



Navigo

Discover your future

Booklet

L'Ornitorinco Fam

Susanna Arioli, Viola Dell'Oro, Juan David Estrada Ramirez,
Rachele Picone, Taft Weber-Kilpack

Uncertain times 2037

#HIGHEREDUCATION

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Conclusion

Life is characterized by many transition moments, marked by challenging and reflective questions. One of these transitions, which is most relevant to the field of higher education, is the moment after finishing high school (or other compulsory education) and you are faced with what to do next.

What should I do after high school? What am I even interested in? What do other people want me to do? Should I continue studying or start working? But what to study? Or what kind of work? Are these ideas even possible? Will I even like it? What if I don't make the right choice?

The decision-making process can be quite confusing, not to mention in a rapidly changing world with an uncertain future. How difficult does it feel to make a decision that shapes your life for the next few years, that could characterize your future?

Often, the many pathways and options we are faced with are difficult to understand. They are overwhelming and tangled and complex.

It's easy to feel bewildered or paralyzed.

We've taken this moment of transition and confusion and translated it to the year 2037, where we imagine there will no longer be formal university degrees.

You will find in these pages our design for Navigo - a product and service designed to provide career and educational counseling to high school students in a reflective, communal, and interactive experience. Through the service, students can more deeply understand their interests and values, and learn to apply this introspection to deciding what path to take for their future.

We hope you enjoy diving into the Navigo experience.

01

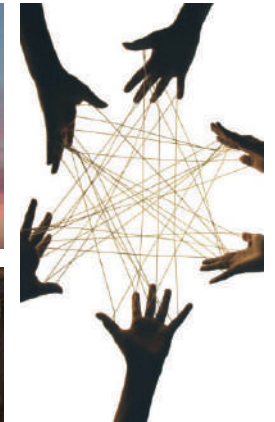
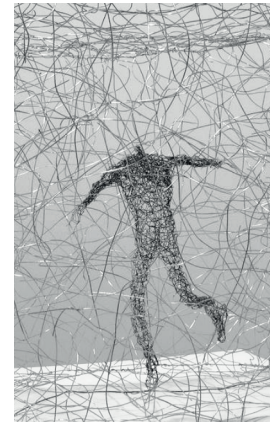
Scenario

What if...in the future, there were no formal degrees?

What if we could shape our own educational paths?

How would we navigate and make decisions
in this new system?

We imagined a future scenario where there are no linear degrees. You no longer work towards a "Bachelors in Industrial Design" or a "Masters in Computer Science." Instead, you craft your own educational curriculum based on the skills you would like to gain.



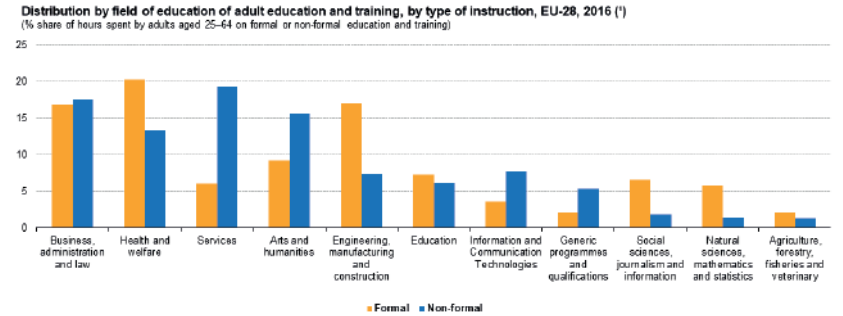
In a future with no degrees...

Continuous learning and growth would be the norm. There would be more value placed on soft (or “essential”) skills, such as resiliency and growth, or navigating transition and decision-making. You would be able to combine your passions and hobbies with your school and work. You would practice introspection and gaining self-understanding.

You would go on this educational journey with a community. While your path may be highly personalized, you still interact and form cohorts with people on similar or overlapping paths. Or, you are able to form partnerships with people who’s skills “tesselate” to yours, creating teams covering many possible skills. In this future, you craft your own pathway and possibilities within the ecosystem around you.

This kind of future is highly likely. The EFT, in their 2021 “Changing Skills for a Changing World” report, predict that in our swiftly changing world, new skills will be required for future employment as old methods of working become obsolete¹. Specifically, they posit

that entrepreneurial, career management, sustainability, multidisciplinary, and socio-emotional skills will grow in demand. The report also describes a growth in “lifelong learning,” where skill-building moves beyond traditional educational pathways to more extended and embedded learning opportunities.



(*) Ranked on the share of each field of education in total (formal and non-formal) education and training. Source: Eurostat (online data code: img_aes_174)



Eurostat has surveyed working age adults in the EU who are continuing education and training, and has found a marked increase since 2011 (with a slight dip in 2020, likely due to the pandemic)¹. These educational activities span formal and informal programs, with some sectors offering more opportunities for informal learning

¹ Education, Audiovisual and Culture Executive Agency. (2021). Adult education and training in Europe: building inclusive pathways to skills and qualifications. Publications Office. <https://doi.org/10.2797/788535>

During our research, we dove into how people make decisions about their education and how they navigate complex transitions. We learned about a number of approaches career and educational counselors employ, as well as practices students use. Throughout the many conversations, we noticed the same themes of introspection, exploration, and strong community + relationships reoccurring.

As you are gathering yourself to embark on a journey that is both personal and informed by external factors, what support do you need? What information will benefit your search? How might a student feel prepared to embark on the discovery and decision journey?



We also saw emerging and creative approaches from counselors bringing a practice that is primarily spoken words into physical space. For example, one counselor has a card sorting exercise and another counselor uses journaling and group sharing activities. These techniques create opportunities for students to have a new kind of interaction with the career counseling process.



Card sorting exercise, used to help students prioritize their criteria during the university application process (image from K. Klein)



Journaling is often used by counselor during sessions.

From our research, we chose to focus on students who are beginning an educational transition and deciding what is next for themselves. Our approach is to use the existing skills and networks of educational and career counselors, bring the education-centered counseling practice into physical space, and create opportunities for students to connect with a wider community during their decision process.

02

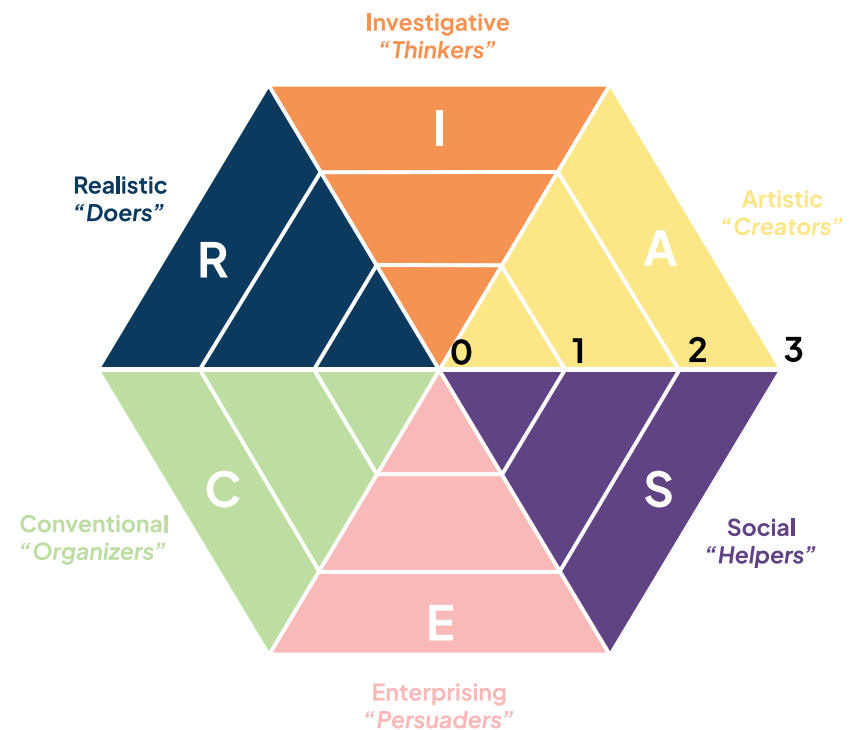
Product

The Methodology

For this project, we selected a qualitative and a quantitative career counseling theory. Combining the two approaches opens a wider opportunity for engaging with students to find clear and meaningful insights.

The quantitative theory is the Holland Code, one of the most popular models used for career tests today. The test uses a series of questions about skills, abilities,

attitudes, values, interests, and roles to assign a score based on six personality types: Realistic, Investigative, Artistic, Social, Enterprising, Conventional. The outcome is a 2- or 3-letter code with your top personalities, as Holland's theory is centered on the notion that people can encompass multiple of the personality types.



The qualitative method is the Career Construction Interview (CCI), an instrument used during narrative career counseling. This method is composed of a series of questions focused on a person's life stories, with the aim to find their life themes and create a well-suited career pathway based on their interests, values, and essence.

We worked with a career counseling psychologist who helped us convert the 30 Holland Code questions into single words to be used during the CCI session. These words can make key elements in the student's stories from the CCI prompts more concrete.

For more information about these career counseling theories, please consult the annex.

By combining a qualitative career counseling theory with a qualitative method, we are able to use the interpersonal skills of counselors to create an introspective space for students and have a concrete outcome upon which a student can make decisions or an action plan.

Which are your favorite magazine, tv program and website?

Who did you admire when you were about three to six years old?

If you were to assign a feeling to that memory, what feeling would it be?

What are three earliest recollections that happened to you when you were three to six years old?



Navigo Tool

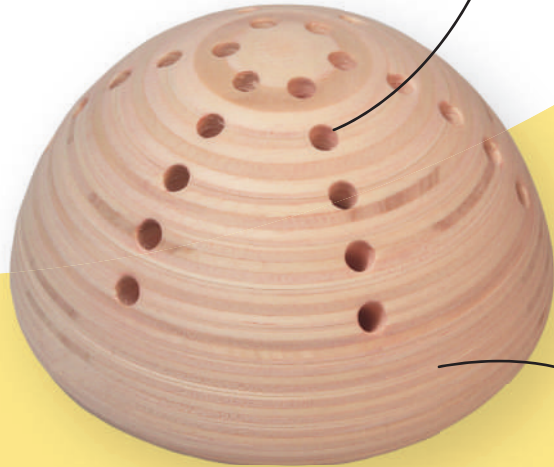
The Navigo Tool gives high schoolers more interactive possibilities to facilitate self-understanding during a career or educational counseling session. The tool allows them to explore their inner personality, discover their affinity for different work attitudes, and visualize this complex topics in a direct and interactive way.



Tool Specifications

The product aims to intuitively guide the personal interactions and reflective process that are a fundamental to the CCI counseling approach.

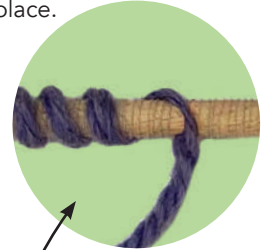
6 groups of 5 holes: they correspond to the 6 personalities of the Holland Code. Each personality has 5 representative words.



Plywood semisphere with 30 holes.

The color coding can be quickly noticed by the colored top of each stick.

Each stick has 3 notches to indicate the level of strength of the word and to hold the yarn in place.



The sticks are pre-wrapped in a thin, neutral thread, giving enough texture so the yarn does not slip.

30 wooden sticks: one for each of the words indicated in the Holland Code. A word is printed on each stick.

Every stick is color-coded based on one of the 6 personalities with soft yarn. The six colors are from the brand colors.



During the first session the product is used between the student and counselor. The counselor asks the student questions from the CCI Method, and the student uses their answer to select 2 words from the 30 available sticks.

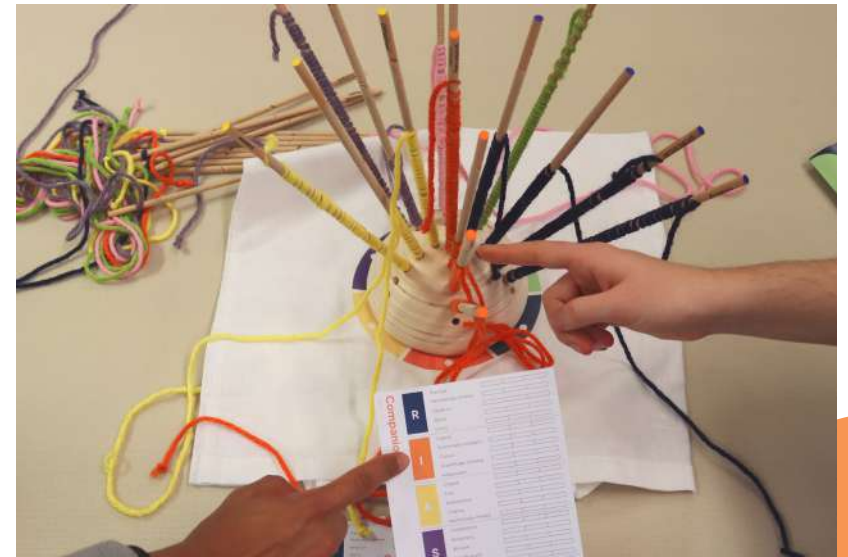
The student wraps the soft yarn thread around the stick while they speak, wrapping to the level they feel represents the relevancy of the word. Then, they can place the yarn into one of the notches to hold it in

place. They insert the stick into the area of the base with the corresponding color. If a word is not chosen the level for that concept is zero, no yarn is wrapped around and the stick is not inserted on the base.



Doing these manual, crafty and repetitive simple actions help the student relax and release the anxiety generated in talking about themselves. It also gives a sense of closeness to the product and its meaning because it is perceived as something you made, intimate and personal just like your future, and your personality!

The product also makes the outcomes of the process intuitive and easy to understand, thanks to the immediate visualization of the intensity levels (the height at which the thread are wrapped around the sticks) and of which work personalities are more meaningful to the student (the different areas of the base where sticks are more present).





logical

emotionally
intelligent

independent

scientifically

curious

aesthetically
minded

creative

original

explorational

free

empathetic

out-gaining

altruistic

collaborative

aware

ambitious

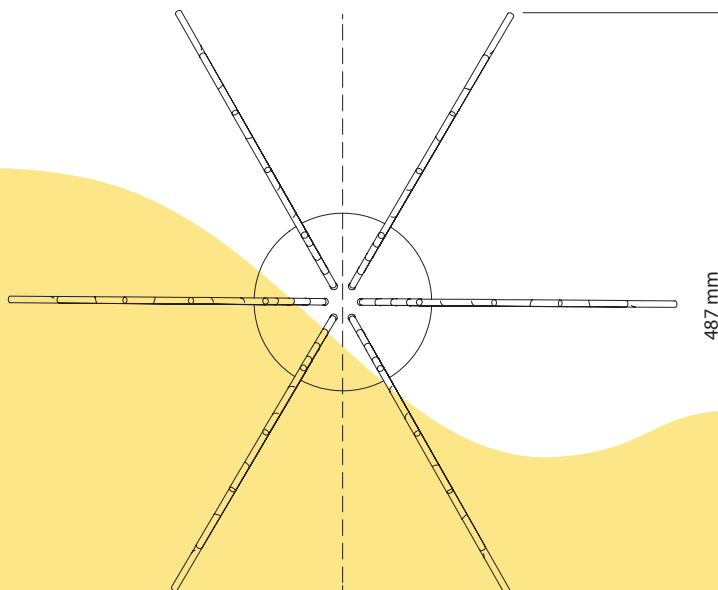
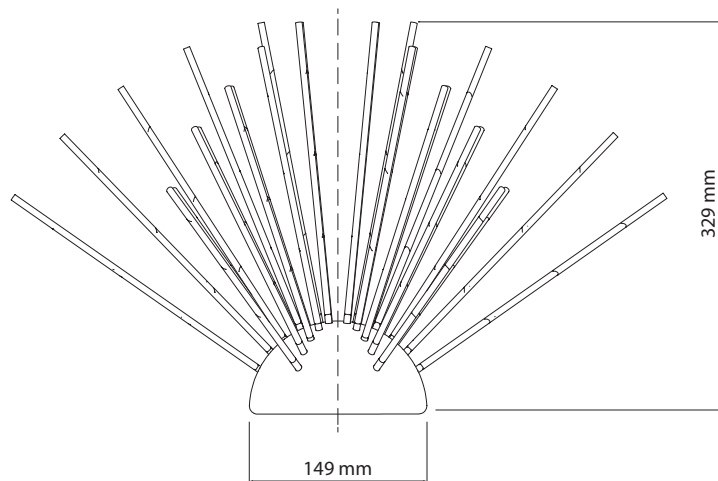
business

open-minded

persuasive

oriented

Technical Drawings



Materials

Plywood
poplar



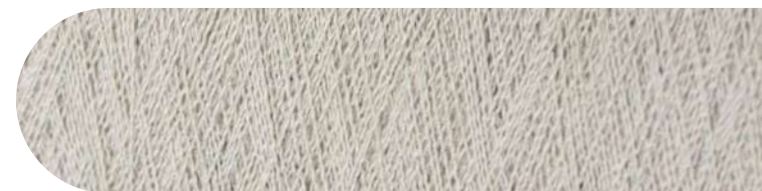
Wooden Dowels
smooth beachwood
6mm diameter
28 cm length



Soft Yarn
100 gm weight
50% wool, 50% acrylic
6 colors



Thread
natural fiber
neutral color



Textile
white cotton
heat-transfer printing





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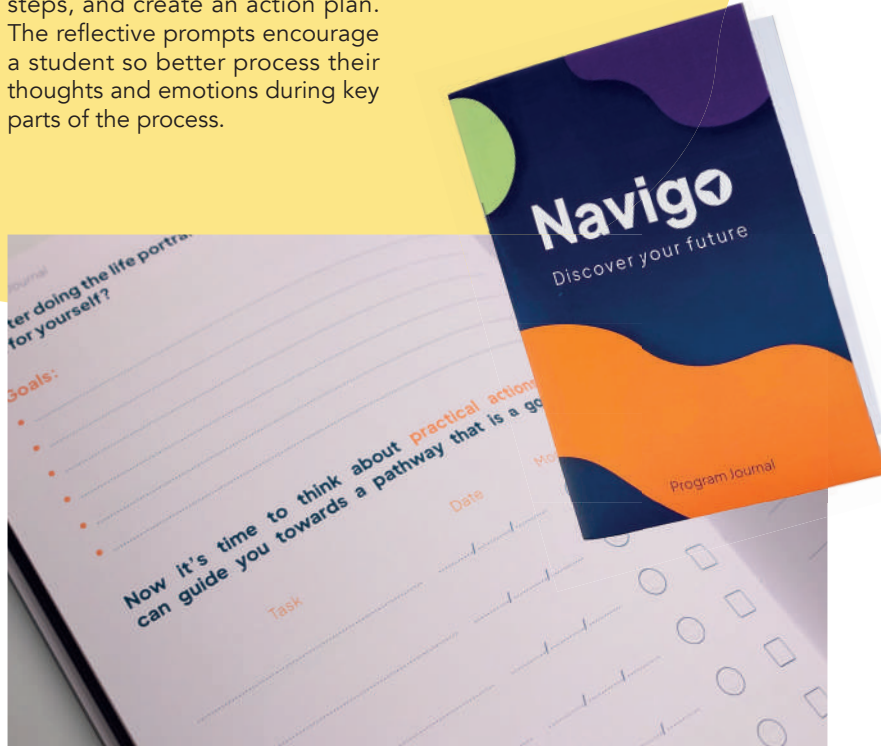
Complementary Tools

Program Journal

A journal creates a guided structure for the students to follow through the counseling phases. It includes space for reflections, notes, and additional materials. With the journal, students can keep track of their progress and use open spaces to write or draw their thoughts.

The journal includes sections to recap suggestions, track changes in the tool, reflect before next steps, and create an action plan. The reflective prompts encourage a student so better process their thoughts and emotions during key parts of the process.

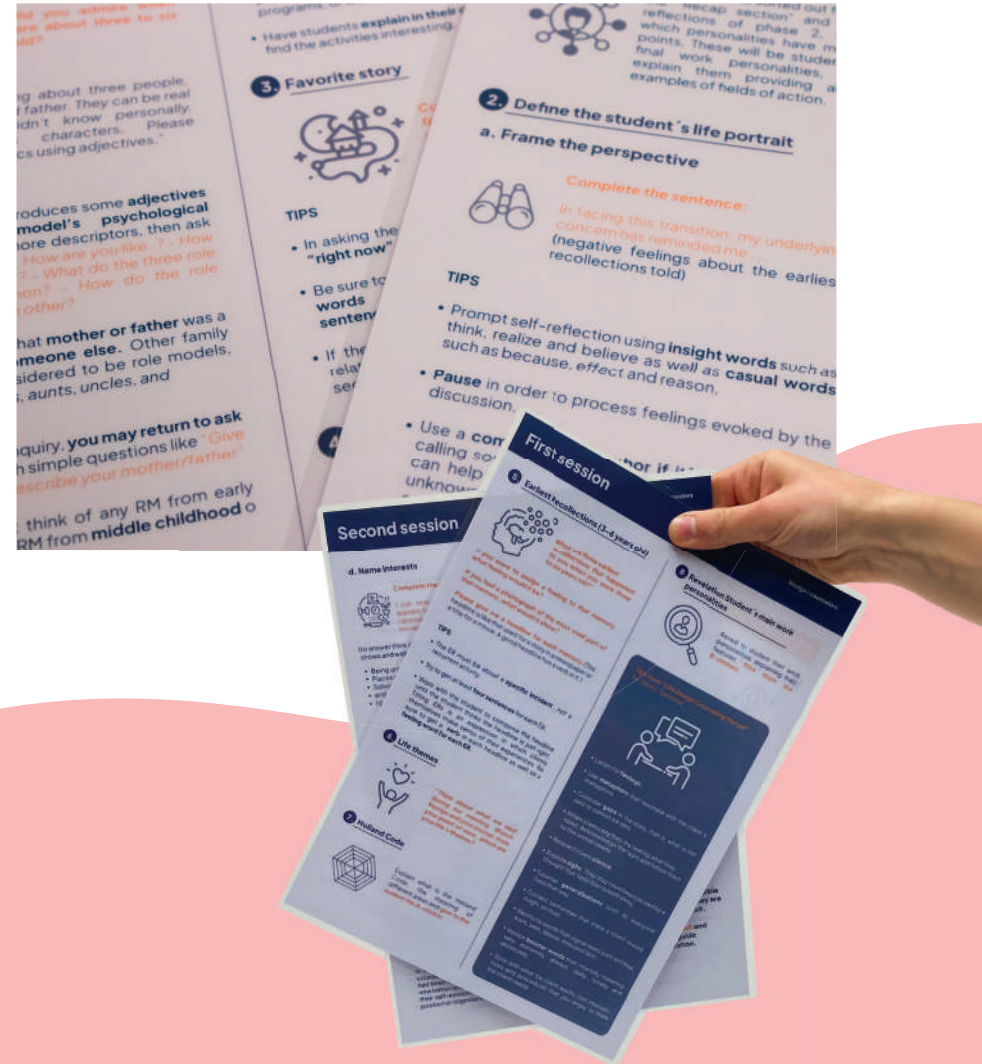
The journaling activities create a powerful souvenir from the journey. As the student documents their many conversations, both with the counselor and with community members, they are creating a reference they can return to later in other transitions. The life portrait, goals, and action plan also live on past the counseling sessions, as a student uses them during their decision-making process.





Counselor Sheets

After being trained in the Navigo method, a counselor receives reference sheets that recap the questions and process of the counseling sessions. The guide contains succinct instructions of the two meetings with students, with all the questions and useful tips from Savickas' paper on CCI.



Complementary Tools Specifications

Program Journal



The journal introduces each phase with clear and direct instructions that the student can reference at anytime.



The journal offers visual recap sheets to document changes in the tool, made during community conversations in Phase 2. They are removeable - to help with sharing with the counselor during Phase 3.

Dimensions: A5



Pages for recording the answers to the CCI questions during the counseling session.

Stickers to represent the Holland Code outcome of the tool.



Reflective spaces during key transition moments, encouraging introspection.



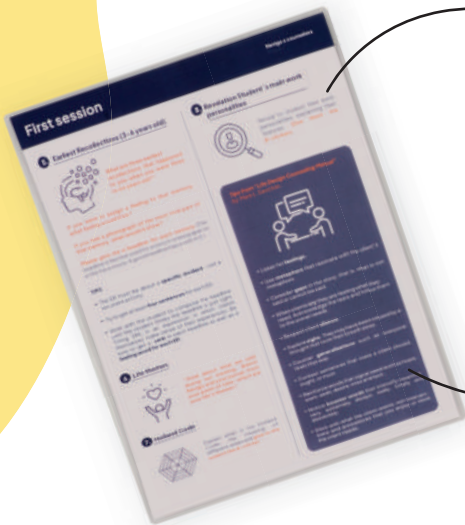
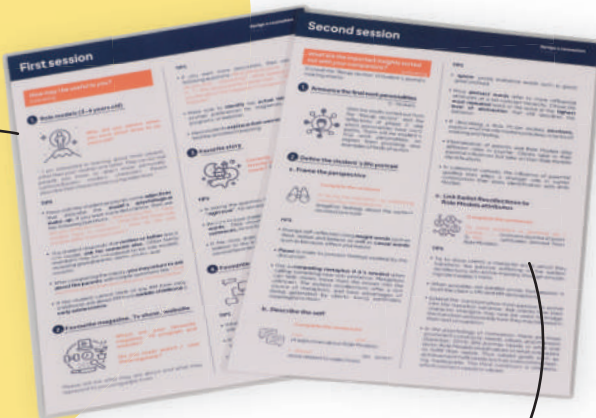
Counselor sheets

Dimensions: A4
Two sheets, one for each
counseling session.

The plastified sheets offer counselors a quick recap of the sessions' questions and approaches, so they can quickly reference them before a meeting.

Every step is explained in a clear and direct way, with important details.

Tips from Savickas' paper on CCI are included for support and inspiration.



Feelings before the meeting

Before the meeting, draw, choose the aspects you want to explore and express your thoughts before the meeting with the counselor.

How may I be useful to you?

By parents, draw, choose the aspects you want to explore your concerns, goals and aspirations for the journey.

Phase 1

My Roots

Let's jump!

For this phase, you will do a jump in the past to uncover your roots and distinctive traits. Then, you will flash forward to help you reflect on your current situation. A career counselor will guide you through the process; they will listen to you and prompt reflections.

Here are some suggestions:

- **Let your mind be free to think.** Follow the path it takes without questioning.
- **Let your hands be free to move.** Use Navigo to help your mind be free and more focused.
- **Let your inner yourself free to express your emotions.** They can be signs you are going in the right direction.



The methodology

Holland Code



First session's outcomes

Letter	Personality	Work Environment
R	Artistic	Unstructured, creative, artistic
I	Investigative	Intellectual, analytical, scientific
A	Artistic	Unstructured, creative, artistic
S	Social	People-oriented, helpful, cooperative
E	Enterprising	People-oriented, competitive, persuasive
C	Conventional	Organized, structured, systematic

Companion 1

Name: _____

Kind of relationship: _____

3 words to describe them:

- 1) _____
- 2) _____
- 3) _____

Why I choose them: _____

Companion 1

Letter	Personality	Work Environment
R	Artistic	Unstructured, creative, artistic
I	Investigative	Intellectual, analytical, scientific
A	Artistic	Unstructured, creative, artistic
S	Social	People-oriented, helpful, cooperative
E	Enterprising	People-oriented, competitive, persuasive
C	Conventional	Organized, structured, systematic

My final personalities

A

Artistic - "Creators"

Artistic people are creative, imaginative, and enjoy expressing themselves through art, music, or writing. They often work in creative industries and value freedom and autonomy.

Check your career options: _____

Check your personality traits: _____

Check your work environment: _____

Check your values: _____

Check your interests: _____

Check your strengths: _____

Check your weaknesses: _____

Check your goals: _____

Check your fears: _____

Check your dreams: _____

Check your hopes: _____

Check your wishes: _____

Check your desires: _____

Check your needs: _____

Check your wants: _____

Check your requirements: _____

Check your conditions: _____

Check your terms: _____

Check your stipulations: _____

Check your provisions: _____

Check your stipulations: _____

Check your provisions: _____

Check your stipulations: _____

Check your provisions: _____

My feelings before the meeting

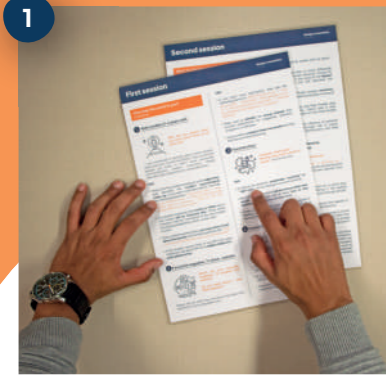
Before the meeting, draw, choose the aspects you want to explore and express your thoughts before the meeting with the counselor.

Questions for the counselor

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

How is the product used?

Phase 1



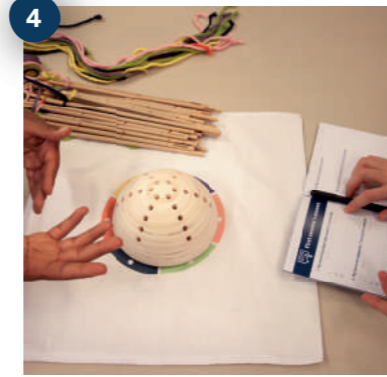
Before the session, the counselor can reference the recap sheets to remember the CCI structure.



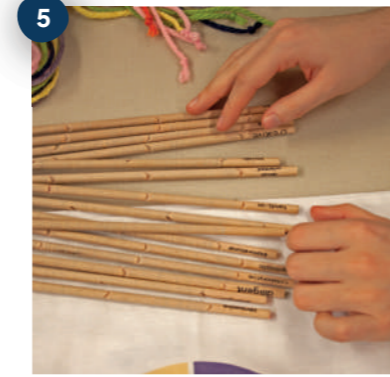
The student and counselor meet at the first session.



The counselor explains the Navigo process and what a student can expect. They give the student the product and journal.



A counselor starts by asking a question from the CCI method and the student will answer.



Based on the answer, the student and counselor will select two relevant words from the Navigo tool.



The student will wrap the yarns, picking a level depending on the strength of the association...



...and place the stick into the base.



The student will write their answers in the journal.



Then the counselor will ask the next question from the CCI method...



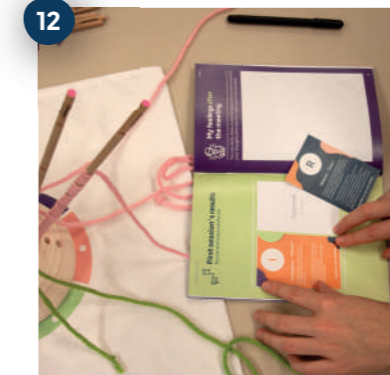
Through the session the product will develop, visually showing the student's Holland Code.



When the CCI questions are complete, the counselor explains the Holland Code to the student.



They give a sticker to the student with more information about the Holland Code, to place in their journal.



Then the counselor gives them 2 stickers for the two personalities that are strongest from the product.



The student leaves the meeting with the journal and Navigo tool.



The student uses the journal to reflect on the meeting, and fill in the sheet about the words' levels.

Phase 2



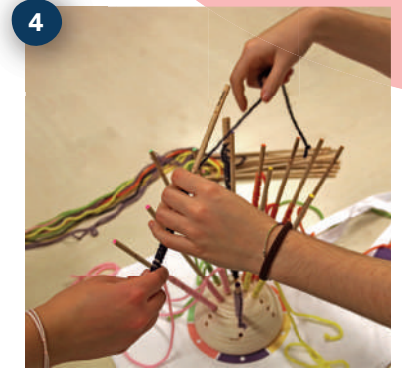
1 The student meets with a peer or member of their community.



2 They explain the tool and how it works.



3 The student and community member talk together about the tool and the student's interests.



4 The student may adjust the tool, based on the conversation.



5 After the conversation, the student fills out the journal and a sheet about the words levels that changed.



This repeats a few more times...

...between 5 and 10 community members.



6 And the student reflects at the very end on what they learned from talking to their community.

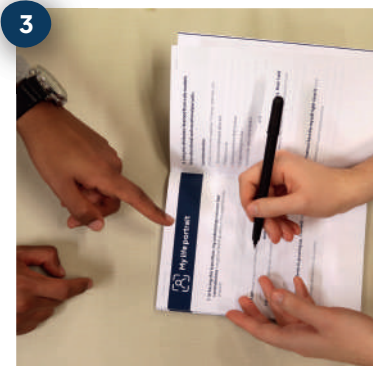
Phase 3



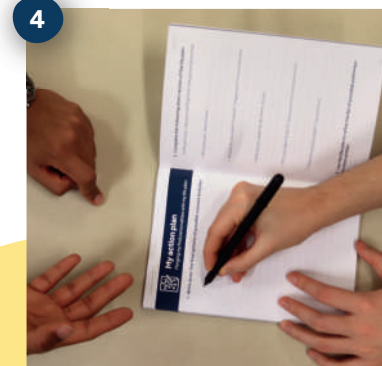
1 At the meeting, the counselor and student discuss what the student learned in their community conversations.



2 The counselor gives the student new Holland Code stickers, based on how the tool has changed.



3 The counselor and student create a life portrait, following the steps of the journal.



4 The student creates an action plan and sets goals for themselves.



5 The student walks away from the session with the tool and journal, ready to start on their journey.

03

Service

Navigo's service revolves around the use of the physical product and its scaled implementation in a school ecosystem. The product itself encompasses a complex interaction, and so our service works to ease its use and provide support and training. The service also continues the products' focus on working in physical space and having interpersonal conversations.

Offering Map

Main Offerings



The Holland Code tool and accompanying journal



Training sessions for counselors on using Navigo



On-going ambassador support for counselors

Secondary Offerings



Implementation support for schools



Introductory activities for students

The College Counseling Administrator

Years of work experience: 15+
Level within counseling office: Director/Strategic Level
Education: Bachelor's degree minimum; certification courses (in counseling)
Counseling focus: higher education, study pathways
Experience comes from: job exposure
Primary Skills: narrative building, listening, strategic management

The College Counselor Director works at a high school and has many years of experience in counseling students as they are considering higher education. This Director isn't formally trained in college counseling, but rather gained their skills and knowledge through working in schools. They are very familiar with the higher educational landscape, and very well networked within the field. Their focus is primarily on supporting students around educational pathways, rather an vocational or job interests. The Director has risen to a strategic/decision-making level of their school's college counseling office, and is able to make decisions around budget and programming; they still work with students day-to-day.

The College Counseling Director gains satisfaction and joy from the day to day work of supporting students, and from being part of an educational environment. They are invested both in students individually, and the community as a whole. They are very connected to other people within the school ecosystem.

“ I love talking to people and helping them figure out how they got where they are and where they want to go next. ”

- Krista K. (research interviewee)



Navigo will meet this persona with:



marketing



implementation support



training



The Trained Career Counselor

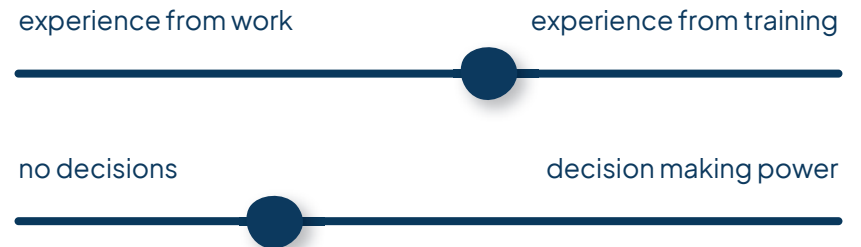
Years of work experience: 4+
Level within counseling office: New/Mid Level
Education: Masters' Degree (in Education or Counseling)
Counseling focus: career, vocations, work environments
Experience comes from: relevant training, job exposure
Primary Skills: deep listening, probing questions, encouraging introspection, teaching

The Trained Career Counselor works at a high school and has been formally trained in career counseling techniques. They work with students who are figuring out their career interests and how their skills to apply to future jobs, and focuses on the realms of vocational pathways and work environments. This Counselor is connected to a professional network of other career advisors who are working with high school students.

The Trained Career Counselor draws their experience from formal training and experience on the job, using both techniques of the trade and their own lessons learned in their work. They have strong interpersonal skills that they use daily, and enjoy helping students make significant breakthroughs in understanding themselves and their possibilities. They work alongside other career counselors with various experiences, and will occasionally redirect a student to a different counselor who can better serve them.

“What are your values? What kind of work do you find meaningful? And what is your goal for yourself?”

- Susan B. (research interviewee)



Navigo will meet this persona with:



training



informational materials



direct support



The High School Student

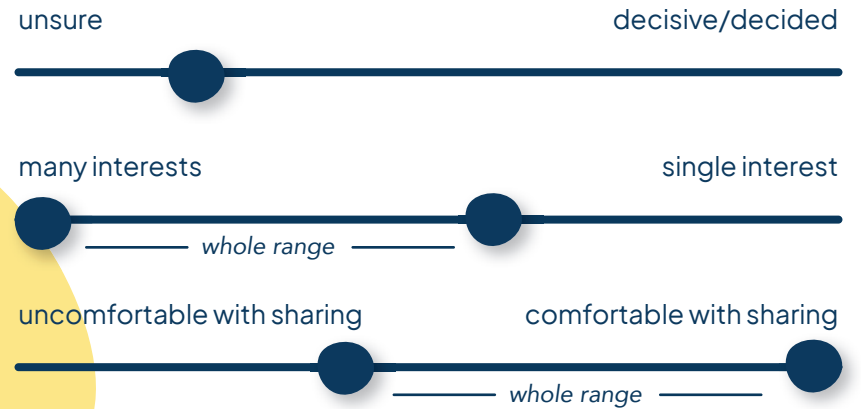
Age: 17
Education: High School, final year
Status: Undecided on next steps

The High School Student is in their final year of high school and considering what their next steps could be. They have many interests, and are struggling with either how to focus on one interest, or find a direction that combines many of their interests.

The Student is just beginning this educational transition, so they have a shallow sense of their interests, but have not yet begun digging deeper into what would be a good fit, or what other possibilities exist. They see their decision and possible pathway as their own, but understand that other factors (family, finances, location, time, etc) will impact their decision. So while this decision is theirs to make, the Student is likely to have conversations with peers, family, and community members about their process and interests.

“ You have to decide with your brain and your heart. You can decide only with your brain but what if you don’t like it? ”

-Vanessa M. (research interviewee)



Navigo will meet this persona with:



physical products



introduction events



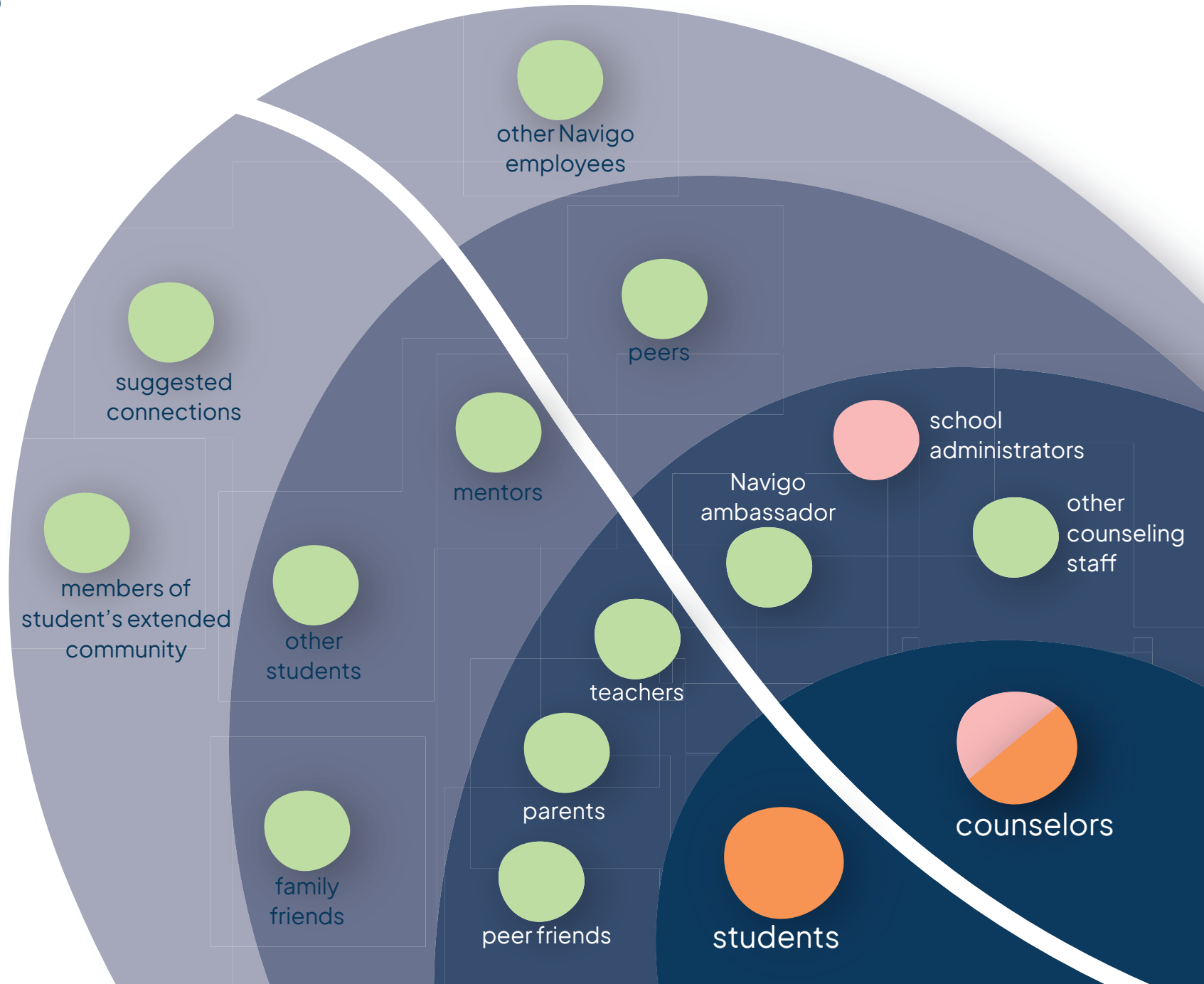
marketing



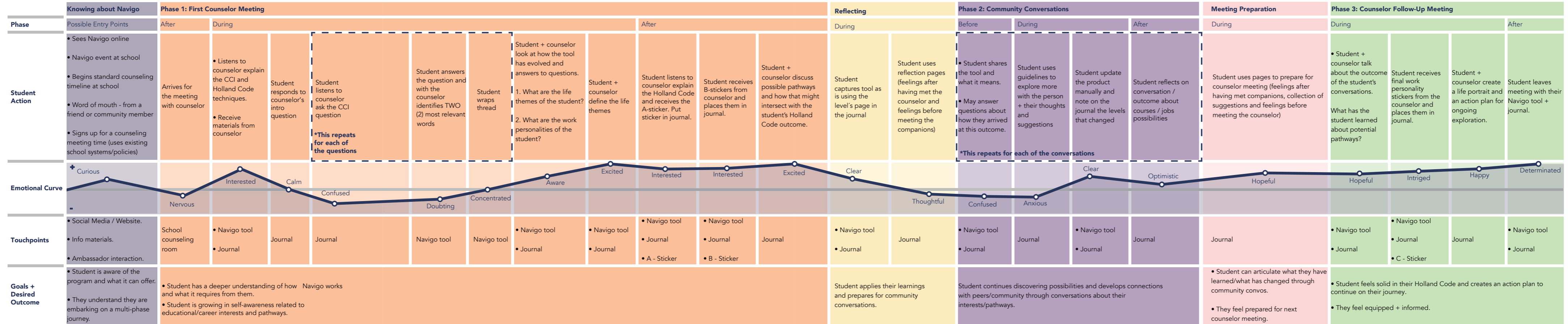
Stakeholder Map

The stakeholder map revolves around the primary product users (students and counselors) and the clients for the commercial strategy (directors of counseling programs or schools as a whole). Because the Navigo product involves a student's larger community and less direct connections, they are also part of the stakeholder map.

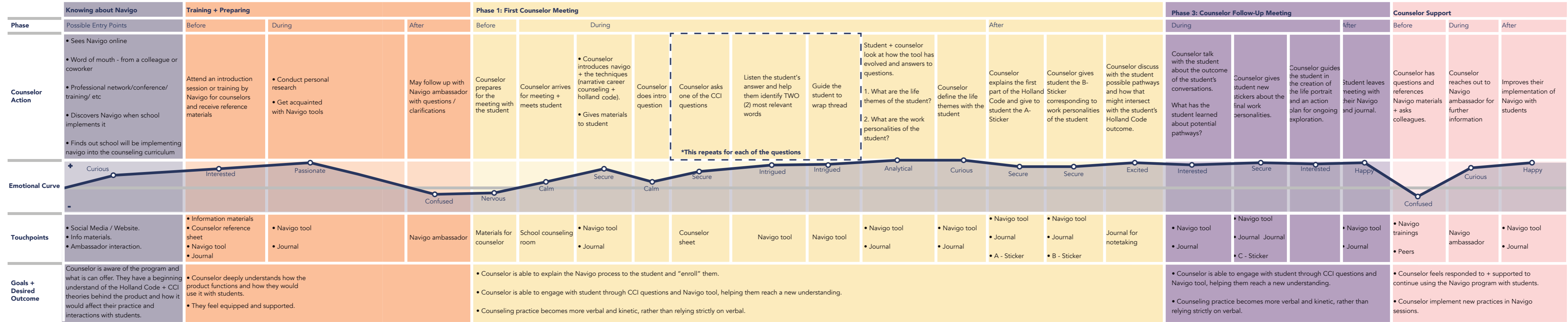
- final users
- clients
- other stakeholders



Student Journey Map



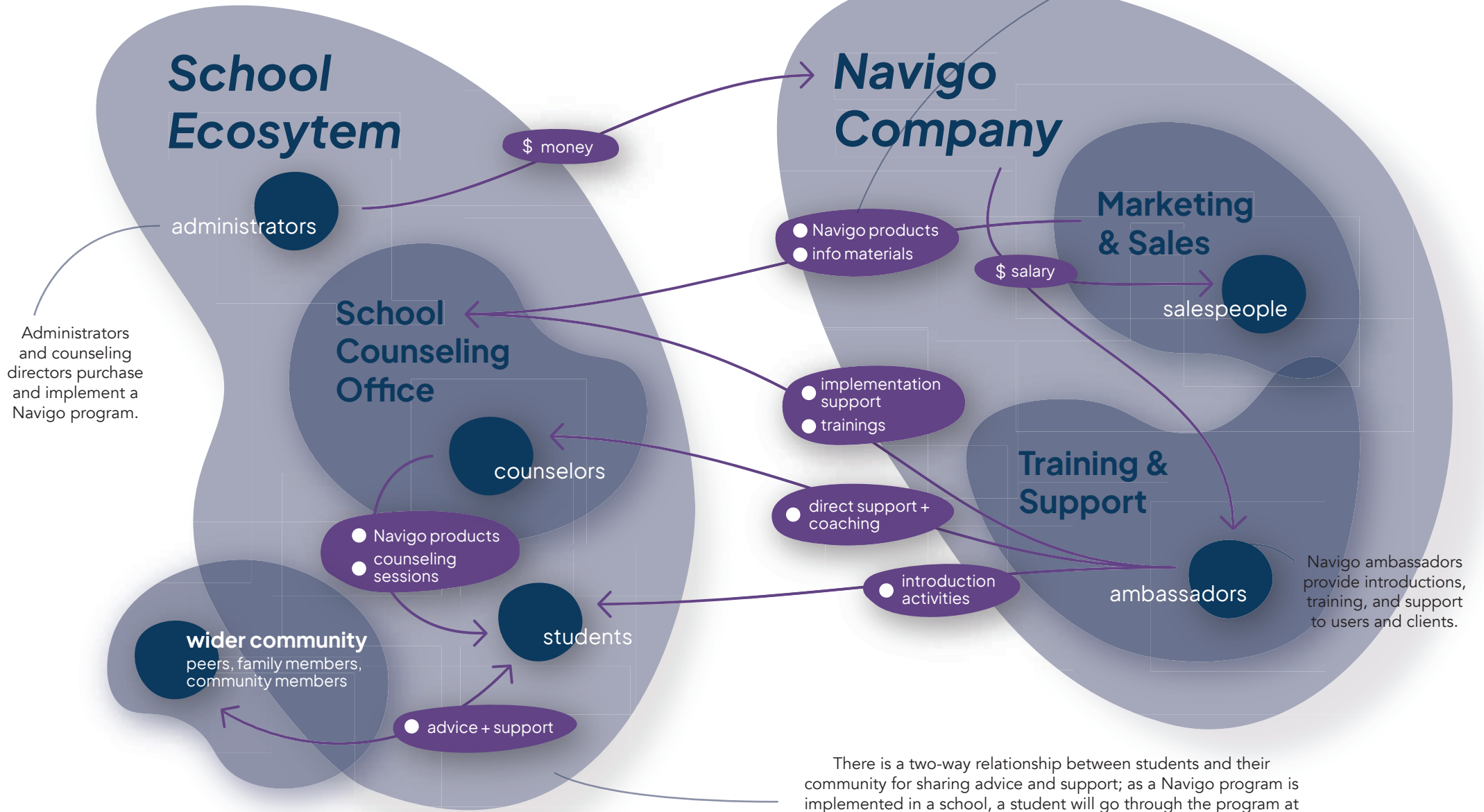
Counselor Journey Map



Ecosystem Map

Commercial Strategy + Delivery

The physical Navigo products are delivered to a school's counseling office to distribute to students at counseling sessions.



Service Blueprint

User Actions + Service Reactions

Phase	Marketing + Implementation							Counselor Training and Preparation			Student Discovery			Phase 1: First Counselor Meeting						
	Before		During				After	During		After	During				During					
Counselor + School Action	<ul style="list-style-type: none"> Counselor/School Admin sees Navigo online Counselor/School Admin hears about Navigo through word of mouth - from a colleague or coworker. Counselor/School Admin sees Navigo through a professional network event/ conference/ training/ etc. 		Counseling Director / Counseling Office reach out to Navigo for more information.	Counseling Director/School Admin have informational call with Navigo.	School + Counseling Office decide to implement Navigo program, communicates this to Navigo.	School + Counseling Office create their implementation + coordination plan.	School + Counseling Office communicate to counseling staff about Navigo program.	School receives physical materials.	Counselor attends introduction session/training by Navigo for counselors	Counselor conducts personal research / getting acquainted time	Counselor may follow up with Navigo ambassador with questions / clarifications			Counselor prepares for the meeting with the student.	Counselor arrives for meeting and meets student.	Counselor introduces Navigo + the CCI and Holland Code methods. Gives materials to student.	Counselor asks intro question.	Counselor asks first CCI question.	Student + counselor identify TWO (2) most relevant words.	
Student Action											<ul style="list-style-type: none"> Student sees Navigo online Student hears about Navigo through word of mouth - from a friend or community member. Student sees Navigo at a school event. 	Student begins standard counseling timeline at school.	Student signs up for a counseling meeting (uses existing school systems/policies).	Student arrives for the meeting with counselor.	Student receives Navigo tool + journal.	Student responds.	Student responds.			
Navigo Activity - front end	Hosting + attending professional events		<ul style="list-style-type: none"> Navigo salespeople communicate with potential school clients. Navigo salespeople schedule an info call with school. 	Navigo salespeople do informational call.		Navigo ambassador supports in planning and decision making process.	Navigo ambassador introduces self to the school's counselors.		Hosts session or training	Navigo ambassador communicates with counselor	Hosts session or training									
Navigo Activity - back end	Managing social media + website content		marketing + sales strategies			Navigo salesperson receives the confirmation.	Navigo ships materials to the school.		Developing training curriculums + training Navigo staff to conduct sessions			<ul style="list-style-type: none"> Managing social media + website content Design of training + training Navigo staff to conduct them 								
Other Actors									<ul style="list-style-type: none"> Peers Colleagues Counselor's professional network 		<ul style="list-style-type: none"> Peers Community members 									
Touchpoints + Materials						<ul style="list-style-type: none"> Navigo tool Journal 	Announcement + welcome messaging		<ul style="list-style-type: none"> Informational materials Navigo tool Journal 	<ul style="list-style-type: none"> Informational materials Navigo tool Journal 		<ul style="list-style-type: none"> Social media + website Informational materials 		<ul style="list-style-type: none"> Materials for counselor Existing school scheduling + communication systems 	<ul style="list-style-type: none"> Navigo tool Journal 			<ul style="list-style-type: none"> Navigo tool 		

Service Blueprint User Actions + Service Reactions

Phase	Phase 1: First Counselor Meeting (continuing)						Student Reflection		Phase 2: Community Conversations				Meeting Preparation		Phase 3: Counselor Follow-Up Meeting				Counselor Support						
							During		During		After		During		During				Before	During					
Counselor + School Action				Counselor explains the first part of the Holland Code and give to student the A-sticker.	Counselor gives student the B-stickers corresponding to work personalities of the student.	Student + counselor discuss possible pathways and how that might intersect with the student's Holland Code outcome.								Counselor receives + confirms scheduling.								Counselor has questions and references Navigo materials + asks colleagues.	Counselor reaches out to Navigo ambassador for further information.	Counselor improves their implementation of Navigo with students	
Student Action	Student wraps thread and notes words in journal.	Student + counselor look at how the tool has evolved and discuss life themes + work personalities.	Student + counselor define the life themes.	Student places A-sticker in the journal.	Student places B-sticker in the journal.		Student captures tool as is using the level's page in the journal.	Student uses reflection pages in notebook.	Student shares the tool and what it means. May answer questions about how they arrived at this outcome.	Student uses guidelines to explore more with the person + their thoughts and suggestions.	Student update the product manually and note on the journal the levels that changed.	Student reflects on conversation/outcome about courses or jobs possibilities.	Student uses reflection pages to prepare for the counselor meeting.	Student schedules second meeting with counselor.	Student + counselor talk about the outcome of the student's conversations. What has the student learned about potential pathways?	Counselor gives student new stickers about the final work personalities.	Student places C-stickers in journal.	Student + counselor create a life portrait and an action plan for ongoing exploration.	Student leaves meeting with their Navigo tool + journal.						
Navigo Activity - front end																								Navigo ambassador communicates with counselor.	
Navigo Activity - back end																							Creation + implementation of trainings and other informational materials		
Other Actors										Community members	Community members												• Peers • Colleagues		
Touchpoints + Materials	• Navigo tool • Journal	• Navigo tool • Journal	• Navigo tool • Journal	• Navigo tool • Journal • A-sticker	• Navigo tool • Journal • B-sticker		Journal	• Navigo tool • Journal	Journal	• Navigo tool • Journal	Journal	• Navigo tool • Journal	Journal	Journal	Journal	• Existing school scheduling + communication systems • Counselor reference sheets	• Navigo tool • Journal	• Navigo tool • Journal • C - Sticker	Journal	• Navigo tool • Journal	Informational materials	Informational materials	Informational materials	Informational materials	Informational materials

Outcome

Looking at the school ecosystem from a wide perspective, we could adequately address the various users and clients Navigo would interact with. The student and counselor users receive informational materials and direct support throughout the process in order to guide them smoothly and help them feel included in the approach. The counselor and school clients who would purchase and implement Navigo within their schools receive support from Navigo, and other touchpoints addressed in the blueprint.

By designing the service from a zoomed-out view, we were able to create a commercial strategy and complete experience that supports the use, distribution, and value of the Navigo Tool, so that it might have a positive impact on students in their educational environments.

Future Development

We imagine that Navigo as a company can evolve in stages. We are first creating a product and experience designed for high school students who are beginning to craft their own educational journeys.

As Navigo (and this form of career counseling intervention) grows in use and popularity, and as educational pathways become more flexible per the scenario we imagined, Navigo can also be implemented in universities, higher education spaces, and career counseling for people of all ages. This means we would begin focusing on counselor personas who work in higher education settings, and students who

are finishing their initial higher education courses and wondering what to do next.

Navigo could also grow its service offerings. Creating a network for counselors who use Navigo to share best practices would create a stronger support system and grow awareness of the product-service system.



04

Communication

Our brand name comes from the latin word "navigo," first person present of the verb "navigare," meaning "to navigate".

The name was created while reflecting on how we can support high schoolers in their decisions for their future. How we can help them begin the part of their lives that will shape them as individuals and members of their community?

Our aim is to provide a clear direction for students - symbolized by the arrow in the logo, which is used for guiding people on a path.

The pay-off is an invitation to discover what you can do knowing who you are, what are your values and strong points that characterize you and the possibilities you can achieve.

Navigo

Discover your future



Navigo

Discover your future





Our Vision

Create a world where people belong in what they do in their daily life.



Our Mission

Create tools to help students during transitions in their life path and make them aware of their possibilities.

Our Communication Statement

Navigo is a program of narrative career counseling that guides students in exploring possibilities for their educational future, with the use of a counseling tabletop object that stimulates reflection and discussion.

Our Brand Statements

For **high schoolers** who need to navigate transitions and better understand themselves, Navigo is the solution that offers support during important moments of change by providing them a tool for discussion and reflection that makes them more aware of who they are and what they can do in the future.

For **counselors** who need appropriate methods to help high schoolers facing transitions, Navigo is the solution that offers support during meetings with students by providing them tools for explaining methodologies and outcomes that makes them feel sure students can understand and feel supported.

For **schools** who need useful orientation and counseling activities, Navigo is the solution that offers support by providing them useful information and contacts about the program that makes them feel sure that it is a valid possibility for helping their students.



Our tone of voice

We decided to make our tone of voice trustworthy but friendly, so high schoolers feel at ease, can understand complex themes, and feel invited to participate, while counselors and schools feel they are interacting with a reputable organization that cares for students as its primary aim.

Navigo

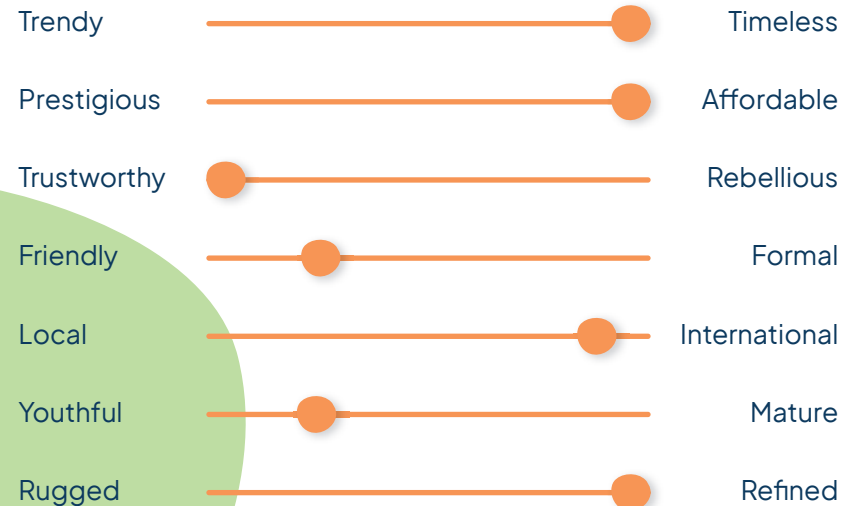
Is...

- Trustworthy
- Friendly
- Passionate
- Engaging
- Simple

...but not

- Out of reach
- Informal
- Pushy
- Nagging
- Plain

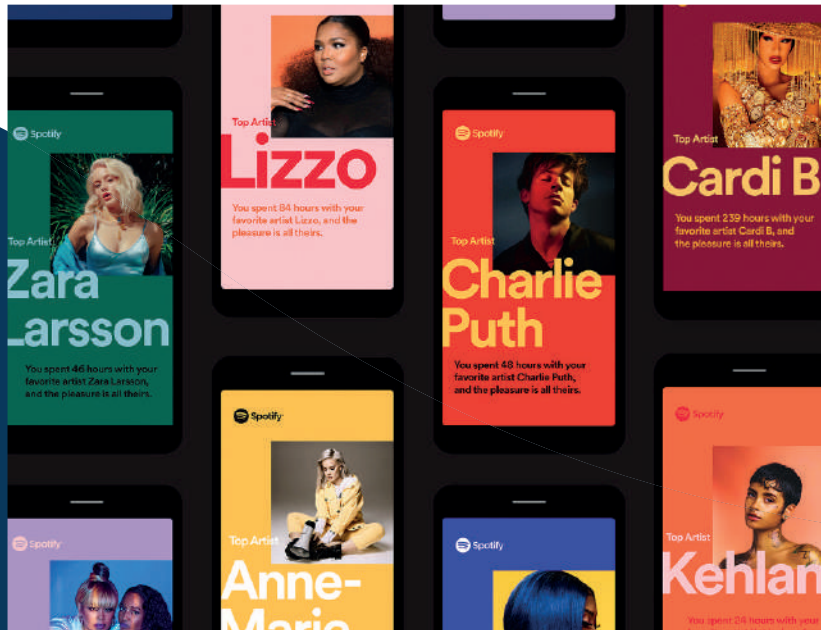
Inclination



Case study

Spotify is our main case study, because it bases its communication on the combination of simplicity and professionalism: a sans serif font that is easy to understand, bright and contrasting colors but not too playful, geometric patterns and people's photos as graphic signs to give character to material, friendly and direct tone of voice

to catch people's attention. Their visual identity is very strong and everyone can immediately recognize one of their creations.



Our colors

Our accent colors for graphics are shades of purple, pink and green that are not too bright and playful but can emphasize our contents.



#17365b



#f3954c



#ffe887



#ffffff



#623c7e



#f8c1c2



#cadfa3

Graphics

Our palette and the typography chosen are emphasized in the visual identity of the brand, made by flexible rounded shapes. These shapes were created with the aim of representing all the possibili-

ties that are being offered by the future. They are ever changing forms that express fluidity and imply the world of opportunities that the user can enter in contact with thanks to our service.



Our typography

Plus Jakarta Sans Bold

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj
 Kk Ll Mm Nn Oo Pp Qq Rr Ss
 Tt Uu Ww Xx Yy Zz
 01 02 03 04 05 06 07 08 09

Plus Jakarta Sans Regular

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj
 Kk Ll Mm Nn Oo Pp Qq Rr Ss
 Tt Uu Ww Xx Yy Zz
 01 02 03 04 05 06 07 08 09

Plus Jakarta Sans Light

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj
 Kk Ll Mm Nn Oo Pp Qq Rr Ss
 Tt Uu Ww Xx Yy Zz
 01 02 03 04 05 06 07 08 09

Avenir Book

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj
 Kk Ll Mm Nn Oo Pp Qq Rr Ss
 Tt Uu Ww Xx Yy Zz
 01 02 03 04 05 06 07 08 09

Advertisement

Our main communication tool is social media (mainly Instagram), used to inform and interact with high schoolers. Our purpose is to create curiosity in students not using the service to build interest by exploring past experiences of students who enjoyed and valued Navigo.

Our Instagram feed is made through three types of posts: quotes, experiences of past Navigo's alumni, and interactive posts. Quotes aim to inspire people and possible users. Experiences of past users

creates curiosity about Navigo and the possibilities that could be achieved through it. Interactive posts allow potential users to express their opinions while making them curious about our offering.





12:45
uncertaintimes_navigo
Post

Navigo

Discover your future

uncertaintimes_navigo
Do you feel overwhelmed by the future?
Let our Navigo community inspire you with
experience!
#uncertaintimes #navigo #navigoprogramme
#narrativecounseling #discoveryourfuture
#sharexperiences #future
2 giorni fa · Visualizza traduzione

12:44
uncertaintimes_navigo
Post
We cannot teach
people anything
we can only
help them discover
it within themselves

Navigo made me think
about my inner
predisposition.
Julia, USA
uncertaintimes_navigo
The future scares you?
Do our Navigo community inspire you with their personal
experience?
#uncertaintimes #navigo #navigoprogramme
#narrativecounseling #discoveryourfuture
#sharexperiences #future
2 giorni fa · Visualizza traduzione

uncertaintimes_navigo
Welcome to Navigo, a programme
of narrative career counseling created for highschool
students who are uncertain about their future.
Discover possibilities in your educational future with Us!
#uncertaintimes #navigo #navigoprogramme
#narrativecounseling #discoveryourfuture
#sharexperiences #future
2 giorni fa · Visualizza traduzione

11:55
Your stories 30m
Jorge,
Spain
DISCOVER MY STORY!
Invia messaggio

12:44
uncertaintimes_navigo
Post

Reflect

12:46
uncertaintimes_navigo
Post
Today's word: REFLECT.
What's your personal vision of this word or
that made you realize its importance.
#navigoprogramme
#discoveryourfuture
#navigocommunity

DISCOVER MY STORY!

Our advertisements will be done digitally through social media and web, and physically through the creation of interesting posters to spark curiosity. This type of communication is based mainly on attracting the public attention with the use of a direct sentence emphasized by an eye-catching graphic and typography. The sentences aim to create interest, encouraging the public to research our brand and its offering.



Explore changes.

Navigo

**Embrace
possibilities.**

Navigo

**Embrace
possibilities**



Website

Navigo will have a website where counselors and schools can find out more information about the counseling program.

First, we designed an easy and direct Landing page that can create curiosity in the user, inviting them to access our website and discover our service.

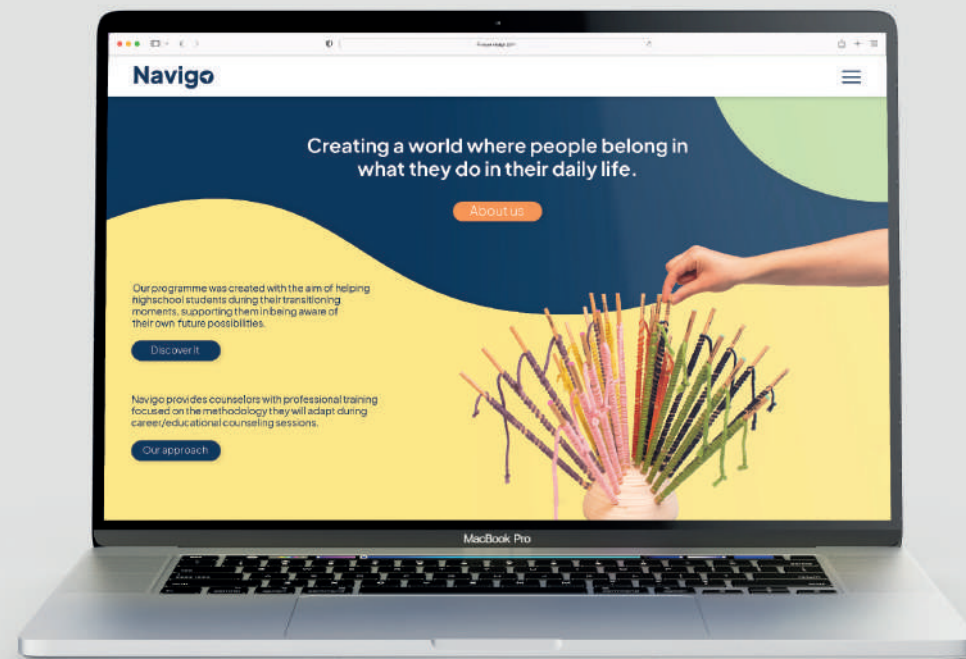
The homepage visualizes a general overview of Navigo with little text, images, video and invites people to interact with some Call To Action buttons.

In the section "About us", there will be the presentation of Navigo as an organization.

Then, in the "Program" page, people can find a video that introduces Navigo and descriptions of the tools used by students.

Exploring the "Training" page of the website, people can discover the combination of methodologies behind Navigo and they can apply for the training program.

Furthermore, in the section "Contacts", people can find how to get in touch with Navigo.



05

Annex

Narrative Career Counseling

The twenty-first century is characterized by insecurity, instability and continuous change, confirming the theory of “Liquid Modernity” by Zygmunt Bauman (2000). In this scenario, there are two ways of approaching counseling; you could ask how to face a transition, or you can ask if a past decision was the right choice (Maree, 2013).

In career counseling specifically, Guay et al. (2003) have found through self-determination theory that parents and peers are very important for students, because a good relationship impacts positively in career indecision. In this changing and unpredictable world, narrative career counseling is a powerful method for supporting people facing transitions.

The base concept of narrative career counseling is constructivism, that “focuses on meaning making and the constructing of the social and psychological worlds through individual, cognitive processes” (Young and Collin, 2004, *Journal of Vocational Behavior*). From the constructivist perspective, there are two meta-theoretical frameworks that can be understood as tenets of narrative career counseling: the “System Theory Framework” and the “Theory of Career Construction”.

The System Theory Framework (STF) by Wendy Patton and Mary McMahon (2006) provides a broad view of career and positions the individual in a system of potential influences upon career. They are related to the individual system, which defines the identity of the person as a confluence of unique features, the social system, that identifies the other individual systems with which the person interacts with, and the environmental system, which is responsible for the construction of the social context. It also recognizes that recursiveness, discontinuous change over time, and chance play an important role in influencing the career.

The Theory of Career Construction by Mark L. Savickas (2005) explains the interpretive and interpersonal processes through which individuals impose meaning and direction on their vocational behavior. The theory entails three elements: vocational personality, career adaptability and life themes. The vocational personality helps the person to build a subjective consideration of careers to augment the objective perspective for understanding occupations.

Career adaptability comprehends all skills, behaviors, attitudes that the individual uses to be flexible and adapt to job and tasks. Life

themes are crucial threads that give meaning to elements of a person's life and permit them to indicate why their abilities and interests are important for them.

So, narrative career counseling is based on two considerations: career is multifaceted and the individual has the task of individuating and connecting the influences upon it (STF) and that objectively observable features of a person's career should be combined with the subjective consideration of individuals (Theory of Career Construction).

McIlveen and Patton (2007) have summarized the core features of the theory underpinning narrative career counseling: it serves for the development of meaning.

Narrative process is "not simply a matter of recounting events, rather it is about connecting life events into a meaningful whole."

It is a profoundly personal process. Career is not an objective part of people's life, rather is unique for each individual because it is characterized by personal experiences.

It is based on emotion and action. Emotion is an indicator of the story's truthfulness for the person, while action permits the person to be engaged during the process and think about practical steps to reach their goals.

Assessment and intervention are intertwined processes.

Assessment is an explorative process through which the client reflectively describes their life. This process tends to be intrinsic to counseling.

Client and counselor work together collaboratively toward the construction of meaning.

During the meaning-making process, the client constructs, deconstructs and co-constructs their life story with the assistance of a co-creator, the counselor.

Narrative helps individuals to recognize and articulate their authentic meanings and aims of their life (interest, values, etc.) in line with personal success and personal awareness. This process permits people to build a stable identity and become resilient, important abilities for facing challenges in a fluid society. The meaning is built through a construction of a story, in which experiences from the past and present are strictly linked and represent the base for future aims for oneself and society. By giving meaning to their lives both in personal and professional fields, it becomes easier to project and manage successful professional paths.

Counselors have qualitative interventions and quantitative tools for the evaluation at their disposal. But there is a gap between the approaches, because they are based on different material: the first one is

about stories and the second one is about scores. Quantitative tools provide a standardized evaluation, a point that qualitative ones don't have. But they don't take into account the many different shades that people's stories have, which are highlighted by qualitative ones.

These limits open opportunities, such as the construction of quali+quanti perspectives that combine the two different modes of evaluation, passing from scores or stories to scores and stories. We took the opportunity to create a product that could follow this direction, using the following methodologies.

-
- Di Fabio, A. and Bernaud J-L, 'Narrative Interventions in Post-modern Guidance and Career Counseling', 2018.
 - McIlveen, P. and Patton, W. A., 'Narrative career counselling: Theory and exemplars of practice', 2007, www.researchgate.net.

Holland code

The Holland Code Theory is one of the most popular models used for career tests today. John Holland, the psychologist who originally researched the theory, argued that the choice of a vocation is an expression of personality. Careers are determined by an interaction between our personality and our environment: we want jobs with people like us.

John Holland's Theory of Career Choice (also called RIASEC, for the 6 personalities) maintains that in choosing a career, people prefer jobs where they can be around others who are like them. They search for environments that will let them use their skills and abilities, and express their attitudes and values, while taking on enjoyable problems and roles. Behavior is determined by an interaction between personality and environment.

Holland developed a theory that lends itself well to empirical tests and partly because of its popularity, it has been the most extensively examined career theory (Brown & Lent, 2005; Spokane & Cruz-Guet, 2005). As a result, it is a credit to the theory that we now know a great deal about its relative merits and shortcomings.²

Holland's theory is centered on the notion that most people fit into one of six personality types: Realistic,

Investigative, Artistic, Social, Enterprising, Conventional. Holland asserts that people of the same personality type working together in a job create an environment that fits and rewards their type.

Within this theory there are six basic types of work environment, which correlate directly to personality types. Holland emphasizes that people who choose to work in an environment similar to their personality type are more likely to be successful and satisfied. This idea is important as it shows Holland's theory can be flexible, incorporating combination types.

Holland's theory takes a problem-solving and cognitive approach to career planning. His model has been very influential in career counseling. It has been employed through popular assessment tools such as the Self-Directed Search, Vocational Preference Inventory and the Strong Interest Inventory.

Here are the six personalities of the Holland Code:

Realistic

Interest area:

You like working mainly with your hands making, fixing, assembling or building things, using and operating equipment, tools or machines.

You often like to work outdoors.

Key skills:

Using and operating tools, equipment and machinery, designing, building, repairing, maintaining, measuring, working in detail, driving, moving, caring for animals, working with plants.

Occupations with practical components:

Pilot, farmer, horticulturist, builder, engineer, armed services personnel, mechanic, upholsterer, electrician, computer technologist, park ranger, sports person.

Subjects to develop your skills:

English, Maths, Science, Workshop, Technology, Computing, Business Studies, Agriculture, Horticulture, Physical Education.

Adjectives used in Navigo tool:

(translated from the original Holland Code questions with the help of a professionalist.)

- Practical
- Mechanically-minded
- Hands-on
- Sporty
- Crafty

Investigative

Interest area:

You like to discover and research ideas, observe, investigate and experiment, ask questions and solve questions.

Key skills:

Thinking analytically and logically, computing, communicating by writing and speaking, designing, formulating, calculating, diagnosing, experimenting, investigating.

Occupations with practical components:

Science, research, medical and health occupations, chemist, marine scientist, forestry technician, medical or agricultural laboratory technician, zoologist, dentist, GP.

Subjects to develop your skills:

English, Maths, Science, Computing, Technology.

Adjectives used in Navigo tool:

(translated from the original Holland Code questions with the help of a professionalist.)

- Logical
- Emotionally intelligent
- Curious
- Scientifically oriented
- Independent

Artistic

Interest area:

You like using words, art, music or drama to express yourself, communicate or perform or you like to create or design things.

Key skills:

Expressing artistically or physically, communicating by speaking, writing and singing, performing, designing, presenting, planning, composing, playing, dancing.

Occupations with practical components:

Artist, illustrator, photographer, signwriter, composer, singer, instrument player, dancer, actor, reporter, writer, editor, hairdresser, fashion designer.

Subjects to develop your skills:

English, Social Studies, Music, Drama, Art, Graphic Design, Computing, Business Studies, Languages.

Adjectives used in Navigo tool:

(translated from the original Holland Code questions with the help of a professionalist.)

- Original
- Explorational
- Free
- Creative
- Aesthetically minded

Social

Interest area:

You like working with people to teach, train, inform, help, treat, heal, cure, serve and greet. You are concerned for others' well-being and welfare.

Key skills:

Communicating by writing and speaking, caring and supporting, training, meeting, greeting, assisting, teaching, informing, interviewing, coaching.

Occupations with practical components:

Teacher, nurse, counselor, police officer, social worker, salesperson, customer secretary, service officer, waiter.

Subjects to develop our skills:

English, Social Studies, Maths, Science, Health, Physical Education, Art, Computing, Business Studies, Languages.

Adjectives used in Navigo tool:

(translated from the original Holland Code questions with the help of a professionalist.)

- Collaborative
- Empathetic
- Altruistic
- Socially aware
- Out-going

Enterprising

Interest area:

You like meeting people, leading, talking to and influencing others, encouraging others, working in business.

Key skills:

Selling, promoting and persuading, developing ideas, public speaking, managing, organizing, leading and captaining, computing, planning.

Occupations with practical components:

Salesperson, lawyer, politician, accountant, business owner, executive or manager, travel agent, music or sports promoter.

Subjects to develop your skills:

English, Maths, Business Studies, Accounting, Economics, Social Studies, Drama, Computing, Languages.

Adjectives used in Navigo tool:

(translated from the original Holland Code questions with the help of a professionalist.)

- Persuasive
- Leadership-oriented
- Optimistic
- Ambitious
- Business-minded

Conventional

Interest area:

You like working indoors and at tasks that involve organising and being accurate, following procedures, working with data or numbers, planning work and events.

Key skills:

Computing and keyboarding, recording and keeping records, paying attention to detail, meeting and greeting, doing calculations, handling money, organising, arranging, working independently.

Occupations with practical components:

Secretary, receptionist, office worker, librarian, bank clerk, computer operator, stores and dispatch clerk.

Subjects to develop your skills:

English, Maths, Business Studies, Accounting, Economics, Computing.

Adjectives used in Navigo tool:

(translated from the original Holland Code questions with the help of a professionalist.)

- Diligent
- Spatially organized
- Detail oriented
- Methodical
- Routine oriented

The method is composed of a minimum of 30 questions, which a person answers indicating the level of affinity they have with the activities mentioned (according to the scale given). The answers are scored and the results of the test express the main personalities of the person.

Dr. Holland did not say that a person is just one of these types. Then there would be only six types of people in the world. Instead, any one person can have interests associated with all of the six types. When you rank the types, starting with those you have the most interest in to those you have the least interest in, you get your specific Holland Code.

There are some 720 different combinations possible, like ISERAC, AIRSEC, or CSERIA. Generally, however, only two or three letters are necessary to create a useful description, such as SC, IRC, or

AIC. Such a description may apply to both a person and a work environment. By typifying both people and work environments with Holland Codes, we can calculate matches between them. This helps you assess a potential career or vocational choice.

Holland's theory also states that any two letters in the code have a stronger link when they are next to each other in a hexagon formed by the word RIASEC. So, Realistic people and work environments are more closely linked to Investigative and Conventional people and environments than to Social people and environments. One difference between Realistic and Social is working with machines or with people. Conventional is more like Realistic and Enterprising than like Artistic and so on.

- Jones, L, 'The Career Key', accessed December 2008, (www.careerkey.org).
- 'Big Picture View of Career Development Theory', accessed December 2008, (www.ccdf.ca).
- Savickas, M, and Lent, R, 'Convergence in Career Development Theories', Palo Alto, California, USA: Consulting Psychologists Press Inc
- ²The Development, Evolution, and Status of Holland's Theory of Vocational Personalities: Reflections and Future Directions for Counseling Psychology
- <https://www.careers.govt.nz/resources/career-practice/career-theory-models/hollands-theory/>
- <https://www.123test.com/holland-codes-career-tests/>
- <https://www.counseling.org/docs/david-kaplan's-files/nauta.pdf?sfvrsn=2>

Career Construction Interview (CCI)

According to Mark L. Savickas (2011): "Similar to a three-act drama, career counseling has three parts. The three parts may be portions of a single interview or three separate interviews". During the first act, clients are introduced to their career counselors and they perform the Career Construction Interview (CCI). In the second act, the client's life portrait is created and discussed and related to the reason why they needed career

counseling in the first place. In the third act, the counselor counsels the client on the reasons for seeking career counseling. Savickas also states that "during the first act clients construct their careers through short stories, during the second act practitioners re-construct the small stories into a large story, and during the third act client and practitioner co-construct a revised identity narrative, new intentions, and possible actions"

Table 2.1 Threefold organization of career construction counseling

Elements of three-act drama	Three aims of career construction counseling	Actions taken to realize the three aims	Part of career construction realized	Phases in crafting of life portrait
Act 1: Character is introduced	Part 1: Elicitation of clients' career stories	CCI and auxiliary instruments/ strategies are administered to introduce clients to counselors and to themselves	Clients <i>construct</i> their careers by narrating several short stories	Clients' small (micro-) narratives are elicited
Act 2: Basic conflict is presented. Insight is achieved and defining moments are uncovered	Part 2: Clients are asked to authorize their career	Counselor reads clients' life portraits, which are discussed and related to the reason for seeking counseling. New interpretation emerges	Counselor <i>deconstructs</i> and <i>reconstructs</i> (weaves) these micro-stories into a larger story	These narratives are <i>deconstructed, reconstructed,</i> and crafted into a preliminary draft of a larger narrative by counselor
Act 3: Change and revitalization are inspired by the new insights	Part 3: Counselor facilitates "movement" by clients	Actual counseling takes place, aimed at prompting clients to "move"	Clients and counselor <i>co-construct</i> a revised vision and mission statement (VMS). New aims and achievable actions are formulated. Intention is operationalized	"Final" life portrait is <i>co-constructed</i> with counselor and authorized by clients

Compiled from Savickas (2011, pp. 42-43)

As mentioned before, the CCI (Career construction interview) is the instrument used during narrative counseling. It is a qualitative tool created by Mark L. Savickas from 1989.

This method is composed of a series of questions that have their focus on stories of the life of the person, with the aim to find the life themes and create a suited program based on the essence of the person.

Questions and their explanations are listed below:

How may I be useful to you?

Clients are regarded as the sole experts on their lives. Clients need to communicate their goals and set the scene for counseling.

Who did you admire when you were about three to six years old? I am interested in learning about three people, other than your mother and father. They can be real people you knew or didn't know personally, cartoon/books/media's characters. Please describe their characteristics using adjectives.

Role models represent clients' self-concepts and central life goals.

Which are your favorite magazine, TV program and website? Do you read/watch/visit them regularly? Please tell me what they are about and what they represent to you using adjectives.

Indicates environments that fit

clients' lifestyles and that clients prefer (preferred settings for enacting the self)

Currently, what is your favorite story from a book or movie? Tell me the story.

Reveals characters who faced the same challenge as the clients and shows how the characters solved the problem.

What is your favorite saying? Do you have a motto by which you live?

Reveals clients' advice to themselves at this moment.

What is the first thing you remember about your life? What are your earliest recollections? I am interested in hearing three stories about things you recall happening to you before you were six years old.

Early memories reveal core problems clients face; preoccupations.

During the interview, counselor should give much importance to these aspects:

- Listen for feelings.
- Use metaphors that resonate with the client's metaphors.
- Consider gaps in the story, that is, what is not said or cannot be said.
- When clients cry they are feeling what they need. Acknowledge the tears and follow them to the unmet needs.
- Respect client silence.
- Explore sighs. They may have been caused by a thought that

took their breath away.

- Counter generalizations such as everyone feels that way.
- Contest sentences that state a client should, ought, or must.
- Reinforce words that signal need such as hope, want, seek, desire, miss and lack.
- Notice booster words that intensify meaning: very, extremely, always, really, totally and absolutely.
- Stick with what the client wants; not interventions and procedures that you enjoy or think the client needs.

The last stage of this method is composed by the analysis of the answers and the construction of the life portrait, combining the small stories told into a larger version that unfolds deeper meaning and fosters decision making. This last passage enriches clients' self-understanding, changes perspective, clarifies what is at stake in the transition, eases decision making, and prompts action.

The final outcome is an action plan, in which client and counselor co-construct a list of small and practical actions for strategic changes that can test the provisional understandings generated during

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- Savickas, M. L., 'Life Design Counseling Manual', 2015
 - Di Fabio, A. and Bernaud J-L, 'Narrative Interventions in Post-modern Guidance and Career Counseling', 2018

counseling.

Typical plans may include one or more of the following actions: confirming intentions, exploring choices, asserting self with parents or partners, applying to an academic program or for an occupational position, resigning a position, moving to a new city, or entering clinical counseling about an issue that needs working through over time.

To inspire hope, all plans should include alternatives in case they are needed.

Only through action clients will truly answer for themselves questions such as, *What suits me now? What do I want to do? What can I do?*

Furthermore, counselors should reinforce optimism, teach clients the general information-seeking behaviors (observe, visit, listen, talk, write, read, and google) and encourage them to seek for social justice by trying to challenge normative boundaries and social constraints to achieve for themselves and other people the most vital life design.

With this method people will truly know who they are, which are their roots, and knowing their essence they can plan a future that can be suitable for them.

Design Process: Uncertain times education in 2037

In the first module, after analysing the brief and the given scenario, we dedicated our time to different brainstorming sessions, like for example the Fishbowl role-playing.

Our main effort was to not limit ourselves to virtual concepts but visualizing concrete ideas through sketches. We also started building two possible scenarios.

This phase was characterized by continued iterations with the "How May We...?" questions as a guide.

A miling stone of the process was the internal-course exhibition. This opportunity sparked food-for-thoughts conversations with professors and peers; thanks to the feedbacks that we received we decided that in the second module we would have explored the "no fixed degrees distributed education" scenario, being the most visionary one.

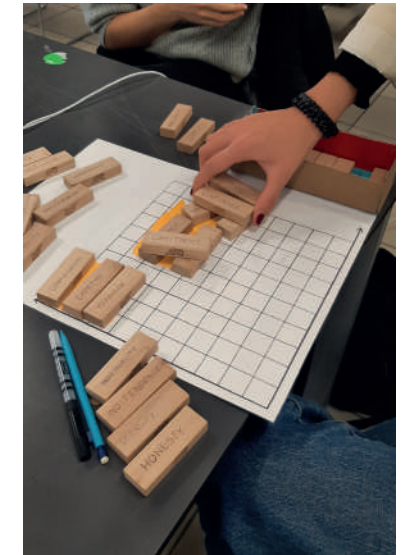
At this point we started challenging our first assumption through research. We looked for articles, statistics and papers and we also conducted five interviews.

The overall research highlighted how the moment of the decision-making is the more relevant in a scenario like that and we decided to focus on it. Being really wide, the research made us aware of the complete contest we were moving in, but at the same time we lost some specific aspect that we caught up later in the project.

Having clear in mind our scenario, we came back to our concept, we wanted to create a tool that could match the future social dynamics and navigate its fluidity.

We started the third module getting inspired by some case studies that embrace the decision-making process to make it tangible and intuitive. Talking with the professors, we realized that we also needed a solid and tested psychological methodology to support our project.

Because of this we searched for the main theories used in career counselling. We found that to have both practical outcomes and an emphatic approach it would have been necessary to merge in a unique methodology the Holland Code and the CCI. To do so we asked the help of a professional with years of experience. In the meantime, we kept prototyping to understand which fundamental elements the product should have had and how it should have worked.



After defining each phase of the methodology, we decided to split the team in two.

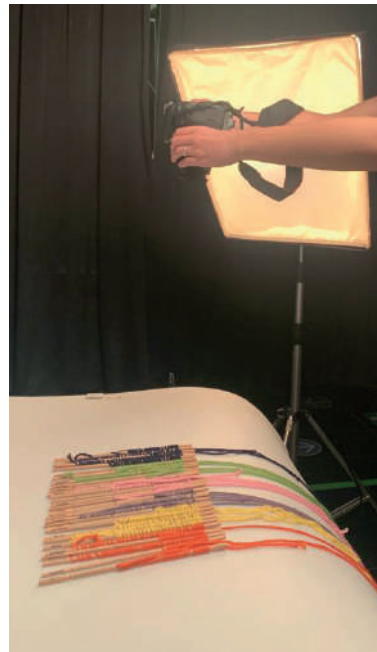
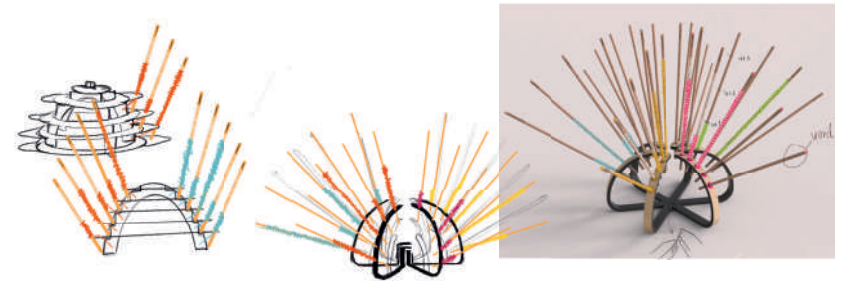
One group took care of the branding and communication design, while the other continued prototyping, focusing on finding the best shape for our artifact and starting to create the service system. We had some online meetings to make sure to maintain the coherence.

In January the system was mostly designed, we came back to the university to realize the final prototype in the workshops, the complementary tools and starting the final booklet.

For the exhibition video in a first attempt we wrote a too didascalical storyboard, so we redesigned it in a more evocative and emotional key.

During the last days, we completed the outcomes needed for the exhibition, helping setting up the event.

It was a challenging project, because it is about a real problem that all of us faced during our educational path without finding the right support, we were personally engaged in creating something that could help people experiencing a constructive process of choice in the future.



Now, there is a tool to begin a transition phase with an introspective process of exploration and understanding. Rooted in career counseling techniques, the physical nature, multiple perspectives, and reflective prompts offer a unique method for finding a direction for yourself.

We hope you find it useful for shaping your own future.



L'Ornitorinco Fam

Politecnico di Milano
School of Design
Product Service System Design
Innovation Studio course
PS2 section - L'Ornitorinco Fam team
A.Y. 2021-2022

Professors:
Valentina Auricchio,
Stefana Broadbent,
Marta Corubolo,
Fabio Di Liberto,
Ikka Suppanen

Tutors:
Sayali Bharambe,
Vanessa Monna



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