

2018

Systems thinking for service design

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System Thinking for Service Design

ROBERTA TASSI & YULYA BESPLEMENNOVA

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WHY WE ARE HERE

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WHY WE ARE HERE

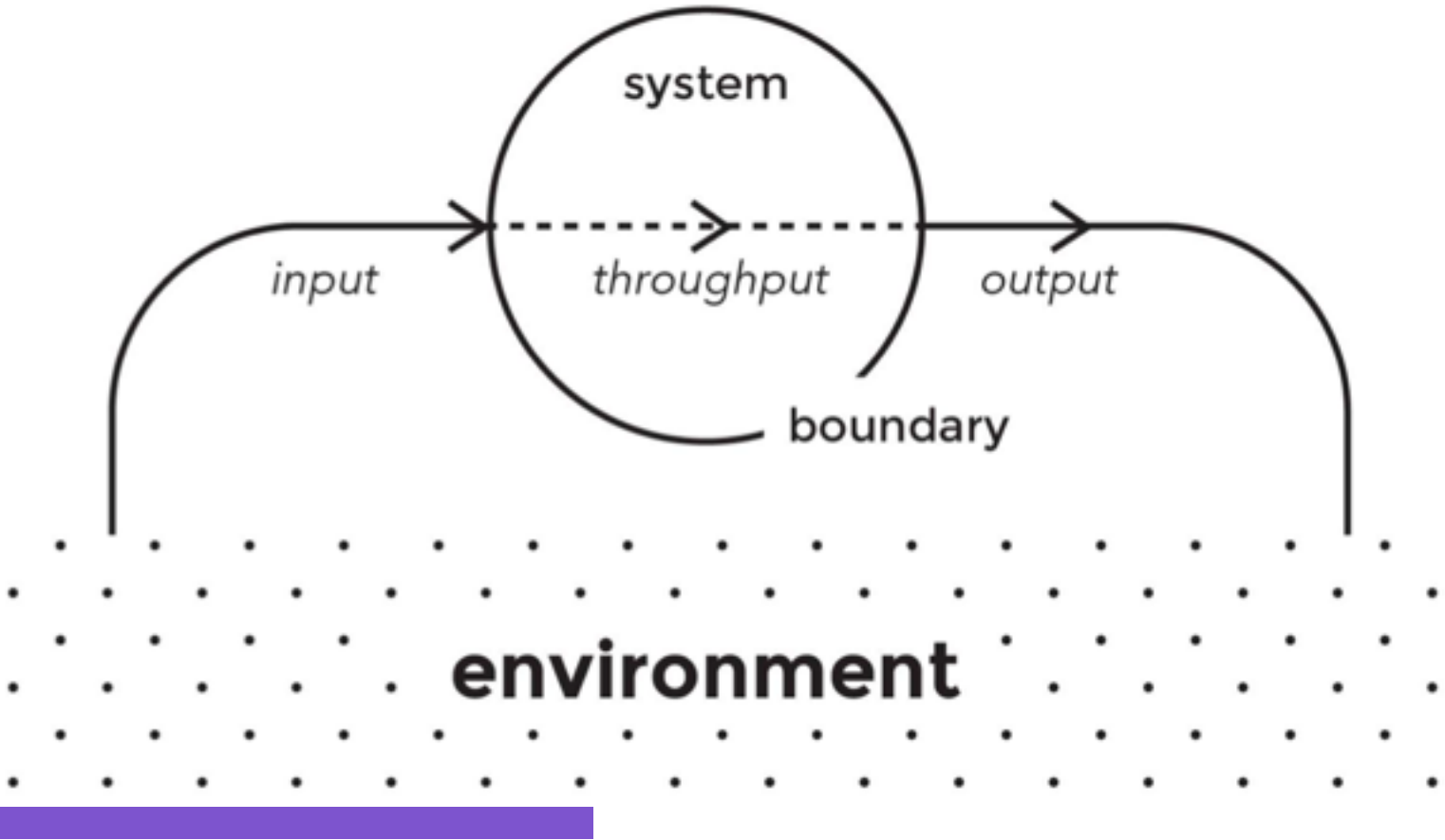


WHY WE ARE HERE

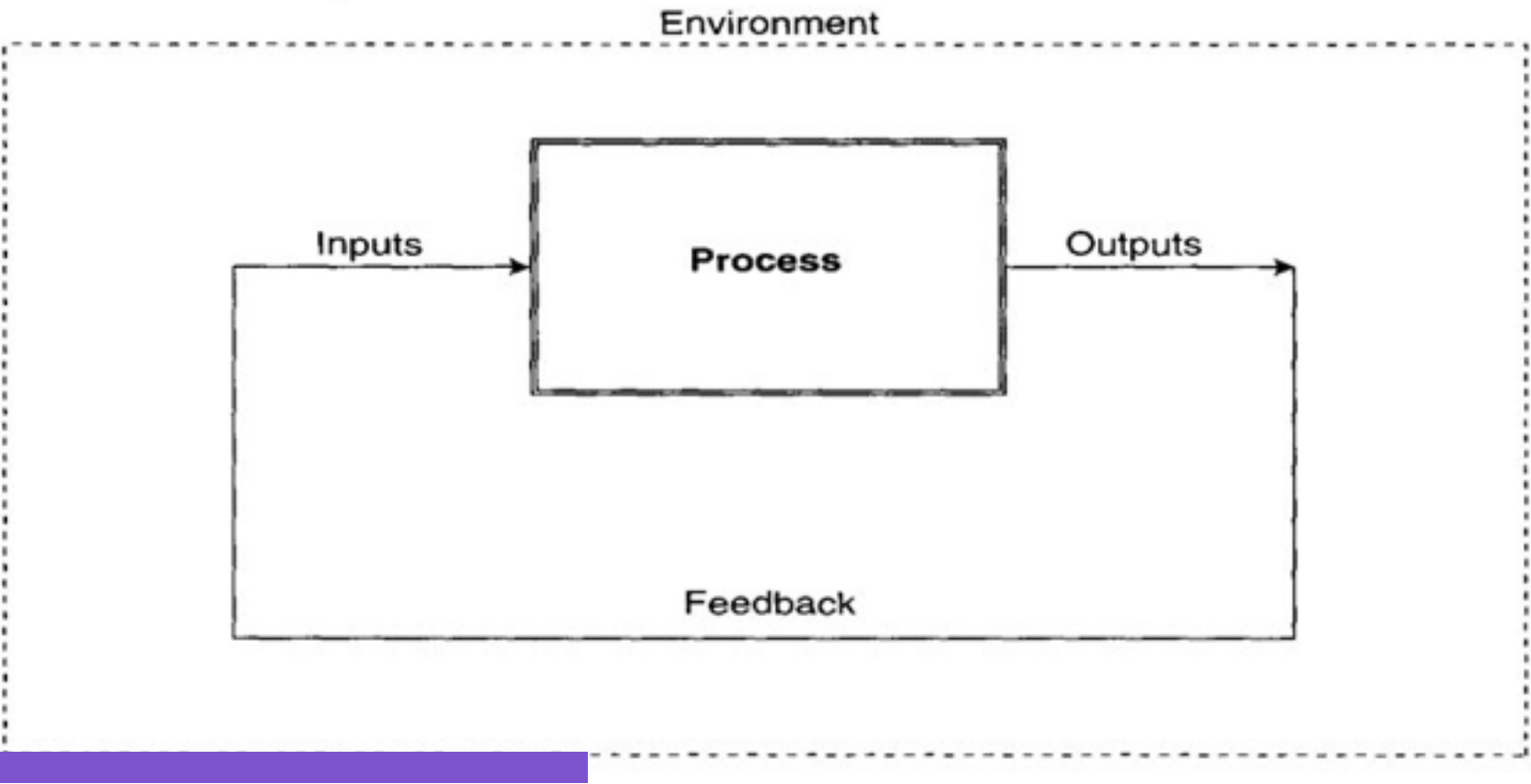
We need more than human-centered design to deal with future transformations

ANAB JAIN

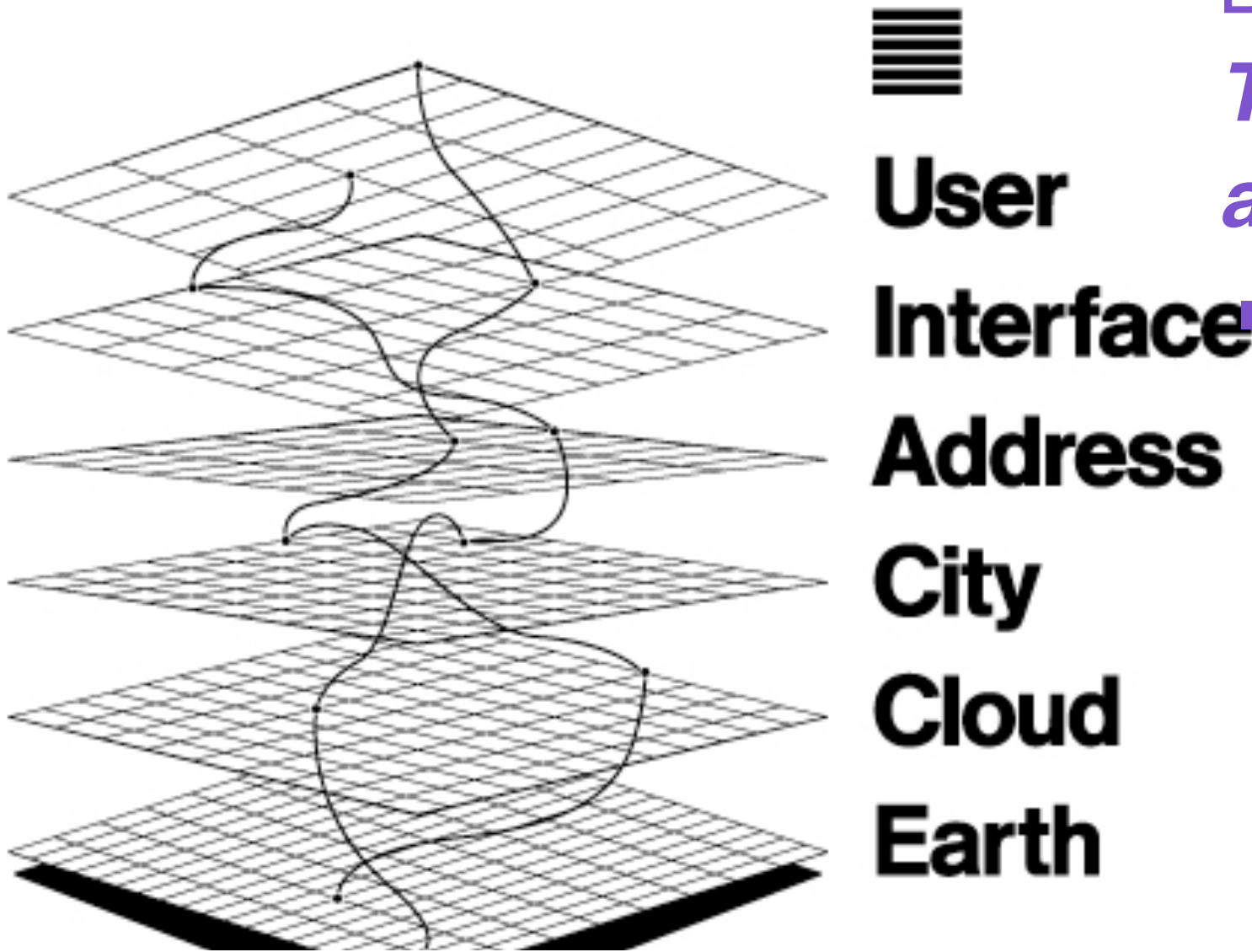
SYSTEMS THINKING THEORY



Karl Ludwig von Bertalanffy
understanding of living
organisms



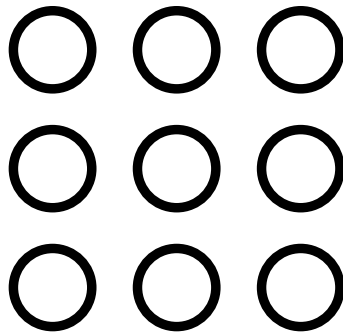
Norbert Wiener's *model of
an organization as an
adaptive system*



Benjamin Brutton
*The Stack: On software
and sovereignty*

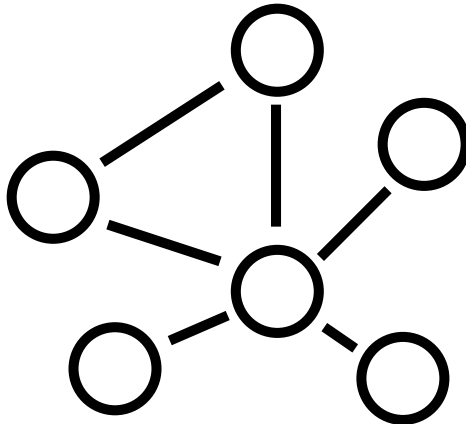
SYSTEMS THINKING GRAMMAR

1.



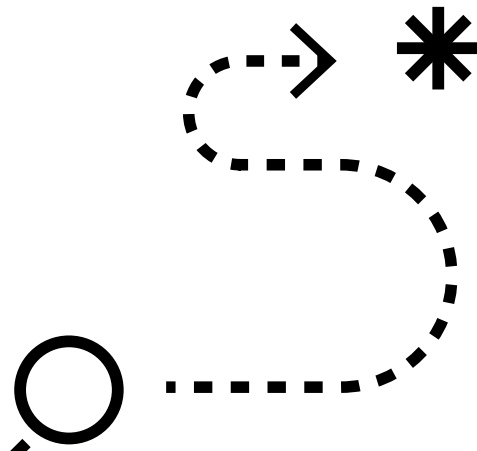
ELEMENT

2.



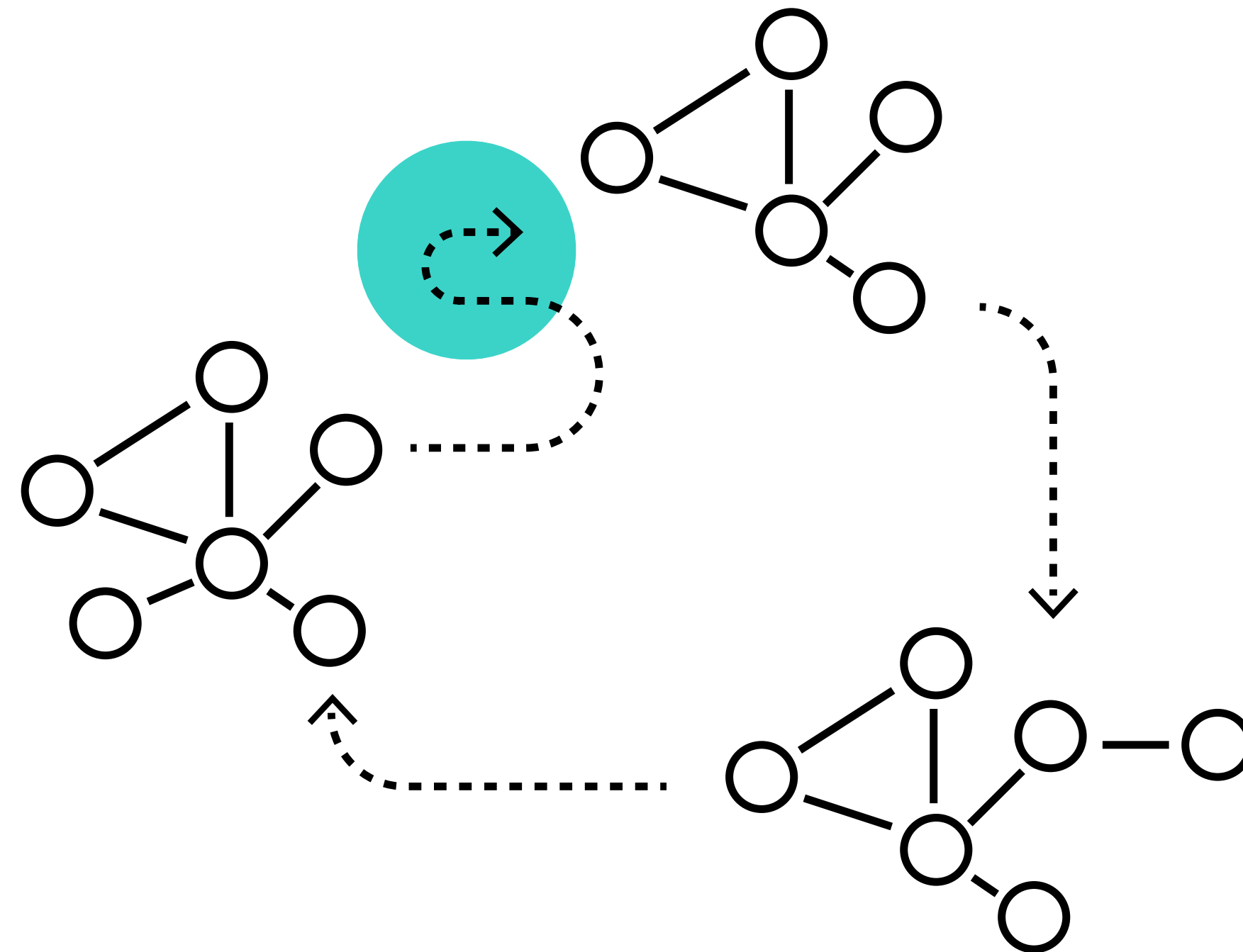
INTERCONNECTIONS

3.



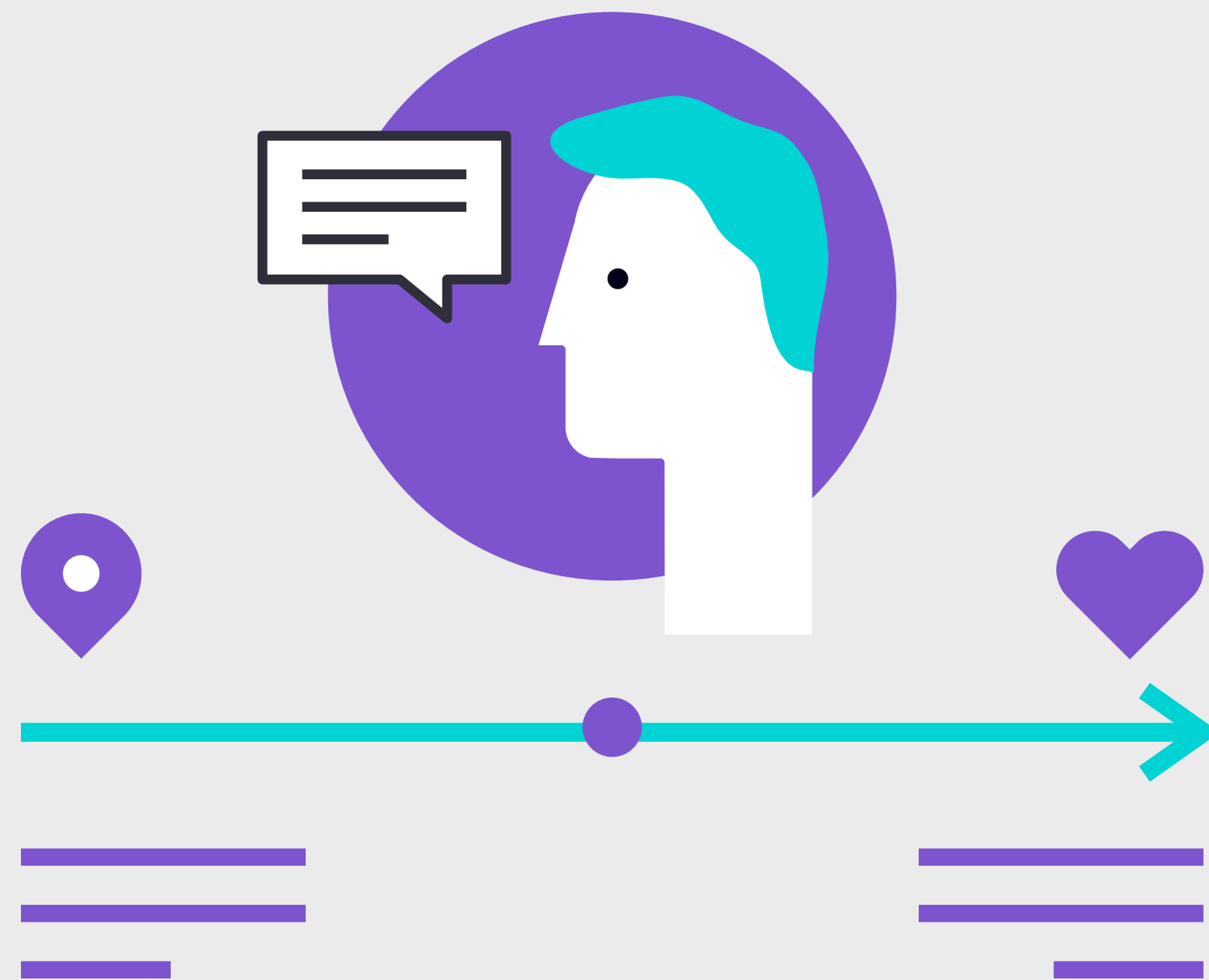
PURPOSE

we need to **observe**
systems in dynamics to
better understand their
behaviour and how they
can evolve over time



EVOLVING PERSONAS





From static to dynamic personas

Set potential end-states and work on the evolution and transformation of behaviours over time

THE CHALLENGE



5%



14%

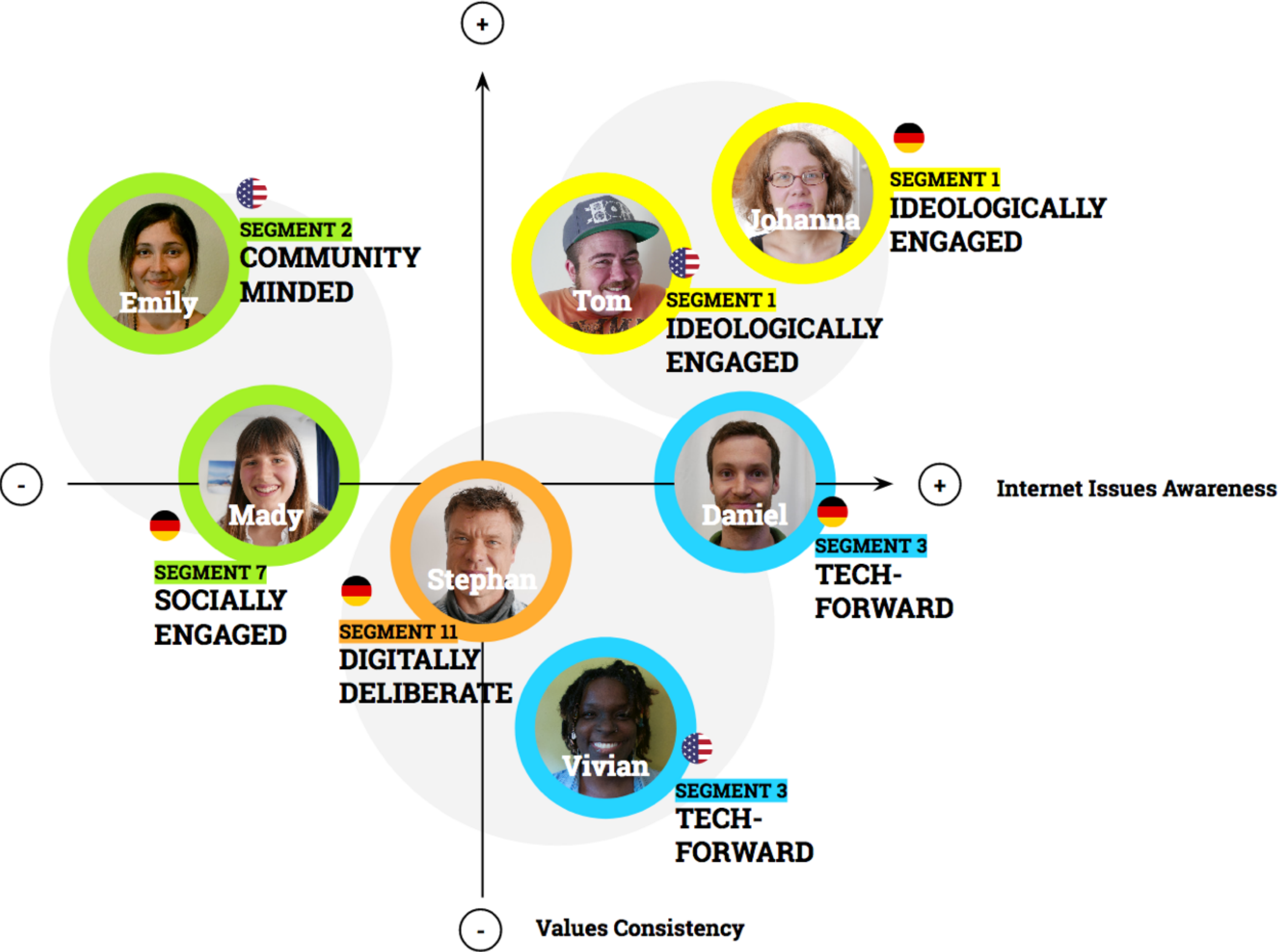


THE CHALLENGE

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THE OUTCOMES



THE OUTCOMES

"I like when a product has a story behind it."

Emily

Loyal - responsible - motivated

Emily is a protective mother and an active community member with strong influence over small, local groups. She wants to contribute shaping a better world and has picked certain causes that are particularly relevant for her to push forward. She enjoys discussing news on social networks but also understands how that space could be dangerous for unaware users, like kids, and tries to monitor them.

Age: 32
Where: Austin
Gender: F
Family type: family (two children)
Interests:
education
gender issues
neighborhood

Value Consistency
● ● ●
Internet Issues Awareness
● ● ●
Tech Proficiency
● ● ●

Value Consistency ● ● ●

Emily wants to support the community she belongs to and create a safe, protected and exciting environment for her children. She supports local initiatives, and believes in collaboration as a way to drive change.

Needs:

- Help others**

Gives her contribution to disadvantaged social groups.
- Family protection**

Educate her kids and help them develop safely.
- Feel good**

Make choices that make her feel her actions contribute to positivity.

She does

- Support local activities, small businesses and not-for-profit organizations over corporates;
- want to be involved with family and kids education;
- monitor what the children do, especially when they go online.

She doesn't

- Radically disrupt her lifestyle to support her values and ideals, look for a balance;
- go very deep in the information she has: knowing that somebody is doing good is enough for her to buy into a specific cause;
- take the time to read much: if you earn her trust early, you have earned her for a long time.



"I can come out roaring like a mama bear!"

Offline/Online Behaviours and Habits:

- Extremely open and outgoing offline, where she feels to be in a safe zone. She likes to be surrounded by people, give them trust, share her experiences with them.
- Guarded and private online, where she feels a lot more insecure and exposed. She prefers to watch what others share than to proactively participate.
- Has high level understanding only and often takes information at face value, for example, avoids iCloud because people have been hacked, creates private groups on FB and assumes it's private.

Internet Health Awareness ● ● ●

While Emily understands all the health issues well and seems willing to support, she struggles connecting them with her own experience and believes most of them don't affect her life directly at the moment.

Relevant Issues:

- 1) Digital inclusion
because of her community focus, she cares about inclusion and diversity
- 2) Web literacy
because without education people wouldn't know how to be safe online

Privacy:

"Surveillance is bad, but I don't want to be obsessed by it - as long as it doesn't affect me directly."

While they are somewhat aware of lack of privacy and increased surveillance, they rather not acknowledge it as they often do not know to address it.

Browser:

"The Internet feels like you have the world at your fingers, you need to know how to use it."

They don't have a favourite browser. Simplified functions and predefined settings could help them and others have a better understanding on how to use the browse for their specific needs.

Search:

"I don't rely on apps to do the scouting for me: they are not Youtube's kids, they are my kids."

They are concerned by what the kids could find when they search as well as the rise of fake news. Believes education is important to be able to properly distinguish sources and learn how to search.

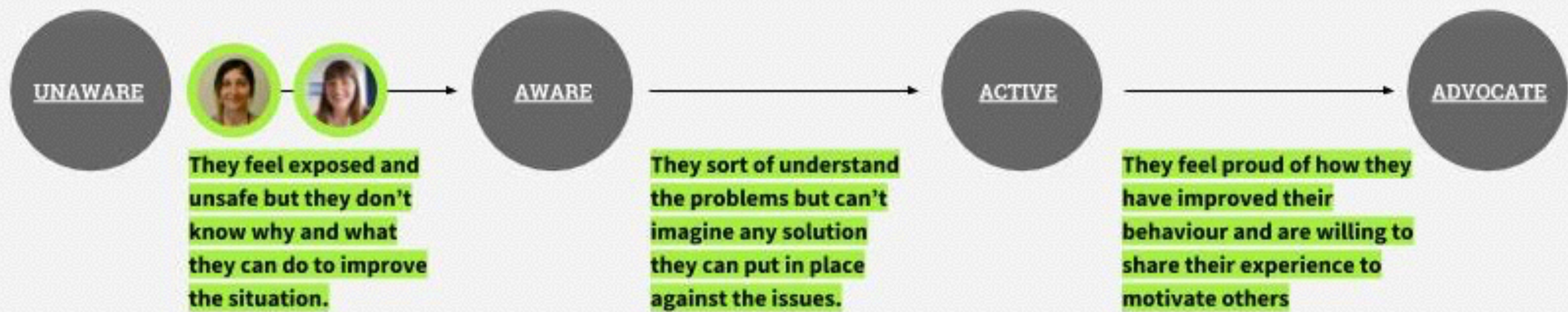
Communication:

"In my life I'm very open, but online I'm more like a peeping tom."

They are on social networks but don't feel comfortable sharing information about life and family. Looks for entertainment more than communication.

"I don't think that the Internet is safe, especially for kids..."

THE OUTCOMES



e.g. What would prevent them from becoming aware?

BLOCKERS

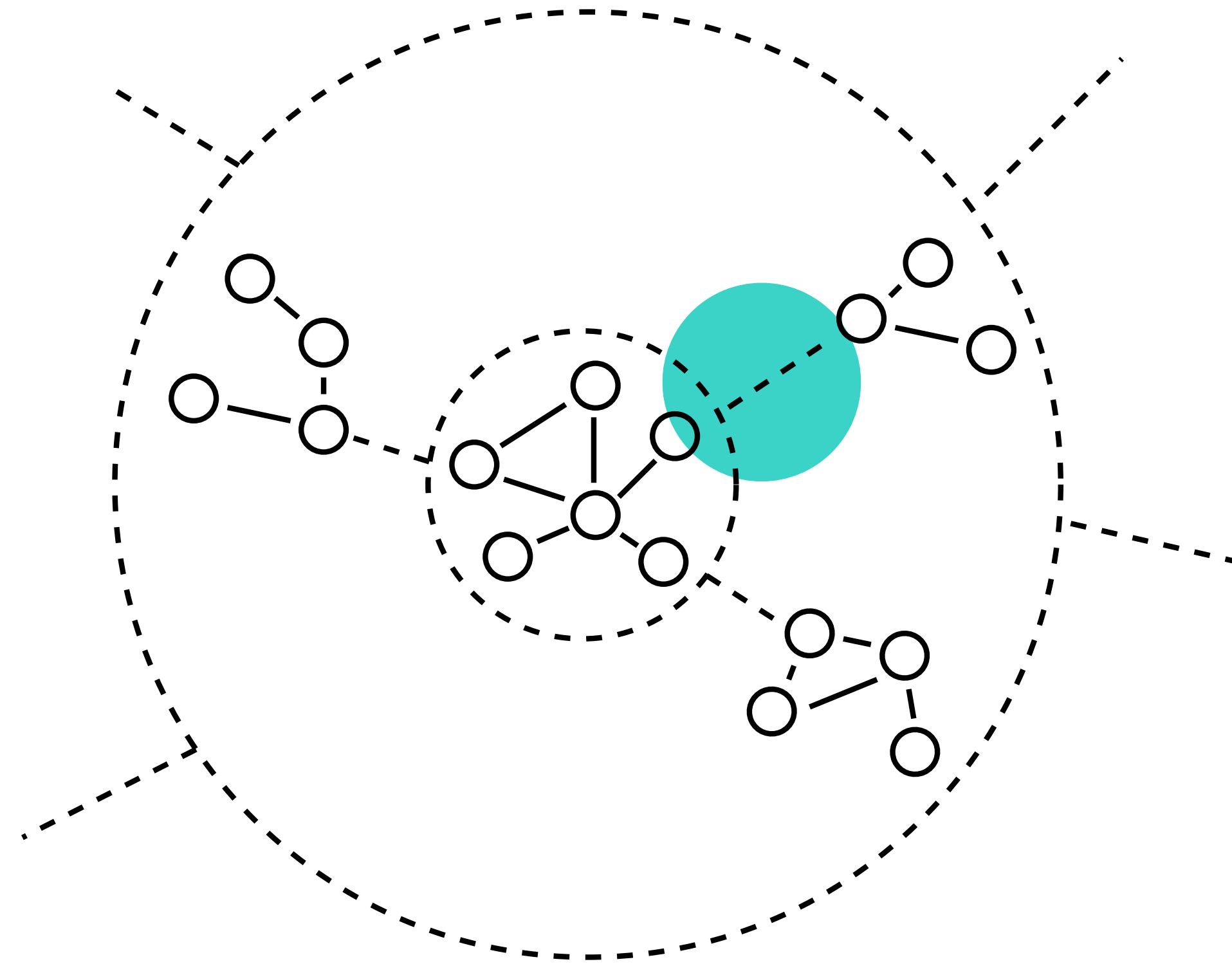
- | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Prefer not to think about the issues: don't want to put their time or mental space on the topic• Believe it's too late for them to learn about these tech-related aspects• Feel disempowered• Want to be part of the crowd and to follow/do the things that everybody else is doing | <ul style="list-style-type: none">• Easily overwhelmed• Struggle relate the information they receive to their everyday context• Inability to decipher misinformation | <ul style="list-style-type: none">• Lack confidence as they don't feel expert in this subject matter• Lack strong motivation as their life is focused on other things |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

e.g. What would help them become aware?

ENABLERS

- | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Encounter small warning signals during their online experiences• Like to do small things that matter• Sensitive to stories of people that have the same level of tech-competence | <ul style="list-style-type: none">• Somebody who teaches them what to do• Basic language and baby-steps• Understand the impact that alternative choices had on others• Rely on something to do all the work for them automatically• A support network to answer their questions• Sometimes they go really extreme (e.g. they suddenly close their account on a social network because they don't know how to solve an issue). | <ul style="list-style-type: none">• Social impact initiatives and ideas on things they could do locally• Share their story online• Ability to support and help others around them• Credible stories and advice they can share easily with others |
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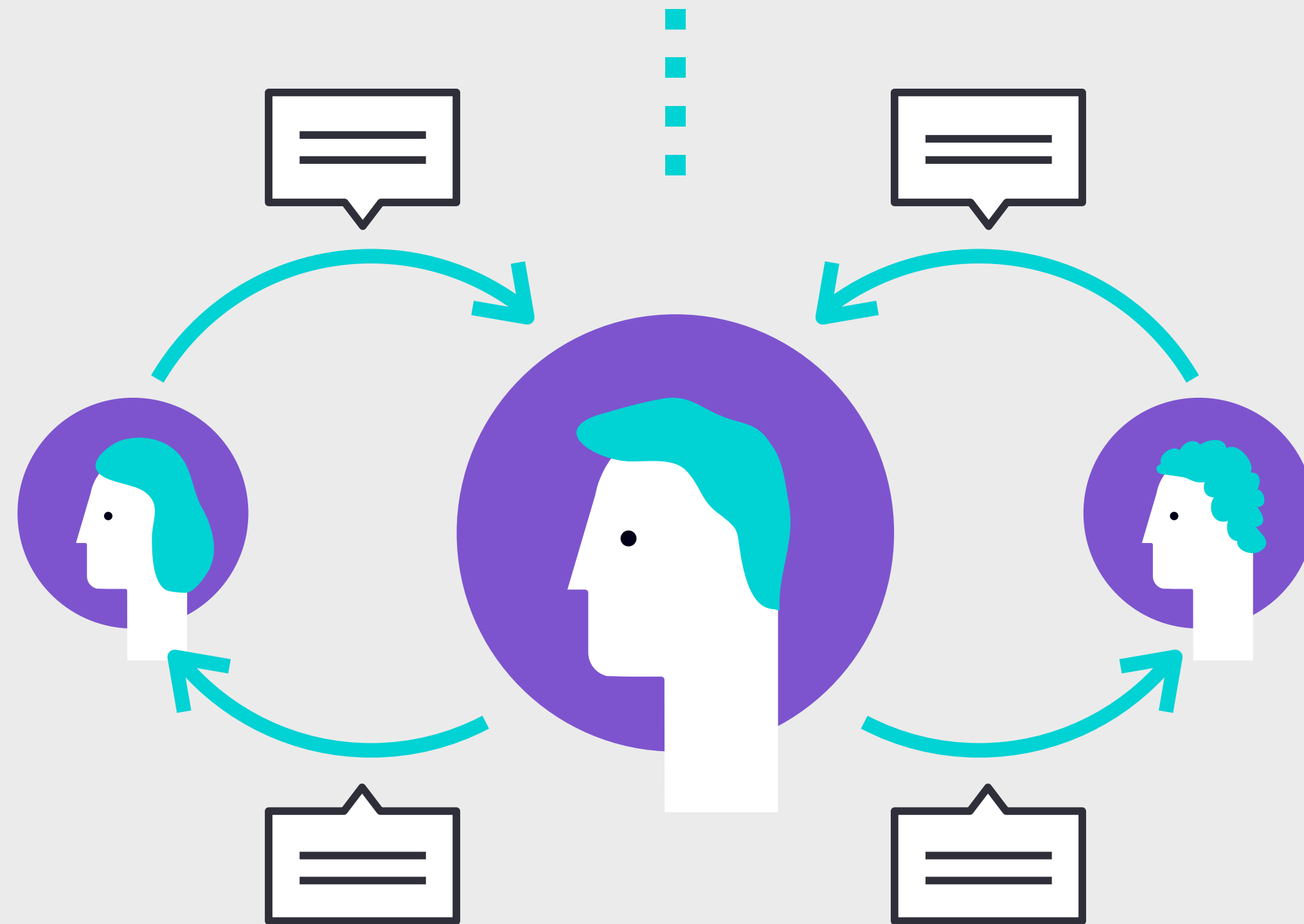
we need to **understand**
the interconnectedness
of a given system, its
subsystems and other
external systems



EVOLVING SYSTEM MAPS



EVOLVING SYSTEM MAPS



EVOLVING SYSTEM MAPS

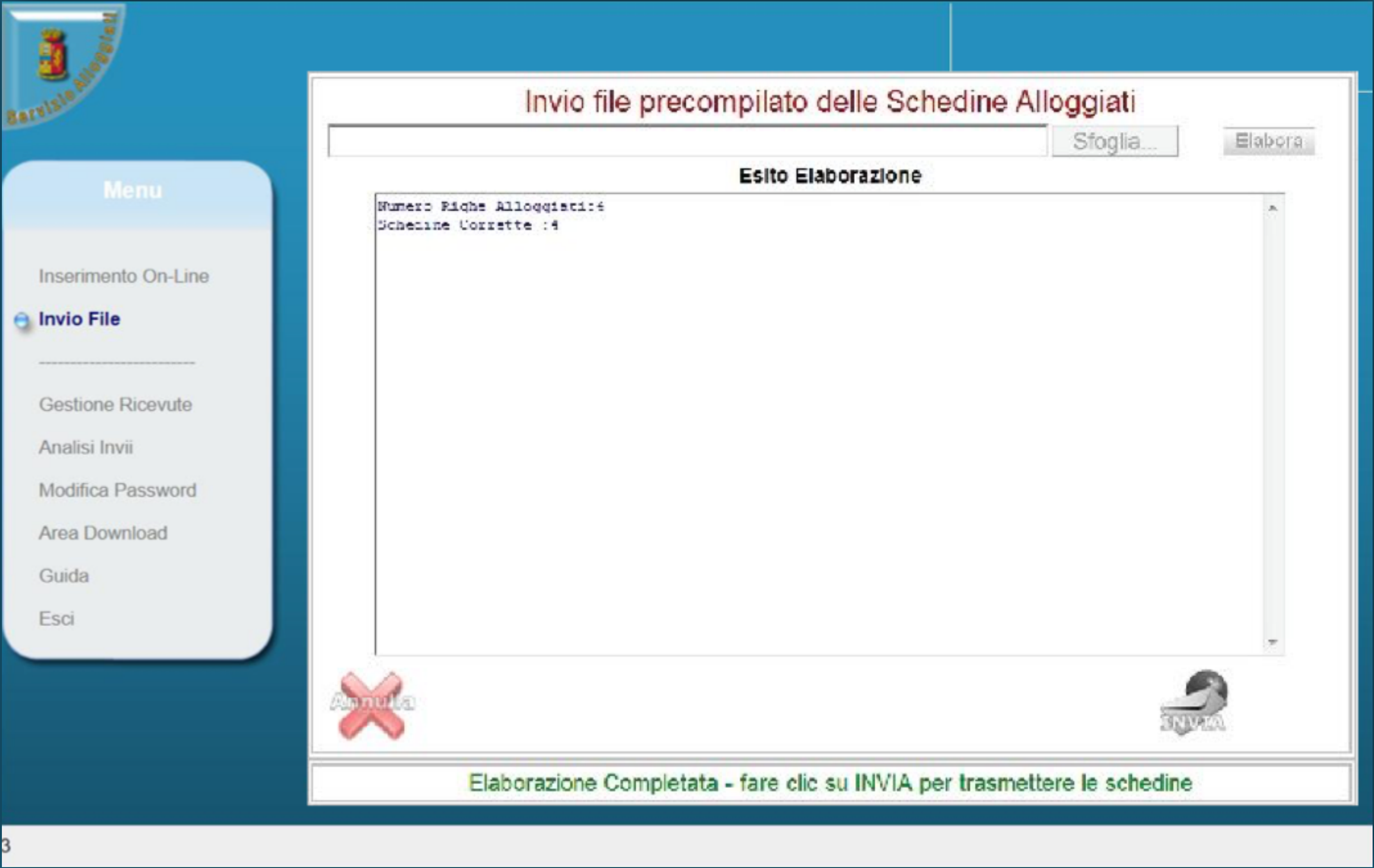
From connections to system loops

Map the interconnections
between all the roles
involved as a giving/
receiving relationship

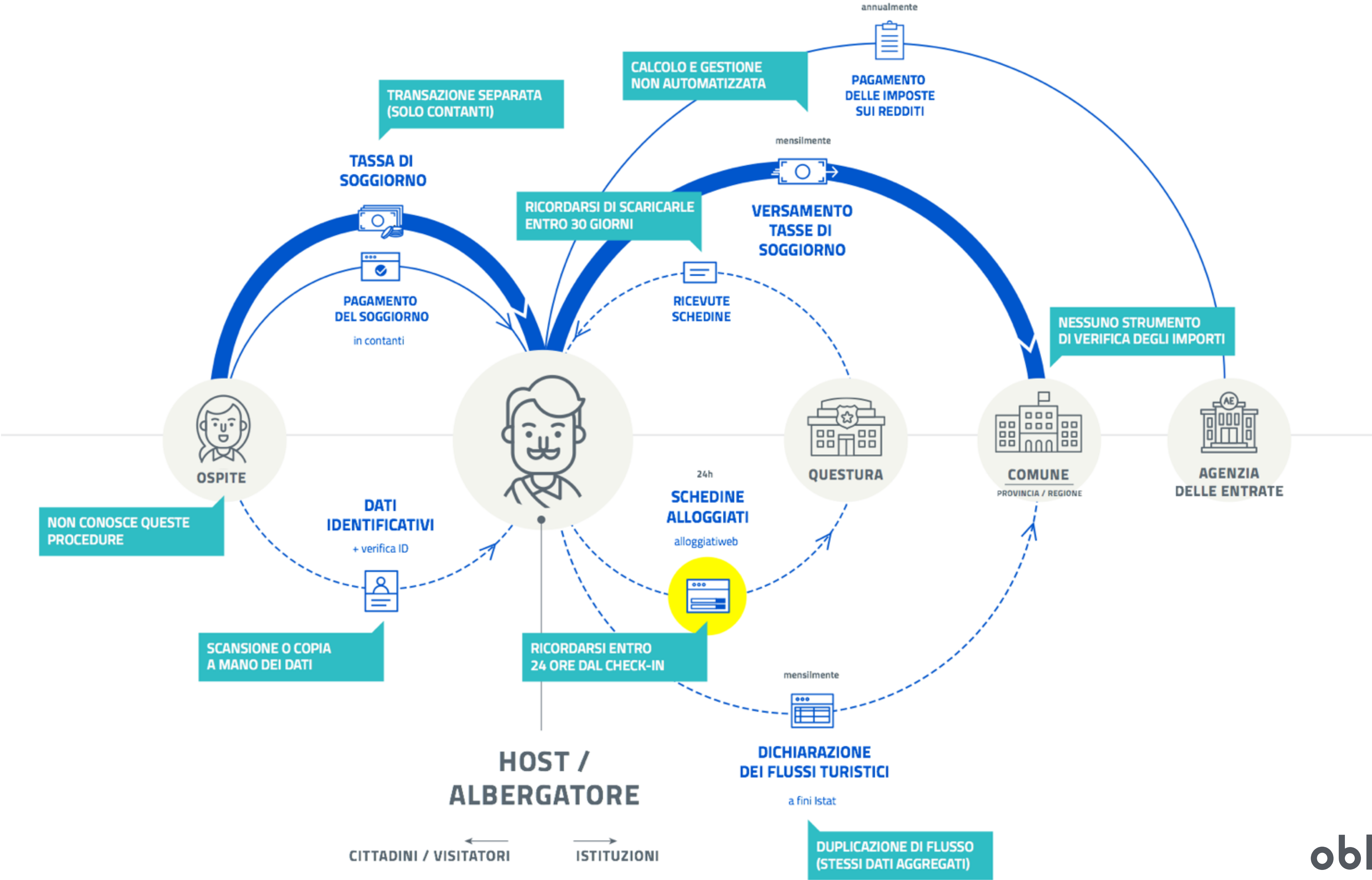
THE CHALLENGE



THE CHALLENGE



THE PROCESS



THE PROCESS

Versamento della tassa di soggiorno

COMUNE

Registrazione degli alloggiati

QUESTURA

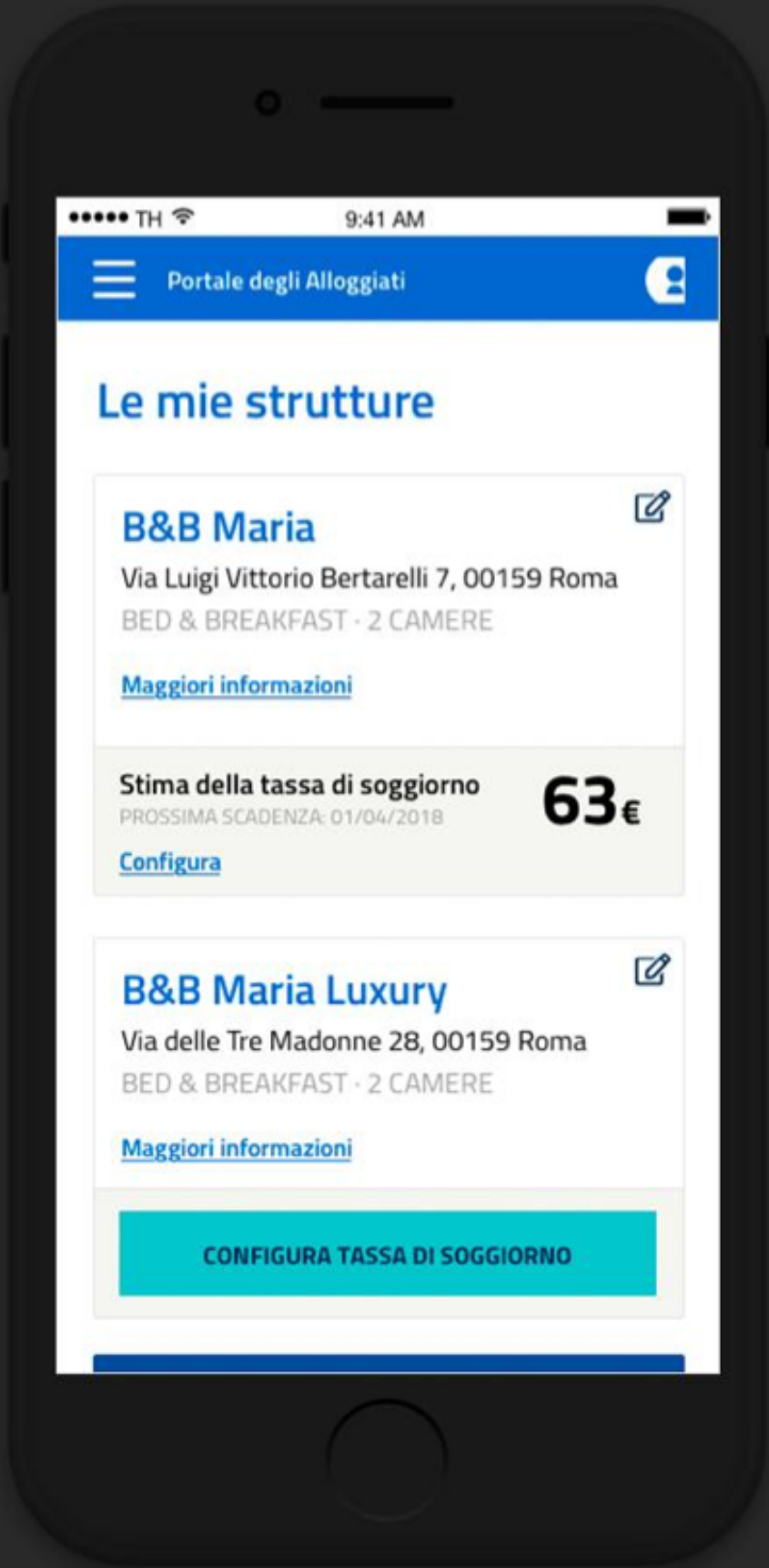
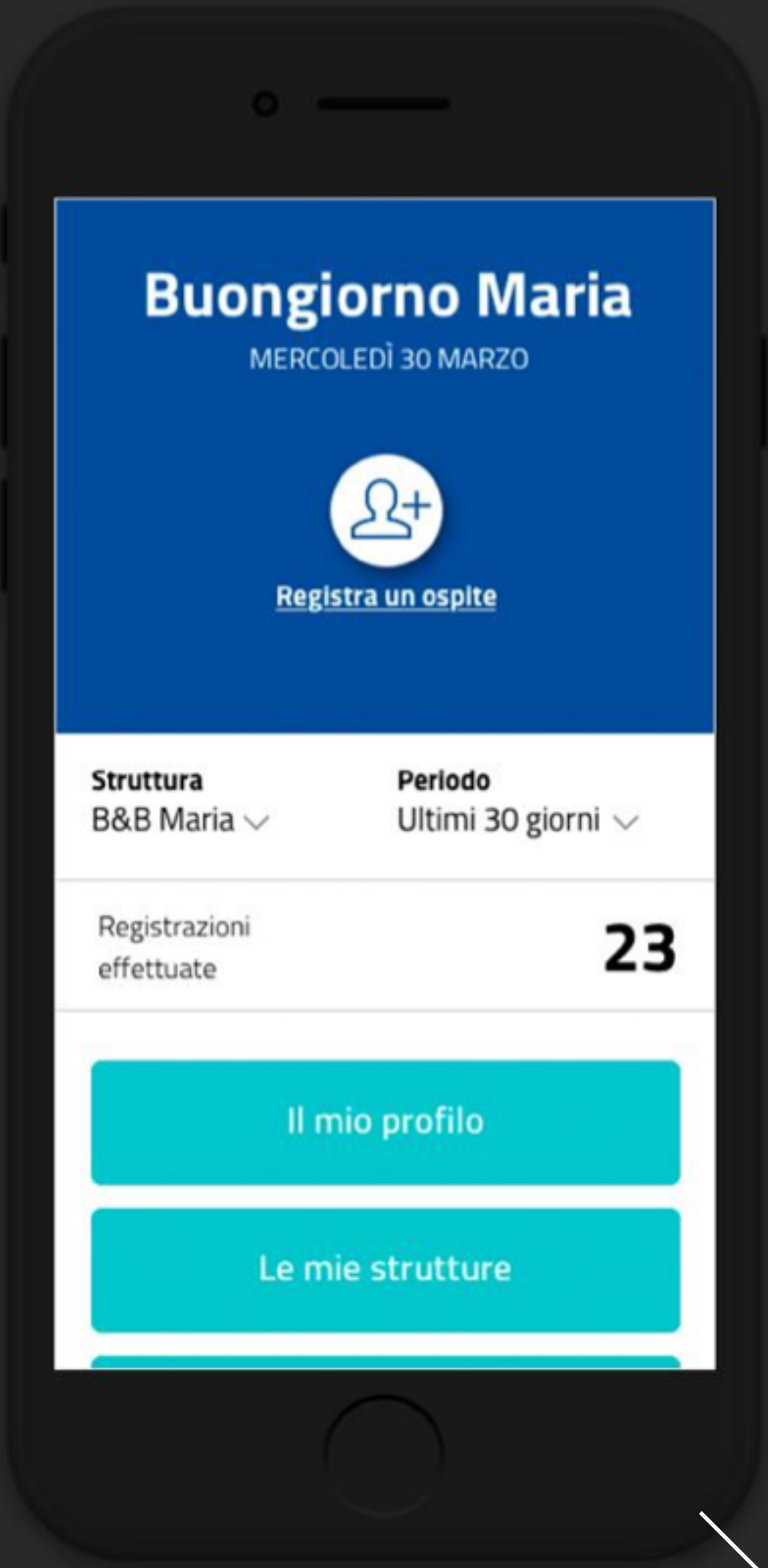
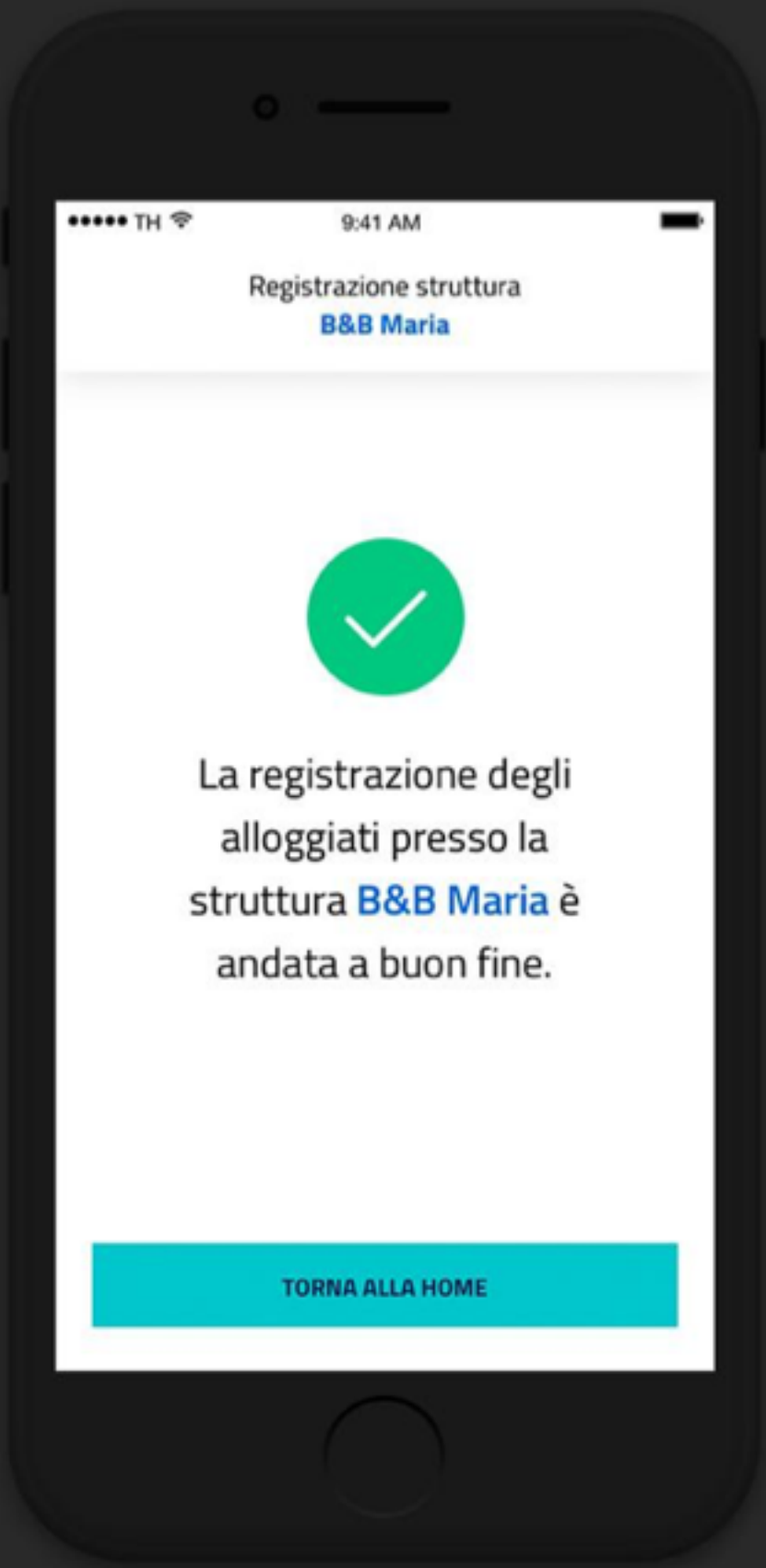


Dichiarazione dei flussi turistici

REGIONE

THE OUTCOMES

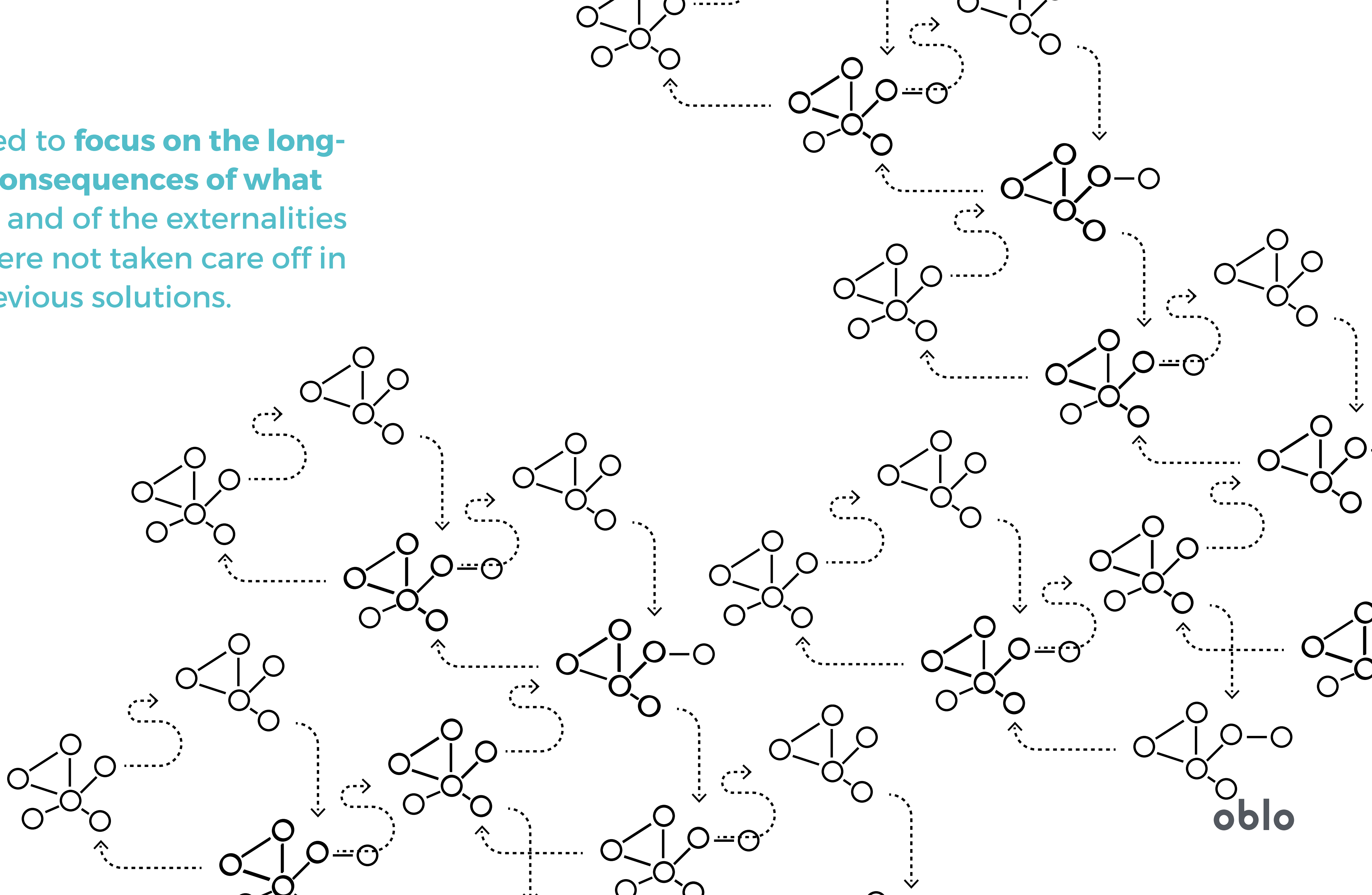
Trasferimento dati
a fine ISTAT



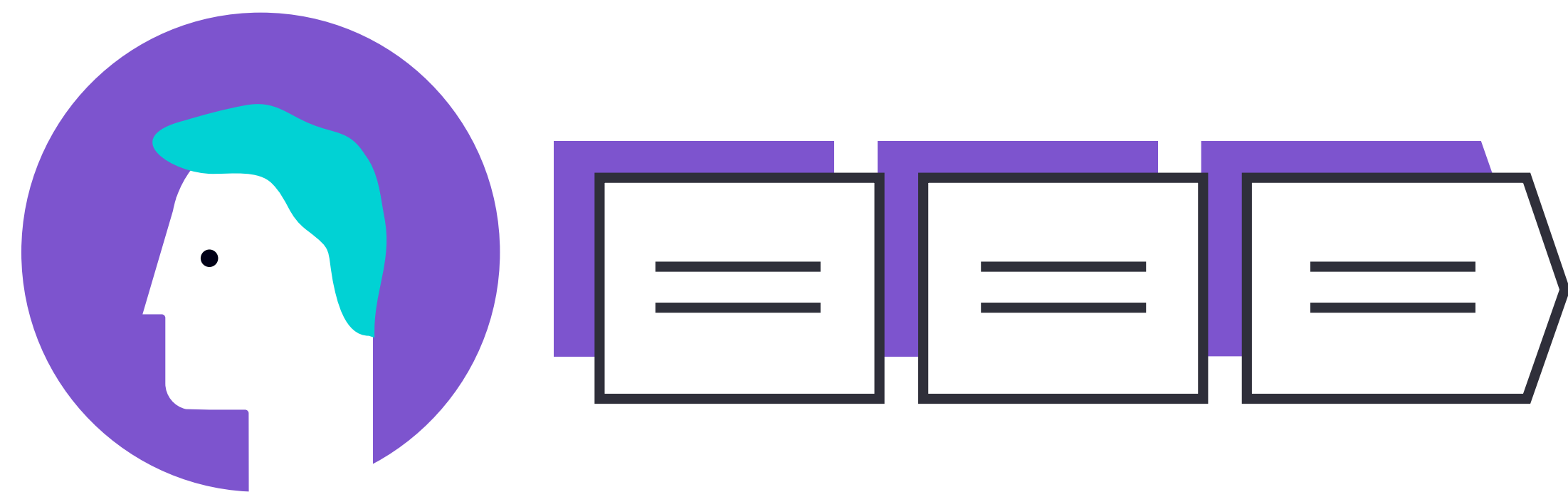
Versamento della
tassa di soggiorno

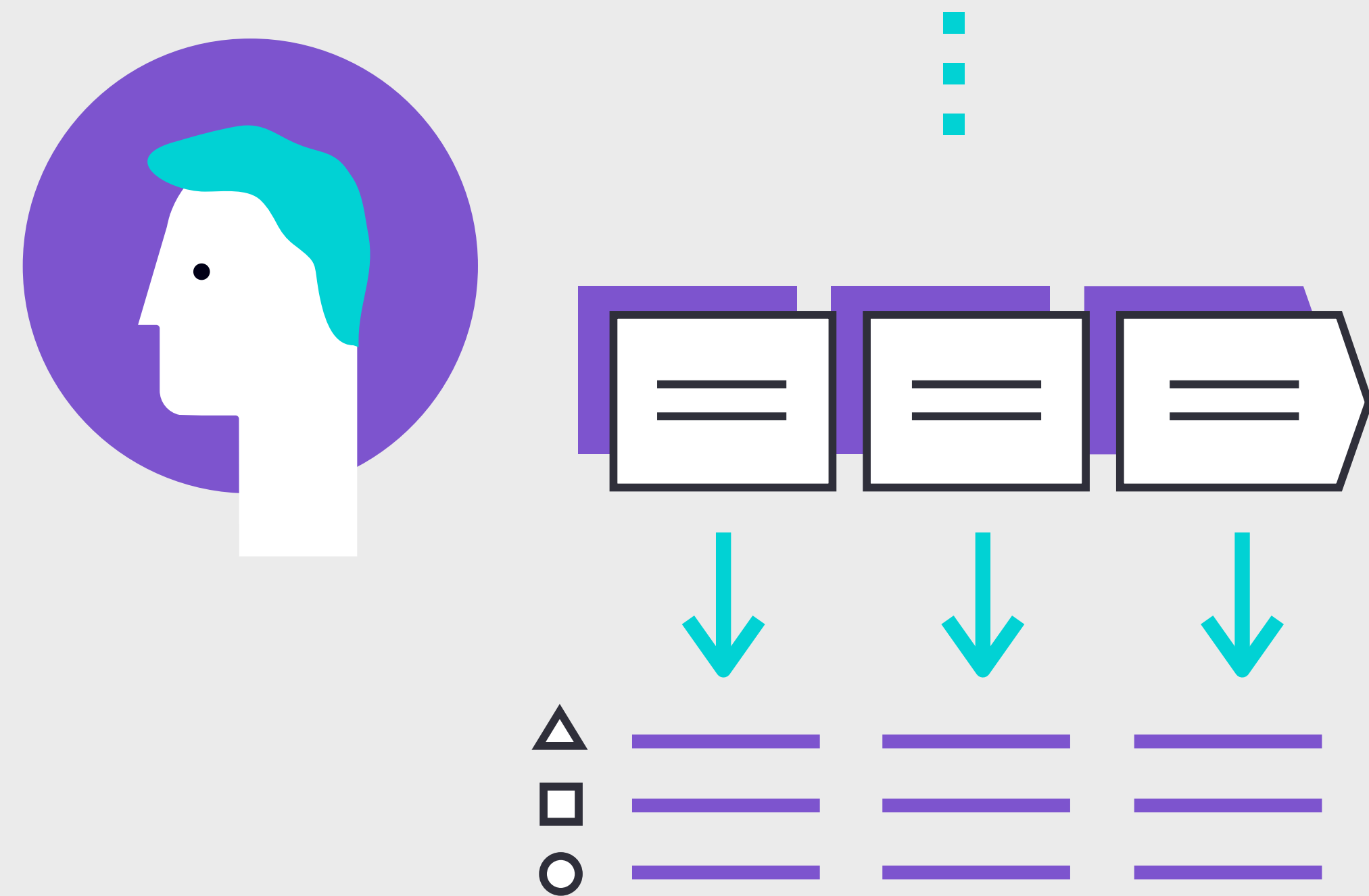
Registrazione
degli alloggiati

we need to **focus on the long-term consequences of what we do**, and of the externalities that were not taken care off in the previous solutions.



EVOLVING PROJECT ROADMAPS





From project to process outcomes

Consider all the opportunities you have to generate value along the journey

THE CHALLENGE

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THE CHALLENGE



THE PROCESS



THE PROCESS

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THE OUTCOMES

**“Now I can go
back to my people
and teach them
what I’ve learnt on
fire prevention
and response”**

J. FROM KHAYELITSHA

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THE OUTCOMES

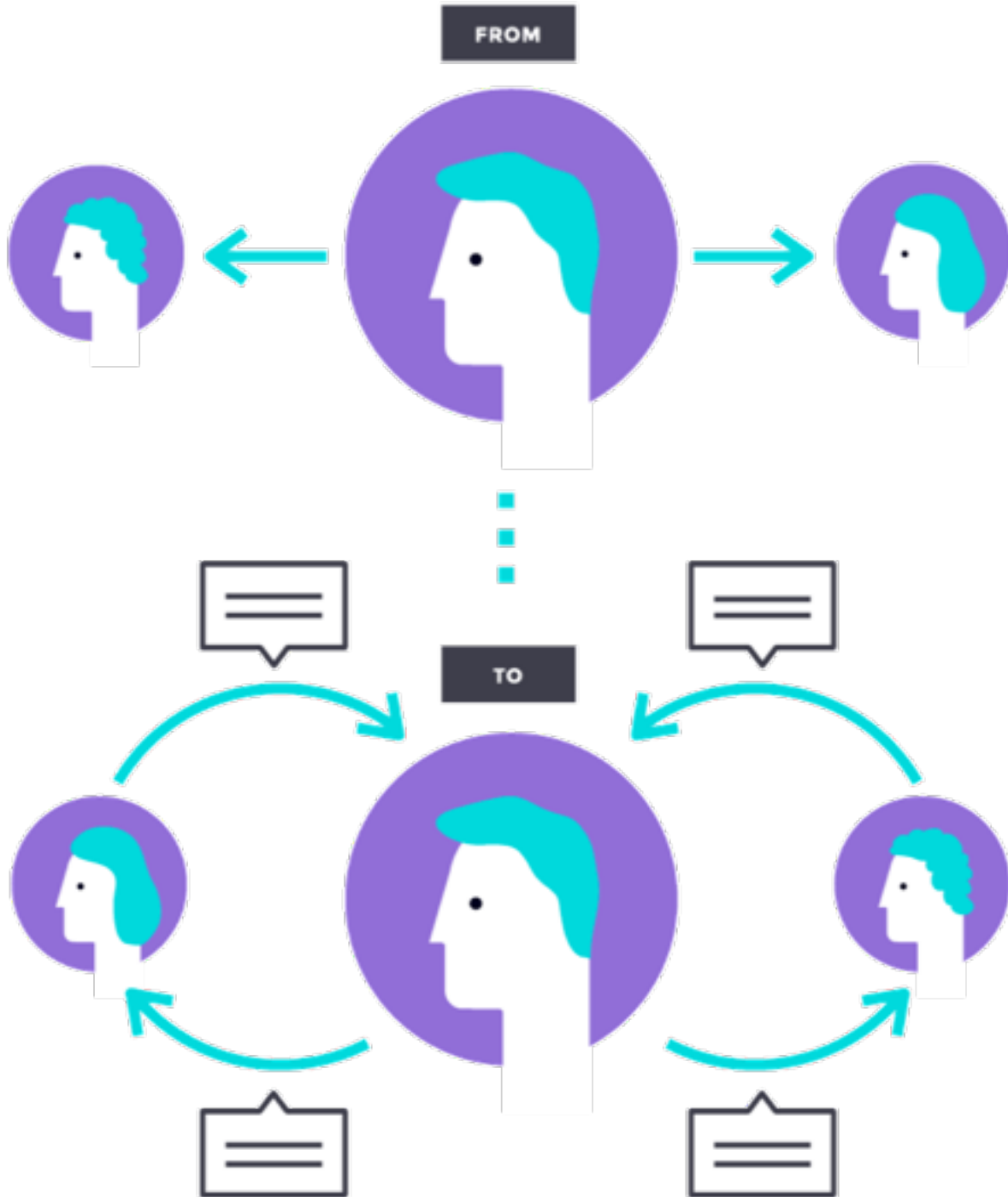
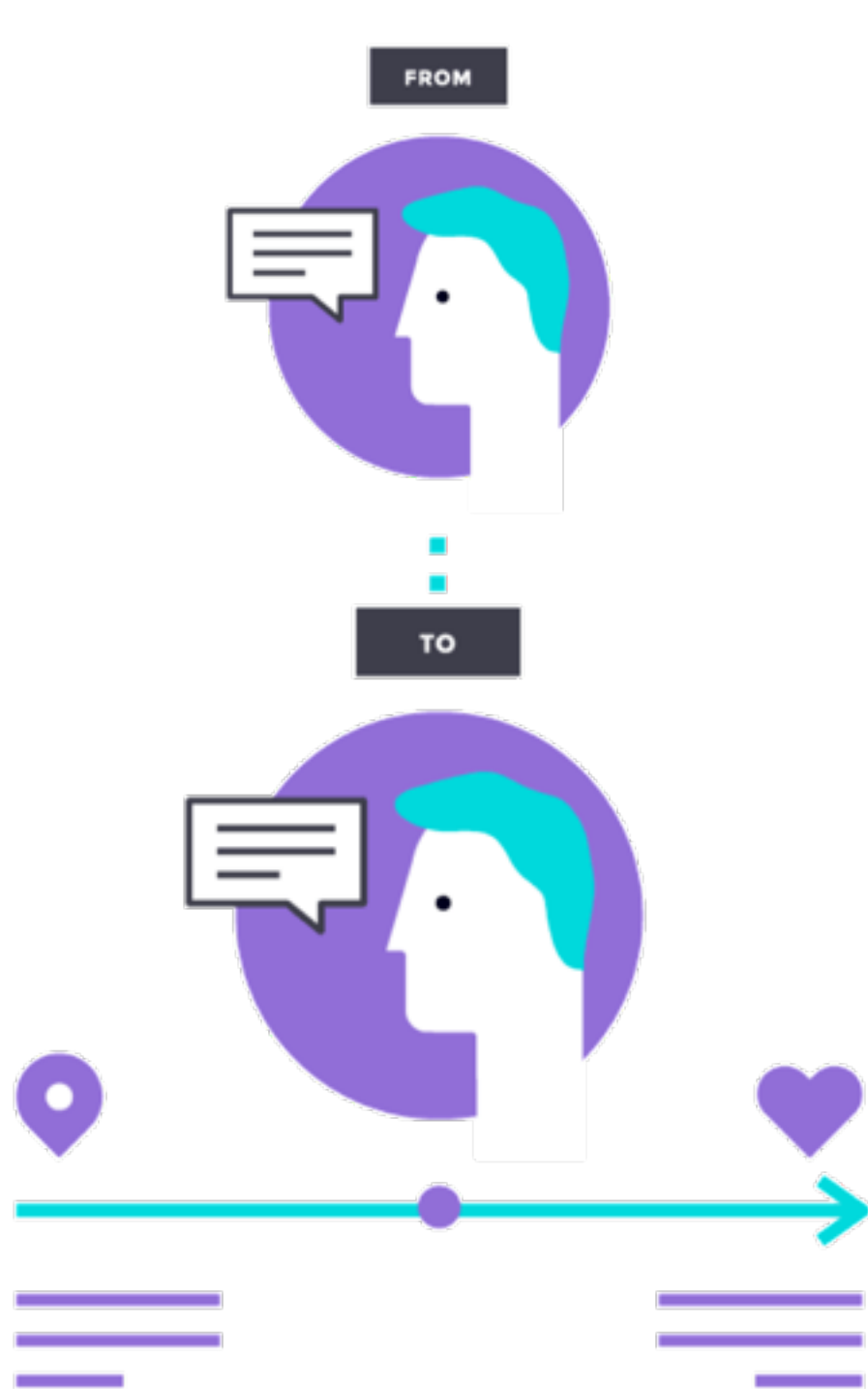
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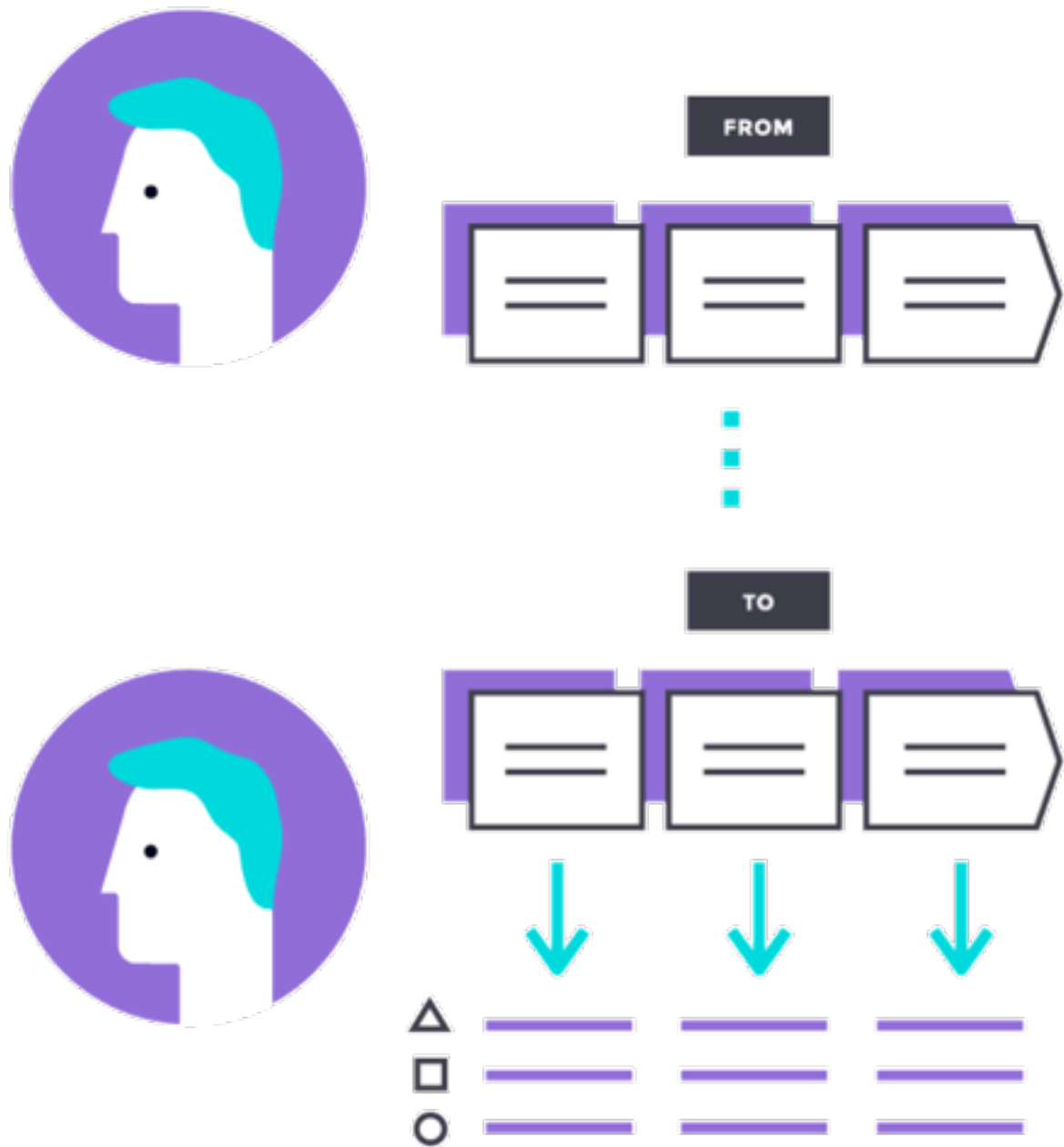
SYSTEM THINKING FOR SERVICE DESIGN

PERSONAS

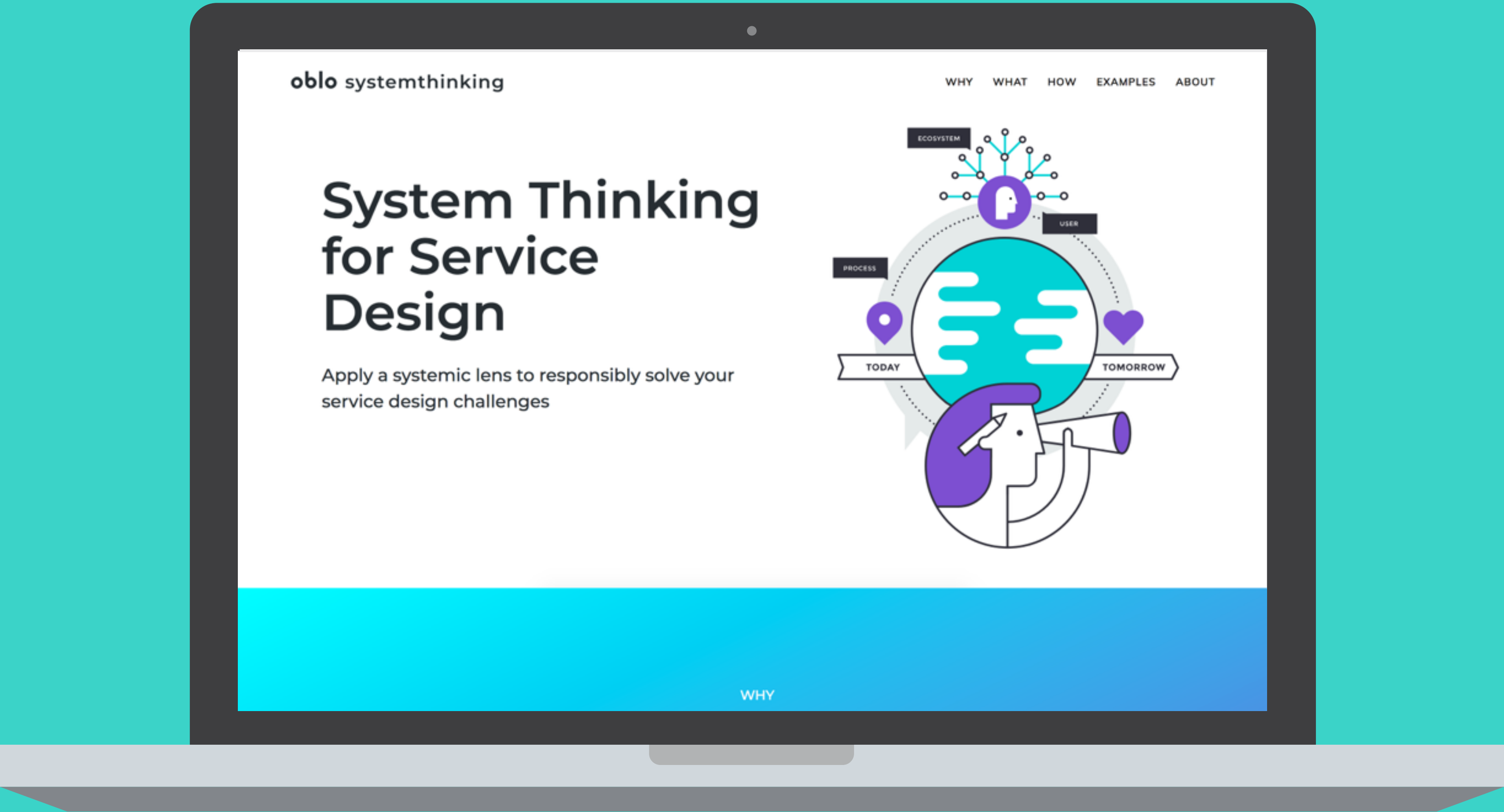


SYSTEM MAPS

ROADMAPS



YOUR CALL!



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THANKS

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