USING HUMAN CENTERED DESIGN
TO IMPROVE THE CITIZEN EXPERIENCE

SANFORD SCHOOL
OF PUBLIC POLICY
DUKE UNIVERSITY

SPRING SEMESTER
2020

INSTRUCTORS
TOM ALLIN
BLYTHE MEYER

TEACHER’S ASSISTANT
MATTHEW LANZA
MATTHEW LANZA

Matthew Lanza is a second year MPP student and HCD course survivor. In last year’s class, he worked with the Duke University School of Nursing (DUSON) to redesign the journey of ABSN students from the time they apply through matriculation into the program. As a San Francisco native, innovation and creativity are at the core of Matthew’s thinking. This is reflected in his work forming alternatives to rent control in the Bay Area and in his work with Duke’s Student Affairs office to create a better experience for undergraduates at Duke who are military veterans. Matthew hopes to continue addressing issues that affect marginalized groups and citizen/customer experiences using human-centered design in his future career endeavors.

INSTRUCTORS

TOM ALLIN

From January 2015 through January 2017, Tom was the first CXO at a cabinet level in the Federal Government, reporting to the Secretary of Veterans Affairs and was responsible for setting up a Veterans Experience Office at VA. In this role, he worked with his team to understand, design and measure an improved experience for our nation’s Veterans. Prior to his experience in government, Tom had over forty years of experience in the restaurant industry of which twenty years were overseas in Europe and Asia. Across his leadership roles from President of McDonalds Europe to Chief Executive of Jollibee Foods in Manila, Tom has led companies to deliver experiences that exceed customers’ expectations.

BLYTHE MEYER

Blythe is an enterprise product designer with 7 years of experience being fully invested in every step of the design process from user research, to visual design, UX design, and interaction design. Obsessed with how one ounce of empathy can drastically change how we think about creating solutions with technology, she spent the last 4 years teaching and facilitating design thinking workshops to other creative professionals, development teams, and product and offering managers across IBM. Currently she is driving user experience at BitSight, creating a safer and more trustworthy landscape for our personal data to live in every day.
COURSE SUMMARY

“IT TOOK ME OVER FOUR HOURS TO TRANSFER MY DRIVER’S LICENSE WHEN I MOVED HERE FROM NASHVILLE AND THE WORST PART WAS THAT THE EMPLOYEES COULD NOT HAVE CARED LESS.”

OLIVIA, 36 YEARS

If a government’s purpose is to serve its citizens, then it should seek to provide excellent customer service. Using design-thinking, this course will give you the tools to understand, shape, and measure customer and employee experience.

Over the course of the next fourteen weeks you will learn Human-Centered Design (HCD), a design framework aimed at discovering and addressing the unmet needs of customers. HCD is an iterative approach that puts people—and their emotional experience—at the heart of problem solving. From startups to Fortune 500s, companies have been using HCD to tailor their services to their customers.

The course will include lectures, workshops, and fieldwork in the Durham community. Teams of four students will work together to improve a specific organization’s customer experience. Together, students will move through the key phases of HCD: (1) Discover (2) Design and (3) Deliver/Measure. Students will conduct qualitative interviews, create journey maps for current customers and employees, design an improved experience, and lay out an implementation plan for the organizations to best deliver and measure improvements.

While HCD provides a clear framework to approach problems, potential solutions are neither formulaic nor linear. This class offers something unique to Sanford—a truly iterative experience in which the ability to adapt is key. HCD requires humility, an open-mind, and the willingness to connect seemingly disparate dots.

The goal of this course is twofold:
1. Give you a set of hard skills associated with design-thinking.
2. Create and deliver measurable improvements for an organization in the Durham community.
DESIGN PROCESS

GENERAL PROBLEM

DISCOVER
MOVE TO DESIGN WHEN:
You have gained insight to problem

SPECIFIC PROBLEM

DESIGN
MOVE TO DELIVER WHEN:
You have a refined and tested solution for problem

SPECIFIC SOLUTION

DELIVER
START OVER AT DISCOVER WHEN:
You need to perform more research to learn about how your solution is impacting users.

Frame

Research
Synthesize
Document

Ideate
Prototype
Refine

Implement
Measure
Iterate

CONVERGE
DIVERGE
CONVERGE
DIVERGE
CONVERGE
DIVERGE
**SPRING 2020 SCHEDULE**

<table>
<thead>
<tr>
<th>DISCOVER</th>
<th>DESIGN</th>
<th>DELIVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>OVERVIEW</td>
<td>IDEATE</td>
<td>IMPLEMENT</td>
</tr>
<tr>
<td>FRAME</td>
<td>SYNTHESIZE</td>
<td>PROTOTYPE</td>
</tr>
<tr>
<td>RESEARCH</td>
<td>DOCUMENT</td>
<td>REFINISH</td>
</tr>
<tr>
<td>1/8</td>
<td>2/3</td>
<td>3/2</td>
</tr>
<tr>
<td>1/13</td>
<td>2/10</td>
<td>3/9</td>
</tr>
<tr>
<td>1/20</td>
<td>2/17</td>
<td>3/16</td>
</tr>
<tr>
<td>1/27</td>
<td>3/24</td>
<td>3/30</td>
</tr>
<tr>
<td>2/24</td>
<td>3/9</td>
<td>4/6</td>
</tr>
<tr>
<td>PRESENT DESIGN PHASE</td>
<td>PRESENT DESIGN PHASE</td>
<td>PRESENT DELIVER PHASE</td>
</tr>
<tr>
<td>PRESENT DISCOVER PHASE</td>
<td>PRESENT DISCOVER PHASE</td>
<td>PRESENT DELIVER PHASE</td>
</tr>
<tr>
<td>STORYBOOK</td>
<td>STORYBOOK</td>
<td>STORYBOOK</td>
</tr>
</tbody>
</table>

### Assignments
- **Team Charter Due**
- **Discover Brief Due**
- **Present Discover Phase**
- **Design Brief Due (by Friday)**
- **Deliver Brief Due (by Friday)**
- **Present Deliver Phase**
- **Storybook Due**

### Class Agenda
- **Lecture**
  - **Class Overview Lecture**
  - **Discover Lecture**
  - **Visual Comms Lecture**
  - **Design Lecture**
  - **Guest Lecture**
  - **Deliver Measure Lecture**
- **Workshop**
  - **HCD Process Lecture**
  - **Framing + Interviewing Workshops**
  - **Journey Map + Synthesis Workshops**
  - **Visual Comms Workshop**
  - **Ideation Workshop**
  - **Class Review Workshop**
  - **Measure + From-To Workshops**
- **Checkin**
  - **Team Check-Ins**
  - **Team Check-Ins**
  - **Team Check-Ins**

### Field Activities
- **Team Meetings**
  - **Team Meeting**
  - **Team Meetings**
  - **Team Meetings**

### Intervews
- **Set Up Interviews**
- **+6 CX Interviews**
- **CX Prototyping**
- **EX Prototyping**

### Organization Meetings
- **Org Meeting**
- **Present Discover To Org**
- **Present Deliver To Org**

### Class Handouts
- **Project Brief**
- **Discover Brief**
- **Design Brief**
- **Deliver Brief**

### Field Guides
- **Overview**
- **Discover**
- **Visual Design**
- **Deliver**

**Field Activities**

**Team Meetings**

- **Team Meeting**
- **Team Meetings**
- **Team Meetings**

**Interviews**

- **Set Up Interviews**
- **+6 CX Interviews**
- **CX Prototyping**
- **EX Prototyping**

**Organization Meetings**

- **Org Meeting**
- **Present Discover To Org**
- **Present Deliver To Org**

**Class Handouts**

- **Project Brief**
- **Discover Brief**
- **Design Brief**
- **Deliver Brief**

**Field Guides**

- **Overview**
- **Discover**
- **Visual Design**
- **Deliver**
The course will have four assignments for submission (three design briefs and a final storybook), as well as three in-class presentations. You will be graded on all three presentations. The storybook will serve as your final and will make up the largest single percentage of your grade. Expectations, evaluation criteria, and detailed guidance will be provided with the introductory lecture at the start of each phase. All assignments are to be submitted before 1 PM on the listed due date. All presentation evaluation forms are to be turned in before midnight following that day’s class.

### COURSE ASSIGNMENTS

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/17</td>
<td>Discover Presentation</td>
</tr>
<tr>
<td>3/23</td>
<td>Design Presentation</td>
</tr>
<tr>
<td>4/13</td>
<td>Deliver Presentation</td>
</tr>
<tr>
<td>4/27</td>
<td>Storybook Due</td>
</tr>
</tbody>
</table>

### PERFORMANCE EVALUATIONS

<table>
<thead>
<tr>
<th>Evaluation Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization Evaluation</td>
<td>5%</td>
</tr>
<tr>
<td>Peer-to-Peer Evaluations</td>
<td>5%</td>
</tr>
<tr>
<td>Instructor Evaluations</td>
<td>15%</td>
</tr>
</tbody>
</table>
THE TIME COMMITMENT FOR THE COURSE WAS VERY HIGH, BUT SO WAS THE REWARD. WORKING WITH COMMUNITY MEMBERS AND GOVERNMENT TO GATHER THEIR EXPERIENCE, CONCERNS, AND IDEAS IS SOMETHING I TRULY CHERISHED.

-HCD STUDENT, SPRING 2018

THANK YOU FOR EVERYTHING. THIS WAS BY FAR MY MOST INTENSE CLASS, BUT THE MOST REWARDING ONE. I HOPE MORE MIDP STUDENTS WILL HAVE A CHANCE TO EXPERIENCE THIS.

-HCD STUDENT, SPRING 2019

THIS WAS A GREAT EXPERIENCE. THE STUDENTS WERE THOUGHTFUL AND INSIGHTFUL. THE BEST PART OF THE STUDENT PROJECT WAS THAT THEY HELPED US UNDERSTAND WHAT WE NEEDED WAS MORE IMPORTANT THAN WHAT WE WANTED....PRICELESS!!

-DAVID REESE, MBA
PRESIDENT/CEO EAST DURHAM CHILDREN’S INITIATIVE
USING HUMAN CENTERED DESIGN TO IMPROVE THE CITIZEN EXPERIENCE

SANFORD SCHOOL OF PUBLIC POLICY
DUKE UNIVERSITY

MATTHEW LANZA
MATTHEW.LANZA@DUKE.EDU

TOM ALLIN
TOM.ALLIN@DUKE.EDU
(505) 670 - 4906

BLYTHE MEYER
BLYTHE.MEYER@DUKE.EDU
(704) 578 - 5864