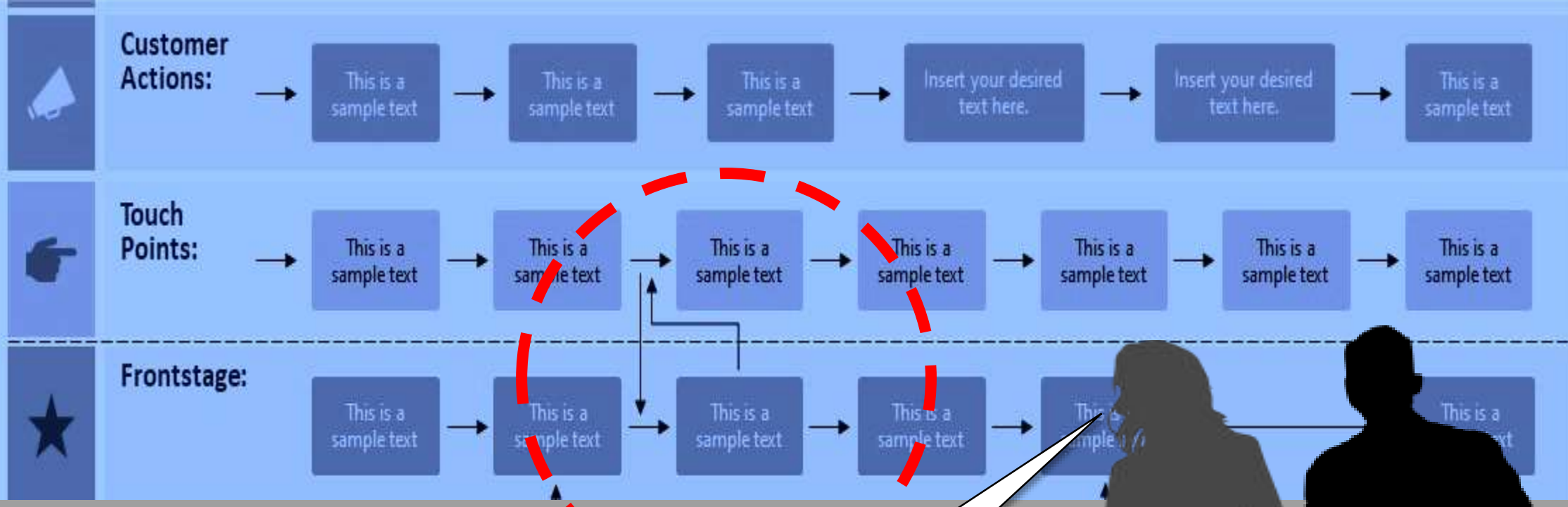


Component(s) added at each station



IN THIS WORKSTATION
SOMETIMES IT HAPPENED
THAT THE WORKER CANNOT
ASSEMBLE THE PART BECAUSE
SOME BOLTS MISSING IN
THE CARRIAGE





IN THIS TOUCH SOMETIMES IT HAPPENED THAT THE USER CANNOT OPEN THE DOOR OF HIS ROOM BECAUSE HE CANNOT USE THE ELECTRONIC KEY



WORK GROUP

<https://miro.com/app/board/uXjVPnDDMTs=/>

<https://miro.com/app/board/uXjVPnC2uM4=/>

<https://miro.com/app/board/uXjVPnC2uRo=/>



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Personas

Designing for collectors



Name	Christie Park
Age	25
Occupation	Just graduated with a fashion design degree, is a dress designer and consultant in fashion industry
Collecting	Fake Jewelry / Antiques jewelry / Costume jewelry
Tech usage	Running a personal blog, use eBay and Amazon, happy, out going, social, like beautiful things, collecting as a hobby

Personas



Ellen

Personas



Ben Henry



Name	Ben Henry
Age	19
Occupation	Full-time college student
Collecting	Baseball, baseball cards
Tech usage	A personal podcast and blog
Lifestyle	Collecting as a hobby and a
Attitude	Collecting as both a hobby and
Environment	Began to collect baseball cards

Jim Snell



The International Student

Meilin Xiu

"It is really important for me to learn as much about the English culture as possible. I wish to study at a school with diverse groups and opportunities to become a well-rounded individual."

Meilin was born and raised in Beijing, China. Her father is a successful businessman who is strongly encouraging her to study in the United States to receive a US-based education and become fluent in English.

Age: 20
Gender: Female
Ethnicity: Asian
Home Town: Beijing, China
Income: \$200,000
Major: English
Minor: Int'l Studies
Education: Some college

Meilin is looking for a university that is out of the big city, since she has lived in one of the world's biggest cities her entire life. She hopes to become part of a community that will accept her and teach her about the English culture. She also wants to meet students from all over the world in order to broaden her knowledge of different cultures.

Although she is from miles away, Meilin does not want to feel like an outsider in the English community. She does not want to be treated differently just because she is from another culture. She strongly desires to make friends of all ethnicities and become well-rounded.

Priorities

- Chances to improve English
- Groups to connect with other International students, especially other Chinese students

Goals

- Improve English
- Connect with students from around the world
- Become well-rounded
- Have a career relating to foreign affairs

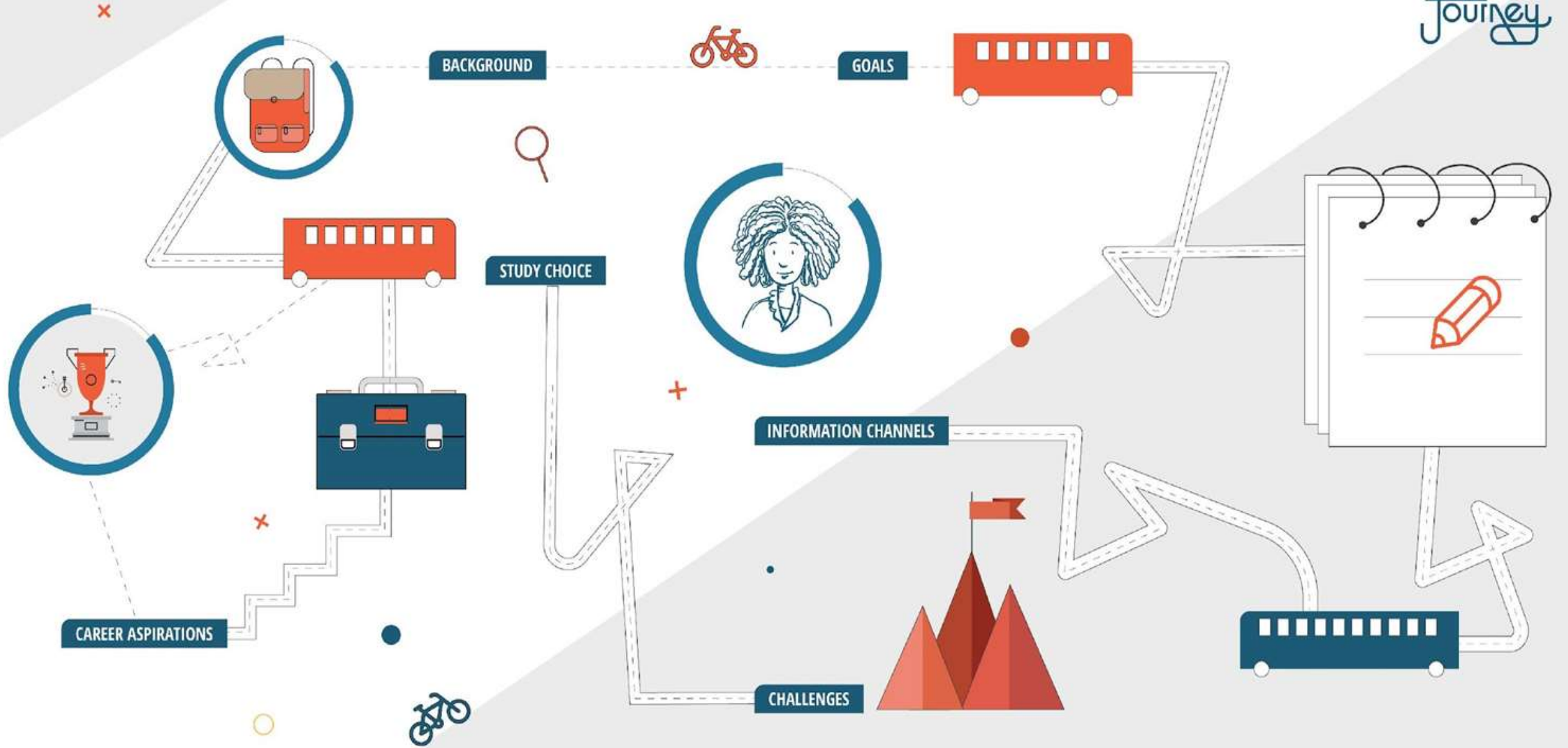
Technology Use

- Average
- Owns a smart phone
- Uses laptop very often

Hobbies

- Traveling
- Reading
- Cooking cultural foods
- Photography





THE INTERNATIONAL STUDENT PERSONA CANVAS

Try portraying a real student: What are their name, age, country and city of origin? Have they already earned a degree? If so, in what?

BACKGROUND



STUDY CHOICE

Think about what motivates students. Many of them are passionate about learning and leading a purposeful life. They are applying their skills to a cause and finding the sweet spot where passion, mission, profession and vocation intersect. Some are career-driven. They work after results and push through every limit they encounter.

The most important questions to answer here are: What kind of study would the student like to pursue and where? Think about their educational background, specify previous degrees and field of study.

What career path do students want to follow? What are their expectations?

Working Student Wes

His Story:

Working Student Wes is a working professional who wants to develop his skills and position himself for career advancement. He has experience working in the field, but he knows that he will need to earn a degree in order to keep moving up the ladder. Wes is looking for a flexible program that will allow him to balance school and work, such as one with hybrid or online course formats.

Top Goals

- Successfully earn a graduate degree that will allow him to advance his career
- Find a flexible program with learning options that will allow me to balance my career and education
- Use my education as an opportunity to develop my professional network

Primary Challenges

- Balancing his education with his full time job and his social life
- Navigating the graduate admissions process, including studying for entry exams

Primary Interfaces

- Colleagues
- Family
- Friends

Sources of Information

- Online resources
- Industry publications
- Social media
- Friends and family



“ I need to earn an advanced degree so I can develop my skills and continue building my career. ”

AGE	25-35
ROLE	Full Time Professional
STATUS	Single
LOCATION	New York, NY
EDUCATION	Bachelor's Degree
FAMILY	Parents and siblings





Student

Male, 20 years old, and lives at his parents.

He is a fast learner when it comes to new technologies, and like the challenge of complicated things.

George

"I want a new and awesome game which I can play with my AR Drone."

I have used the AR Drone for a couple of weeks now. In the start I found the controllers to be really hard, but it was fun to master them. Now, I want a new and awesome game which I can play with my AR Drone. I am also interested in learning new things I can do with my AR Drone. For example a new trick or exploring a new function.

I do not use my AR Drone as often as I use my Xbox and PC. But I like to use it when I have friends over or I want to do something else than to sit inside.

Needs

1. A new game on my iPad.
2. An exciting game that don't feel so gimmicky.
3. Something different than the other games I have.

Ideal features

- The same controllers I am adapted to and know how to use.
- Easy to play but hard to master.
- New functions I have not seen before.

Frustrations

- Annoying sounds.
- New and complicated controllers.
- Boring story.





Prospects

These are people who are *just* starting out their college search – they are learning more about the process and whether college is right for them – but have not yet started seriously considering different schools.

These leads may...

- Research careers and majors
- Research typical costs

Inquiries

These are your “traditional” college leads – they are actively considering different schools (including ABC College) and have requested more information about specific schools

These leads may...

- Request a Viewbook
- Contact Admissions
- Visit campus

Applicants

These are leads that are in the final decision stage – they’ve applied and are ready to chose a school

These leads may...

- Apply
- Visit campus

Matriculants

These are current students who will still have to decide term-to-term if they want to continue at ABC College

These leads may...

- Speak to an advisor if they are having any troubles
- Refer ABC College to others

What questions should student personas address?

- Triggers – **Why** are they looking at colleges?
- Goals – **What** are they hoping to get out of going to college (Guaranteed job placement? Networking opportunities? Living the “typical” college experience?)
- Decision criteria – **How** are they comparing schools? **What** information do they care about?
- The “Application Journey” – **How** does the research + consideration + application process look? **When** do they start looking, visiting, and applying to schools? **Who** else aids and influences their decision?

How Student Personas Can You Help Attract more Inquiries and Applicants

- Student personas help identify what information is most important to prospective students – which can have implications for *all* of your marketing content (especially your online content).

You can use student persona research to support value proposition decisions like:

- Reorganizing a college's site navigation so the "critical pages" for prospective students were all accessible in 2-3 clicks from the home page
- Writing eBooks addressing questions prospective students typically struggle with (like a First Timer's Guide to Filling Out the FAFSA) that can be downloaded in exchange for their contact information
- Creating automated email campaigns addressing the most common "pushbacks" prospective students have against applying to a specific university
- Rewriting web and marketing copy to highlight the information and selling points the personas *really* cared about

Persona	Goal
Donna Redding, Suburban mom	Go on a family vacation

Stages of journey



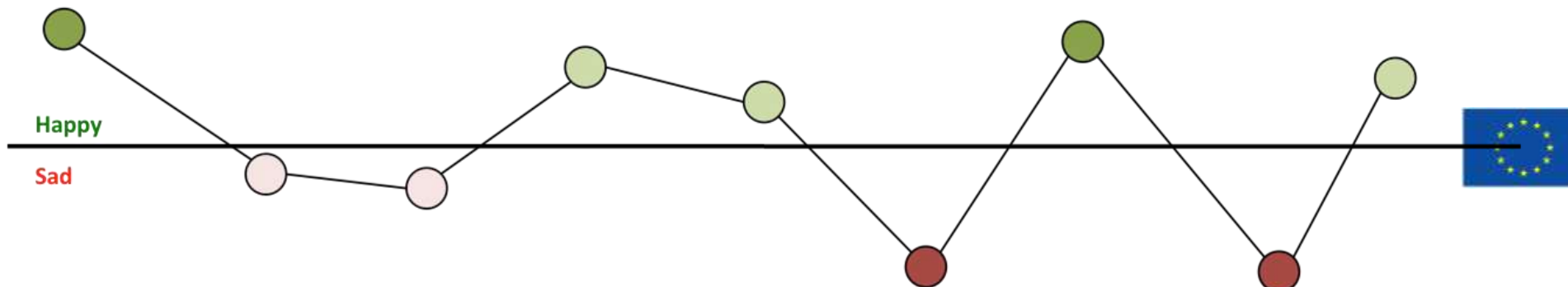
Customer needs and activities

- | | | | | | | | | |
|---|---|---|--|---|--|---|--|---|
| <ul style="list-style-type: none"> Find out about school vacations Find out about family events | <ul style="list-style-type: none"> Discuss with family Discuss with friends Read magazines Review online travel sites Get sense of costs | <ul style="list-style-type: none"> Discuss with family Search online for details on top options | <ul style="list-style-type: none"> Book cheapest flight and hotel that meets needs of the entire family | <ul style="list-style-type: none"> Book a few reservations for dinner nearby Find and book a couple of interesting tours and excursions | <ul style="list-style-type: none"> Figure out what to pack and pack family Print tickets and travel information Plan for transportation to and from airport | <ul style="list-style-type: none"> Arrange for activities at hotel Keep track of all of things that have been scheduled Post fun stuff on Facebook | <ul style="list-style-type: none"> Pack up family Plan for food and meals during the trip Plan for transportation to and from airport | <ul style="list-style-type: none"> Create digital photo album Send pictures to friends and family Tell people about the good and bad parts |
|---|---|---|--|---|--|---|--|---|

Expectations for online travel agency (Customer perception of experience: **Good** | Neutral | **Bad**)

- | | | | | | | | | |
|--|---|--|--|--|---|--|---|--|
| <ul style="list-style-type: none"> None | <ul style="list-style-type: none"> Compare prices of different travel destinations and packages | <ul style="list-style-type: none"> Compare prices of different itineraries | <ul style="list-style-type: none"> Book cheapest flight that meets needs Book cheapest hotel that meets needs | <ul style="list-style-type: none"> None | <ul style="list-style-type: none"> Notify when flights are late Rebook flights when there is a missed connection | <ul style="list-style-type: none"> None | <ul style="list-style-type: none"> Notify when flights are late Rebook flights when there is a missed connection | <ul style="list-style-type: none"> None |
|--|---|--|--|--|---|--|---|--|

Emotional state of persona



Sharon

- Has a Starbucks card
- Tries too hard to be cool
- Enjoys swing chairs



Pam

- Still shops in the Juniors section
- Always has snacks on the counter
- Drives a mini van with movie screens



Carol

- Uses terms like "blood orange"
- PTA Mom
- Is the saltiest of the suburban white moms



Susan

- Runs a "Homelife" blog
- Facebook mom
- Makes great quinoa



Jillian

- Has fifty kids
- Just wants to take a nap
- Likes the house at 9000°C



Helen

- Neighborhood Association president
- Is sick of your kid's 833
- Will fight you

Persona

Donna Redding, Suburban mom

Stages of journey



Customer needs and activities

- | | | | | |
|--|---|--|--|---|
| <ul style="list-style-type: none">• Find out about school vacations• Find out about family events | <ul style="list-style-type: none">• Discuss with family• Discuss with friends• Read magazines• Review online travel sites• Get sense of costs | <ul style="list-style-type: none">• Discuss with family• Search online for details on top options | <ul style="list-style-type: none">• Book cheapest flight and hotel that meets needs of the entire family | <ul style="list-style-type: none">• • |
|--|---|--|--|---|



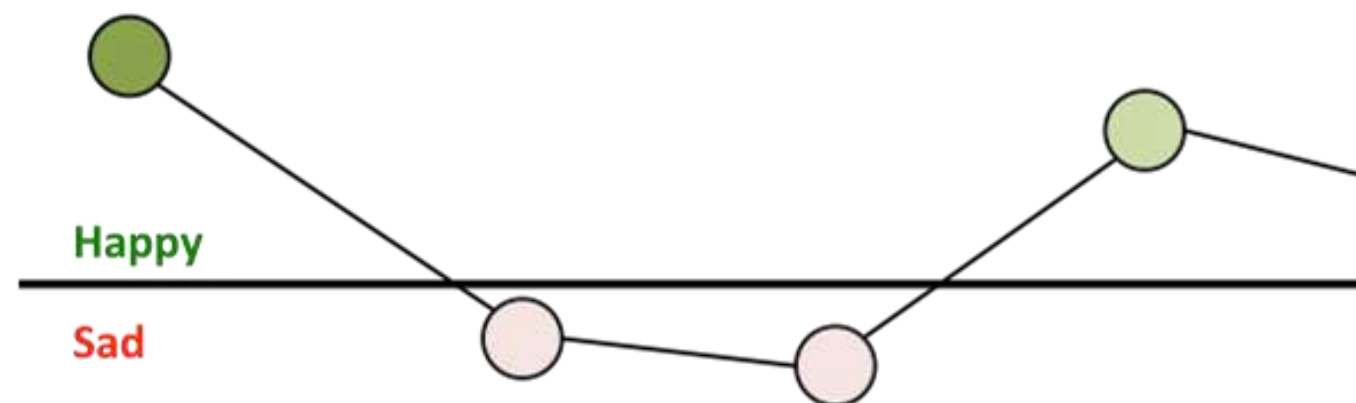
Stages of journey



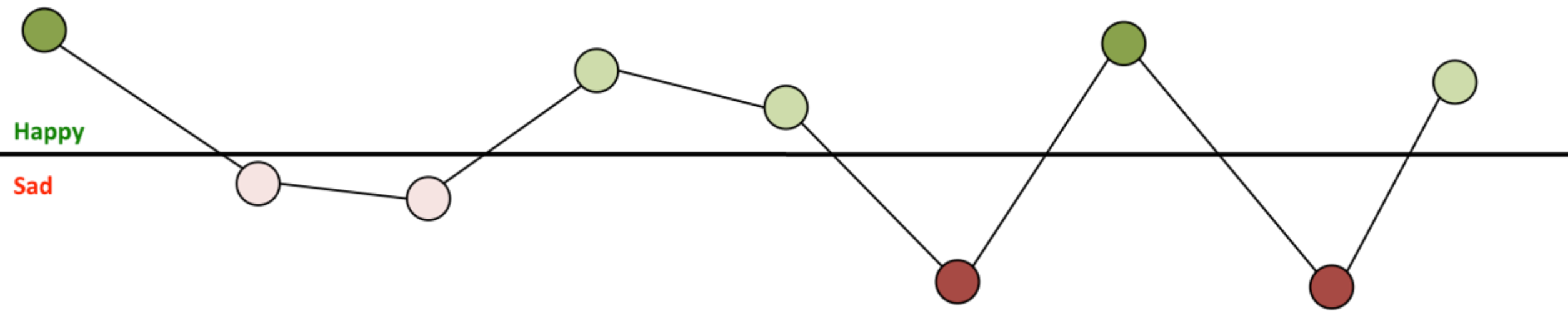
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Emotional state of persona



Emotional state of persona

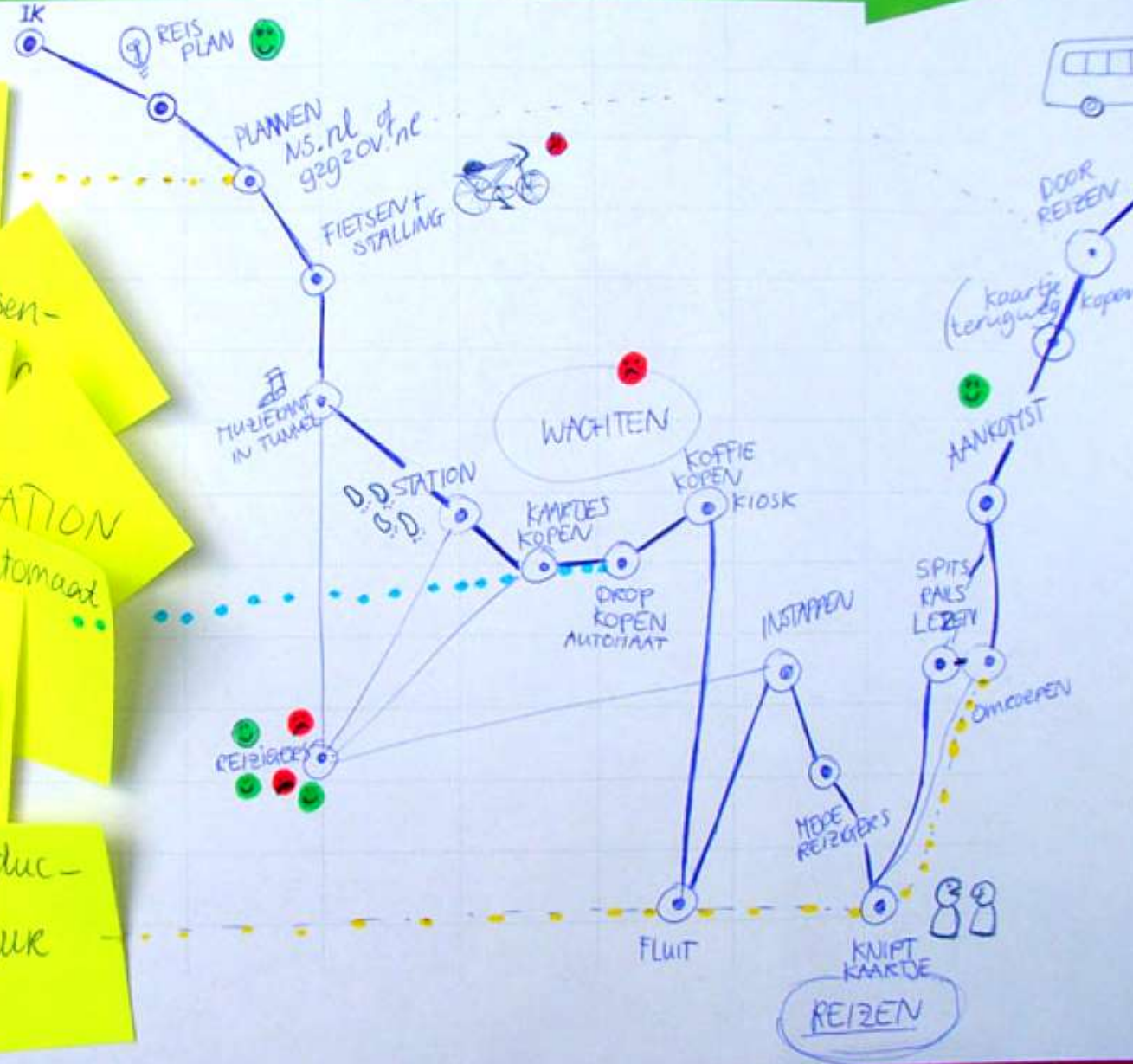


Potential opportunities for improvement

- Offer sample itineraries for family vacations
- Allow searches across multiple destinations, e.g., lowest cost options anywhere in Caribbean
- Provide reviews of hotels from previous families on vacation at hotels
- Explore closing “white space” with vacation scheduling that includes restaurants & excursions
- Develop proactive rebooking based on family traveler profile
- Explore closing “white space” by sending targeted offers based on family itinerary
- Develop proactive rebooking based on family traveler profile
- Provide capability to easily share photos, comments and details of itinerary



Customer Journey Map TREINREIS



Mya Smeets
WOON IN DELFT
&
WERK IN UTRECHT

recente ervaring
studiegenoten
de trein
geen komen,
diken ook in
Utrecht



Anouk

recente ervaring
reisgenoten +
zuidelijke
ek op klein
niveau +4 (d.
el vrienden
de Randstad)
milie in
roningen
eeds meer
activiteiten in
recht

fietsen-
muzikant
in tunnel

STATION
Automaat

trein
mede-
reizigers

conduc-
teur

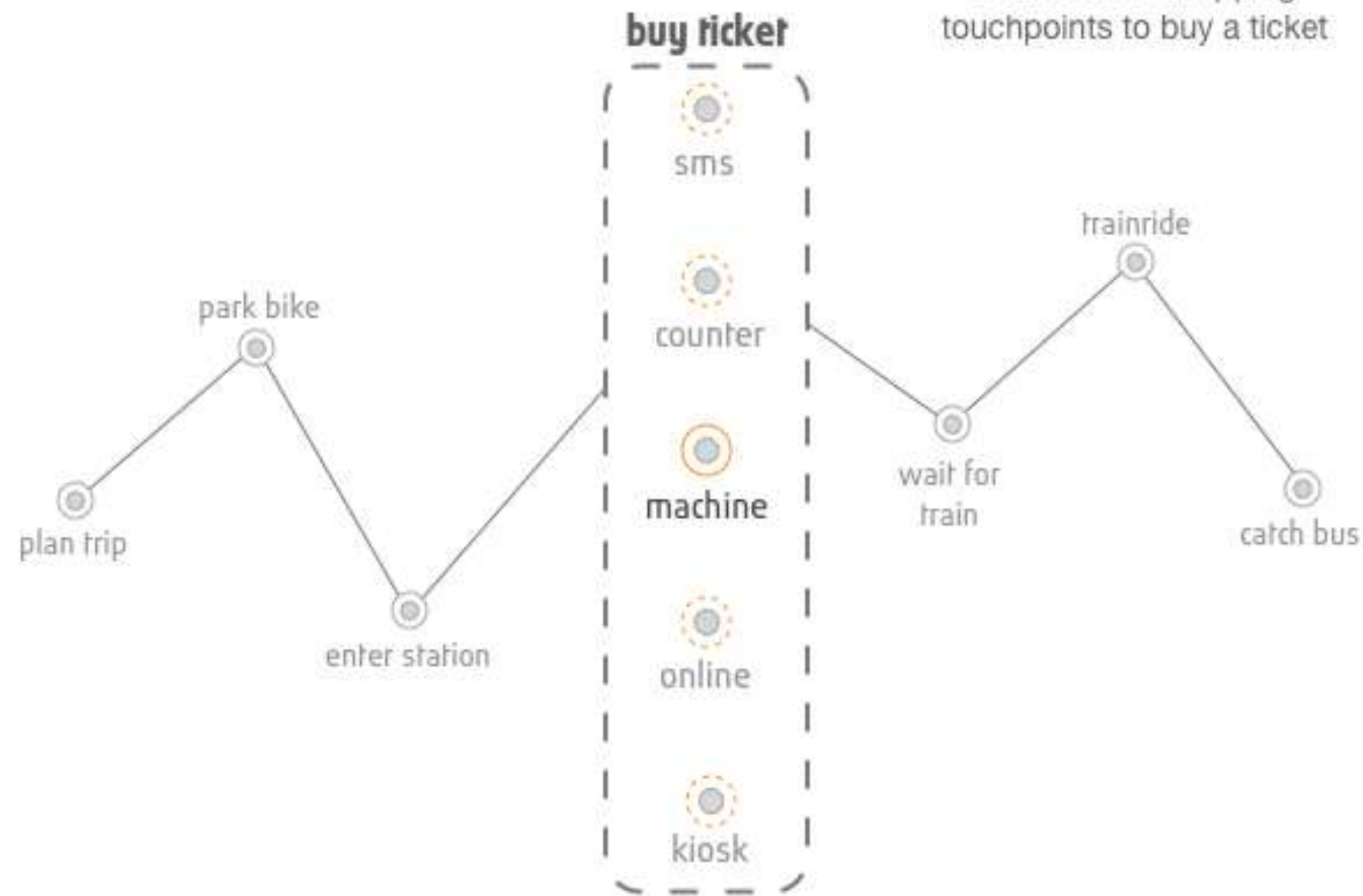


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The trainride

5 function overlapping touchpoints to buy a ticket



NEW
CUS

1.

BEFORE GOING TO THE LIBRARY



OUTSIDE THE LIBRARY



COMING IN TO THE LIBRARY



INTERIOR



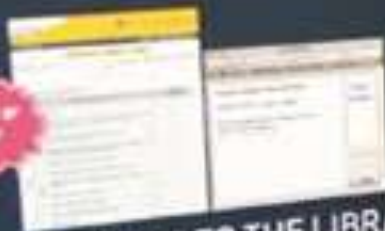
GOING OUT OF THE LIBRARY



SEARCHING FOR
INFO/BOOKS/
SERVICES

2.

BEFORE GOING TO THE LIBRARY



COMING IN TO THE LIBRARY



INTERIOR



GOING OUT OF THE LIBRARY



LIBRARY AS
A WORKING-
PLACE

NEEDS OF FLEXIBLE WORKSPACE



OUTSIDE THE LIBRARY



COMING IN TO THE LIBRARY



INTERIOR



GOING OUT OF THE LIBRARY



GOING OUT OF THE LIBRARY

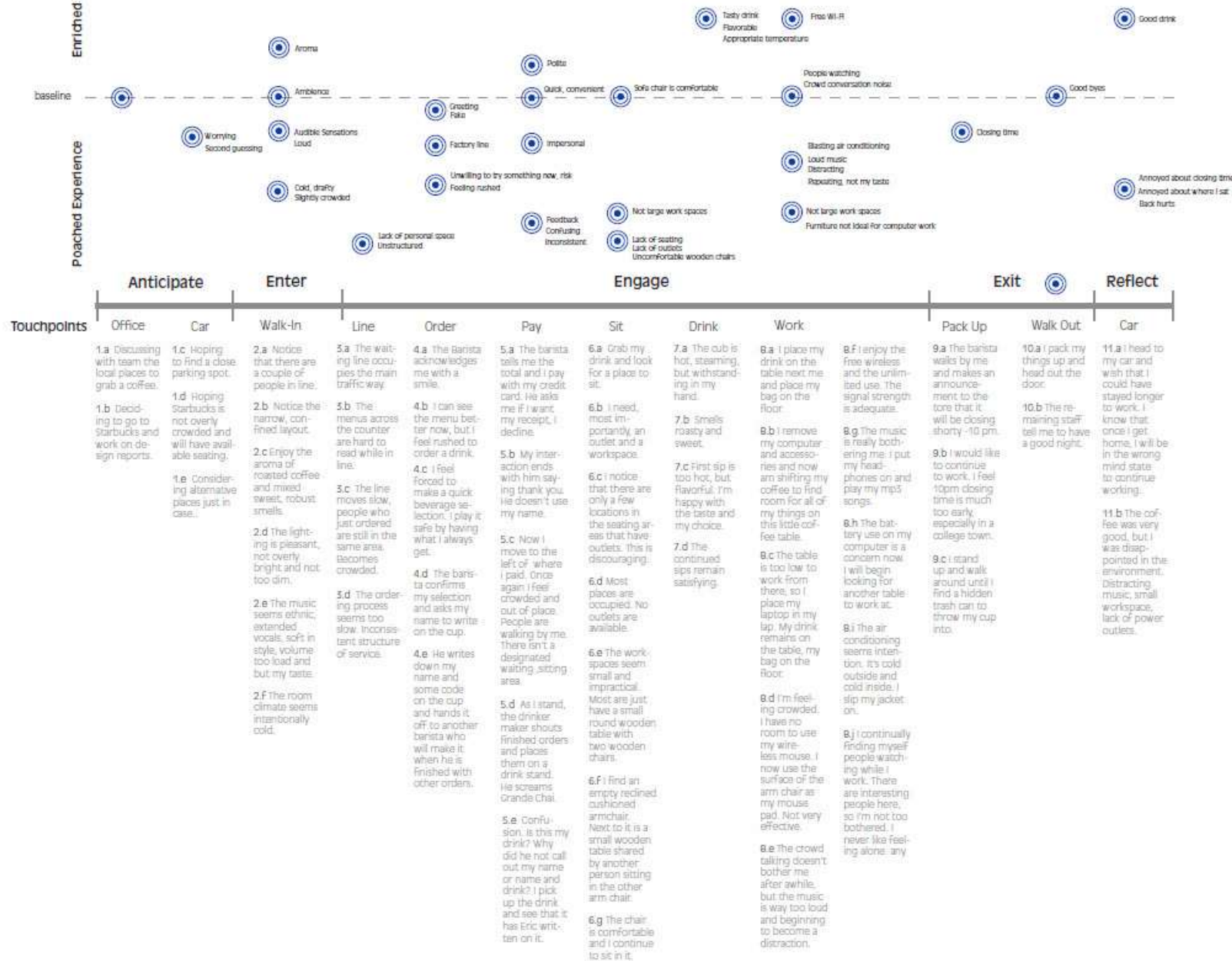


GOING OUT OF THE LIBRARY



GOING OUT OF THE LIBRARY

VE
IVA





Starbucks Experience Map

Date: 3/22/10

Eric - Repeat Customer

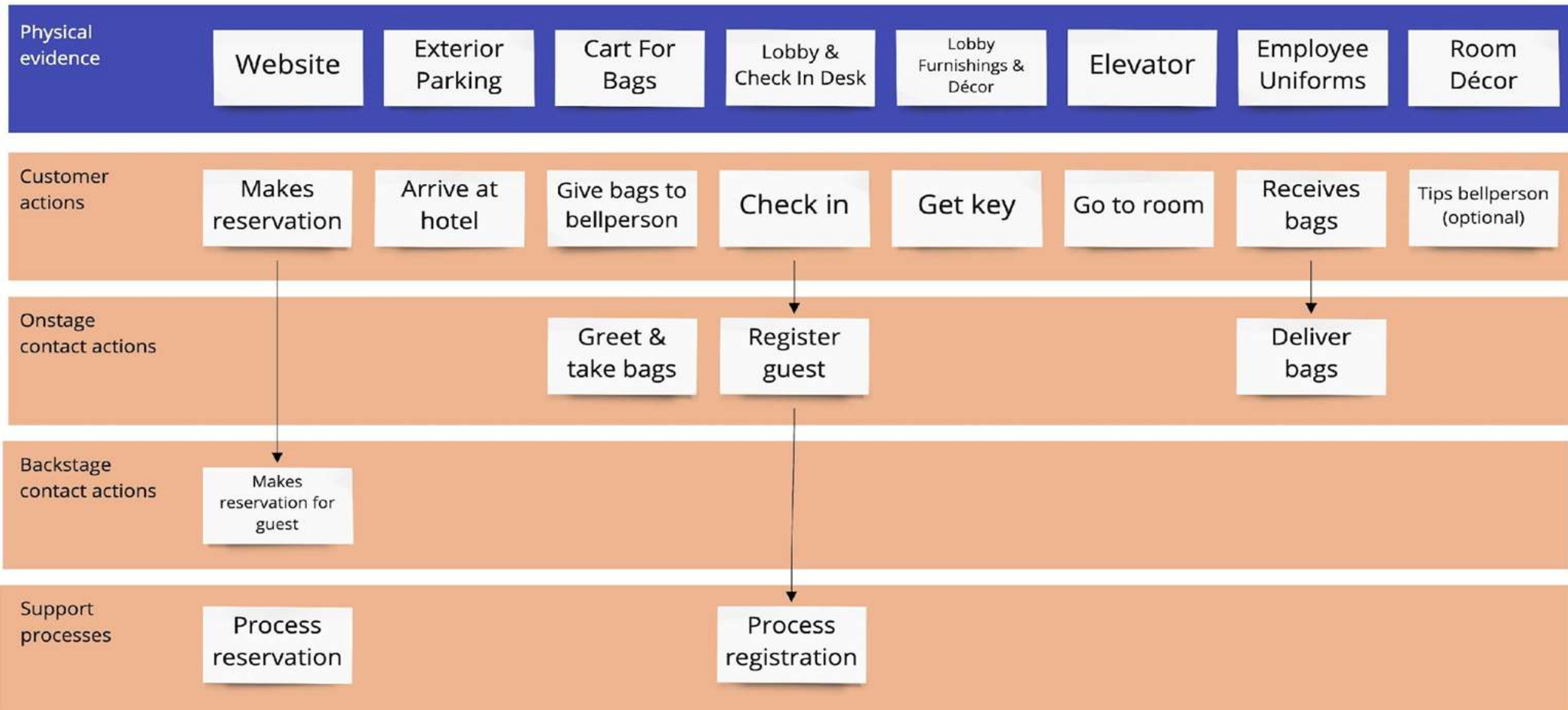
Purpose: To work/drink coffee



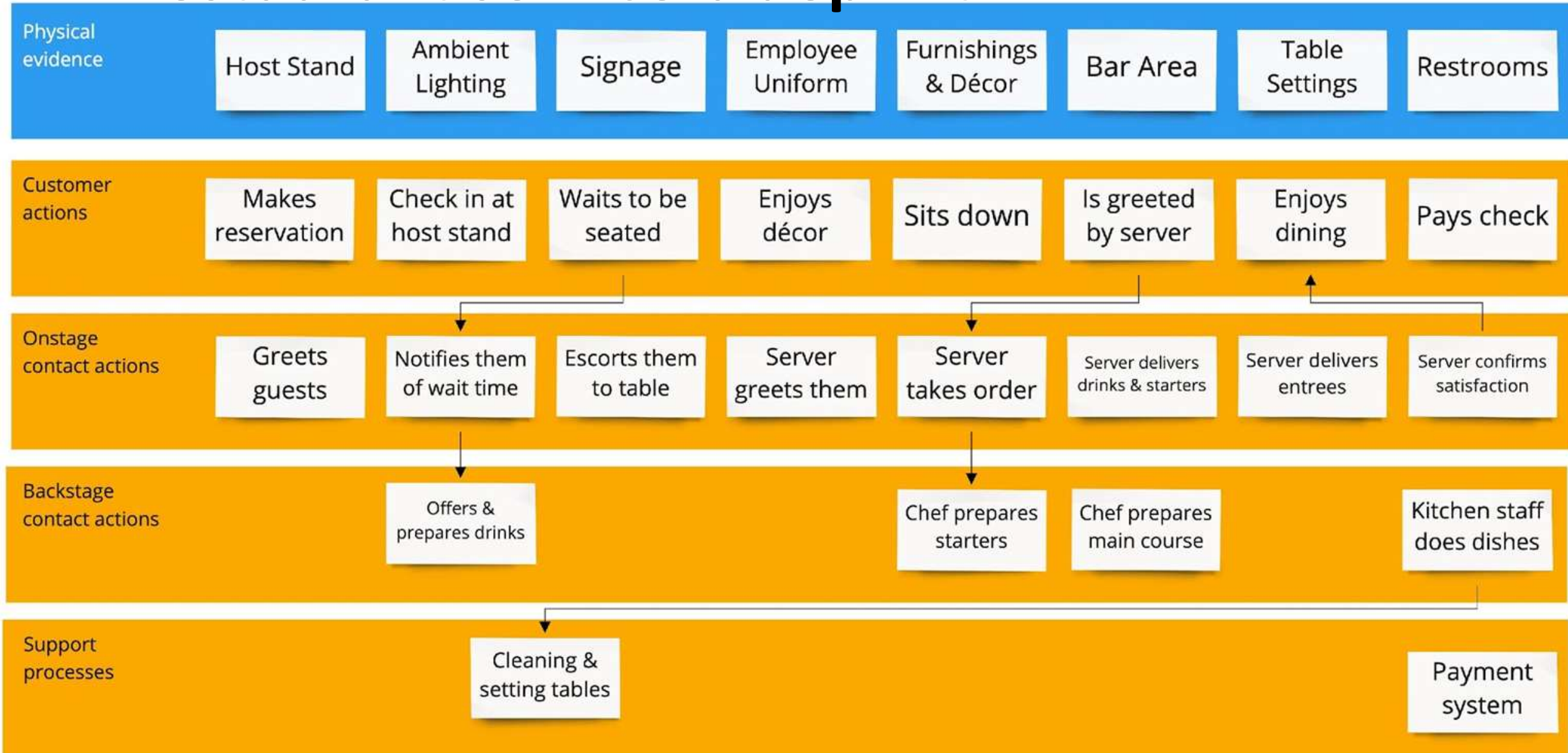
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INNOVAZIONE
RICERCA EDUCATIVA

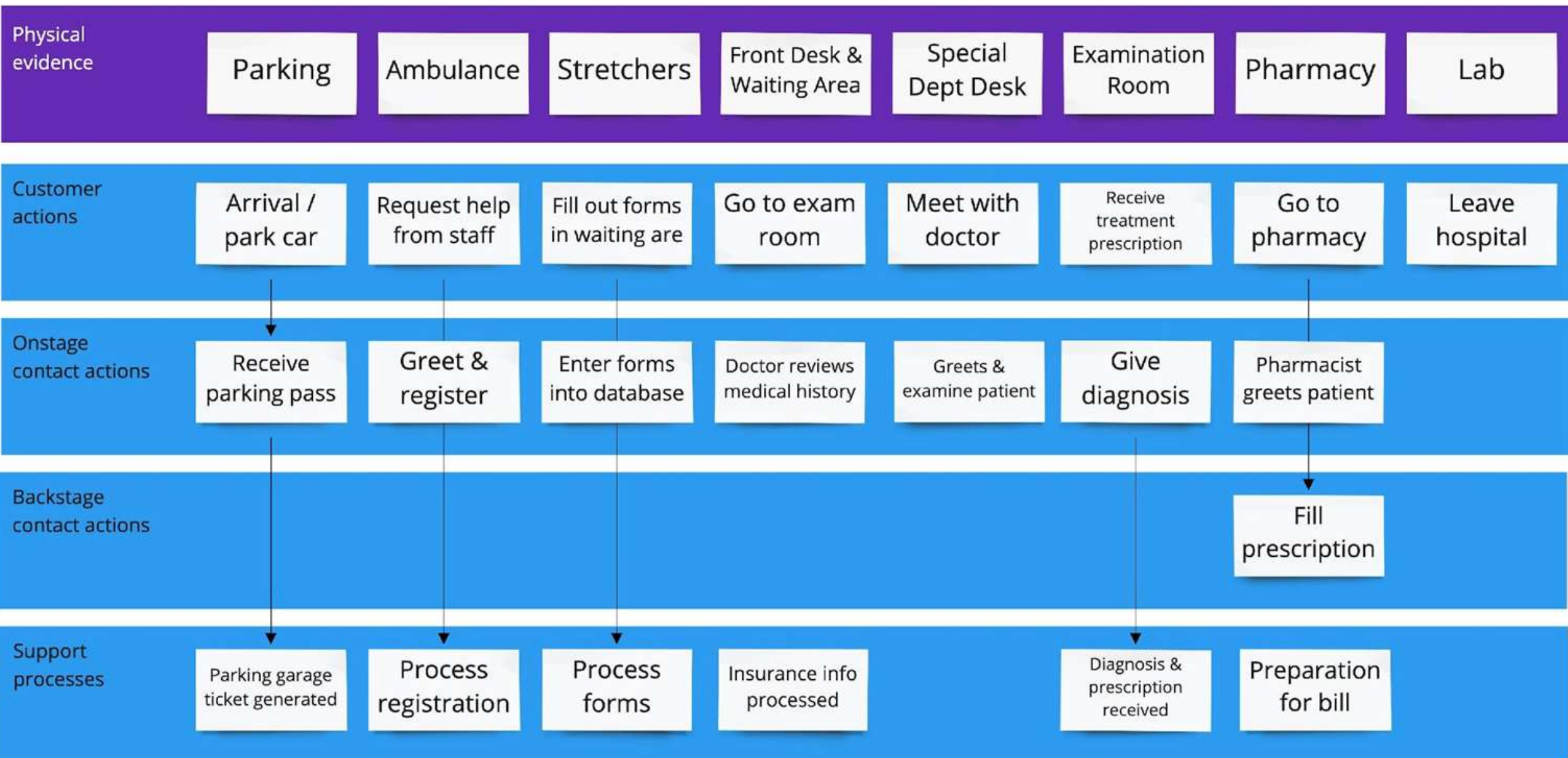
Service Blueprint (Hotel)



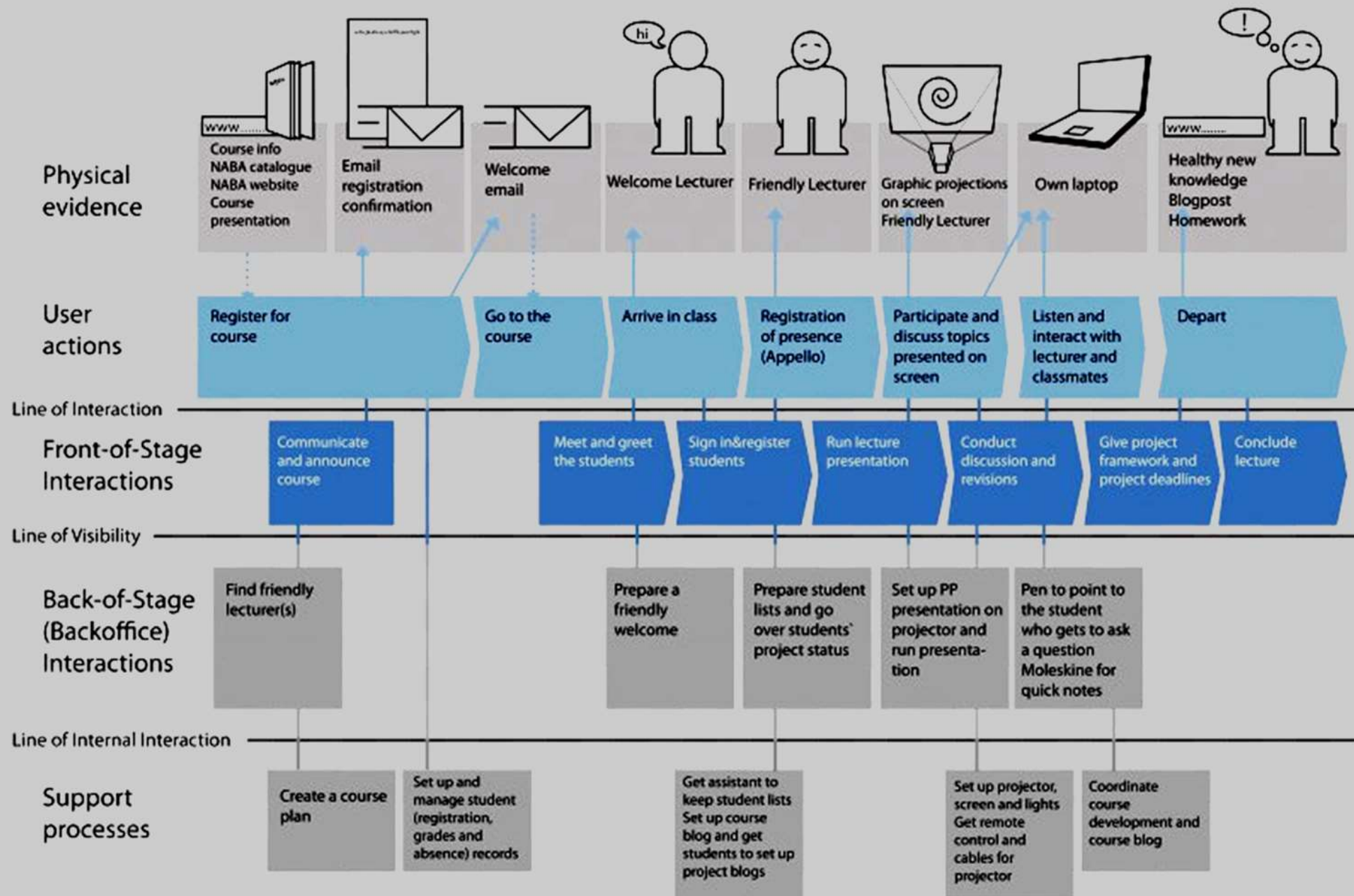
Restaurant service blueprint



Hospital service blueprint



Service Blueprint for the Urban Marketing Class, NABA Design



Physical Evidence

Parking Area

Ticket Counter

Exhibition Area

Customer Actions

Parking Vehicle

Entering Museum

Booking and ticket payment

Entering Exhibition area

Visiting, taking a picture

Leaving the museum

Front of Stage Interactions

Showing the parking lot

Greeting from ticket counter officer

Process Payment

Check and marking ticket by security

Explain information relate the museum collections

Line of interaction

Back of Stage Interactions

Financial records

Visitor records

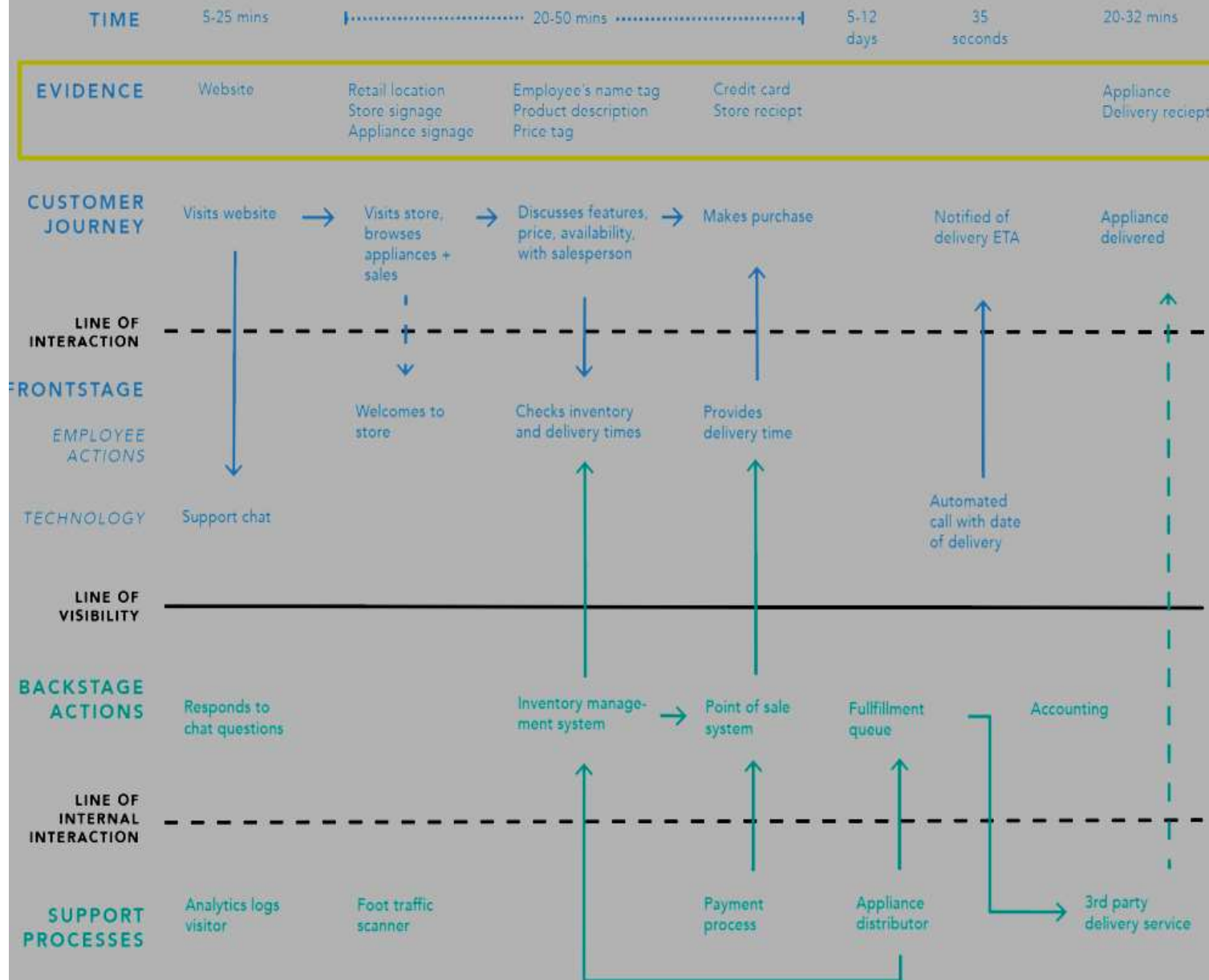
Line of visibility

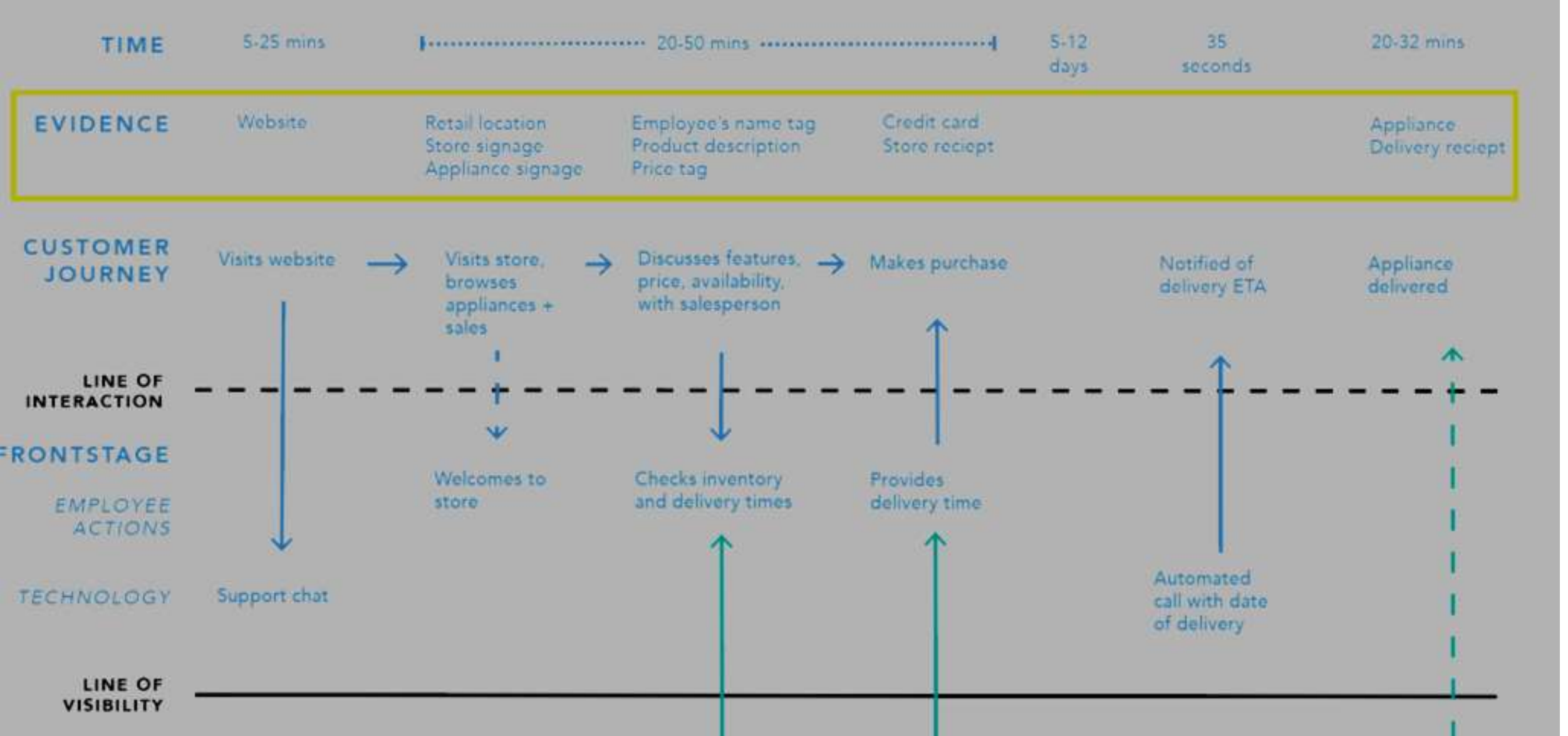
Support Processes

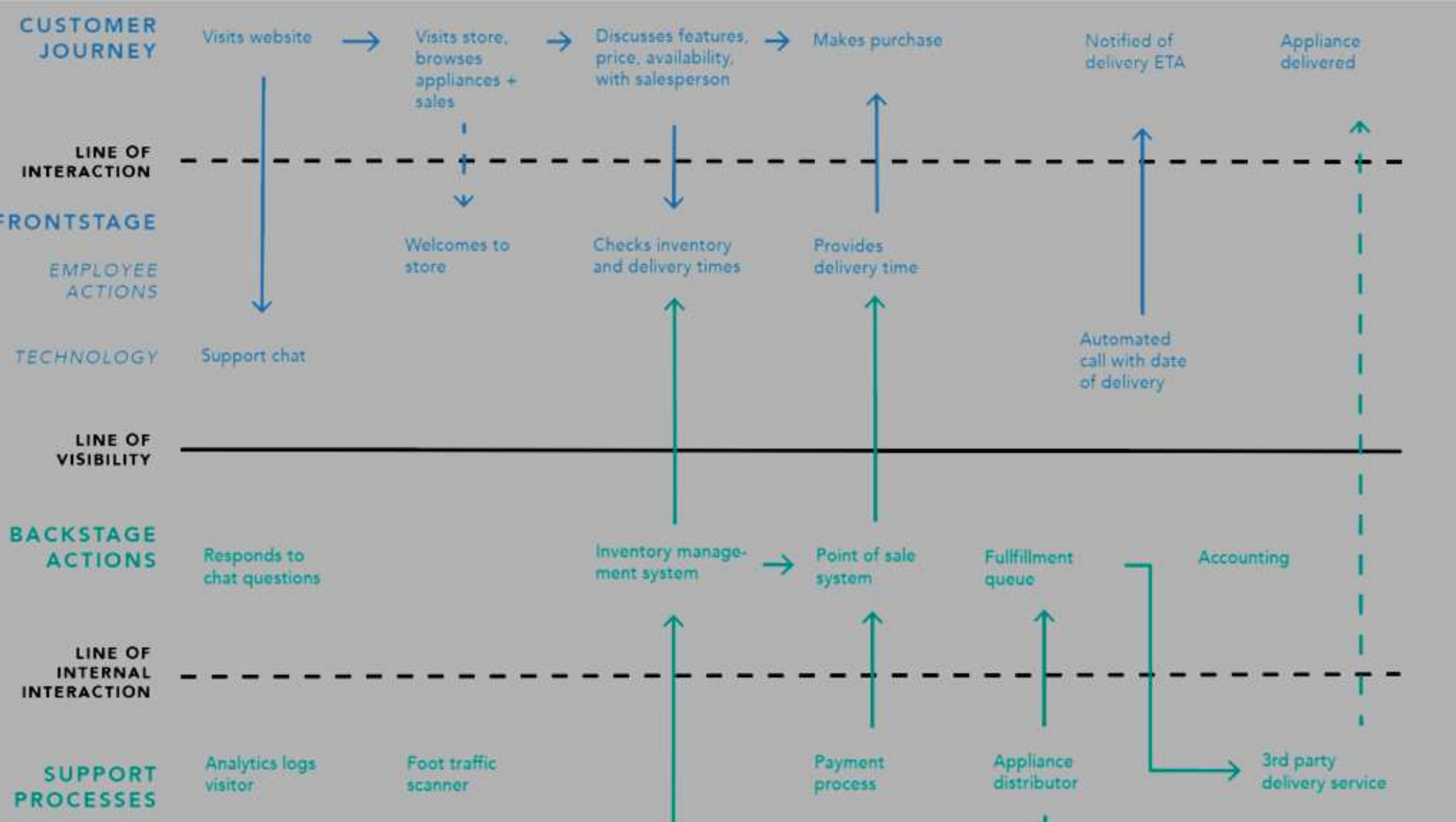
Payment system

Line of internal interaction

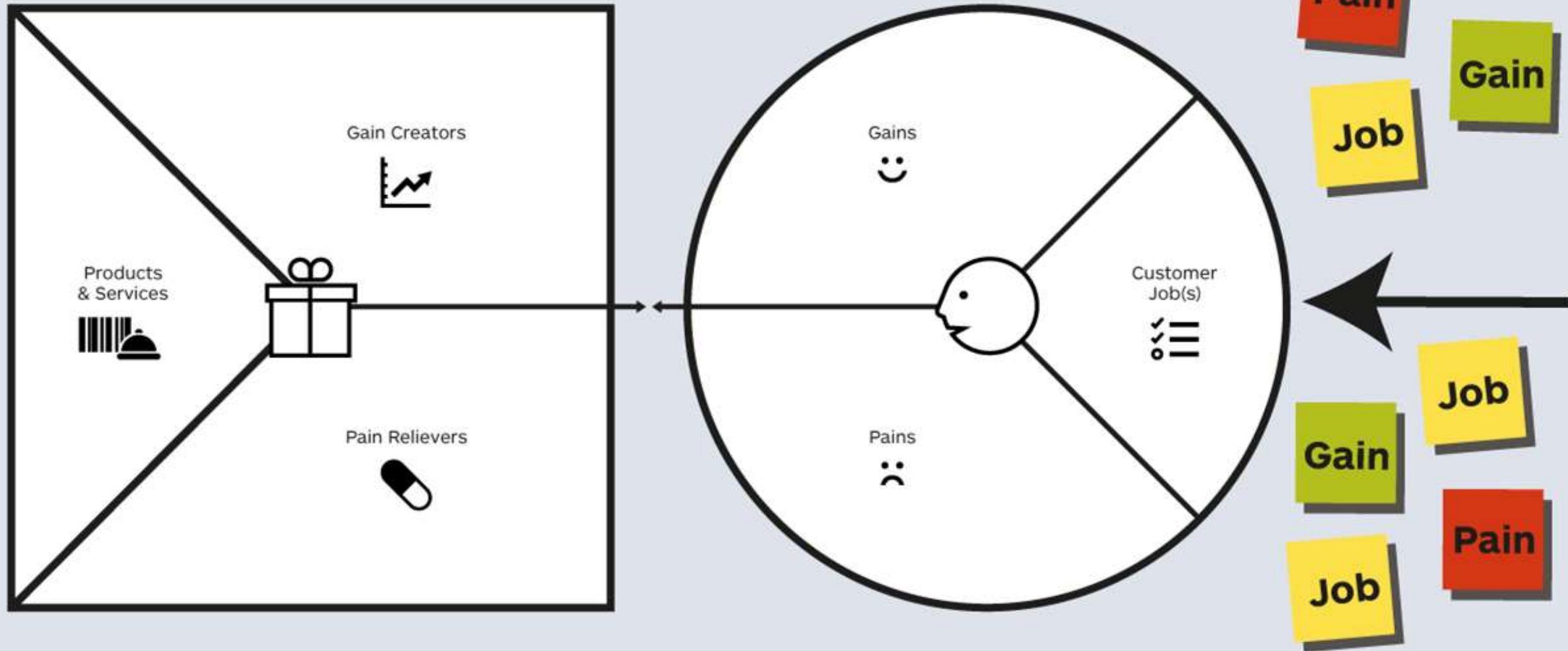
SERVICE BLUEPRINT *Example (Appliance Retailer)*



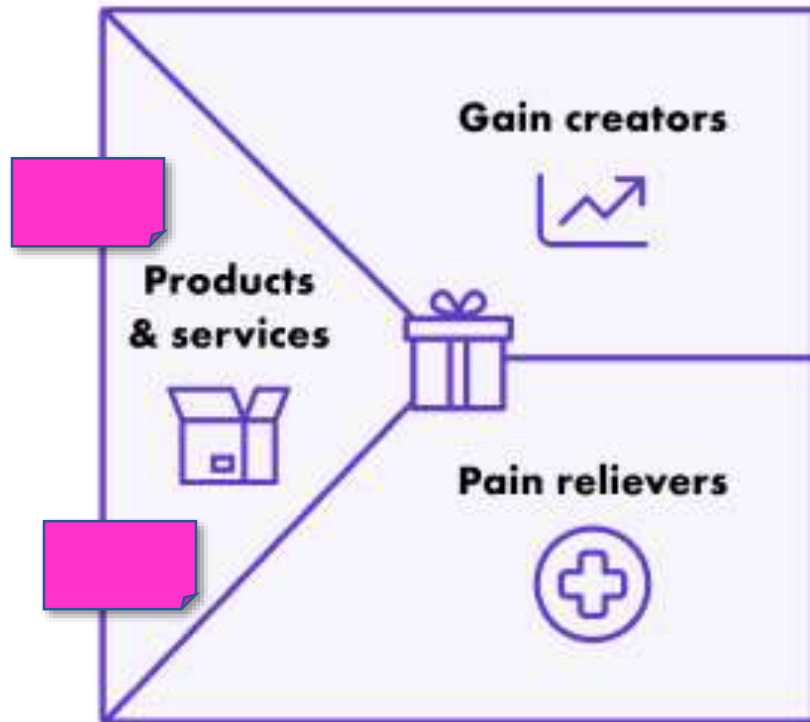




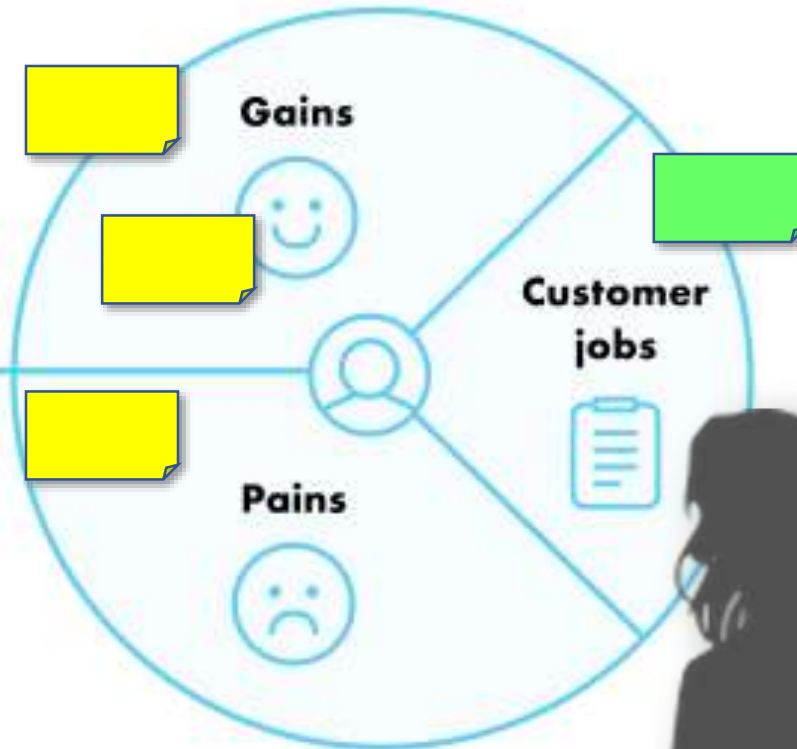
Customer Insights



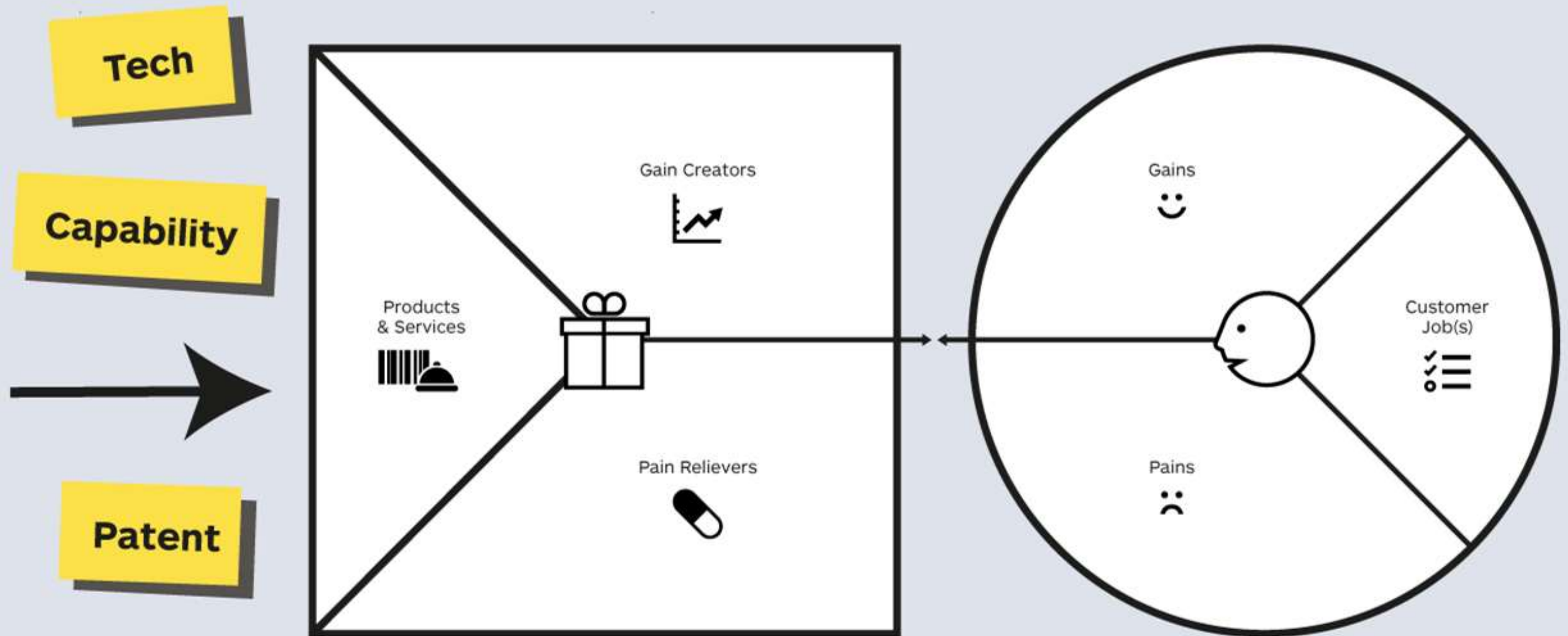
Value proposition



Customer profile



Asset or Opportunity



<https://www.strategyzer.com/blog/starting-with-the-customer/>

Think and Feel

"This is ridiculous. There's already a tool for finding my keys. It's called memory."

"I am so frustrated about having this

last-minute problem each time I want to head out."

"I worry I'll be called out for reaching late every day."

Hear

"Let me ask my colleagues how they use these apps."

"I heard someone at the supermarket saying they found an app for meditation. They swore by it."

See

"All my colleagues use apps for their daily functioning. It seems to have made them more efficient at work too."

Say and Do

"I'm so forgetful. I want an app that helps me find my keys."

"Let's find some YouTube videos on how to solve this key problem."

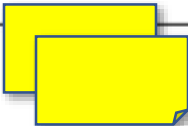
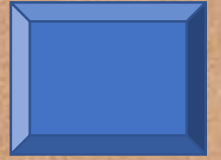
Pain points

"Weak memory."

"Rushed environment."

Gains

"Ease in finding everyday items that are easily misplaced in the house."



pains

- meta data management
- lack of unified comm.
- weak delivery capabilities
- data insecurity
- the new guy



THE C.I.O.

gains

- mobile apps
- agile enterprise software
- outside providers assembling & managing tech
- cloud computing



- During the start and the continuation of the internship period, the mentor of the student from the university and the responsible manager of the enterprise are in close contact.

- Big enterprises select interns in accordance with some criteria. So, if the intern is successful, the enterprise may offer recruitment.

There are 2 internship periods for university students; first: after the 3rd class, and second: after the 4th class, during the summer holidays.

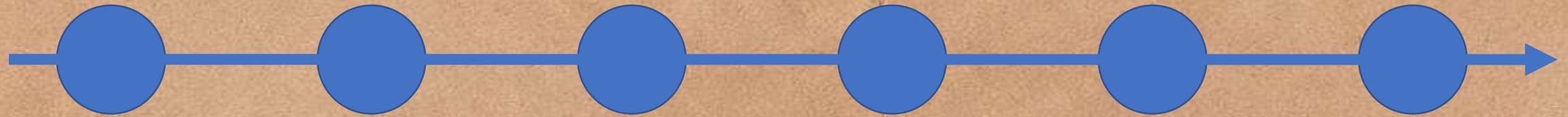
The duration of each internship is 30 working days. At each faculty and school, the internship committees (the members are the academicians) manage the whole process.

** The internship before employment (after graduation from university) is not developed. Instead; some enterprises employ new graduates as nominees for max 6 months and then employ or not.

*** Two years before, by Presidential Human Resources Office started a National Internship Program for planning and matching the enterprise and the interns at the national level.

**** Some universities do paperless internships over a portal.

Service Blueprint



○

INTERNSHIP
PLAN

PRACTICAL WORKBOOK

Name and Address

Supervisor's Report

Work Done

DAILY REPORT

BUSINESS DEPARTMENT
INTERNSHIP REPORT

28... - 28... EDUCATIONAL PERIOD

Report Writing Date

YOUR STUDENT

NAME AND SURNAME

ITS NUMBER

INSTITUTION WITH INTERNSHIP

NAME

ADDRESS

INTERNSHIP DATE : Start .../.../... End .../.../...

INTERNSHIP WAS MADE SECTION

PHONE NUMBER

WEBSITE

FINAL REPORT

MINISTRY OF NATIONAL EDUCATION

EVALUATION FORM

NO.	EVALUATION CRITERIA	SCORE
1	1. The student's name and surname are correctly written.	
2	2. The student's ITS number is correctly written.	
3	3. The student's name and surname are correctly written.	
4	4. The student's ITS number is correctly written.	
5	5. The student's name and surname are correctly written.	
6	6. The student's ITS number is correctly written.	
7	7. The student's name and surname are correctly written.	
8	8. The student's ITS number is correctly written.	
9	9. The student's name and surname are correctly written.	
10	10. The student's ITS number is correctly written.	
11	11. The student's name and surname are correctly written.	
12	12. The student's ITS number is correctly written.	
13	13. The student's name and surname are correctly written.	
14	14. The student's ITS number is correctly written.	
15	15. The student's name and surname are correctly written.	
16	16. The student's ITS number is correctly written.	
17	17. The student's name and surname are correctly written.	
18	18. The student's ITS number is correctly written.	
19	19. The student's name and surname are correctly written.	
20	20. The student's ITS number is correctly written.	

EVALUATION FORM

Components of the system

- A service blueprint for the internship service could include the following components, considering the users - the intern, the school supervisor, and the company's mentor:



Personas of the system

A service blueprint for A NEW internship service should consider the following “PERSONAS” (THE USERS) the intern, the school supervisor, and the company's mentor:



Frontstage components:

These are the interactive components of the internship.
They include:

- **Application process:** This is the process through which the student applies for the internship, including submitting the application, being selected, and being interviewed by the company mentor.
- **Internship onboarding:** This is the process through which the student is introduced to the host organization, including receiving necessary documents and information.
- **Daily tasks and responsibilities:** These are the tasks and responsibilities that the student is expected to perform during the internship.
- **Mentorship sessions:** These are the sessions in which the student receives guidance, feedback, and support from the company mentor.
- **Performance assessments:** This is the process through which the school supervisor and/or company mentor assess the intern's performance and progress.

Backstage components:

These are the interactions that are not visible to the intern, school supervisor, and company mentor. They include:

- **Intern selection process:** This is the process through which the host organization selects the intern, including reviewing resumes and cover letters, conducting interviews, and making a decision.
- **Internship design and planning:** This is the process through which the host organization designs and plans the internship program, including setting goals, responsibilities, and expectations.
- **Mentorship preparation:** This is the process through which the mentor prepares for mentorship sessions, including researching the intern's background and goals, and developing a mentorship plan.
- **Performance evaluation preparation:** This is the process through which the school supervisor and/or company mentor prepares for performance evaluations, including reviewing the intern's work and progress, and preparing feedback.

Artifacts and forms

- 1. Daily notes taken every day during the internship by the intern.
- 2. The report prepared and submitted by the intern at the end of the internship.
- 3. The evaluation form is to be filled out by the responsible manager of the enterprise.
- Other





TR
NEVŞEHİR HACI BEKTAŞ VELİ UNIVERSITY FACULTY
OF ECONOMICS AND ADMINISTRATIVE SCIENCES
INTERNSHIP EVALUATION FORM

(This page will be filled by the Institution/Workplace where the Internship was held.)

INTERNSHIP PERSON'S			
Name and Surname Student			
Number & e-mail address		Academic year	
Residential Address (Address at the place of internship)		Phone number	

PLACE OF INTERNSHIP			
Company Name/Title			
Address			
Production/Service Area			
Phone number			
E-mail Address			
Internship Start Date		End Date	Duration(days)
			Working Days
Signature / Stamp			

Dear Sir/Madam,
Please fill in the table below in order to determine the degree of benefiting from the internship according to professional knowledge, skills and communication skills of our student who has completed the internship program in your institution/workplace. Thank you for your careful evaluation of 8 points for each item.

No	ASSESSMENT CRITERIA	SCORE (out of 8 points)
1	Ability to apply the acquired professional knowledge	
2	Compliance with workplace rules (coming to work on time, compliance with working hours, appropriate clothing, compliance with occupational safety rules, etc.)	
3	Ability to use tools and equipment suitable for the job	
4	Willingness to learn and taking responsibility	
5	Timely fulfillment of responsibilities	
6	Decision power	
7	Decision solving ability	
8	Contribution to the institution	
9	Ability to work in groups, ability to	
10	communicate, 11 Contribution to	
11	the work	
12	Tendency to do research	
13	Seeking opportunities for self-development	
14	Creative thinking ability 15	
15	Compatibility with colleagues	
16	Consistency with the people he is	
17	responsible for 17 Degree of taking initiative	
18	Contribution to social values	
19	Leadership skills	
20	The Potential To Teach Others	
TOTAL SCORE		

NOTE: This form will be sent to the Dean of Economics and Administrative Sciences of Nevşehir Hacı Bektaş Veli University by post or by the student in a sealed, sealed envelope after this form is filled, signed and stamped. If the workplace without, it can take a copy of this form to its own records by photocopying.

PRACTICAL WORKBOOK

department		PHOTOGRAPH		
its number				
Name and surname				
Year he entered the				
faculty Study period	-	2	3	
Date of Practical Work Started				.../.../20...
End of Practical Work				.../.../20...
How Many Working Days of Practical Work				(.....) work day

Name and Address:	
Supervisor Approving the Book on behalf of the Workplace:	
Name:	I certify that the student whose ID and photo is above has done practical work at our workplace on working days and has organized this notebook himself.
Surname:	
Title Dip:	
no:	
Phone registration number:	

Work Done:
.....work is accepted as dailytime work.
It was not considered acceptable.

Chairman of the Commission	Member	Member
Name and Surname:		
Signature:		
History:	/20...	/20...

BUSINESS DEPARTMENT

INTERNSHIP REPORT

20... - 20... EDUCATIONAL PERIOD

<Report Writing Date>

YOUR STUDENT

NAME AND SURNAME :

ITS NUMBER :

INSTITUTION WITH INTERNSHIP

NAME :

ADDRESS :

INTERNSHIP DATE : Start: .../.../... End: .../.../...

INTERNSHIP WAS MADE
SECTION :

PHONE NUMBER :

WEBSITE :

EVALUATION FORM

DAILY REPORT

FINAL REPORT

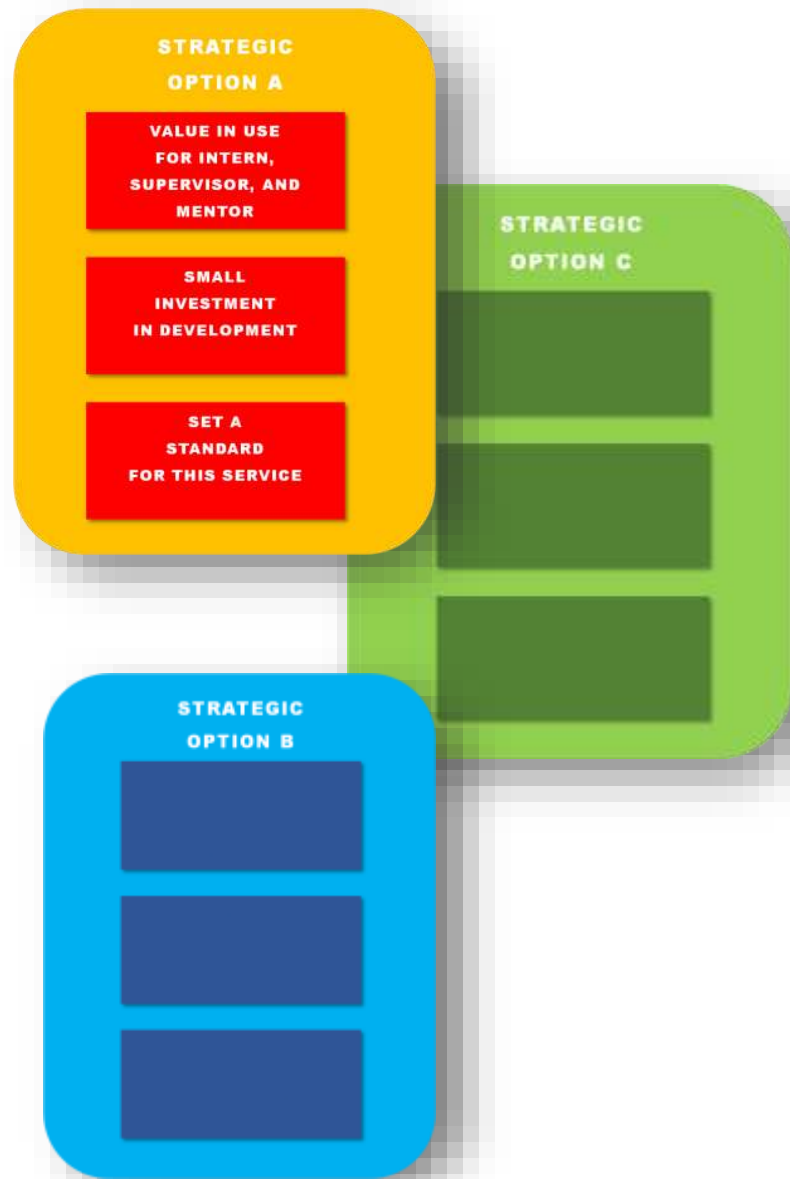


INDIRE
ISTITUTO NAZIONALE
DOCUMENTAZIONE
INNOVAZIONE
RICERCA EDUCATIVA

From Strategy to Solutions



Service Design Process Simulation



Critical succes factors for an Internship (brainstorming)

VALUE IN USE FOR INTERN, SUPERVISOR, AND MENTOR

Clear and realistic expectations:
Both the intern and the organization should have a clear understanding of the goals, responsibilities, and expectations for the internship.

Mentorship:
A good mentor can provide guidance, feedback, and support for the intern's professional development.

Good communication:
Good communication between the intern, supervisor, and organization is essential for a positive internship experience.

Relevant and meaningful tasks:
Interns should be given tasks that are relevant to their field of study and that challenge and stretch their abilities.

Flexibility:
The internship should be flexible enough to accommodate the intern's learning style and pace.

Professional development:
The internship should provide the intern with opportunities for professional development and growth.

Opportunities for networking:
Interns should be given opportunities to network with other professionals in the organization and in their field.

Feedback:
Regular feedback should be provided to the intern to help them understand their progress and areas for improvement.

Clear and realistic expectations:

Both the intern and the organization should have a clear understanding of the goals, responsibilities, and expectations for the internship.

I BELIEVED THE COMPANY
WANTED ME TO DO MARKETING
BUT THEY WANTED ME TO DO
SALES.
AND I DIDN'T LIKE IT



PAIN

Relevant and meaningful tasks:

Interns should be given tasks that are relevant to their field of study and that challenge and stretch their abilities.

**CRM
IS NOT WARMLY GREETING
CUSTOMERS!**



PAIN

Opportunities for networking:

Interns should be given opportunities to network with other professionals in the organization and in their field.

**I FOUND MANY NEW CONTACTS
WHO WILL BE USEFUL IN MY
FUTURE CAREER!**



Mentorship:

A good mentor can provide guidance, feedback, and support for the intern's professional development.



PAIN

Good communication:

Good communication between the intern, supervisor, and organization is essential for a positive internship experience.



Flexibility:

The internship should be flexible enough to accommodate the intern's learning style and pace.

I LOVED THAT I COULD
ALTERNATE A JOB AT THE DESK
WITH ONE IN THE FIELD



Feedback:

Regular feedback should be provided to the intern to help them understand their progress and areas for improvement.

I UNDERSTOOD ONLY ON THE
LAST DAY OF THE INTERNSHIP
THAT I DIDN'T UNDERSTAND
ANYTHING!

PAIN

APPRAISAL =
POOR PERFORMANCE
**THE INTERNSHIP HAS
FAILED**

Professional development:

The internship should provide the intern with opportunities for professional development and growth.

GAIN

IN THE COMPANY THEY PROVIDED
ME WITH AN INTERESTING
EXPERIENCE AND CAREER PLAN



RANKING OF USER NEEDS

**VALUE IN USE
FOR INTERN, SUPERVISOR,
AND MENTOR**

1. Clear and realistic expectations

2. Mentorship

3. Good communication

4. Relevant and meaningful tasks

5. Flexibility

6. Professional development

7. Feedback

8. Opportunities for networking

The different touches of the customer journey of the intern.

- **Awareness:** This is the stage where the intern becomes aware of the internship opportunity and starts to research it. Gains in this stage include learning about new opportunities, gaining a sense of what the internship entails, and understanding the potential benefits of the experience. Pains in this stage include a lack of information, confusion about the internship, and difficulty in finding the right opportunity.
- **Interest:** This is the stage where the intern expresses interest in the internship and begins to apply. Gains in this stage include a sense of excitement about the opportunity, a sense of accomplishment in applying, and a sense of hope for the future. Pains in this stage include a lack of confidence in the application, uncertainty about the outcome, and a sense of disappointment if the application is not accepted.
- **Evaluation:** This is the stage where the intern's application is evaluated by the host organization. Gains in this stage include a sense of validation and recognition for the intern's qualifications, and a sense of hope for the future. Pains in this stage include a lack of feedback, a sense of rejection if the application is not accepted, and a sense of uncertainty about the outcome.

Product requirements

- Chat/messaging: A feature that allows the intern, supervisor, and host organization to communicate in real-time through a chat or messaging platform, which allows for quick and easy communication.
- Email integration: A feature that allows the intern, supervisor, and host organization to receive and send emails through the application, which can be useful for more formal communication or for sending attachments.
- Calendar integration: A feature that allows the intern, supervisor, and host organization to schedule and keep track of meetings and other events, which can be useful for coordinating schedules and ensuring that all parties are on the same page.
- Notification system: A feature that sends notifications to the intern, supervisor, and host organization when something new or important happens such as meeting reminders, feedback, progress updates.
- Document sharing: A feature that allows the intern, supervisor, and host organization to share and collaborate on documents, such as reports and presentations, which can be useful for keeping everyone on the same page and for tracking progress.
- Video conferencing: A feature that allows the intern, supervisor, and host organization to conduct virtual meetings, which can be especially useful during times when in-person meetings are not possible.
- Access control: A feature that allows the intern, supervisor and host organization to have different access levels and permissions to the app, which can ensure that the right people have access to the right information.

Product requirements (brainstorming)

Good communication:

Good communication between the intern, supervisor, and organization is essential for a positive internship experience.

Chat/messaging:

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CSF and Product requirements

Good communication:

Good communication between the intern, supervisor, and organization is essential for a positive internship experience.

Chat/messaging

Video conferencing

Access control

Notification system

Email integration

Calendar integration

Document sharing

Service strategy, critical success factors and product requirements



The different touches of the customer journey of the intern.

- **A1. Selection:** This is the stage where the intern is selected for the internship. Gains in this stage include a sense of excitement and accomplishment, a sense of validation for the intern's qualifications, and a sense of hope for the future. Pains in this stage include a lack of feedback, a sense of rejection if the application is not accepted, and a sense of uncertainty about the outcome.
- **A2. Onboarding:** This is the stage where the intern begins the internship and becomes familiar with the organization and its policies and procedures. Gains in this stage include a sense of belonging, a sense of accomplishment in starting the internship, and a sense of hope for the future. Pains in this stage include a lack of information, confusion about the internship, and difficulty in finding the right resources.
- **A3. Performance:** This is the stage where the intern performs the tasks and responsibilities of the internship. Gains in this stage include a sense of accomplishment, a sense of validation for the intern's skills and abilities, and a sense of hope for the future. Pains in this stage include a lack of feedback, a sense of rejection if the intern's performance is not up to par, and a sense of uncertainty about the outcome.



The different touches of the customer journey of the intern.

- **A4. Feedback and Evaluation:** This is the stage where the intern, supervisor and host organization provide feedback and evaluation on the intern's performance. **Gains** in this stage include a sense of accomplishment, a sense of validation for the intern's skills and abilities, and a sense of hope for the future. **Pains** in this stage include a lack of feedback, a sense of rejection if the intern's performance is not up to par, and a sense of uncertainty about the outcome.
- **A5. Completion:** This is the stage where the intern completes the internship. **Gains** in this stage include a sense of accomplishment, a sense of validation for the intern's skills and abilities, and a sense of hope for the future. **Pains** in this stage include a lack of feedback, a sense of rejection if the intern's performance is not up to par, and a sense of uncertainty about the outcome.

THE INTERN'S JOURNEY

A1. Selection:

This is the stage where the intern is selected for the internship.

Gains in this stage include a sense of excitement and accomplishment, a sense of validation for the intern's qualifications, and a sense of hope for the future.

Pains in this stage include a lack of feedback, a sense of rejection if the application is not accepted, and a sense of uncertainty about the outcome.

A2. Onboarding:

This is the stage where the intern begins the internship and becomes familiar with the organization and its policies and procedures.

Gains in this stage include a sense of belonging, a sense of accomplishment in starting the internship, and a sense of hope for the future.

Pains in this stage include a lack of information, confusion about the internship, and difficulty in finding the right resources.

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This is the stage where the intern performs the tasks and responsibilities of the internship.

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This is the stage where the intern, supervisor and host organization provide feedback and evaluation on the intern's performance.

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THE INTERN'S JOURNEY



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Pains in this stage include a lack of feedback, a sense of rejection if the application is not accepted, and a sense of uncertainty about the outcome.

INSERT AN ICON ON THE PROFILE MEANING: "I'M HAPPY WITH THE INTERVIEW! CONGRATULATE ME!"

SUGGEST THE **MOOC** LESSON: "HOW TO PASS A RECRUITMENT INTERVIEW"

THIS IS A REQUIREMENT FOR THE APP DEVELOPER

ADD THE LESSON TO THE MOOC

THIS A REQUIREMENT FOR THE MOOC CONTENT PROVIDER

THE INTERN'S JOURNEY

A1. Selection:

This is the stage where the intern is selected for the internship.

A2. Onboarding:

This is the stage where the intern begins the internship and becomes familiar with the organization and its policies and procedures.

A3. Performance:

This is the stage where the intern performs the tasks and responsibilities of the internship.

A4. Feedback and Evaluation:

This is the stage where the intern, supervisor and host organization provide feedback and evaluation on the intern's performance.

A5. Completion:

This is the stage where the intern completes the internship.

SOFTWARE APPLICATION FEATURES

For the **intern**, the application could provide them with access to the organization's policies and procedures, as well as information on their responsibilities and expectations. It could also provide them with a platform for communication with their supervisor and mentor, and a way to track their progress and receive feedback.



Steps and touches of the "customer journey" of the supervisor of the internship

- **B1. Awareness:** This is the stage where the supervisor becomes aware of the internship opportunity and starts to research it. **Gains** in this stage include learning about new opportunities, gaining a sense of what the internship entails, and understanding the potential benefits of the experience for the students. **Pains** in this stage include a lack of information, confusion about the internship, and difficulty in finding the right opportunity.
- **B2. Interest:** This is the stage where the supervisor expresses interest in the internship and begins to promote it to the students. **Gains** in this stage include a sense of excitement about the opportunity, a sense of accomplishment in promoting it, and a sense of hope for the future. **Pains** in this stage include a lack of interest from students, uncertainty about the outcome, and a sense of disappointment if the students don't apply.
- **B3. Evaluation:** This is the stage where the students' applications are evaluated by the supervisor and the host organization. **Gains** in this stage include a sense of validation and recognition for the students' qualifications, and a sense of hope for the future. **Pains** in this stage include a lack of feedback, a sense of rejection if the application is not accepted, and a sense of uncertainty about the outcome.

Steps and touches of the "customer journey" of the supervisor of the internship

- **B4. Selection:** This is the stage where the students are selected for the internship. **Gains** in this stage include a sense of excitement and accomplishment, a sense of validation for the students' qualifications, and a sense of hope for the future. **Pains** in this stage include a lack of feedback, a sense of rejection if the application is not accepted, and a sense of uncertainty about the outcome.
- **B5. Onboarding:** This is the stage where the students begin the internship and become familiar with the organization and its policies and procedures. **Gains** in this stage include a sense of belonging for the students, a sense of accomplishment in starting the internship, and a sense of hope for the future. **Pains** in this stage include a lack of information, confusion about the internship, and difficulty in finding the right resources.
- **B6. Performance:** This is the stage where the students perform the tasks and responsibilities of the internship. **Gains** in this stage include a sense of accomplishment for the students, a sense of validation for their skills and abilities, and a sense of hope for the future. **Pains** in this stage include a lack of feedback, a sense of rejection if the students' performance is not up to par, and a sense of uncertainty about the outcome.



Steps and touches of the "customer journey" of the supervisor of the internship

- **B7. Feedback and Evaluation:** This is the stage where the supervisor, host organization and the students provide feedback and evaluation on the students' performance. **Gains** in this stage include a sense of accomplishment for the students, a sense of validation for their skills and abilities, and a sense of hope for the future. **Pains** in this stage include a lack of feedback, a sense of rejection if the students' performance is not up to par, and a sense of uncertainty about the outcome.
- **B8. Completion:** This is the stage where the students complete the internship. **Gains** in this stage include a sense of accomplishment for the students, a sense of validation for their skills and abilities, and a sense of hope for the future. **Pains** in this stage include a lack of feedback, a sense of rejection if the students' performance is not up to par, and a sense of uncertainty about the outcome.



B1. Awareness: This is the stage where the supervisor becomes aware of the internship opportunity and starts to research it.

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Pains in this stage include a lack of information, confusion about the internship, and difficulty in finding the right opportunity.

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Gains in this stage include a sense of excitement about the opportunity, a sense of accomplishment in promoting it, and a sense of hope for the future.

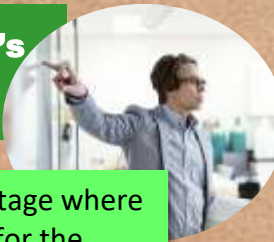
Pains in this stage include a lack of interest from students, uncertainty about the outcome, and a sense of disappointment if the students don't apply.

B3. Evaluation: This is the stage where the students' applications are evaluated by the supervisor and the host organization.

Gains in this stage include a sense of validation and recognition for the students' qualifications, and a sense of hope for the future.

Pains in this stage include a lack of feedback, a sense of rejection if the application is not accepted, and a sense of uncertainty about the outcome.

THE SUPERVISOR'S JOURNEY



B4. Selection: This is the stage where the students are selected for the internship.

Gains in this stage include a sense of excitement and accomplishment, a sense of validation for the students' qualifications, and a sense of hope for the future.

Pains in this stage include a lack of feedback, a sense of rejection if the application is not accepted, and a sense of uncertainty about the outcome.

B5. Onboarding: This is the stage where the students begin the internship and become familiar with the organization and its policies and procedures.

Gains in this stage include a sense of belonging for the students, a sense of accomplishment in starting the internship, and a sense of hope for the future.

Pains in this stage include a lack of information, confusion about the internship, and difficulty in finding the right resources.

B6. Performance: This is the stage where the students perform the tasks and responsibilities of the internship.

Gains in this stage include a sense of accomplishment for the students, a sense of validation for their skills and abilities, and a sense of hope for the future.

Pains in this stage include a lack of feedback, a sense of rejection if the students' performance is not up to par, and a sense of uncertainty about the outcome.

B7. Feedback and Evaluation: This is the stage where the supervisor, host organization and the students provide feedback and evaluation on the students' performance.

Gains in this stage include a sense of accomplishment for the students, a sense of validation for their skills and abilities, and a sense of hope for the future.

Pains in this stage include a lack of feedback, a sense of rejection if the students' performance is not up to par, and a sense of uncertainty about the outcome.

B8. Completion: This is the stage where the students complete the internship.

Gains in this stage include a sense of accomplishment for the students, a sense of validation for their skills and abilities, and a sense of hope for the future.

Pains in this stage include a lack of feedback, a sense of rejection if the students' performance is not up to par, and a sense of uncertainty about the outcome.



THE SUPERVISOR'S JOURNEY

B5. Onboarding: This is the stage where the students begin the internship and become familiar with the organization and its policies and procedures.

Gains in this stage include a sense of belonging for the students, a sense of accomplishment in starting the internship, and a sense of hope for the future.

Pains in this stage include a lack of information, confusion about the internship, and difficulty in finding the right resources.

GIVE A COMPANY
BADGE TO THE
STUDENT

THIS IS
A REQUIREMENT FOR
THE APP DEVELOPER

SEND TO THE
STUDENT
A WHATSAPP
CHECKLIST

DESIGN AN
ONBOARDING SHORT
CHECKLIST

THE SUPERVISOR'S JOURNEY

B1. Awareness: This is the stage where the supervisor becomes aware of the internship opportunity and starts to research it.

B2. Interest: This is the stage where the supervisor expresses interest in the internship and begins to promote it to the students.

B3. Evaluation: This is the stage where the students' applications are evaluated by the supervisor and the host organization.

B4. Selection: This is the stage where the students are selected for the internship.

B5. Onboarding: This is the stage where the students begin the internship and become familiar with the organization and its policies and procedures.

B6. Performance: This is the stage where the students perform the tasks and responsibilities of the internship.

B7. Feedback and Evaluation: This is the stage where the supervisor, host organization and the students provide feedback and evaluation on the students' performance.

B8. Completion: This is the stage where the students complete the internship.



SOFTWARE APPLICATION FEATURES

For the **supervisor**, the application could provide them with a tool for managing the intern's tasks and responsibilities, as well as a way to communicate with the intern and provide feedback. It could also help them to track the intern's progress and identify areas for improvement.



- Access control
- Chat/messaging
- Email integration
- Calendar integration:
- Notification system:
- Document sharing
- Video conferencing

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steps and touchpoints of the "customer journey" of the mentor of the internship

- **C1.Awareness:** This is the stage where the representative or mentor becomes aware of the internship opportunity and starts to research it. Gains in this stage include learning about new opportunities, gaining a sense of what the internship entails, and understanding the potential benefits of the experience for the organization. Pains in this stage include a lack of information, confusion about the internship, and difficulty in finding the right opportunity.
- **C2.Interest:** This is the stage where the representative or mentor expresses interest in the internship and begins to promote it to the organization. Gains in this stage include a sense of excitement about the opportunity, a sense of accomplishment in promoting it, and a sense of hope for the future. Pains in this stage include a lack of interest from the organization, uncertainty about the outcome, and a sense of disappointment if the organization doesn't accept the internship.
- **C3.Evaluation:** This is the stage where the students' applications are evaluated by the representative or mentor and the host organization. Gains in this stage include a sense of validation and recognition for the students' qualifications, and a sense of hope for the future. Pains in this stage include a lack of feedback, a sense of rejection if the application is not accepted, and a sense of uncertainty about the outcome.

steps and touchpoints of the "customer journey" of the mentor of the internship

- **C4. Selection:** This is the stage where the students are selected for the internship. Gains in this stage include a sense of excitement and accomplishment, a sense of validation for the students' qualifications, and a sense of hope for the future. Pains in this stage include a lack of feedback, a sense of rejection if the application is not accepted, and a sense of uncertainty about the outcome.
- **C5. Onboarding:** This is the stage where the students begin the internship and become familiar with the organization and its policies and procedures. Gains in this stage include a sense of belonging for the students, a sense of accomplishment in starting the internship, and a sense of hope for the future. Pains in this stage include a lack of information, confusion about the tasks
- **C6. Mentorship:** This is the stage where the representative or mentor provides guidance, feedback, and support for the intern's professional development. Gains in this stage include a sense of fulfillment in mentoring and helping the intern, an opportunity for the mentor to share their knowledge and experience, and a sense of pride in the intern's progress. Pains in this stage include a lack of time or resources to effectively mentor, difficulty in providing constructive feedback, and frustration if the intern does not make progress as expected.

steps and touchpoints of the "customer journey" of the mentor of the internship

- **C7. Assessment:** This is the stage where the representative or mentor assesses the intern's performance and progress during the internship. **Gains** in this stage include a sense of accomplishment in evaluating the intern's progress, an opportunity to give feedback to the intern, and a sense of pride in the intern's progress. **Pains** in this stage include a lack of time or resources to effectively assess the intern, difficulty in providing constructive feedback, and frustration if the intern does not make progress as expected.
- **C8. Completion:** This is the stage where the internship comes to an end. **Gains** in this stage include a sense of accomplishment in completing the internship, an opportunity to reflect on the experience, and a sense of pride in the intern's progress. **Pains** in this stage include a sense of loss or disappointment if the internship does not live up to expectations, a sense of uncertainty about the future, and a lack of feedback or closure from the mentor.
- **C9. Alumni:** This is the stage where the intern becomes an alumni of the organization. **Gains** in this stage include a sense of pride in being a part of the organization, an opportunity to maintain a connection with the mentor and organization, and an opportunity to give back to the organization through mentoring future interns. **Pains** in this stage include a sense of disconnection or loss of connection with the mentor and organization, a lack of opportunity to give back or stay involved, and a sense of uncertainty about the future.

THE MENTOR'S JOURNEY



C1.Awareness: This is the stage where the representative or mentor becomes aware of the internship opportunity and starts to research it.

Gains in this stage include learning about new opportunities, gaining a sense of what the internship entails, and understanding the potential benefits of the experience for the organization.

Pains in this stage include a lack of information, confusion about the internship, and difficulty in finding the right opportunity.

C2.Interest: This is the stage where the representative or mentor expresses interest in the internship and begins to promote it to the organization.

Gains in this stage include a sense of excitement about the opportunity, a sense of accomplishment in promoting it, and a sense of hope for the future.

Pains in this stage include a lack of interest from the organization, uncertainty about the outcome, and a sense of disappointment if the organization doesn't accept the internship.

C3.Evaluation: This is the stage where the students' applications are evaluated by the representative or mentor and the host organization.

Gains in this stage include a sense of validation and recognition for the students' qualifications, and a sense of hope for the future.

Pains in this stage include a lack of feedback, a sense of rejection if the application is not accepted, and a sense of uncertainty about the outcome.

C4. Selection: This is the stage where the students are selected for the internship.

Gains in this stage include a sense of excitement and accomplishment, a sense of validation for the students' qualifications, and a sense of hope for the future.

Pains in this stage include a lack of feedback, a sense of rejection if the application is not accepted, and a sense of uncertainty about the outcome.

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C5. Onboarding: This is the stage where the students begin the internship and become familiar with the organization and its policies and procedures.

Gains in this stage include a sense of belonging for the students, a sense of accomplishment in starting the internship, and a sense of hope for the future.

Pains in this stage include a lack of information, confusion about the tasks

C7. Assessment: This is the stage where the representative or mentor assesses the intern's performance and progress during the internship.

Gains in this stage include a sense of accomplishment in evaluating the intern's progress, an opportunity to give feedback to the intern, and a sense of pride in the intern's progress.

Pains in this stage include a lack of time or resources to effectively assess the intern, difficulty in providing constructive feedback, and frustration if the intern does not make progress as expected.

C8. Completion: This is the stage where the internship comes to an end.

Gains in this stage include a sense of accomplishment in completing the internship, an opportunity to reflect on the experience, and a sense of pride in the intern's progress.

Pains in this stage include a sense of loss or disappointment if the internship does not live up to expectations, a sense of uncertainty about the future, and a lack of feedback or closure from the mentor.

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Pains in this stage include a sense of disconnection or loss of connection with the mentor and organization, a lack of opportunity to give back or stay involved, and a sense of uncertainty about the future.



THE MENTOR'S JOURNEY

C7. Assessment: This is the stage where the representative or mentor assesses the intern's performance and progress during the internship.

Gains in this stage include a sense of accomplishment in evaluating the intern's progress, an opportunity to give feedback to the intern, and a sense of pride in the intern's progress.

Pains in this stage include a lack of time or resources to effectively assess the intern, difficulty in providing constructive feedback, and frustration if the intern does not make progress as expected.

USE THE SENSE OF ACCOMPLISHMENT OF THE MENTOR TO ENGAGE STUDENTS

TRAIN THE MENTOR TO POSITIVE FEEDBACKS

ONLINE PERFORMANCE REVIEW

TRAIN THE MENTOR TO ONLINE PERFORMANCE APPRAISAL

THE MENTOR'S JOURNEY



C1.Awareness: This is the stage where the representative or mentor becomes aware of the internship opportunity and starts to research it.

C2.Interest: This is the stage where the representative or mentor expresses interest in the internship and begins to promote it to the organization.

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C8. Completion: This is the stage where the internship comes to an end.

SOFTWARE APPLICATION FEATURES

For the **representative (or mentor)** of the host organization, the application could provide them with a way to monitor the intern's progress and provide guidance and support. It could also help them to identify areas where the intern may need additional resources or support.



- Access control
- Chat/messaging
- Email integration
- Calendar integration:
- Notification system:
- Document sharing
- Video conferencing

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THE INTERN'S JOURNEY

A1. Selection:

This is the stage where the intern is selected for the internship.

A2. Onboarding:

This is the stage where the intern begins the internship and becomes familiar with the organization and its policies and procedures.

A3. Performance:

This is the stage where the intern performs the tasks and responsibilities of the internship.

A4. Feedback and Evaluation:

This is the stage where the intern, supervisor and host organization provide feedback and evaluation on the intern's performance.

A5. Completion:

This is the stage where the intern completes the internship.

THE SUPERVISOR'S JOURNEY

B1. Awareness: This is the stage where the supervisor becomes aware of the internship opportunity and starts to research it.

B2. Interest: This is the stage where the supervisor expresses interest in the internship and begins to promote it to the students.

B3. Evaluation: This is the stage where the students' applications are evaluated by the supervisor and the host organization.

B4. Selection: This is the stage where the students are selected for the internship.

B5. Onboarding: This is the stage where the students begin the internship and become familiar with the organization and its policies and procedures.

B6. Performance: This is the stage where the students perform the tasks and responsibilities of the internship.

B7. Feedback and Evaluation: This is the stage where the supervisor, host organization and the students provide feedback and evaluation on the students' performance.

B8. Completion: This is the stage where the students complete the internship.

THE MENTOR'S JOURNEY

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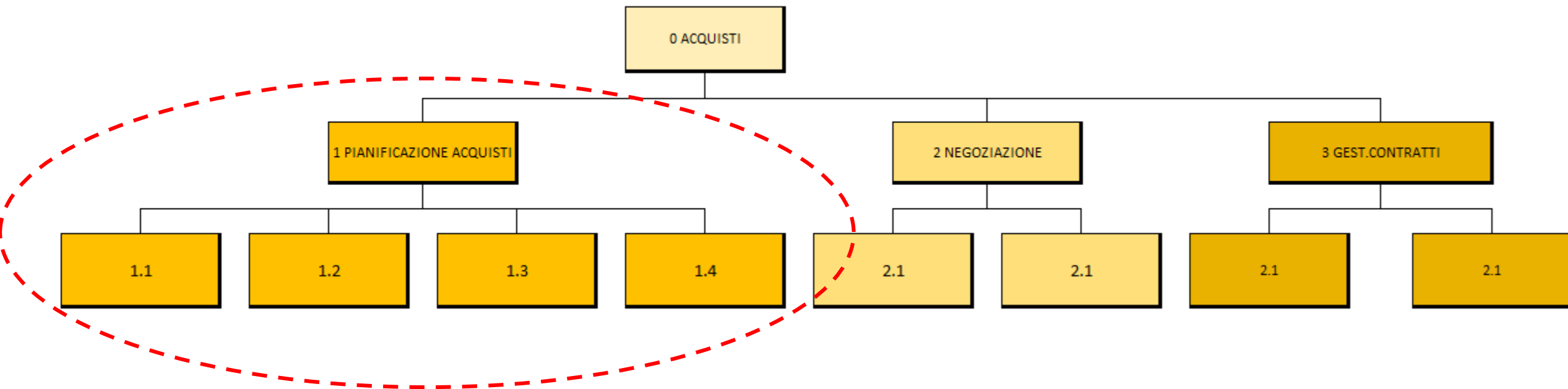
C8. Completion: This is the stage where the internship comes to an end.



Example:

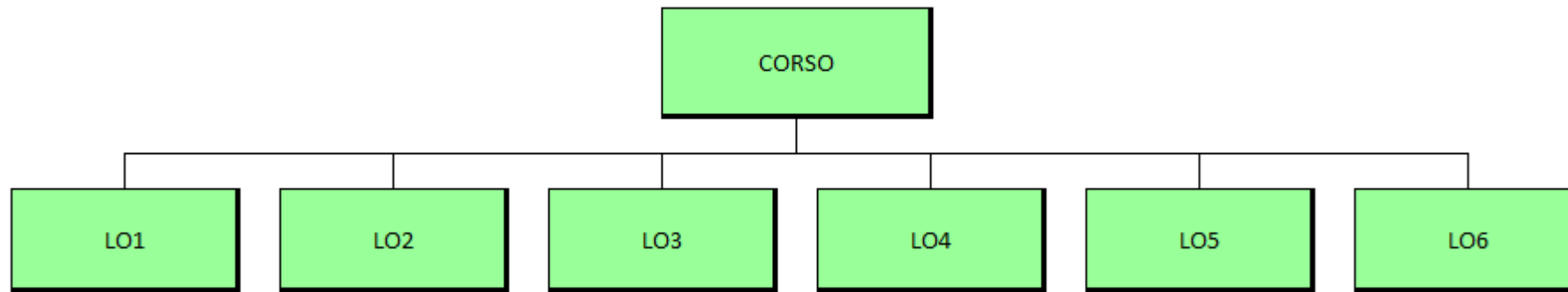
Functional breakdown of a training program

- Learning objectives

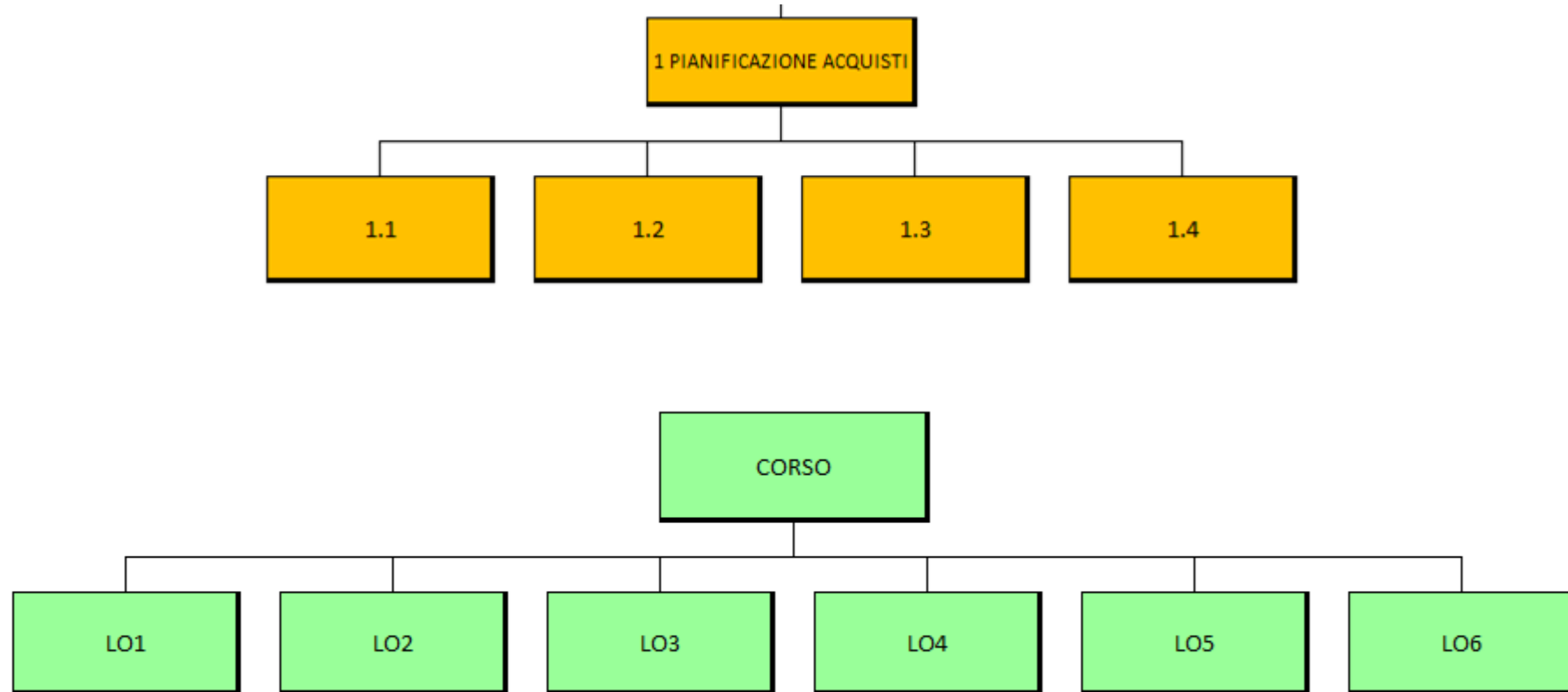


Example: Product Breakdown of a training program

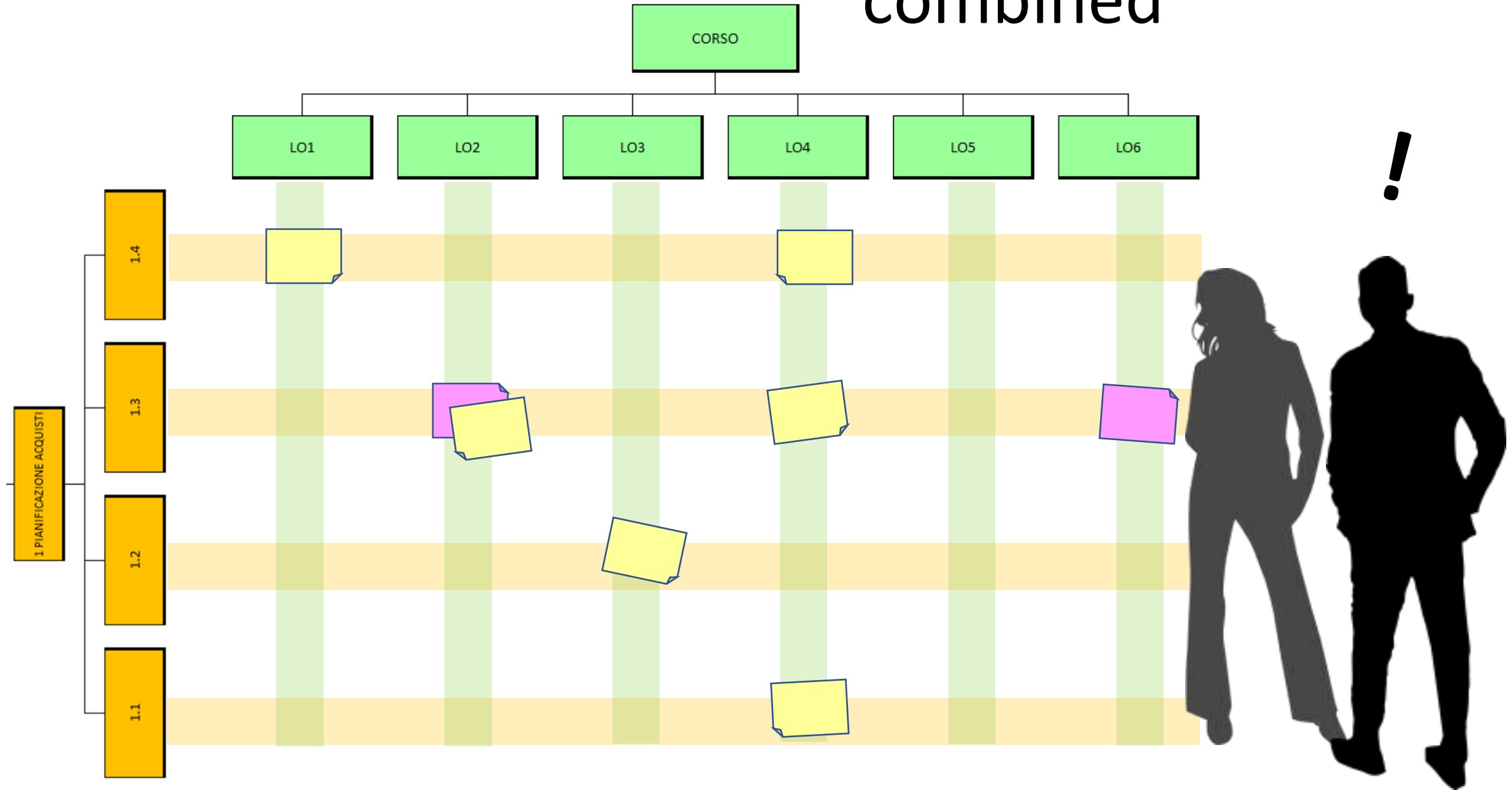
- Learning Objects



The two breakdown



The two breakdown combined



SOFTWARE APPLICATION FEATURES

SOFTWARE APPLICATION



DAILY REPORT



FINAL REPORT



EVALUATION FORM

Purpose:

to design and create a software application to improve the experience of the intern, the supervisor, and the representative (or mentor) of the host organization.

How?

Such an application could help to streamline communication, provide relevant information and resources, and facilitate the tracking of progress and feedback.

Features:

The software application could help:

1. to improve the communication and coordination between the intern, supervisor, and host organization
2. To provide a more efficient and effective way to manage the internship experience.



Workshop #3

[Generativity in action]



#3



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DOCUMENTAZIONE
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Workshop #3

[Generativity in action]



LAB#3

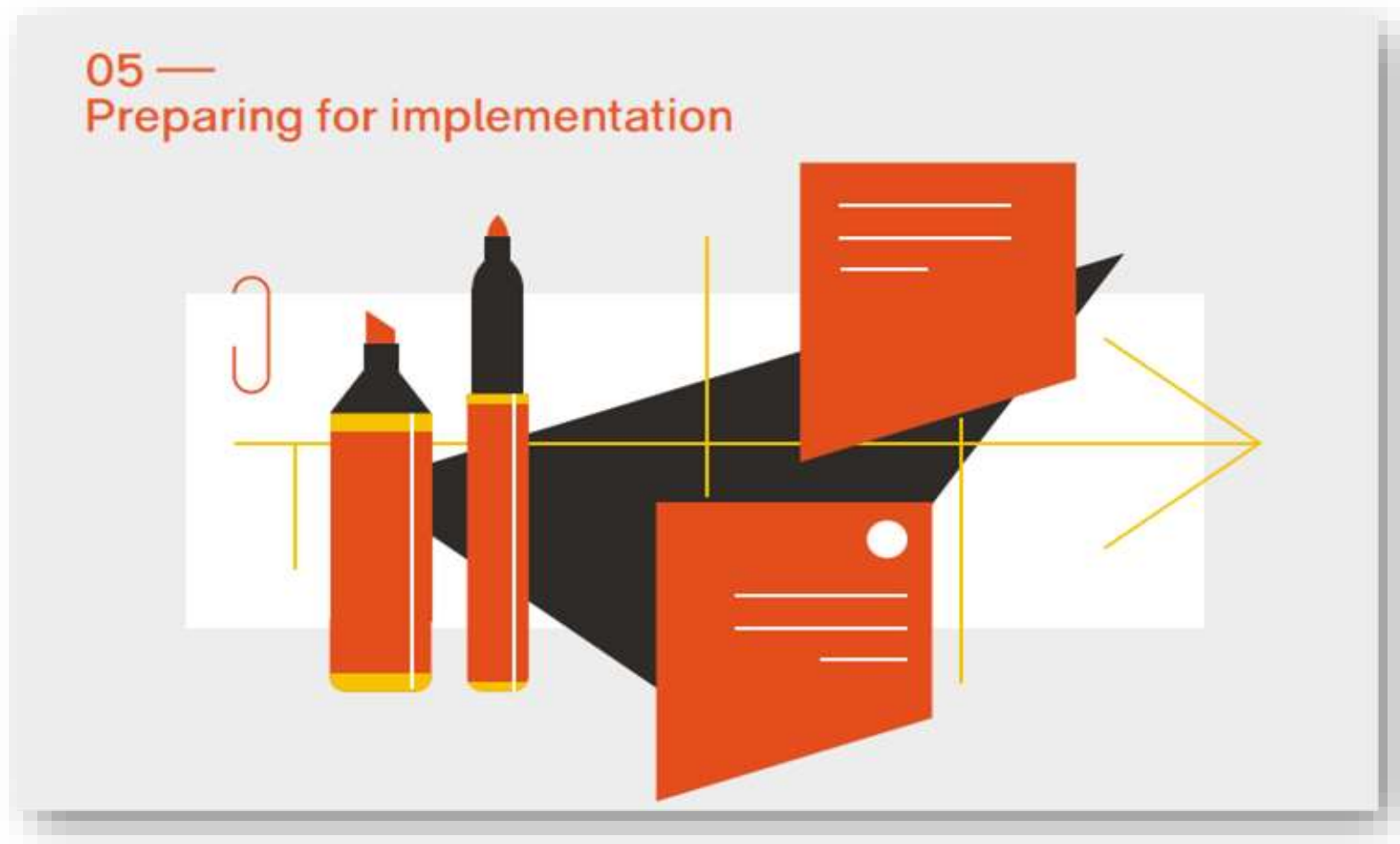
04. Testing Ideas Throught Prototiping

05. Preparing for implementation

06. Overcoming Challenges

#3

05 — Preparing for implementation



05 — Preparing for implementation

05 —
Preparing for
implementation
Getting ready to launch your idea in
the real world

- So you have reached the final but perhaps most critical phase of any project.
- If you've launched services or policies before, you'll know that preparing for implementation can be a challenging task.

Creating a pitch

- The first thing you'll want to articulate is the essence of your product, service or experience. Offer context, the main thrust of your solution, why it's different, and any call to action you're making. Try to succinctly explain it in less than a minute.
- You'll want your pitch to be clear and unambiguous, so don't get bogged down in details. Focus on how and why it counts.
- Next you'll want to get that story into some kind of format. It could be a pamphlet, website, book or presentation. You may need more than one. You may need a graphic designer or writer to help.
- You'll likely communicate differently with different audiences. Make sure you think about telling stories of varying lengths and degrees of detail. What are the short, medium 69 and long versions of your pitch?

Capabilities quicksheet

1. The main elements that you'll want to understand are the distribution of your solution, the partners you might need and the capabilities necessary to execute.
2. Put "Distribution," "Capabilities," and "Partners" on big sheets of paper. Have a brainstorm about what needs to happen for each category. List what you've already got and what you'll need. For example, under "Distribution", perhaps you need to source, store and distribute a product. Many smaller steps within each of these large categories should emerge.
3. Looking at all your ideas after, start to group needs based on actors in the room, and then include a category for needs that are out of the scope of the team. Will you have to form new relationships or can you leverage existing ones?
4. Look at how you plan to "Staff your project". Do you need more or less help after assessing your capabilities? Now move onto "Creating a roadmap".

What people skills do you need to make your solution happen? The team you've currently got may not be enough, so consider what gaps you may have.

PEOPLE SKILLS REQUIRED

DISTRIBUTION

REPRESENTATIVE
OF THE
EMPLOYERS'
ASSOCIATIONS

REPRESENTATIVE
OF THE UNIONS

CAPABILITIES

APP
DEVELOPER

PSYCHOLOGIST

LABOUR
MARKET
EXPERT

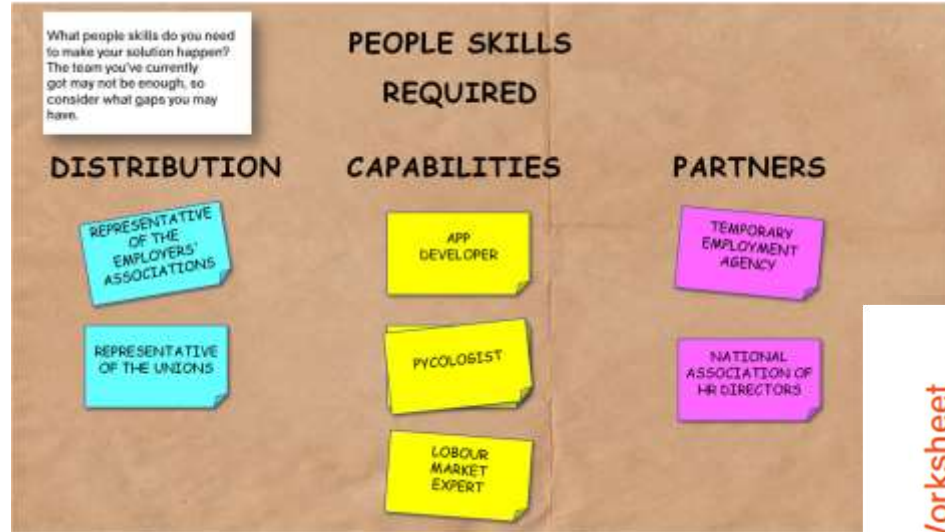
PARTNERS

TEMPORARY
EMPLOYMENT
AGENCY

NATIONAL
ASSOCIATION OF
HR DIRECTORS

05 — Preparing for implementation

Getting ready to launch your idea in
the real world



Worksheet

Capabilities quicksheet

— Preparing for implementation,

Distribution

E.g. do you need to source, store and distribute a product? Write your requirements here.

Capabilities

E.g. are there specialised skills, such as technological capabilities, intrinsic to the development of your service/product/process? Write down your requirements here.

Partners

E.g. are there external organisations or individuals who can support, assist or influence the success of your solution? Write down your requirements here.

Needs

Using the requirements listed in the rows to the left, list here what your needs are in terms of capabilities. This information can then be used to inform the 'Staffing your project' (page 71) and 'Creating a Roadmap' (page 73) activities.

#3

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Staffing your project

1. Now that you're most of the way through your project, determine who are the most essential members of your team for implementation. Make a list of the critical skills that are required, then reorder the list based on highest priority.
2. Take a look at your existing team. Do you need specialist skills? Perhaps a designer, someone with specific expertise, or particular sector knowledge? Do you need dedicated project management resource?
3. Are there organisations that you now need to partner with? What about funders? Will you have to get buy-in from managers or officials?
4. Implementation can take a long time, so think down the road about who you'll need now and who you'll need when you've launched.

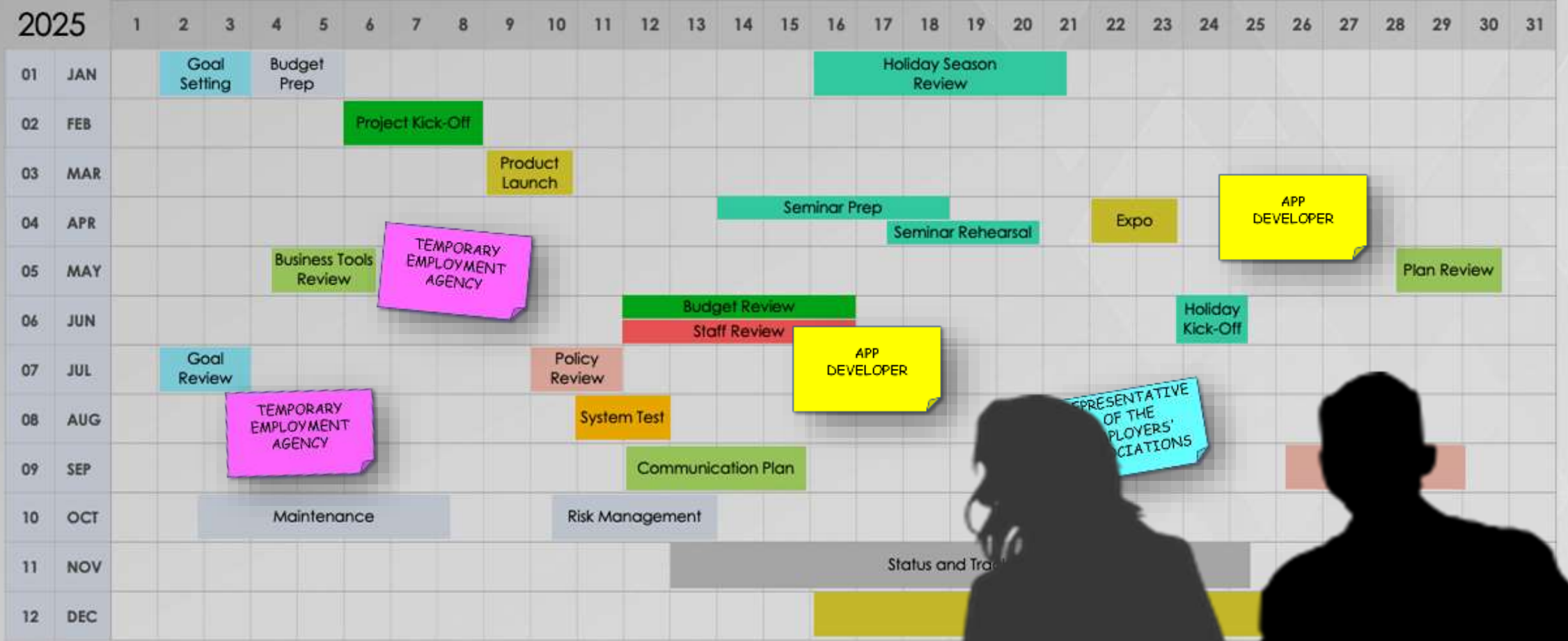
Creating a roadmap

1. Assemble your team and all the critical stakeholders responsible for implementing your idea. They'll have information that you may not know but that is crucial.
2. Make it visual. Print out a big calendar for the next year or so to map out what needs to happen when. Start adding Post-its with key dates such as a pilot launch, rollout date, etc.
3. Break it down by thinking about your calendar in chunks. Answer questions like "What needs to happen in the next month? In three months? In a year?". Themes will emerge around the various tracks of work that need to take place.
4. Think about the major milestones in your project timeline: when will you launch? When will you need to complete your technical development by? When will you kick off a communications plan? Get key dates on the calendar.
5. Assign a team member or partner to each track of work and get someone to champion each element of your project. Be prepared to hold them accountable to the tasks.

YEARLY CALENDAR GANTT CHART TEMPLATE

PROJECT ROADMAP

2025



Building partnerships

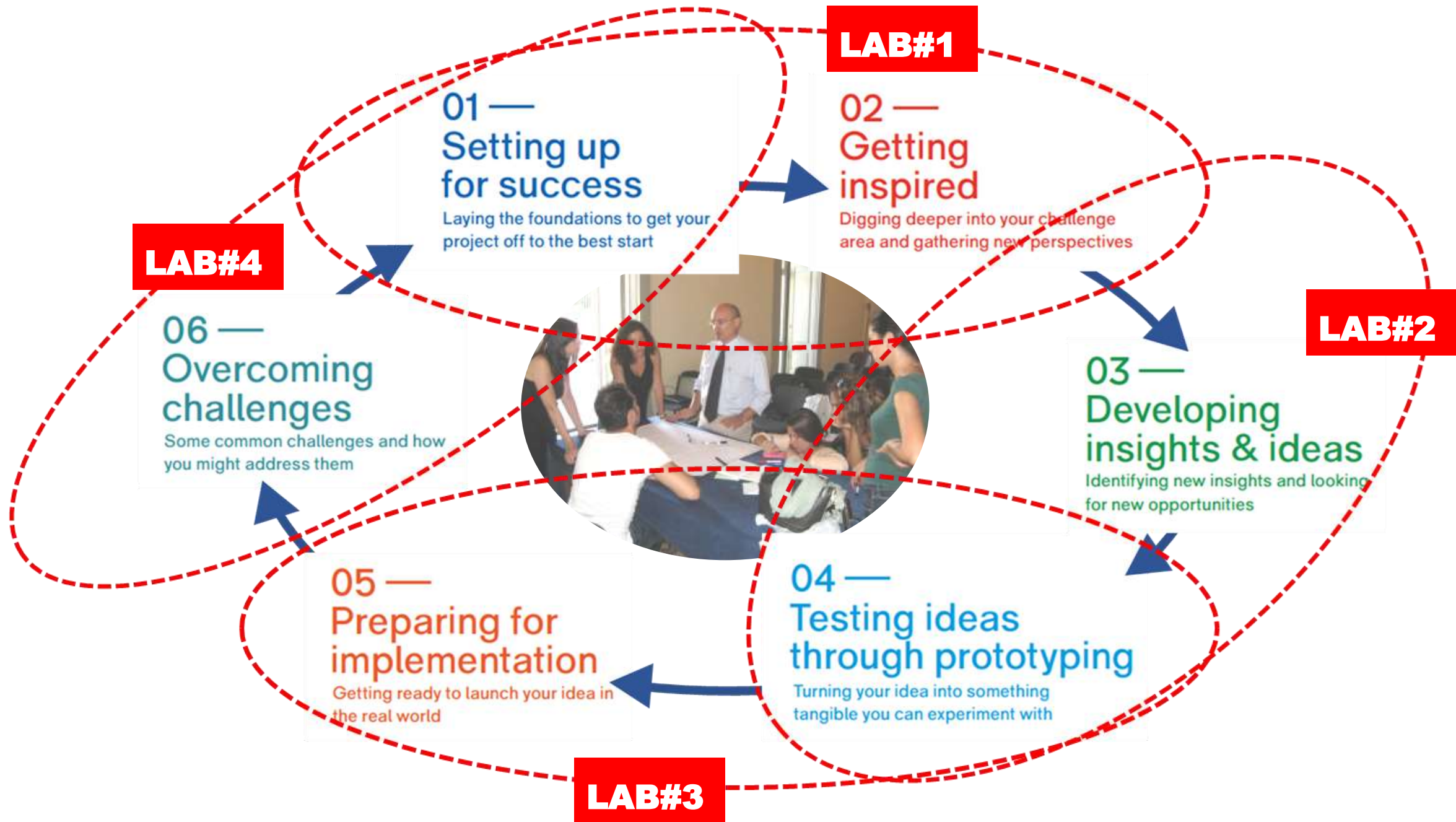
1. Get your team together with other key stakeholders and partners and run a brainstorm around what partnerships you need. Maybe you need greater access to the press, maybe you need to raise money.
2. Next, take those key partnership needs and have another brainstorm around who you know already and who you can reach out to in your wider network.
3. Though you'll want to remain flexible, you'll also want to start to set parameters around what you need from your partners. Figure out when you'll need each one, how much you can reasonably ask of them, and what kind of deadlines to set around your ask.

Measuring and evaluating

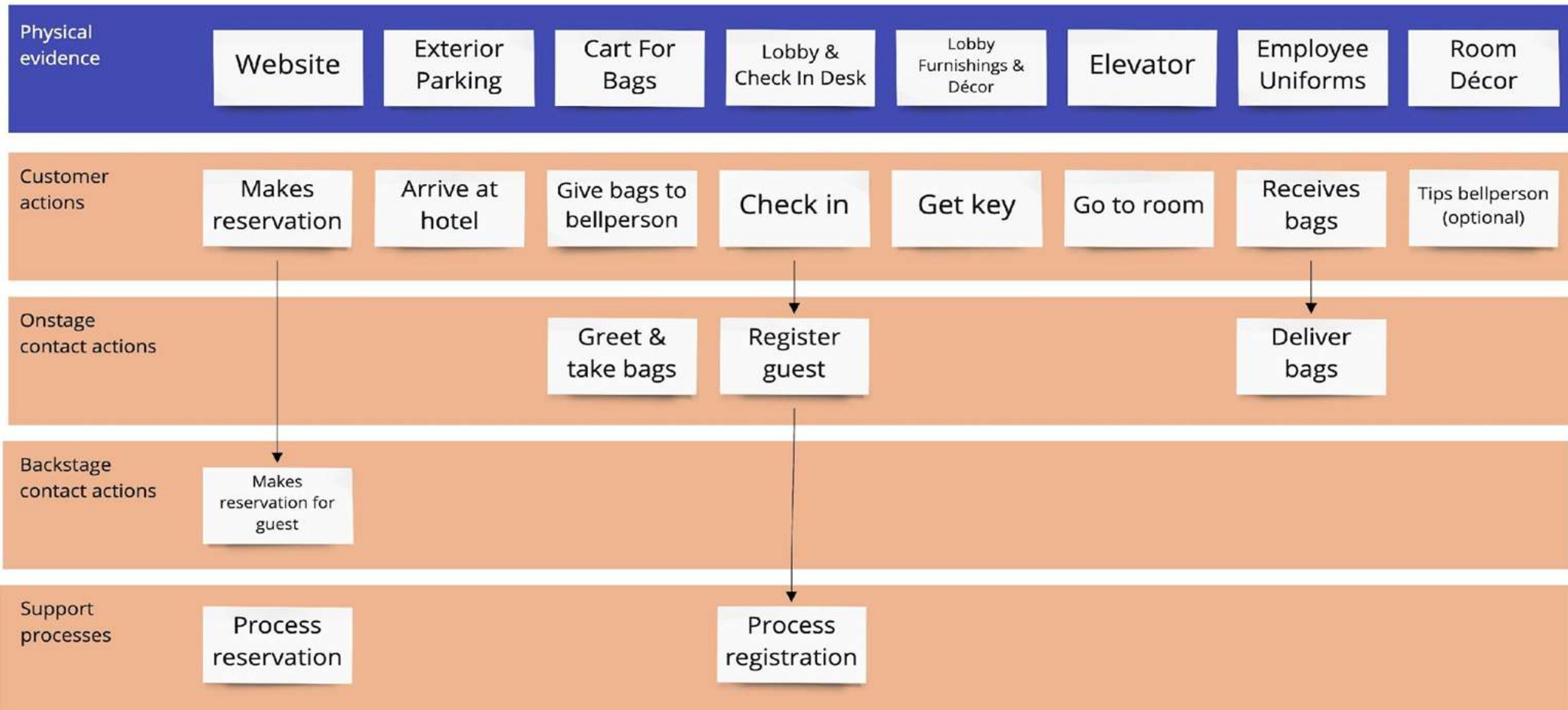
1. Firstly, determine why you need to measure. Is it to demonstrate impact? To get more funding? To improve business practices?
2. Be sure to bring key stakeholders into this conversation. They may have been measuring and evaluating your topic area for years and can provide key insight.
3. Assess whether your team is best suited to carry out the process. You may need to hire an outside team or consultants to help.
4. Try to find a balance between quantitative and qualitative measurements. Stories from partner organisations and the people that you're designing for can be very powerful, especially if your solution doesn't lend itself to capturing hard numbers.
5. 06 Take a prototyping attitude to your measurement. You can always tweak your operating model based on the information coming in to maximise your impact.

06 — Overcoming challenges

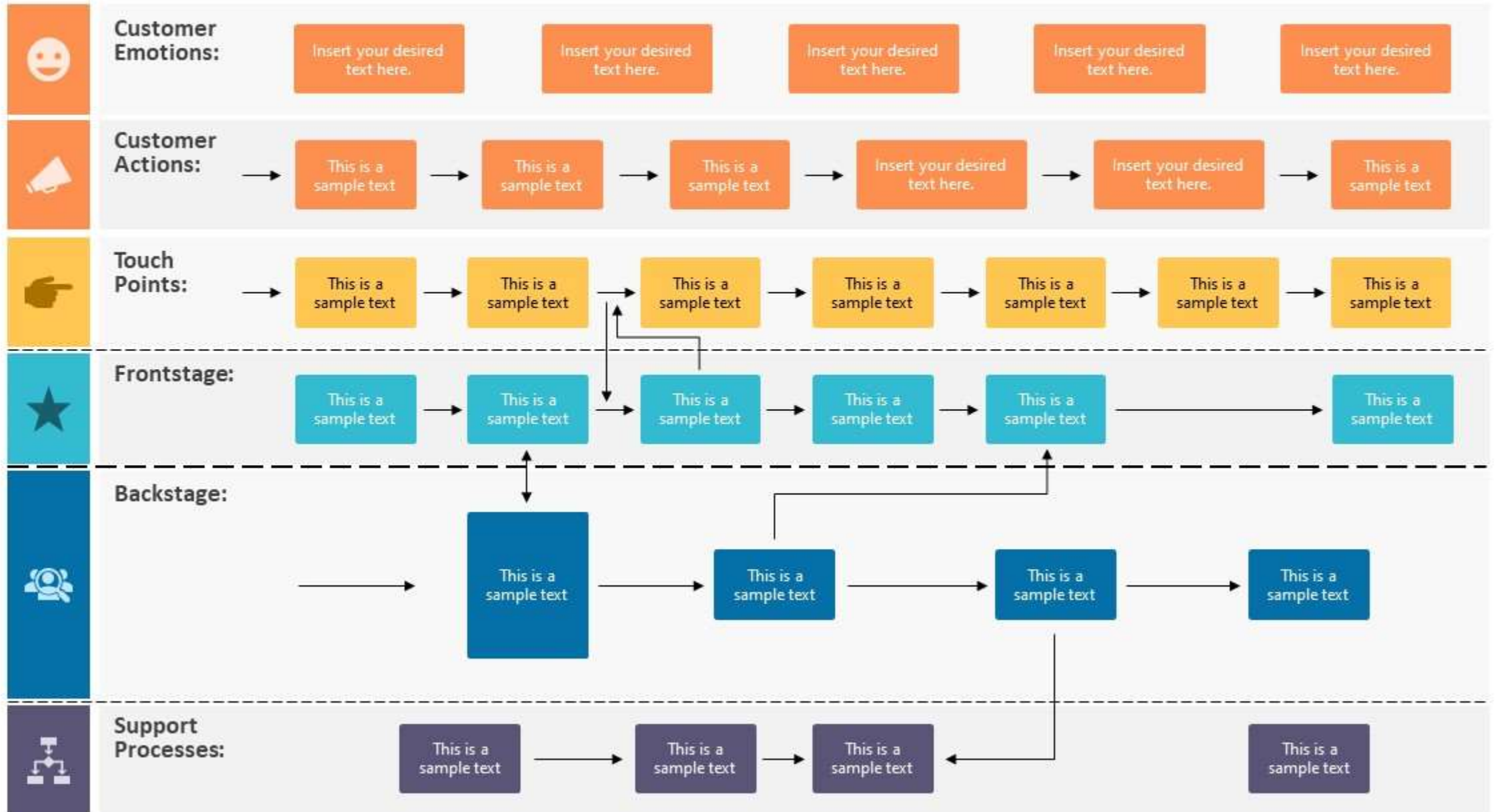
- In sharing this collection of practical tools and methods, we have hopefully given you the insight needed to grow in your role and the confidence to bring about change using design.
- "We don't know how to define the challenge well."
- "We have little experience in running qualitative research with users."
- "We pilot, we don't have the time to prototype."
- "We don't have enough time!"
- "We don't connect as a public institution; policymaking and service delivery don't relate well to each other."



Service Blueprint



SERVICE BLUEPRINT TEMPLATE



- During the start and the continuation of the internship period, the mentor of the student from the university and the responsible manager of the enterprise are in close contact.

- Big enterprises select interns in accordance with some criteria. So, if the intern is successful, the enterprise may offer recruitment.

There are 2 internship periods for university students; first: after the 3rd class, and second: after the 4th class, during the summer holidays.

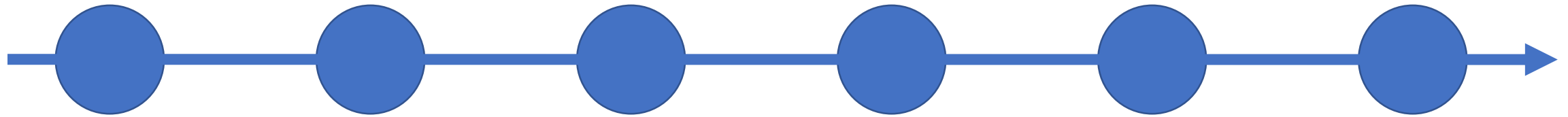
The duration of each internship is 30 working days. At each faculty and school, the internship committees (the members are the academicians) manage the whole process.

** The internship before employment (after graduation from university) is not developed. Instead; some enterprises employ new graduates as nominees for max 6 months and then employ or not.

*** Two years before, by Presidential Human Resources Office started a National Internship Program for planning and matching the enterprise and the interns at the national level.

**** Some universities do paperless internships over a portal.

Service Blueprint



INTERNSHIP PLAN

DAILY REPORT

DAILY REPORT

BUSINESS DEPARTMENT
INTERNSHIP REPORT
28... - 28... EDUCATIONAL PERIOD
Report Writing Date

YOUR STUDENT
NAME AND SURNAME
ITS NUMBER

INSTITUTION WITH INTERNSHIP
ADDRESS
INTERNSHIP DATE : Start _/_/ End _/_/

INTERNSHIP WAS MADE SECTION
PHONE NUMBER
WEBSITE

FINAL REPORT

EVALUATION FORM

EVALUATION FORM

Components of the system

- A service blueprint for the internship service could include the following components, considering the users - the intern, the school supervisor, and the company's mentor:

Frontstage components:

These are the interactions that are visible to the intern, school supervisor, and company mentor. They include:

- **Application process:** This is the process through which the intern applies for the internship, including submitting their resume and cover letter, and potentially participating in an interview.
- **Internship onboarding:** This is the process through which the intern is introduced to the host organization, including orientation and training sessions.
- **Daily tasks and responsibilities:** This is the work that the intern is responsible for during the internship, including projects and assignments.
- **Mentorship sessions:** This is the process through which the mentor provides guidance, feedback, and support to the intern.
- **Performance assessments:** This is the process through which the school supervisor and/or company mentor assess the intern's performance and progress



Backstage components:

These are the interactions that are not visible to the intern, school supervisor, and company mentor. They include:

- **Intern selection process:** This is the process through which the host organization selects the intern, including reviewing resumes and cover letters, conducting interviews, and making a decision.
- **Internship design and planning:** This is the process through which the host organization designs and plans the internship program, including setting goals, responsibilities, and expectations.
- **Mentorship preparation:** This is the process through which the mentor prepares for mentorship sessions, including researching the intern's background and goals, and developing a mentorship plan.
- **Performance evaluation preparation:** This is the process through which the school supervisor and/or company mentor prepares for performance evaluations, including reviewing the intern's work and progress, and preparing feedback.

Artifacts and forms

- 1. Daily notes taken every day during the internship by the intern.
- 2. The report prepared and submitted by the intern at the end of the internship.
- 3. The evaluation form is to be filled out by the responsible manager of the enterprise.
- Other



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OF ECONOMICS AND ADMINISTRATIVE SCIENCES
INTERNSHIP EVALUATION FORM

(This page will be filled by the Institution/Workplace where the Internship was held.)

INTERNSHIP PERSON'S			
Name and Surname Student			
Number & e-mail address		Academic year	20.../20...
Residential Address (Address at the place of internship)		Phone number	

PLACE OF INTERNSHIP			
Company Name/Title			
Address			
Production/Service Area			
Phone number			
E-mail Address			
Internship Start Date	.../.../20...	End Date	.../.../20...
Duration (days)		Working Days	
Signature / Stamp			

Dear Sir/Madam,
Please fill in the table below in order to determine the degree of benefiting from the internship according to professional knowledge, skills and communication skills of our student who has completed the internship program in your institution/workplace. Thank you for your careful evaluation of 8 points for each item.

No.	ASSESSMENT CRITERIA	SCORE (out of 8 points)
1	Ability to apply the acquired professional knowledge	
2	Compliance with workplace rules (coming to work on time, compliance with working hours, appropriate clothing, compliance with occupational safety rules, etc.)	
3	Ability to use tools and equipment suitable for the job	
4	Willingness to learn and taking responsibility	
5	Timely fulfillment of responsibilities	
6	Decision power	
7	Decision solving ability	
8	Contribution to the institution	
9	Ability to work in groups, ability to	
10	communicate, 11 Contribution to	
12	the work	
13	Tendency to do research	
14	Seeking opportunities for self-development	
15	Creative thinking ability	
16	Compatibility with colleagues	
17	Consistency with the people he is	
18	responsible for 17 Degree of taking initiative	
19	Contribution to social values	
20	Leadership skills	
21	The Potential To Teach Others	
TOTAL SCORE		

NOTE: This form will be sent to the Dean of Economics and Administrative Sciences of Nevşehir Hacı Bektaş Veli University by post or by the student in a sealed, sealed envelope after this form is filled, signed and stamped. If the workplace without, it can take a copy of this form to its own records by photocopying.

PRACTICAL WORKBOOK

department		PHOTOGRAPH		
its number				
Name and surname				
Year he entered the				
faculty Study period	-	2	3	
Date of Practical Work Started				.../.../20...
End of Practical Work				.../.../20...
How Many Working Days of Practical Work				(.....) work day

Name and Address:	
Supervisor Approving the Book on behalf of the Workplace:	
Name:	I certify that the student whose ID and photo is above has done practical work at our workplace on working days and has organized this notebook himself.
Surname:	
Title Dp:	
no:	
Phone registration number:	

Work Done:
.....work is accepted as dailytime work.
It was not considered acceptable.

Chairman of the Commission	Member	Member
Name and Surname:		
Signature:		
History:	/20...	/20...

BUSINESS DEPARTMENT

INTERNSHIP REPORT

20... - 20... EDUCATIONAL PERIOD

<Report Writing Date>

YOUR STUDENT

NAME AND SURNAME :

ITS NUMBER :

INSTITUTION WITH INTERNSHIP

NAME :

ADDRESS :

INTERNSHIP DATE : Start: .../.../... End: .../.../...

INTERNSHIP WAS MADE
SECTION :

PHONE NUMBER :

WEBSITE :

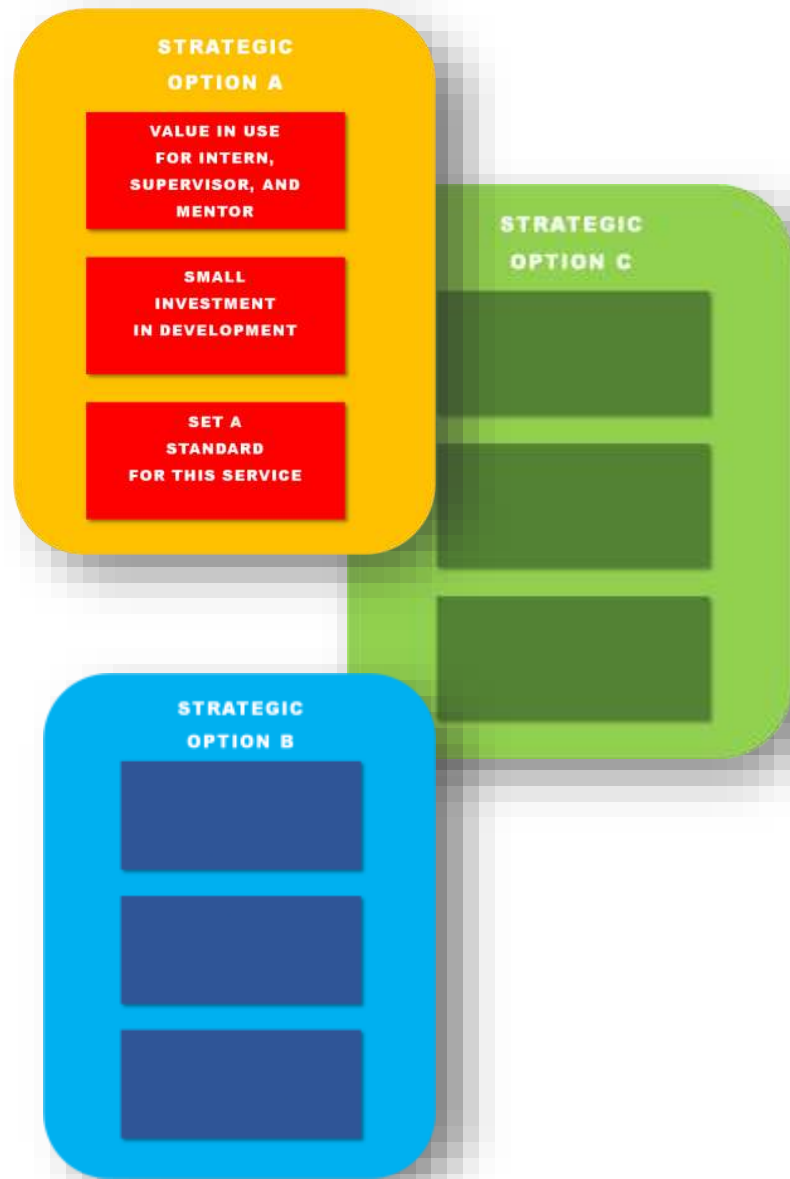
EVALUATION FORM

DAILY REPORT

From Strategy to Solutions



Service Design Process Simulation



Critical succes factors for an Internship (brainstorming)

VALUE IN USE FOR INTERN, SUPERVISOR, AND MENTOR

Clear and realistic expectations:
Both the intern and the organization should have a clear understanding of the goals, responsibilities, and expectations for the internship.

Mentorship:
A good mentor can provide guidance, feedback, and support for the intern's professional development.

Good communication:
Good communication between the intern, supervisor, and organization is essential for a positive internship experience.

Relevant and meaningful tasks:
Interns should be given tasks that are relevant to their field of study and that challenge and stretch their abilities.

Flexibility:
The internship should be flexible enough to accommodate the intern's learning style and pace.

Professional development:
The internship should provide the intern with opportunities for professional development and growth.

Opportunities for networking:
Interns should be given opportunities to network with other professionals in the organization and in their field.

Feedback:
Regular feedback should be provided to the intern to help them understand their progress and areas for improvement.

**VALUE IN USE
FOR INTERN, SUPERVISOR,
AND MENTOR**

1. Clear and realistic expectations

2. Mentorship

3. Good communication

4. Relevant and meaningful tasks

5. Flexibility

6. Professional development

7. Feedback

8. Opportunities for networking



The different touches of the customer journey of the intern.

- **Awareness:** This is the stage where the intern becomes aware of the internship opportunity and starts to research it. Gains in this stage include learning about new opportunities, gaining a sense of what the internship entails, and understanding the potential benefits of the experience. Pains in this stage include a lack of information, confusion about the internship, and difficulty in finding the right opportunity.
- **Interest:** This is the stage where the intern expresses interest in the internship and begins to apply. Gains in this stage include a sense of excitement about the opportunity, a sense of accomplishment in applying, and a sense of hope for the future. Pains in this stage include a lack of confidence in the application, uncertainty about the outcome, and a sense of disappointment if the application is not accepted.
- **Evaluation:** This is the stage where the intern's application is evaluated by the host organization. Gains in this stage include a sense of validation and recognition for the intern's qualifications, and a sense of hope for the future. Pains in this stage include a lack of feedback, a sense of rejection if the application is not accepted, and a sense of uncertainty about the outcome.

Product requirements

- Chat/messaging: A feature that allows the intern, supervisor, and host organization to communicate in real-time through a chat or messaging platform, which allows for quick and easy communication.
- Email integration: A feature that allows the intern, supervisor, and host organization to receive and send emails through the application, which can be useful for more formal communication or for sending attachments.
- Calendar integration: A feature that allows the intern, supervisor, and host organization to schedule and keep track of meetings and other events, which can be useful for coordinating schedules and ensuring that all parties are on the same page.
- Notification system: A feature that sends notifications to the intern, supervisor, and host organization when something new or important happens such as meeting reminders, feedback, progress updates.
- Document sharing: A feature that allows the intern, supervisor, and host organization to share and collaborate on documents, such as reports and presentations, which can be useful for keeping everyone on the same page and for tracking progress.
- Video conferencing: A feature that allows the intern, supervisor, and host organization to conduct virtual meetings, which can be especially useful during times when in-person meetings are not possible.
- Access control: A feature that allows the intern, supervisor and host organization to have different access levels and permissions to the app, which can ensure that the right people have access to the right information.

Product requirements (brainstorming)

Good communication:

Good communication between the intern, supervisor, and organization is essential for a positive internship experience.

Chat/messaging:

A feature that allows the intern, supervisor, and host organization to communicate in real-time through a chat or messaging platform, which allows for quick and easy communication.

Access control:

A feature that allows the intern, supervisor and host organization to have different access levels and permissions to the app, which can ensure that the right people have access to the right information.

Email integration:

A feature that allows the intern, supervisor, and host organization to receive and send emails through the application, which can be useful for more formal communication or for sending attachments.

Video conferencing:

A feature that allows the intern, supervisor, and host organization to conduct virtual meetings, which can be especially useful during times when in-person meetings are not possible.

Notification system:

A feature that sends notifications to the intern, supervisor, and host organization when something new or important happens such as meeting reminders, feedback, progress updates.

Calendar integration:

A feature that allows the intern, supervisor, and host organization to schedule and keep track of meetings and other events, which can be useful for coordinating schedules and ensuring that all parties are on the same page.

Document sharing:

A feature that allows the intern, supervisor, and host organization to share and collaborate on documents, such as reports and presentations, which can be useful for keeping everyone on the same page and for tracking progress.



CSF and Product requirements

Good communication:

Good communication between the intern, supervisor, and organization is essential for a positive internship experience.

Chat/messaging

Video conferencing

Access control

Notification system

Email integration

Calendar integration

Document sharing



Service strategy, critical success factors and product requirements



The different touches of the customer journey of the intern.

- **A1. Selection:** This is the stage where the intern is selected for the internship. Gains in this stage include a sense of excitement and accomplishment, a sense of validation for the intern's qualifications, and a sense of hope for the future. Pains in this stage include a lack of feedback, a sense of rejection if the application is not accepted, and a sense of uncertainty about the outcome.
- **A2. Onboarding:** This is the stage where the intern begins the internship and becomes familiar with the organization and its policies and procedures. Gains in this stage include a sense of belonging, a sense of accomplishment in starting the internship, and a sense of hope for the future. Pains in this stage include a lack of information, confusion about the internship, and difficulty in finding the right resources.
- **A3. Performance:** This is the stage where the intern performs the tasks and responsibilities of the internship. Gains in this stage include a sense of accomplishment, a sense of validation for the intern's skills and abilities, and a sense of hope for the future. Pains in this stage include a lack of feedback, a sense of rejection if the intern's performance is not up to par, and a sense of uncertainty about the outcome.

The different touches of the customer journey of the intern.

- **A4. Feedback and Evaluation:** This is the stage where the intern, supervisor and host organization provide feedback and evaluation on the intern's performance. **Gains** in this stage include a sense of accomplishment, a sense of validation for the intern's skills and abilities, and a sense of hope for the future. **Pains** in this stage include a lack of feedback, a sense of rejection if the intern's performance is not up to par, and a sense of uncertainty about the outcome.
- **A5. Completion:** This is the stage where the intern completes the internship. **Gains** in this stage include a sense of accomplishment, a sense of validation for the intern's skills and abilities, and a sense of hope for the future. **Pains** in this stage include a lack of feedback, a sense of rejection if the intern's performance is not up to par, and a sense of uncertainty about the outcome.

A1. Selection:

This is the stage where the intern is selected for the internship.

Gains in this stage include a sense of excitement and accomplishment, a sense of validation for the intern's qualifications, and a sense of hope for the future.

Pains in this stage include a lack of feedback, a sense of rejection if the application is not accepted, and a sense of uncertainty about the outcome.

A2. Onboarding:

This is the stage where the intern begins the internship and becomes familiar with the organization and its policies and procedures.

Gains in this stage include a sense of belonging, a sense of accomplishment in starting the internship, and a sense of hope for the future.

Pains in this stage include a lack of information, confusion about the internship, and difficulty in finding the right resources.

A3. Performance:

This is the stage where the intern performs the tasks and responsibilities of the internship.

Gains in this stage include a sense of accomplishment, a sense of validation for the intern's skills and abilities, and a sense of hope for the future.

Pains in this stage include a lack of feedback, a sense of rejection if the intern's performance is not up to par, and a sense of uncertainty about the outcome.

A4. Feedback and Evaluation:

This is the stage where the intern, supervisor and host organization provide feedback and evaluation on the intern's performance.

Gains in this stage include a sense of accomplishment, a sense of validation for the intern's skills and abilities, and a sense of hope for the future.

Pains in this stage include a lack of feedback, a sense of rejection if the intern's performance is not up to par, and a sense of uncertainty about the outcome.

A5. Completion:

This is the stage where the intern completes the internship.

Gains in this stage include a sense of accomplishment, a sense of validation for the intern's skills and abilities, and a sense of hope for the future.

Pains in this stage include a lack of feedback, a sense of rejection if the intern's performance is not up to par, and a sense of uncertainty about the outcome.

THE INTERN'S JOURNEY

A1. Selection:

This is the stage where the intern is selected for the internship.

A2. Onboarding:

This is the stage where the intern begins the internship and becomes familiar with the organization and its policies and procedures.

A3. Performance:

This is the stage where the intern performs the tasks and responsibilities of the internship.

A4. Feedback and Evaluation:

This is the stage where the intern, supervisor and host organization provide feedback and evaluation on the intern's performance.

A5. Completion:

This is the stage where the intern completes the internship.

SOFTWARE APPLICATION FEATURES

For the **intern**, the application could provide them with access to the organization's policies and procedures, as well as information on their responsibilities and expectations. It could also provide them with a platform for communication with their supervisor and mentor, and a way to track their progress and receive feedback.



- Access control
- Chat/messaging
- Email integration
- Calendar integration:
- Notification system:
- Document sharing
- Video conferencing



Steps and touches of the "customer journey" of the supervisor of the internship

- **B1. Awareness:** This is the stage where the supervisor becomes aware of the internship opportunity and starts to research it. **Gains** in this stage include learning about new opportunities, gaining a sense of what the internship entails, and understanding the potential benefits of the experience for the students. **Pains** in this stage include a lack of information, confusion about the internship, and difficulty in finding the right opportunity.
- **B2. Interest:** This is the stage where the supervisor expresses interest in the internship and begins to promote it to the students. **Gains** in this stage include a sense of excitement about the opportunity, a sense of accomplishment in promoting it, and a sense of hope for the future. **Pains** in this stage include a lack of interest from students, uncertainty about the outcome, and a sense of disappointment if the students don't apply.
- **B3. Evaluation:** This is the stage where the students' applications are evaluated by the supervisor and the host organization. **Gains** in this stage include a sense of validation and recognition for the students' qualifications, and a sense of hope for the future. **Pains** in this stage include a lack of feedback, a sense of rejection if the application is not accepted, and a sense of uncertainty about the outcome.

Steps and touches of the "customer journey" of the supervisor of the internship

- **B4. Selection:** This is the stage where the students are selected for the internship. **Gains** in this stage include a sense of excitement and accomplishment, a sense of validation for the students' qualifications, and a sense of hope for the future. **Pains** in this stage include a lack of feedback, a sense of rejection if the application is not accepted, and a sense of uncertainty about the outcome.
- **B5. Onboarding:** This is the stage where the students begin the internship and become familiar with the organization and its policies and procedures. **Gains** in this stage include a sense of belonging for the students, a sense of accomplishment in starting the internship, and a sense of hope for the future. **Pains** in this stage include a lack of information, confusion about the internship, and difficulty in finding the right resources.
- **B6. Performance:** This is the stage where the students perform the tasks and responsibilities of the internship. **Gains** in this stage include a sense of accomplishment for the students, a sense of validation for their skills and abilities, and a sense of hope for the future. **Pains** in this stage include a lack of feedback, a sense of rejection if the students' performance is not up to par, and a sense of uncertainty about the outcome.

Steps and touches of the "customer journey" of the supervisor of the internship

- **B7. Feedback and Evaluation:** This is the stage where the supervisor, host organization and the students provide feedback and evaluation on the students' performance. **Gains** in this stage include a sense of accomplishment for the students, a sense of validation for their skills and abilities, and a sense of hope for the future. **Pains** in this stage include a lack of feedback, a sense of rejection if the students' performance is not up to par, and a sense of uncertainty about the outcome.
- **B8. Completion:** This is the stage where the students complete the internship. **Gains** in this stage include a sense of accomplishment for the students, a sense of validation for their skills and abilities, and a sense of hope for the future. **Pains** in this stage include a lack of feedback, a sense of rejection if the students' performance is not up to par, and a sense of uncertainty about the outcome.

THE SUPERVISOR's JOURNEY

B1. Awareness: This is the stage where the supervisor becomes aware of the internship opportunity and starts to research it.

Gains in this stage include learning about new opportunities, gaining a sense of what the internship entails, and understanding the potential benefits of the experience for the students.

Pains in this stage include a lack of information, confusion about the internship, and difficulty in finding the right opportunity.

B2. Interest: This is the stage where the supervisor expresses interest in the internship and begins to promote it to the students.

Gains in this stage include a sense of excitement about the opportunity, a sense of accomplishment in promoting it, and a sense of hope for the future.

Pains in this stage include a lack of interest from students, uncertainty about the outcome, and a sense of disappointment if the students don't apply.

B3. Evaluation: This is the stage where the students' applications are evaluated by the supervisor and the host organization.

Gains in this stage include a sense of validation and recognition for the students' qualifications, and a sense of hope for the future.

Pains in this stage include a lack of feedback, a sense of rejection if the application is not accepted, and a sense of uncertainty about the outcome.

B4. Selection: This is the stage where the students are selected for the internship.

Gains in this stage include a sense of excitement and accomplishment, a sense of validation for the students' qualifications, and a sense of hope for the future.

Pains in this stage include a lack of feedback, a sense of rejection if the application is not accepted, and a sense of uncertainty about the outcome.

B5. Onboarding: This is the stage where the students begin the internship and become familiar with the organization and its policies and procedures.

Gains in this stage include a sense of belonging for the students, a sense of accomplishment in starting the internship, and a sense of hope for the future.

Pains in this stage include a lack of information, confusion about the internship, and difficulty in finding the right resources.

B6. Performance: This is the stage where the students perform the tasks and responsibilities of the internship.

Gains in this stage include a sense of accomplishment for the students, a sense of validation for their skills and abilities, and a sense of hope for the future.

Pains in this stage include a lack of feedback, a sense of rejection if the students' performance is not up to par, and a sense of uncertainty about the outcome.

B7. Feedback and Evaluation: This is the stage where the supervisor, host organization and the students provide feedback and evaluation on the students' performance.

Gains in this stage include a sense of accomplishment for the students, a sense of validation for their skills and abilities, and a sense of hope for the future.

Pains in this stage include a lack of feedback, a sense of rejection if the students' performance is not up to par, and a sense of uncertainty about the outcome.

B8. Completion: This is the stage where the students complete the internship.

Gains in this stage include a sense of accomplishment for the students, a sense of validation for their skills and abilities, and a sense of hope for the future.

Pains in this stage include a lack of feedback, a sense of rejection if the students' performance is not up to par, and a sense of uncertainty about the outcome.

THE SUPERVISOR'S JOURNEY

B1. Awareness: This is the stage where the supervisor becomes aware of the internship opportunity and starts to research it.

B2. Interest: This is the stage where the supervisor expresses interest in the internship and begins to promote it to the students.

B3. Evaluation: This is the stage where the students' applications are evaluated by the supervisor and the host organization.

B4. Selection: This is the stage where the students are selected for the internship.

B5. Onboarding: This is the stage where the students begin the internship and become familiar with the organization and its policies and procedures.

B6. Performance: This is the stage where the students perform the tasks and responsibilities of the internship.

B7. Feedback and Evaluation: This is the stage where the supervisor, host organization and the students provide feedback and evaluation on the students' performance.

B8. Completion: This is the stage where the students complete the internship.

SOFTWARE APPLICATION FEATURES

For the **supervisor**, the application could provide them with a tool for managing the intern's tasks and responsibilities, as well as a way to communicate with the intern and provide feedback. It could also help them to track the intern's progress and identify areas for improvement.



- Access control
- Chat/messaging
- Email integration
- Calendar integration:
- Notification system:
- Document sharing
- Video conferencing

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steps and touchpoints of the "customer journey" of the mentor of the internship

- **C1.Awareness:** This is the stage where the representative or mentor becomes aware of the internship opportunity and starts to research it. Gains in this stage include learning about new opportunities, gaining a sense of what the internship entails, and understanding the potential benefits of the experience for the organization. Pains in this stage include a lack of information, confusion about the internship, and difficulty in finding the right opportunity.
- **C2.Interest:** This is the stage where the representative or mentor expresses interest in the internship and begins to promote it to the organization. Gains in this stage include a sense of excitement about the opportunity, a sense of accomplishment in promoting it, and a sense of hope for the future. Pains in this stage include a lack of interest from the organization, uncertainty about the outcome, and a sense of disappointment if the organization doesn't accept the internship.
- **C3.Evaluation:** This is the stage where the students' applications are evaluated by the representative or mentor and the host organization. Gains in this stage include a sense of validation and recognition for the students' qualifications, and a sense of hope for the future. Pains in this stage include a lack of feedback, a sense of rejection if the application is not accepted, and a sense of uncertainty about the outcome.

steps and touchpoints of the "customer journey" of the mentor of the internship

- **C4. Selection:** This is the stage where the students are selected for the internship. Gains in this stage include a sense of excitement and accomplishment, a sense of validation for the students' qualifications, and a sense of hope for the future. Pains in this stage include a lack of feedback, a sense of rejection if the application is not accepted, and a sense of uncertainty about the outcome.
- **C5. Onboarding:** This is the stage where the students begin the internship and become familiar with the organization and its policies and procedures. Gains in this stage include a sense of belonging for the students, a sense of accomplishment in starting the internship, and a sense of hope for the future. Pains in this stage include a lack of information, confusion about the tasks
- **C6. Mentorship:** This is the stage where the representative or mentor provides guidance, feedback, and support for the intern's professional development. Gains in this stage include a sense of fulfillment in mentoring and helping the intern, an opportunity for the mentor to share their knowledge and experience, and a sense of pride in the intern's progress. Pains in this stage include a lack of time or resources to effectively mentor, difficulty in providing constructive feedback, and frustration if the intern does not make progress as expected.

steps and touchpoints of the "customer journey" of the mentor of the internship

- **C7. Assessment:** This is the stage where the representative or mentor assesses the intern's performance and progress during the internship. **Gains** in this stage include a sense of accomplishment in evaluating the intern's progress, an opportunity to give feedback to the intern, and a sense of pride in the intern's progress. **Pains** in this stage include a lack of time or resources to effectively assess the intern, difficulty in providing constructive feedback, and frustration if the intern does not make progress as expected.
- **C8. Completion:** This is the stage where the internship comes to an end. **Gains** in this stage include a sense of accomplishment in completing the internship, an opportunity to reflect on the experience, and a sense of pride in the intern's progress. **Pains** in this stage include a sense of loss or disappointment if the internship does not live up to expectations, a sense of uncertainty about the future, and a lack of feedback or closure from the mentor.
- **C9. Alumni:** This is the stage where the intern becomes an alumni of the organization. **Gains** in this stage include a sense of pride in being a part of the organization, an opportunity to maintain a connection with the mentor and organization, and an opportunity to give back to the organization through mentoring future interns. **Pains** in this stage include a sense of disconnection or loss of connection with the mentor and organization, a lack of opportunity to give back or stay involved, and a sense of uncertainty about the future.

THE MENTOR'S JOURNEY

C1.Awareness: This is the stage where the representative or mentor becomes aware of the internship opportunity and starts to research it.

Gains in this stage include learning about new opportunities, gaining a sense of what the internship entails, and understanding the potential benefits of the experience for the organization.

Pains in this stage include a lack of information, confusion about the internship, and difficulty in finding the right opportunity.

C2.Interest: This is the stage where the representative or mentor expresses interest in the internship and begins to promote it to the organization.

Gains in this stage include a sense of excitement about the opportunity, a sense of accomplishment in promoting it, and a sense of hope for the future.

Pains in this stage include a lack of interest from the organization, uncertainty about the outcome, and a sense of disappointment if the organization doesn't accept the internship.

C3.Evaluation: This is the stage where the students' applications are evaluated by the representative or mentor and the host organization.

Gains in this stage include a sense of validation and recognition for the students' qualifications, and a sense of hope for the future.

Pains in this stage include a lack of feedback, a sense of rejection if the application is not accepted, and a sense of uncertainty about the outcome.

C4. Selection: This is the stage where the students are selected for the internship.

Gains in this stage include a sense of excitement and accomplishment, a sense of validation for the students' qualifications, and a sense of hope for the future.

Pains in this stage include a lack of feedback, a sense of rejection if the application is not accepted, and a sense of uncertainty about the outcome.

C5. Onboarding: This is the stage where the students begin the internship and become familiar with the organization and its policies and procedures.

Gains in this stage include a sense of belonging for the students, a sense of accomplishment in starting the internship, and a sense of hope for the future.

Pains in this stage include a lack of information, confusion about the tasks

C6. Mentorship: This is the stage where the representative or mentor provides guidance, feedback, and support for the intern's professional development. Gains in this stage include a sense of fulfillment in mentoring and helping the intern, an opportunity for the mentor to share their knowledge and experience, and a sense of pride in the intern's progress. Pains in this stage include a lack of time or resources to effectively mentor, difficulty in providing constructive feedback, and frustration if the intern does not make progress as expected.

C8. Completion: This is the stage where the internship comes to an end.

Gains in this stage include a sense of accomplishment in completing the internship, an opportunity to reflect on the experience, and a sense of pride in the intern's progress.

Pains in this stage include a sense of loss or disappointment if the internship does not live up to expectations, a sense of uncertainty about the future, and a lack of feedback or closure from the mentor.

C9. Alumni: This is the stage where the intern becomes an alumni of the organization.

Gains in this stage include a sense of pride in being a part of the organization, an opportunity to maintain a connection with the mentor and organization, and an opportunity to give back to the organization through mentoring future interns.

Pains in this stage include a sense of disconnection or loss of connection with the mentor and organization, a lack of opportunity to give back or stay involved, and a sense of uncertainty about the future.

C7. Assessment: This is the stage where the representative or mentor assesses the intern's performance and progress during the internship.

Gains in this stage include a sense of accomplishment in evaluating the intern's progress, an opportunity to give feedback to the intern, and a sense of pride in the intern's progress.

Pains in this stage include a lack of time or resources to effectively assess the intern, difficulty in providing constructive feedback, and frustration if the intern does not make progress as expected.

THE MENTOR'S JOURNEY

C1.Awareness: This is the stage where the representative or mentor becomes aware of the internship opportunity and starts to research it.

C2.Interest: This is the stage where the representative or mentor expresses interest in the internship and begins to promote it to the organization.

C3.Evaluation: This is the stage where the students' applications are evaluated by the representative or mentor and the host organization.

C4. Selection: This is the stage where the students are selected for the internship.

C5. Onboarding: This is the stage where the students begin the internship and become familiar with the organization and its policies and procedures.

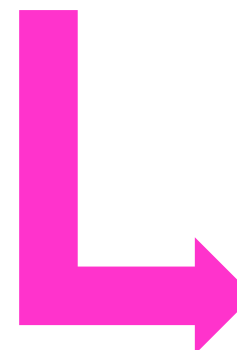
C6. Mentorship: This is the stage where the representative or mentor provides guidance, feedback, and support for the intern's professional development.

C7. Assessment: This is the stage where the representative or mentor assesses the intern's performance and progress during the internship.

C8. Completion: This is the stage where the internship comes to an end.

SOFTWARE APPLICATION FEATURES

For the **representative (or mentor)** of the host organization, the application could provide them with a way to monitor the intern's progress and provide guidance and support. It could also help them to identify areas where the intern may need additional resources or support.



- Access control
- Chat/messaging
- Email integration
- Calendar integration:
- Notification system:
- Document sharing
- Video conferencing

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THE INTERN'S JOURNEY

A1. Selection:

This is the stage where the intern is selected for the internship.

A2. Onboarding:

This is the stage where the intern begins the internship and becomes familiar with the organization and its policies and procedures.

A3. Performance:

This is the stage where the intern performs the tasks and responsibilities of the internship.

A4. Feedback and Evaluation:

This is the stage where the intern, supervisor and host organization provide feedback and evaluation on the intern's performance.

A5. Completion:

This is the stage where the intern completes the internship.

THE SUPERVISOR'S JOURNEY

B1. Awareness: This is the stage where the supervisor becomes aware of the internship opportunity and starts to research it.

B2. Interest: This is the stage where the supervisor expresses interest in the internship and begins to promote it to the students.

B3. Evaluation: This is the stage where the students' applications are evaluated by the supervisor and the host organization.

B4. Selection: This is the stage where the students are selected for the internship.

B5. Onboarding: This is the stage where the students begin the internship and become familiar with the organization and its policies and procedures.

B6. Performance: This is the stage where the students perform the tasks and responsibilities of the internship.

B7. Feedback and Evaluation: This is the stage where the supervisor, host organization and the students provide feedback and evaluation on the students' performance.

B8. Completion: This is the stage where the students complete the internship.

THE MENTOR'S JOURNEY

C1. Awareness: This is the stage where the representative or mentor becomes aware of the internship opportunity and starts to research it.

C2. Interest: This is the stage where the representative or mentor expresses interest in the internship and begins to promote it to the organization.

C3. Evaluation: This is the stage where the students' applications are evaluated by the representative or mentor and the host organization.

C4. Selection: This is the stage where the students are selected for the internship.

C5. Onboarding: This is the stage where the students begin the internship and become familiar with the organization and its policies and procedures.

C6. Mentorship: This is the stage where the representative or mentor provides guidance, feedback, and support for the intern's professional development.

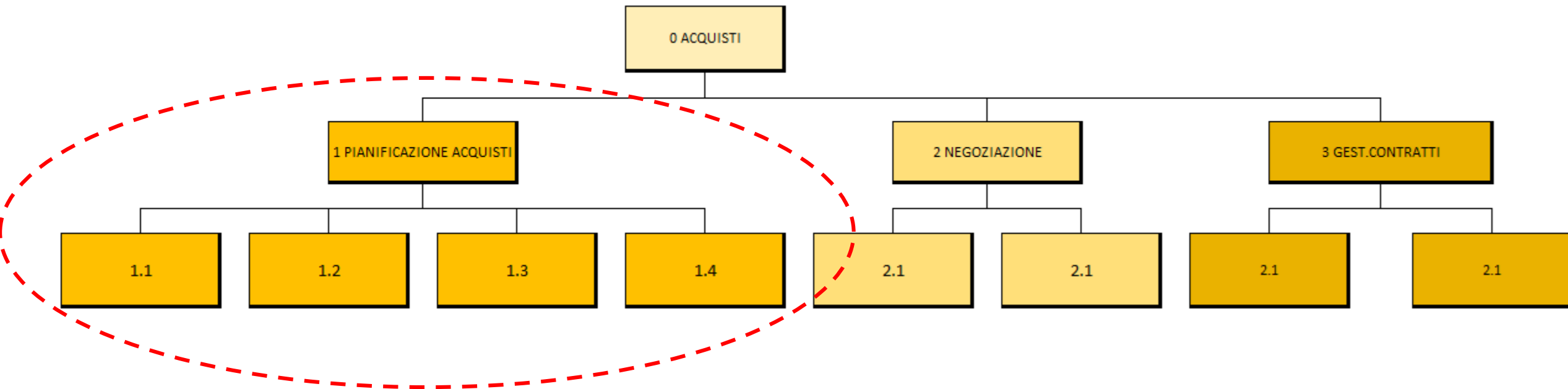
C7. Assessment: This is the stage where the representative or mentor assesses the intern's performance and progress during the internship.

C8. Completion: This is the stage where the internship comes to an end.

Example:

Functional breakdown of a training program

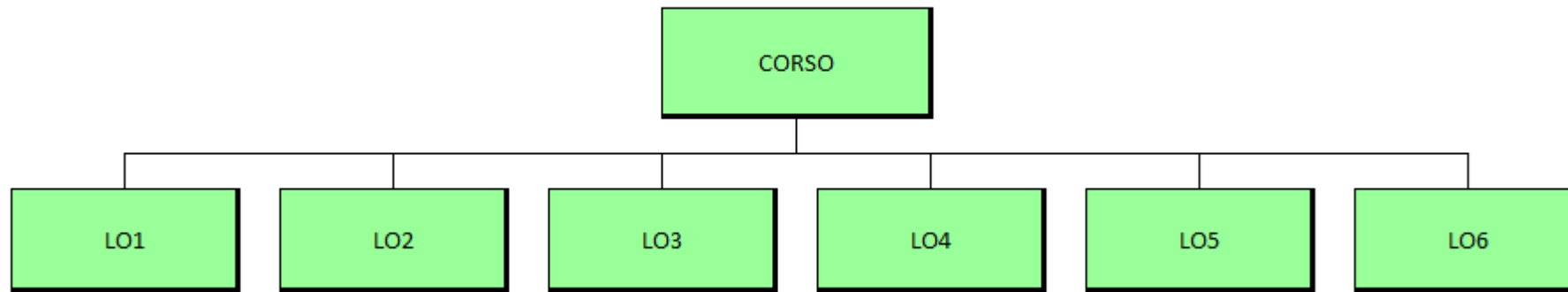
- Learning objectives



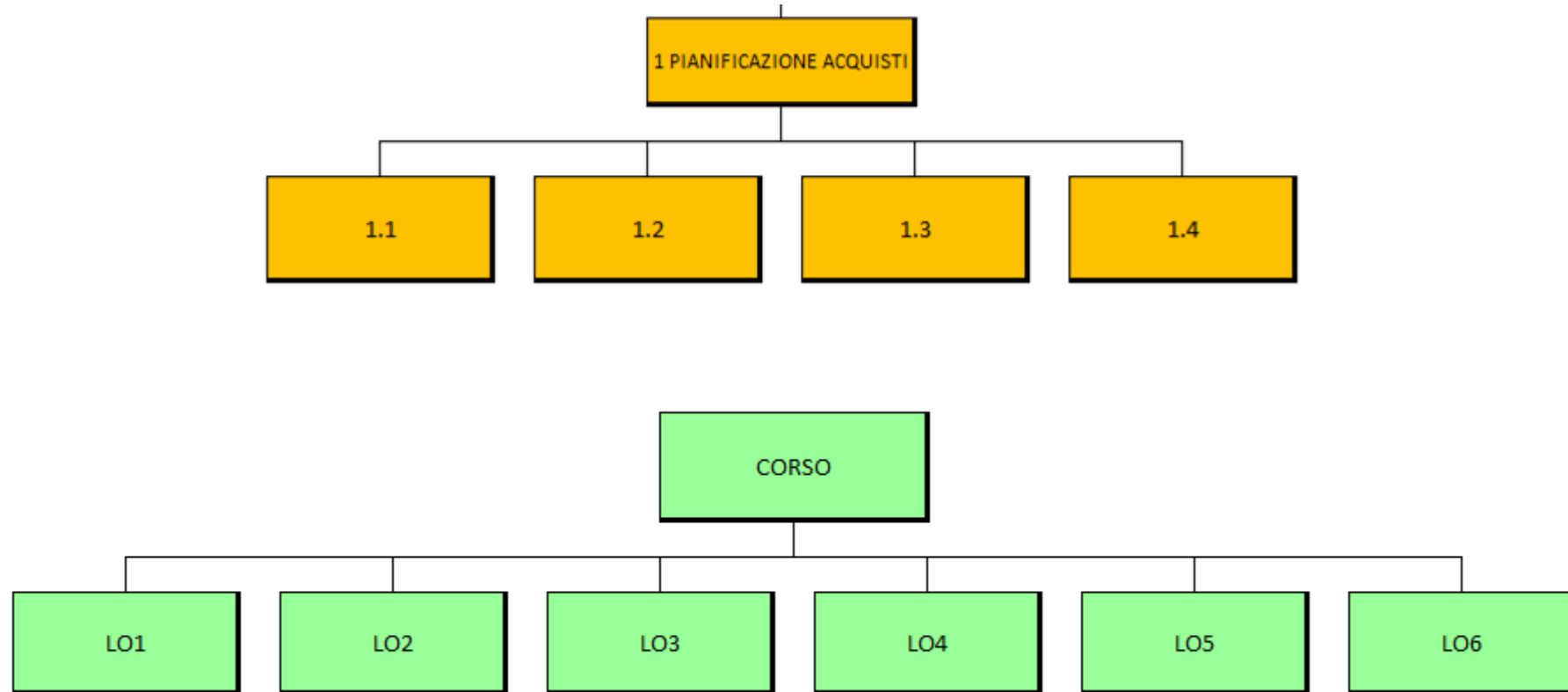
Example:

Product Breakdown of a training program

- Learning Objects



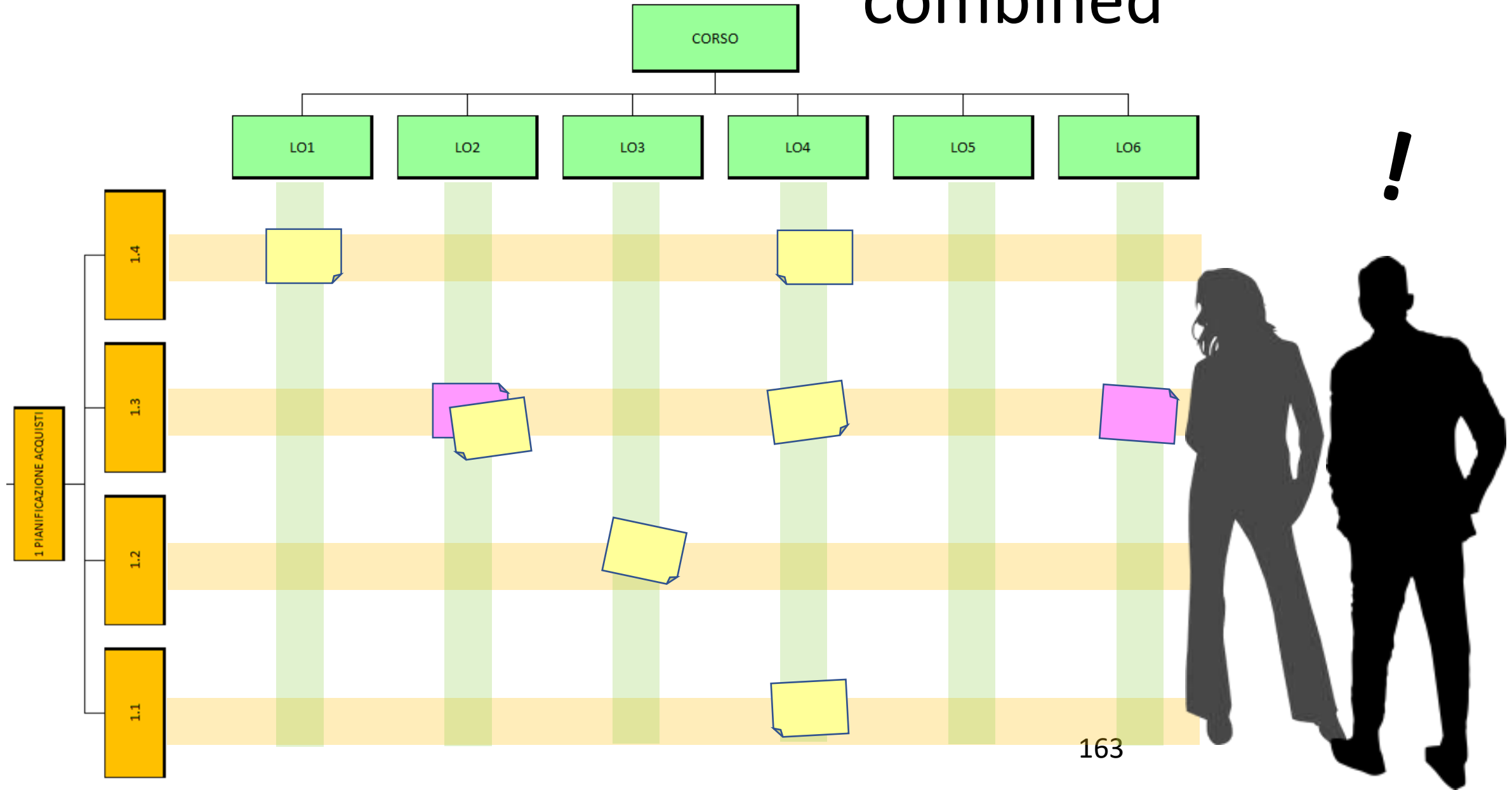
The two breakdown



?



The two breakdown combined



SOFTWARE APPLICATION FEATURES

SOFTWARE APPLICATION



DAILY REPORT



FINAL REPORT



EVALUATION FORM

Purpose:

to design and create a software application to improve the experience of the intern, the supervisor, and the representative (or mentor) of the host organization.

How?

Such an application could help to streamline communication, provide relevant information and resources, and facilitate the tracking of progress and feedback.

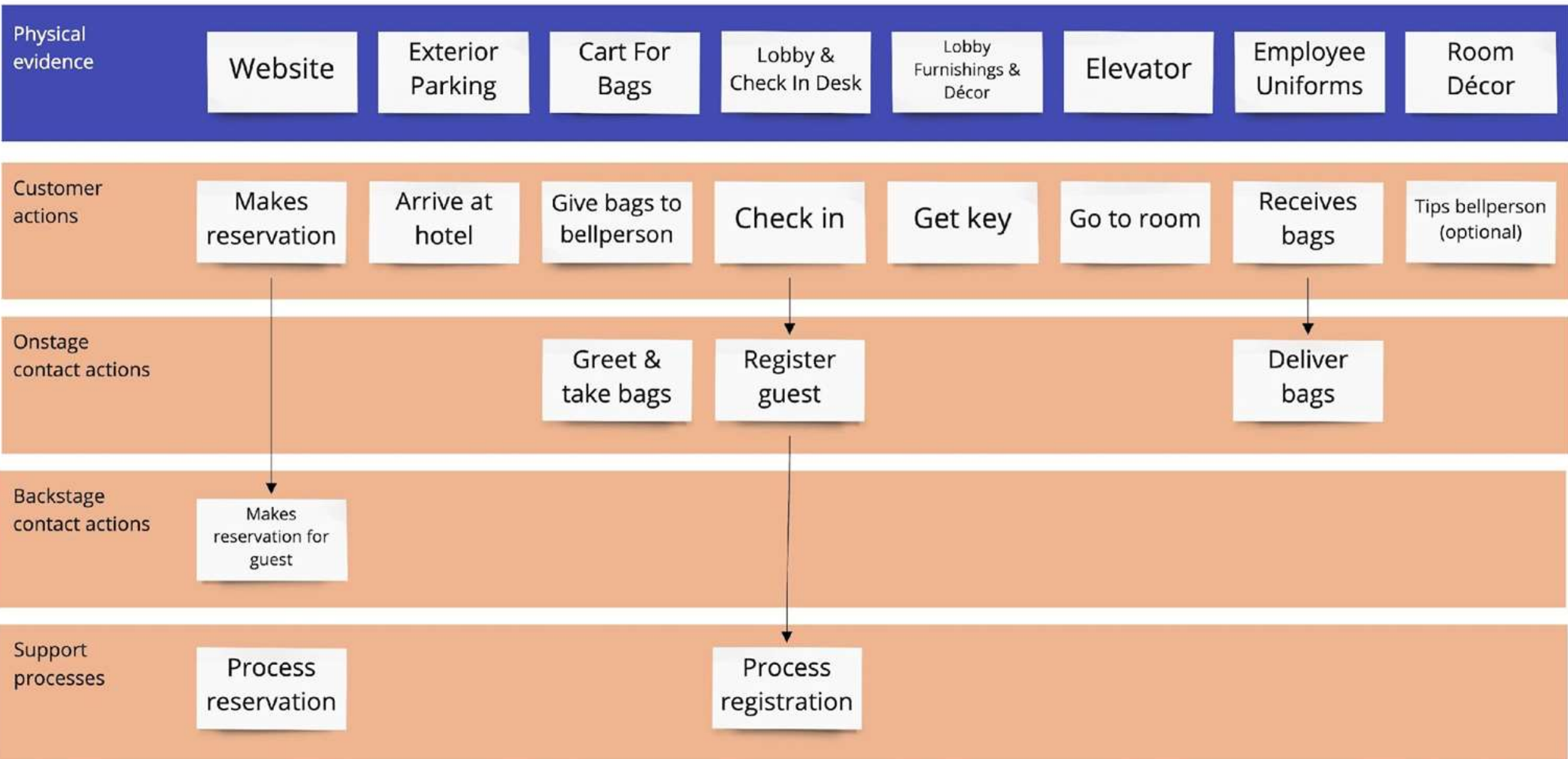
Features:

The software application could help:

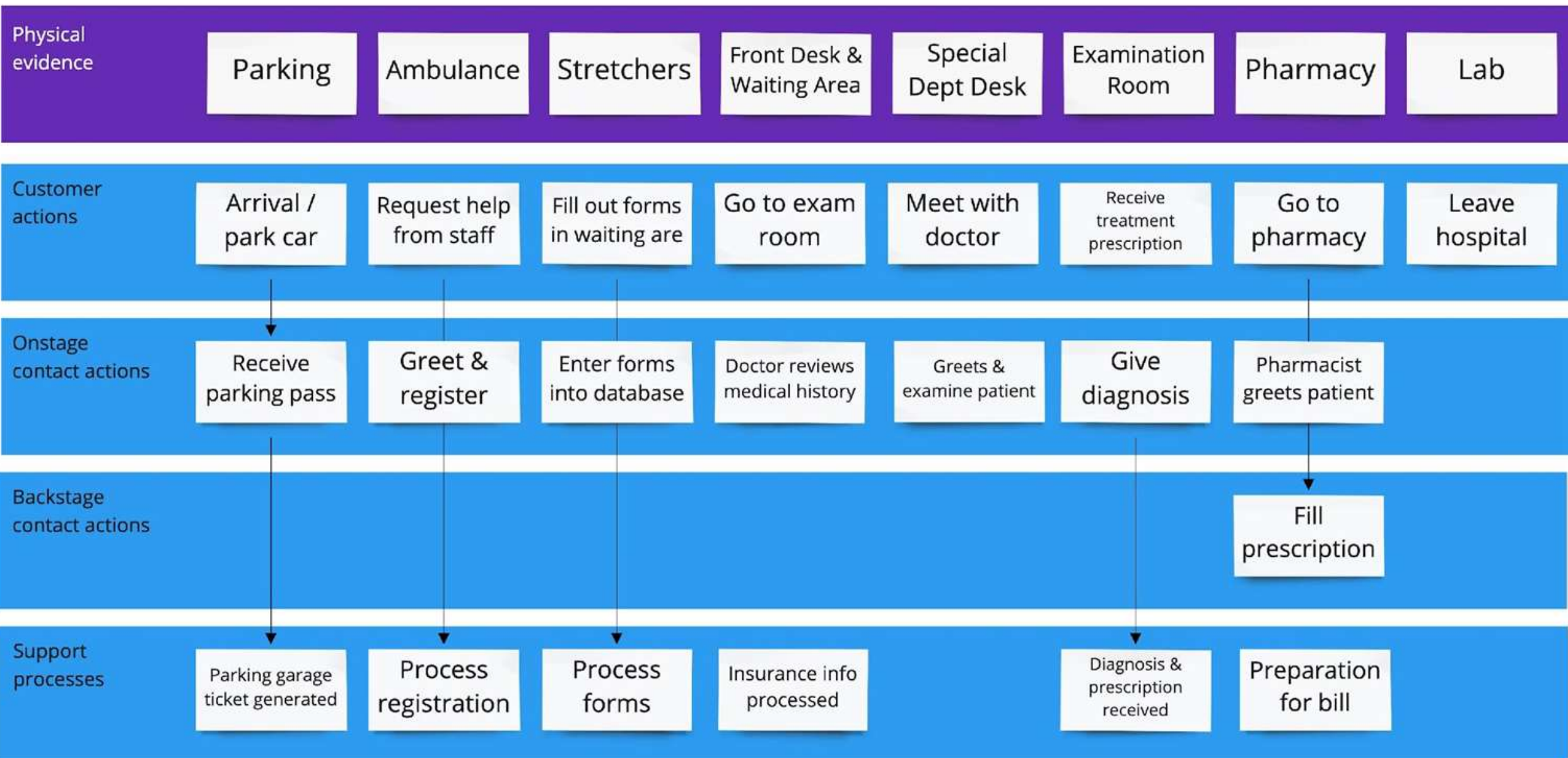
1. to improve the communication and coordination between the intern, supervisor, and host organization
2. To provide a more efficient and effective way to manage the internship experience.



Hotel service blueprint



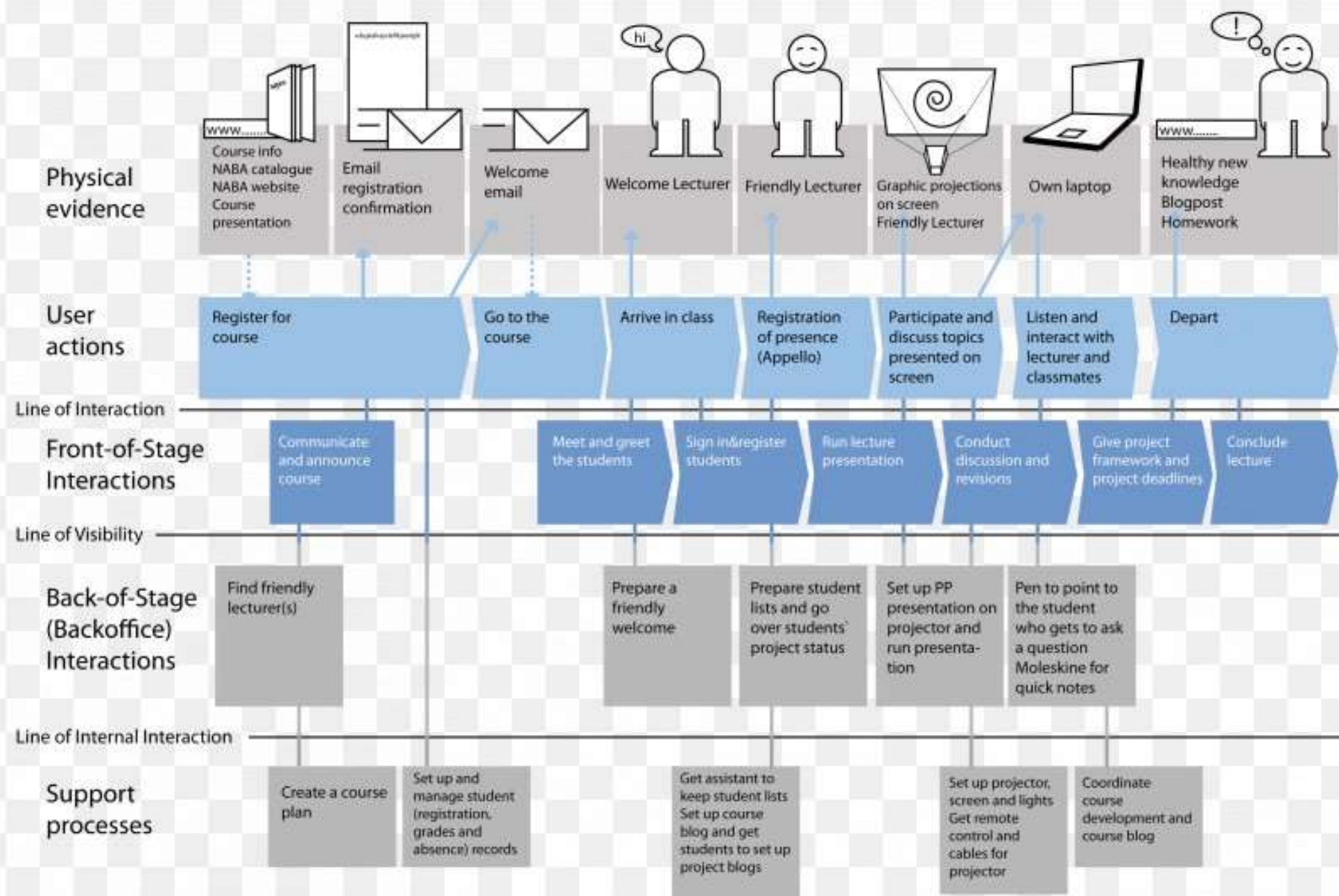
Hospital service blueprint



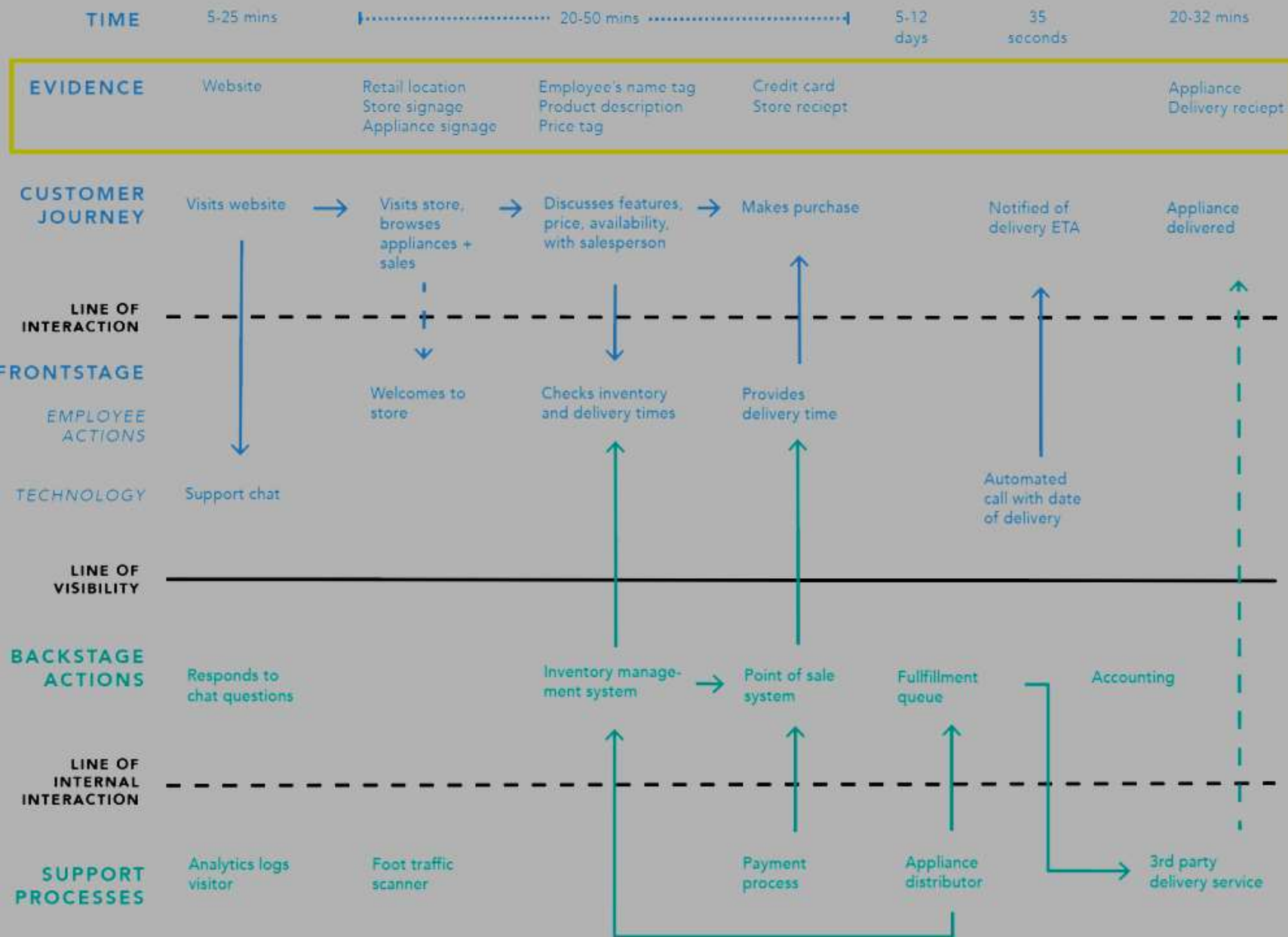
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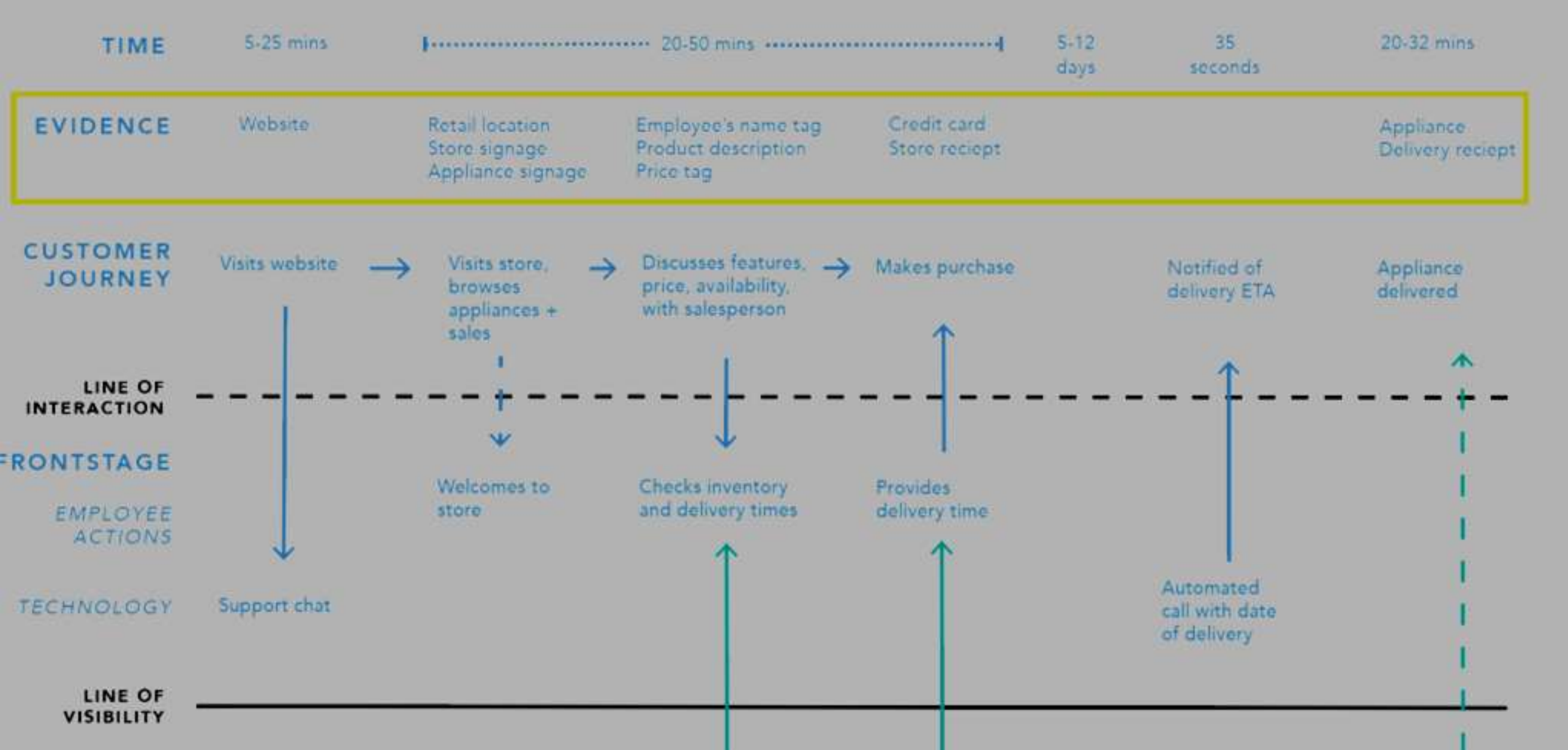
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<https://miro.com/app/board/uXjVPnC2uRo=/>

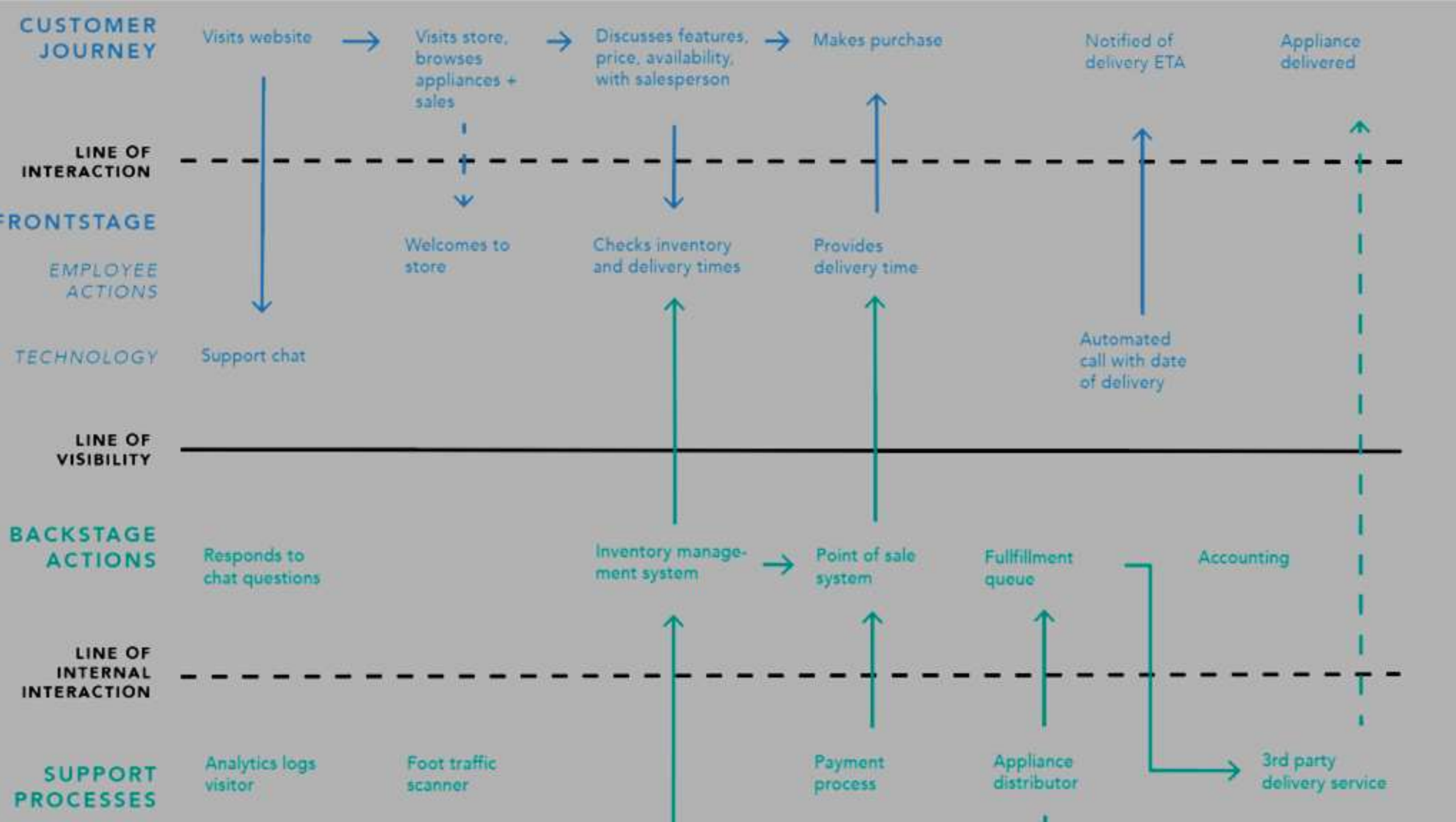


SERVICE BLUEPRINT *Example (Appliance Retailer)*





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INNOVAZIONE
RICERCA EDUCATIVA



Physical Evidence

Parking Area

Ticket Counter

Exhibition Area

Customer Actions

Parking Vehicle

Entering Museum

Booking and ticket payment

Entering Exhibition area

Visiting, taking a picture

Leaving the museum

Front of Stage Interactions

Showing the parking lot

Greeting from ticket counter officer

Process Payment

Check and marking ticket by security

Explain information relate the museum collections

Line of interaction

Back of Stage Interactions

Financial records

Visitor records

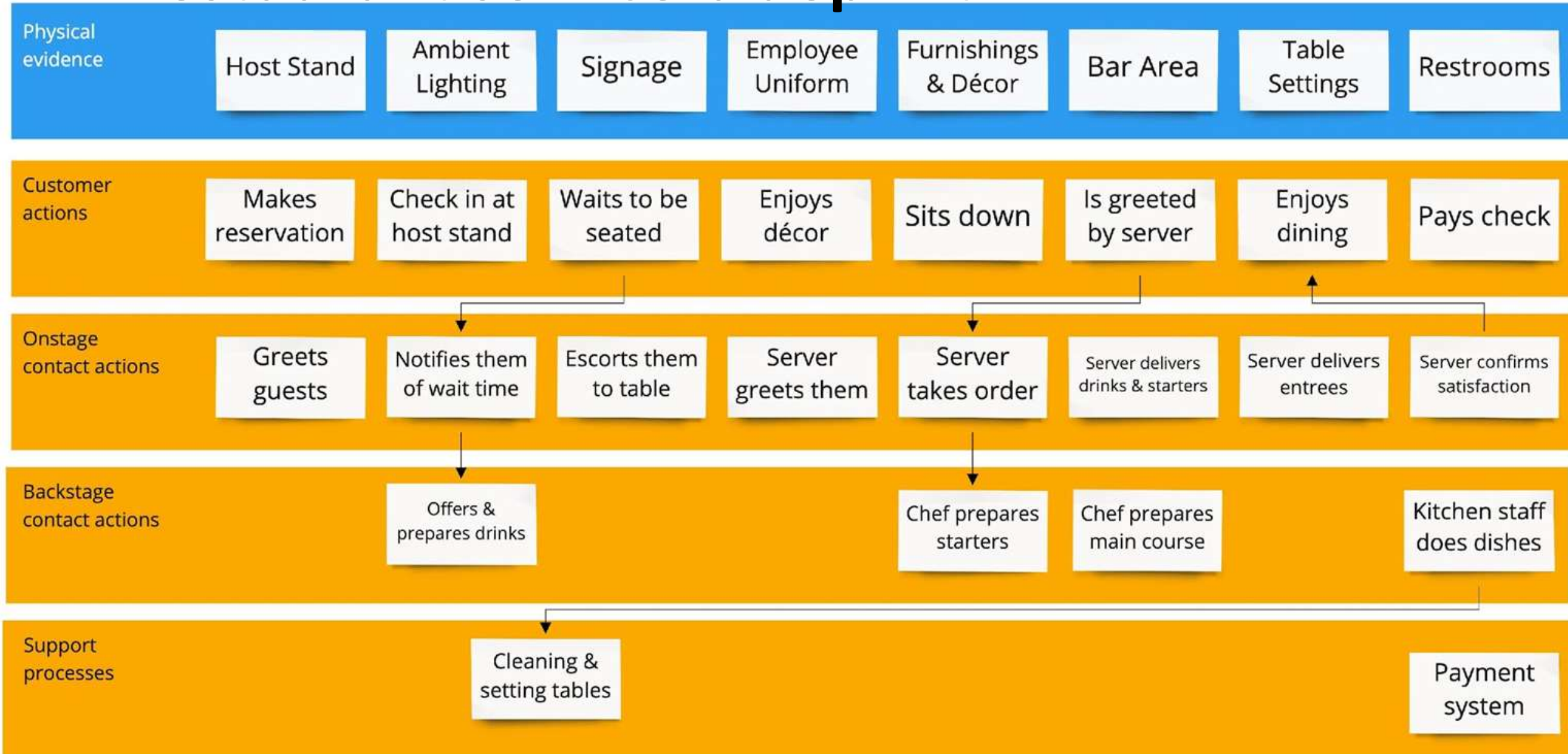
Line of visibility

Support Processes

Payment system

Line of internal interaction

Restaurant service blueprint



Work Breakdown Structure

Service Design Project

1. Planning

2. Research

3. Ideation

4. Design

5. Evaluation

1.1.

Initiation

2.1.

User Research

3.1. Ideation

Workshops

4.1.

Prototyping

5.1.

Test

1.2.

Planning

2.2.

Benchmarking

3.2. Concept

Development

4.2.

Implementation

2.2.

Evaluation

Service Design Project Charter

I. Project Title and Description

A. Project Title

B. Business Case

- Why?
- Expected Benefits:

C. Project Objectives

D. Project Scope (Activities)

E. Project Short Description

II. Project Organization

A. Project Sponsor

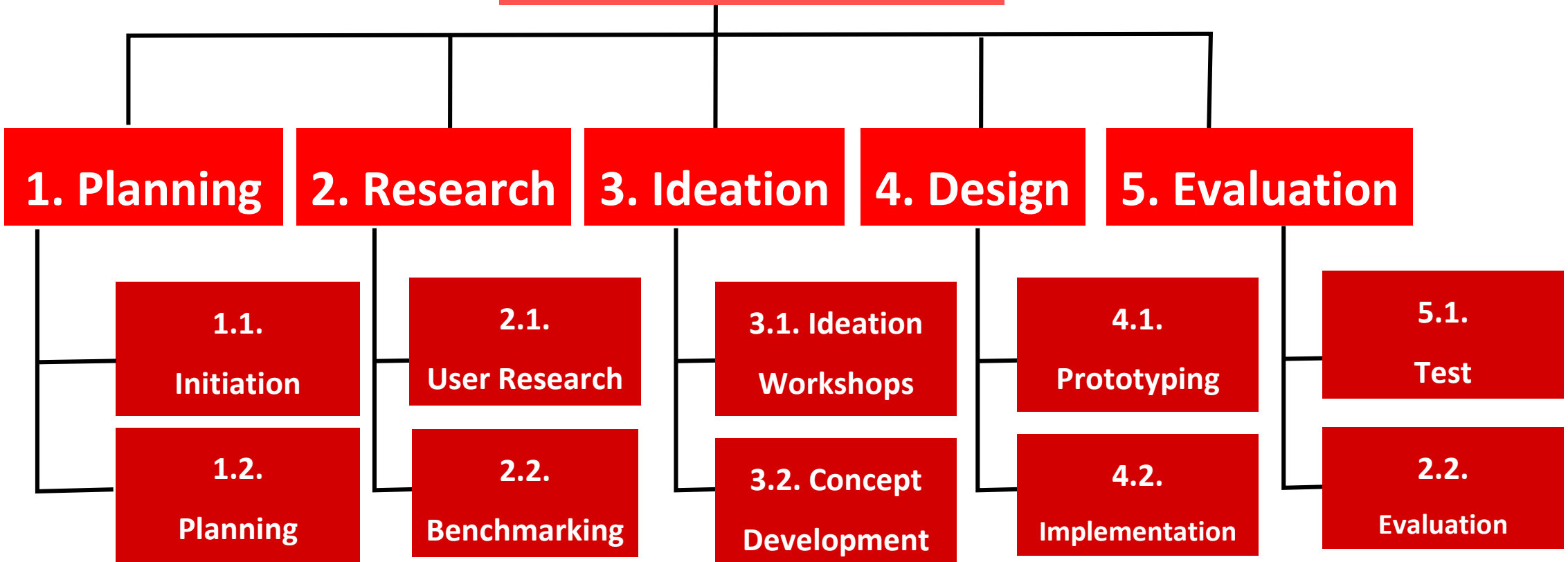
B. Project Manager

C. Project Team Members

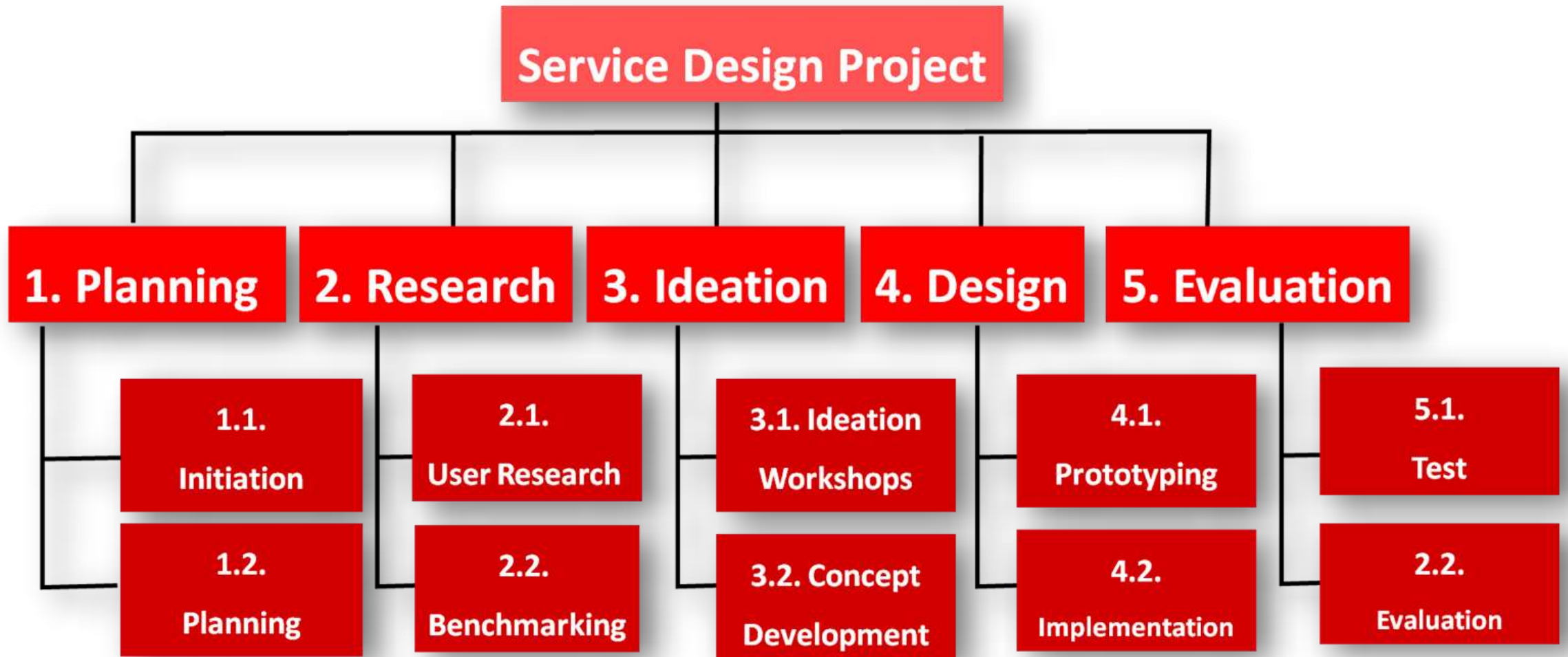
D. Key Stakeholders



Service Design Project

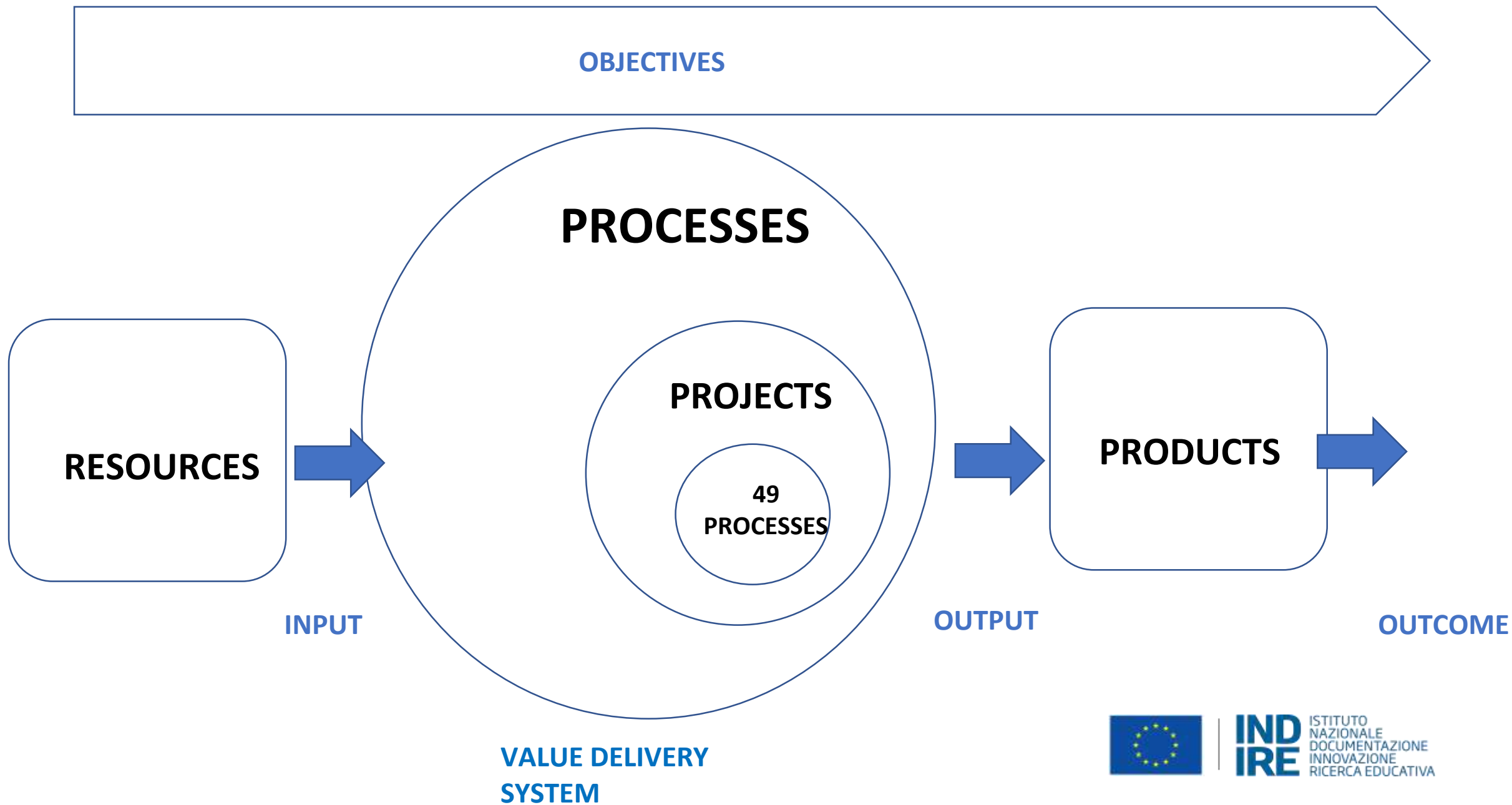


Work Breakdown Structure



The principles of agile methods

Principle	Description
Customer involvement	Customers should be closely involved throughout the development process. Their role is provide and prioritize new system requirements and to evaluate the iterations of the system.
Incremental delivery	The software is developed in increments with the customer specifying the requirements to be included in each increment.
People not process	The skills of the development team should be recognized and exploited. Team members should be left to develop their own ways of working without prescriptive processes.
Embrace change	Expect the system requirements to change and so design the system to accommodate these changes.
Maintain simplicity	Focus on simplicity in both the software being developed and in the development process. Wherever possible, actively work to eliminate complexity from the system.





How to Spark New Ideas and Create Your Company's Future

— THE —

IMAGINATION MACHINE

MARTIN
REEVES

JACK
FULLER



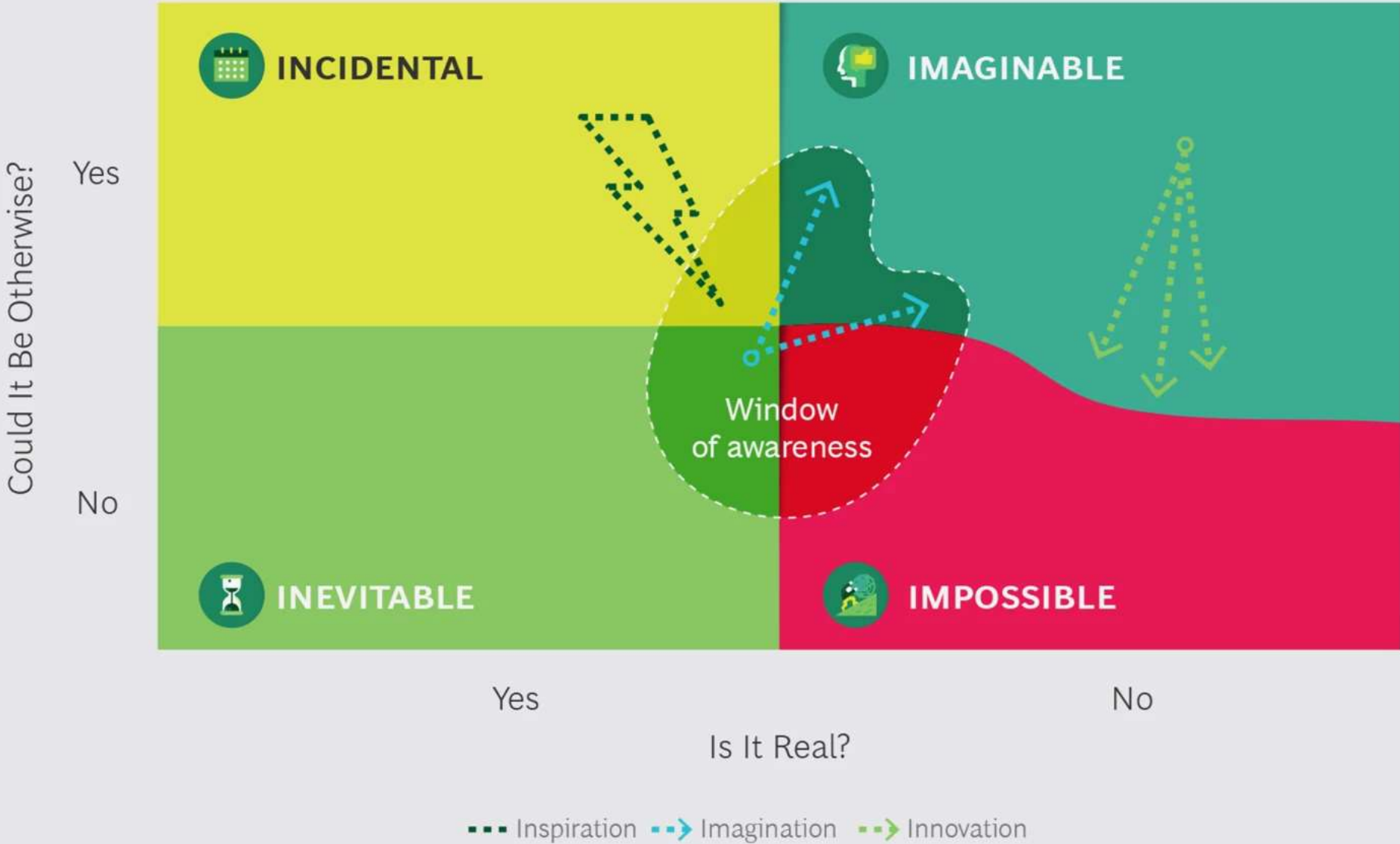
HARVARD BUSINESS REVIEW PRESS

The Imagination Machine

- **The Seduction:** How to open yourself up to surprises
- **The Idea:** How to generate new ideas
- **The Collision:** How to rethink your idea based on real-world feedback
- **The Epidemic:** How to spread an evolving idea to others
- **The New Ordinary:** How to turn your novel idea into an accepted reality
- **The Encore:** How to repeat the process—again and again.



EXHIBIT 2 | Shaping the Art of the Possible with Inspiration, Imagination, and Innovation



Source: BCG Henderson Institute analysis.

EXHIBIT 3 | Building an Imagination Machine

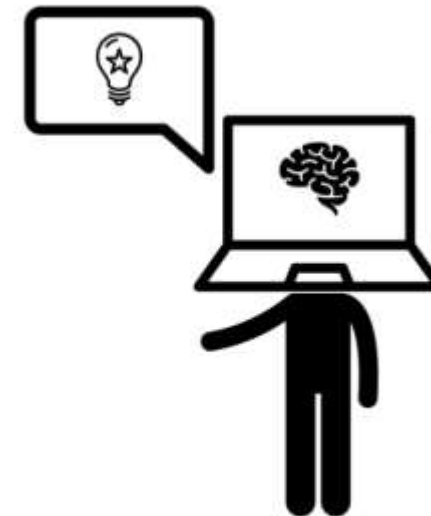
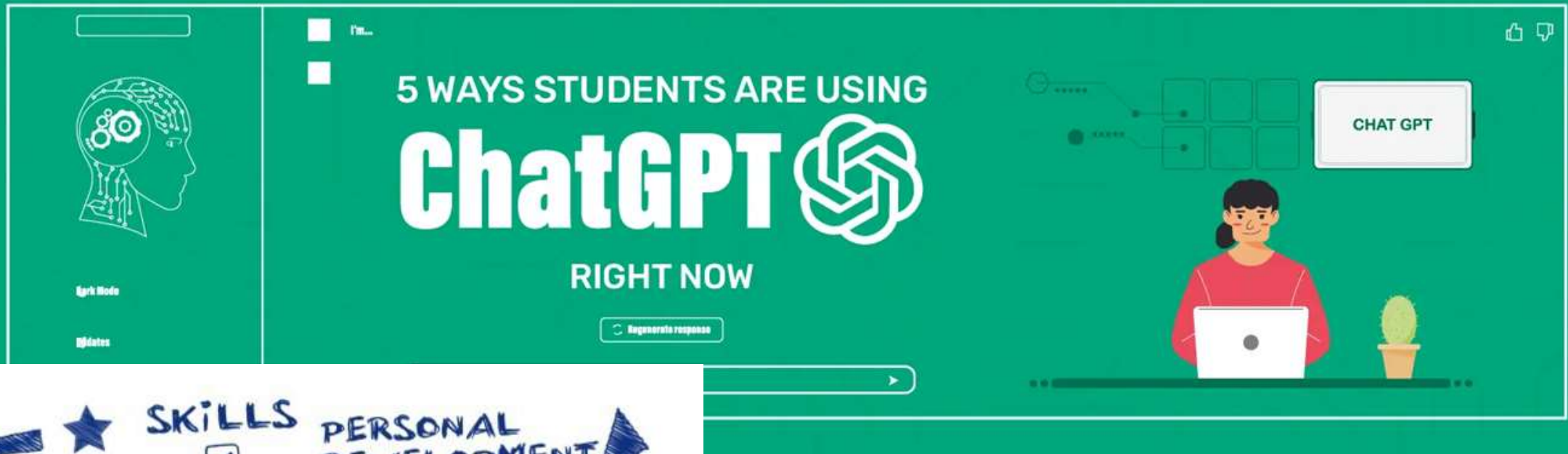


Source: BCG Henderson Institute analysis.

EXHIBIT 4 | Adding a Social Layer to Imagination Machine



Source: BCG Henderson Institute analysis.



**ChatGPT,
Chatbots and
Artificial
Intelligence in
Education**



BLUE HAT

- ▮ What is the problem?
- ▮ What is the next step?
- ▮ Is every hat doing what they should?
- ▮ How far have we come?



WHITE HAT

- ▮ What is the objective?
- ▮ What are your opinions?
- ▮ What information do we need and where can we find it?
- ▮ What do we need to ask?



RED HAT

- ▮ How do I feel about this?
- ▮ What do I like about this?
- ▮ What don't I like about this?
- ▮ What are my worries, concerns etc?



YELLOW HAT

- ▮ What are the benefits?
- ▮ How does this make things better?
- ▮ How do you know this will be good?
- ▮ Is the Black Hat right?



BLACK HAT

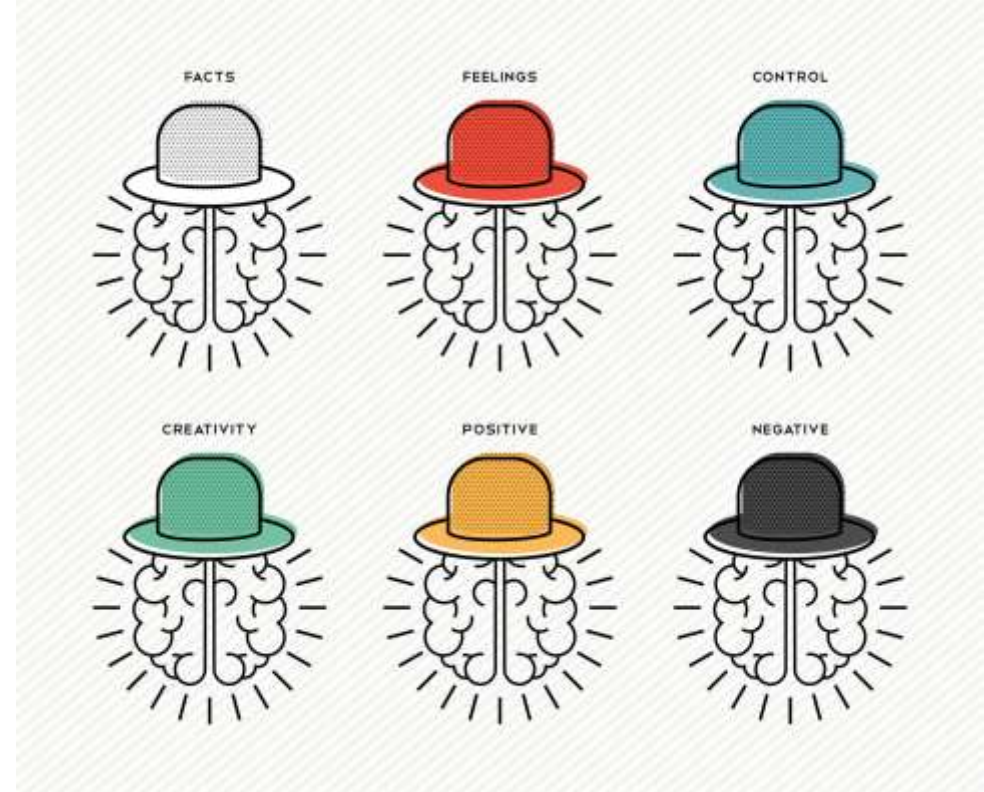
- ▮ What are the risks?
- ▮ Why won't this work?
- ▮ What makes this more difficult than we think?
- ▮ Is the Yellow Hat right?



GREEN HAT

- ▮ Can we do this another way?
- ▮ What other ideas can we come up with?
- ▮ Is the Yellow Hat right?
- ▮ What risks should we take?

<https://app.conceptboard.com/board/34z5-af5c-556z-66q3-bnc6>



<https://www.designorate.com/the-six-hats-of-critical-thinking-and-how-to-use-them/>



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DE BONO SIX THINKING HATS

Hat Sequences and Strategies*



* The above hat sequence is a guideline only and may vary based on the project, team member and the aim of the Six Thinking Hat session.

Full Article: <https://www.designorate.com/the-six-hats-of-critical-thinking-and-how-to-use-them/>



in english. Can you give me an exemple of speculative design about an ideal solution for an innovative service to support the internship experience supporting: students; university supervisor and companies hosting the intern?



An example of speculative design about an ideal solution for an innovative service to support the internship experience could be a virtual platform that connects students, university supervisors, and companies hosting interns. The platform would have features such as a matchmaking system to pair students with relevant internship opportunities, communication tools for all parties to stay in touch and track progress, and resources for students to learn and grow both professionally and personally. The platform would be designed to create a seamless and enriching internship experience for all involved, making it easier for students to find and participate in valuable internships, while also helping companies and universities better support and monitor their interns. The advantage of this design is that it offers a comprehensive and streamlined solution to support the internship experience, while the potential challenge is ensuring adoption and implementation of the platform by all relevant parties.





Speculative Design



Internship
Experience

Wearable Technology

Speculative Design

“The Anti-Company-Game”

- You are the CEO of a hotel chain and playing the game and flipping the assumptions.
- An “Anti-Hotel” don’t own any hotels or any rooms or even operate any hotels or any rooms anywhere.
- Actually, had the executives of hotels played the “Anti-Company Game” before 2007, they might have been able to foresee the appearance of Airbnb, the hotel-less hospitality company, and they might have been able to stave off disruption by preemptively disrupting themselves.



05 — Preparing for implementation

05 —
Preparing for
implementation
Getting ready to launch your idea in
the real world

- So you have reached the final but perhaps most critical phase of any project.
- If you've launched services or policies before, you'll know that preparing for implementation can be a challenging task.

Creating a pitch

- The first thing you'll want to articulate is the essence of your product, service or experience. Offer context, the main thrust of your solution, why it's different, and any call to action you're making. Try to succinctly explain it in less than a minute.
- You'll want your pitch to be clear and unambiguous, so don't get bogged down in details. Focus on how and why it counts.
- Next you'll want to get that story into some kind of format. It could be a pamphlet, website, book or presentation. You may need more than one. You may need a graphic designer or writer to help.
- You'll likely communicate differently with different audiences. Make sure you think about telling stories of varying lengths and degrees of detail. What are the short, medium 69 and long versions of your pitch?

Capabilities quicksheet

1. The main elements that you'll want to understand are the distribution of your solution, the partners you might need and the capabilities necessary to execute.
2. Put "Distribution," "Capabilities," and "Partners" on big sheets of paper. Have a brainstorm about what needs to happen for each category. List what you've already got and what you'll need. For example, under "Distribution", perhaps you need to source, store and distribute a product. Many smaller steps within each of these large categories should emerge.
3. Looking at all your ideas after, start to group needs based on actors in the room, and then include a category for needs that are out of the scope of the team. Will you have to form new relationships or can you leverage existing ones?
4. Look at how you plan to "Staff your project". Do you need more or less help after assessing your capabilities? Now move onto "Creating a roadmap".

Staffing your project

1. Now that you're most of the way through your project, determine who are the most essential members of your team for implementation. Make a list of the critical skills that are required, then reorder the list based on highest priority.
2. Take a look at your existing team. Do you need specialist skills? Perhaps a designer, someone with specific expertise, or particular sector knowledge? Do you need dedicated project management resource?
3. Are there organisations that you now need to partner with? What about funders? Will you have to get buy-in from managers or officials?
4. Implementation can take a long time, so think down the road about who you'll need now and who you'll need when you've launched.

Creating a roadmap

1. Assemble your team and all the critical stakeholders responsible for implementing your idea. They'll have information that you may not know but that is crucial.
2. Make it visual. Print out a big calendar for the next year or so to map out what needs to happen when. Start adding Post-its with key dates such as a pilot launch, rollout date, etc.
3. Break it down by thinking about your calendar in chunks. Answer questions like “What needs to happen in the next month? In three months? In a year?”. Themes will emerge around the various tracks of work that need to take place.
4. Think about the major milestones in your project timeline: when will you launch? When will you need to complete your technical development by? When will you kick off a communications plan? Get key dates on the calendar.
5. Assign a team member or partner to each track of work and get someone to champion each element of your project. Be prepared to hold them accountable to the tasks.

Building partnerships

1. Get your team together with other key stakeholders and partners and run a brainstorm around what partnerships you need. Maybe you need greater access to the press, maybe you need to raise money.
2. Next, take those key partnership needs and have another brainstorm around who you know already and who you can reach out to in your wider network.
3. Though you'll want to remain flexible, you'll also want to start to set parameters around what you need from your partners. Figure out when you'll need each one, how much you can reasonably ask of them, and what kind of deadlines to set around your ask.

Measuring and evaluating

1. Firstly, determine why you need to measure. Is it to demonstrate impact? To get more funding? To improve business practices?
2. Be sure to bring key stakeholders into this conversation. They may have been measuring and evaluating your topic area for years and can provide key insight.
3. Assess whether your team is best suited to carry out the process. You may need to hire an outside team or consultants to help.
4. Try to find a balance between quantitative and qualitative measurements. Stories from partner organisations and the people that you're designing for can be very powerful, especially if your solution doesn't lend itself to capturing hard numbers.
5. 06 Take a prototyping attitude to your measurement. You can always tweak your operating model based on the information coming in to maximise your impact.

Capabilities quicksheet

— Preparing for implementation,

Distribution

E.g. do you need to source, store and distribute a product? Write your requirements here.

Capabilities

E.g. are there specialised skills, such as technological capabilities, intrinsic to the development of your service/product/process? Write down your requirements here.

Partners

E.g. are there external organisations or individuals who can support, assist or influence the success of your solution? Write down your requirements here.

05 — Preparing for implementation

Getting ready to launch your idea in
the real world

Needs

Using the requirements listed in the rows to the left, list here what your needs are in terms of capabilities. This information can then be used to inform the 'Staffing your project' (page 71) and 'Creating a Roadmap' (page 73) activities.

06 — Overcoming challenges



06 — Overcoming challenges

- In sharing this collection of practical tools and methods, we have hopefully given you the insight needed to grow in your role and the confidence to bring about change using design.
- "We don't know how to define the challenge well."
- "We have little experience in running qualitative research with users."
- "We pilot, we don't have the time to prototype."
- "We don't have enough time!"
- "We don't connect as a public institution; policymaking and service delivery don't relate well to each other."

