

DRLab toolkit

www.drlab.unitn.it





The DRLab toolkit

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DESIGN TOOLS

What they are

A design tool is any collection of actions, thoughts and/ or physical objects that help, facilitate or make possible other actions, thoughts and physical objects. For further information, start at this point from our resources.

Why use them

To facilitate project activities, to generate, organize, visualize and realize information, ideas and strategies arising during co-designing.

When they can be used

They can be used during all the design phases (discovery, definition, development, delivery) and during related activities.

Who uses them

Groups of people involved in co-planning activities with a diverse range of backgrounds, skills, roles and needs.

How to use them

Each tool has its own basic sequence of activities. Using the specific tool or a series of tools depends on the type of phase or the project method.





THE DRLAB TOOLKIT

The DRLab offers its own toolkit in open source.

The DRLab toolkit presents a selection of design tools including the ones characterizing service design as a design practice. The selection is the result of research activity in the lab aimed at:

- selecting reading material for design research

- optimizing the same material in order to activate inclusive experiments on a local level

- analysing activities of an empirical nature carried out by the DRLab team

Each tool has been designed to facilitate its use even by non-expert users; each tool is made up of:

- 1. Introduction to the tool
- 2. Instructions
- 3. Downloadable form
- 4. Example of a pre-filled form

This toolkit is one of the products of the Design Research Lab (DRLab) research project at the Department of Letters and Philosophy of the University of Trento. The goal of the toolkit is to spread the use of design tools and related practices throughout the territory.

To find out more, visit the website www.drlab.unitn.it or write to info-drlab@unitn.it





TOOLS OVERVIEW. View of the toolkit contents, along with an indication of the process phases they refer to, their level of difficulty, the level of facilitation required and their aims.



The DRLab toolkit



How to read the tools

Useful indications for understanding the tools in accordance with what came out from the DRLab design experience.

Process

This suggestion refers to the design phase to which the tool is more or less effective, represented by a legend and its level of applicability, represented by a colour scale, for one or more phases of the process.

Difficulty

This suggestion indicates the level of difficulty in using the tool.

Little difficulty



High difficulty



Dis = Discover Def = Definition Dev = Development Del = Delivery

Design Phase

Dis Def Dev Del



Effectiveness



The DRLab toolkit



How to read the tools

Useful indications for understanding the tools in accordance with what came out from the DRLab design experience.

Facilitation

Indication of the level of facilitation suggested for using the tool during co-design activities.



Without facilitation

The group of participants use the tool in a completely autonomous way with eventual support of the toolkit materials.



Partial facilitation

The group of participants partially relies on the instructions of a facilitator who introduces the tool, how to complete the form and its effectiveness for the project.



Complete facilitation

The group of participants completely relies on the instructions of a facilitator who supports the whole activity, guiding all the phases of co-designing.

Aim

The DRLab tools have different aims, grouped together in macro-areas with which the related tools are associated.



Explorative

The tool is suitable for actions that explore design contexts.



Generative

The tool is suitable for actions that generate ideas, concepts and new perspectives.



Evaluative

The tool is suitable for carrying out evaluations of specific design elements.





TOOLS: TEMPLATES AND EXAMPLES

1. Introduction

Each tool has an introduction that briefly describes the tool and contains a set of practical tips that facilitate its understanding and increase effectiveness in use.

2. Template

For each tool it is possible to download a self-filling template according to the instructions provided in the same section. The templates have been optimized in order to increase the effectiveness of the tool even when used by non-expert users.

3. Istructions

For a correct compilation, each tool is accompanied by instructions for its use. The points that determine the compilation step by step, provide basic operational indications.

4. Example

Finally, each tool is presented through an example of filling in the same model provided. Each example was created as a demonstration and it is not exhaustive compared to the design complexity of the individual cases reported.



The DRLab toolkit



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CONCEPT DESIGN SCENARIO







Introduction

Tool that describes a narration, generally set in the future, of a user's experience with a service. It allows you to view significant details of the experience by creating empathy with a design idea. In fact, the purpose of a scenario is to make the project ideas explicit and concrete in order to understand how a service will be used in the future. The compilation of the design scenario, which should be carried out from the point of view of a specific user, or personas of reference, follows the sequence of interactions necessary for the execution of an activity. Scenarios can include context and circumstance information that causes the user to interact with the service.

For a theoretical study visit the page www.drlab.unitn.it/glossary/#scenario

Usage tips





Generative



Project title		Protagonist		
Scene 1	Scene 2	Scene 3	Scene 4	Scene 5
Scene 6	Scene 7	Scene 8	Scene 9	Scene 10



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FILL OUT THIS TEMPLATE IN YOUR COLLABORATIVE ACTIVITIES







Instructions

Premise: On post-its or on a separate sheet, identify the objectives and actions necessary to achieve them. Also write down the questions the protagonist might ask himself during the actions performed.

1. Indicate the project title. Indicate the protagonist/actor, or the persona profile that will be the protagonist of the actions described in the story.

2. Describe the scene through a visualization (e.g. photos, collage, sketches).

3. Describe the same scene through a complementary text that highlights further information and specifics of the story.

N.B. In each scene you must show: elements with which the protagonist interacts; main features of the context that determines the experience on the basis of project objectives. Repeat points 2 and 3 for each scene.

N. B. The protagonist can be drawn from the persona profiles or can express features of a hypothetical user if there isn't more detailed data.





The DRLab toolkit Concept design scenario

IN YOUR CO	FILL OUT THIS TEMPLATE
4	Scene 5
9	Scene 10
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CONCEPT DESIGN SCENARIO

Tool template

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A CC tutor helps them develop a prototype and find funding

Andrea and his group participate in Th a public tender for funding cer are



Scene 9 Andrea manages the youth center as a form of employment

DESIGNRESEARCH

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Andrea and his collaborators provide recreational services for young people in the suburbs





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DESIGN ETHNOGRAPHY PLAN







Introduction

This template has been designed to support the planning of design ethnography activities, i.e. actions for observing users in their normal environments. It is based on ethnography and gives preference to empathy with users in the project context.

For a theoretical study visit the page www.drlab.unitn.it/glossary/#design-ethnographyplan





Explorative

Audio and video recording



Project title					
Question	Context	Observation	Ethics	Interviews	Archiving
	\bigcirc		<u>A</u>	87	
Indicate the research question:	Indicate the context to observe:	Indicate the chose approach for the observation: N.B. In the case of a non-intrusive approach: be careful not to get noticed, otherwise the spontaneity of the people observed could be compromised O Non-intrusive immersive O Participatory	Define the ethical line to follow:	Indicate the type of interviews to be performed: O Non-structured O Semi-structured Indicate the minimum number of interviews needed:	Indicate the tools to be used for archiving all data (e.g. PC, specific software, paper files, cloud system):
	Indicate the key places for observation: Indicate the details on the time, moments and circumstances in which the observation is made:	Indicate who takes on the role of observer and the level of anonymity chosen:	What permits / information are needed?	Indicate the time to give to each interview:	
		collected:	Indicate who will take care of it:	Indicate the support tools to be used during the interviews:	
Note:					

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FILL OUT THIS TEMPLATE IN YOUR COLLABORATIVE ACTIVITIES









Risults

Indicate how you intend to analyze the data collected and stored:

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Indicate what **results** you intend to achieve (e.g. reports, videos, diagrams, maps):

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Instructions

1. Indicate the project title.

2. Indicate the research question that will guide the whole exploration process.

3. Indicate the context for observation.

4. Choose an approach: immersive, non-intrusive or participatory, through which to follow the observation. Indicate the way in which the observer will note and gather required data (notebook, video, sound recordings, etc).

5. Define an ethical line to follow during the observation and in the following phases. Plan any permits or information necessary to explore the context anonymously or to interact with it, define who the permissions should be requested from, who will take care of them, to whom they will be subjected.

6. Indicate the typology of interviews used for select people, their specificities in relation to the research question, after having observed the context. The interviews can be non-structured or semi-structured. Indicate the minimum number of interviews required, the time dedicated to each of them and the tools necessary for the interview (notebook, sound recording, video, etc).

7. Define how the collected data will be sorted, cataloged and archived, and the relative support to be used (PC, Drive, files etc.).

8. Indicate how the gathered data will be read and analysed, and what results and outputs are desired for the conclusion of the exploration.





The DRLab toolkit **Design ethnography plan**



Tool template

Question Context Observation Ethics Interviews Are IP I	Project title	Service to promote the val	ue of the public good at th	he local level		
Image:	Question	Context	Observation	Ethics	Interviews	> Arc
Indicate the context to observe: Indicate the context to observe: Indicate the context to observe: Indicate the context to observe: Define the ethical line to future: Indicate the type of future: Indicate the		\bigcirc			87	
Note:	Indicate the research question: What do citizens think of the concept of "public good"?	 Indicate the context to observe: Public and collective contexts, places of spontaneous aggregation and circumstances on a regular basis. Indicate the key places for observation: The old town, neighborhoods 1 and 4. Indicate the details on the time, moments and circumstances in which the observation is made: 2 times a week in places of spontaneous aggregation for 1 month, e.g. Piazza Duomo and the Central Bar. 1 time a week for regular circumstances for 1 month, e.g. the fitness group in the municibal bark. 	 Indicate the chose approach for the observation: N.B. In the case of a non-intrusive approach: be careful not to get noticed, otherwise the spontaneity of the people observed could be compromised Non-intrusive immersive Participatory Indicate who takes on the role of observer and the level of anonymity chosen: One representative for each group of stakeholders in the project. Indicate how the data is collected: Audio recordings, notes, photos. 	Define the ethical line to follow: Share the information with the observed groups. Don't be pushy. Don't record secretly. Do not enter people's private lives. What permits / information are needed? In case of interviews with selected people, have privacy policies signed. Indicate who will take care of it: Two people from the observer group.	Indicate the type of interviews to be performed: Non-structured Semi-structured Indicate the minimum number of interviews needed: <i>Minimum 20 interviews in the</i> <i>ohserved group</i> . Indicate the time to give to each interview: <i>At least 20 minutes</i> . Indicate the support tools to be used during the interviews: <i>Smartphone, block note</i> .	Indicate the for archiving specific softw cloud system <i>Google Drive</i> <i>photos.</i> <i>Google Drive</i> <i>Reserved are</i> <i>www.benecon</i>
	Note:					

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Indicate how you intend to

analyze the data collected

and stored:

Risults

tools to be used all data (e.g. PC, ware, paper files, m):

	Listening to all audio files and
e shared folder for	transcription.
	Divide the photos into
e sheets for data.	macro-areas.
ea of the site	Analysis of the notes.
omune.comune.org.	Conceptual maps.
	Transcription of the most
	significant quotes.
	Indicate what results you
	intend to achieve (e.g.
	reports, videos, diagrams,
	maps):
	Report highlighting the
	significant data analyzed.
	Conceptual maps.
	Schemes that summarize key
	ideas and quotes.





LAB

"HOW MIGHT WE...?"







Introduction

Key question form for the generation of ideas and the creative exploration of problems/opportunities. Through the intuitions highlighted in the previous phases of the design process, we make the question "How might we....?" constructed in the form of: "How might we [verb] + [person] + [intuitions/ opportunities]?"

For a theoretical study visit the page www.drlab.unitn.it/glossary/#how-might-we





User journey map



Project title

"HOW MIGHT WE ...?"

How might we... [verb] + [person] + [insight/opportunity]?

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Instructions

Premise: focus on the intuitions identified in the previous design phases. The User journey map is one of the useful tools for identifying intuitions. Follow the construction "How might we....", followed by a verb and a person with an intuition/opportunity:

"How might we [verb] + [person] + [intuitions/opportunities]?" Example: How might we help Mario to innovate his association's policies?

1. Indicate the project title.

2. Identify a sufficiently powerful verb that embraces the complementary object [person] with the intuitions [intuitions/opportunities] according to the project goals.

3. Indicate the person being referred to [person], i.e. the person who will benefit from the question and thus also the reply. If previously identified, the person of reference can also be one of the personas profiles.

4. Report the intuitions [intuitions/opportunities] previously identified so that the question is able to find solutions, i.e. replies according to the project goal.

5. Re-read and reflect on the question by trying to understand if its verb, the person to which it refers and the intuitions – taken altogether – are sustainable for the project and, at the same time, whether they are sufficiently inspirational.

N.B. The quality of the question is fundamental. Make sure that it is not too broad, generic or vague. This can be difficult, but a good question must be sufficiently specific so as to indicate the premise from which brainstorming can springboard, as well as being structured in such a way as to suggest the exploration of a range of intuitions.

HWW? "HOW MIGHT WE?" Tool template		FILL OUT THIS TEMPLATE
Project title		
	"HOW MIGHT WE?"	
	How might we [verb] + [person] + [insight/opportunity]?
	234	
	5	
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The DRLab toolkit "How might we...?"



Project title

"HOW MIGHT WE ...?"

How might we... [verb] + [person] + [insight/opportunity]?

How might we help Maria to innovate the

policies of her cooperative?

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INSIGHT MATRIX





Introduction

Matrix for collecting and exploring themes inherent to the project context. A tool that works according to the logic of a matrix, carried out on the basis of information provided by the working group in the explorative phase during activities such as brainstorming. A useful tool for facilitating discussions in a divergent phase.

For a theoretical study visit the page www.drlab.unitn.it/glossary/#insight-matrix







Project title	
Question	Brainstorming answers
First question that guides the brainstorming session	
Second question that guides the brainstorming session	

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Insight

Reasoned and shared results of what emerged from brainstorming





Instructions

1. Indicate the project title.

2. Note the initial question that guides the first phase of brainstorming in the first column to the left.

3. Note the replies, ideas and comments that emerged in the brainstorming phase in the central column.

4. Repeat the same actions for the second brainstorming question and the related responses.

5. Note intuitions in the right column, reflecting on the replies obtained through the whole brainstorming session.

N.B. If the brainstorming sessions have to respond to a range of questions, repeat the matrix.





The DRLab toolkit Insight matrix

IN YO	FILL OUT THIS TEMPLATE
	Insight
	Reasoned and shared results of what emerged from brainstorming
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Project title Serve	ice to promote the concept of public good: the library of things	
Question	Brainstorming answers	
First question that guides the brainstorming session What do you think of sharing things with other citizens of your town / city?	Annual fee or free Precise rules are needed Open to everyone, even to non-residents A related delivery / transport service would be needed The oratory and some These are extra Objects that the Municipality associations are already doing a expenses for the can use on other occasions Similar service Municipality Appliances can break easily and soon Free service would have problems: It is based on trust and respect between people become obsolete public and free It's important to understand the value of sharing	Re
Second question that guides the brainstorming session What advantages and disadvantages could a sharing service have in your town / city?	Very high initial cost for the Some items may have high Promote the circular economy municipality demand in certain periods or stand still for months	
	Citizens would save on Fight consumerism Promote the social network purchases Promote the social network between citizens The use of some objects could make the economy spin more, given the show would otherwise for people availability of some actions / activities	

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Insight

easoned and shared results of /hat emerged from brainstorming

City catalog of common goods

Promote network and social support

Reciprocal daily help

Optimization of the system of local consumption





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PERSONAS





Introduction

Representative profile of a particular group of people, such as a market segment, a group of users, or any group of stakeholders. The profile is not a stereotype but an archetype based on real research; even if the figure itself is fictional, this helps to identify groups with similar needs and behaviour.

For a theoretical study visit the page www.drlab.unitn.it/glossary/#personas





Generative

Stakeholders map

\bigcirc :=	PERSONAS
	Tool template

Project title		Stakeholder group
	Profile de	escription (Actions, behaviors, interactions, emotions, habits)
(Picture/photo/drawing)		
Name	Difficultie	
Key feature / quality	Needs	000
		000
Quote		
	Aims	
		0 00

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FILL OUT THIS TEMPLATE IN YOUR COLLABORATIVE ACTIVITIES







Instructions

1. Indicate the project title. Indicate the stakeholder group to which the profile belongs.

2. Make a drawing or insert a photograph that represents the profile, avoiding the use of images that refer to prejudices of gender, ethnicity or stereotypes.

3. Assign a name to the profile that reflects the following features:
- it immediately suggests a cultural and social context of reference
- it indicates a feature or key quality of the profile and immediately connects to a stakeholder group

4. Write a motto or a quotation that helps sum up the attitude of the profile in a single sentence.

5. Describe the profile through features that can show personality, habit, interest, particular skills, needs, expectations, motivations, frustrations or backgrounds of the persona.Include details important for context and goals.

6. Describe problems and difficulties, desires or ambitions of the profile in relation to context and goals. Assign each of the indications a relative value according to its importance or impact.

N.B. Be careful not to fall into stereotypes.



N.B. The number of personas profiles should be proportionate to the type of project and therefore to the type and quantity of data available from previous research phases. Specifically, the number of profiles generated depends on the heterogeneity of the characteristics of the users on which a specific project is focused. In general, and also based on the number of people in the project team, with more than six personas profiles, it is difficult to distinguish and memorize the different characteristics of the individual profiles effectively.



The DRLab toolkit **Personas**

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Extension of the city park Project title

	Stakeholder group	Energetic retirees
ehaviors, inte	eractions, emotions, habits)



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Follow ti	he volunteering projects of the neighborhood ass
Particip	ate in social activities with your wife.

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PROBLEM TREE





Introduction

Diagram that maps problems and locates issues according to relations of cause and effect, activating discussion and identifying the issues which require strategic intervention.

For a theoretical study visit the page www.drlab.unitn.it/glossario/#problem-tree







Project title				Sy	stem	
Effects Level 1						
NOT sustainable >						
Causes I Level 1						
-	H					
 DESIGN RESEARCH LAB 		Copyr recog rely o	right © 2019 Design Research Lab (DRLab). nize an adequate paternity mention, provid n it, you cannot distribute the material thus	This tool is protected by a Creativ e a link to the license and indicate modified. To get a copy of this lice	e Commons Attribution - Noncommercial e if any changes have been made. You ca ense visit https://creativecommons.org/lice	- No Derivative Works 4.0 International lic nnot use the material for commercial pur enses/by-nc-nd/4.0/legalcode

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Effects | Level 2



Instructions

Premise: Start with those problems that the working group knows well.

1. Write the project title and the reference systems that is analyzed with the tool.

2. List the main problems identified in the reference system, noting their definition in the central row. Note the least sustainable problems on the left, along with the apparently unmanageable problems and those dependent on an external force; on the right put those problems perceived as more sustainable.

3. Starting from the central row, note below the causes of the main problems already identified, putting them on two levels according to the dynamics of cause and effect. A note of warning: it's useful to use post-its at this point so you can move the problems around adapting them to the dynamics of cause and effect in accordance with the development of your reflections.

4. Beginning with the central row, note above the effects and consequences of the main problems already identified, organizing them on two levels according to the dynamics of cause and effect. Again, it's advisable to use post-its to adapts the words to the dynamics.

N.B. Using post-its helps the development of mapping by making our understanding of the problems practicable and modifiable, both in terms of the where they belong in terms of causes rather than effects, as well as their level of sustainability and potential solutions.



N.B. When you known the effects of a problem that has still not been entirely defined, it can be useful to use the tool by starting from the effect rows and slowly moving downwards – always according to a logic of cause and effect – while trying to identify the causes of those effects. After this operation you can then identify the problem in the central row more precisely, and understand how sustainable is the problem.



The DRLab toolkit **Problem tree**



Tool template



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PROTOTYPING PLAN



Introduction

This tool allows you to design guidelines for creating prototypes of design ideas. The template defines the steps to follow to obtain a prototype that represents a more or less tangible component of a service to create a first experiential form of the service itself. Filling in the form helps the team in designing the prototype.

For a theoretical study visit the page www.drlab.unitn.it/glossary/#prototyping-plan

Service blueprint

Project title			
Question	Object	> Resources	> Phases
	\bigcirc		ح ^م لودم
Define the prototyping question: (to understand what you want to learn the prototyping	Define the object of prototyping: - experiences, processes, services	Indicate the economic resources available for prototyping:	Define the actions for the construction of the
lessons from)	- physical objects - environments, spaces - software, digital artifacts - value, ecosystems	Indicate the materials available for prototyping:	
			Phase 1
		Indicate the locations and contexts available for prototyping:	
			Phase 2
		Indicate the human resources available for prototyping (active role and passive role):	
			Phase 3
		Indicate the project data available for prototyping:	
			¦ Phase n

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FILL OUT THIS TEMPLATE IN YOUR COLLABORATIVE ACTIVITIES

Instructions

1. Indicate the project title.

2. Define the question that guides the prototyping.

3. Define the object for prototyping, which might mean a whole service or just a part. This can be an experience or a process, of physical objects or products, contexts or spaces, software or digital products, or even systems.

4. Indicate the resources available for prototyping. These include: economic resources, materials, places, people and data known to the project at the centre of the prototyping.

5. Structuring the actions of each prototype construction phase. At this point keep in mind:

- the choice of context, actors, techniques

- how to use the chosen materials and at what level of fidelity and detail to develop the prototype

- which tools to use for data collection (e.g. photographs, videos)
- how to collect, store and analyze data and feedback.

6. Define the results that needs to be obtained according to the question and the prototyping goal.

N.B. The compilation of the template can refer to:

- the prototyping of a whole service or only a part of it
- a collection of phases or a single phase (e.g. a phase identified with the "service blueprint" tool).

The DRLab toolkit **Prototyping plan**

Phases	> Results
or the 5 of the prototype:	Indicate the fintend to obtain from the enalysis and collection of data and feedback.

Tool template

Project title	Public service "Library of	`things"	
Question	Object	Resources	> Phases
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Define the prototyping question: (to understand what you want to learn the prototyping lessons from) What kind of space is needed for a things library service? How can it be managed and organized? What relationship will it have with the outside world?	Define the object of prototyping: - experiences, processes, services - physical objects - environments, spaces - software, digital artifacts - value, ecosystems The physical space that houses the library of things: the entrance, the relationship with the operator, the "warehouse" of the objects, the passages etc.	Indicate the economic resources available for prototyping: <i>The budget for prototyping is around 2000 euros.</i> Indicate the materials available for prototyping: - <i>Single color cardboard</i> - <i>Tape</i> - <i>Various stationery materials</i> Indicate the locations and contexts available for prototyping: <i>Unused municipal space and laboratory of the design team.</i>	Define the actions for the construction of the p Prototype construction: 1:50 scale maquette is the municipal space that will house the librar the hypothesis of the subdivision of the space functional furniture for the service. Phase 1 Service simulation: some people in the work the various moments of the Service Blueprin scenario of the built maquette.
			Phase 2
		Indicate the human resources available for prototyping (active role and passive role): - 3 people design team - 2 municipal employees - 10 interested citizens (inhabitants involved in the exploration) - 3 people from an environmental association - 2 shopkeepers (traders involved in the exploration)	Data collection: some people in the working and take pictures of the maquette and of the Phase 3
		Indicate the project data available for prototyping: <i>Exploration phases were carried out in the old town (Design</i> <i>Ethnography).</i> <i>A Service Blueprint was also developed with a heterogeneous</i> <i>working group, so there is an idea of how the service could be</i> <i>developed.</i>	Data analysis: later the scenes will be evaluate will be examined, to understand the strength weaknesses of the service in a place like the p

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FILL OUT THIS TEMPLATE IN YOUR COLLABORATIVE ACTIVITIES

	Results
prototype:	Indicate the results you intend to obtain from the analysis and collection of data and feedback.
in caraboara of ary of things with res and the basic	Comparison of the maquette with the real space. Understand whether the intended place is suitable for hosting the service. What
	features are indispensable for
s group will stage	development. Cost and time estimate.
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S.W.O.T. ANALYSIS

Introduction

A tool for strategic evaluation based on points of strength/weakness and opportunities/threats of a given project. The form provided simplifies the analysis and allows a visual handling of the evaluation phase.

For a theoretical study visit the page www.drlab.unitn.it/glossary/#SWOT

Usage tips Main aim: Prerequisites: Process phase: Dis Difficulty: 8 Suggested facilitation: Participants: Min. 3 people

Needed material:

colored post-its,

Evaluative

Concept design scenario

Without

Print of the model, pens and pencils

Project title Aim _____ Internal Strenghts Weaknesses Positive **Opportunities** Threats

External

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FILL OUT THIS TEMPLATE IN YOUR COLLABORATIVE ACTIVITIES

Negative

Instructions

1. Define the project title. Define the goal.

2. Define the points of strength, i.e. organizational competences and/or stakeholders useful for reaching the goal.

3. Define the points of weakness, i.e. the organizational competences, and/or stakeholders that might inhibit reaching the goal.

4. Define the opportunities, i.e. the external conditions useful for achieving the goal.

5. Define the risks, i.e. the external conditions that might damage the project's performance.

The DRLab toolkit **S.W.O.T. analysis**

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Weaknesses	Nacio
Threats	Negative
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Tool template

External

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Negative

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SERVICE BLUEPRINT

Introduction

Mapping of the operating flows that make up the entire operation of a service. It is used to visualize service actions, relationships, actors, inputs, outputs, touchpoints. It also puts the evidence between what is visible to the final users of a service and what instead remains invisible but equally crucial for the functioning of the system / service.

For a theoretical study visit the page www.drlab.unitn.it/glossary/#service-blueprint

Concept design

System map

Print of the model, colored post-its, pens and pencils

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Tool template

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FILL OUT THIS TEMPLATE IN YOUR COLLABORATIVE ACTIVITIES

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Instructions

1. Indicate the project title, or the experience that's going to be described. Indicate the protagonist of all the scene that make up the experience of interacting with the service.

2. Indicate the main phases that make up the experience. Each phase or moment describes an interaction activity with an element that makes up the service. It is possible to describe each scene through textual description or with drawings or photographs. Complete all the steps necessary to describe the experience before continuing with the compilation of point 3.

3. Use words and/or images to describe the activities of the frontstage, i.e. those processes, activities and actions that are visible to the service user and brought to a conclusion by the service provider (e.g. the waiter that takes an order).

4. Use words and/or images to describe the activities of the backstage, i.e. those processes, activities and actions that are not visible to the service user but are brought to a conclusion by the service provider (e.g. the waiter who gives the order to the kitchen).

5. Indicate eventual supporting actions, i.e. all those activities that happen within the service system but are carried out by other parts of the organization or by external partners.

6. Identify the element that gives evidence and tangibility to the interaction that occurs at each stage of the experience.

N.B. Repeat points 3, 4, 5 and 6 for all of the phases.

N.B. The protagonist can be found from among the persona profiles, or can express features of a hypothetical user if more detailed data is not available.

The DRLab toolkit **Service blueprint**

	FILL OU	T THIS TEMPLATE ATIVE ACTIVITIES	
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Tool template

Project title	el for all: the reception phases		Protag	gonist Marisa		
Evidence	Website; email	External area of the hotel and parking lot	Reception, registration form	Elevator, way finding system, room	Card / key; welcome information	
	Q	<u> </u>	<u> </u>	<u> </u>	Q	;
Experience phase	Online booking of a room	Arrival at the hotel	Check in	Path to the room	Room access and accommodation	
Interaction – Front stage		An operator parks Marisa's car	Receptionist records Marisa's documents and gives her the card / key		Electronic room opening	
Line of visibility						
Back stage	<i>Check the terms of the reservation. Reservation confirmation.</i>	The operator gives Marisa's keys to the reception. They put the keys in a safe place at the reception.	The receptionist completes the registration procedure		The system signals the reception that the room is occupied	
Internal interaction – Support operations	Hotel software for managin reservations	ng Parking system of the hotel	Hotel software for managing reservations		Sensoring system and software for the management of rooms remotely (e.g. lights, temperature)	

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STAKEHOLDERS MAP

Introduction

Graphical representation of the mapping of the different actors ivolved in the service, or the stakeholders. It allows the system to be read and its features to be understood, including its relations, in a way that involves the stakeholders through indicating their characteristics, position in the map and a design of the different relations.

For a theoretical study visit the page www.drlab.unitn.it/glossary/#stakeholders-map

Explorative/ generative

Design ethnography

plan

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Print of the model,

FILL OUT THIS TEMPLATE IN YOUR COLLABORATIVE ACTIVITIES

Instructions

Premise. The tool can be used to map an existing system of stakeholders or one to be identifying for a project.

1. Indicate the project title.

2. Identify all the stakeholders (people or groups) and list them with their respective roles and features.

3. Starting from the centre of the map, position the stakeholders most involved in the service who can diversify according to the project goal.

4. In the second band, place the important stakeholder groups, but those less involved in the service.

5. In the third band, place the external stakeholder groups, i.e. those least interested in the service.

6. Indicate for each sector the relations that run between the different groups. Show details and features of these relations, both formal and informal, which can show hierarchies and decision-making systems, as well as eventual bottle-necks and other structural forms.

N.B. An effective map includes stakeholders that can be in contact with the system. Indicate their real roles, in line with project sustainability. Indicate stakeholders too broadly can decrease the tool's efficacy. E.g. a very broad organization can be indicated through its department, branch or office that is then more easily understood in terms of its project dynamics.

Legend

Different groups of actors interested in different ways from the service (here for example a hypothetical school system).

One-way or two-way relationship.

Weak / occasional relationship. (\mathbf{x})

The DRLab toolkit **Stakeholders map**

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SYSTEM MAP

Introduction

A system map is a concise representation that shows all the different actors involved in a service/system in one framework, along with all the relations that connect them to each other (e.g. material flows, energy, information economic resources, documents). The map highlights the elements and roles within a service/ system as well as the connections between them, emphasizing the value of their interaction.

For a theoretical study visit the page www.drlab.unitn.it/glossary/#system-map

Explorative/ generative

Stakeholders map

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Instructions

Premise. An effective system map is based on research data. Before proceeding with the compilation of the map, this data needs to be made easily available to the working group.

1. Indicate the project title. Indicate the mapping goal.

2. List the actors who might potentially be part of the system that needs to be visualized. Make a list of the primary and secondary actors: the user, the principal actors that provide the service, the partners, the secondary providers and all the institutional bodies and groups involved in a direct way. Each of them should be represented by an icon that also indicates its role and the main activity they perform within the system.

3. Define a legend with the actors' icons, colours, and icons and/or symbols that represent the connections and relations.

4. Define the actors' position on the map according to the priorities and levels of interest from the centre. The furthest from the centre still has a role in the system, but occupies a secondary level.

5. Identify the flows and relations that run between the actors, divided up on the basis of first and second levels. Represent them according to typology: e.g. economic flows, material flows, information flows. This allows the relations and connection with the whole system to be visualized. Identify the starting point for a sequence of flows; number them and describe them in a synthetic manner.

NB: Grouping the actors together facilitates an understanding of the actors' organization within their system. Using post-its to manage the position of groups, sub-groups and single actors helps the discussion and for the map construction to be an interactive process.

The DRLab toolkit **System map**

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USER JOURNEY MAP

Introduction

Graphical representation of a flow that describes the experience of a user when interacting with a service. The map allows us to visualize the sequence of activities in terms of relevant features, problems and opportunities that contribute to defining the service's level of performance.

For a theoretical study visit the page www.drlab.unitn.it/glossary/#user-journey-map

The DRLab toolkit User journey map

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USER JOURNEY MAP Tool template								FILL OUT THIS TEMPLATE IN YOUR COLLABORATIVE ACTIVITIES									
Project ti	itle and jo	urney ti	tle				 		P	rotagonis	st						
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Instructions

Premise. An effective user journey map relies on research data. Before proceeding with compiling the map, make the data easily available to the working group.

1. Identify the project title and the title of the journey to be described through the experience of the protagonist's interactions with the service. Indicate the protagonist of the experience in order to describe his/her specific interaction with the service.

2. Relate the activities that describe the protagonist's experience.

3. Group together the activities previously identified into macro-activities that describe the protagonist's experience.

4. For each activity, represent the scene by using visualization and description, e.g. words, drawings, sketches, images, illustrations, photographs.

5. Indicate the points of interaction of the reference scene, i.e. the elements through which or thanks to which the protagonist interacts with the service. The points of interaction might be apparent to the protagonist through objects, documents, digital products, people or other elements to be noted in the appropriate spaces.

6. Indicate the emotional state of the protagonist in relation to the individual activities of the service using words connected to the icons.

7. Relate a quote of the protagonist that describes his/her point of view of the scene.

8. Indicate critical issues that arise in each phase of the experience, relating to the protagonist and their interactions with the service.

9. For each activity, relate what can be deduced from the analysis of the previous points (macro-activities, activities, scene, points of interaction, emotional state, issues, citations).

N.B. The protagonist can be traced back among the profile personas, or can express the features of a hypothetical user if more detailed data is not available.

N.B. The greater the awareness of the project context through explorational activities and previous research – such as project ethnography – the greater is the ability to complete the map. E.g. activities, moods, citations are more reliable if they come out of exploring the project's real context.

N.B. The form is in A3 format and can be downloaded from this page; it allows you to describe an experience for up to 4 activities – with scenes represented in a space the size of a post-it. To describe experiences with more than 4 activities, simply print the same form again and use it in continuity, or download the A1 format.

The DRLab toolkit **User journey map**

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