

NAVIGATING THE TERRAIN:

A Toolkit for Conceptualising
Service Design Projects

A Collaboration
between Pulse Lab Jakarta,
UNDP, and BaKTI

2017





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Background

The findings presented in this toolkit are part of an ongoing development initiative undertaken through a partnership between United Nations Development Programme (UNDP), Yayasan Bursa Pengetahuan Kawasan Timur Indonesia (BaKTI), and Pulse Lab Jakarta (PLJ).

In 2016, the Makassar city government sought UNDP's support to explore how to encourage more people to use its public transportation system, and how to reduce the increasing traffic congestion in the city. This initiative is part of the City-I-LEAPS (City Innovation through Learning, Exchanging, Adapting, Prototyping and Scaling) programme, a partnership established by the Seoul Metropolitan Government and the UNDP Regional Bureau for Asia and the Pacific to facilitate knowledge exchange and technical assistance through an Innovation Exchange Network. City-I-LEAPS aims to: transform traditional knowledge exchange through the use of design thinking and reverse engineering; collaboratively propose solutions that meet people's needs; develop prototypes for testing and evaluation; and eventually scale-up successful designs. The partnership between UNDP, BaKTI and PLJ was formed to facilitate the different facets of the City-I-LEAPS programme.

The ongoing initiative includes a process of user research, citizen-led collaborative design, as well as incubation and prototyping of the products until piloting. While the project continues to unfold beyond the pilot, it is only our learning up to this stage that informs the design of this toolkit.

Introduction

“To create impact, there needs to be constant and solid teamwork, built on communication, dedication and commitment.”

- Andi Faisal, Makassar Department of Transportation

What this toolkit is not

It's not: a) a guide to service design methodologies (there are many out there!), nor is it b) a mere case study of our project(s).

Now that we have that out of the way...

What this toolkit actually is

As development practitioners, we often conduct projects that not only vary in their subject matters, but also in the methods used - we've tested projects using a wide range of approaches, from big data analytics to human-centered design, to a blend of both.

In working collaboratively with different partner agencies, we have found that service delivery requires a deep understanding of the enabling environment and the right people; neglecting either of these could compromise the success of the project. Factors such as culture and identity, social and political context, choosing the right stakeholders to participate in the design and delivery of the service, and maintaining the effectiveness of the team should be considered.

The purpose of this toolkit is *to guide development organisations and governments in navigating the complicated terrain of developing and delivering services*. It will help to develop a bird's eye view of the potential challenges and tasks required to ensure effective delivery models and quality services. These factors will help to guide the change process: moving from problem identification to tangible concepts, and from concepts to tested pilots.

The flexible nature of this toolkit also means that it can serve a variety of purposes, depending on the needs of the users. For starters, it may be:

- A guiding tool before starting a service design process
- A way to evaluate existing services and determine a way forward
- A way to assess how other organisations deliver services
- An instrument for other purposes.

Who this toolkit is for

In the public sector, understanding the interaction between stakeholders is paramount. It is important to consider the involvement of a variety of stakeholders, the different sectors in society, motives, agendas, and incentives needed in order to successfully develop and deliver a service.

The public sector has made numerous efforts to collaborate with different stakeholders, and there are different ways to navigate the dynamics of the multi-stakeholder approach. This toolkit is for anyone attempting to undertake a multi-stakeholder service design project, especially when it concerns the public sector - whether a development organisation, a non-government organisation, or service providers contracted by them to undertake a project - in other words, those who play the role of convening and pulling things together.

What's inside this toolkit

The toolkit includes templates, checklists and case studies as guides. The lessons are taken from our recent project in the city of Makassar, Indonesia. We chose this project, in particular, as an example of how a delivery model informs the creation of the service due to its complexity. The result of the project - a public transportation system designed to reduce traffic congestion - is briefly described in the following sections, focusing mostly on the enabling environment surrounding the design of the service.

The Journey Begins



From design to delivery: the Pasikola vehicle

In October 2016, UNDP and Pulse Lab Jakarta began a journey to address one of the most pressing issues in the city of Makassar, Indonesia - public transportation. The city experiences high traffic congestion and people are typically faced with long commutes. Following a request from the Mayor of Makassar to improve the city's traffic congestion, an initiative was kicked off to design a solution. The initiative was not meant to overhaul Makassar's public transportation system, but instead was intended to make better use of the existing resources.

Beginning with preliminary user research to understand people's mobility patterns in Makassar, insights from the research were synthesised and a co-design workshop was held in Makassar. As a result of collaborating with BaKTI (Eastern Indonesia Knowledge Hub), a wide variety of participants gathered to engage in the workshop, including from the creative industry, media, startups, transport associations, as well as government agencies. The goal? To come up with citizen-centered solutions to address the issue in question.

The process resulted in six different low-fidelity prototypes, which were then refined during the incubation phase. In this phase, stakeholders that participated in the workshop continued

to engage and voluntarily contributed to refining the prototypes into a stronger and more integrated service. The outcome was a design that involves converting *pete-pete* vehicles - Makassar's privately-owned transportation service - into a school transportation system called the Pasikola.

The preliminary user research revealed that *pete-pete* are not financially viable; drivers tend to be reckless road users as they compete for passengers; and families are often hesitant to use the *pete-pete*, resorting instead to private vehicles as a means of transportation. The Pasikola school transportation aimed to address some of these issues. With the Pasikola, not only will the idle *pete-pete* be repurposed and better utilised, drivers will receive a fixed income every month and participate in additional road safety training. To support the Pasikola, an application called e-Nassami is under development, which allows parents to track the Pasikola vehicles and get real-time information on the pick-up and drop off times for their children.

After a series of prototype development and user testing phases spanning a three-month period, the project culminated in the launch of the Pasikola vehicle service in May 2017, which the Mayor of Makassar officiated during the Makassar City Expo.



Testing a low-fidelity prototype with the service users

Our Study

The service design project in Makassar employed a human-centered design method - not only in facilitating the design of the solutions, but also in evaluating the results (and creating this toolkit). This means placing people - or 'users' - at the center of the design, capturing the stories and experiences of respondents and designing or evaluating solutions based on this qualitative information.

Following the launch of the Pasikola, we interviewed the stakeholders involved in the delivery of the service, including:

- Makassar Department of Transportation
- Public transport drivers and vehicle owners association (ORGANDA)
- Individuals from youth and startup communities
- Knowledge Hub for Public Development in Eastern Indonesia (BaKTI)

The analysis outlined in this toolkit was also informed by constant observation throughout the service design project. As with most development initiatives, a few key principles emerged:

- It is important to align our projects with the current local agenda. This means gaining support from the relevant stakeholders, especially decision-makers.

- As development practitioners, we must be conscious to immerse ourselves in the environment. As outsiders, we need to acknowledge that we are almost entirely unfamiliar with those for whom we are designing solutions.
- To prevent the overlap of tasks, it is necessary to determine the roles that each stakeholder can play in the design process. This process also enables us to better determine approach strategies and identify incentives to offer them.
- The rigorous process involved in designing a service means it is important to have individuals who are able to guide both the technicalities and the interaction between the core design team.
- Once the service design project has started, it is imperative to maintain participants' commitment to ensure sustainability.
- Having the participation of a variety of stakeholders can be valuable in providing different perspectives to tackling a common issue.

For our project in Makassar, we considered these principles and did a few things differently.

Learnings

Co-Design, from start to finish

Principle: Gain political support early in the process, and maintain engagement throughout.

What we did

By employing a co-design process, we facilitated the involvement of key stakeholders from the beginning, including those with both formal and tacit political authority. Instead of imposing ideas by suggesting solutions, we instead facilitated the transformation of ideas from stakeholders into something tangible. We continued this engagement process all the way up to the implementation of the service. This way, key stakeholders have a stronger sense of responsibility towards making the service a reality.

[see: page 16 Case Study. Why pete-pete? Why the Pasikola?]

“We need to understand the needs and agenda of the Mayor. His priority? Innovation. Understanding his priority informed our service design and made it easier for us to leverage his networks and move forward until the service is launched to the public.”

- Rahman Ramlan, BaKTI

Immerse in the Environment

Principle: Be conscious that the local context might not be fully understood by outsiders.

What we did

We made sure to always have a local counterpart on the ground, and employed an ethnographic research approach in our service design, gleaning insights from the users and taking into account the values and behaviours of the community.

[see: page 18 Case Study. Somber and Smart]

“For the Pasikola system, we started from an existing problem that’s always been present in Makassar, an issue that time and again has been the subject of public concern: traffic congestion.”

- Faisal, Makassar Department of Transportation

Involve Unlikely Heroes

Principle: Multi-stakeholder approaches add value by bringing in various perspectives to create a solution.

What we did

We recognised the importance of involving a variety of stakeholders in an initiative and we took additional steps to analyse who these stakeholders are. Aside from involving the public sector and development practitioners, we established that it was important to also include those who are on the frontline of the public transport experience, as well as those who possess creative skills and technical capabilities to develop the solutions. This list includes youth communities, activists, and transport drivers' associations.

[see: Page 22. Case Study. Building the Pasikola Team]

“One of the things I value most is the variety of people I work with - from the public sector to friends from various backgrounds. We all have our own responsibilities and complement each other’s skills.”

- Idham, participant

Going Beyond Organisational Profiles

Principle: Determine the roles of each stakeholder when undertaking a project.

What we did

We classified stakeholders by their institutions, as well as their capabilities, motivations and networks, which then informed us of the opportunities and resources that each party can bring to the table.

[see: page 22. Roles and Stakeholders]

“It’s quite rare that public service design involves all stakeholders from the beginning. When I was asked to participate in the initial workshop, I became interested immediately because this was my opportunity to put forth the aspirations of our association.”

- Sainal, ORGANDA Makassar

Incentivising Commitment

Principle: It is important to maintain participants' commitment following their initial engagement in the project.

What we did

After identifying incentives to ensure stakeholders' participation, we then identified a different set of incentives to maintain their commitment. For some, genuinely participating in the process was sufficient; for others, the attraction was the development of new knowledge. It was also important to identify when to move from treating participants as volunteers, to treating them as professionals, committed to undertaking more responsibilities.

[see: page 27. Case Study: Solidifying the Team]

“I was initially skeptical about my involvement with the service design project, but after some time, I was convinced to commit myself through to the end, especially after seeing the value in the process and the quality of the team.”

- Mansyur Rahim, participant.

Guiding Techniques and Interactions

Principle: Professionals are needed to guide both the technical aspects of the project and the interaction within the core design team.

What we did

We hired an independent mentor to be situated on the ground and to guide the team on a daily basis, facilitating the creative process and ensuring that the team progresses from ideation through to implementation. This meant having an individual who was well-versed in procedural knowledge to assist in implementing the user-centric methodology. Additionally, we engaged with an institution that had a strong network to facilitate interaction between different stakeholders.

[see: page 27. Case Study Solidifying the Team]

“We really benefited from having BaKTI as facilitators. They’re used to communicating with the government so whatever concerns we had, they were able to pass them through to the Office of Transportation and mediate the discussion to reach a shared understanding.”

- Ira, participant

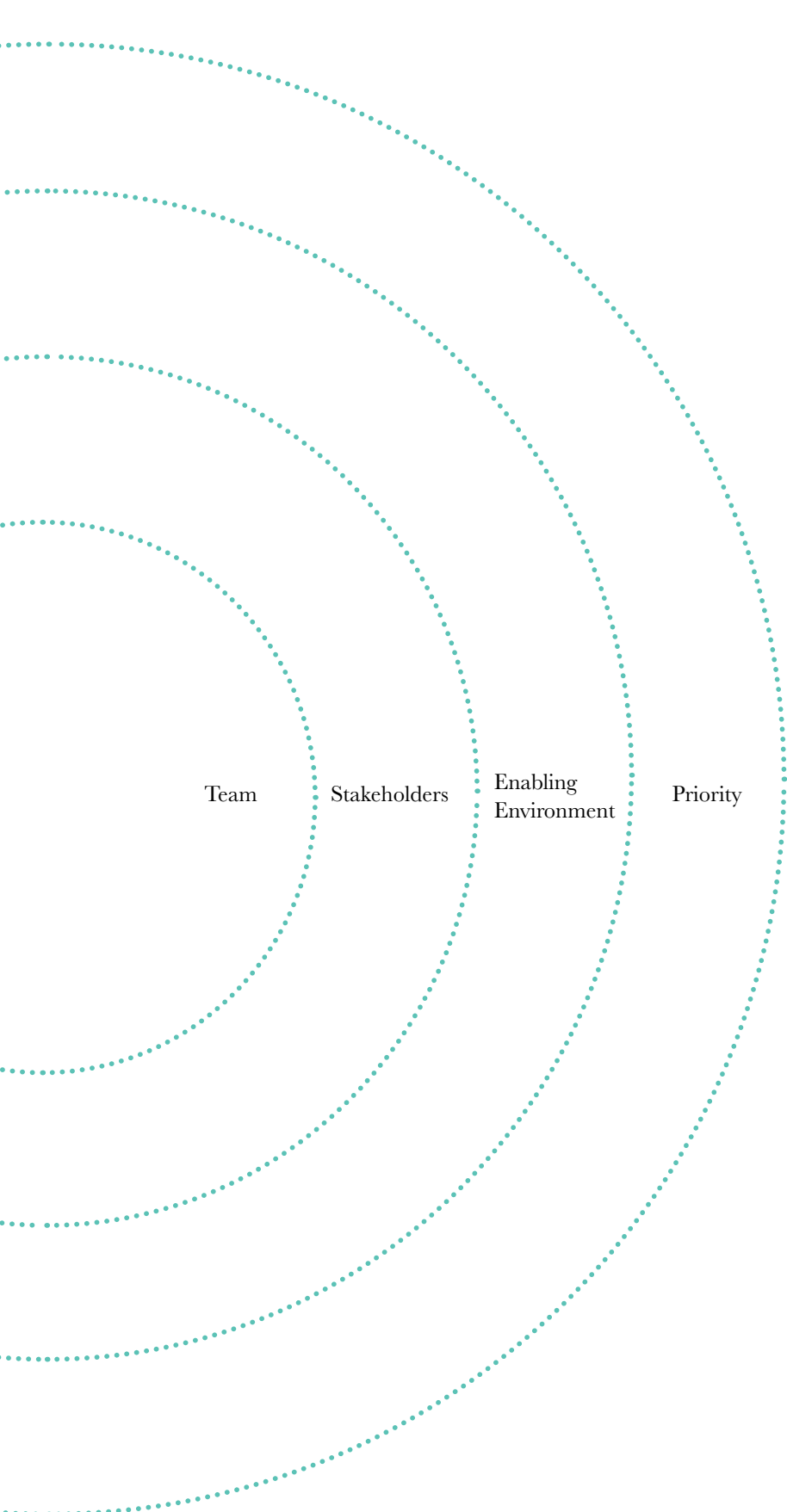
On to the Toolkit



Interviewing school teachers to obtain first-hand insights

In this section, we present a framework for the design of delivery models for user-centered services.

This involves conducting research on the context in which the service is delivered - both politically and culturally; then, identifying the necessary stakeholders to support the design process; and finally, determining methods to facilitate interaction between stakeholders during the incubation process.



Inside the Ecosystem Mapping Toolkit

Priority Selection

What challenge areas should we focus on to best align with the agenda of the key counterpart?

Enabling Environment

What enabling factors should we consider to help us best utilise the community values?

Roles and Stakeholders

Who are the relevant stakeholders and what roles must they play to support the service design project?

Maintaining a Core Team

What incentives can we use to ensure the sustainability of the service design project?

Using the Toolkit

This is a sample of how the toolkit can be possibly utilised in your project.

Although we divided the structure in this way, it should not (always) be viewed as a linear process. Depending on the context, the process can begin from any layer of the structure. The aim is to highlight the interdependence between these layers and how each layer plays an important role in creating a successful service design project.

- 1.** **Program Identification**
use Priority Selection Toolkit after the **initial discussion with key stakeholders**, to make sense of which problem area is the most feasible for the project to undertake.
Output:
 - Problem Statements
- 2.** **Scanning the Enabling Environment**
use the Environment Scanning Toolkit after the **scoping fieldwork**, to synthesise the more holistic and cultural findings.
Outputs:
 - Reflection on challenges and opportunities
 - List of possible enabling and undermining factors
- 3.** **Mapping Stakeholders**
use the Stakeholder Mapping Toolkit after the **stakeholder interviews**, to synthesise their values and habits.
Output:
 - Analysis of roles and incentives for each stakeholders
- 4.** **Mapping Project Team Members**
use the Team Mapping Toolkit after the **project team is formed**, to better brief the facilitators on the teams' dynamics.
Outputs:
 - Identification of tasks to sustain motivation of each member
 - Skills Gap Analysis that informs the work of Process Facilitator
 - Analysis of relationship fit that informs the work of Interaction Facilitator



Programme Identification

While service design should ideally be driven by existing challenges, in reality, it is necessary to ensure political buy-in before investing a significant amount of effort. Hence, it is often more effective to identify projects and programmes that can be improved upon, instead of creating them from scratch. The reasons are twofold. First, providing support to improving an existing system instead of directly challenging it is an approach that has a higher likelihood of acceptance in the public sector. This is considered because of how complex and interlinked some of these systems are with other bureaucratic processes. Second, by tapping into programmes that are already owned by the decision-makers, it is possible to create a sense of ownership and leadership from the decision-makers of the new service design.

One way to identify the relevant programmes to tap into is to first focus on the problem areas that your service is trying to solve. Based on research and observation, are there any pressing problems that need to be solved? Then, identify why it is important to solve the problem. Identifying the ‘why’ behind the initiative can enable you to think more critically about the problem and inform which programmes to prioritise to answer the particular problem. Fill in the two boxes in our [Priority Selection](#) tool to help identify problems and provide reasoning behind the selection.

Next, and in order to further identify the right programme to tap into, fill in the [Reality Check](#) list in our Priority Selection tool. The more boxes you check, the more feasible it is for your service to be implemented. Consider both the priority level of the problem and the feasibility to aid your service design and implementation.

Ideally, the Priority Selection tool should be filled in several times, depending on the number of problems considered. This is done in order to compare one problem area to the others and map out their feasibility.

By the end of this exercise, you should be able to choose the programme(s) you want to tap into, as well as the problem statement you would like to focus on, based on the considerations noted in the Priority Selection tool. Employing a human-centred approach also means that the problem statement should be framed based on the citizen’s perspective, not from a government or institutional perspective. For instance, for our project in Makassar, the programme we tapped into was based on the request from the City to offer support in the transportation sector. This resulted in our problem statement: “how might we create a citizen-centric service that can decrease congestion and improve the public transportation experience in Makassar?”. For the full story on how we reached a decision on this, take a look at our [Case Study 1](#).



Piloting the Pasikola vehicle with schoolchildren

Case Study 1: **Why Public Transport? Why *pete-pete*?**

Our foray into the area of public transportation in Makassar was not only driven by a current issue in Makassar, but also by the Mayor's ambition to improve the city's traffic congestion. This enabled us to tap into an existing programme in the city agenda. Upgrading the city transportation system and introducing *Pete-Pete Smart* (a new and improved version of the current *pete-pete*) are two important segments in the Mayor's plan. In December 2016, a prototype of *Pete-Pete Smart*, equipped with air-conditioning, internet access and comfortable seating for passengers was introduced. In developing the *Pete-Pete Smart* initiative, however, the Mayor needed extra support to make sure that it will be best designed to meet the different needs of citizens.

At the same time, UNDP, through its City-i-LEAPS programme, approached the City of Makassar to find ways to improve the city. Following discussions with the Mayor, the subject of *Pete-Pete Smart* was highlighted. Would there be a way to address the pressing issue of traffic congestion in Makassar and support the *Pete-Pete Smart* idea?

A few months later, UNDP began to engage with Pulse Lab Jakarta to delve into the issue. Following an initial user research, a co-design workshop was conducted, inviting public

transport users and other stakeholders to collectively come up with a solution.

With the existing *Pete-Pete Smart* in mind, the co-design process encouraged citizens to think of certain things that could be addressed if a *pete-pete* could provide alternative services. Through the co-design workshop, citizens were able to have discussions directly with the public sector to identify other problems that could be solved by a repurposed *pete-pete* vehicle. The resulting insight was that the city lacked a proper school children transportation mechanism, an issue that could be answered with a public transport-based solution. From there, a solution emerged to address the needs of the citizens, as well as the objectives of the City Government: the Pasikola system.

Instead of introducing a completely new concept to the government, the team looked at what the existing initiatives were, and involved citizens to improve upon them. We also involved the decision-makers as early into the project as possible, first by having them inform us of the most relevant programme to tap into, followed by taking part in the design of the solution, up to overseeing the progress until its incubation phase. As a result, the initiative gained continued support from the Mayor and high government ownership for the service.

Tool: Priority Selection

Programme Name: _____

What problem areas are we trying to solve?

“Reality Check”

Will the solutions generated from the problem area bring a quick, amplifiable win?

Does the government and other implementing partner express interest in finding solutions to this problem area?

Has there been enough citizen concerns regarding this problem?

Is the government currently trying to do anything to solve this issue?

Does the government have any political incentive/pressure to solve the issue?

Has there been a tried-but-failed initiative to solve the issue?

Why is it important to solve this problem?

use numbers and stories to support your argument

Is there a relevant government body/department that could be designated to implement the program?

Does the donor/funder have good access/relationship with the government body involved in the problem area?

Would business, creative, or the youth sector be excited to work on the projects to solve the problem area?

Can simple, incremental solutions be used to solve parts of the problem?

The more boxes you check, the more feasible the programme is likely to be.

Problem Statement*:

How Might We _____

*Think of the problem(s) from the perspective of the end-users.

Enabling Environment

One of the principles that guides our human-centered design process is to understand the local context where our work will be implemented. We therefore find it valuable to look at the more comprehensive environmental context, rather than just a particular sector that the service will operate in - such as the transportation sector. An environment in this case could mean a country, a province, a city, a network, a community or even within an organisation. Scanning the environment is an important exercise to inform the design of the service, as well as the engagement strategies for the relevant stakeholders. To do this, you must be able to identify a set of values that function within a particular environment, which shape factors such as culture, politics, rules of engagement and behaviours.

These factors can be used as starting points to determine the opportunities and challenges within an environment. The identified opportunities can then be analysed and utilised to ensure successful service design and implementation. Think about how these opportunities can inform the delivery of your service, such as how to tap into local social networks, how to navigate the level of openness (or resistance) of the environment towards change, or how to manage and direct people based on their values. For instance, if an environment tends to be conservative towards citizen-led involvement in service delivery, how might we address this challenge and involve the public sector more in the design and implementation of the service?

To start identifying the values in your environment, take a look at our list of questions in our [Enabling Environment](#) tool and answer them based on your research and observations. The resulting answers should act as prompts to encourage reflection and further analysis. Position each answer into the designated box, based on whether it will most likely be a challenge or an opportunity. Then, think about some of the enabling factors that might emerge from the opportunities. For instance, if you answer that people in the environment tend to be more community-centric, think about why this happens, and what

impact it might bring (it could be due to strong societal ties, which leads to a tendency to work in groups). The resulting opportunity then could be that they value and might even need to collaborate with their peers. This behavior can be used to inform some of the enabling factors that need to be put in place to ensure successful service delivery, such as using co-creation as the basis of your design.

For an example of value-based factors and possible opportunities to utilise them, take a look at Case Study 2.

Case Study 2: **Sombere and Smart**

“Makassar is geared towards becoming a Smart city, but we don’t want to only focus on technology. That’s why we also add a Sombere principle - which reflects the hospitable, communal and positive spirit of the city - to complement the technology.”

- Ramdhan Pomanto, Mayor of Makassar.

In 2015, the Makassar City Government committed to upholding the Sombere and Smart principle to guide the development of the city. This resulted in an enhanced focus on innovation, as well as paving the way forward. Since then, Makassar City has taken steps to collect and use real-time data to improve decision-making processes, and improve day-to-day administration, including introducing smart-cards in schools to track students’ activities and progress, and enacting a waste-to-energy initiative. The *Sombere* perspective initially encourages citizens and public servants to adopt a warm and welcoming attitude, and also touches on innovation. Access to information means increased transparency and encouragement of citizen involvement in creating and delivering public services.



The team ensures that all voices are heard when gathering feedback in order to refine prototypes

The Mayor claims that the move for Makassar to become a ‘Smart City’ must be complemented with the local wisdom of *Sombere*, which is thought to be the heart and soul of Makassar. The Mayor is known to be supportive of citizen-led initiatives, especially concerning advancements in technology. There also seems to be an improvement in collaboration between the different departments in Makassar’s public sector, with a willingness to work together in order to achieve a common goal.

In designing solutions for the public transportation system in Makassar, UNDP, BaKTI, and Pulse Lab Jakarta employed a human-centered design method. The focus was on developing a more user-friendly public transportation service for the city. In line with the Mayor’s vision of building a *Sombere* city, the design process involved citizen-initiated ideas and collaboration

between the different stakeholders within public transportation. As part of the process, the design team also aligned with Makassar’s move towards becoming a Smart City by incorporating a technological aspect to the service, one that could answer the needs of the public transport users. The idea was e-Nassami, an application that allows parents to track the Pasikola vehicles and get real-time information on the pick-up and drop off times for their children.

The alignment with the City’s *Sombere* and Smart mindset has resulted not only in the support of the Mayor, but also the cooperation of the Transportation Department and the Education Department. Both of which will be important stakeholders when the time comes to implement the service across public schools in Makassar.

Tool: Enabling Environment

Questions to get you started:

- Is the community generally innovation-friendly? Are there many active innovation communities or groups in the environment? (e.g. startup incubators and social innovation hubs in urban areas, or special interest and social activism groups in rural areas) Is there a strong government push for change?
- Does the community highly regard youth participation? Are there many active youth groups in the environment? Are they involved in decision-making processes in the community?
- Do people tend to be more risk-averse or are they open to trying new things?
- Do people tend to be more individualistic or community-centric? How is this reflected in social structures and relationships, including social obligations?
- Do stakeholders in the environment generally have a collaborative nature? Are there strong multi-stakeholder or multi-level collaboration initiatives in the environment?
- Is there deference to seniority in the environment, shown for example by the presence of a generational hierarchy?
- Are there any other unique environmental characteristics that should be noted? (e.g. transparent, artistic, technologically forward, etc.)
- How do the values you have identified shape any “unspoken” rules of engagement that may amplify/hinder your progress?
- Is the public sector usually open for collaboration with outside institutions? Why/why not?

01. Use the cue cards to answer the following:

Opportunities

What existing factors in the environment support innovation?

Challenges

What existing factors in the environment might hinder innovation?

02. Reflecting on the opportunities and challenges:

How might you leverage these opportunities into enabling factors that support your programme?

How might you address the undermining factors driven by the existing challenges?

Roles and Stakeholders

This section aims to outline some of the necessary roles that need to be fulfilled by the stakeholders. We recognise that each context has different stakeholders and needs, and thus it would be inefficient to group the stakeholders based on their institutions instead of the tasks they will undertake. We will outline the roles of the stakeholders, and help you to decide which stakeholders can best fit into these roles.

Identifying the roles of each party enables us to determine the engagement strategy, including ways to incentivise them and ways to allocate tasks. For instance, if a stakeholder is positioned as the role of ‘enabler’ or ‘decision maker’, consider some of the things that can drive their involvement in the project. Incentives can be tangible, such as remuneration or media exposure, and they can also be intangible, such as goodwill and learning opportunities. Further, allocating roles to stakeholders can help avoid any overlaps in responsibility and work - instead of having a large group with overlapping roles, it is more efficient to have a smaller group with relevant participants.

Facilitator

Individual/organisation responsible for guiding and managing the team. The role of facilitator can further be segmented into two:

- Process-led: facilitator responsible for guiding the team through the creative and technical process. The process-led facilitator must have the technical skills necessary to guide the team through ideation, prototyping and piloting.
- Interaction-led: facilitator responsible for managing team dynamics, i.e. to be a mediator between the design team and other stakeholders if necessary, as well as to ensure a smooth working chemistry of the team. Interaction-led facilitators must have a strong network with the various stakeholders in order to mitigate any possible disputes and facilitate discussions.

Doer

Individuals who are directly responsible for building and testing the prototypes. Doers usually involve those that have the technical skills necessary to build the service, e.g. those who work in communications, tech, business development, or other creative endeavors.

Thinker

Individuals who are responsible for the strategic thinking, and identifying the implications of the service as it develops for other stakeholders. The profile usually consists of planners and strategists.



Active collaboration between team members is the key to success

Enabler

Decision-makers that have the authority to implement the service. This can be in the form of government bodies, other institutions, individuals with autonomy and resources. Their constant involvement in the process can help create a sense of ownership and facilitate implementation at a latest stage.

Funder

Those with the financial capacity to fund the project and the service thereafter. There can be multiple funders, or a single funder from beginning to end.

Individuals or institutions present in these roles may have tasks that overlap with other roles, yet they should have a primary purpose of fulfilling a particular role.

To further illustrate the roles, take a look at Case Study 3 on how we identified and incentivised the necessary stakeholders for the Makassar project.

“I became interested immediately to join the design project because it promised exposure to a variety of people from different disciplines. It gave me a chance to expand my network as well as learn new methodologies and perspectives from a variety of sources.”

- Idham, participant

Case Study 3: **Building the Team**

After deciding on the problem area, UNDP and Pulse Lab Jakarta started the initial research process, while at the same time holding discussions with the City of Makassar, DISHUB, and ORGANDA. It was during this time that the team identified BaKTI as a local partner for the initiative. BaKTI first supported the initial design workshop in November 2016, and subsequently came on board to coordinate the incubation process and the piloting.

Identifying a local partner was necessary for this initiative, mainly because the project needed full-time facilitators to be situated in Makassar, those that have good relations with relevant stakeholders, as well as the experiences in handling development initiatives. BaKTI had the requisite skills and quickly became an important partner for the implementation of the project.

Together with UNDP, BaKTI invited people from its diverse network to the initial co-design workshop, bringing together different perspectives to solve the issue of traffic congestion in Makassar. Official invitations were sent out to participants by UNDP, with BaKTI relying on the good rapport they already enjoyed with the participants as incentives to join. During the workshop, it was then up to BaKTI and Pulse Lab Jakarta as process-led facilitators to manage discussions and mitigate any possible conflicts within the working teams. Further, as process-led facilitators, Pulse Lab Jakarta assisted in the process of moving the ideas forward, by translating the initial concepts into minimum viable products. This was done by holding several ideation activities to refine the concepts and detailed planning to make sure the team stayed on track with the

product development process. The team also hired a dedicated, independent process-led facilitator to assist in this initiative.

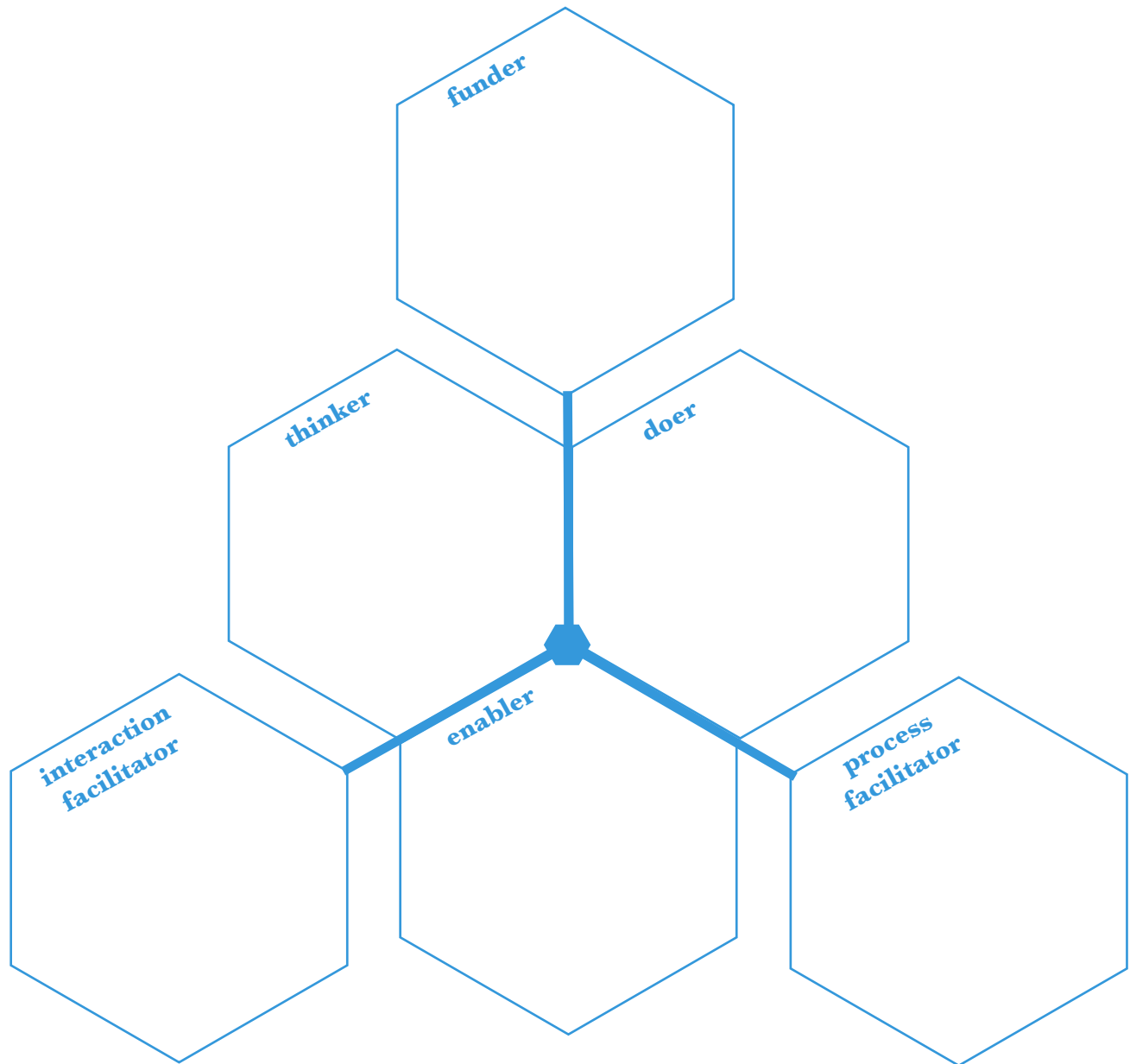
From there, stakeholders that could fit into each role were further identified. The core team of enabler, doer, and thinker consisted of those involved in the workshop, including the Office of Transportation as the enabler, a software developer from a digital innovation community and creative community as a doer, and the team mentors as thinkers, including UNDP, Pulse Lab Jakarta, and an independent facilitator.

Of course, none of this would have been possible without the involvement of and initiation of this service design project by UNDP, from initial discussions with the city government to organising the workshop to the building of the prototypes. UNDP played a role as convener and funder of this service design project. The Makassar City Government has also agreed to allocate the regional budget for the Pasikola in the 2018 fiscal year, thus undertaking the role as a funder alongside UNDP and ensuring its sustainability.

It is important to note, however, that each stakeholder can play a different role at various stages. For instance, while BaKTI started out as a ‘thinker’ in supporting the design facilitation, their role shifted to that of a ‘doer’ once the incubation process began, as they were heavily involved in the creation of the service. Additionally, UNDP also played a role as an ‘enabler’, not by being decision-makers in itself, but by easing the decision-making process. This was done through constant engagement with the Makassar City administration from the beginning, ensuring on-boarding and eventual commitment from relevant stakeholders.

Fill in the boxes with the stakeholders that can fit into each role. Next, describe the roles in more detail, according to your research and/or experience with the stakeholders.

Tool: Stakeholders Mapping



INSTITUTION:

ROLE:

FUNDER

DOER

PROCESS FACILITATOR

ENABLER

THINKER

INTERACTION FACILITATOR

What influence do they have over the project?

In more detail, what does this role entail?

What are the incentives to join the project?

What could they do to undermine the project?

Team Mapping

“Often we had to rely on BaKTI as the facilitator to communicate with the government. They have built good relations with the government so their opinions are more highly regarded.”

- Ira, participant

It's one thing to recruit and engage with stakeholders, but we find that maintaining stakeholders' engagement is another important area that needs to be nurtured to ensure the sustainability of the service. At this point, stakeholders would have been assigned roles and ideally, a team would be ready to start building and refining the prototype in the incubation phase.

Facilitators are the main stakeholders that need to take the lead in this process, as it is up to them to recognise each member's motivation and relationship with each other in order to sustain interaction. By ensuring positive interactions between individuals on the team, facilitators can mitigate any possible conflicts that might arise amongst the team members. This will ensure project effectiveness.

In order to maintain or improve the interaction between participants, the role of the interaction-led facilitator should be to build trust between participants, which will in turn create a more positive relationship despite the varying backgrounds of the participants. In order to do this, the interaction facilitator must mediate discussions between participants, ensure consistent communications, and maintain the positivity of the team.

The interaction facilitator must first identify certain factors that can motivate and demotivate each team member. This

can be done through observation of the participants, or even by asking about their expectations for the project. Afterwards, the interaction facilitator must assess the 'fit' between one team member and the others, as shown in our [Team Mapping](#) tool. First, we must identify if they have a shared vision, then compare it to their existing relationship. For instance, while youth groups share the same vision as the government in improving the city of Makassar, they have a relatively negative relationship with each other, driven by past experience. In our matrix in the Team Mapping tool, the relationship between a member of the youth group and the government will therefore be positioned in the top left quadrant. It is then up to the facilitator to shift any 'problematic' fits to the top right quadrant - to ensure a shared vision and positive relationship between all stakeholders.

We have also identified that participants' engagement must also be maintained by assessing their skills, which is a role to be taken by the process-led facilitator. As shown in our Team Mapping tool, the task of the process-led facilitator is to identify the required skills for each team member, assess whether or not they possess these skills, and if not, identify ways for them to develop the skills. Assigning tasks according to each member's skillset is beneficial when trying to promote capacity building and when attempting to avoid any potential overlaps in tasks. This process is similar to the role identification for stakeholders, but on a more micro level, involving more technicalities. For instance, when building an application for service delivery, determine which of the participants involved will be in charge of the concepting (such as a strategist), the design and assembly (a designer or developer), and the testing (a researcher).

For an example of how we mapped out interactions from our Makassar project, see Case Study 4.

“What made this project so effective is the constant communication between the team members. Even though I wasn’t able to always attend the incubation session, other team members always updated each other on progress, which made me feel involved in its development and the decision-making process.”

- Sainal, ORGANDA Makassar



The Pasikola team

Case Study 4: **Solidifying the Team**

In Makassar, the facilitators’ roles certainly did not end after the workshops. Once the team received the go-ahead from the Mayor to continue the project towards its prototyping and incubation stage, the facilitators again set out to work together with the stakeholders. This time, however, an independent facilitator took the lead as a process-led facilitator to guide the team through the technical process, while BaKTI acted as the interaction-led facilitator, responsible for handling the dynamics of the team. On the other hand, Pulse Lab Jakarta and UNDP guided the overall process when necessary, including hosting discussions with stakeholders and coordinators prior to finalising the business proposal for the service.

The issues uncovered during the incubation process were two-fold: (1) the facilitators needed to mitigate any potential conflict between the team members, and (2) there was an eventual decrease in the number of participants, which made it necessary to reassign tasks to each team member. It was revealed that tension existed in the interaction between the Department of Transportation and the participants, due to the general skepticism of the participants towards public sector projects. It was then up to BaKTI to build a more positive relationship between them. Fortunately, BaKTI had developed good working relationships with both the Department of Transportation

and the participants, and knew how to facilitate themselves. For instance, BaKTI positioned itself as a constant mediator in discussions between the stakeholders, often communicating concerns from each side in a way that resulted in a shared understanding by both. Gradually, stakeholders developed a heightened sense of trust in each other, and were able to reach decisions. BaKTI also made sure to always facilitate an open discussion and regarded opinions from both parties as equal, which was an important principle.

While the incubation process commenced with a total of 30 participants committed to continuing the design process, the number of participants gradually waned - mostly due to lack of availability. Eventually, it became a small team of five people working on one integrated solution. To facilitate this transition, the independent facilitator and Pulse Lab Jakarta, as process-led facilitators, ensured that each individual within the team had tasks based on their own passion and expertise, thus complementing each other’s roles. By first identifying the skills needed to ensure team effectiveness, the team was able to map out team members who possessed those skills and if not, showed how to facilitate their capacity building. As an added incentive, team members were remunerated for their roles in this process.

To map out the participants’ roles and relationships, fill in the Team Mapping tool boxes.

Tool: Team Mapping

PARTICIPANT NAME:

What skills are needed by the participant?

expected skills	gaps	how might the gap be closed?

What are some of the ways to keep the participant engaged and motivated?

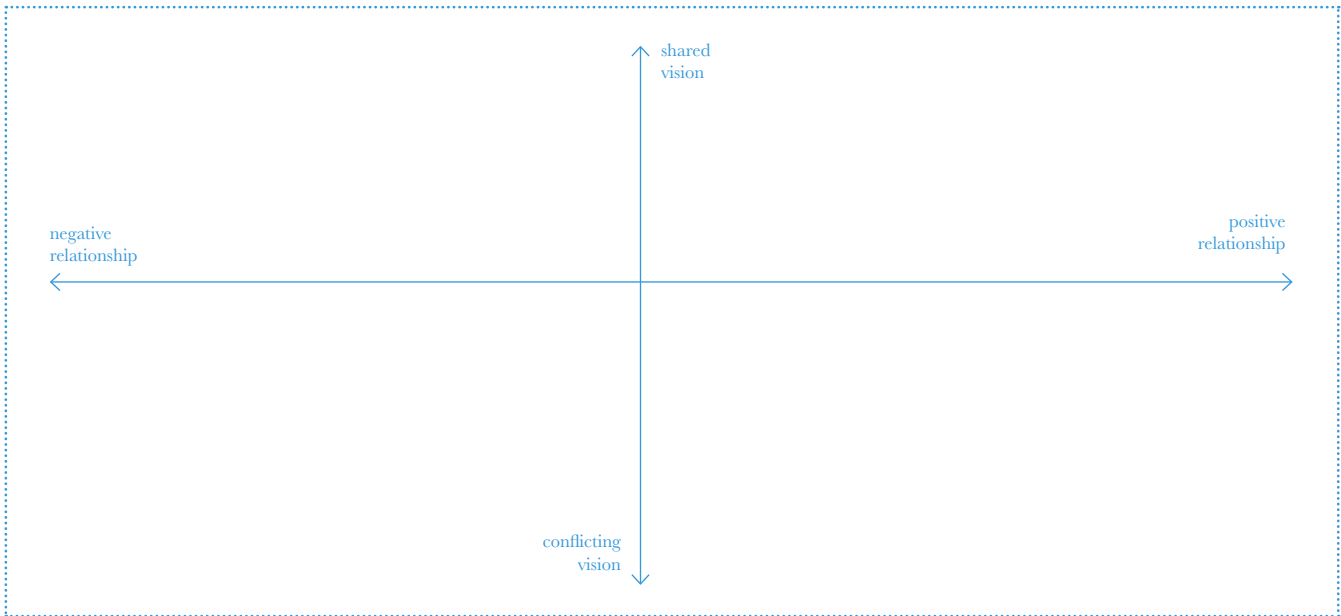
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What factors might demotivate the participant?

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- ROLE:** FUNDER DO-ER PROCESS FACILITATOR
 ENABLER THINKER INTERACTION FACILITATOR

Assessing the participant's fit with other team members:



What can the interaction facilitator do to improve the participant's fit with other team members?

A large empty rectangular box with a dotted border, intended for writing the answer to the question above.

The Journey Goes On



The public transportation project in Makassar is far from complete. After the incubation process, more Pasikola prototypes are being developed and will be rolled out to different school routes in Makassar, complemented by the e-Nassami application. Pulse Lab Jakarta, UNDP and BaKTI hope to share more lessons as the project moves from the piloting stage to a full-fledged service, including the new kinds of partnerships and management arrangements between the City and citizen-led initiatives.

As a final note...

This toolkit is not meant to guarantee successful service delivery, but it is meant to be used as a starting point to think about how the context surrounding a service design project can contribute to its success.

We have observed that organisations often focus on the methods behind the project design and implementation, yet neglect to take into account its context. As a result, well-designed services and projects often get buried by factors external to their design. This includes issues surrounding personnel, regulation, engagement, or adoption. We hope that this toolkit enables you to implement services that are not only technically sound, but are also suitable to the local context.



Australian Government

Pulse Lab Jakarta is grateful for the generous support
from the Government of Australia