

Exploring how Service Design  
can assist in identifying Social Impact  
opportunities in a business context

MASTER THESIS BY

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# thesis information

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# I. abstract

This thesis project explores how Service Design can act as a bridging element between Social Impact and Business Models, and bring to light new ways of identifying opportunities.

The research was done in the socio-spatial context of Greater Copenhagen's start-up environment. The project explored and identified ways that Service Design tools and approaches can assist in identifying Social Impact opportunities in entrepreneurship. Additionally, if it were possible to build a framework or a toolkit that would be beneficial for such.

A broad literature review has been analyzed throughout the thesis, which allowed the identification of the gap between Service Design, Social Impact, and business models within academia. Furthermore, a design process based on the Double Diamond methodology was applied to the project, which enabled a further expansion of conducted research by combining empirical research approaches.

Throughout this project, various Service Design tools and methods have been used, such as Semi-

structured interviews, Actor's Map, Customer- and Emotional Journeys, and Use-cases to narrow down the project's scope and investigate the core elements of this thesis.

Involving relevant stakeholders from an early stage allowed for an understanding of actors and defining a target group. Based on that, an extensive ideation process was conducted.

Decision-making ideation sessions conditioned a proper investigation and of tools that would beneficially relate to the topic of exploration.

Physical and online sessions were conducted with potential stakeholders to understand their perspectives and use-cases in various settings. The iterative nature of the Double Diamond methodology meant switches between its four stages which helped to eliminate both designer and personal bias.

The project uncovers a way for Service Design to assist in identifying Social Impact opportunities and furthermore reveals that Service Design has potential use in strategic aspects of business development.

**Keywords:** Service Design, Business Models, Social Impact

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# III. table of figures

- Figure 1: Design Thinking (IDEO n.d.)
- Figure 2: Strengths and weaknesses of Shared Value Concept (Crane et al., 2014)
- Figure 3: Social Impact model (Jiao, 2011)
- Figure 4: Business Model Canvas (Osterwalder & Pigneur 2010)
- Figure 5: BMC halves (Osterwalder & Pigneur, 2010)
- Figure 6: BMC with social benefits and costs (Osterwalder & Pigneur 2010)
- Figure 7: TLBMC Environmental Life Cycle Business Model Canvas (Joyce & Paquin 2016)
- Figure 8: Figure 8: TLBMC Social Stakeholder Business Model Canvas (Joyce & Paquin 2016)
- Figure 9: Horizontal and vertical coherence (Joyce & Paquin 2016)
- Figure 10: Double Diamond (British Design Council, 2015)
- Figure 11: Updated Double Diamond (British Design Council, 2019)
- Figure 12: Design and research process
- Figure 13: SDG investments(Social Protection in the Nordic Countries | Nowbase, n.d.)
- Figure 14: Social expenditure graph (Nososco, 2017)
- Figure 15: Cases (Copenhagen Business Hub - Erhvervshus Hovedstaden, n.d.)
- Figure 16: Growth Wheel (Growthwheel international, 2005)
- Figure 17: Impact Wheel (Board of Innovation, n.d.)
- Figure 18: Stakeholder map of Copenhagen start-up ecosystem
- Figure 19: TLBMC Nespresso Case (Joyce & Paquin 2016)
- Figure 20: Activity Voting template
- Figure 21: Interviews clustering
- Figure 22: Interviews findings
- Figure 23: Empathy Map Start-up
- Figure 24: Empathy Map Investor
- Figure 25: Empathy Map Business Coach
- Figure 26: Activity Votes
- Figure 27: Activity Votes Experts
- Figure 28: Activity Votes Start-ups
- Figure 29: Target Group
- Figure 30: Inspiration board
- Figure 31: Lotus Blossom ideation process
- Figure 32: Evaluation Matrix with brainstorming ideas
- Figure 33: Placing Activity findings on the Wheel
- Figure 34: Developing Card Sorting themes 1
- Figure 35: Developing Card Sorting themes 2
- Figure 36: Clustering Card Sorting themes
- Figure 37: Card Sorting themes
- Figure 38: Social Value Wheel - questions
- Figure 39: Crazy 8's
- Figure 40: Crazy 4's
- Figure 41: Evaluation Matrix
- Figure 42: Social Value Wheel
- Figure 43: Final Crazy 4's
- Figure 44: Final Evaluation Matrix

Figure 45: Flow of the workshop  
Figure 46: Workshop participant 1  
Figure 47: Workshop participant 2  
Figure 48: Workshop participant 3  
Figure 49: Photo from the workshop  
Figure 50: Card sorting - Final version  
Figure 51: SVT Outcome sheet  
Figure 52: Workshop flow - updated  
Figure 53: Facilitator guidebook  
Figure 54: SVT on notion.so  
Figure 55: Miro - Introduction  
Figure 56: Miro - About SVT  
Figure 57: Miro - The toolkit  
Figure 58: System map  
Figure 59: Customer Journey: In-person workshop  
Figure 60: Customer Journey: Online workshop  
Figure 61: 2nd workshop participants  
Figure 62: Workshop timeline  
Figure 63: Photos from 2nd workshop  
Figure 64: Emotional Journey - Participant  
Figure 65: Emotional Journey - Facilitator

# IV. table of contents

I. Abstract	3
II. Acknowledgments	4
III. Table of figures	5
IV. Table of contents	7
<b>1. Introduction</b>	<b>9</b>
1.1 Learning objectives	11
1.2 Project context	11
1.3 Focus area	12
1.4 Problem statement	12
1.5 Reading guide	13
<b>2. Literature review</b>	<b>14</b>
2.1 Service Design	15
2.4 Social Impact	17
2.4.1 Social impact in entrepreneurship	18
2.3 Business models	19
2.3.1 Business model canvas	20
2.3.2 Triple-Layered BMC	21
2.4 Research question	24
<b>3. Methodology</b>	<b>25</b>
3.1 Design process	26
3.2 Research process	27
3.3 Generalisation aspect	28
3.4 Ethical aspects	28
<b>Design process</b>	<b>29</b>
<b>4. Discover</b>	<b>30</b>
4.1 Desk research	31
4.1.1 Positive Impact in businesses	31
4.1.2 Social impact in business	32
4.1.3 Case studies	32
4.1.3 Social Impact tools in business	33
4.1.4 Copenhagen start-up ecosystem	35
4.2 Interviews	36
4.2.1 Interviewees	36
4.2.2 The interview	37
4.2.3 Interview clustering	38
4.3 Reflections	40
<b>5. Define</b>	<b>41</b>
5.1 Dense making	42
5.2 Interview reflections	45
5.3 Target group	45
5.4 Definitions	47
5.5 Reflections	48
<b>6. Develop</b>	<b>49</b>
6.1 Ideation	50

6.1.1 Brainwriting	50
6.1.2 Lotus Blossom method	51
6.1.3. Evaluation matrix	52
6.1.4 Designing the tool	53
6.1.5 Social Value Wheel	55
6.1.6 Ideation	57
6.1.6.1 Crazy 8's iteration	57
6.1.7 Evaluation matrix	58
6.2 Ideation outcome	59
6.3 Workshops	61
6.3.1 Online workshop limitations and benefits	61
6.3.2 Designing the workshop	61
6.3.2.1 Limitations	62
6.3.3 The structure of the online workshops	62
6.3.4 Workshop agenda	63
6.3.5 The participants	64
6.4 Workshop feedback	65
6.5 Reflections	67
<b>7. Deliver</b>	<b>68</b>
7.1 Re-define	69
7.1.1 SVT - Questions	69
7.1.2 SVT - Card Sorting	69
7.1.3 SVT - Outcome sheet	70
7.1.4 SVT - Workshop structure	71
7.2 SVT - Facilitator Guidebook	72
7.3 SVT - notion.so	73
7.4 SVT - Miro	74
7.5 System map	75
7.6 Customer journey	75
7.7 Final workshop test	78
7.7.1 Participants	78
7.7.2 The workshop	79
7.7.3 Workshop outcomes	80
7.7.4 Emotional journey	81
7.5 Reflections	84
<b>8. Discussion</b>	<b>86</b>
8.1. General reflections	87
8.1.1 The role of service design	87
8.1.2 Tools for the toolkit	88
8.1.3 Questions	88
8.1.4 Testing	88
8.1.5 The target group	89
8.2. Learning objectives	90
8.3. Limitations	92
8.4. Future research	93
<b>9. Conclusion</b>	<b>94</b>
<b>References</b>	<b>95</b>
<b>Appendix</b>	<b>99</b>

# 1. introduction

This chapter introduces the topic of the thesis, the writers hereof and the learning goals and objectives. To familiarize the reader, a first look into the project context, chosen focus area and initial problem statement is presented to serve as a foundation for further reading.

## **This chapter will discuss the following subchapters:**

- 1.1. Learning Objectives
- 1.2. Project Context
- 1.3. Focus Area
- 1.4. Problem Statement
- 1.5. Reading Guide

This thesis was written by Dominika Ewa Morag and Anders Drange Ladefoged during the spring semester, January - May 2021, for the Service Systems Design M.Sc. at Aalborg University Copenhagen. The project supervisor was Luca Simeone who is an associate professor at the Copenhagen campus of Aalborg University (AAU).

Through early conversations, a passion for the start-up scene, and optimizing services, the topics of interest were discovered. These topics created a shared interest in the business- and entrepreneurial scene. It intrigued the exploration of Service Design and how it connects with entrepreneurship.

Our motivation for this project was to explore our Service Design capabilities and uncover new areas of expertise in a problem-space where Service Design is relatively unknown to many.

This thesis explores how to integrate the social impact opportunity space with the entrepreneurial scene. It also investigates the value and role that Service Design plays and could play in such a field. As one of the authors works with UX research and the other runs their own start-up, we wish to gain new skills and enhance previously acquired knowledge through this project to further our professional journeys.

## 1.1 learning objectives

The learning objectives for this thesis are defined by official learning goals set by the Service Systems Design department at Aalborg University together with our personal objectives for this project, outlined according to our individual motivations. In this thesis, we expect to demonstrate the acquisition of these competencies, skills, and knowledge in order to master the profession of Service Design.

### OFFICIAL LEARNING OBJECTIVES (Aalborg University, 2021)

#### Knowledge

- Must have knowledge about the possibilities to apply appropriate methodological approaches to specific study areas
- Must have knowledge about design theories and methods that focus on the design of advanced and complex product-service systems

#### Skills

- Must be able to work independently, to identify major problem areas (analysis) and adequately address problems and opportunities (synthesis)
- Must demonstrate the capability of analyzing, designing and representing innovative solutions
- Must demonstrate the ability to evaluate and address (synthesis) major organizational and business issues emerging in the design of a product-service system

#### Competences

- Must be able to master design and development work in situations that are complex, unpredictable and require new solutions (synthesis)
- Must be able to independently initiate and implement discipline-specific and interdisciplinary cooperation and assume professional responsibility (synthesis)
- Must have the capability to independently take responsibility for own professional development and specialization (synthesis)

### PERSONAL LEARNING OBJECTIVES

- Gain knowledge and understanding about the start-up environment in Denmark.
- Investigate and understand the gaps between positive impact and start-up scene, and how

Service Design can be used to bridge them.

- Gain hands-on experience within collaboration and co-creation, by facilitating interviews, workshops and testing sessions with and between established organisations and new business owners.
- Communicate Service Design practice and tools in an accessible and beneficial way for entrepreneurs.
- Contribute to the start-up environment by providing an adaptable framework based on service design approaches.

The goals will be discussed and reflected upon in the Discussion Chapter.

## 1.2 project context

Service Design is being recognized as a discipline capable of tackling society's most pressing challenges (Polaine et al., 2013). Simultaneously Social Impact has become one of the major focus areas of the United Nations SDGs (UN, n.d.). For that reason, the context of this thesis concerns Social Impact as an opportunity-enabler for new start-up business models and how Service Design can be applied to mediate new ways of identifying these opportunities. There is a need to bring knowledge, understanding, and ways to implement elements of Social Impact into the start-up innovation life-cycle, and we aspire to do so by developing a Service Design based framework.

The workflow of a generalized Service Design process involves an iterative approach. Some methods and tools are kindly 'borrowed' from other disciplines due to the cross-disciplinary nature of the profession (Penin, 2018). Service Design emphasizes a human-centered approach throughout the entire process with a focus on acquiring and maintaining a holistic perspective.

Given that for many years Social Impact has been misunderstood, undervalued, and taken for granted in a for-profit business environment (Klingler-Vidra, 2016), and so Service Design is well suited to challenge this status quo. The need for identifying diverse stakeholders is a crucial step towards developing issue-based solutions (Sangiorgi & Prendiville 2017). Service Designers, with their aptitude for systemic thinking and sensemaking (Cautela et al., 2015), and ability to facilitate

design dialogues between different organizational disciplines are well equipped to work on those solutions. These processes allow us to work with topics from our learning goals such as; gaining hands-on experience with collaboration and co-creation, by involving stakeholders in the design process from start to finish (Meroni & Sangiorgi, 2014). The general design process contains several phases: Discover, Define, Develop, and Deliver (Stickdorn & Schneider, 2012). The underlying steps of these phases empower the strategic choices that Service Designers make in order to create a final outcome that not only reflects the values of stakeholders but the viability, desirability, and feasibility of the end result.

### 1.3 focus area

Through participation in the start-up program offered by the AAU incubator and experience from a multinational corporation, we observed that people are surprisingly both unaware and not concerned enough about the notion of Social Impact, nor

its meaning or importance. This observation was similar in both situational contexts and prompted several lines of inquiry:

Why do we hear so little about Social Impact? Is there any value in finding these opportunities? Is it even possible to implement SI initiatives into an existing business model? Can Service Design be used to make start-ups think holistically? How do we inform and inspire this approach?

These questions sparked our interest and by researching and analyzing more within these areas, we ultimately designed our problem statement together with our supervisor.

### 1.4 problem statement

***“How might Service Design assist start-ups in identifying business model opportunities within Social Impact in the greater Copenhagen area?”***



## 1.5 reading guide

### Chapter 2: Literature review

This chapter covers the theoretical foundation of the thesis by digging into a literary and academic approach to the topics of Service Design, Social Impact, and Business Models. Through an exploration of topics during the literature review, and finding the gap between them, the research question is formulated. It addresses how Service Design can assist in identifying new opportunities within a business model.

### Chapter 3: Methodology

This chapter presents the methodology used in this project. It was decided to proceed with a Double Diamond process model (British Design Council, 2015). for both research question and problem statement, due to its iterative nature. It allows the involvement of the target group in the design process, while still being very straightforward and easy to follow. Lastly, the generalization aspect is described, clarifying the possible usage of the thesis results.

### Chapter 4,5,6,7: The Design Process

This chapter contains the 4 stages of The Design Process: Discover, Define, Develop, Deliver. Each stage is broken down into subchapters, where tools that are used and that support both the research and development process are presented. After each chapter, reflections are presented in order to acknowledge different choices and data collected throughout the project.

During the first diamond figure (Discover, Define), the focus is on gaining more empirical evidence and data on researched topics in order to acquire a broadened perspective. These phases also include the conduction of interviews, used to unravel the Copenhagen start-up scene. The interviews also serve as a crucial part of defining the target group and the scope of the project.

In the second part of the Double Diamond (Develop, Deliver) the steps in order to explore, solution design, and subsequently test it, are taken. The workshops during the Develop phase play an important role in creating the project outcome, wherein users helped by co-creating the solution.

### Chapter 8: Discussion

This chapter covers a discussion of the project process and concludes by answering the research question and problem statement of the thesis. The general reflections built upon research findings, processes, and designing the outcome are followed by reflections on personal goals and objectives. The limitations of the project and recommendations for further research close the Discussion chapter.

## 2. literature review

The literature review chapter outlines the theoretical foundation of this thesis by exploring Service Design, social impact, and business models. The process resulted in a broader and better understanding of critical areas within the problem statement and narrowed the research focus for this masters' thesis.

The chapter concludes with an identified gap concerning mentioned above topics, which is then used to formulate the research question. The research question will define and align further analysis, activities, and discussion of the thesis and its content.

### **This chapter will discuss the following subchapters:**

- 2.1 Service Design
- 2.2 Social Impact
- 2.3 Business Models
- 2.5 Research question

## 2.1 service design

There are many definitions of Service Design. Some talk about it as a mindset, a process, or a toolset (Stickdorn et al., 2018). The earliest definition, however, focuses on creating a service that meets the user's needs. It was introduced as part of a marketing study with the goal of being able to react faster to market desires and opportunities (Shostack, 1982). Later this term began its adaptation within other design disciplines, including industrial- and interaction design, introducing its holistic practice into different aspects of services. Service Design focuses on the design process rather than a permanently defined product (Morelli et al., 2021). This profession incorporates users and their context and service providers and social practices to bridge the gap between problem and solution (Patrício, 2011).

Stickdorn et al. describe Service Design as a practical and pragmatic process, which “... addresses the entire ecosystem, and might focus on offerings aimed at the end-users, other businesses, internal partners or colleagues” (2018, p.19). The authors gathered many different interpretations of the term, both from academia and agency's approach. Below several of their ‘curated’ definitions can be seen.

### Academic approaches for service design definitions:

*“Service Design helps to innovate (create new) or improve (existing) services to make them more useful, usable, desirable for clients and efficient as well as effective for organisations. It is a new holistic, multi-disciplinary, integrative field.”*  
— Stefan Moritz, 2005

*“Service Design aims to ensure service interfaces are useful, usable and desirable from the client's point of view and effective, efficient and distinctive from the supplier's point of view.”*  
— Birgit Mager, 2009

(Stickdorn & Schneider, 2011, p.33)

### Agency approaches for service design definitions:

*“Service design is a holistic way for a business to gain a comprehensive, empathic understanding of customer needs.”*  
— frontier service design, 2010

*“Service Design is the application of established design processes and skills to the development of services. It is a creative and practical way to improve existing services and innovate new ones.”*  
— live|work, 2010

(Stickdorn & Schneider, 2011, p.33)

Service Design as a user-centered mindset, is an iterative process of research and development (Stickdorn et al., 2018). It consists of various tools and methods, that enable the planning and organizing of different components of a service. These components include, but are not limited to: users, touchpoints and infrastructure, and must be considered in order to deliver high-quality services for both customers and service providers (The Interaction Design Foundation, n.d.). As Service Design is a relatively new practice, most tools are adapted from branding, marketing, or user experience design. To make them Service Design tools, the right mindset, and a design thinking approach have to be applied. Design thinking focuses on 1) the empathy and understanding of what it is that people want and/or need, using their concerns, desires, and goals to describe products and users. 2) the utility and product requirements (Kolko 2015) in a technologically feasible and viable way (Brown 2008).

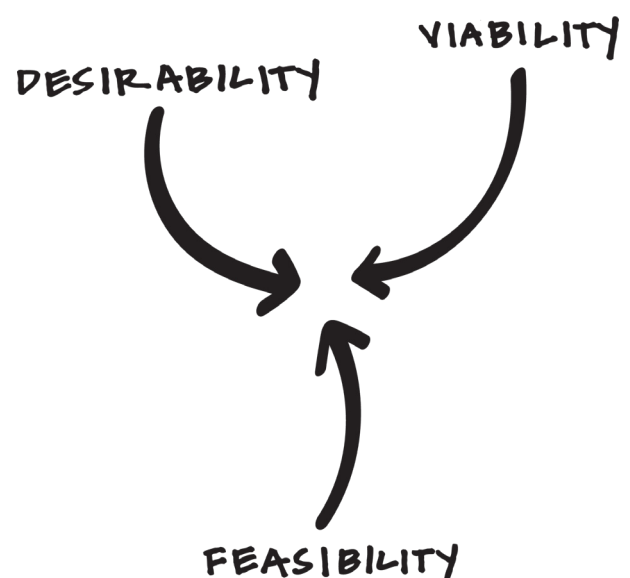


Figure 1: Design Thinking (IDEO, n.d.)

Service Design tools, such as personas, journey- and system maps, or service prototyping are used to understand and visualize a particular matter, and Service Design methods specify how to work with those tools (Stickdorn et al., 2018). One of the important ‘hows’ in the Service Design mindset is involving users in the design process. Engaging stakeholders from the very beginning of building a product or service, co-creating, and testing with them is seen as a critical part of Service Design. It allows for delivering the most valuable and desirable solutions (Chun et al., 2021).

### 2.1.1 service design in the context of entrepreneurship

There is not much academic data on Service Design in Entrepreneurship itself, but rather its overall business perspective and how it influences the way companies research and build their offerings.

One of the tools adopted by Service Design is the Business Model Canvas. It bridges the design and business showing how Service Design can be beneficial by introducing a creative approach to generating new forms of value (Patrício et al., 2018) as well as incorporating real-time user feedback into the development process (Ostrom et al., 2010).

When designing a business, conducting research is essential, as it enhances a firm’s strategizing and decision-making processes (Demarest, 1997). However, having gained knowledge through research becomes useful only when it has been properly analyzed and communicated within the firm (Demarest, 1997). Through analysis, knowledge becomes a base for creating and/or enhancing customer relationships which uncovers revenue streams associated with it (Demarest, 1997). In order to investigate and evaluate the findings of the research, the use of different tools and methods was introduced. These made it possible to define the procedures behind 1) delivering value to customers 2) customers paying for the value, and lastly 3) how those payments would be converted into profit (Teece, 2010). Service Design introduces not only tools and methods focused on the end-customer, but also emphasizes a human-centered perspective and mindset in order to deal with internal and external challenges between all stakeholders involved (Reason et al., 2015). Quoting Reason, Løvile, and

Flu, authors of Service Design for Business:

*“Seeing a business through customers’ eyes offers powerful insights that make customers’ expectations, experience, and behavior more tangible. It exposes customers’ pain points and provides deeper understanding of their emotions as they interact and transact with a business. This enables companies to identify clear intervention points that can be leveraged to increase value for customers and deal with challenges[...].”*  
(2016, p. 5)

Many people still try to distinguish a product from a service, but nowadays, the product is all about the experience. Starting from the product discovery, through purchase, opening the package to the usage, but even then the experience is not over (Norman, 2009). It is not a surprise that many manufacturers shift from ‘product sellers’ to ‘service providers’ (Sakai & Lundahl, 2009), trying to create businesses that allow customers to co-create their own value (Normann & Ramirez, 1993).

Considering that academia does not provide much research on Service Design in Entrepreneurship, there is a clear relation between the two. In its general definition, a business focuses on making a profit, whereas entrepreneurship strives towards generating new value within social, emotional, aesthetic, or financial aspects (Piu, 2012). In order to understand the value within these terms, more holistic and human-centered research needs to be incorporated into the strategic mindset of companies. To assure that a service/product offering is not only desirable and valuable for customers, but also feasible for the company, Service Design tools like blueprints or system maps are used. These tools exist to identify all users of the service and outline the systematic processes of internal and external stakeholders (Stickdorn & Schneider, 2012).

2.4 social impact

The term Social Impact was coined at a Yale University seminar on the ethical responsibilities of institutional investors in 1969 (Esteves et al., 2012). The seminar’s goal was to consider both the social and environmental aspects of investment activities and broaden a focus that until then was solely driven by financial return on investment, abbreviated as; ROI (Esteves et al., 2012). In 1970 the National Environmental Protection Agency introduced a policy of practices and procedures, called SIA - Social Impact Assessment (Klingler-Vidra, 2019).

These procedures were aimed at measuring the socio-economic impact of industrial land use and the displacement of people and activities. Society had to enter the 21st century before Social Impact expanded its assessment criteria from land use to a broader business community (Klingler-Vidra, 2016). Social Impact Assessment was reported by a growing number of firms globally and as a consequence, the notion of Social Impact started developing and considering aspects such as poor labor conditions, environmental degradation, gender inequality, etc (Esteves et al., 2012).

In 2006 Porter and Kramer published an article called ‘Creating Shared Value’. Social Impact was associated with Creating Shared Value and the term acquired further expansion during the 2008 global financial crisis (Klingler-Vidra, 2019). The crisis put an emphasis on corporate financial greed and further highlighted societies’ call to corporations to stop focusing on producing shareholder returns and accept the need to provide societies with socially impactful outcomes as well (Klingler-Vidra, 2019). The crisis fuelled the need to report and measure Social Impact correctly. From a decades-long phase of iterations, negligence, and misconception as a sub-category of environmental impact, social impact was booming with academic research. From 2009 until now, more than 150 different measurement methodologies were created, not

including the thousands of measurement approaches independently developed by companies themselves (Florman et al., 2016).

The Global Reporting Initiative is the most widely-known measurement tool. Its guidelines first launched in the year 2000 and have been iterated into its 4th version, named G4, as of 2018 (O’Neill, n.d.). In the first decade of the new millennia, global organizations started participating in the United Nations launched Principles for Responsible Investing. This meant cooperating and measuring areas connected to ESGs, which focused on bettering the environment, society, and government (Florman et al., 2016). That decade also saw the rise of the Global Impact Investing Network and its metrics to help purpose- over profit-focused investment firms.

While that decade emphasized Social Impact measurement and reporting, it also changed the responsibility of corporations by transforming capitalism and its relationship to society (Porter, Kramer, 2006). Porter and Kramer intended to reshape this relationship by enabling corporations to “transform social problems relevant to the corporation into business opportunities, thereby contributing to the solving of critical societal challenges while simultaneously driving greater profitability” (Porter & Kramer, 2006, p.1). Consequently, Porter, to many seen as the world’s greatest business strategist, helped certify the concept’s relevance by adding his name value to the publication (Martin & Sunley, 2003). The Social Impact was ill- and loosely defined. It meant something different to a variety of people, such as the intent to do good, striving to achieve ‘profit with a purpose’, how to create a ‘theory of change’ (Florman et al., 2016). Therefore, corporations interpreted the Social Impact in different ways, influenced by the Creating Shared Value concept.

Through a period of global corporate contempt, intensified by the economic crisis of 2008 and combined with, what Crane calls, the ‘Porter effect,’

EXHIBIT I. The Strengths and Weaknesses of the Shared Value Concept

Strengths	Weaknesses
CSV successfully appeals to practitioners and scholars	CSV is unoriginal
CSV elevates social goals to a strategic level	CSV ignores the tensions between social and economic goals
CSV articulates a clear role for governments in responsible behavior	CSV is naïve about the challenges of business compliance
CSV adds rigor to ideas of “conscious capitalism” and provides an umbrella construct for loosely connected concepts	CSV is based on a shallow conception of the corporation’s role in society

Figure 2: Strengths and weaknesses of Shared Value Concept (Crane et al., 2014)



the Creating Shared Value concept was broadly accepted by industry leaders (Crane et al., 2014). The concept quickly gained significant influence in business development and strategy, both in practice as well as in universities. However, the concept's origin and underlying truths have been contested (Crane et al., 2014).

While Creating Shared Value is not the end-all concept for understanding Social Impact from a business perspective, it is by far the most broadly accepted and implemented approach (Crane et al., 2014). It appears to neglect the literary concepts from which it was formed, causing an academic upset though downplayed by its broad acceptance and immediate significance. With an apparent similarity to concepts such as Corporate Social Responsibility, stakeholder management theory, and social innovation (Crane et al., 2014), it has unacknowledged debt to existing literature. As an example, the Harvard Business Review published the notion of 'Social Innovation,' stating that *"Companies view community needs as opportunities to develop ideas, serve new markets, and solve long-standing business problems."* (Kanter, 1999, p. 2).

Vogel argued that *"... there is no evidence that behaving more virtuously makes firms more profitable [...] the market for virtue is not sufficiently important to make it the interest of all firms to behave more responsibly"* (Vogel, 2005, p. 2).

Looking back at approaches to Social Impact, the discrepancy between Creating Social Value's overall approach and the tension between social and economic goals is undeniable (Crane et al., 2014). While Creating Shared Value argues these situational trade-offs will be win-win situations (Porter & Kramer, 2006), they are rarely manifested as such, but rather dilemmas wherein interests, values, ethics collide (Davis, 1997).

With the publication of the Sustainable Development Goals in 2015 and the objective to accomplish them by 2030, the definitions of Social Impact started being described through goals and clearer initiatives. These definitions, however, were not specific enough at the time, so further work on defining them as needed (Anon n.d.).

From 2017, a network of key stakeholders has been developed by the Impact Management Project. Their goal is to create a top-of-mind social understanding of the Social Impact and how to report it. This network of key stakeholders includes

a department of the United Nations, called the SDG Impact Team, Global Reporting Initiative, and others (Klingler-Vidra, 2019).

### 2.4.1 social impact in entrepreneurship

It has become increasingly common to see actors who are pursuing social and economic problems in the entrepreneurial landscape. They are doing so by attempting to fill a gap previously undertaken by governments and non-profit organizations (Townsend & Hart, 2008). Identifying these gaps and opportunities meant blending social goals and business principles in new and creative ways (Townsend & Hart, 2008). Ardichvili et al. (2003) define creativity as being able to rapidly recognize non-obvious associations between problems and solutions. To this Kaish and Gilad (1987) state that in order to recognize opportunities, there is a need for prior information to be complimentary with new information, as this will create an 'information corridor' (Scott & Venkataraman, 2000). Creating these 'corridors' means identifying a beneficial link between prior and new information, which enables an entrepreneurial conjecture (Kaish & Gilad, 1987). Phillips and Tracey (2007) state that there are two types of prior information relevant to an opportunity identification process. These are 1) knowledge in a particular area of interest and 2) knowledge accumulated over the years while working on given tasks. Therefore, this ability to recognize non-obvious associations is a prerequisite for entrepreneurs (Ronstadt, 1988; Shane, Venkataraman, 2000).

Dorado (2006) highlights differences between 1. 'normal' entrepreneurial ventures and 2. social entrepreneurial ventures concerning opportunity identification when exploring social entrepreneurial values.

1. 'Normal' entrepreneurial ventures are *"situations in which new goods, services, raw materials, markets and organizing methods can be introduced through the formation of new means, ends, means-ends relationships"* (Shane, Venkataraman 2000).
2. Social entrepreneurial ventures are as the description above, but adds that they also solve a social problem (Dorado 2006).

However, as opportunity identification is a cognitive

process and as all opportunities are individual, Dorado questions whether differentiation between the two is necessary for the early phases of venture building (Dorado, 2006). Perhaps only when looking at how entrepreneurs might create Social Impact, as social entrepreneurship states that Social Impact is the main driver for constructing a social venture (Jiao, 2011). Roberts and Woods (2005) believe that the work of social entrepreneurship

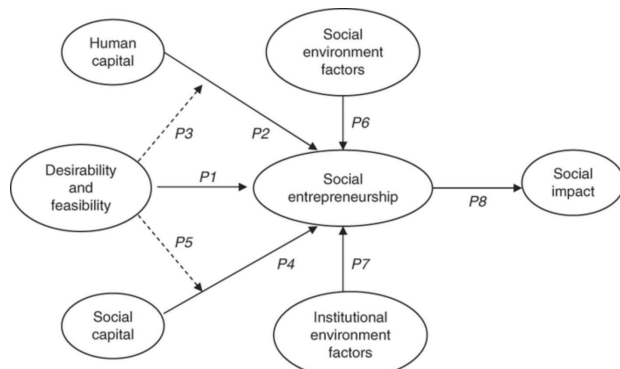


Figure 3: Social Impact model (Jiao, 2011)

is an essential factor in bridging the gap between business and philanthropy. Thereby solving problems such as environmental issues, the income gap, or employment difficulties (Jiao, 2011).

Roberts and Woods (2005) believe that the work of social entrepreneurship is an important factor towards bridging a gap between business and philanthropy. Thereby solving problems such as environmental issues, the income gap or employment difficulties (Jiao, 2011).

Social entrepreneurship ventures mainly pursue the improvement of social value. As a consequence, they experience difficulties when attempting to raise funds through financial markets (Jiao, 2011). A focus on the use of social value creation (Austin et al., 2006) has impacted how start-ups are valued (Ormiston & Seymour, 2011). As most start-ups are resource-constrained in regards to both money and time, it can be challenging to assess and portray ways in which they currently, or can in the future, be socially impactful (Dorado, 2006). Further issues arise as the Social Return On Investment framework is still being developed and iterated upon, along with a still lacking overall definition of social value as a term (Smith & Stevens, 2009). This highlights a difficult challenge as the term value is inherently subjective, and ‘social value’ may therefore be increasingly complex to unravel (Young, 2006). Although frameworks like Social Return On Investment, Blended Value, Balanced Scorecards, or Triple Bottom Line may measure this value, they may also inadvertently affect the value created (El Ebrasi, 2013).

## 2.3 business models

Currently, there is no one wholly encompassing definition of a business model (Spieth & Schneider, 2016). Whilst several people who are considered to be both within academia and business have proposed their own definitions, not one is considered to be so correct that none other are needed (Spieth & Schneider, 2016). This may be a root problem caused by a simple fact and a conundrum: the terms have been claimed by different disciplines themselves (Seidenstricker et al., 2014), and additionally, the origin of the term itself has proven difficult to identify (Seidenstricker et al., 2014). Despite not explicitly using the term business model, Drucker describes one as “*assumptions about what a company gets paid for*” (1994, p. 1) and is often given credit. However, we are now presented with several such definitions. Shafer et al. propose their definition as follows:

*“a representation of a firm’s underlying core logic and strategic choices for creating and capturing value within a value network”* (2005, p. 4).

Zott and Amit later on briefly describe business models as “*how a firm conducts business, how it delivers value to stakeholders ... and how it links factor and product markets*” (2008, p. 7)

Osterwalder and Pigneur have created their known definition for a business model as:

*“a business model describes the rationale of how an organization creates, delivers and captures value”* (2010, p. 20)

To this, Ritter and Lettl (2018) writes their definition of a business model as:

*“how an actor is positioned within a value network or supply chain, and how a business turns inputs into outputs while fulfilling its goals”* (2018, p. 1)

Whilst several other definitions of business model do exist, it is not necessary to bring them forth. The common denominator of all definitions is the word value. Even if not directly mentioned by Zott and Amit’s quote, it is implicit in the text. According to Massa and Tucci (2013), business models are commonly viewed as a systemic orchestration of activities for value creation. In other words, a business model answers Peter Drucker’s old, yet still relevant, questions: “*Who is the customer? What does the customer value? ... How do we make*

money in this business? ...” (Margretta, 2002, p. 1). In order to properly orchestrate activities in a business model, several scholars and practitioners have proposed to do so with elements (Ritter & Lettl, 2018). Via the perspectivization of business models being constructed with independently assorted elements (Ritter & Lettl, 2018), the underlying idea of the business model is that all companies are able to describe their business through capabilities, resources, and the activities of its related ecosystem.

Johnson et al. (2008) proposed a structure based on: customer value proposition, profit formula, key resources, and key processes.

Teece (2010) instead highlights; value proposition, market segments, value appropriation, and value-chain organization to be the key elements of a business model.

Osterwalder and Pigneur (2010) suggested a collection of nine different elements, namely; key partners, key activities, key resources, value proposition, customer relationships, channels, customer segments, cost structure, and revenue streams, namely the 9 building blocks that constitute the Business Model Canvas.

Some authors above and others not mentioned structured their vision of business models by key elements, which ensure that the essence of the business is captured (Osterwalder & Pigneur, 2010).

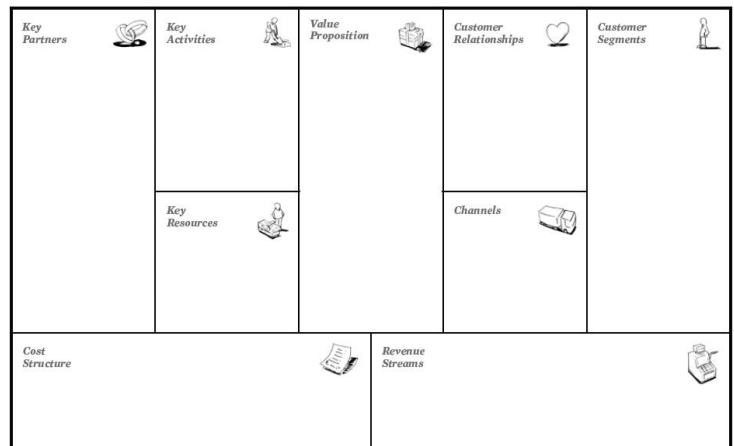


Figure 4: Business Model Canvas (Osterwalder & Pigneur 2010)

## 2.3.1 business model canvas

When continuing the perspective of element-based business model creation (Ritter & Lettl, 2018), the Business Model Canvas has proven itself a valuable tool through its conveyed simplicity (Osterwalder & Pigneur, 2010). As a result, it has been incorporated as a core tool in business design (Sort & Nielsen, 2018). The nine-building blocks of the Business Model Canvas constitute the aforementioned individual, yet interdependent (Zott & Amit, 2010) elements of a company’s business venture (Osterwalder & Pigneur, 2010) and aims to provide an overview of these activities through its design (fig.4) (Osterwalder & Pigneur, 2010.).

By dividing the canvas into efficiency(1) and value(2) dominant halves, the authors mimicked the human brains’, left-logical / right-emotional structure. The nine-building blocks split the two halves into three segments of the canvas, to convey their inter-relational importance (Zott & Amit, 2010):

1. key partners (KP), key activities (KA), key resources(KR), value proposition (left)

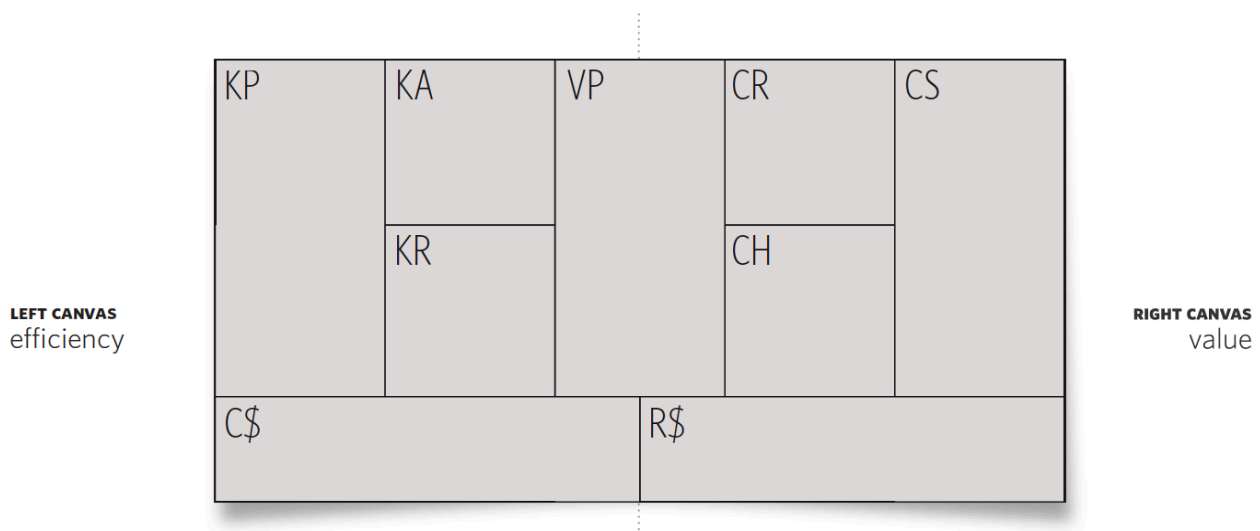


Figure 5: BMC halves (Osterwalder & Pigneur, 2010)



2. customer segments (CS), channels (CH), customer relationship (CR), value proposition (right)
3. cost structure, revenue streams

Efficiency by identifying; who and how a network of suppliers and partnerships (kp), conduct the most important activities (ka), and acquire essential resources needed to run the operation (kr), you outline how the (vp, left) can be constructed (Osterwalder & Pigneur, 2010). In order for the value proposition to be a truly valuable link, it must align its activities with, and create value by reasonably identify and argue for who to target and why(cs)? How will they be reached, and in what capacity (ch)? What will be the planned relationship with customers (cr)? If constructed carefully and backed up by research and testing, then a company's activities, combined with its relay of value, will result in a core problem-solving proposition. This should, in theory, align with the chosen customer segment, and the value proposition (vp, right) is then identified (Osterwalder & Pigneur, 2010). In other words, if the organization-focused (logical) elements construct a mutually beneficial relationship with the user-centered (emotional) elements, you should, in theory, be cash flow positive, and Drucker's questions have been answered.

The BMC is intended as a highly iterative tool (Osterwalder & Pigneur, 2010). The perspectivization of business-model elements is meant to provide a simplified overview of the core business, capabilities, and resources (Ritter & Lettl, 2018). This makes it an important asset for

discussion and decision-making (Sort & Nielsen, 2018). However, it lacks the ability to span outside its boundaries and consider non-economy-related activities (Sparviero, 2019).

Two cost/revenue-based socio-environmental elements have been added as a BMC alternative (Osterwalder & Pigneur, 2010), yet the addition does not accommodate the complexity inherent to socio-economic values (Bocken et al., 2015). The stereotypical conceptualization of value in business models is implicit as 'exchange value,' i.e., considered to be income for the producer and utility or 'value in use' for the customer (Sparviero, 2019). As social enterprises battle organizational legitimacy by combining market and social values (McInerney, 2012), tools that encompass a 'mixed elements' approach of value systems and action logistics into their business model is needed.

### 2.3.2 triple-layered BMC

Through the gradual increase in focus on societal and environmental developments (Impact Report, One initiative, nd. 2020) value drivers for companies have been subject to change and adaptation in many industries (Ritter & Lettl, 2018). This change, either caused by desire or need (Chesbrough, 2010) brings up Elkington's Triple Bottom Line (TBL) approach (1998) where he suggested that a convergence of environmental, social, and economic performance will not only be environmentally friendly but also positively influence the long term societal,

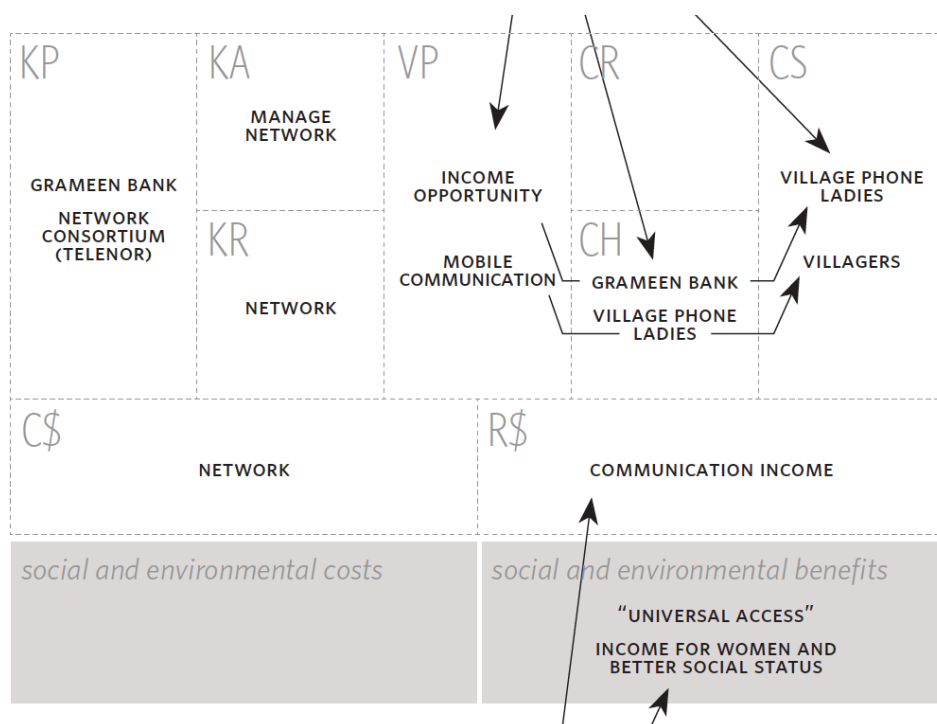


Figure 6: BMC with social benefits and costs (Osterwalder & Pigneur 2010)

Environmental Life Cycle Business model Canvas

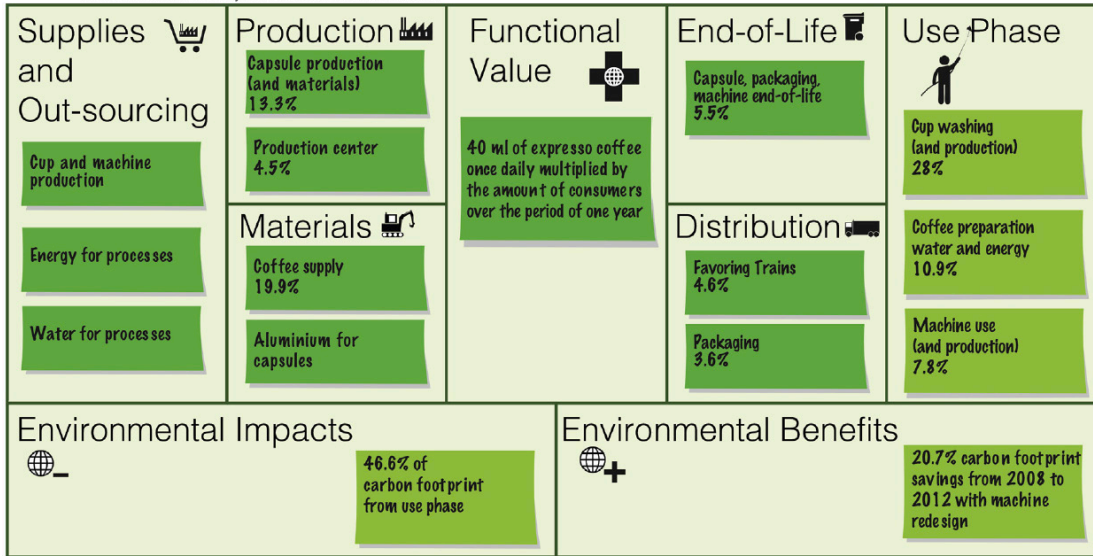


Figure 7: TLBMC Environmental Life Cycle Business Model Canvas (Joyce & Paquin 2016)

sustainable and economic prosperity of a company (Carter & Rogers, 2008). So when global market value drivers change, new avenues and kinds of revenue appear. To adapt, companies ought to shift from a bottom- to Triple Bottom Line approach (Christensen et al., 2018) and use business model tools that account for TBL factors (Joyce & Paquin, 2016). By creating different bottom lines, companies will formally account for economic, environmental, and Social Impact. While the Triple Bottom Line approach has been widely adopted by corporations and used as a framework for reporting and the foundation for this tool, it is not without its criticisms. It is claimed to drastically simplify the complexity of sustainability through vague definitions and thus allows for the reporting of what Norman and MacDonald call “*platitudinous text and soft-focus photos of happy people and colorful flora*” (2004, p. 15).

In 2016 a redimensioned adaptation was made to Osterwalder’s BMC, namely The Triple-Layered Business Model Canvas. This iteration adds two layers with an identical layout. These are the: Environmental layer (fig.7), with a life-cycle perspective, and a Social layer (fig.8), with a stakeholder perspective (Joyce & Paquin, 2016).

Much in the same way the original business model canvas is used to understand how revenues outweigh costs (Osterwalder & Pigneur, 2010), the main objective of the environmental layer of the TLBMC is to appraise how the organization generates more environmental benefits than environmental impacts (Joyce & Paquin, 2016). Via a formal Life Cycle Assessment, which provides an evaluation of environmental impact across multiple types of indicators (e.g., CO<sub>2</sub>e, eco-systems quality, human health, resource depletion, water use, etc.), the

Social stakeholder Business model Canvas

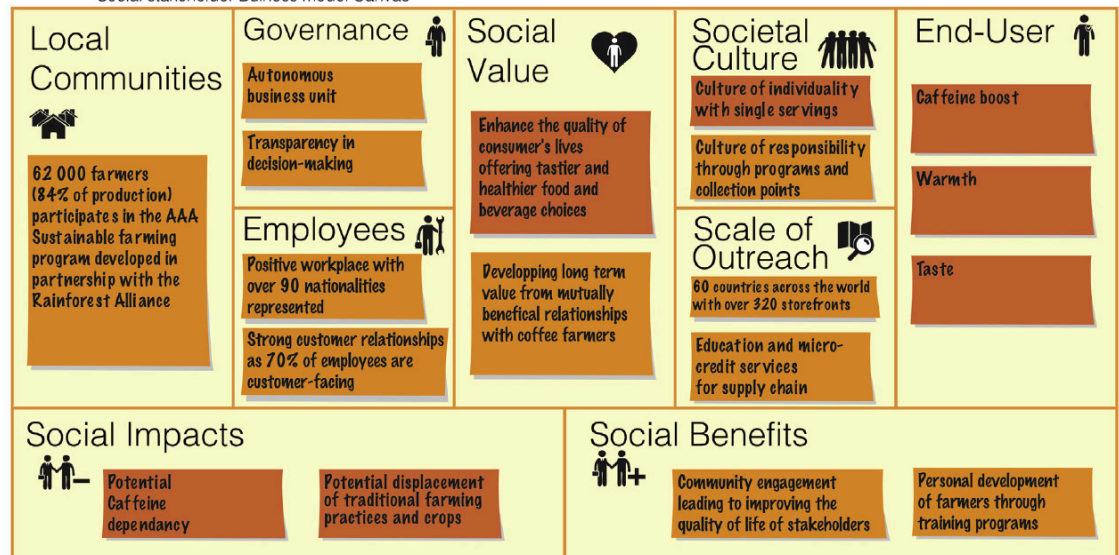


Figure 8: TLBMC Social Stakeholder Business Model Canvas (Joyce & Paquin 2016)

<sup>1</sup> The final line in the accounts of a company or organization, stating the total profit or loss that has been made (Cambridge Dictionary. n.d. “Bottom Line.”)

Environmental layer introduces a way to organize relevant elements in ways that are environmentally sound.

The social layer of the TLBMC is built upon Ed Freeman’s Stakeholder Management theory (1984). The approach differs from the economic layer by not focusing on the maximization of profits of an organization but aims to “*balance the interests of an organization’s stakeholders ...*” (Joyce & Paquin, 2016, p. 4). Literature from journals, published research projects, and more, commonly focus on a stakeholder perspective when addressing Social Impact. The TLBMC’s social stakeholder layer has therefore been created to be intendedly broad, as an organization’s stakeholders vary depending on a given context. Simultaneously, perhaps unintendedly so, it indicates the difficulty in standardizing socio-economic relations.

Triple Layer Business Model Canvas’ layers help better understand and represent the interconnections and relationships between organizations’ current actions and their economic, environmental, and social impact. It does so by using the same visual presentation as the BMC layout to in-theory allow businesses to delve deeper into areas that their companies will affect with their current business model design (Joyce & Paquin, 2016). By utilizing horizontal and vertical coherence, fig. 9), the TLBMC highlights key actions and their relations in each layer, thereby providing a more holistic view of the business model, which yields a systemic perspective.

This perspective can help businesses explore the unknown potential within their current business model and identify unknown risks or unintended negative actions (Lozano, 2008).

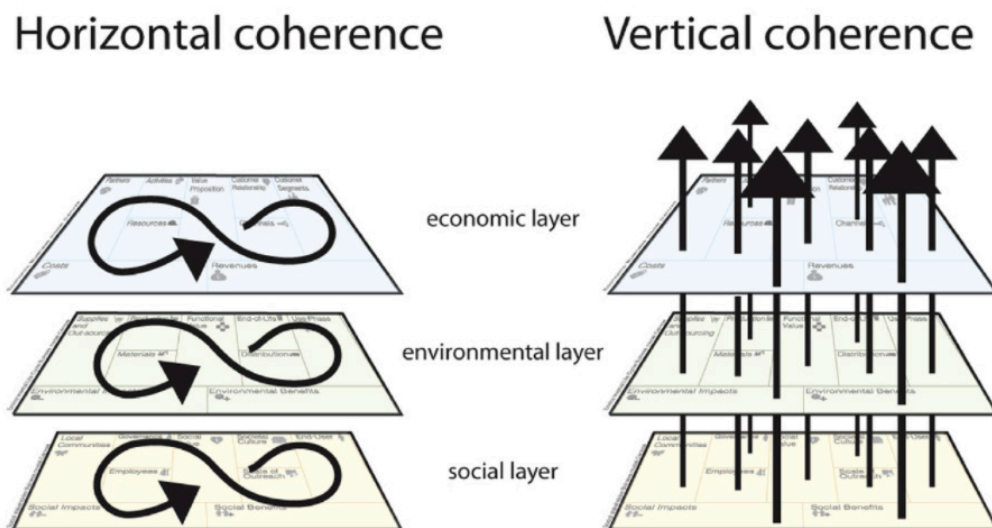


Figure 9: Horizontal and vertical coherence (Joyce & Paquin 2016)

## 2.4 research question

While extensive research of Social Impact, Service Design, and business models exists, it was difficult to find academic literature that connected these topics. Through the literature review, a clear gap was identified, which resulted in further exploration of how to connect these matters in a business context. It will therefore be both interesting and academically beneficial to explore how and in what way the human-centered, stakeholder-focused approach that Service Design utilizes, can affect business model

iteration. By using the Triple Layer Business Model Canvas as a foundation, the further exploration of the thesis will be narrowed down and it will be possible to test and validate assumptions through the use of Service Design tools and methods. The aim is to examine to what extent, or if at all, Service Design can be used as a connector between Social Impact and business models. Below is the general research question that will steer us further into the design process:

***“How can Service Design assist in identifying Social Impact opportunities in a business context?”***

## 3. methodology

This chapter presents the Double Diamond methodology, chosen to explore both the research question as well as the problem statement. Its design process consists of 4 stages: Discover, Define, Develop and Deliver (British Design Council, 2015). In order to explore how Service Design can assist in identifying opportunities within business models, it was deemed necessary to extend the

timeframe of the Discover and Develop phases of the design process. The first stage of Double Diamond will support the literature review with an empirical approach to the topics, whereas the third phase of the process will iterate between designing and validating to examine the project's outcome. lastly, the generalization aspect will be presented, clarifying the future results of the thesis.

### **This chapter will discuss the following subchapters:**

- 3.1 Design process
- 3.2 Research process
- 3.3 Generalisation aspect



### 3.1 design process

In order to structure the design approach, it was decided to use the double diamond methodology for the overall process. This methodology was developed by the British Design Council in 2004 (British Design Council, 2015). Since its inception into the design field, it has been largely adopted by Service Design practitioners and studies. Its simplified structure helps identify key overall areas of the design process and outlines them in an easy-to-grasp structure (fig.10). Its sequential layout presents the four areas; Discover, Define, Develop and Deliver.

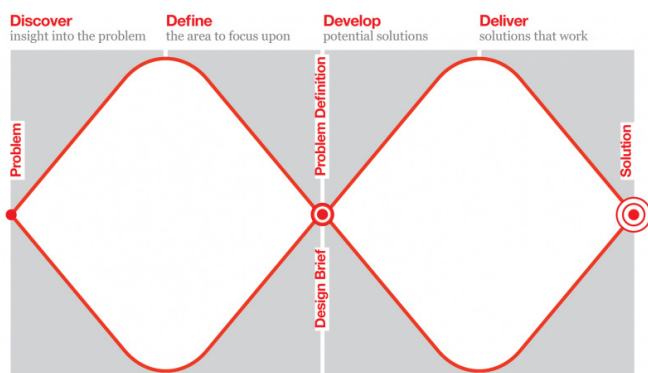


Figure 10: Double Diamond (British Design Council, 2015)

According to the British Design Council (2015), these four converging and diverging stages will result in a well-designed product/service. However, a general criticism of the Double Diamond approach and other academic approaches is often scrutinized in real-world scenarios for not being easily translated into such (British Design Council 2019). Because of the Double Diamond's perceived linear structure, it does not highlight any iteration between the stages and is thus seen as more of an idealistic model than a real process (Brooks, 2010). Due to much criticism, primarily about the linearity of the process, the visual representation of Double Diamond was reworked in 2019 to highlight its flexibility and adaptability (British Design Council, 2019). While having an overarching methodological approach to conducting work is highly beneficial in academia, there is a risk-averse nature to it when used in business as it fails to contextualize required resources and external factors (Maffin, 1998).

Even though criticism of the double-diamond approach is not without its merits, the methodology was chosen to be the overarching framework with due consideration. This was due to its presented simplicity, previous experience working with the double-diamond methodology, and experience with

applying and adapting the approach into real-world scenarios. As mentioned, the Double-Diamond approach is widely accepted in the Service Design field. However, it is also a generally respected approach in design academia, broadly speaking (British Design Council, 2015). Using it will therefore reduce barriers of communication with stakeholders and other interested parties, which may lead to a faster-shared understanding of the underlying processes.

The diverging and converging outline of the double diamond relates to the processes that should be undertaken during the corresponding stages.

Diverging approaches are generally considered to be broadening and as a “heads up” working method, where grasping information from a new perspective is the key driver (Nessler, 2016).

Converging approaches are similarly opposite. It is considered the “heads down” approach, where you consult gathered information and data and actively work on the identified problem to develop testing methods to lead to a solution (Nessler, 2016).

Through the Discover phase, the core objective is to understand. To understand the broader context, stakeholders, and the spatio-temporal environment they exist in. To do so, divergent thinking is used to gather new insights which create a unique perspective that allows for exploration through a wide variety of methods and tools, to which, the understanding of ‘who, what and why’ (Nessler, 2016) becomes clearer.

In the Define phase, the objective is to synthesize the findings and conducted research of the discovery

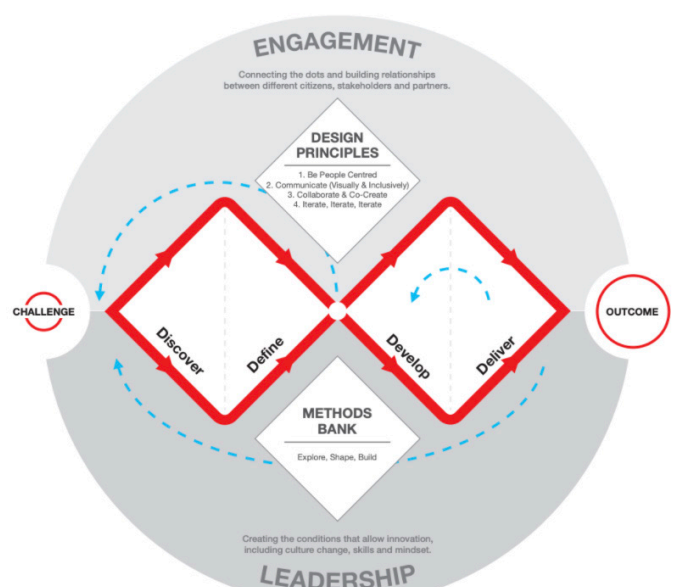


Figure 11: Updated Double Diamond (British Design Council, 2019)

phase in order to construct a more aptly scoped problem perspective to further work with.

The Develop stage is a largely iterative process wherein the goal is to address the problem identified through the previous stages. This is done by using divergent modes of thinking that allow us to zoom out in order to ideate and generate a multitude of scenarios to test and iterate upon.

As the research question is about identifying Service Design tools that can assist start-ups to find Social Impact opportunities, the Discover and Develop stages are about acquiring a local understanding of the chosen topics as a perspective to the literature review, and the workshop sessions where we can gather feedback on the tools and methods used in order to find these opportunities. That is why these stages are stretched, in both time and importance, as they had the longest duration and it was an iterative process between the two in order to define, develop, gather feedback, redefine and re-develop.

The final stage, Deliver, is where the completion of the service/product is created through rigorous convergent thinking methods and tools in order to present an easily understandable cross-profession concept.

### 3.2 research process

In order to showcase the overall research process of this thesis, figure (fig.12) is presented below, and it indicates the full work process from a top-down perspective.

The design process will be split, herein meaning there are two results that culminate at this thesis' end. Initially, the thesis attributes to Service Design academia by exploring the presented academic research question. The second is the contribution of the final outcome to the benefit of the start-up environment, which was finalized through this thesis project.

The iterative nature of the chosen methodology allowed us to review and adapt our exploratory research and further design approach. It did so by enabling various investigative methods such as empirical data acquired from in-depth interviews and primary and secondary desk research.

It helped us reflect upon the viability of academia and highlighted the importance of acquiring a practical perspective towards our research question.

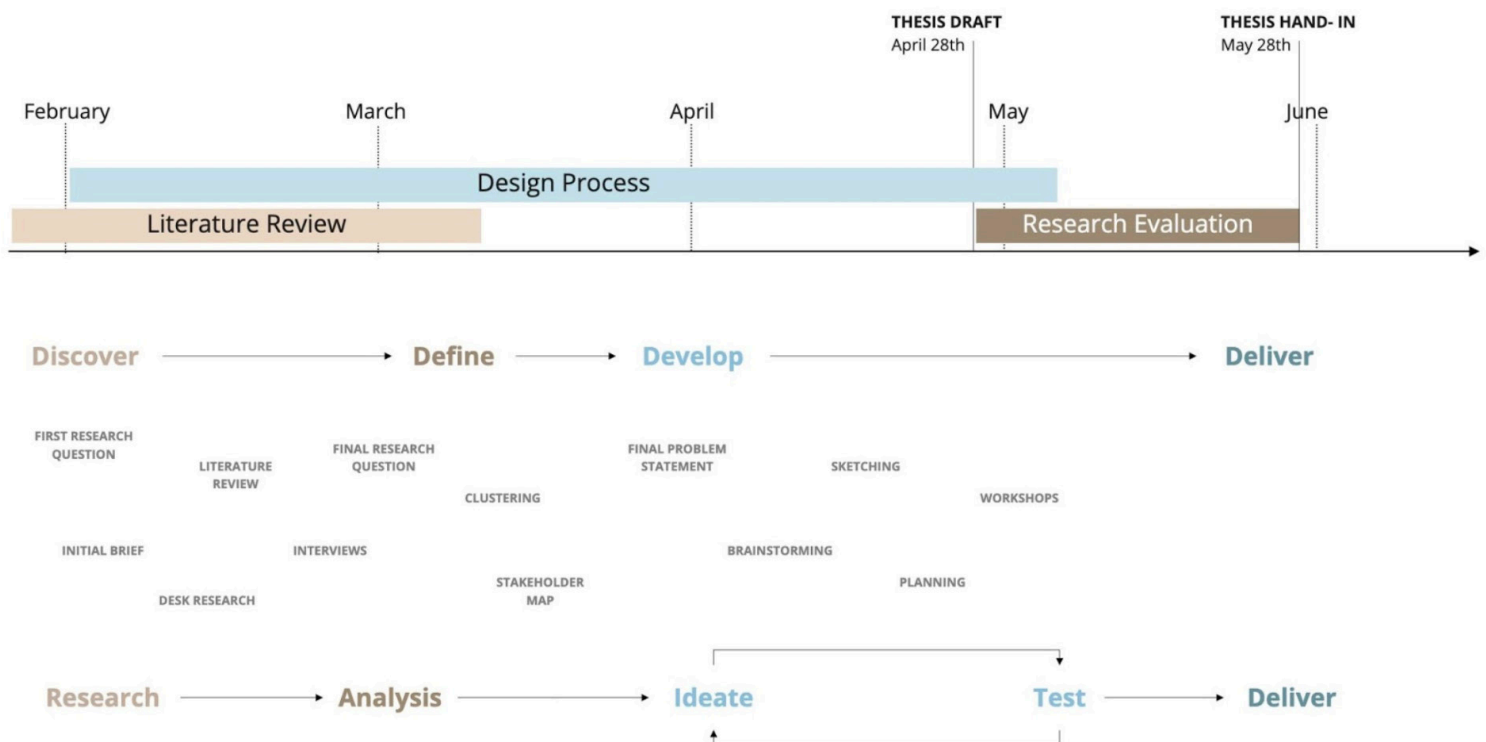


Figure 12: Design and research process

### 3.3 generalisation aspect

This thesis has been developed in Copenhagen, Denmark, and this is the spatial context wherein research has mainly been considered relevant. In order to justly generalize the results of the thesis, more far-reaching investigative research and testing must be conducted to properly certify the results of this thesis in a broader context. This is mentioned as the final designs may be seen as interesting for other parties than those initially considered or ones similar to those considered but situated in a different context. Although it is possible to make use of the final outcome, it should be noted that the conducted research was done in a specifically identified setting. As a consequence, the results of the final product may differ to a small or large extent, when used in other socio-spatial contexts.

### 3.4 ethical aspects

Due to the GDPR, the EU law on data protection, it was important to understand how to work with the personal data of people involved in the design process. Personal data is “*any information that relates to an individual who can be directly or indirectly identified*” (Wolford, n.d.). Because of a lack of consent forms on the use of the personal information, it was required to anonymize the inputs provided by, e.g., interviewees. For that reason, all names have been changed and professional titles generalized. In this way, no information used in this thesis can be associated with the participants’ true identities, which allowed us to work with their profiles freely.



# design process

This part of the thesis focused on the analysis, redefinition, and reflection upon the problem statement, which was a key driver for the exploration and answer to the academic research question of this thesis. In order to explore how Service Design can assist in identifying business model opportunities within Social Impact, this design process was split into four stages, corresponding with the four stages of the Double Diamond: Discover, Define, Develop, Deliver (British Design Council, 2015).

During the first stage of the diamond, the perspectives and understandings of Social Impact in business

were explored and defined, followed by an analysis of the start-up scene in the Greater Copenhagen area. The Define phase emphasized data clustering and sense-making, which outlined a target group and provided a local perspective on the gap found in the literature review. The Develop phase initiated the ideation and exploration of possible solutions and workshop planning which started an iterative process of designing and later testing with the target group. Lastly, in the Deliver stage, the outcome was presented and validated with potential stakeholders.

## **The Design Process will be described and discussed in the following chapters:**

4. Discover
5. Define
6. Develop
7. Deliver

## 4. discover

This chapter aims to expand upon the academic knowledge gained through the literature review by acquiring a local perspective on the thesis topics. The literature review showed a noticeable gap between theoretical and practical approaches when working with Social Impact and entrepreneurship. In order to bridge this gap, it was essential to get a better overview and understanding of impact in business and the start-up scene in the Greater Copenhagen area.

The overall motivation for the Discover phase was to acquire a local perspective on the literature review and conduct research that would help outline a potential target audience. In order to do so, it was decided to conduct desk research, which explored

case studies to understand Social Impact in practice and tools used in the start-up creation process. Subsequently, in-depth interviews conducted with potential stakeholders were an eye-opening part of the research. During these conversations, different parts of the start-up scene were examined: start-ups themselves, business coaches, and investors, thereby acquiring data that could not be uncovered through academia. The research conducted inspired one of the learning goals of this thesis - contributing to the start-up environment by providing an adaptable framework. Research gathered during this phase was crucial to proceed with the next step of the Double Diamond, where the target group was defined.

### **This chapter will discuss the following subchapters:**

- 4.1 Desk Research
- 4.2 Interviews
- 4.3 Reflections

## 4.1 desk research

### 4.1.1 positive Impact in businesses

In 1970 a paper by Milton Friedman was published, called ‘A Friedman Doctrine: The Social Responsibility of Business is to Increase Its Profits.’ He argued that a company had no social responsibility and should only focus on profits for its shareholders. Although the shareholder theory does hold some weight 50+ years later and is still a dominant force in the corporate world (Klingler-Vidra, 2019), this is not the only prerequisite for creating a company anymore (Initiative Impact Report, 2020).

Building upon the Rockefeller Foundations Impact Investing Initiative and the Global Impact Investing Network, from 2006 and 2009 respectively, an era of impactful corporate guidelines was ushered in. In 2015 this meant creating the UN’s seventeen Sustainable Development Goals, known as the SDGs (United Nations, 2015). With the further creation of the Paris climate accord, a massive undertaking has and is happening to better the world’s climate. For companies, this means adapting to the globally accepted SDGs (United Nations, 2016). For any organization to be considered a company, it must be a for-profit organization (Medium, n.d.). This means that companies will have to find a way to change, adapt and market their transition into being more sustainable than they have been, and they must find a way to either limit spending or make a profit doing so. With this in mind, it is worth considering an old Japanese saying which translates into “*Where attention flows, money follows*” (Kelly, n.d.). This, unfortunately, rings true in the corporate world more than anywhere else. With the growing global focus on climate change, it is understandable why the SDGs related to climate change then receive the vast majority of attention, and as a consequence, investments.

The table above shows which SDGs Nordic impact-aware investors, VCs, and more are interested in as of 2020. (Initiative Impact Report, 2020).

When categorizing the SDGs into environmental and societal change, a stark image of the money

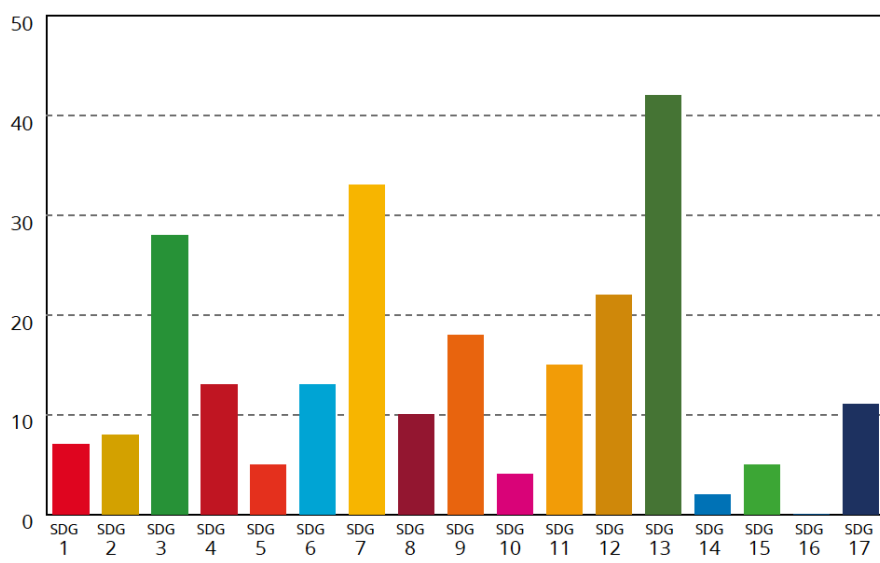


Figure 13: SDG investments (Social Protection in the Nordic Countries | Nowbase, n.d.)

imbalance is clearly outlined:

**Environment:** 3, 6, 7, 9, 11, 12, 13, 14, 15

**Social:** 1, 2, 4, 5, 8, 10, 16, 17

(United Nations, 2015)

While the figure 13 outlines the focus point of Nordic investors, large and small, it is worth considering the generally high functioning governmental bodies of these countries and the social security network and benefits each country provide for their citizens, as seen in the figure 14 (Nososco, 2017).

Nevertheless, this does indicate a trend as the investments of these companies are mainly domestic. That said, global investments are also

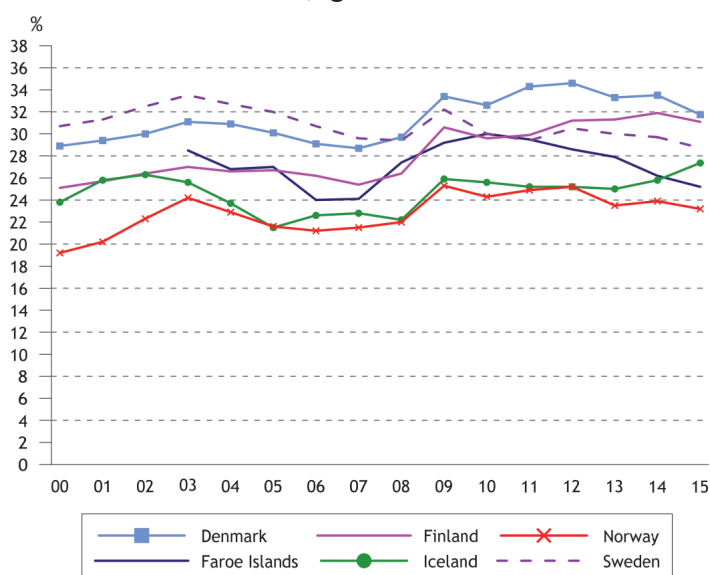


Figure 14: Social expenditure graph (Nososco, 2017)

performed.

While it has been briefly outlined in fig. 13, the SDGs focus on two overarching areas, social and environmental change. As the differentiation between environmental and societal impact can overlap, and environmental solutions can impact societal change, it can sometimes be challenging to distinguish them entirely. Many investors also claim that Social Impact, while important, is generally measured in fuzzy<sup>1</sup> datasets, which are difficult to quantify (Norman & MacDonald, 2004).

The quantifiable difficulties may be a factor for the focus on environmental impact as the data acquired from environmental change is easier to quantify and measure and present as favorable data to both stakeholders and the public at large (Initiative Impact Report, 2020.).

### 4.1.2 social impact in business

Social Impact is a part of business in 2 different ways. The first way implies that companies focus on impact first, which goes under the umbrella term of Social Innovation. The second way encompasses companies who are impact aware and focus on their Corporate Social Responsibility (CSR).

Starting with impact first businesses, they are characterized by different forms of innovation delivered by the organization, including technology, business, manufacturing, agriculture, and communication (Parekh, 2015). Social innovation focuses on both the solutions that create social value and the processes through which the ideas are developed (GSB Stanford, n.d.). Social Innovation is considered an overarching label that generates solutions benefiting societies rather than just individuals or corporations, containing terms like Social Enterprise and Social Entrepreneurship. Social Enterprise mainly defines a business focused primarily on maximizing societal benefits while acquiring the highest possible profit (Barone, 2020). However, it is also used to describe more than just impact-driven organizations. The term Social Enterprise is more generalist than Social Innovation and includes not-for-profit entities. Due to confusion related to this term, some countries, e.g., South Korea, Finland, and Italy, have passed laws defining what 'Social Enterprise' is, thus limiting the overuse of this word (Parekh, 2015).

<sup>1</sup> Fuzzy statistics usually refer to the treatment of ambiguous, imprecise, or subjective data (Buckley 2013).

Conversely, Social Entrepreneurship is often used to describe a problem-solving mindset, which focuses on local and global issues from a business perspective. Embracing a business perspective ensures that the company can reach the right markets and create a profit while generating a positive 'return to society' (Parekh, 2015). That said, companies under the umbrella term of Social Entrepreneurship can be both non- and for-profit, which once again, like in the case of Social Enterprise, leaves room for misinterpretation.

Corporate Social Responsibility has become a standard measurement metric for other organizations that consider Social Impact their secondary goal. Corporations like this can choose how much or how little they want to engage with these initiatives. Social Impact has become a more prominent and valued metric for a company's growth. While most companies still focus on profits first, more and more businesses have begun releasing Impact or Sustainability reports communicating their steps towards social responsibility (Parekh, 2015).

### 4.1.3 case studies

Through the Discover phase, the research investigated the practical side of conducting a business on several scales, not simply within start-ups. This was done in order to get a broader understanding of what has been and is currently being done and considered good practice through a variety of industries, all concerning Social Impact. This meant looking through different case studies to grasp how these businesses implemented Social Impact into their practice.

Weply is a company that manages chat interactions between client companies and their customers, emphasizing the humane touch by distancing themselves from the surge of chatbots (Adam et al., 2020). They were able to shift their perspective and increase productivity and how attractive they were to future clients. This was done by hiring people on the outskirts of society, e.g., people with disabilities or other issues that meant maintaining a full-time job was difficult. Weply created a unique selling point by thinking outside the box, and they now offer a 4-second person-to-person response time, 24 hours a day. As a direct result of their choice, Weply now has a larger company, contributes more to society, and is more attractive to new talent.

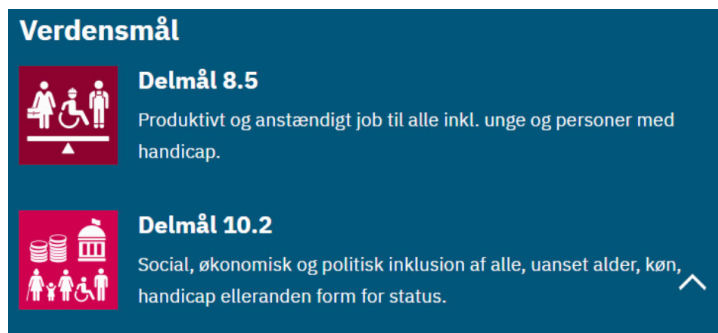


Figure 15: Cases (Copenhagen Business Hub - Erhvervshus Hovedstaden, n.d.)

Another case study to highlight is Sera Scandia. They managed to add extra nutritional iron to diets in developing countries to fight anemia, one of the most common sufferings in developing countries. As a low-iron diet is common in developing countries, millions suffer from anemia which can negatively impact cognitive development and even be deadly in some instances. By producing a blood protein-iron that gets absorbed 20 times more efficiently by the body, Sera Scandia ensures people in developing countries get the nutrition they so desperately need. By opening themselves to business opportunities in developing countries, Sera Scandia is creating a large business and simultaneously increasing the quality of life of people in dire situations (ehhs.dk, n.d.).

TOMS, a company solely created from recognizing a problem, namely: soil-borne diseases. These diseases commonly attack the lymphatic system of women and children and are common in Ethiopia and Argentina. TOMS founder Blake Mycoskie commented on the issue, stating, *"They don't have to get it. If they wear shoes, they'll never get it."* (Kurtz & Boone, 1997, p. 138). Mycoskie thus pioneered the 'One for One' business model, where for one item purchased, another one is given to a child in need. As this was the solution to an existing problem, the company started with shoes and years later expanded to other consumer goods like eyewear and coffee roasting (Parekh, 2015). TOMS now claim to have positively impacted over 100,000,000 lives. As for now, the company invests 1/3 of its profits into grassroots goods, supporting people in building equity at the local level (TOMS, n.d.).

OXO Good Grips is a manufacturer of kitchen utensils, office supplies, and housewares, catering to disabled people by creating grips suitable for anyone. OXO Good Grips is another case of a company born due to problem recognition. Its

founder, Sam Farber's motivation, was enabling his wife to partake in kitchen activities. Seeing that her mild arthritis causes her to struggle and pain using a regular peeler (OXO, n.d.), he decided to take the matter into his own hands. Farber designed the first peeler with ergonomic rubber handles, providing *"kitchen devices that were as comfortable as they were functional, designed not only for cooks with hand problems but for all cooks"* (Fox, 2013, p.17).

### 4.1.3 social impact tools in business

When researching case studies, some of which were highlighted before, it was crucial to identify which tools and methods were used for them to identify these areas of opportunity. Therefore, it was researched which tools existed and what their purposes were. The research was done through a mix of academic and practical channels. Through the joint collaboration and effort of the UN Global Compact, Global Reporting Initiative (GRI, n.d.), World Business Council for Sustainable Development (WBCSD, n.d.), the Sustainable Development Goals Compass has been developed.

This is a key feature for all the companies and organizations participating in the improvement of climate and societal actions in the coming years and decades. Sdgcompass.org (n.d.) represents a formal method of working with the SDGs in a top-level format. Each SDG has several designated tools assigned to them, all entrenched in a GRI measurement system. However, when researching the tools in-depth, it was discovered that these tools were developed for larger companies and organizations. Organizations that have the ability to compartmentalize business areas and create company-specific indicators and convert data to a GRI measurement system. This is not the case for smaller companies and start-ups. Therefore more foundational Social Impact tools were researched upon.

Locally, this led to Erhvervshus Hovedstaden, also called Copenhagen Business Hub. They are a government subsidiary focused on assisting companies, large and small, with consultations. In February 2021, the Copenhagen Business Hub finished a 2-year project from which they learned a new area of expertise directly correlated with their implementation of SDG consultations. Specialized business developers focus on tools, methods, and



approaches tailored to creating profitable businesses considering SDGs

They introduced several new tools to their working methodology, e.g., SDG-focused BMC, SDG-challenge cards, market capitalization, the Growth wheel, and others, all specifically designed to help companies transition to being more environmentally and socially responsible (Vækst Med Verdensmålene - Copenhagen Business Hub - Erhvervshus Hovedstaden, n.d.)

## Growth Wheel

The Growth Wheel is a method for both advisors

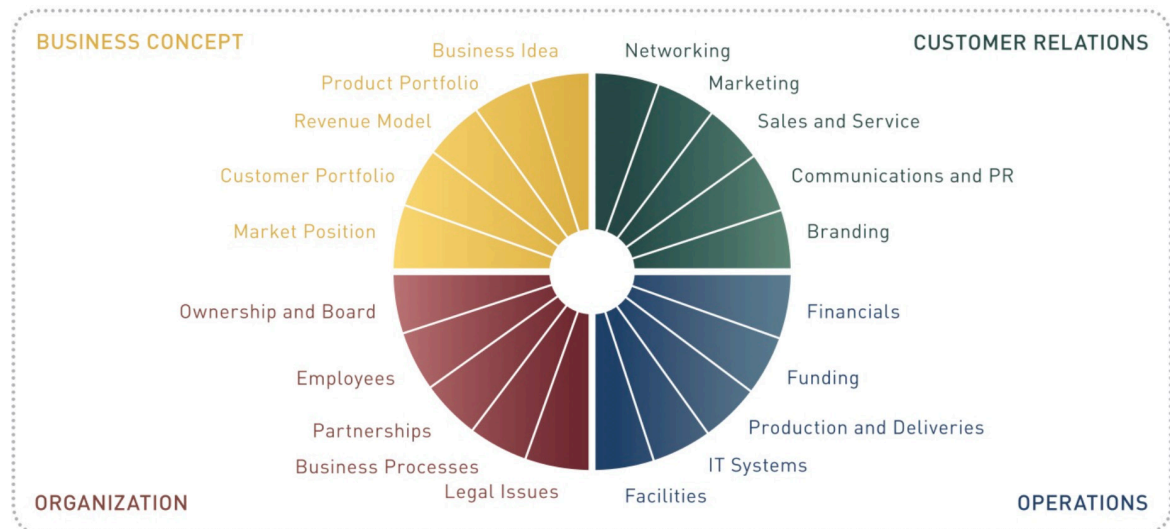


Figure 16: Growth Wheel (Growthwheel international, 2005)

and entrepreneurs to collaborate, create impact and make businesses grow.

The framework itself initiates structured conversations about a business and helps the entrepreneur identify opportunities and challenges for a given company. It is aptly described as a checklist of what to do next. All elements were changed to fit the 2021 focus on social and environmental issues (Growthwheel International, 2005).

## Social Impact Wheel

Additionally, Board of Innovation, an international business design and innovation strategy firm, developed a Social Impact Wheel, which helps a company identify if it is socially responsible. It determines a companies social responsibility based on four impact values – equality, community, empowerment, and environment (Board of Innovation, n.d.).

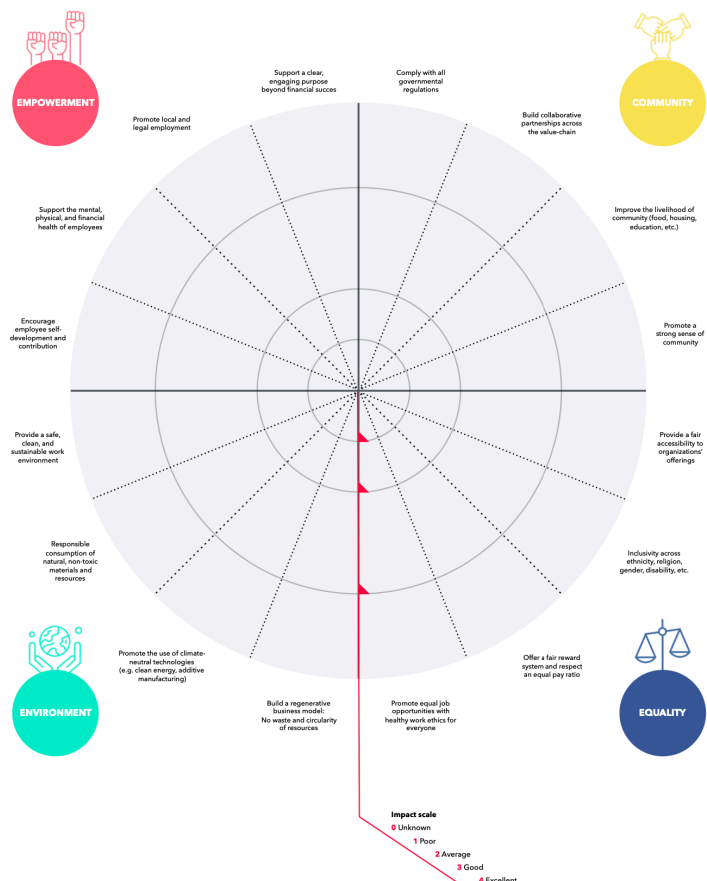


Figure 17: Impact Wheel (Board of Innovation, n.d.)

## 4.1.4 copenhagen start-up ecosystem

During participation in a validation workshop, the facilitator spoke of the ever-growing importance of Environmental and Social Impact as a critical driver for change. The facilitator subsequently highlighted how this, in turn, affected aspects of the Danish start-up landscape, which is also changing when it comes to funding criteria (personal communication, March 2, 2021). Therefore, while companies are not excluded from funding if they do not care for being an impactful business, some opportunities

will remain ‘closed doors.’ Whereas for start-ups who consider their standpoint towards the SDGs and are responsible, doors will remain open, and new ones will follow as start-ups accept the global goals for change.

A Stakeholder map (Stickdorn & Schneider, 2018) of the entrepreneurial scene of the Greater Copenhagen area has been created. It presents a categorized overview of start-up-related events and competitions, incubators, accelerators, and funding opportunities.



Figure 18: Stakeholder map of Copenhagen start-up ecosystem

## 4.2 interviews

Understanding Social Impact and its importance within the business landscape in Denmark and Copenhagen was essential. In order to acquire this understanding, qualitative research was conducted. It was decided to plan for in-depth interviews, which would help acquire more practical and local knowledge. The in-depth interview method is commonly used to talk to people with particular knowledge and an understanding of unique events or topics (Bjørner, 2015). This type of research enables collecting detailed information, which strengthens research with rich data and new insights. Due to the method's inherent flexibility, the interviewer can explore areas of interest in-depth by following up with clarifying questions (Bjørner, 2015).

Aside from using interviews to understand the local perspective on the researched matters, they would also contribute to understanding who could be a potential user of the planned framework. The interview questions aim to clarify the current processes that start-up founders, business developers, and investors go through and their motivations.

For these, an interview guide (appendix 1,2) was created to ensure the information and knowledge collected would be unbiased and valuable (Service Design Tools, n.d.). Given that the people being interviewed were from different backgrounds and stages of entrepreneurship, two separate interview structures were created. Due to the interview categories and separate structures, it was deemed necessary to develop the guide so that cross-category clustering and sensemaking would remain relatively straightforward.

### 4.2.1 interviewees

The research process is based on the entrepreneurial scene in Denmark, with an emphasis on the Greater Copenhagen area. This narrowed down the scope of potential interviewees to experts and start-ups from this region.

#### Experts:

When conducting desk research for the project, Many interesting and valuable people in the Copenhagen entrepreneurial scene were considered

during desk research. It was decided to interview investors and business developers and crucially to find participants who were and were not impact aware. Mixing the expert's relation to impact was to have different perspectives as it would provide a nuanced and broad understanding of the local situation. Thorough research was a good step towards evaluating how relevant and valuable they would be. After deciding on the most compatible people, they were contacted through email or LinkedIn to ask about their availability and make sure they were the best fit for the interviews. By introducing them to the research area and pointing out the keywords; Social Impact, start-up validation, and business models, it was established who to focus on and consider for further research.

#### Start-ups:

Choosing the participants for the start-up group was done by browsing for companies through a platform called theHub.io. It provided a list-view of start-ups in Scandinavia and enabled easy company filtering based on location, start-up stage, funding status, and much more (thehub.io, n.d.). At this point, the start-ups did not need to be focused on Social Impact. Furthermore, it was encouraged to contact founders from different industries, as it would provide a broad scope of perspectives and opinions on the topic.

#### Structures

The first structure was used with the 'start-up' category interviews. Within this category the interviewees were divided into:

- Pre-investment (*early-stage start-up*)
- Currently looking for investors (*start-ups at proof of business stage*)
- Early funding (*business angels / grants*)
- Series funding (*scale up & VCs only*)

The second interview structure was created for the 'expert' category. Here they were divided into:

- Expert (*i.e. working as a business developer for an incubator*)
- Investor:
  - BA
  - VC investor
  - Public (*working at or in partnership with public funds & grants*)

For the second interview structure, the questions from the start-up structure were used and rephrased to match the interviewees in this category while



ensuring that the core of the questions remained 'identical.'

Below there is an example of a question from the start-up interview structure and how it was rephrased to fit the expert structure:

### **Example 1**

Start-up:

What do you think investors want to see in a (pitch) What makes them interested in a start-up?

Investor:

What do you, as an investor, want to see in a pitch? What makes you interested in a start-up?

### **Example 2**

Start-up:

What does Social Impact mean to you? Do you think that Social Impact could have an influence on the value of the start-up (for an investor)?

Investor:

What does Social Impact mean to you? Does Social Impact have an influence on the value of the start-up (for you as an investor)?

It was important to understand how the same subjects were seen and interpreted from two different angles and if the start-ups are aware of, i.e., what investors want and care for. It would be easier to compare answers, cluster data, and point out similarities and divergencies on each matter by asking the same questions. As presented in Example 2, some general core questions were preserved in their original form, as there was no need to address them to a particular interviewee. The questions allowed for gathering information on the central thesis topics: Service design, Social impact, and Business models.

In order to follow the interview structure and respect each interviewee as an individual with their own experiences, journeys, and knowledge to give, it was chosen to conduct semi-structured interviews. This structure allowed interviewees to expand on questions they deemed interesting and simultaneously made it easy for the interviewer to the structure once a given anecdote was finished (Stickdorn & Schneider, 2012).

## **4.2.2 the interview**

The guide was split into three sections:

### ***Start-up in general***

This section focused on the interviewee on an inter- and personal level, asking about their relation to the entrepreneurial scene, current job and areas of expertise, and their start-up development. Aside from that, the process of prioritization when building a start-up was discussed.

### ***Validation and Funding***

Here, the questions concerned what validation meant to the interviewee, how it was conducted, and how to present it to investors. Additionally, if they had experience with such, what they are doing differently from then to now.

### ***Tools, Methods, and Practices used***

This section was about the interviewee's perspective towards business models in general and if they ever used tools to develop them. Furthermore, this section inquired into whether interviewees were aware of *Design Thinking*, *Service Design*, *Social Impact*, and how it could potentially influence the value of a start-up.

After each section of questions was completed, the interview would segue into a Quick Voting activity (Stickdorn & Schneider, 2012), which was performed on the platform Miro.

### ***Quick voting activity***

The activity aimed to understand which elements of business development start-ups and experts in the Greater Copenhagen area considered most important from a Social Impact perspective.

The interviewees were presented with the Triple Layered Business Model Canvas' social stakeholder layer and was given five votes, of which they could spend as they saw fit. (i.e. five times one vote on one block, four votes on one 'block' and one vote on another - if they so desired).

The TLBMC uses the same design as the original Business Model Canvas with its nine-block layout. At the same time, the social stakeholder layer has different criteria for input fields (Joyce & Paquin, 2016).

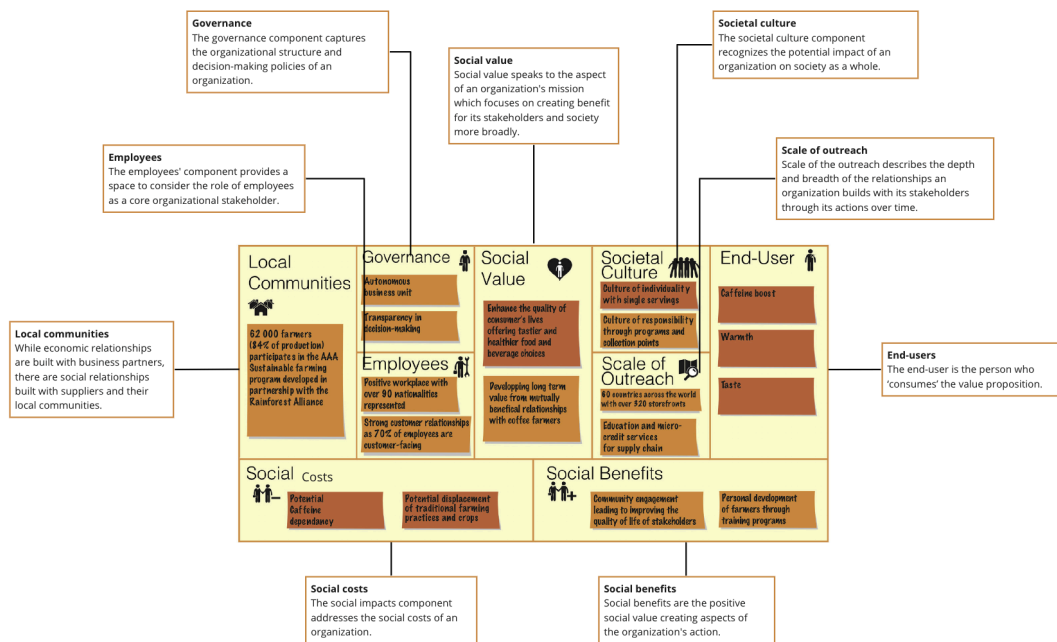


Figure 19: TLBMC Nespresso Case (Joyce & Paquin, 2016)

### 4.2.3 interview clustering

The facilitator ensured the participants' understanding by explaining the process in detail and presenting a completed canvas layer with a case study from Nespresso. The canvas was added to further ensure that the meaning of each block on the canvas was understood. Additionally, two-sentence explanations from the Triple Layered BMC's authors were connected to each block (fig. 19).

The activity had a time limit of ten minutes, and the final results were not at any point visible to other participants. Every activity was done individually with an empty canvas not to bias the decision-making process.

In order to cluster the interviews, it was essential to develop a structure that would allow for a clear distinction between different types of interviewees and topics and support text-heavy content online. Therefore, a platform called Notion.so was used. It is a comprehensive project management tool that provides components like spreadsheets, kanban boards, calendars, reminders, databases and supports online collaboration (Notion.so, n.d.).

Using the spreadsheet tool, a table consisting of 3 columns: name, tags, and notes, was created.

As an inspiration for this technique, the meaning condensation table - a clustering method (Kvale & Brinkmann, 2015)- allows for an overview of various opinions and statements collected during

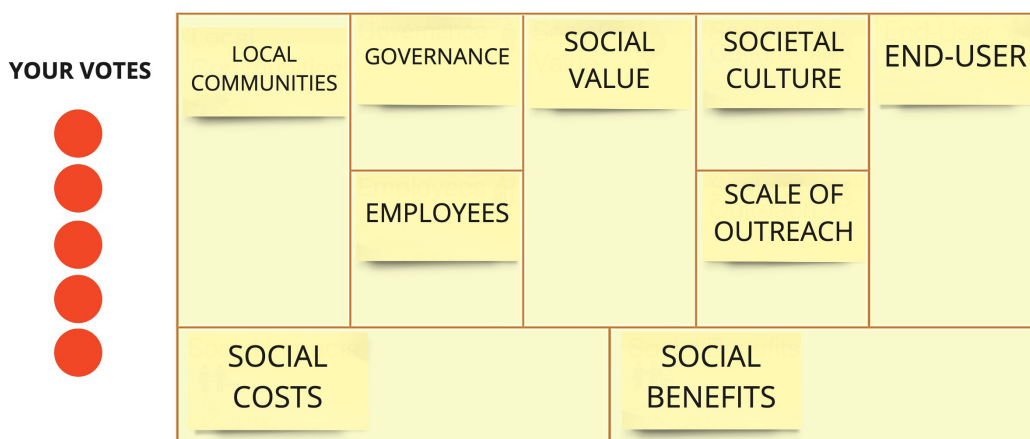


Figure 20: Activity voting template

the interviews. It is valuable when making sense of in-depth interviews as it contains themes of special interest and collects insights related to the particular matter.

For classification, fifteen tags were created, categorizing the answers based on the type of interviewee (Expert: Incubator, Private investor, Public investor; Start-up: On-going invest., Early invest., Funded), as well as the topics (Validation, Prioritization, Service Design Thinking, Tools, Process, Social Impact, Value for investors, Pitching).

The ability to create tags was one of the main reasons for using this platform. It was possible to assign multiple labels to each segment of text, which meant easy filtering of the findings, by, for example, searching for multiple tags simultaneously.

Full transcripts from the interviews can be found: [https://drive.google.com/drive/folders/1WcNm\\_RT09rmFIRuuuzWVjye\\_YDiKudKQ?usp=sharing](https://drive.google.com/drive/folders/1WcNm_RT09rmFIRuuuzWVjye_YDiKudKQ?usp=sharing)

## Interviews findings

+ Add a view			Properties	Filter	Sort	Search	...	New
Aa Name	Tags	Notes						
Interview 1	Prioritisation Expert	In general, people focus on the external part of the startup, e.g. logo, website, visual, before they validate. Startups forget validation, they don't do it because it's scary. 70% of startups in AAU Incubator failed because they didn't validate, or didn't do it properly. Got 10 responses to the survey and then stopped. Validation is the most important but the least prioritized.						
Interview 2	Validation - meaning Expert	Validation - finding proof that you have a market/ that your business can be in the world.						
Interview 3	Validation Expert	First level of validation is almost always free.						
Interview 4	Expert Tools Validation	Lean: build, measure, learn						
Interview 5	FAQ Expert	Usually, they don't ask about validation, because they don't think about it. People ask about funding.						
Interview 6	Tools Expert	People don't use the tools from the workshops, outside of workshops. I see people use it as a dialog tool.						
Interview 7	Validation Expert Process	We need to change the focus away from funding to validation. They [startups] look way too much into money, rather than validation, and no one will give you money before you validate.						
Interview 8	Tools Expert Process	It's easy to get lost or get stuck [in the process], then we show them the tool and they can move on						
Interview 9	Tools Expert Service Design Thinking	Design thinking changes people perspective on the process. Maybe it's one or 2 tools they are exposed to - and they change/influence their concept.						
Interview 10	Tools Expert Service Design Thinking	To me [service design], it's design thinking, rethinking, designing a service, process, or system, or optimizing the current one. I think it's a good approach. Maybe I halfway understand because I talk to people from your department.						
Interview 11	Social Impact Expert	Social impact - talking in a business context, doing something for a good of someone, bigger picture. Maybe improving living in 3rd world country. Something that doesn't make sense from a business point of view but makes sense from human point of view.						
Interview 12	Social Impact Value for investors Expert	I think investors are becoming more and more focused on this [social impact]. When you look at companies selling cigarettes, oil, weapons - they are usually cheaper on the stock market, because many big investors are not allowed to invest in oil, weapons, etc. They prefer to invest in "green" things. I think the same trend comes into startups.						
Interview 13	Social Impact	More investors start to have more green agenda, and they only invest in people that are green-						

Figure 21: Interviews findings

## 4.3 reflections

In the Discover phase, we aimed at researching areas of business that were hard to find within academia. To broaden our initial understanding of topics such as impact in business, with an emphasis on Social Impact, we explored an international as well as Danish approach to the business scene. Additionally, we researched different use cases and analyzed their approaches to being an impactful company. This provided some insights into the practical aspects of a business. When working with the start-up scene, the decision to use Service Design tools also weighed on exploring a widespread use of different tools and methods when starting a business.

These preliminary findings provided a solid knowledge base as we continued to the next part of our Discover phase, focused on semi-structured interviews. When looking for participants, we used our networks and LinkedIn as a source to search for different people. By contacting them, explaining what we were working with, and asking if they would be interested in helping with the research, we gathered eleven participants who provided us with valuable information.

As we were not initially aware of our target group, we interviewed a couple of business angels and allocated a lot of interview time on questions similar to ‘what does an investor want to see in the pitch?’, which are directed more towards early-stage start-ups. Although they were interesting findings, they did not influence the design process in any way. Looking back, we could have iterated on the interview structure and updated it when we started realizing that the focus was changing. We believe that we could have benefited more from talking to Seed and Venture Capital funds and Public Funds to understand better how they work with the start-ups they support.

When conducting desk research on Social Impact, we were surprised by how vague this term is. Depending on people, countries, or businesses, it can be interpreted quite differently, and there is no one way to define it.

Continuing with the interviews, we decided to ask the participants ‘What does Social Impact mean to you?’ and realized that it was the same as with the desk research. Every participant had a different definition of Social Impact. Even though they all overlapped in one way or another, it was crucial to find one definition that would drive our project when moving forward.

One of the methods that we wish we could have added to this phase was Service Safari’s, an approach where we would visit the users, in our case start-ups, and immerse ourselves in the experiences they are going through when building a new business (The Design Council, 2015). Going to different incubators, accelerators, VCs, or Public Funds, we would have been able to observe real-time situations and document them with notes, audio recordings, videos, and photos (Stickdorn et al., 2018). The use of service safaris could have influenced the continuing design process as it would have provided an additional contextual understanding of the start-up scene and some of its operational activities. The method was skipped due to limitations caused by Covid-19.

We believe that the conducted desk research and the broad spectrum of participants during the interviews provided us with enough data and understanding of the research topics, leaving us with a solid foundation for proceeding with the following stages of the process.

## 5. define

This chapter focuses on sensemaking and analysis of previously gathered data meant to identify the right target group. The data synthesis began with the clustering of interview findings, followed by the creation of empathy maps. The empathy maps clearly outlined cluster differences and brought to light how diverse the views and opinions were

on funding, start-up value, tools and methods, and Social Impact. At the end of the chapter, the target group will be presented, which culminates the first diamond of the design process, and connects with the Develop stage in the second figure of Double Diamond methodology.

### **This chapter will discuss the following subchapters:**

- 5.1 Sense making
- 5.2 Interview reflections
- 5.3 Target group
- 5.4 Definitions
- 5.5 Reflections



## 5.1 sense making

This session started with categorizing the different sections of answers related to the three categories of the interview. However, with a more narrowed down scope, so, therefore, more categories emerged. This initial categorization was done in order to uncover patterns that were not immediately noticed during the interviews.

From left to right the categories are:

1. Prioritization
2. Process
3. Pitching value for investors
4. Tools
5. (Validation)
6. (Service) Design thinking
7. Social Impact

The figure below presents the answers to each category, the patterns, and similarly some highly subjective responses.

1. Start-ups are generally product-focused in the early stages, whereas experts find most use in validation activities and sales.
2. Validation prioritized over funding was the notion here; both experts and start-ups agree.
3. While start-ups believe both team composition

and Social Impact to be of significant value to investors, their [investors] focus was instead a mixture of market validation, data, and team composition.

4. The majority of start-ups were familiar with tools such as the BMC, but some also stated that it was used more to discuss or that it was simply too theoretical. Experts largely agreed with the last sentiments, that it is too theoretical or used as a base for discussion.
5. No direct patterns were found in an approach to validation, as it is subjective. However, the takeaway is the consensus amongst all participants that validation is a key element to creating a start-up.
6. Similar to category 5, no patterns were revealed apart from the overall result that neither could describe Service Design or Design Thinking sufficiently. Clarification: Some, less than 20%, were aware of Design Thinking or Service Design, but not to any usable degree.
7. A general pattern for both start-ups and experts is that Social Impact is, in one way or another, a way to do good for society/environment/culture. An expert-only pattern is that it increases the value of start-ups. Clarification: mentioning Social Impact to these participants in most cases made people think of either solely climate change or mixed with social change.

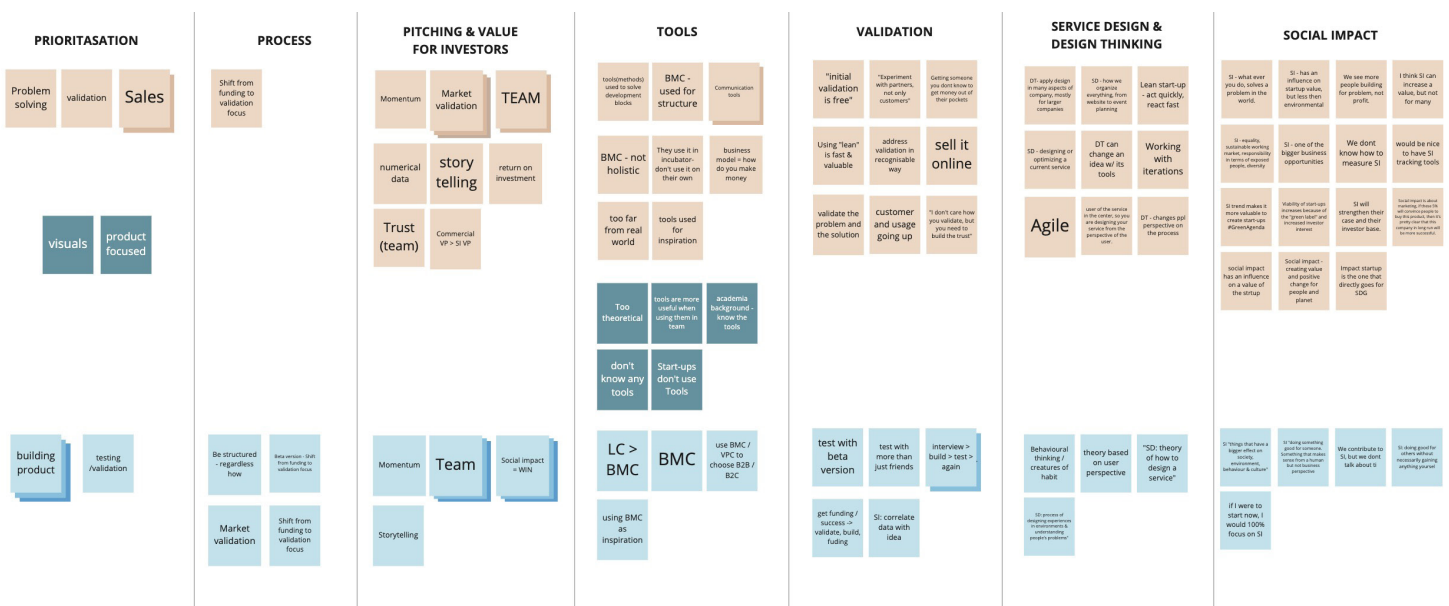


Figure 22: Interviews clustering



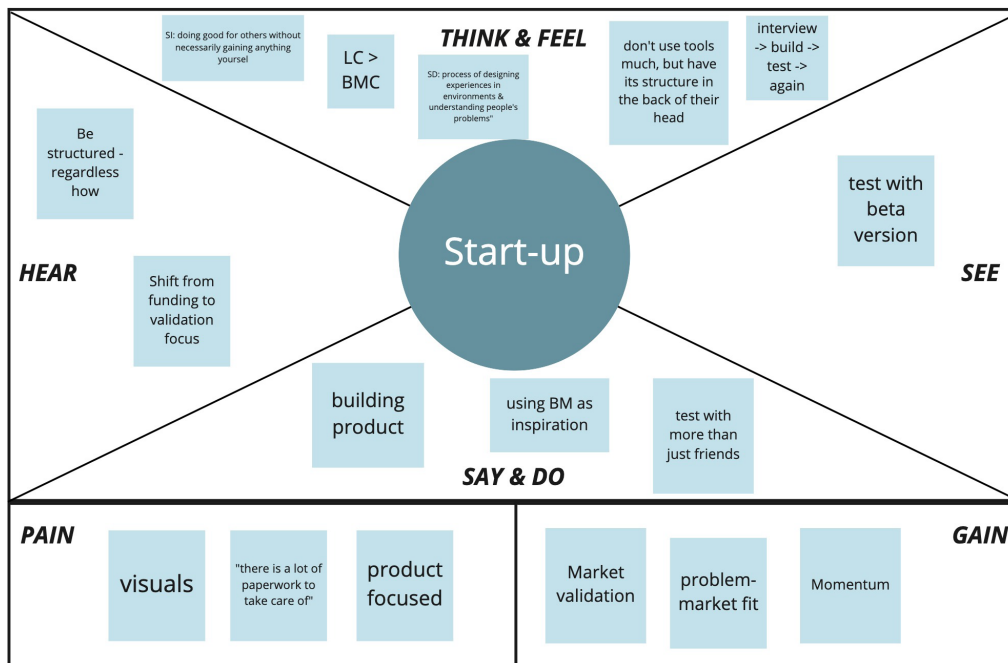


Figure 23: Empathy Map Start-up

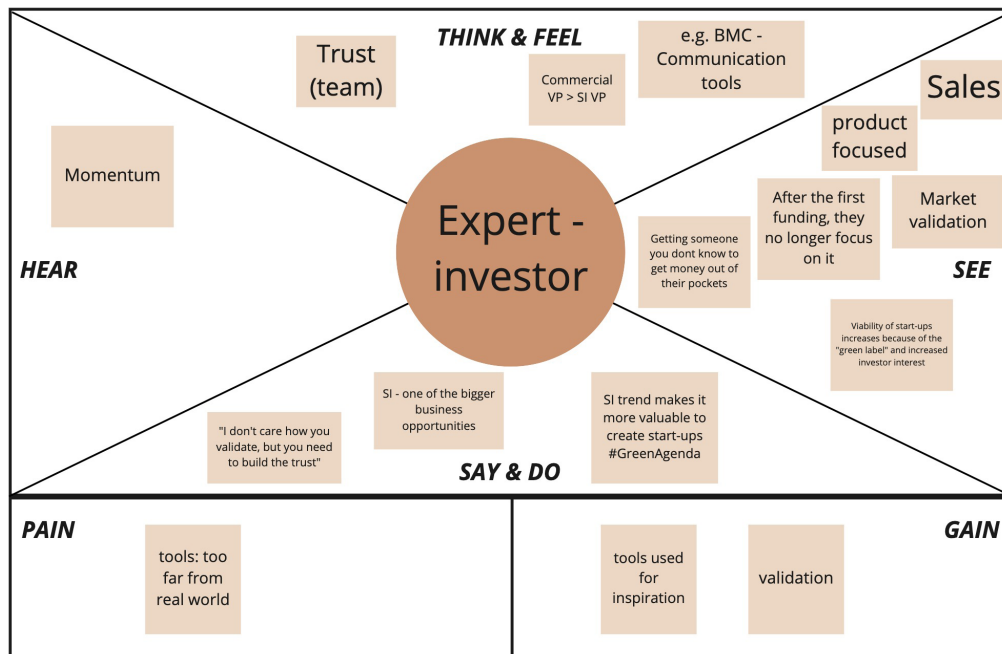


Figure 24: Empathy Map Investor

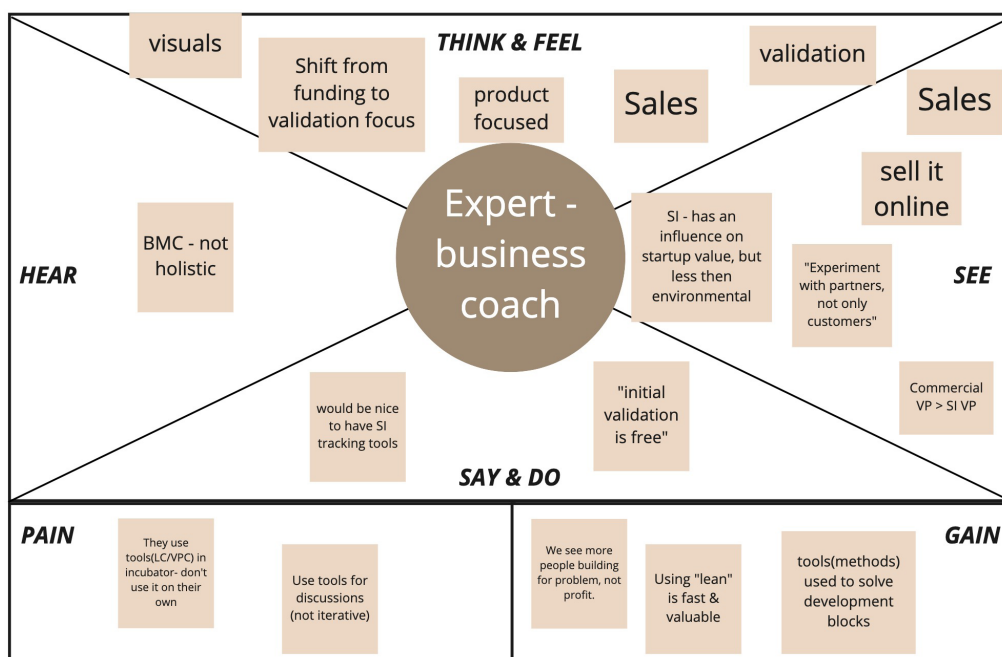


Figure 25: Empathy Map Business Coach

After having identified patterns, the next step was to make sense of it. In order to do so, Empathy Maps were used. An empathy map is a tool that allows for a visual organization of information about the users by categorizing it by their needs, emotions, desires, and fears (Ferreira et al., 2015).

When considering that the interviews were conducted with two different stakeholders, start-ups and experts, it was apparent that there would be at least two different maps. However, when going through the findings, it became clear that the expert should be split in two as investors and business coaches have different understandings and opinions.

The last step to finish up the sensemaking was to evaluate the findings from the quick voting activity conducted during the interviews.

### Summary

Each participant was introduced to the social stakeholder layer of the TLBMC and was given five votes. The votes were used to choose which elements of business development each participant considered the most important from a Social Impact perspective. For previously mentioned anonymity reasons, the different votes were categorized by the type of interviewee and color-coded: orange for experts and purple for start-ups (fig. 26).

The figure below presents the total votes and indicates the social stakeholder elements that the participants recognized as the most important when growing a business. From highest to lowest, they were:

- (1) End-user 8x
- (1) Scale of outreach 8x
- (2) Social benefits 6x
- (2) Social value 6x
- (2) Local communities 6x
- (3) Employees 5x
- (4) Governance 3x
- (4) Social costs 3x

A clear focus is on End-user and Scale of Outreach, and interestingly these two elements only have one start-up vote in their midst.

Social benefits, Social Value, and Local communities all have 6x votes and are split more evenly between both groups. Employees is rated with 5x votes. Finalizing the voting session, Social costs and governance received 3x votes each, signifying a meager amount of consideration, while Societal Culture did not receive a single vote. The total voting board provided an initial overview of what was important for our participants. While results had been measured, the board was split into start-ups and experts to explore the activity further.

Taking the obvious difference in participant numbers in each category into consideration (7:3\*), it was interesting to identify the elements each group found important.

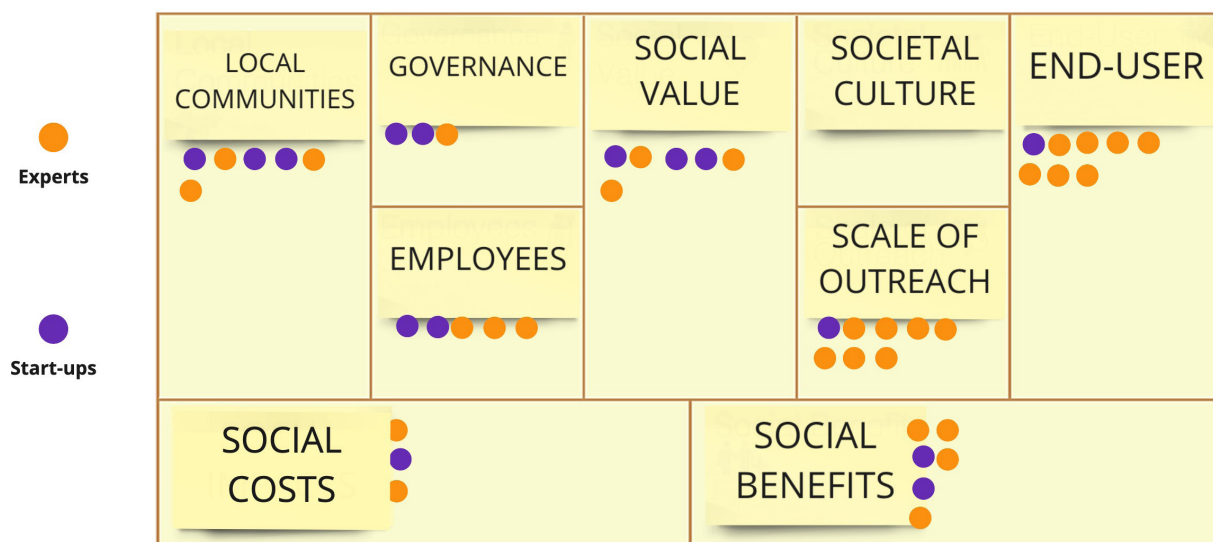


Figure 26: Activity Votes

Experts, as mentioned before, greatly emphasized End-users and Scale of Outreach.

Start-ups considered Local communities and Social value to be the most important. Start-ups voted 100% on both their principal elements, while experts have not done so at any point.

Lastly, it should be mentioned that with the 10minute time limit that was set for the activity, some participants voted rapidly. In contrast, participant nr. 2 spent up the entire duration, and participant nr.7 was close to the final minute. Both were significantly slower than the rest in terms of time spent voting. In the interest of transparency, participant nr. 2 and 7 were, while the interview was conducted, actively engaged in companies/activities that work with Social Impact in some way or form. This could imply a more profound interest and/or knowledge of the topic, thereby making the decision making process more difficult.

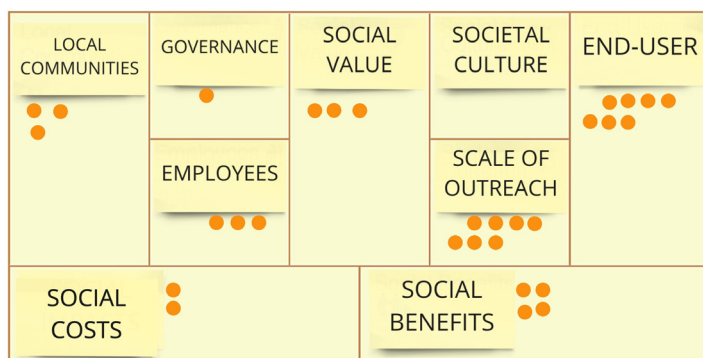


Figure 27: Activity Votes Experts

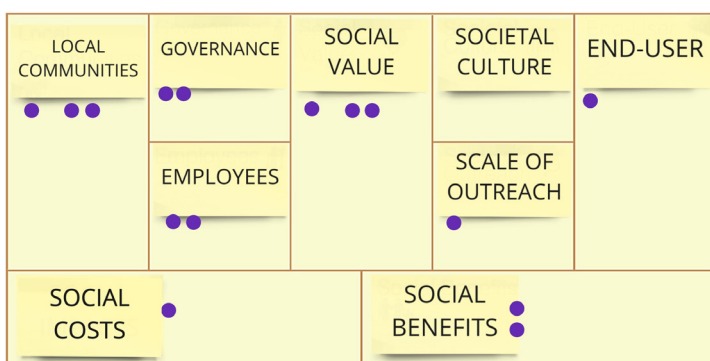


Figure 28: Activity Votes Start-ups

## 5.2 interview reflections

Conducting the interviews was a valuable and eye-opening experience. It allowed us to identify not only opportunities for incorporating Service Design into entrepreneurship practices, but as importantly, specify the project context. Working with the problem statement:

*“How might Service Design assist start-ups in identifying business model opportunities within Social Impact in the greater Copenhagen area?”* influenced the direction chosen for the research, especially the interviews and chosen interviewees.

After interviewing 7 experts: business angels, VC investors, partnership directors, and project managers of business hubs, as well as business coaches, it was clear that very few used tools and methods when developing a business. Only people with an academic background or people with former managerial positions from larger organizations seemed to use such tools. Their reasoning for using tools, like the Business Model- or Value Proposition Canvas, was either to help start-ups create a top-view business design or align with their managerial colleagues in the decision-making process.

Talking to organizations like the Copenhagen Business Hub, ByFounders, and Reach for Change allowed us to discover and understand how to approach business design and look for opportunities to become an impact start-up. Experts from these organizations were more likely to work with start-ups that were aware of Social Impact. At the same time, business angels that we talked to were focused only on the business aspects of companies and compared Social Impact to so-called ‘greenwashing.’

Some organizations use widely known design tools like the Problem Tree, Personas, or Empathy Maps. In contrast, others focused on more business-oriented tools like the Growth Wheel or developed their tools based on, e.g., SDG- and ESGs.

## 5.3 target group

As a result of the research, with an emphasis on the in-depth interviews, it was clear that the types of companies that focused on Social Impact varied. There is a clear line between those who positively

impact society as their primary goal and those who are aware of Social Impact and incorporate Corporate Social Responsibility initiatives and regulations into their business. Based on the findings, it became clear that start-ups focused on delivering impact first will likely not benefit as much from identifying new Social Impact opportunities within their business. With that in mind, it was decided that the main target group is start-ups who strive to have positive CSR strategies.

## Segmentation

As the project's primary focus is start-ups, it was important to establish the stage and maturity of the firms that would become the primary target segment. During the interviews, understanding the process behind building a start-up was gained, thus unraveling what is prioritized in different stages of building a business.

When first establishing a start-up, the team is usually small-numbered and busy researching the market, validating both the problem and solution, and searching for funds and grants to grow the start-up. At a point in time with this many unknowns, there is no time nor immediate value in searching for additional opportunities. However, established and funded start-ups focused on growth and expansion, with enough employees to dedicate time to emphasize strategic advances and broadening their target audience, are a fitting target segment. This is because of the growing influence Social Impact has on start-up's value, not only for potential investors but also future employees and customers (Expert interviewee #7, personal communication, March 17, 2021). At or past the 'proof of business' stage, many start-ups begin to focus more on CSR strategies and implement them into the business, which connects well with the chosen target group.

In order to further define the primary target segment, it was necessary to understand who in the start-up would be working with these aspects of

the business. Based on expert conversations from the interview findings, it was noted that people responsible for strategizing and with decision-making rights were those in managerial roles, i.e. (CEO, CFO, CPO, CTO). Therefore, these would construct the primary target segment.

With that in mind, many start-ups begin their entrepreneurial journeys from an incubator or accelerator program, where business coaches and advisors educate and assist teams in making early strategic decisions. They were therefore added to a secondary target segment.

It was clear that the focus on demographic indicators such as age, education, or nationality was irrelevant. The only important factor was to be based in the Greater Copenhagen area and that their occupation aligned with the description above.

The most common way to present the chosen target group is by using personas. A persona is a profile that represents a group of people. Usually, customers or users, a market segment, or any stakeholder (Stickdorn et al., 2018), defined by their practical and personal goals related to the offering being designed (Cooper, 1999). Stickdorn and Schneider (2018) suggests to begin creating personas based on research and discovered patterns, rather than demographics. This minimises the risk of creating stereotypical characters and instead focuses on the most critical aspects of a given case. In this case, since the demographics did not play a big role, the focus was placed on the patterns discovered during the interviews, and clustered using Empathy maps. It is crucial to mention however, that personas are met with expanding criticism on their accuracy and critique that they are often not based on data (Pruitt & Grudin, 2003). Since during the interviews, the focus was not on the demographics, creating a persona would require more time for research, which ultimately would not add more value to this project outcome. For that reason, it was decided to create a simple visual representation of the target segments, which present potential users.



### Demographics

- Work in a Start-up
- Work in Incubator or Accelerator
- Role in the company: involved into strategizing process (e.g. CEO, CFO, CTO, CPO or Business Developer, Business Advisor)
- Live in Greater Copenhagen Area

### Goals

- Get funding
- Become more socially impactful
- Increase CSR of a company
- Broaden scale of outreach

### Start-up stage

- After Proof of Business stage

Figure 29: Target group

## 5.4 definitions

As neither the terms ‘Business model’ nor ‘Social Impact’ has one proven definition, it was important to present the definitions that would be used in this thesis going forward. Based on the research and the analysis conducted so far, a Social Impact definition was written and an explanation to Osterwalder's Business model definition were created:

### **Business model**

*“A business model describes the rationale of how an organization creates, delivers and captures value” - (Osterwalder & Pigneur, 2010)*

**Explanation:** Visually represented business models allow for creative exploration on possible innovations to the existing business model and the potential value of such innovations (Joyce & Paquin, 2016).

### **Social impact**

*A positive change that addresses a social inequality.*

### **Social Impact in Business**

*The positive effect an organisation's actions have on the well being of people/communities/cultures.*



## 5.5 reflections

The Define phase was focused on synthesizing the qualitative data gathering that we had conducted through different sense making activities. The goal was to outline the target group and uncover the crucial findings of the quick-voting activity from the in-depth interviews. We saw this as an important step before moving on with the project and developing the service. The overall process provided clarification and an overview of potential problem areas, and a more clearly defined target group. We used different techniques such as pattern recognition and Empathy maps through the sense making step, which helped increase our understanding of the problem space we were dealing with. Initially, the conducted interviews were clustered through the use of Notion.so. This process provided an initial starting point and acted as a foundation for further pattern finding.

A concern with our clustering method is that it could have unintentionally filtered out some thoughts, opinions, and statements. Note taking was conducted during the online interviews and afterward split into smaller text segments to eventually become post-it notes. As both of us translated the findings to post-its, it is possible that how we decided to shorten the text segments from the clustering may have contributed to a potential distortion of interview answers. This concern was brought over into the pattern-finding part of this phase, where we sat down and tried to identify patterns of behavior and types of answers based on the post-its that were created. It was briefly mentioned in the Discover phase's reflections that we should have iterated upon the interview line of questioning. Similarly, we can mention how not iterating on these questions added unnecessary 'clutter' in the sense of answers to the questions' sensemaking. While identifying patterns based on the interview questions, we decided to outline the questions asked into seven categories. As we progressed through this phase and defined

our target group, we realized that several categories were not needed and served as clutter instead of helping to clarify.

We were reflecting upon the decision to create Empathy maps compared to other ways of visualizing or making sense of our findings. The Empathy map template was initially created to have an outline wherein we could add the patterns and information acquired from the pattern-identification process. However, it also served as a point of confusion for us while completing them for the three stakeholders. This may have been an effect caused by a dissonance between our questions and the intended use of Empathy maps. Therefore, it may have served as a more prudent sensemaking procedure to utilize a Synthesis wall and exchange Empathy maps with some defined user archetypes.

While the activity conducted within the interviews did not influence the choice of target group, it did provide an understanding of how the different groups felt about Social Impact. We uncovered several insights into the problem space that we were working with and it greatly impacted the upcoming ideation. An alternate way to have conducted the activity could have been to remove it from the in-depth interviews, and construct an interactive questionnaire-like process, for start-ups and experts. The possibility would be an activity with far more results, which could provide more ways of narrowing and dissecting the information (read: votes) and obtain a different understanding. The difference in approach means the activity would provide us with anonymous quantitative information. As such, there would be no way to define whether the activity was conducted in the same way, if the results would be truthful or whether participants would even be a part of the entrepreneurial scene.



## 6. develop

In this chapter, data collected throughout the first diamond was used to ideate the solution for this project. The discover and define phase portrayed the importance and potential of Social Impact within entrepreneurship. It revealed what kind of tools and methods are currently in use by academia and in the business world. Much inspiration for the ideation phase was gained through the clarity that the sense making provided. The Develop phase was the longest one in this project, where the focus was on designing a solution, which would adequately answer the research question of the thesis.

An ideation phase was conducted to start with, whereby applying different brainstorming techniques, the ideas were generated. By using an evaluation matrix, the best ideas were chosen, and the design process began. Aside from creating the solution, a workshop, which also served as a testing ground, was designed. The workshops were conducted in a 1:1 setting, followed by semi-structured interviews, which involved the users in the design process while providing in-depth feedback about the developed solution.

### **This chapter will discuss the following subchapters:**

- 6.1. Ideation
- 6.2. SVT - Social Value Wheel
- 6.3. Workshop
- 6.4. Workshop feedback
- 6.5. Reflections



many templates in different categories: from ‘Meetings & Workshops’, through ‘Ideation & Brainstorming’, to ‘Mapping and Diagramming’ (Miro.com, n.d.). Additionally, Miro offers a community platform called the Miroverse, where anyone can upload their templates and contribute to the community. As a result, it was decided that the solution would be built on Miro as it allowed for fast access and easy sharing with the target group and their teams, regardless of whether the work environment is online or offline.

## 6.1.2 lotus blossom method

After the first round of ideation, there was a shared idea for the foundation of the solution. Keeping in mind the use of Service Design tools and the activity findings collected during the interviews, there was a need for a different idea generation session.

This time, it was decided to use Lotus Blossom as a technique due to its ability to look at various solutions to the matter. Developed by Yasuo Matsumura, the Lotus Blossom begins with one central core idea surrounded by eight empty boxes (Tatsuno, 1990). The empty boxes become a space for writing down one solution idea each. Once the eight boxes are filled up, ideas from each become a central theme for the next brainstorming session (Visual Paradigm, n.d.; Delalande, 2019).

When beginning the technique, the starting theme of the ideation was a Toolkit built of

two to three tools with at least one Service Design technique. A toolkit was chosen because there were discussions about creating an adaptable framework during the ideation sessions, as was described in the learning goals. The talks were related to the research conducted and in what way it could connect with the identification of Social Impact opportunities. The discussion was inconclusive, and therefore, a unanimous decision was made to develop a toolkit instead. For the Lotus Blossom, it was agreed to focus on high-level ideas for the first round, and for the second one, the ideas would be developed further and in more detail.

After filling up the first boxes, the discovered solutions were moved to become a center of the next round.

Due to the high amount of ideas, forty-four, that one has to devise with this technique, it can be very time-consuming. It took over an hour to complete this case and resulted in many exciting ideas worth considering.

When discussing the outcomes of the Lotus Blossom method, it was observed that the team was in agreement that the toolkit should consist of three steps. Those ideas were then categorized into three sections:

- 1. Main tool** - Circular tool, that enables start-ups to identify high level Social Impact opportunities.
- 2. Ideation step** - In-depth / detailed exploration and defining of identified opportunities.

- 3. Evaluation step** - Assessment of ideas feasibility and their potential impactfulness

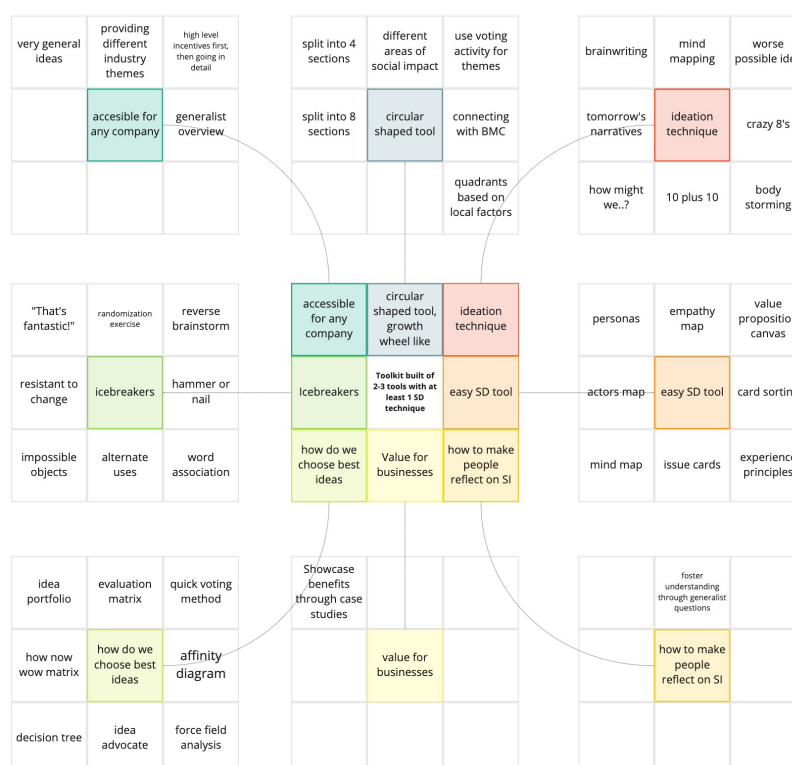


Figure 31: Lotus Blossom ideation process

Initially, the ideas were focused solely on the main tool and how start-ups could use it to identify Social Impact opportunities. The reason for this was that both team members had deemed it important to create a tool that could be used by start-ups from any and all industries. However, in order to create a tool that would accommodate all start-ups, the contents ought to have been generalized in some form (Bousquet & Elisseeff, 2002). This decision would likely have resulted in an outcome that would not be useful by most start-ups, essentially due to its surface-level approach. Consequently, a decision was made to create a toolkit, which, as briefly explained above, was divided into 3 sections.

### 6.1.3. evaluation matrix

Consequently, it was necessary to discuss and rank them as a team as a direct result of having so many ideas. For that reason the Evaluation Matrix technique was used.

The Evaluation Matrix is a method used to rate various ideas based on a set criteria, most commonly being: level of value they will bring to the customer and complexity based on implementation. This was done in order to determine the most feasible and original ideas for further development (Service Design Tools, n.d.).

For this project, the two axes within the matrix were based on value, which they can bring to the start-up, and complexity of use.

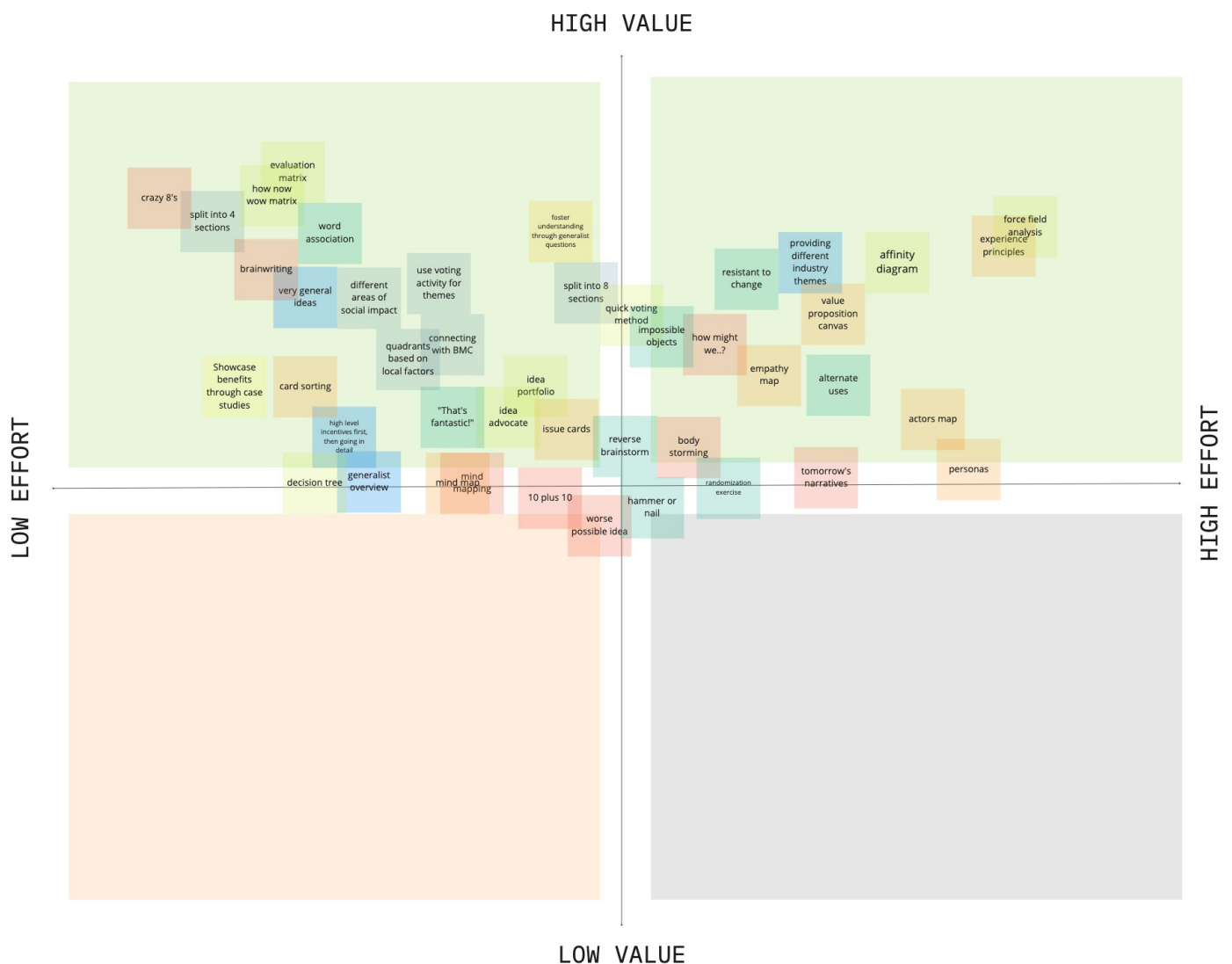


Figure 32: Evaluation Matrix with brainstorming ideas

## 6.1.4 designing the tool

The TLBMC activity that was completed during the interviews was used to start the design process, as it was important to understand what the experts found the most valuable when starting a business. It was decided to only work with votes from the experts, as they essentially choose which start-ups to join their incubators or hubs and make investments.

As displayed in the figure 33, the End-user and Scale of Outreach blocks were far ahead of the other votes. The next in line was Social Benefits, and subsequently, Local Communities, Employees and Social Value.

Due to the amount of themes, it was necessary to discuss the value that each block can bring while searching for opportunities within Social Impact. The conclusion on the matter was:

1. Social Benefits is a comprehensive block, which might include outcomes of other blocks like social value or local communities. For that reason, it was removed.
2. Scale of Outreach can be determined by all the other blocks, as they will be the identified opportunities for scaling up the business and make it more sustainable. For that reason, it should also be removed.

These two decisions determined which blocks were used for further development, and were thereafter subsequently placed in each quadrant of a wheel.

As start-ups' are familiar with the Business Model Canvas which the Triple Layered BMC is based on, it was decided to add the corresponding BMC blocks next to the main themes. Doing this would enable some users to apply knowledge from their own BMC and potentially expand the number of possible outcomes.

Different pre-made BMCs were found online and used to fill each wheel's quadrant to explore how the tool could work. This was done to understand how various companies could potentially benefit from it. The chosen firms were DIY jewelry, takeaway restaurant, banking service, and a music streaming service. The different companies were chosen to get a wide range of ideas and possibilities when researching the usefulness of the toolkit.

Even though completing each wheel was not an easy task, patterns did emerge. It was, for example, realized that although the methods of putting the outcomes into practice will differ, the themes remain the same.

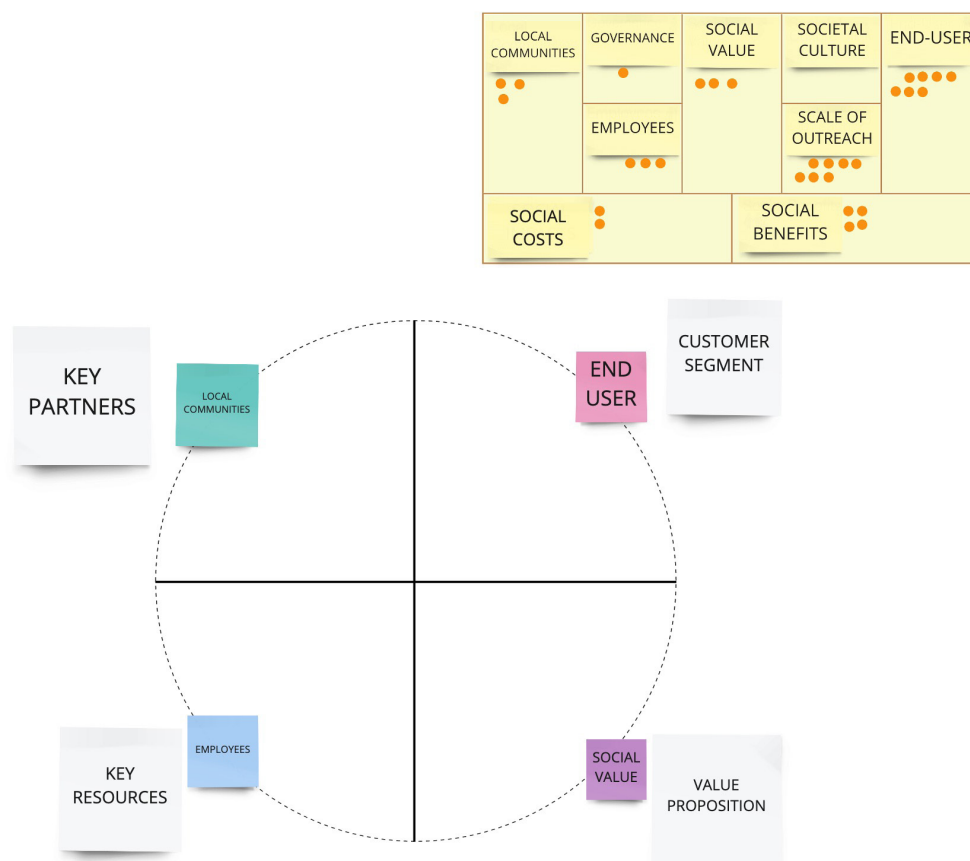
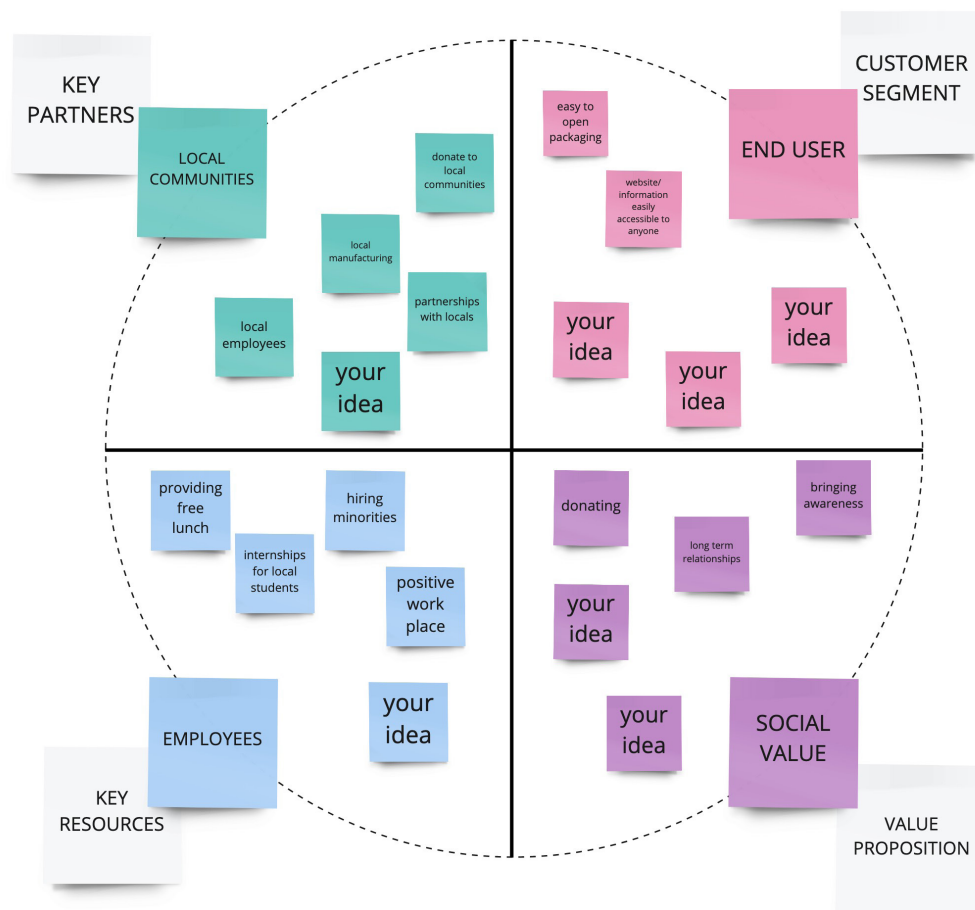
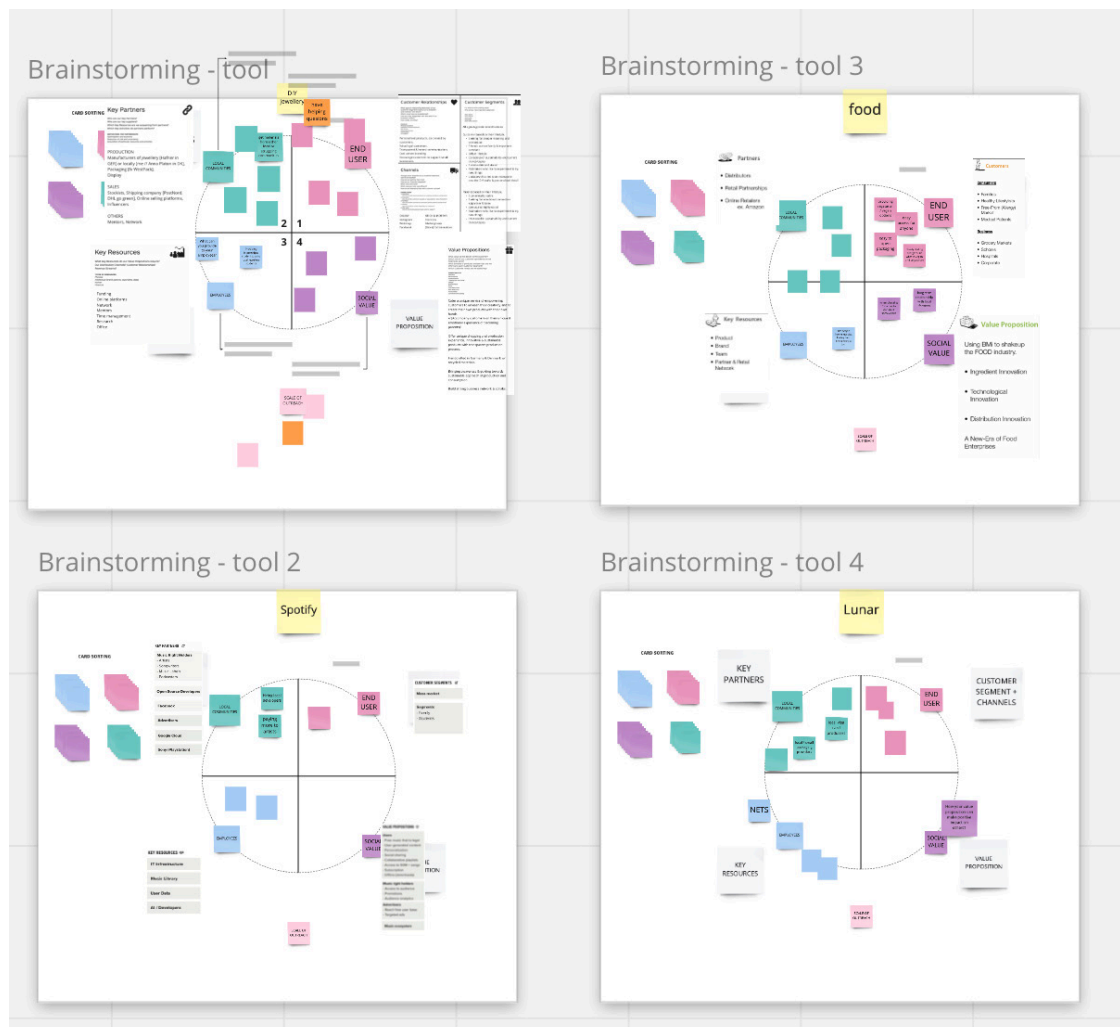
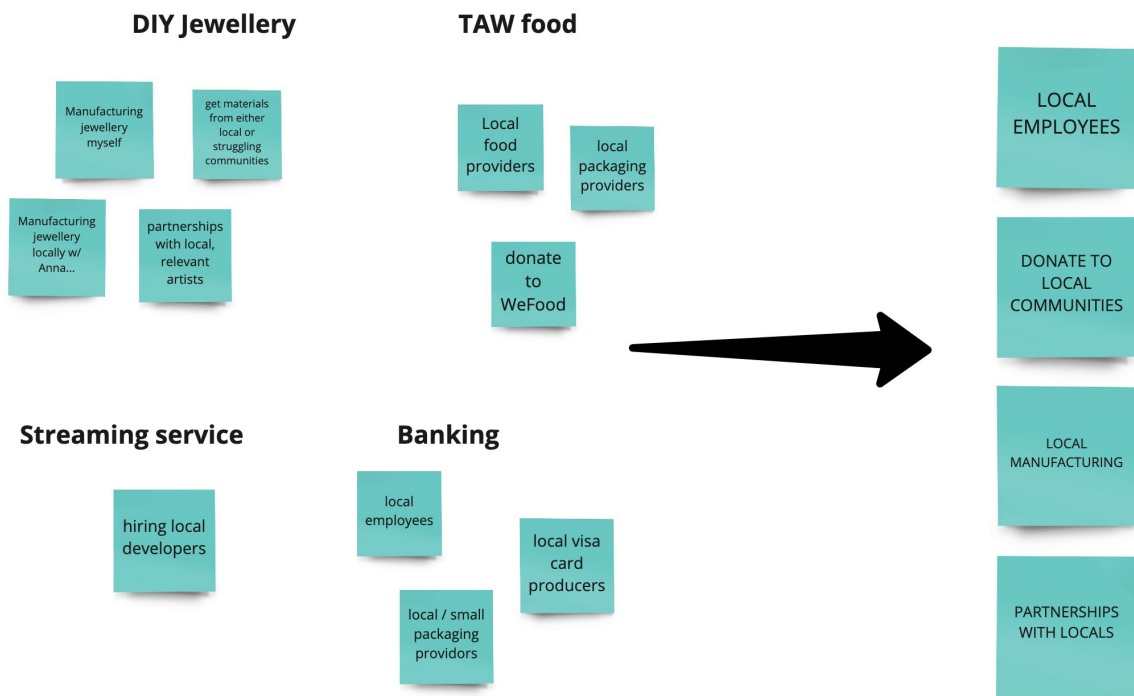


Figure 33: Placing Activity findings on the Wheel









### 6.1.5 social value wheel

Both team members proposed Card Sorting as a Service Design technique for the toolkit during the brainwriting session. After placing it on the Evaluation Matrix and further investigation, it was agreed that it would benefit the users and did not require much prior knowledge.

Card Sorting is a design method based on sorting a series of cards, labeled with relevant content, into groups that make sense (Spencer & Warfel, 2004). It can be used in two ways: Open Card Sorting and Closed Card Sorting, where the latter was the more appropriate method for this project. For Closed Card Sorting, participants are given labeled cards assorted into themes and then asked to place the cards based on their opinion within the themes, leaving out those that do not seem relevant (Spencer & Warfel, 2004).

Following the card sorting technique and previously filled-up quadrants, the inputs were clustered into themes and turned into cards.

Some quadrants, like End-user and Social Value were hard to create, based on only four different examples. So there was room left for findings from toolkit feedback sessions, hoping that the participants would bring new perspectives to the table.

Although at the beginning of the thesis, co-creation was not considered an element of the design process. However, it was quickly noted that users' suggestions were highly beneficial, as they are the experts in this field. By providing valuable information based on their knowledge and experiences within entrepreneurship, they contributed to the creation of additional relevant content. With that said, card sorting is meant to help identify new opportunities rather than limit possible solutions. The 'your idea' card is therefore encouraged to be used multiple times if need be.

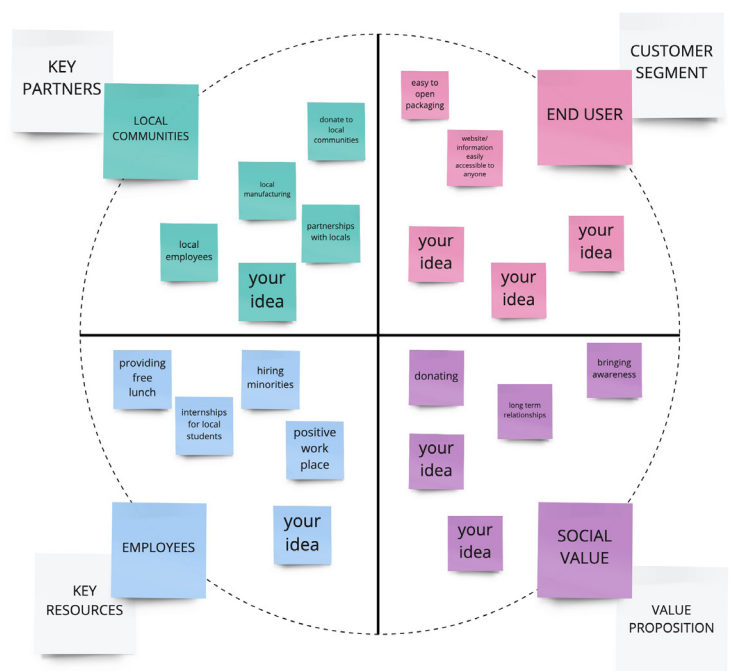


Figure 37: Card Sorting themes

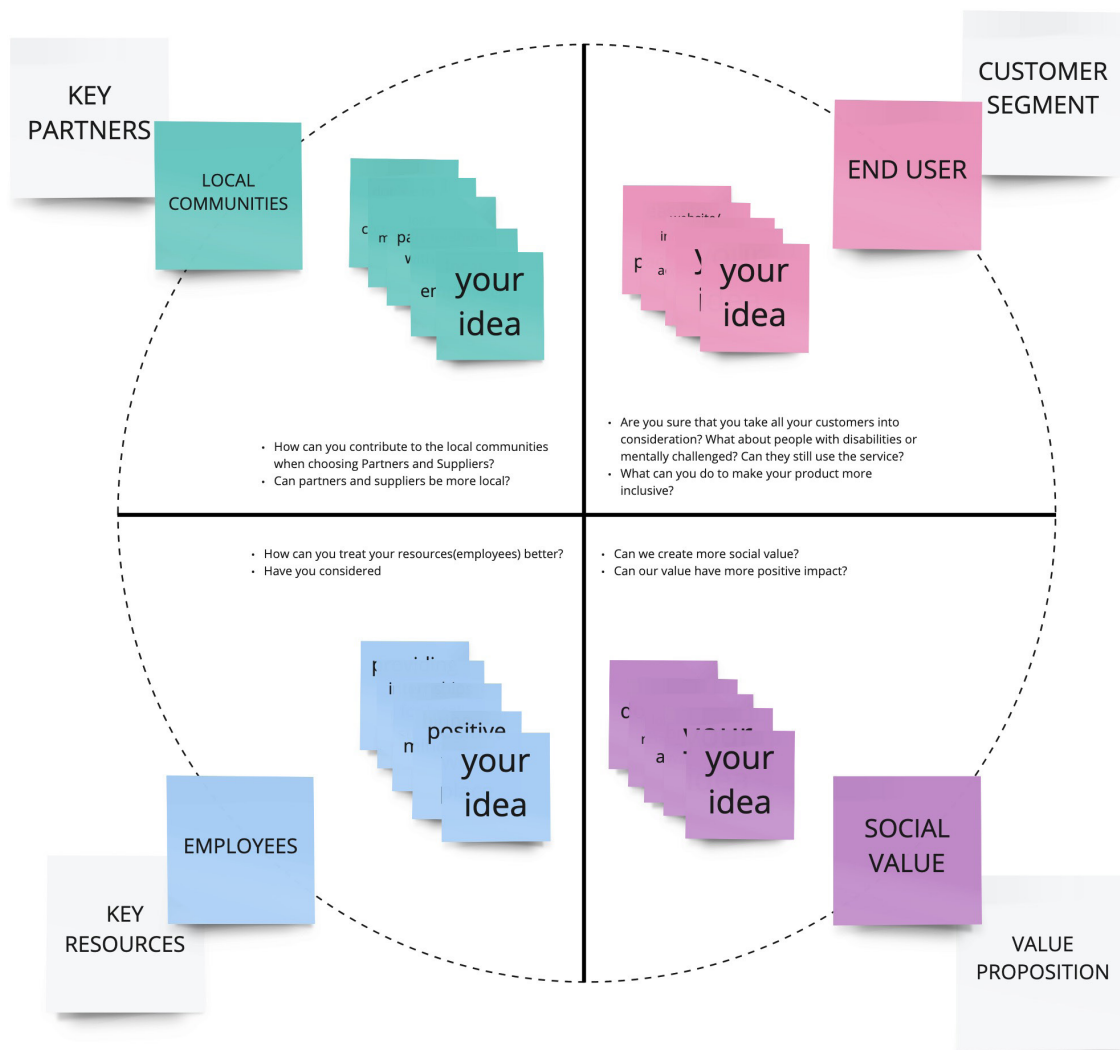


Figure 38: Social Value Wheel - questions

In order to help the participants ideate around high level Social Impact opportunities, guiding questions were added to the wheel, as seen in the figure above. The questions were added to each quadrant helping the users understand the meaning behind each one.

During the initial development of the toolkit, several iterations were based on the questions that should accompany the newly created tool and card-sorting method. Discussions were held regarding the relevant value that participants could extract from answering either open and general -or closed questions and how it would affect the identification of Social Impact opportunities. For the time being, the decision to create open-ended questions was

taken under the assumption that it would be the most beneficial to users and would simultaneously not exclude any participants from answering by making the questions too specific.

Once the participants choose and write the cards that resonate with them and their business the most, it is then time to proceed into ideation. The idea here is to elaborate and explore how these ideas can become a real Social Impact opportunity. The participants will be asked to choose two cards from the previous session, referred to as 'Action Items.' These action items should be the ones that they find the most relevant and valuable for their business.

## 6.1.6 ideation

Uncovering the details of Social Impact opportunities happens in this step of the toolkit. Here users are encouraged to brainstorm around the possible ideas for their business. The second step of the toolkit was built upon the Service Design ideation technique – Crazy 8's.

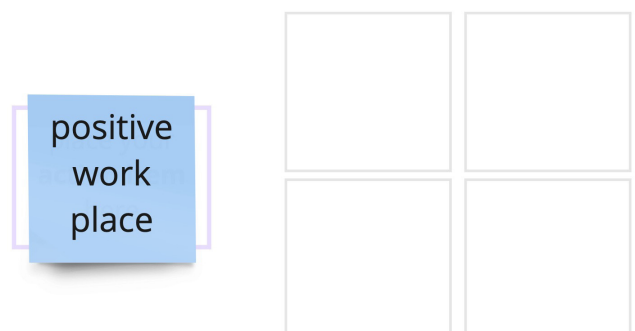
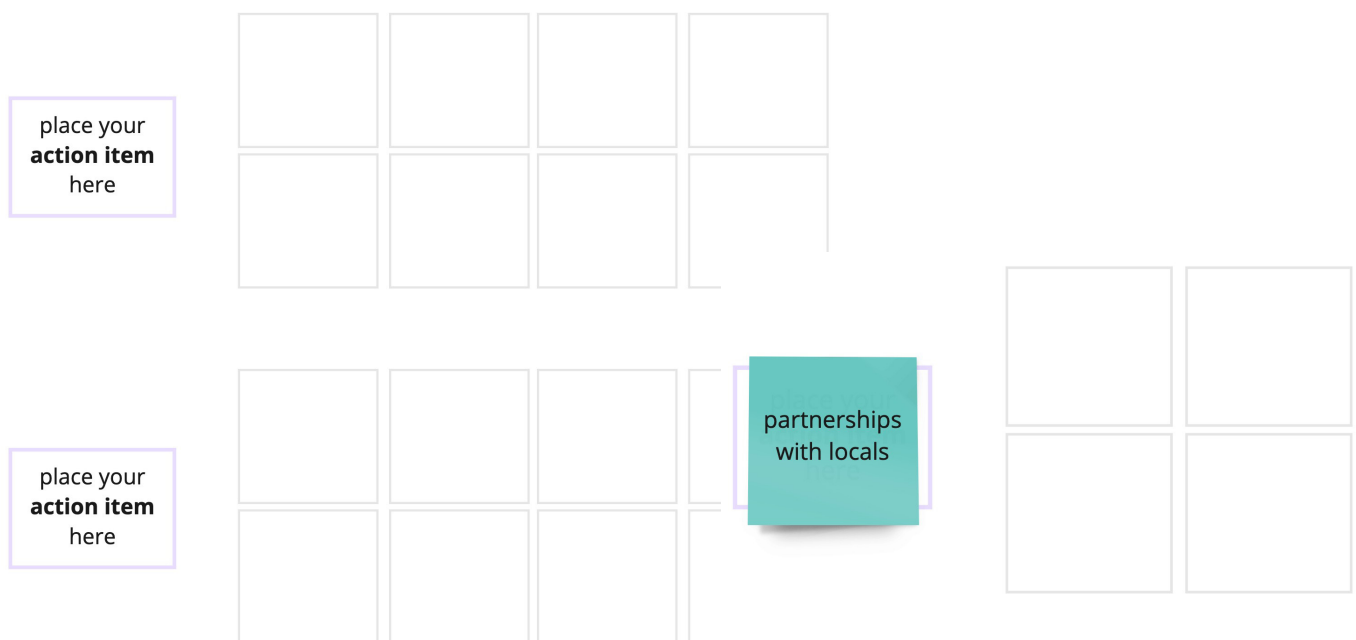
Crazy8's is a method solely used for brainstorming. It is primarily used for sketching web/app designs. However, it makes an appearance in Service Design because it is an individual tool, thus allowing participants to work alone to try and develop an initial idea. (Google, n.d.) Crazy8's, in comparison to regular Brainstorming, has one crucial parameter, which is a tight time frame - eight minutes, one minute per idea.

Although the participants will most likely not sketch or draw their ideas but instead write them down, the quickness and effectiveness of this method was a driving force for choosing it.

The users will place the chosen action items in a pre-defined space in the template (fig.39). Subsequently, using a timer, they will ideate on how to incorporate these into their business model.

### 6.1.6.1 crazy 8's iteration

After rethinking the second step of the toolkit, it was agreed that coming up with eight ideas per action item is too much and might be somewhat cumbersome to complete by the participant. However, the Crazy8's was still considered the technique with the most significant potential, so after further discussion, it was chosen to personalize it by shortening it by half and coining it the Crazy4's (fig.40). As the name suggests, participants should now come up with four ideas in a four-minute timeframe, one minute per idea, keeping the technique true to the original.



## 6.1.7 evaluation matrix

Once the ideation step is completed, participants should be left with eight ideas on how to implement Social Impact into their workplace. (The number may vary, depending on the amount of chosen action items and ideas developed during the ideation.) When working in a team, it is encouraged to gather all the ideas together and work on the next step - Evaluation Matrix. During ideation, the Evaluation Matrix was one of the overlapping ideas, which was ranked highest during the step of idea evaluation due to its simplicity.

However, when working with Social Impact within entrepreneurship, it was decided to change the parameter axis to Impact and Effort for relevance. (fig.41).

The ideas positioned in the top part of the Matrix will be the best ideas to consider. The ones on the left, the Low Effort, side is for the solutions which are easy to implement. Commonly referred to as

‘low hanging fruit,’ conversely, the right side of the matrix requires High Effort and can be put aside to be considered in the future.

Once the Evaluation Matrix is completed, the users should end up with new Social Impact opportunities to make their businesses more impactful and long-term sustainable.

Suppose the users only end up with low impact opportunities or ones that are too hard or time-consuming to implement. In that case, it is encouraged to brainstorm on other action items identified during the card sorting.

When working in a team – participants may also experience overlapping ideas. Combining them and collaborating on strengthening the outcomes may conclude in more desirable, valuable, and viable solutions.

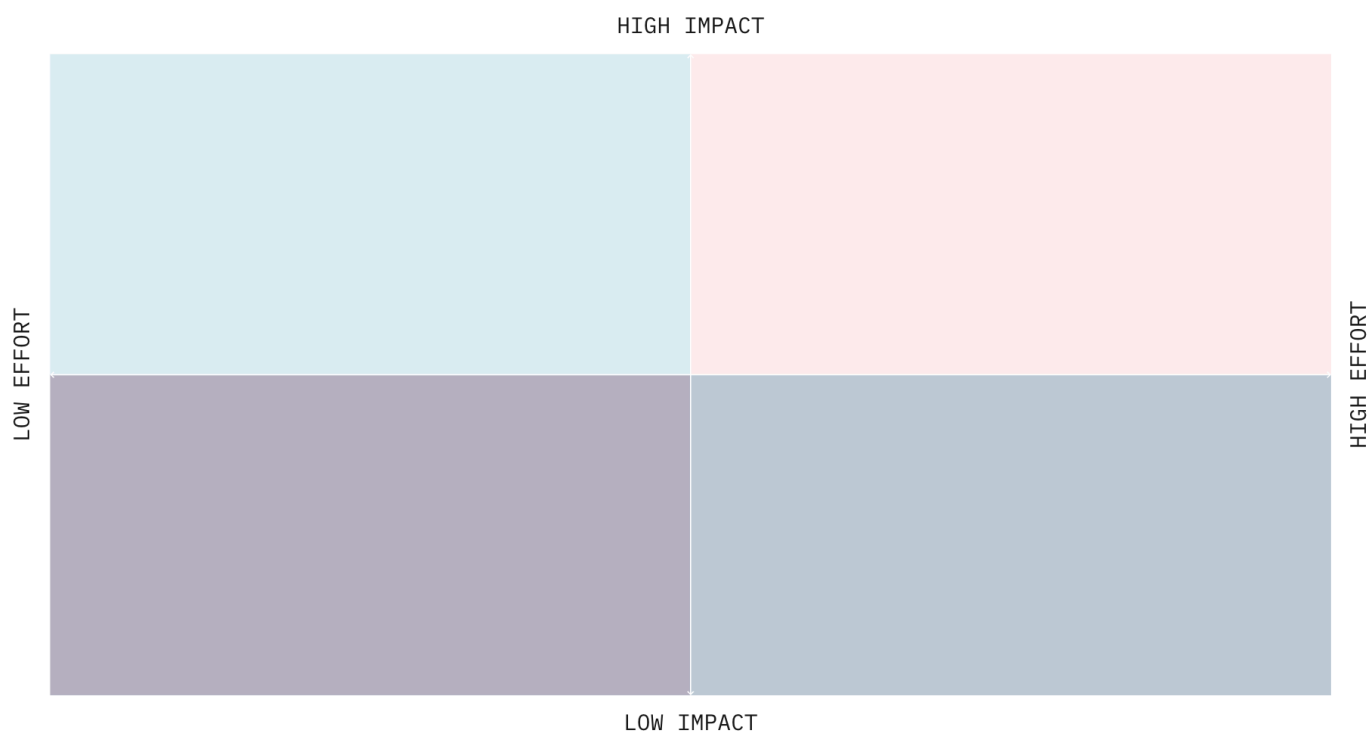


Figure 41: Evaluation Matrix

## 6.2 ideation outcome: social value toolkit - SVT

Through the ideation part of the Develop phase, the Social Value Toolkit was developed by using the knowledge acquired up to this point. Using the conducted research as a solid foundation, the ideation session went into several angles where different aspects of the toolkit was explored. Due to the complexity inherent to Service Design tools, Card Sorting, Crazy 4's, and Evaluation Matrix were the tools chosen for the toolkit.

SVT - is an online toolbox designed to boost the value of businesses by enabling the discovery of potential Social Impact opportunities within companies and identifying the most impactful and feasible ideas. SVT is a toolkit meant for business advisors, incubators, and entrepreneurs themselves that seek to strengthen businesses and increase a firm's overall market desirability.

Invented by Service Designers, the tool embraces a holistic perspective on enterprises of different sizes

through a simple three-step process. The process focuses on the four most significant themes within Social Impact: Local Communities, End Users, Employees, and Social Value. A complete process will uncover new possibilities and highlight the most valuable and feasible ways of incorporating them into the business.

The Social Value Toolkit consists of three phases:

1. **Social Value Wheel** - A method built on the wheel divided into four quadrants based on the well-known Business Model Canvas and its extended version, the Triple Layered BMC. Each quadrant has a set of questions to be answered, which intends to make users think outside the box and explore aspects of Social Impact the company could provide to Local Communities, End Users, Employees, and Social Value.

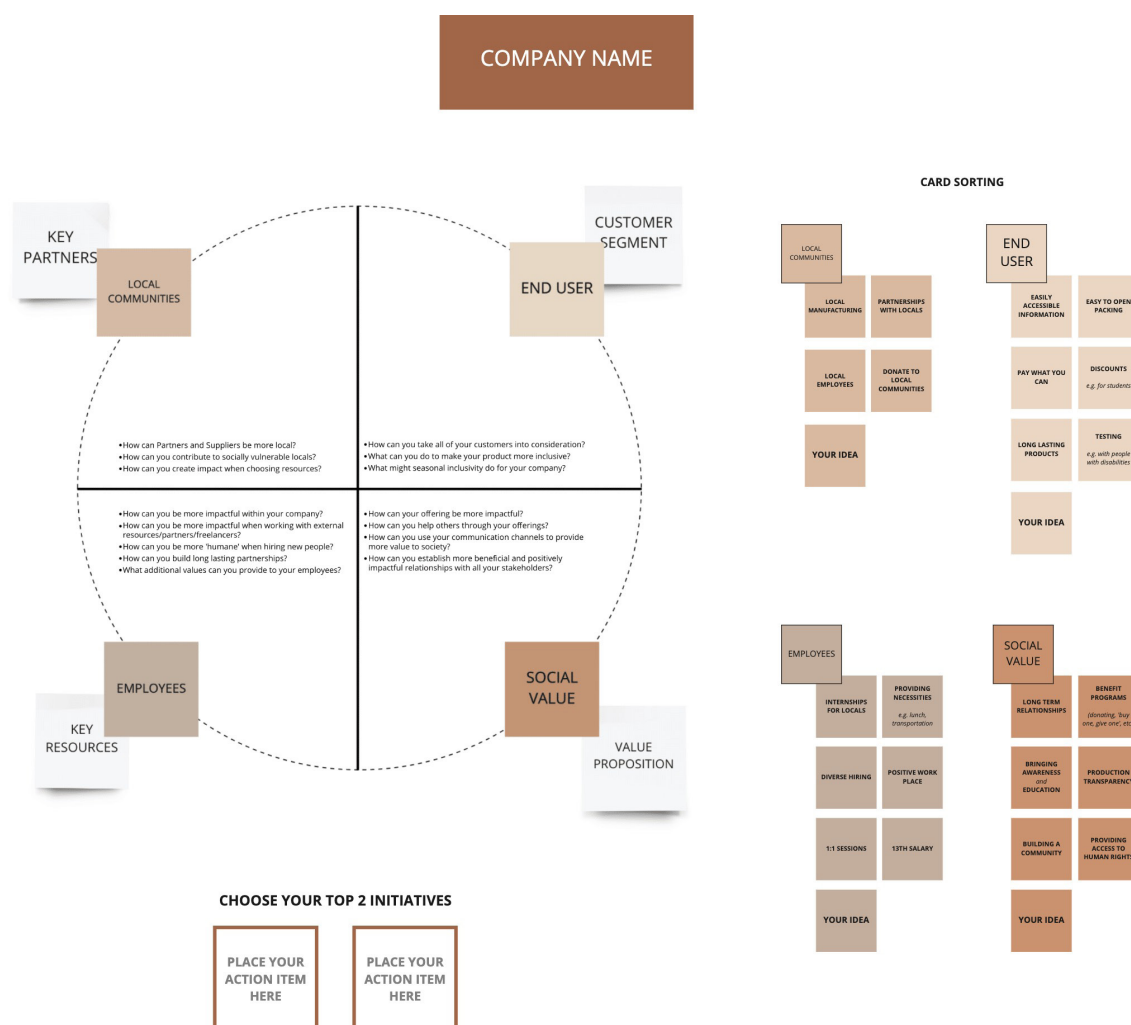


Figure 42: Social Value Wheel

2. **Brainstorming** - A revised version of the Crazy8's, the Crazy4's, allows users to conceptualize the best possibilities within the company through a rapid ideation session.

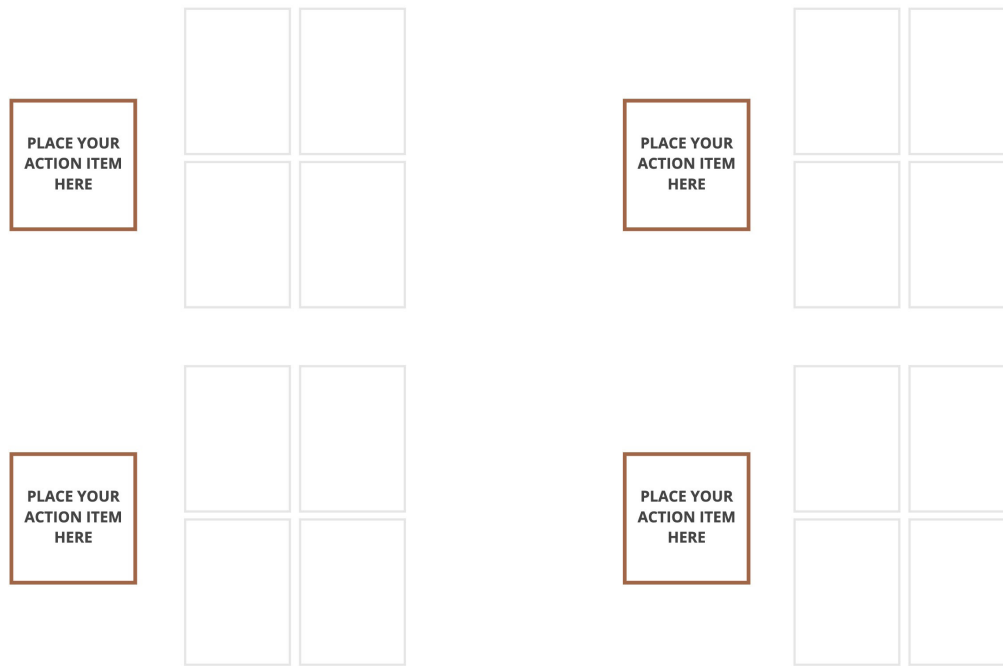


Figure 43: Final Crazy4's

3. **Evaluation Matrix** - A tool for rating ideas, based on the level of impact they provide and the effort it takes to implement them. An easy way to find the most feasible, desirable, and viable concepts.

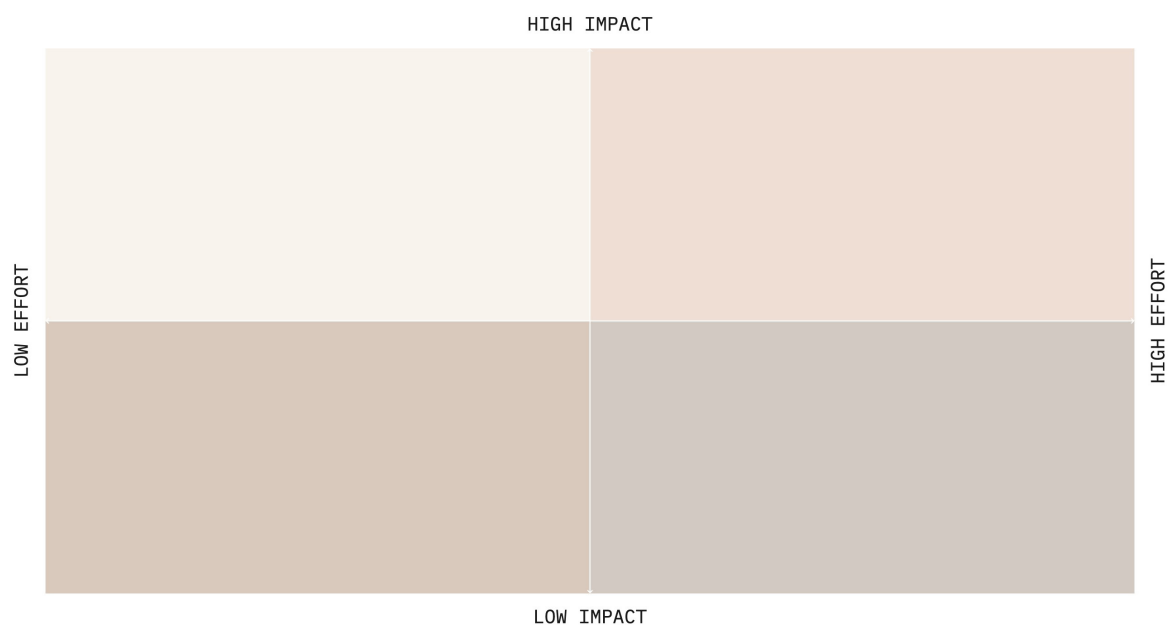


Figure 44: Final Evaluation Matrix



## 6.3 workshops

In order to test the SVT, it was decided to conduct prototyping workshops. These sessions would provide feedback on the developed toolkit and the overall design, structure, and facilitation process. Unfortunately, due to the still ongoing Covid-19 restrictions, the workshops had to be conducted online. However, given the situation, it was both necessary and interesting to understand the pros and cons of online workshop facilitation. It was especially intriguing to explore how if at all, it would limit the outcome? Moreover, equally as important, discover what opportunities it could provide?

### 6.3.1 online workshop limitations and benefits

It would have been preferred to conduct the workshops physically. However, the outside requirement, tools needed to be used, and the team-based nature of the activities meant it would be conducted illegally. Therefore, to prepare a proper online workshop, it was necessary to research online facilitation. Below there is a compiled list of positives and negatives of online workshops.

Cons:

- A different set of skills are required to facilitate online as you interact through a medium that limits dimensions.
- People may unintentionally overrule the communication.
- Keeping participants focused can be difficult.
- Engaging in a conversation/discussion with several participants may cause technical issues and participant frustration.
- There is a clear need to test and re-test the medium used to facilitate as more elements can fail and cause interruptions.
- Unfamiliarity with tools used for online collaboration can reduce the potential of the workshop.

Fortunately, it is not all bad news. The pandemic has seen a rise in online collaboration and facilitation tools. A global market need has sky-rocketed innovations and vastly increased the usefulness of online tools.

Pros:

- Participants can work from the safety of their homes, which increases their confidence and comfort.
- Using the latest features of these online collaboration tools can bridge the gap between physical and digital space through breakout rooms.
- The geographical limits suddenly matter far less, and it is possible to include relevant actors that otherwise may not have been able to attend.
- Exploration allows for the discovery of new approaches and fosters adaptability.
- Participants often work faster when typing.
- Online facilitation tools present participants with increased quality outcomes compared to physical workshops.

### 6.3.2 designing the workshop

In order to design the workshop, it was essential to set the goals and objectives which would help with further development of the toolkit. By briefly assessing the current solution, which was deemed as contextually similar to a B2B/B2C consulting scenario, it was decided to focus on value and feasibility. This is because, to those stakeholders, these parameters are of the utmost importance (Stickdorn et al., 2018). The look and feel of the toolkit was also updated in order to provide an easy understanding of the process (Stickdorn et al., 2018).

1. The main goal was testing the SVT, focusing on the Social Value Wheel, which was not a fully developed tool yet. As mentioned previously, there was a space for a co-creation aspect by listening to the participants' criticisms and suggestions. It was imperative to expand the scope of provided ideas for the Card Sorting. Furthermore, the need to understand if the questions in each quadrant of the wheel would nudge the participants into 'out of the box' thinking, was of utmost importance. As those ideas would prompt participants' reflections in order to come up with new socially impactful opportunities.
2. The secondary objective was to check how participants would work with the two later steps of the toolkit and get feedback around the Crazy4's and the Evaluation Matrix and the overall synergy of the tools chosen.

3. It was also vital to understand how much time was needed to complete each step of the toolkit. This was an important parameter to be aware of when introducing the toolkit to potential users as it gives a 'correct' estimate of how long it takes to get the best possible outcome.
4. Furthermore, choosing participants from different areas of expertise (start-ups and experts) allowed the analysis of who would benefit from the tool the most. Although the target group and segments were established, it was necessary to test if the choice was right.
5. The last goal was focused on the workshop itself. It was necessary to understand how to facilitate the activity to be clear, understandable, and valuable. This was to gather insights for creating a facilitator guidebook, which would be necessary for future SVT facilitators.

### 6.3.2.1 limitations

In order to test the SVT with different start-ups and experts and to acquire feedback, it was important to conduct workshops relatively quickly. However, due to severe difficulties matching participant calendars, It was decided to proceed with 1:1 sessions. The switch in amount of participants and facilitation technique would not require massive changes to procedure. The feedback would however differ and be of a more thorough and in-depth style. It would allow for the utilization of a 'Thinking Aloud' (nngroup, n.d.) process, which as the name suggests, invites users to explain their thought process in real time. Additionally it would provide time for semi-structured feedback sessions from each participant. Transitioning from multi-participant workshops to individual sessions means there will be a lack of different perspectives and the feedback received is highly subjective (Penin, 2019).

### 6.3.3 the structure of the online workshops: before, during and after

To prepare for the online workshops, brief research was conducted. The goal was to understand what steps should be taken in order to provide the best experience for the participants. As well as to still

acquire valuable learnings and feedback for further development of the toolkit.

#### Before:

- Decide on the audience to take part in the workshop to best align them with the goals and objectives set for the workshop (Stickdorn et al., 2018).
- Choose whether the workshop should be a direct experience or indirect imagination (Stickdorn et al., 2018).
- Create two agendas: One for the participants; one for facilitators, and send out the participant agenda within the invitation email to provide a clearly outlined timeframe and structure on how their time will be used (Kayan, n.d.).
- Prepare the tools: Conferencing tool - to talk with participants and see each other through the camera; and collaboration tool - used for the workshop activities (Be-novative, 2020; Stickdorn et al., 2018).
- Test workshop: Both the content and the online tools are involved in the facilitation. It will provide feedback on the workshop setting and allow for adjustments beforehand (Be-novative, 2020; Stickdorn et al., 2018).

#### During:

- Turn on the video: Seeing each other's facial expressions and body language helps with overall communication (Shirey, 2020).
- Record the session: For revisiting the meeting, in order to collect all important data, as well as rewatching the session for adjustment or redesign purposes (Williams, 2019).
- Introduce the facilitators and their roles: Explain to the participant what they can expect from each facilitator - e.g., who runs the workshops and collects the feedback.
- Share the goals and agenda of the workshop: Sharing the workshop objectives with participants ensures higher engagement and a shared understanding of the workshops' purpose (Be-novative, 2020; Stickdorn et al., 2018).
- Share useful links in the chat: The easiest way to invite participants to online collaboration is by sharing the links within the communication tool (Be-novative, 2020).
- Use a timer: Timers visible during the activity will allow participants to navigate better through the activity and manage their time in the smartest way (Be-novative, 2020).
- Encourage feedback: Create a space where

participants can freely share their thoughts on the workshop.

- Receiving feedback highlights areas for improvement and allows for further workshop evolution (Williams, 2019).

#### After:

- Thank the participant: Send out a thank you email acknowledging the participant's time and effort into the session.
- Analyze the data: Data collected during the workshop will be a base for the next iteration of the tool development.

### 6.3.4 workshop agenda flow of events

1. Welcome
2. Permission to take pictures and record
3. Introduction to the workshop and agenda
4. What is Social Impact?
5. New era of Business - How Social Impact influences today's start-up market
6. Case Studies - Different approaches to Social Impact

7. Introduction to SVT. What is it and who is it for?
8. Development of SVT - Business Model Canvas and Social Stakeholder BMC
9. 3 steps of the SVT
10. Questions?
11. Miro activity
12. Introduction to Social Value Wheel
13. Social Value Wheel - 15 min, Think Aloud technique.
14. Ideation - Crazy4's - 10 minutes
15. Evaluation Matrix - 5 minutes
16. Feedback - Semi-structured interview
17. Wrap-up

To plan the workshop in detail, the flow of the workshop was mapped out, by outlining pre-conditions, flow of events and post conditions to each step of the workshop. This was crucial, as these series of events influenced the participants' judgement and opinion on the offering, in this case the toolkit and workshop. It was important to pay attention to all the elements that contributed to the participants overall satisfaction (Clay et al., 2017).

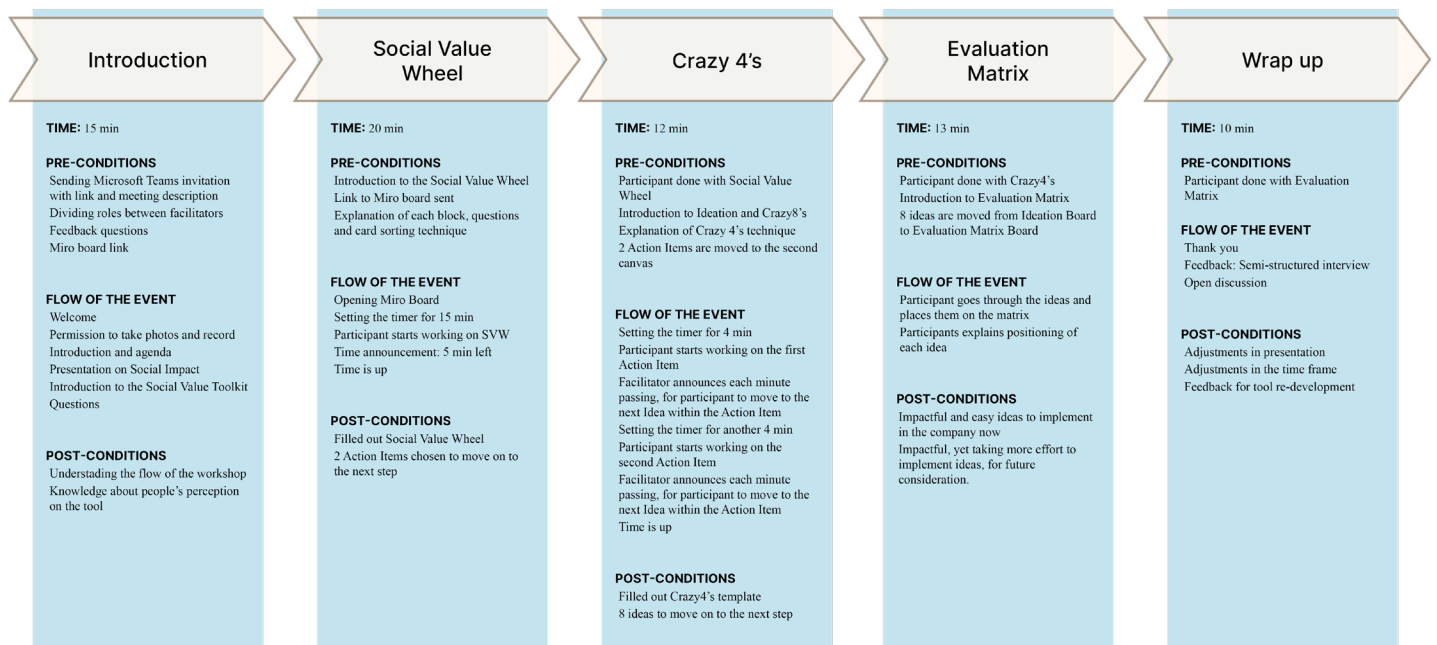


Figure 45: Flow of the workshop

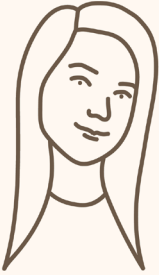
### 6.3.5 the participants

The people for the 1:1 workshop sessions were chosen from the original batch of interviewees from the Discover phase and were contacted by email (appendix 2).

For this iteration, it was decided to work with three different users: two start-up founders and one expert, whose diverse profiles would capture feedback from vastly different perspectives and different maturity levels of businesses. All participants showed up to the workshop with a business idea, which could be used for testing the tool.

In order to capture the participants' unique characteristics and their thoughts on two topics: Social Impact and using tools and methods when developing a business, a simple participant template was created to visualize the differences between each of them.

As mentioned in the Methodology chapter, the participants have been anonymized, so their names have been changed, age approximated, and the business ideas generalized.



NAME: Lucy

AGE: Late 20's

OCCUPATION: Student, Start-up founder

BUSINESS IDEA: DIY Jewellery Kits

TYPE OF BUSINESS: B2C


PERCEPTION ON SOCIAL IMPACT

*"Creating something that can make the world a better place. Then looking if it falls into the sustainable goals. Investors see more opportunities in Social Impact, e.g. in future marketing and revenue"*

PERCEPTION ON USING TOOLS AND METHODS

*"After I learned about Lean Canvas, I never used BMC again. Usually, I do it just in the beginning to make sure we are aligned. But it's structure is on the back of my mind, I always think about things that have to be done."*

Figure 46: Workshop participant 1



NAME: Thomas

AGE: Early 30's

OCCUPATION: Co-Founder and CPO

BUSINESS IDEA: Contract Management Tool

TYPE OF BUSINESS: B2B, B2C


PERCEPTION ON SOCIAL IMPACT

*"All those things that have an impact on bigger society, environment, behavior, culture, and things that companies work on with CSR strategies. Things that PR and NPO do in order to impact the way we perceive the world human race."*

PERCEPTION ON USING TOOLS AND METHODS

*"Maybe it would help us to organize something. But I would rather do it my own way: understand problem and value, and put it together with notes, rather than a tool. I use some of the tools for inspiration, rather than actual tool itself."*

Figure 47: Workshop participant 2



NAME: Mark

AGE: Early 40's

OCCUPATION: Business Developer, CEO

BUSINESS IDEA: Cost efficient dairy pasteurization

TYPE OF BUSINESS: B2B

PERCEPTION ON SOCIAL IMPACT

*"Whatever solves an actual problem in the world, and probably on a larger scale than 1 person. It could be just one person too, but if you think of it as a business 1 person is not enough. And if you want it in business, you have to scale it."*

PERCEPTION ON USING TOOLS AND METHODS

*"Canvases are only a communication tools. They are useful for you to communicate with others to show what you are, what you have/want, etc."*

Figure 48: Workshop participant 3



## 6.4 workshop feedback

Following this round of testing, we focused on both the practical elements surrounding the sessions and the sessions' proceedings and the value that the participants took away from the SVT test.

### *Facilitator observations*

As Miro has been the platform of choice throughout the thesis, it was the obvious choice to test the toolkit with. Microsoft Teams was chosen as the communication platform. This was due to its favorable 'no time-limit' calls, compared to Zoom's forty-minute pay-wall. As both platforms can record calls and create breakout rooms, MS Teams was chosen.

While there is an option to integrate Miro and Teams, it was decided not to go this route and provide a chat-based link to the created Miro board. This was done to reduce potential technical errors and further requirements for the participants. It was noticeably still possible to make it into a relatively fluent session through practice and beforehand preparation. The participants did not seem to mind the combination, nor were there any moments or mentions of frustration or periods of confusion. A one-hour timeframe was chosen for the sessions, which allowed for just enough time to go through the presentation, toolkit contents, and the feedback session. However, it was mentioned that the presentation was at times going too fast, and the participants would feel overwhelmed with simultaneous verbal and written information. This was not an overwhelmingly negative point, as the learnings intended through the presentation were received rather well by all participants. However, one element of the session, the ideation tool Crazy 4's, may have been impacted by choice of online sessions. As this method is generally used visually but was here requested to be fast written ideation sessions, the efficiency is debatable. Although whether this was an actual adverse effect is unknown, but work from home workshop experience suggests that PC-based writing for ideation sessions is a faster method than pen and paper sketching (Jensen, 2020).

The participants all managed to do a fine job in filling out the first part of the tool, namely the Social Value Wheel. While they took somewhat different

approaches, the understanding of Social Impact was there in all instances. The Card-Sorting method mixed with the questioning effectively made the participants think in a broader perspective and in alternative ways to identify high-level socially impactful opportunities. The Crazy 4's ideation was relatively successful. The first participant very quickly created high-level concepts of each action card but did not go into much detail. It is possible that this was due a lack of communication or an issue understanding the task, regardless of the cause. This was remedied during the two following sessions, where they were explicitly informed to write the ideas down as detailed as possible. The result was positively different as the participants described their ideas in detail, which led to solid ways to transition their action cards into solutions that could be implemented into the start-up. While everyone seemed to be familiar with the Evaluation Matrix, the participant who did not create detailed descriptions in the ideation session struggled to position the ideas on the impact/effort matrix in areas that could be deemed realistic.

While the questions were adequately modified before the sessions, some participants were struggling with answering some whole quadrants more than others. This could be based on the nature of their start-ups, where they may relate more closely to other quadrants. Nonetheless, the questions that were a part of this iteration were not appropriately backed by academic research nor other plausible literature sources that could assist in the creation of more provocative and invoking questions. It was, therefore, a necessary step to reconsider the questions by conducting research within fields of business management, Social Innovation, and participation, all done in order to grasp the essence of how to ask questions in a way that disarms, probes & triggers the participants into a different mindset.

In order to acquire the necessary feedback, the semi-structured interview approach was used once more. Asking these specific questions each time allowed the acquisition of relevant and helpful information which could be used for further iteration of the tool. Considering the low number of participants (three), this was deemed necessary and useful towards progression as the information would have been too scattered otherwise. While a 'general feedback' question was asked, only one participant honestly answered this 'call' in detail and began a long

discussion concerning the art of asking questions, the meaning of Social Impact, and how it can affect the perception of business models.

### Participant feedback

Below the key points and quotes of the three participants.

#### Do you feel you were properly introduced to the toolkit, through presentation and tool introductions?

- The presentation provided a sound knowledge base & introduction to Social Impact.
- The BMC block post-its simplified difference between regular- and TLBMC.
- Card sorting was a great source of inspiration.
- *“It would be nice for participants to be asked ‘what are / have you been doing up to this point? / what do you believe you do today?’ As a starting point for the tool.”*

#### How did you find the questions?

- Questions were described well, but some were too broad to immediately trigger a response.
- They broadened the perspectives of the participants.
- The quadrant layout helped ‘categorise’ their thinking when answering questions.
- Participants were mainly more impact than business focused when answering questions.
- *“It could probably have been more insightful to*

*me if I had not, a few days before, previously participated in a workshop regarding social impact.”*

#### Was the ideation session useful?

- Adding either a 2nd step or more time was requested.
- It would be useful to have company stakeholders participate
- *“Any company will benefit greatly from having outside sources assist in the idea-implementation of socially impactful initiatives from sources that are either familiar to the companies or not.”*

#### Does it make sense for you to position the ideas in an effort/impact matrix?

- It could be used as an action plan for future strategy
- It can help companies internal alignment
- *“The tech is never the problem, and as a company, it is usually the business model, and that will require more effort. Which is something that this step might help you understand.”*

#### Would this toolkit be useful for you at another stage?

- Deemed valid when ‘ones’ problem and user needs get more clearly defined
- *“It will not be the deciding factor, but it can have a significant role to play and help provide an edge as the organization develops.”*

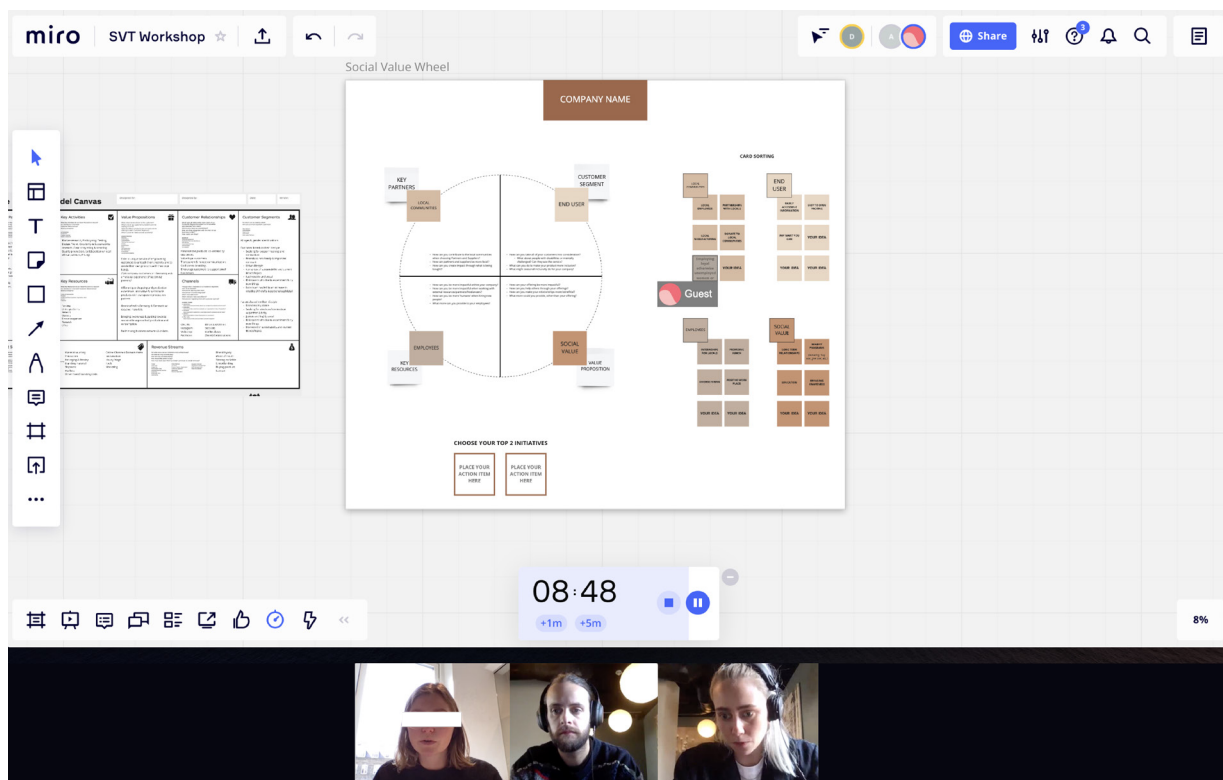


Figure 49: Photo from one of the workshops



## 6.5 reflections

In the Develop phase, the aim was to create a solution by conducting different steps of idea generation, including Brainwriting, Lotus Blossom technique, Evaluation Matrix. Additionally, the need for designing a workshop arose, where the toolkit was tested, and feedback was gathered to determine the next iteration of the Social Value Toolkit.

First reflection for this phase is on the ideation and development of the toolkit. Due to the research made in the Discover phase and encountering tools like the Growth Wheel and Social Impact Wheel, we were inspired by the circular shape, and their content which heavily influenced our ideation phase and final decisions on developing the Social Value Wheel. It's important to note that the brainstorming could have taken a different turn if we found more varied examples, which would not bias us into choosing the circular shape.

The next aspect which could have influenced the design of the toolkit is co-creation. There is no complete answer for why we did not consider co-creation during the development process more but only used it for testing. With that said, the project's timeframe pressured us into fast development and decision-making when designing. Had we arrived at the Develop phase earlier or considered co-creation from the beginning of the project, the toolkit could have looked different, particularly the Social Value Wheel, which is based on questions and card sorting. However, when facilitating the workshops, we did manage to co-create ideas and suggestions included in Card Sorting to a certain extent, which brought a lot of value and a different perspective to the next iteration of the tool.

A short reflection upon the second step in the toolbox - the Crazy4's. When developing the tool, we did at first consider using the original Crazy8 technique. However, after rethinking the ideation process, it was decided to shorten the method by half and develop four ideas instead. After the workshops, we can confidently say that it was an excellent decision. Participants had a hard time coming up with the fourth idea, especially when describing them in detail. We could see that third and fourth ideas were often a mix between the two first ones, and so with that knowledge, it is straightforward to state that eight would simply be too many.

As mentioned in the Workshop Limitations, the initial plan was to conduct the testing in a group setting. Due to issues matching participant calendars, it was decided to pursue the 1:1 sessions, where more in-depth feedback could be gathered. Although we are satisfied with the outcomes of the conducted workshops, we are highly aware that outcomes in a group setting would have been different and provided us with alternative perspectives on the usability of the toolkit. Testing with a group would allow us to answer questions like: How is SVT used in a group setting? How long does it take to complete it when not being assisted throughout the whole process? Can participants complete the different steps on their own? Etc.

Aside from that, we also wish we managed to find more participants for the workshops. Although three was an acceptable amount to gather a lot of valuable criticism and feedback, we are fully aware that by conducting a workshop with multiple people from different types of companies, the data received could have a profound influence on the toolkit. It would also have been interesting to explore a mixed company group-setting and investigate what the different perspectives on Social Impact would be and how they identified ways to add it to their business models.

Participants themselves are also a factor which could and probably did influence the development of the toolkit. Despite the fact that the target group was set, due to difficulties finding more relevant people, we decided to go with one start-up, in the proof of concept stage, which was out of our target audience. With that said, the founder of the mentioned start-up managed to complete the whole workshop, which assured us that the tool can assist anyone in finding Social Impact opportunities within their business, yet due to different priorities in the early start-up stage and a lack of time, the outcomes are not as immediately beneficial to them as to more mature firms.

All things considered we are satisfied with the development and testing part of the process. The tools and techniques used throughout the process ensured the gathering of much in-depth feedback, which was a base for redefining the Social Value Toolkit and developing a facilitator guideline for the Deliver phase.

## 7. deliver

To mark the end of the design process, the following chapter presents the final outcome of this thesis project.

It starts with an iteration session, where the designed solution has been re-defined, based on collected feedback, and accompanied by several additional components. These elements ensure that the created toolkit is complete and usable.

This iteration loop culminates with the use of a system map and customer journeys, followed by emotional mapping, which highlights a theoretical

foundation for the end-results functionality as well as its contextual usability.

As the solution was initially designed for and tested in an online setting, loosening up of Covid19 restrictions opened a door to a new opportunity: in-person workshops. For that reason, another round of testing focuses on physical workshop facilitation in a group setting.

The chapter ends with a reflection session upon the final outcome, the process of creation, and its usability.

### **This chapter will discuss the following subchapters:**

- 7.1 Re-define
- 7.2 SVT Facilitator Guidebook
- 7.3 SVT Notion
- 7.4 SVT Miro
- 7.5 System Map
- 7.6 Customer Journey
- 7.7 Final testing
- 7.8 Reflections

## 7.1 re-define

After the first round of workshops, the received feedback was used to iterate on the Social Value Toolkit, as well as the workshop itself. The main focus of the iteration was improving on the first step, the Social Value Wheel. Both aspects of this tool, the questions, and card sorting, received a great number of responses and interactions. By coupling those insights gained during the activity with later interview feedback, it was possible to further develop and reformulate the questions and cards.

### 7.1.1 SVT - questions

Following the workshops and a supervisor meeting, concerning the developed toolkit, the questions were brought up for review.

Initially, there was one set of questions that solely focused on identifying possible future Social Impact opportunities. This was highlighted during the feedback sessions, as it sometimes made it difficult for the participants to reflect upon the current state of Social Impact within their own companies. Additionally, another aspect to consider was whether the questions were thought-provoking. While the first set of questions did make the participants reflect to some extent - it was not thought-provoking enough. For those reasons, it was decided to rewrite and increase the number of questions in order to prompt “outside the box” thinking.

Conducting short research on how to compose the right questions, 3 sets were developed focusing on: A quick sum-up of what the participants are currently doing within their organization. Thought-provocation solely meant to make participants reflect upon their business processes. What can be done differently? As in: How can companies change/adapt current procedures, or implement new ones that align with topics of Social Impact.

### 7.1.2 SVT - card sorting

In the Develop phase it was mentioned that although co-creation was not a focus of the concept creation process, the participants did contribute to the creation of the Card Sorting tool.

During the 1:1 workshops, many of the ‘Your idea’ cards were created and filled up with relevant and interesting opportunities. During further analysis of the workshop outcomes, it was noted that some of the ideas created by participants overlapped. Considering that the 3 start-ups chosen for this testing were particularly different from each other, it was a remarkably interesting and assuring finding, which confirmed the flexibility and broad usability of the tool.

When designing the tool, the number of cards available for sorting was considered, as it was important to have an amount that would inspire novel thinking. Consequently, it was necessary to not overwhelm the participants by creating a bulk of cards, as it would take time to go through and consider them all. An additional concern was that providing too many cards could make the activity seem “too easy”. If a lot of useful cards were presented at the start, the need for out-of-the-box thinking would be mitigated and the acquisition of a broader perspective might not happen at all.

During 1:1 testing, 2 participants reflected upon the number of cards to choose from, stating that although the small amount is best for the time reason mentioned above, they would like to see around 6 ideas for each quadrant of the wheel. “... *so something that’s digestible, like for example having 6 pre-made cards in each quadrant.*” (1:1 Workshop #2, personal communication, April 15, 2021).

As presented in figure 50, 3 out of 4 quadrant-related topics had 6 pre-made idea cards, and one ‘Your idea’ card to be used and duplicated, if needed. Local Communities was a topic in which both the team and participants during the interview struggled the most and no new opportunities were added. As a result, it was decided to stick to 4+1 cards for this topic.

### 7.1.3 SVT - outcome sheet

When working with the toolkit, the start-up is supposed to be left with a set of ideas and opportunities on how to implement more Social Impact into the organization. Initially, the Social Value Toolkit ended with the Evaluation Matrix. Although it allows for rating the ideas, it left the session with a feeling of incompleteness, as there was no tangible result that the company would take with them. Thereby it was decided that a simple SVT Outcome sheet will be added to the process.

When concluding the workshop, the facilitator will fill up the template, focusing on the most impactful ideas. By signing the paper with the date and names of participants, it will be easy to follow up during e.g. strategizing sessions.

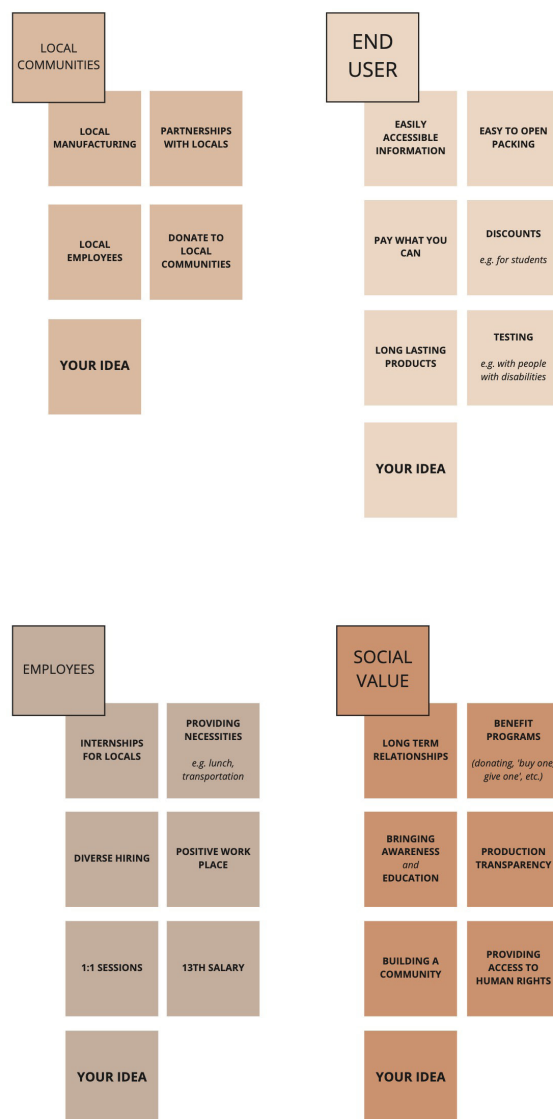


Figure 50: Card sorting - Final version

## social value toolkit outcomes

Date: \_\_\_\_\_  
Completed by: \_\_\_\_\_

### ideas

Most impact, less effort:

Most impact, most effort:

Less impact, less effort:

Less impact, most effort:

Figure 51: SVT Outcome sheet

## 7.1.4 SVT - workshop structure

As a consequence of expanding the Social Value Wheel, the flow of the tool, as well as the workshop has changed, calling for an updated flow of the workshop. Due to 3 sets of questions, it was decided to split the step into 3 adding a rough time estimation to all. As presented in figure 52, the first step is 4 minutes longer (11min) compared to the two others (7min). The reasoning for this is that to start with, a facilitator will have to explain the tool and guide participants through the first steps of it.

Additionally, as a last step of the workshop, a SVT Outcome sheet was added. As mentioned before, it became a final step of the workshop facilitation, providing a set of outcomes to the participants.

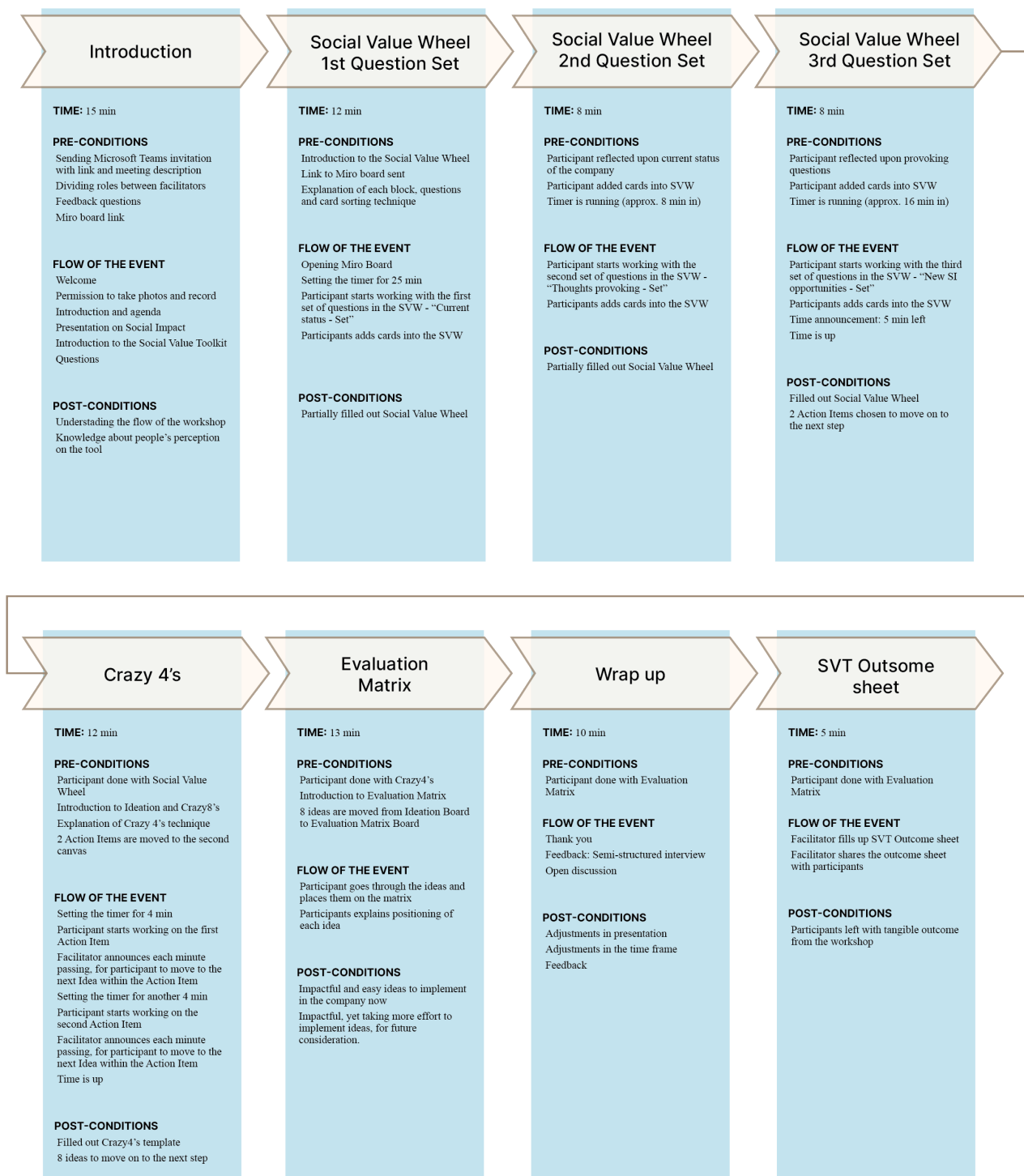


Figure 52: Workshop flow - updated



# 7.2 SVT - facilitator guidebook

After having tested the toolkit, it was clear that due to its complexity, there was a facilitator requirement. A facilitator is a person that conducts, manages, and keeps track of a workshop (Bird, 2019). When considering both target segments, business developers should equip the facilitator hat(s) during incubator/accelerator workshops. When it comes to start-ups using the tool on their own, it would be necessary to choose a person from the team, or preferably an external actor, and let them adopt the role of facilitator and conduct the workshop.

For that reason, a facilitator guidebook has been created. This book takes the reader through the steps of the workshop, as visualized in figure 53.

The guidebook was created to be used for the Social Value Toolkit workshops. It accounts for the explanation of Social Impact and its value, boundary objects (Star & Griesemer, 1989), and elements needed for conducting the workshop, as well as a step-by-step guide to the tools and the final outcome sheet. It also features ‘golden rules’ which were added to each step of the process, to ensure that the workshop activities proceed as intended.

Full Facilitator Guidebook can be found in appendix 6



Figure 53: Facilitator guidebook



## 7.3 SVT - notion.so

In order to collect all of the resources for the workshop in one place, it was decided to use Notion.so as a gathering point. The idea arose from the previous usage of the platform but was decided upon due to its usefulness.

The site contains four small links to:

- Social Impact presentation
- Facilitator Guide
- Print-outs
- Miroverse Template

With associated descriptions as well as an embedded look at the Social Value Toolkit, through the notion platform.

Link: <https://www.notion.so/Social-Value-Toolkit-Resources-06d514b1d6b541b7bb4abdf4ae8789df>



### Social Value Toolkit Resources

Welcome to the SVT page. Here you will find the different links to get you started!

#### Social Impact presentation

 SVT Workshop Presentation.pdf 915.3KB


Whether you decide to conduct the workshop physically or online we highly recommend making use of the presentation that we have created for this purpose.

#### Facilitator guide

 SVT - Facilitator Guidebook.pdf 1468.8KB

Additionally we urge you to use the facilitator guide that accompanies the workshop content. This is to ensure the best case scenario for both you as a facilitator and the outcome of the workshop for the participants

#### Physical version print outs

 SVT Print-out.pdf 542.0KB

If you are conducting the workshop physically, you will need these print outs for the toolkit. It is certainly recommended to print them in A3, however A4 is also doable.

#### Miroverse template -

Lastly we here provide you with the online version of the toolkit itself. You will find that it is a Miro board template, uploaded to their public 'Miroverse'. The link will contain more information about the toolkit, and the board itself will provide some additional helpful information for the upcoming facilitation

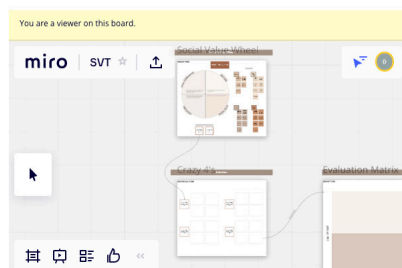


Figure 54: SVT on notion.so

## 7.4 SVT - miro

One of the ideas that occurred during the Brainwriting session was the potential use of online collaborative tools like Miro. In order to make sure that the Social Value Toolkit is available to as many people as possible, it was decided to design print-out sheets, to be used for in-person workshops and design a Miro board for the online ones.

When designing an online workshop board, it was necessary to focus not only not the Social Value Toolkit itself, but also on the steps that go around it. Since the tool will be available to find through Miroverse, anyone will be able to find and use it. For that reason, the both Introduction and About SVT sections were created.

Link: [https://miro.com/app/board/o9J\\_IFbqEJQ=/](https://miro.com/app/board/o9J_IFbqEJQ=/)

### Introduction

In this section, the user can find a brief introduction to the workshop including the workshop agenda and goals. Aside from that, a link to Notion.so will be available, providing a full workshop presentation, facilitator guidebook, and print-out sheets. Lastly, a short explanation on how to use Miro as a tool, including tutorial videos.

Although Miro is a well-known tool in the design community, very many people still have not heard of or have not tried it before. For that reason, it was very important to make sure that whoever enters the workshop board, will receive an explanation that will allow them to use it smoothly and fast.

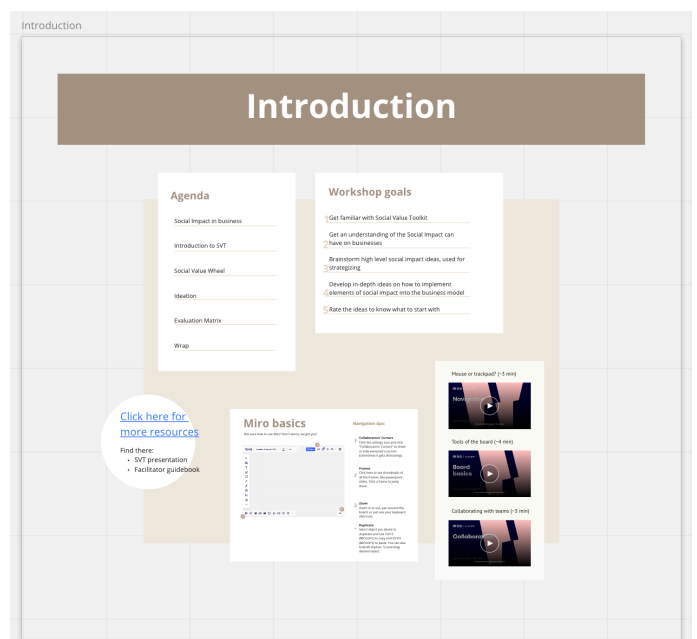


Figure 55: Miro - Introduction

## About SVT - Social Value Toolkit

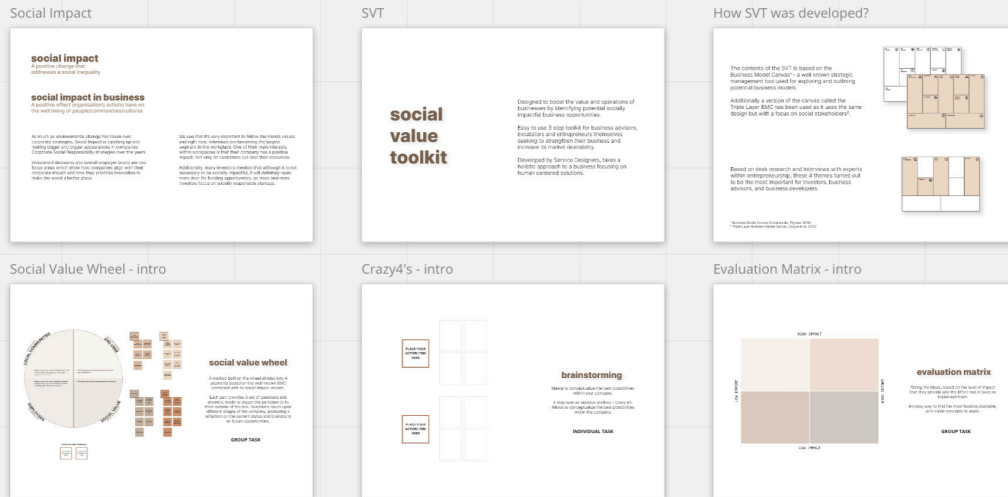


Figure 56: Miro - About SVT

### About SVT

In order to provide a good understanding of the workshop, the next section briefly introduces the topic of Social Impact in entrepreneurship and goes through different steps of the toolkit.

### The toolkit

Subsequently, following the arrows, users will be taken through each step of the toolkit.

In order to provide an easy to use and to follow experience, small tips and tricks were added around each section, explaining the best ways of working with Miro and the tools themselves.

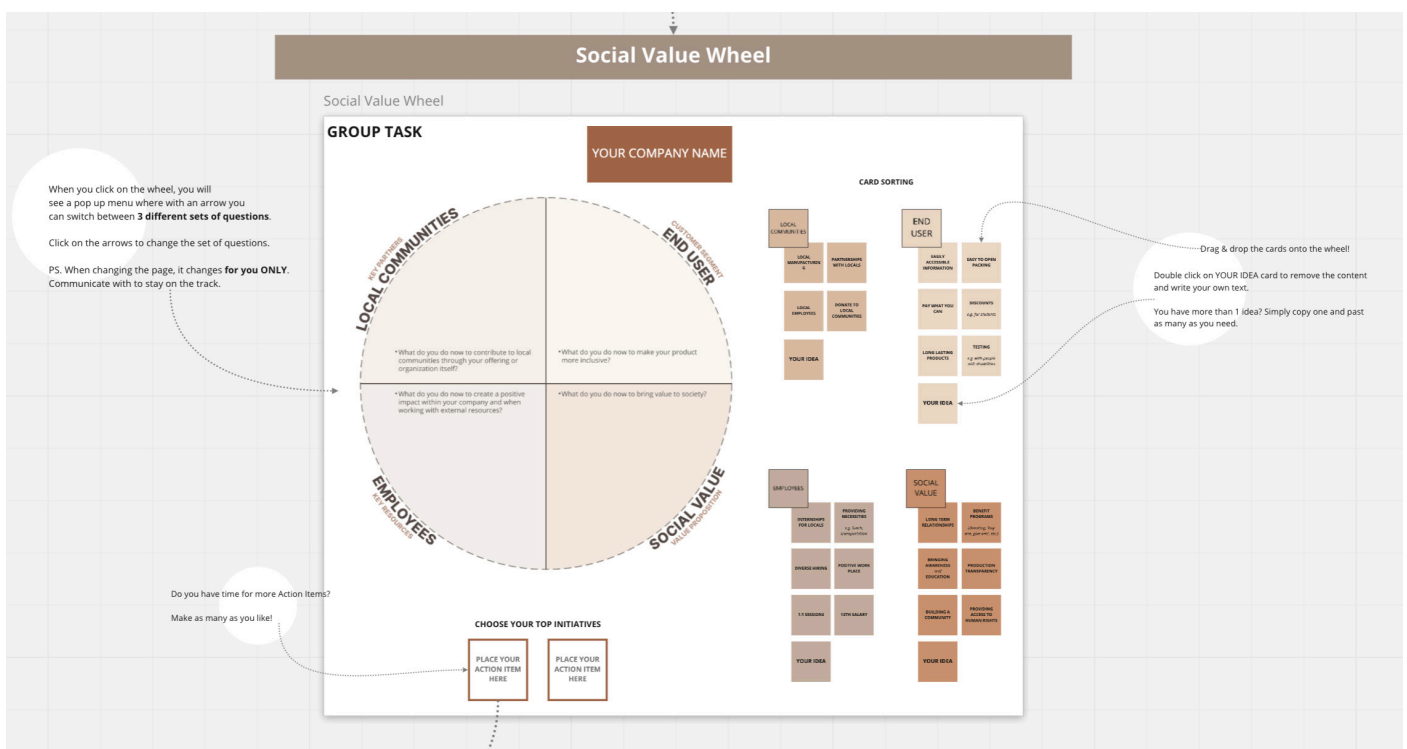


Figure 57: Miro - The toolkit

## 7.5 system map

In order to provide an overview of the toolkit, a system map was created. It showcases different components involved, and how the flows of information, material, and money link together in a common entrepreneurial setup of actors and touchpoints. A system map is a synthetic representation of actors, touchpoints, and users involved in the designed product or service. It presents an element-based top-down view that clarifies the service components and the mutual links between them, such as material, informational or financial flows (Morelli & Tollestrup, 2007; Service Design Tools, n.d.).

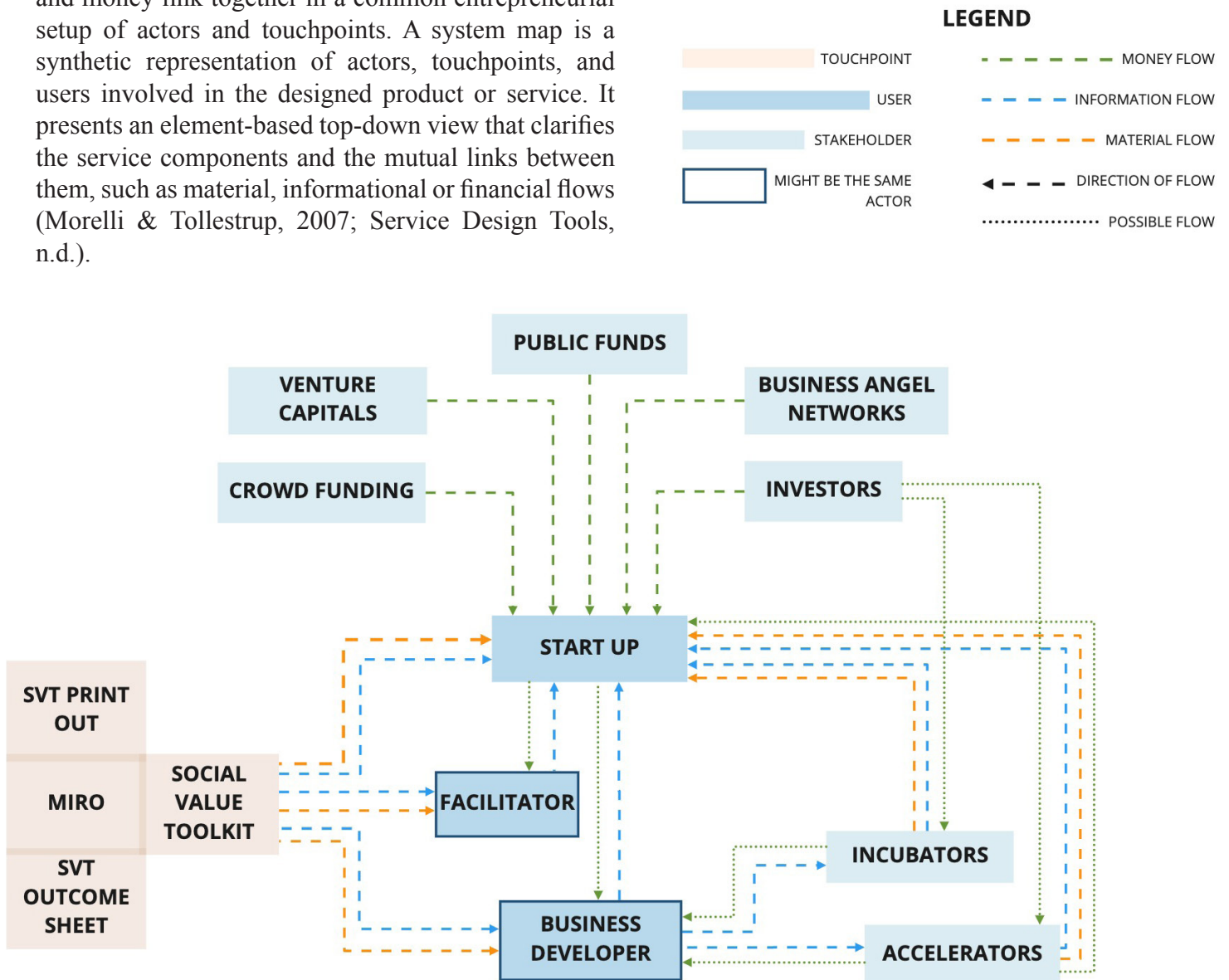


Figure 58: System map

## 7.6 customer journey

As the workshop was designed to be available both online and in-person, it was important to properly outline their differences. To do so, customer journeys were used as they present the workshop experience from the user's perspective as a movement through stages, steps, and experiences in a simple visual manner (Reason et al., 2015).

The in-person Customer Journeys will serve as a foundational element for the final testing workshop where the stages and experiences will be supported by an emotional journey graph along with the user's thoughts for additional context.

IN PERSON WORKSHOP

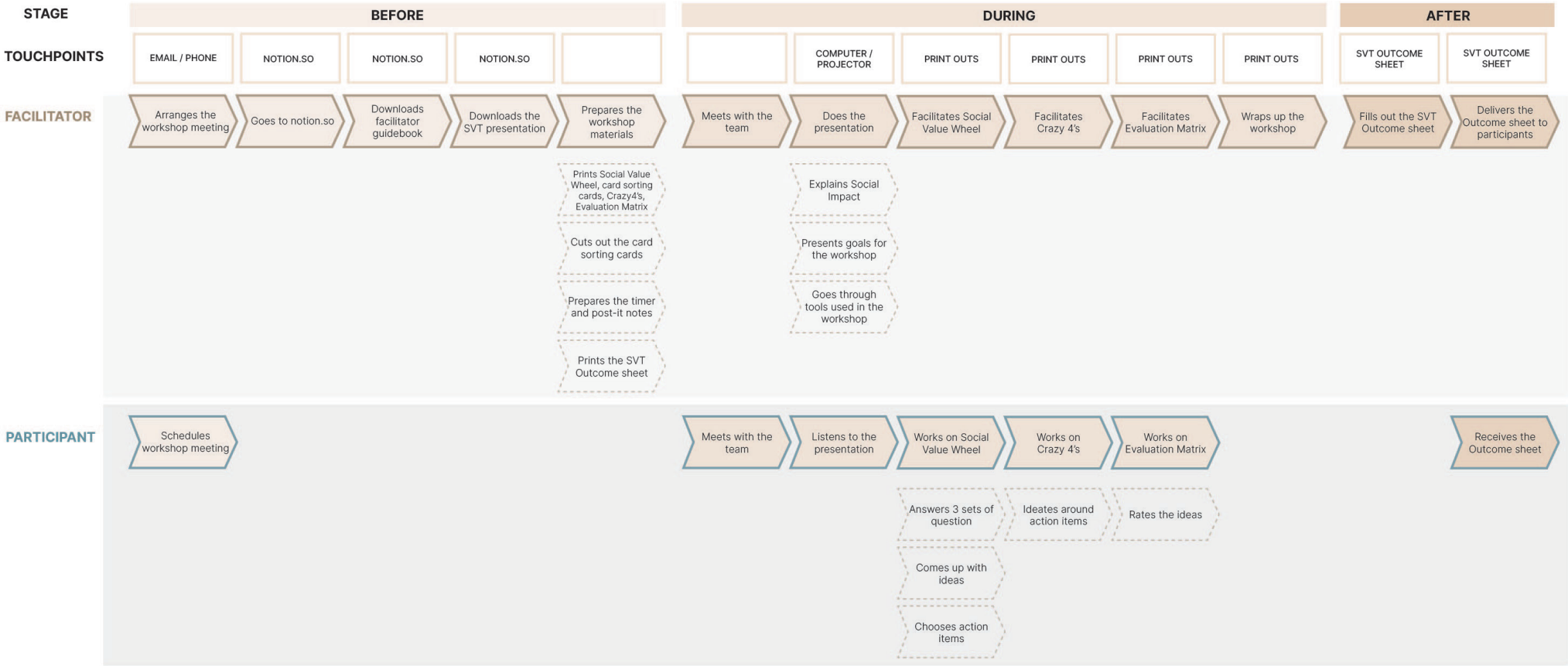


Figure 59: Customer Journey: In-person workshop

ONLINE WORKSHOP

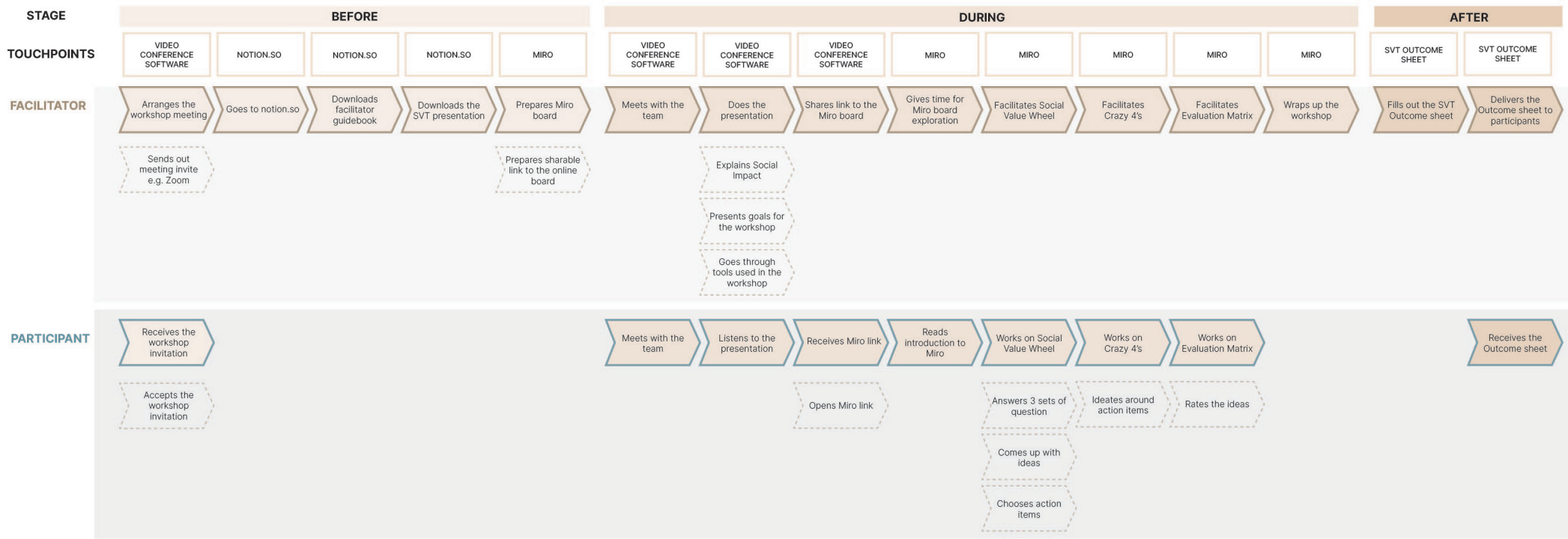


Figure 60: Customer Journey: Online workshop



7.7 final workshop test

As the last step of the Deliver phase, it was decided to test the final solution of the design process. During the previous round of testing, the focus was on the Social Value Toolkit and exploring whether it was useful, if people understood it, and how it could be better and more beneficial. It was used as an opportunity to uncover gaps and pains within the workshop and identify areas for future improvement.

For this second round, it was decided to focus on the following goals:

- 1. Testing the whole “service”, including the SVT, the workshop, and the Facilitator Guidebook. The Facilitator Guidebook was designed based on the experience from the previous workshop, inspiration, and literature found around it. For that reason, it was necessary to understand if someone not involved in such a topic will be able to run the workshop in the intended way.
- 2. Testing on more than 1 person at a time. The ambition was to find at least a couple of participants to engage in the activity. Since the first round of testing was conducted as a 1:1 workshop, it did not provide an opportunity to understand the group dynamic while working with a toolkit.
- 3. Testing in-person workshop. To start with, the Social Value Toolkit was designed for use online. While re-defining the service, the opportunity to provide it in an “offline” version was considered, becoming a last goal of the testing. By creating print-out versions of the tool, the desire to understand the usability of the tool in a physical setting arose. Due to Covid restrictions being loosened up, there was a possibility of conducting such a workshop.
- 4. Testing the pre-made workshop agenda and the workshop timeline. As it will be the first time that the workshop will be facilitated by an external person, it is important to understand if the set agenda and time structure are understandable and easy, or even possible, to follow.

7.7.1 participants

When searching for validation participants, the ambition was to work with our target group, in order to confirm its accuracy. By contacting organizations like Copenhagen Business Hub, and UbuntuBiz, the plan was to reach both a start-up and business developers, who could test the facilitator part. Copenhagen Business Hub, is a hub of business developers focused on 1:1 sparring, offering tools through workshops, events, and in-depth program courses (ehhs.dk, n.d.). UbuntuBiz is a community platform that inspires and shares resources and tools for entrepreneurs to start, manage and grow their business (UbuntuBiz, n.d.).

Unfortunately, at the time of writing this thesis, neither one mentioned, nor any other contacted companies were available for such an activity (appendix 4). That being the case, it was necessary to reach out to people within the team’s network, who could be as accurate for the testing as possible.

Chosen facilitator and 2 participants come from the service industry, working in the restaurant field. The facilitator is a service designer within the company, working with logistics, operations, and customer experience. One of the participants is a restaurant manager and the second one - the line director for the brand.

The type of the chosen company does not fit with the set target group, as it is a well-known and established brand. However, it became a good opportunity to understand if firms in different stages can also benefit from using the Social Value Toolkit.

All of the mentioned people are very closely connected to the strategizing within the company, which covers the target group.

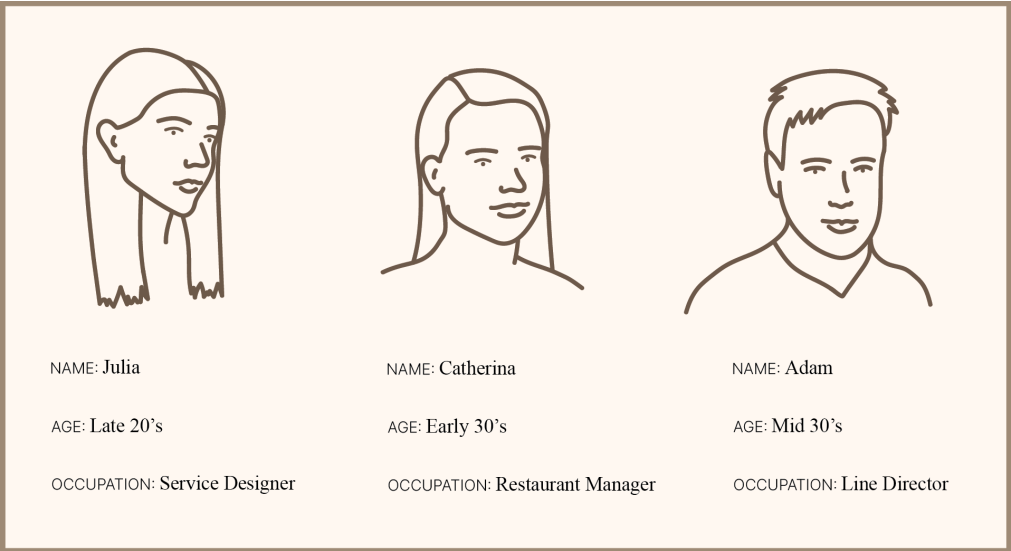


Figure 61: Workshop timeline

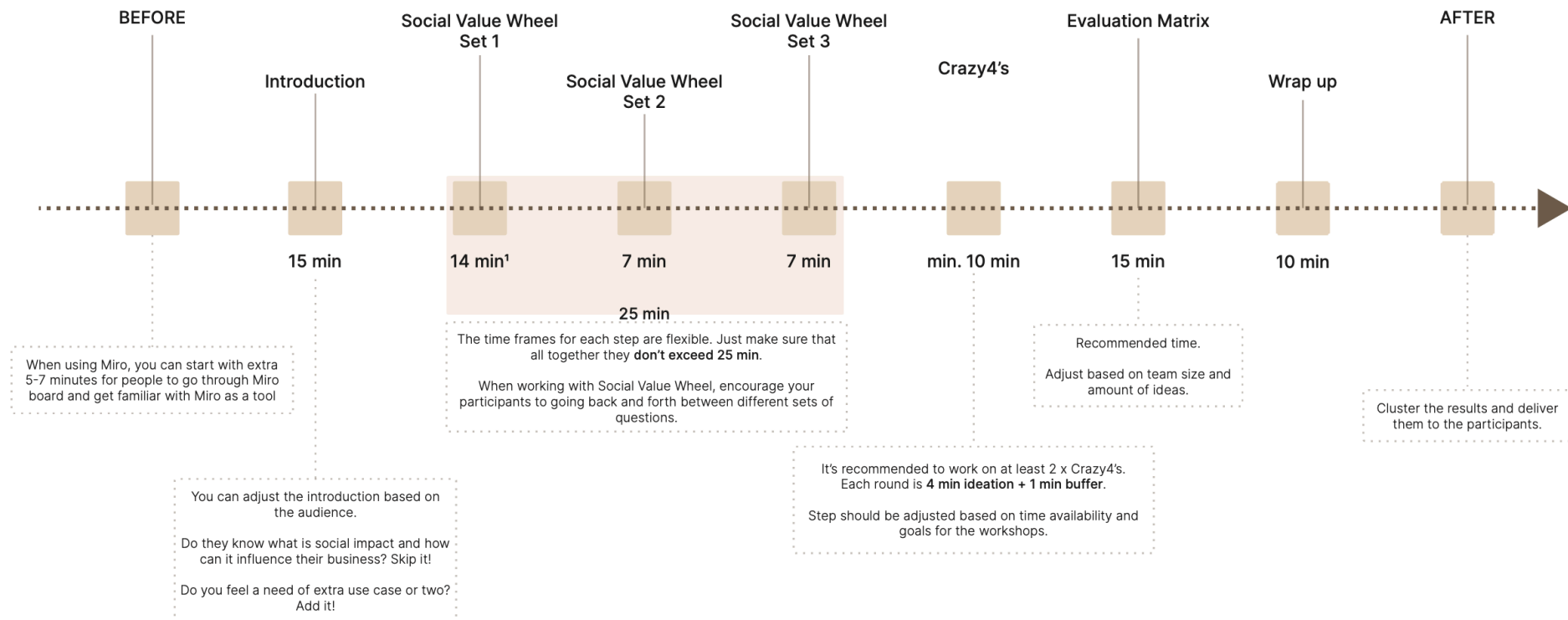


## 7.7.2 the workshop

In order to facilitate the workshop, participants from the company offered to do it at their restaurant, as it's a spacious space allowing for keeping Covid restrictions in mind.

The facilitator was provided with a Notion.so link 3 days before the workshop. It gave her the time to become familiar with the Facilitator Guidebook, as

well as print all assets needed for the facilitation. Since the workshop will be facilitated by an external person, there is no agenda nor special workshop flow in advance, but the one provided in the Guidebook (figure 61).



<sup>1</sup> This step is longer due to the introduction.

Figure 62: Workshop timeline

## 7.7.3 workshop outcomes

### Key findings

The key findings are outlined in the sections below. The first one shows the workshop feedback findings, the second presents the guidebook feedback, and the last section presents observation outcomes that were made during the workshop. A description of the feedback and full findings can be found in the appendix.

#### 1: Workshop findings

- Participants would have liked an ice-breaker to start with, in order to establish a shared understanding of the terms used within the workshop and the end goal.
- The estimated time spent on the Social Value Wheel versions was off by several minutes as they were based on previous online 1:1 sessions.
- Questions were very long and the possibility of them being turned into bullet-points should be explored.
- Using the Crazy4's with that name meant that participants thought they had to make 'crazy' ideas.
- They rushed the ideation and did not spend a full minute on the ideas.
- There was some confusion regarding parameters for the ideation, i.e. money, time, feasibility, etc.
- The parameters of high and low impact/effort were not elaborated upon. This meant the participants had to discuss what these terms would be defined as for them.
- There was a request to have a 'further development' section for participants to bring these ideas to the appropriate decision-maker within the company.
- The top squares of the Evaluation Matrix were the only ones requested for the outcome sheet.
- The facilitator would have liked some 'wrap up' questions upon finishing the Evaluation Matrix, in order to tie the generated ideas together with the 4 quadrants of the Social Value Wheel.

#### 2: Guidebook findings

- There was a need for a visual roadmap document that would provide external facilitators an easy overview of the workshop's flow of events.
- There was a request for more visual elements as the guide's text-heavy nature made it hard to follow during facilitation.
- Valuable information was not noticeable, i.e. golden rules were not read and explained due to

size and placement.

- Not easy to follow along during the workshop.

#### 3: Observations

- People seem to talk about questions for much longer than anticipated, without moving on and continuing to other questions.
- There is a need for the facilitator to encourage discussion and teamwork during the Social Value Wheel, in order to not simply have participants talk, but ultimately do them independently.
- The participants seemed to follow a structure of going through each question step by step. This was done although no such structure was described. In fact, it was encouraged to skip and jump between the different sets of questions.
- The questions must be explained better. It should be clear on each print-out that the given set of questions are about (1) what your company does now, (2) provocative and reflective questions, (3) what can you do differently?
- There is a need to inform the participants that the questions are made intentionally broad, to account for any kind of company. Therefore not all cards and questions should necessarily be considered relevant.
- The participants rarely used the premade cards, but relied approximately 90% on writing their own ideas on post-its. A later discussion with one participant highlighted the concept of tangibility and it was mentioned that the fragility of the cards made them less appealing.
- The participants used the Evaluation Matrix to talk further about their ideas and tried to work more action-oriented on what was required if they were to implement them
- The facilitator was not able to assist them in establishing boundaries for the evaluation.
- As mentioned above, the participants had to discuss what 'high/low impact' which for them was impact based on the recipient or action.
- The time management for the Crazy4's should be explained in detail, with an emphasis on making the participants spend one full minute describing each version of their ideas.
- After the Crazy4's session was finished the facilitator asked them to present their ideas in more detail.
- 
- Extended version of workshop findings can be found in appendix 5.

## 7.7.4 emotional journey

In order to get an in-depth understanding of how the participants and the facilitator experienced the workshop ‘feelings’, as well as a ‘thoughts’ lane, were added to the customer journeys. These lanes were attached post-workshop and provided additional information about their experiences and perceptions, which helped identify in what way certain points of the journey could be changed (Stickdorn et al., 2018).

While the workshop test was ongoing, it was noticed that some of the major steps in the journey had to be split into sub-steps as the emotional graph was not stagnant throughout.

Mapping out feelings and thought of participants gave a straightforward visual representation of areas that need improvement and should be focused on first during the next toolkit iteration.



Figure 63: Photos from 2nd workshop

IN PERSON WORKSHOP - PARTICIPANT’S THOUGHTS AND FEELINGS

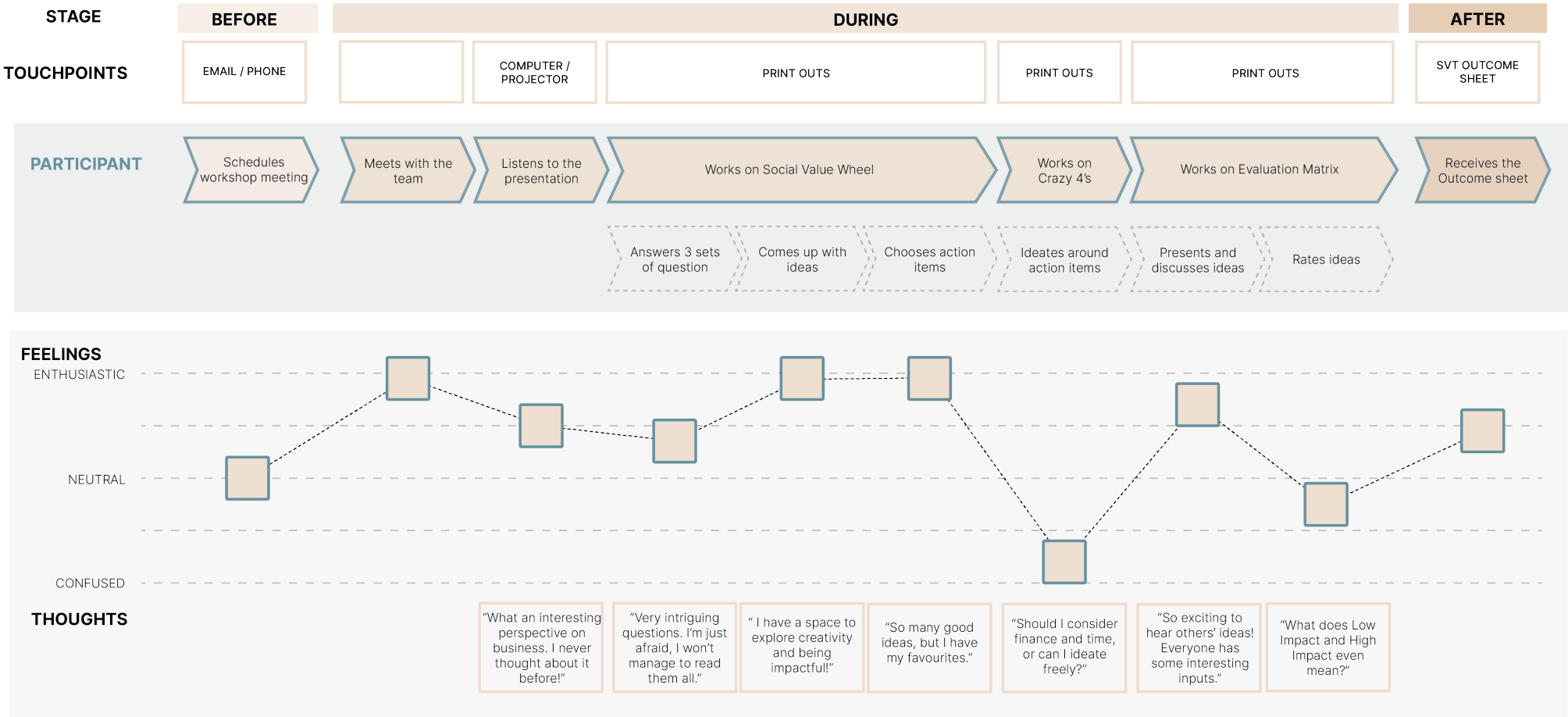


Figure 64: Emotional Journey - Participant



IN PERSON WORKSHOP - FACILITATOR'S THOUGHTS AND FEELINGS

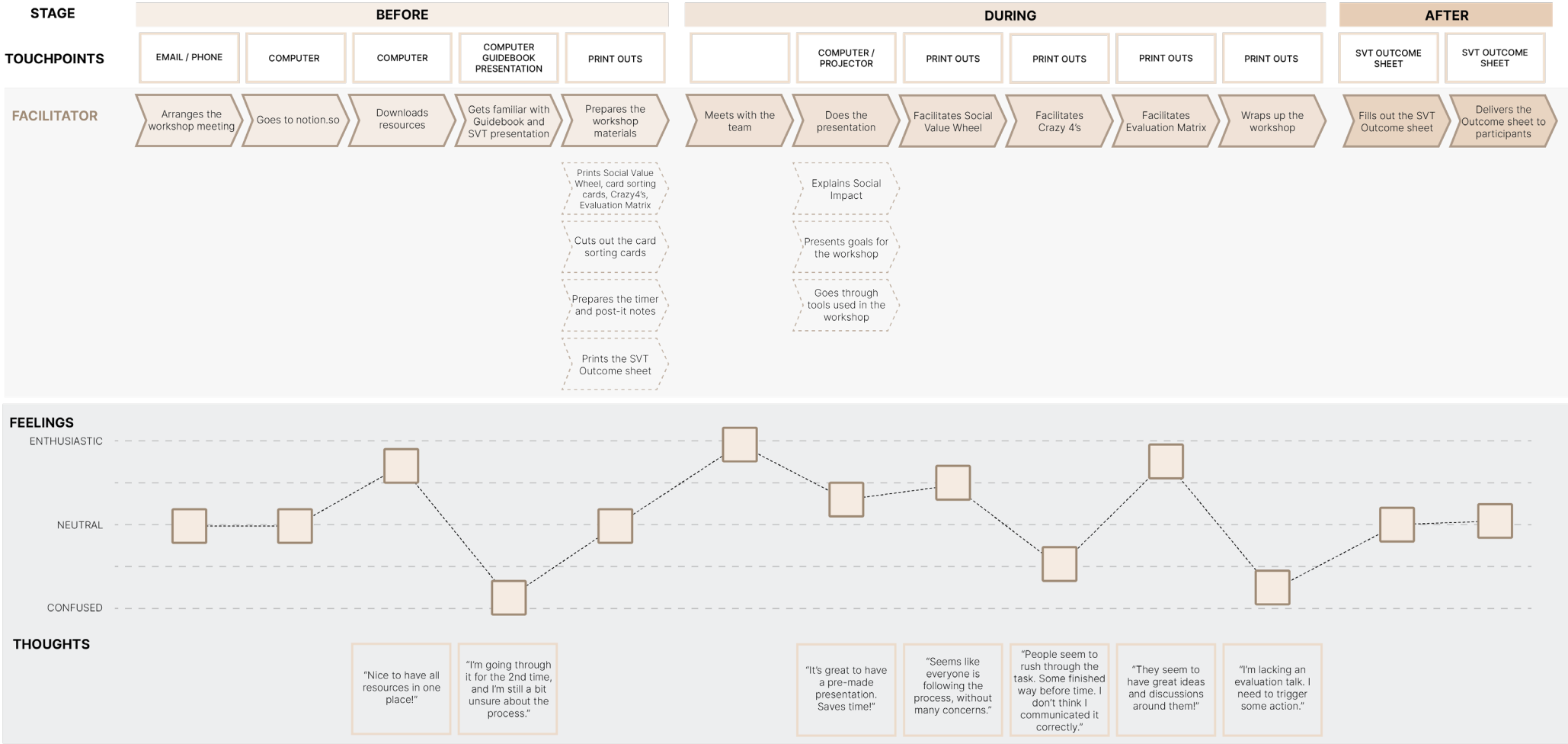


Figure 65: Emotional Journey - Facilitator

## 7.5 reflections

In the Deliver phase, the focus was on redefining the Social Value toolkit based on the 1:1 workshops from the Develop phase. Additionally, it was necessary to understand the structure of the workshop which will facilitate the SVT, and create a guidebook, which will allow anyone to be a facilitator of such.

As the first step of this stage, we were working with the Social Value Wheel and the questions within it. The questions are the center of the tool as they allow for reflecting on the current situation of the company and consider future Social Impact opportunities. During the 1:1 workshops, the questions were brought up, and participants proposed different sets of questions: present organization status, provoking questions, and future thinking. This was taken into consideration, and 3 sets were created, giving future users the opportunity to be more reflective throughout the process. With that said, we are very aware that the questions themselves could have been more researched. The “art” of asking the right questions is a very broad topic on its own and we didn’t feel like there was enough time to explore it deeper. For that reason, it will become a great opportunity for future research.

The facilitator guidebook was the next big step in the Deliver phase. It was built from the scratch and we used only our knowledge, gained throughout the workshops, and external resources as an inspiration on how such a guidebook could be composed. Mapping out the event flow of the workshop allowed us to build the structure of the guidebook efficiently, leaving time for its visual design. Testing the guidebook with a facilitator was an excellent chance to find pains and gains within it, and gather extensive feedback on how it could be improved. The biggest struggle was being very biased, after working with the topic of Social Impact and Service Design tools for a few months. When designing the guide, we assumed that everyone knows just as much as we did, which showed through the guidebook feedback. The workshop participants and facilitator brought it to our attention, by explaining what was missing, giving us an opportunity to work on it and improve it further. It was clear after the workshop that the guidebook had been created with a focus on reaching a satisfactory end result of the workshop,

but with less of a focus on the aspects of facilitation itself. While it was intended to make it readable and brief, it would have made sense to include a chapter about general facilitation approaches and key concepts. Stickdorn and Schneider (2018) highlight some aspects that would be vital to include for future iterations. Ideally, the facilitator should be able to read and understand the aspects of consent, status, and neutrality which means: establishing trust with participants, understanding one’s own status in a workshop setting, and lastly the requirement to be fair and unbiased during the process.

To use Miro, as the online workshop platform, it was necessary to build an easy-to-follow template. In the beginning, we considered only setting up the Social Value Wheel. However, when thinking back to interviews with activity, also based on Miro, we remembered that not everyone was so familiar with the platform. For that reason, looking through other, already available templates on Miroverse, we found inspiration for creating a simple guide that users can go through before using the Toolkit itself. Although small, it was an essential step in making sure that the Social Value Toolkit can be used by anyone, regardless of their experience with Miro. Aside from that, simple arrows and explanations to each step were added guiding the user through different tools alongside with tips on how to e.g. write inside a box.

This got us reflecting on the importance of Service Design and everything surrounding a service or a product, making sure that the whole user experience is taken into consideration. From the very first step when they enter Miro, through step-by-step on using the tool, to the Social Value Toolkit.

Aside from that, we highlighted a desire of making the template available to everyone through the Miroverse. With that said, when publishing the Social Value Toolkit board, we stumbled upon an obstacle. The template has to go through a review process, which has taken longer than anticipated. For that reason, when delivering the thesis, the Miro template will be available only through our own pre-made board.

Next, there was a separation between online and in-person workshops. Initially, the Social Value



Toolkit was designed for online use, through Miro - an online collaborative tool. However with time, and Covid restrictions loosening up, we wanted the tool to be available in both versions. One of the interesting observations was noticing how during 1:1 online workshops, all 3 participants used card sorting to fill up the Social Value Wheel, but during the physical workshop - almost no one did. When asked why they said that “the fragility of the cards made them less appealing”. On the other hand, when asked if cards were any help for them, they did mention that it gave them the inspiration for many answers written on post-it notes. This gave us a great perspective on how differently the toolkit will be used depending on the setting, as well as the opportunity to rethink the in-person version of the Social Value Wheel.

The participants and facilitators used for the workshop are the next topic for reflection.

Due to limitations which were caused by having trouble finding participants within the target group, we decided to reach out to our network and work with a larger company. Working with an already well-established company, with many employees assigned to their particular roles (as we learned in start-ups people often perform many different tasks regardless of the role) gave us: 1) different experience and feedback when using the tool, but also 2) an opportunity to check if other types of companies might also benefit from using the toolkit. Going into the workshop with anticipation of the performance of SVT for bigger organizations, it was very pleasant and rewarding to see participants using the tool with enthusiasm and leaving excited about new ideas and opportunities for being impactful.

When it comes to facilitators, the person available was actually a service designer, who was familiar with facilitation before. The workshop gave us a great opportunity to see how someone like her works with the facilitator guidebook. On the other hand, it would be also beneficial to see someone inexperienced with facilitation use the guide, as it could be more challenging for them and we could find even more flaws within it.

All in all, although at the beginning of the thesis we wrote that the Develop phase will be the longest one within the process, wrapping up the Social Value

Toolkit and deciding on developing the in-person workshop possibility, the Deliver phase became almost as long, or if not longer, than Develop.

Looking back, if we considered it before, we might have planned the other phases of the process differently, making sure there is enough time for the last step of the thesis. Right now, although we developed the Toolkit and workshop, and managed to test it to make sure that it works as it should, we didn't have the time to apply the feedback and work on one more iteration. In the future, this would be the first focus point when working more on the Social Value Toolkit.

## 8. discussion

This chapter presents the final discussion of key findings based on the research question concerning Service Design, Social Impact, and Business Models. It includes reflections on various aspects of the design process, focusing on the role of Service Design, tools for the toolkit, and target

group. This section is followed by a Reflection on the official AAU Service Systems Design official learning objectives and personal learning goals are presented. Followed by Limitations, the Discussion chapter is finalized by Future research suggestions.

### **This chapter will discuss the following subchapters:**

- 8.1 General reflections
- 8.2 Learning goals and objectives
- 8.3 Limitations
- 8.4 Future research

## 8.1. general reflections

Our research question:

***“How can Service Design assist in identifying Social Impact opportunities within a business context?”***

allowed us to determine the direction of this thesis, and to explore topics of our interests.

Working with the topics of Service Design, Social Impact, and Entrepreneurship called for a plunge into the academic literature of these matters. No more so than for Social Impact and Entrepreneurship topics, which are widely known from “real-life” scenarios, rather than from an academic field. Understanding the power of- and growing need for Social Impact in business was a motivating factor for exploring how Service Design tools can assist in identifying these impactful opportunities.

When going through the different literature, the topics seemed initially disconnected. Finding a ‘red thread’ through the research process was rather tricky, as we lacked the connector to bridge the gaps between these topics. That was the case until when we got inspired by Stickdorn et al. (2018), who present the Business Model Canvas as one of the key Service Design tools, thanks to its holistic approach. Consequently, we dove deeper into the analysis of business models, which allowed for exploring and uncovering many already existing connections between business and Social Impact. Remarkably, the Triple Layer Business Model Canvas (Joyce & Paquin, 2016) caught our attention as it seemed like the missing link within our research. It represented the connector between Social Impact and business models, and therefore it became foundational for our thesis.

Moreover, the Triple Layer Business Model Canvas exploration nourished the research process and finally led to answering the research question. In fact, by involving business models in the analysis, it was possible to use Service Design tools to bridge Social Impact and Entrepreneurship.

Based on the experience collected during the thesis process, through research, ideation and evaluation techniques, we can confidently say that Service Design tools can assist in identifying Social Impact opportunities within a business context. In this thesis, it is possible due to the use of research, ideation, and evaluation techniques. Namely, the card sorting

technique became an enabler in finding high-level ideas; Crazy4’s allowed for brainstorming and expressing different ideas in detail; the Evaluation Matrix gave users the occasion to reflect upon their ideas and act on them.

That said, we are fully aware that the research question could be answered in many different ways; along with the possibility of not being able to use Service Design tools to identify these opportunities. We acknowledge that more research and different findings could have pointed us into a different direction.

### 8.1.1 the role of service design

When laying the theoretical foundation for this thesis, we looked into Service Design as a profession and its relation to entrepreneurship. However, it was not possible to bring to light plenty of academia upon this topic. Therefore, it became needed to explore how Service Design could relate to the overall research question.

Service Design is used to address a given context, while staying human-centred (Penin, 2018). The great strength of Service Designers is to be able to facilitate and orchestrate different viewpoints on a product or service (Morelli et al., 2021). In doing so, it is possible to validate and challenge one’s own assumptions. Additionally it enables the gathering of important unbiased information which can lead to an elevated understanding of a given context (Morelli et al., 2021).

We recognize that these capabilities have been important during this thesis, as we had to explore how Service Design could help bridge the gap between Social Impact and Entrepreneurship. They were crucial because, as many of our interviewers stated, Social Impact is about doing good, for people, societies, cultures, and more. On the opposite side of the spectrum, entrepreneurship focuses on starting and running a company. On this side of the spectrum, it is not usual to find an asterisk that states *\*you must do good for ...*. In fact, as stated in the first paragraph of our Discover phase, ‘a company has no social responsibility and should only focus on profits for its shareholders’. This explanation equals the core of the business and strategic management theory, which embraces numbers and a data-driven approach, easy to

quantify and measure. It is our belief that this gap, herein not meant the academic but rather the actual gap in business today, perfectly showcases the need for Service Design. In fact, our profession does not only consist of the skills we employ and the tools we utilize. Rather, our profession is a combination of them with a holistic and people-centered mindset. In order to enable businesses to identify Social Impact opportunities, Service Designers must ensure to clearly communicate to stakeholders the benefit of having a human-centered mindset. In order to portray such benefits, and the usefulness of Social Impact in new businesses, Service Design tools, combined with a holistic mindset, provide an excellent opportunity to do so.

### 8.1.2 tools for the toolkit

The format of the thesis outcome was somewhat clear from the start. In fact, in the learning goals, it was mentioned that we both desired to create an adaptable framework to be used in the broader start-up environment. However, the contents were naturally not decided upon. As more parameters were added throughout as the project narrowed down in scope, the possibility of constructing a framework became less plausible. It was changed as we reached the Develop phase. This stage consisted of a large ideation session facilitated by an array of methods.

One of those, the Lotus blossom method, was used to explore potential avenues in which the toolkit could be developed. Following, an initial set of Service Design tools was chosen. Even prior to that, it was decided to use ‘easy’ Service Design tools. These included Actors map, Mind map, Card sorting, Experience principles, Issue cards, Value proposition canvas, Empathy map and Personas. According to our experience, we believe these tools are easier to build and use compared to more intricate tools such as Service blueprints, a variety of System maps, and multi-laned Customer journeys. Due to this decision, these tools were not explored and their potential, in the context of our research question, stays unknown. As these tools can provide an extensive overview of a given context, or zoom in on a specific element of a service, they could have been potentially useful in the toolkit. We therefore wonder how the developed toolkit would be different in shape and impactfulness had we used more complex Service Design tools. If so, in what ways would it differ?

Nonetheless, with the parameters that we had set up, i.e. creating a tool that could be used by any start-up, business developer, incubator, or accelerator program, the need for an easily understandable boundary object (Star & Griesemer, 1989) was crucial.

An additional aspect to factor in was the existing gap between Social Impact Business Models and Entrepreneurship. In order to bridge these fields, it was essential not to cause additional unnecessary confusion but instead focus on creating connections. Therefore, considering the set timeframe of the thesis project, more time was needed in order to explore the aforementioned more complex Service Design tools.

### 8.1.3 questions

While designing the Social Value Wheel and implementing card sorting, we discovered that there was a need for adding questions, which would help users navigate the tool. We also realized, aside from the navigation aspect, that by asking probing questions, the tool would enable participants to be more reflective and therefore get the most out of the session.

The importance of asking ‘the right questions’ was brought to light by our supervisor and by a participant of the 1:1 workshops. It made us deliberate on their importance and initiated a short research. Working with the Double Diamond approach granted us the opportunity to iterate, study and implement more research within the area of ‘asking questions’. Nonetheless, after a brief exploration on the power of questions, we realized that the topic is remarkably extensive. We wish we had time to delve into it, as we believe that ‘asking the right questions’ is a fascinating and potentially impactful topic to analyze— especially when working with Social Impact. In fact, if questions are asked in a proper provoking manner, they will make the recipients reconsider their current actions, which in turn could stimulate new ways of thinking about impact in business (1:1 Workshop #3, personal communications, April 15, 2021)

### 8.1.4 testing

Testing the developed Social Value Toolkit was an essential part of the design process. Getting feedback

from potential users allowed us to understand the usability and desirability of the toolkit and identify the pain points for further improvement.

When working on the first workshop, the initial plan was to host it online in a group setting with 3 representatives from different start-ups. We wanted to introduce the tool and then divide participants into break-out rooms so they could work with the SVT individually. However, issues arose with matching participant calendars, so we had to split the group session into individual ones.

Running into problems and having moments of doubt is a part of everyday life. When things do not go as planned and the pressure of time is high, it is imperative to remain flexible. Therefore, at this point, we had to work with the resources at our disposal in order to continue the development of the solution.

Looking back at the outcome and depth of the feedback received from the 1:1 sessions, we are rather thrilled that the group workshop did not pan out. Nonetheless, it does make us reflect on the direction of the toolkit development, especially card sorting. Conducting the 1:1 sessions allowed us to follow along as the participants went through the entire process, step by step; being able to observe each step and assist as a facilitator where needed. We followed-up with a semi-structured interview and dove into an in-depth evaluation of the whole workshop. However, since we could aid participants throughout the process, we never learned if people would be able to work with the SVT on their own. This prompted the need for a constant facilitator. It is possible that if we had tested the tool in a group setting, we could have found many areas for improvement and iterated the SVT to fit individual use, without facilitation. Perhaps we would not have had the need to develop a facilitator guidebook, but instead an easy-to-use descriptive template.

Moreover, if we had first carried the second workshop (conducted in a group setting with two representatives from one company) we might have reached different outcomes.

All things considered, we are satisfied with the direction that the Social Value Toolkit and its evaluation took.

### 8.1.5 the target group

From the very beginning of the project we knew that our goal was to contribute to the start-up community

and enable it to become socially impactful. In order to do so, it was important to be aware of (1 the scope of the research and (2 the time available. It made us decide to focus on the start-up scene within Copenhagen rather than the broader spectrum, like Denmark or Europe.

When focusing on the first aspect, working with the start-up scene, there are many reflections regarding this decision. The choice of entrepreneurship had a big role in the research phase of the thesis. It outlined the literature review, desk research as well as interviews. The last one, interviews, was probably the method most influenced by the topic both: When planning for them, but also in terms of the outcome which guided us towards the final solution. During the interview preparations, we developed a semi-structured interview guide. The questions we phrased mainly concerned the process of managing companies as well as the tools and methods used in the process. The truth is that most of the questions could have been asked to small start-ups as well as larger corporations, so it was the choice of interviewees that mattered the most. Keeping start-ups in mind, we decided to talk with founders of start-ups as well as experts within the field, including business angels, business developers, and VC investors. Another important aspect was the type of start-ups that we decided to focus on. If we were only to consider later staged start-ups, interviewing business angels would not bring as much value to research as it did in this case. With all of this in mind, it is safe to say that the choice of target group heavily influenced the research as well as the development of the Social Value Toolkit.

As we have briefly mentioned above, one of our personal goals was to create a framework or a toolkit, and one topic of the literature review was business models. This made us think that although the difference in the solution would probably not be that drastic, there are aspects (e.g., chosen themes for the Social Value Wheel) that could change.

Another target group reflection, concerns validating start-ups in or after the proof of business stage. In the define stage, we used all our collected data to define the start-ups we wanted to focus on. Based on those findings, start-ups in earlier stages would not get as much value out of using the toolkit due to other priorities. That said, when searching for workshop participants, it was unusually difficult to get in touch with firms that were at this exact



stage. People we managed to contact were either before this stage, meaning they were not in the target group or much further in the start-up system, meaning they were in the target group; however, the gap between the proof of business and the scale-up stage is significant. Furthermore, the participants of the final workshop were from a fully established business. This meant that neither in this round was it possible to validate the target group.

Although it was great to see that the toolkit worked regardless of the stage of the company, it is worth mentioning that there is no evidence to prove that the choice of target group was right. In order to get it, we would need more resources when testing. At this point in the thesis proceedings, it was decided that it is better to validate outside of the target group rather than to not validate at all.

The second aspect which concerned the target group was choosing the Greater Copenhagen area as our spatial focus. This choice allowed us to narrow down the scope and focus on the people and companies around us. Initially, we assumed that choosing the capital of Denmark would not make as much of a difference in the research. However, going in-depth with the literature review, desk research, and different case studies, we noticed gaps between the European and, e.g., American approach to Social Impact. This realization concluded with several opportunities for further research on understanding the different perceptions towards Social Impact in entrepreneurship, globally.

## 8.2. learning objectives and goals

### Official learning objectives

This master thesis allowed us to practice different skills and methodological approaches acquired during the Service Systems Design study. By working with the context of Service Design and entrepreneurship in Copenhagen, Denmark, we had an opportunity to explore and choose different methods and tools to work with. Using the Double Diamond methodology that was known to us allowed us to strengthen the knowledge of already known tools and enabled us to acquire and learn new abilities from the Service Design field. Working with known and tested approaches improved the process, and enabled us to conduct this thesis in a

holistic manner.

In-depth analysis of all phases of the project: from research and ideation, through development and testing uncovered new practices and techniques and challenged us to expand our portfolio as Service Designers.

Working with Social Impact and the entrepreneurial scene in Copenhagen gave us an opportunity to contribute to the start-up community, by researching and addressing the identified problem area, and subsequently designing a worthwhile solution. The first stages of the thesis was based on the literature review which required a deep dive into the current academia on Social Impact, Entrepreneurship, Service Design, and Business Models. The first two topics are mainly known and approached through ‘real-life’ situations, rather than academia. For that reason, it was very valuable teaching which highlighted the importance of combining academic research with a more hands-on approach.

When working on a project that requires testing and iterations, it is crucial to involve different stakeholders in the process. Since we did not collaborate with any company on this project, we were obligated to put significant work into expanding our network and trying to get in touch with people within the start-up scene in Copenhagen. With respect to the Covid-19 restrictions, it was not possible to approach people in incubators or accelerators. Instead, it required adaptation and coming up with online solutions. A Hands-on approach to looking for e.g. interview participants, made us step out of our circles and use possible and relevant tools (LinkedIn.com, n.d.; theHub.io, n.d.), to reach out to people that would add to our thesis.

One of the big learnings of this thesis was definitely being able to be flexible and adjust to the design process. Although the project was addressing entrepreneurship and a positive impact, while researching the topics a lot of new opportunities and ideas occurred, calling for a reevaluation of the importance of gathering data and agreeing on the further steps.

Another learning that we can take with us further is the need for a proper tentative plan of the design process as well as the benefit and need of further detailed planning as the project progresses. As we briefly mentioned in the Deliver reflections, when outlining the process we thought and had planned that the Develop phase would be the longest phase

of the process. With that said, working with Design Thinking, it's crucial to remember about its iterative nature.

### **Personal Learning Goals**

#### ***Gain knowledge and understanding about the start-up environment in Denmark***

Throughout the process of this thesis, there has been a connection to the start-up environment and specifically so on the national and local level. We have been participating in study incubator workshops, interviewed business developers- and angels, VC funds as well as student- and external start-ups. These activities have provided us with a substantial amount of knowledge and a thorough understanding of the Danish entrepreneurial environment. As such, we strongly believe we have met this learning goal.

#### ***Investigate and understand the gaps between Social Impact and start-up scene, and how Service Design can be used to bridge them***

We researched Social Impact and explored how it was, is, and can be used in business. We researched case studies and investigated how Service Design might serve as a binding element between Social Impact and opportunity identification in business. Through both 1:1 and group workshops, the end result proved that Service Design can in fact bridge this gap. To this, we are enthusiastic about our analysis and learnings as well as the experience gained throughout the process and say that we have undoubtedly met this goal.

#### ***Communicate Service Design practice and tools in an accessible and beneficial way for entrepreneurs***

It must be acknowledged that during the design process there were possibilities for the exploration and testing of other Service Design tools. That being said, we are positive with the finished result of our thesis. We brought to light the low general understanding of Service Design in business. Managed to identify how and in which ways Service Design can be communicated for it to be useful and understandable to a business-centric audience. We, therefore, feel that this learning goal has been accomplished.

#### ***Contribute to the start-up environment by providing an adaptable framework based on service design approaches***

We recognize that we have not provided the start-up environment with an adaptable practical framework, but instead a general-use toolkit. However, we firmly believe that this thesis has beneficially contributed to the current array of start-up tools. The SVT was created based on a holistic perspective and human-centered research, applied through a Service Design mindset. The result was a link between start-ups and Social Impact, which enabled the identification of new impactful opportunities. As such, we believe that we have contributed to the current research field of Service Design in addition to the start-up scene.

#### ***Gain hands-on experience within collaboration and co-creation, by facilitating interviews, workshops and testing sessions with and between established organisations and new business owners.***

This goal to gain hands-on co-creation experience has had less of an effect through the thesis. It would have been a great additional aspect to properly implement into the design process, as it only truly happened in the later stages. While there have been interviews, workshops, and testing sessions, we can not state that they were collaborative between organizations and new business owners. Instead, it happened with experts and start-ups separately. The activities framed within this learning goal have been accomplished to an extent, yet we regret that the specified spatial framework was not utilized.

## 8.3. limitations

During writing the master thesis, we stumbled upon limitations that influenced our project and the design process.

### ***Research limitations - Covid-19***

One of the main limitations throughout the project was Covid-19 and the lockdown caused by it. Since the pandemic has been going on for over a year, it has influenced the growth of many companies, especially start-ups. Aside from that, the pandemic influenced the way we did the research, where only online exploration was available. As mentioned in the Reflections of Discover phase, there was a wish of conducting methods like Service Safari, which allows for being more observant, but unfortunately, it had to be skipped.

### ***Toolkit development - Covid-19***

Besides the research restraints, the Covid-19 also influenced the multidimensional toolkit development and refrained us from a deeper exploration of its physical version. As we were unaware of when the restrictions would loosen up, we were heavily focused on developing an online version of the tool. As time passed and the government made physical workshops possible, we rushed into testing this opportunity. It resulted in a lot of feedback during the second workshop session, as the Social Value Toolkit was created for mainly online use.

### ***Time-frame***

Although very aware of the timeline for this master thesis from the beginning, it still limited the range of research or toolkit development. It goes without saying, that if the project duration was longer, we would be able to get the most out of the Design process and iterate more between different stages. In addition to that, the project was placed in the springtime, resulting in many public holidays which made it harder to collaborate with stakeholders. Many contacted people, e.g. for interviews for testing, were unresponsive, slowing down some stages of the process.

### ***Our own bias***

The thesis and the whole process behind writing it were heavily influenced by our own bias. It is more likely that if there was someone else to work on the same research question and problem statement, the outcome would be different due to their perspective, knowledge, experience, etc.

## 8.4. future research

Our assumption and belief are that the toolkit we have been developing does indeed have the potential to foster positive social change in a wider business landscape. Although already mentioned in our reflections and limitations, a vital parameter of this thesis was the timeframe.

This parameter means a need for the underlying theory and tested applicability of the toolkit to be investigated more thoroughly. This must be done in order for the toolkit to reach the far-reaching potential that we assume it has. As such future work may first research the validity of the toolkit by conducting case studies with companies over an extended period of time. Within the research validity, it would be beneficial to investigate in what way the toolkit is able to initiate collaborative discussions (Quinn, 2010) and what benefits could arise from such talks.

An additional aspect to consider here is the socio-spatial context of the toolkit's development. In order to understand if the toolkit has international applicability, the case studies should be conducted both locally and related to cases from similar and vastly different social contexts. In order to not

create a false positive, this need must be cross-referenced with the understood meaning of Social Impact in the different locations.

Secondly, further research may be done into the aspect of provocative questions. Herein meant the exploration of their assumed usefulness and in what way the questions can be used to trigger a broader understanding of Social Impact.

Third, connecting the Social Value Toolkit into "real-world" practices through an extended period of time requires the continued discourse and collaboration with researchers. This enables the exploration and testing of repeated sessions and its potential correlation to fostering the aforementioned understanding of Social Impact, herein also meant an understanding of its usefulness in identifying new business opportunities.

Lastly, we uncovered the toolkit's potential of influencing a company's strategic decision-making. Further work into this aspect must however be done in order to truly prove its applicability in such scenarios and should therefore be tested.

## 9. conclusion

Corporations are beginning to understand that value in a business model no longer has to be constructed as a repetitive pipeline layout where customers ultimately consume it. It is no longer ‘exchange value’ and full stop. In the last couple of decades, social enterprises have been battling organizational legitimacy by attempting to combine social and market values (McInerney, 2012). This ‘battle’ is still ongoing but has been thrown into a global spotlight by the dangerously degrading status of the climate and struggling communities across the planet. This made international organizations and governmental agencies push for positive change on environmental and societal issues. As a consequence, the Sustainable Development Goals and the Paris Climate Accord were created in 2015 and 2016. Global markets responded by investing in initiatives and companies that sought to solve or actively take part in the SDGs. However, when looking at the history recent of investments, the prioritization of Environmental Impact start-ups is evident. They receive investments far more regularly, than start-ups focusing on Social Impact.

We found that critics from academia and business highlighted the use of fuzzy data sets in Social Impact as a reason for the difference in investments. This is not a new problem as organizations have struggled to come up with a ‘perfect’ measurement framework for Social Impact including a correct definition of the term itself.

This aspect was seen as a challenge and as a basis for the next steps. As such it was said to not focus on the importance of measuring Social Impact, but rather to reach businesses themselves by proving to them that implementing Social Impact initiatives can increase overall financial prospects and market desirability.

The project’s focus lay within identifying Social Impact opportunities and ultimately developing a way in which Service Design could help convey potential new avenues of opportunity can have for businesses. This project has showcased that Service Design can bridge the gap between these topics and act as a catalyst for change.

We developed the Social Value Toolkit as an enabler towards becoming more socially impactful. It does so by bringing the team together in a creative process of reflection, ideation and strategizing upon feasible ideas

The processes throughout the workshops showcased a need for facilitation as the topic of Social Impact has not been, and rarely is, a priority for companies. As such, we do not categorize Social Impact as prior information, which makes the opportunity identification process more demanding. Facilitation is therefore needed to properly convey the core principles of using a holistic perspective and a human-centred approach through the workshops, as it is this style of thinking which will ultimately trigger impactful ideas and opportunities.



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# appendix

## APPENDIX 1: Interview guide - Start-ups

Allocated time: 1 hour

Planned time: 30mins for interview + 10 mins for activity // 20min buffer

### Section 1 - start-up in general

*Name & expertise / area of focus*

What is your relation to the start-up scene? For how long have you been a part of this industry?

What do you do? What do you work with? Responsibilities?

Being a part of startup environment (seeing how startups grow):

How do people manage their time when starting out?

Can you recall which processes are prioritized and vice versa: which are being put on hold? (e.g. visuals? business? building product?)

Do you see people working on tasks together or 'solo' in order to reach the goal (e.g. finished product)

### Section 2 - Validation & Funding

What do you as investors want to see in a pitch? What makes you interested in a startup?

What is "validation" to you?

How do you validate?

Do you care for specific validation methods/frameworks?

If yes, which ones? Why are they more accurate than the others?

Do you care for seeing the validation methods in a pitch?

In what 'form' would you like to have the data presented?

What are the FAQs that you receive in relation to validation, funding, and pitching?

How do you translate/use the specific company information/data in the pitch, so it was appealing/understandable to the investors?

### Section 3 - tools, methods & practices used

Do startups ever use business models such as BMC / VPC?

If yes: do you know when and how are they being used?

If no. Do you have an idea why?

Have you ever heard of any Design methods or frameworks that can influence the business model? e.g. Design Thinking

Do you know what Service Design is?

If yes: Can you tell me what does it mean/what is it to you?

Have you ever used/ seen start-ups use SD in business (e.g. validation)?

What does social impact mean to you?

Does social impact have an influence on the value of the startup? (for you as an investor)

Do you think that startups consider the social impact on their stakeholders when starting out?

if so, when/why?

Is there a dependence between different types of startups caring for social impact more than the others?

Is there a way to measure/ track & discover the social impact and how to improve it?

Do start-ups consider 'social impact' in relation to their business during meeting sessions?

## APPENDIX 2: Interview guide - Experts

Allocated time: 1 hour

Planned time: 30mins for interview + 10 mins for activity // 20min buffer

### Section 1 - start-up in general

*Name & expertise / area of focus*

What is your relation to the start-up scene? For how long have you been a part of this industry?

What do you do? What do you work with? Responsibilities?



Being a part of startup environment (seeing how startups grow):

How do people manage their time when starting out?

Can you recall which processes are prioritized and vice versa: which are being put on hold? (e.g. visuals? business? building product?)

Do you see people working on tasks together or 'solo' in order to reach the goal (e.g. finished product)

### **Section 2 - Validation & Funding**

What do you as investors want to see in a pitch? What makes you interested in a startup?

What is "validation" to you?

How do you validate?

Do you care for specific validation methods/frameworks?

If yes, which ones? Why are they more accurate than the others?

Do you care for seeing the validation methods in a pitch?

In what 'form' would you like to have the data presented?

What are the FAQs that you receive in relation to validation, funding, and pitching?

How do you translate/use the specific company information/data in the pitch, so it was appealing/understandable to the investors?

### **Section 3 - tools, methods & practices used**

Do startups ever use business models such as BMC / VPC?

If yes: do you know when and how are they being used?

If no. Do you have an idea why?

Have you ever heard of any Design methods or frameworks that can influence the business model? e.g. Design Thinking

Do you know what Service Design is?

If yes: Can you tell me what does it mean/what is it to you?

Have you ever used/ seen start-ups use SD in business (e.g. validation)?

What does social impact mean to you?

Does social impact have an influence on the value of the startup? (for you as an investor)

Do you think that startups consider the social impact on their stakeholders when starting out?

if so, when/why?

Is there a dependence between different types of startups caring for social impact more than the others?

Is there a way to measure/ track & discover the social impact and how to improve it?

Do start-ups consider 'social impact' in relation to their business during meeting sessions?

## **APPENDIX 3: Email to participants - Workshop**

Hej Xxx!

Hope you are doing well and staying in great health since we spoke last time.

I am contacting you again, as my colleague Anders and I developed a Social Value Toolkit, SVT, an online toolbox designed to boost the value of a business. It helps to discover potential Social Impact opportunities within the company and to identify the most impactful and feasible ideas to implement.

At the moment we are testing the tool with different potential users, to validate the usability of the tool.

As the SVT is meant for business advisors, incubators as well as entrepreneurs themselves, we are curious if you were interested to join us for an hour-long session next week, to give us your opinion on the value and usage of the tool.

All we would need from you is to come into the session with a business idea which you could use to work with the tool.

Do you think it is something you could help us with?

Let me know what you think. Looking forward to hearing from you!

Dominika & Anders

## **APPENDIX 4: Example of a refusal email - 2nd workshop**

Dear Anders and Dominika

Thank you so much for following up on your exciting project (and sorry for a late response)!

It was my pleasure, and I really think that your toolkit looks cool by now!

As you probably have guessed – we are super busy. I am on the brink of a maternity leave, and have to focus on closing tasks and the handover of other stuff.

However, Cc on the mail, I have some of my brightest colleagues whom all are passionate about sustainability and responsibility.

Dear Colleagues – please respond to Anders if you wish to participate in their project. Read the part marked red below. Thanks!

Best of luck to the both of you. Please do not contact my colleagues unless they reach out to you – thank you.

Best regards

Project Manager

Copenhagen Business Hub

## APPENDIX 5: Key findings from 2nd workshop

### General workshop feedback

It was mentioned by both participants that it would be very useful in the beginning of the workshop to have an icebreaker as it would establish a shared vocabulary. This was mentioned as a way to bridge a gap between the participants. Although they were colleagues, they worked in separate departments with different educational backgrounds. Therefore their understanding of terms unfamiliar to them, such as Social Impact/Value, were subjective. This could possibly have impacted their understanding- and answering of the questions asked in the Social Value Wheel.

A recommendation was to have the facilitator inform and explain the necessity of not considering normal limitations, such as money, time, brand, priority, etc. As it was mentioned that thinking outside the box would be easier when you removed any and all limitations. After the initial ideation had been done, you could start adding on limitations and figuring out more feasible ways to realize the ideas.

### Value Wheel

For the physical workshop the Value Wheel was split into three separate print-outs with different sets of questions. For this, a more specific explanation of the Social Value Wheel was required for all three versions, however more specifically so for the first version.

- From a facilitator point of view, it was noticed that the first value wheel took less time (7 min) than what was written in the guidebook. This amount (11 min) was estimated based on previous online 1:1 sessions. This may have been an effect of the facilitator not being as learned about the topic nor as detailed in their formulation of the task and the essence of the tool. In any case, the participants did fill out this version relatively quickly.
- It was mentioned that the questions were so long that it was a legitimate concern whether they would have time to read all the questions and answer appropriately. It was discussed whether the possibility of using bullet points would make more sense.

### Ideation

The facilitator initially asked if any participants were aware of the method called the Crazy8's. As they were not aware a description of the upcoming use of the tool was explained as was the reduction from 8 to 4, in relation to both minutes and ideas. However despite the introduction the participants still misunderstood the essence of the tool and proceeded to rush through the exercise spending much less than 1 minute per idea. Additionally, after the session was over some confusion

was mentioned about the parameters of the tool:

1. Its name made the participants think it had to be actual "crazy" ideas to begin with.
2. There was a request to be informed about the overall 'scope' of the crazy4's
3. There was also a request to be told what the end-goal of these ideas would be.
4. Confusion was also created by not knowing whether money or feasibility should be considered in the further ideation of the chosen action items.

This confusion meant that the ideas were not as detailed as the ideas generated during the online sessions. They were however still useful during the evaluation matrix.

### Evaluation

It was initially difficult to place the ideas on the evaluation matrix because the participants were not able to truly quantify in what way an idea would have 'high impact' or likewise would require a higher or lower amount of effort. The ideas were therefore placed somewhat unknowingly and then later on shuffled around. The repositioning happened because the participants held an internal discussion about what 'high & low' impact was from where they could place the ideas according to the parameters they themselves set up.

It was mentioned during the evaluation that by creating these ideas they started to think about the brand in a more positive way.

The facilitator and participants were both lacking a planned evaluation talk. They were missing something to bring further and to make the team talk about how it could work, why they choose this or that. Even though these topics were brought up, this came during the feedback session, and not during the actual workshop.

The participants would have liked some hints/tips for how to pitch this information to the correct decision-maker. They would like to discuss how one idea could influence employees satisfaction or how another idea could potentially influence revenue streams etc. Additionally they requested a way to have the top part of the matrix handed to them in some way, with the ideas they had generated.

### Wrap up

The facilitator requested a description and/or guideline in order to close the workshop session properly. The outcome sheet was not seen as informative enough. The request was in particular to have a kind of informal debriefing about the generated ideas and to discuss in more detail how they connected to the 4 quadrants.

The ideas remaining on the Social Value Wheel were mainly deemed "out of our hands" and were disregarded entirely. They chose their action items based on

the immediate plausibility of seeing their future implementation. For them it made more sense to focus on those action items, as it was more easily achievable.

### **Facilitator Guidebook feedback**

In particular, it was pointed out that there was a need for a visual roadmap document that would provide external facilitators an easy overview of the workshops flow of events. This was mentioned as a consequence of the detailed and heavily text-oriented nature of the current facilitator guidebook.

The golden rules, which were placed in the top right corner of each step of the process were mentioned as being too small and were therefore not noticed during facilitation. The need for more visual elements were highlighted as it also created some confusion during the ideation session.

### **Our Observations**

The facilitator did not mention Social Impact during ideation or evaluation session, but only during the initial introduction of the workshop and the first tool. While this is not a major issue, it could lead to the possibility of an attendee forgetting the aspect of Social Impact during the workshop. As Social Impact is not commonly understood the importance of repeatedly emphasizing it during the workshop could be a factor related to the final outcome.

*It was noticed during the Social Value Wheel that :*

- People seem to talk about questions without then continuing to other questions.
- There is a need for the facilitator to encourage discussion and teamwork during the Social value Wheel, in order to not simply have participants talk, but ultimately do them independently.
- The participants seemed to follow a structure of going through each question step by step. This was done although no such structure was described. In fact it was encouraged to skip and jump between the different sets of questions.
- The questions must be explained better. It should be clear on each print-out that the given set of questions are about (1) what your company does now, (2) provocative and reflective questions, (3) What can you do differently?
- There is a need to inform the participants that the questions are made intentionally broad, to account for any kind of company. Therefore not all cards / questions should necessarily be considered relevant.
- The participants rarely used the premade cards, but relied approximately 90% on writing their own ideas on post-its. A later discussion with one participant highlighted the concept of tangibility and it was mentioned that the fragility of the cards made them less appealing. Although this was a test

of the physical workshop, more focus could have been added to the importance of the touch and feel of the boundary objects.

*During the ideation session it was noticed that:*

- The time management for the Crazy4's should be explained in detail, with an emphasis on making the participants spend one full minute on describing each version of their ideas.
- After the Crazy4's session was finished the facilitator asked participants to present their ideas in more detail. This took quite some time off the clock and it would make sense to explain the evaluation matrix as an end-goal of the ideation workshop. So as to have the participants share their ideas and immediately place them on the matrix, instead of mildly repeating this step afterwards.

*During the Evaluation it was noticed that:*

- The participants used the evaluation matrix to talk further about their ideas and tried to work more action-oriented on what was required if they were to implement them
- The facilitator was not able to assist them in establishing boundaries for the evaluation.
- The participants had to discuss between themselves what 'high/low impact' was and / or meant and how any given idea related to these definitions, which for them was impact based on the recipient / action

### **Quotes**

"I felt overjoyed to have a space where to explore the creativity of being impactful and not think about your bottom line" - participant 1 (feedback on the full workshop)

"Tell people - don't think about money. It's easier to narrow down and figure out cheaper ways to do it later on, rather than to have constraints which limit the creative process" - participant 1 (feedback on ideation)

"What I liked is that we could talk about our ideas and give them some more thought on how to develop them" - participant 2 (feedback on the evaluation matrix)

"I think we could do a lot of these ideas, they would be fun and relatively easy." - participant 2 (feedback on wrap up)

### **Conducting the physical workshop**

After the workshop was finished there was an informal feedback session which lasted approximately 1 hour. It was not practically doable, to 'stick' to the questions of the semi-structured interviews from previous sessions. Due to the change from online to physical and having an external facilitator, there were other parameters to gain

feedback upon. Conversely, the participants and the facilitator had many thoughts and considerations they wished to share. It was therefore deemed a self-caused limitation, which could have been harmful to the further development of the toolkit, to not take the time to openly listen and have a dialogue about their experience.

## **APPENDIX 6: Final Outcome - SVT Facilitator Guidebook**

On the following pages the SVT Facilitator Guidebook will be presented.



A background image showing three people sitting at a wooden table in a modern, bright office or co-working space. They are all focused on their laptops. The person on the left is wearing a dark shirt, the person in the middle is wearing a grey t-shirt with 'BEAR' visible, and the person on the right is wearing a brown hoodie. The scene is lit with warm, natural light from a window in the background.

# social value toolkit

Facilitator Guidebook

In-depth look on Social Impact and  
how to find it in 3 easy steps



# what's the point?

## What is Social Value Toolkit?

The **SVT** is a set of tools that will help start-ups find social impact opportunities within their business. It introduces how Social Impact can be a positive driver for change and increase a firm's market desirability.

Specifically, this toolkit enables companies to identify new opportunities, ideate upon them, and ultimately rank their potential feasibility and impact. This is done by highlighting new avenues of value creation, using a tool that utilizes holistic thinking to approach the business from a holistic perspective.

## How we made it?

As social impact is a growing matter, we decided to do some research on how it works in entrepreneurship, and how Service Design can assist becoming more socially impactful.

Gathering academic and empirical data, exploring influence of Business Model Canvas on entrepreneurial scene and by involving start-ups in the development process, we arrived at Social Value Toolkit. Tested with start-ups and business developers, allows for identifying focus areas for positive impact of the company.

## Who is it for?

SVT is meant to be used by business advisors, incubators as well as entrepreneurs themselves seeking to strengthen their business, re-align with areas of Social Impact and increase their firm's overall future market desirability.

It is important that participants are able 'act' on the end-results. Therefore we recommend top management always participate in these sessions.

# table of contents

<b>social impact</b>	<b>5</b>
What really is it and how does it influence your business?	

<b>social value toolkit</b>	<b>7</b>
3 steps ideation process	

<b>workshop checklist</b>	<b>13</b>
All you need to run the workshop.	

<b>workshop</b>	<b>15</b>
Step by step guide to Social Value Toolkit	

<b>SVT outcome sheet</b>	<b>21</b>
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# **social impact**

What is it really and how can it influence your business?

# **social impact**

A positive change that addresses a social inequality

## **social impact in business**

A positive effect organisation's actions have on the well being of people/communities/cultures

As much as environmental change has taken over corporate strategies, Social Impact is catching up and making bigger and bigger appearances in companies Corporate Social Responsibility strategies over the years.

Investment decisions and overall employer brand are two focus areas which show how companies align with their corporate impact and how they prioritise innovation to make the world a better place.

We see that it's very important to follow the trends values, and right now, millennials are becoming the largest segment in the workplace. One of their main interests within workplaces is that their company has a positive impact. Not only on customers but also their resources.

Additionally, many investors mention that although it is not necessary to be socially impactful, it will definitely open more door for funding opportunities, as more and more investors focus on socially responsible start-ups.

# **social value toolkit**

3 steps ideation process



# **social value toolkit**

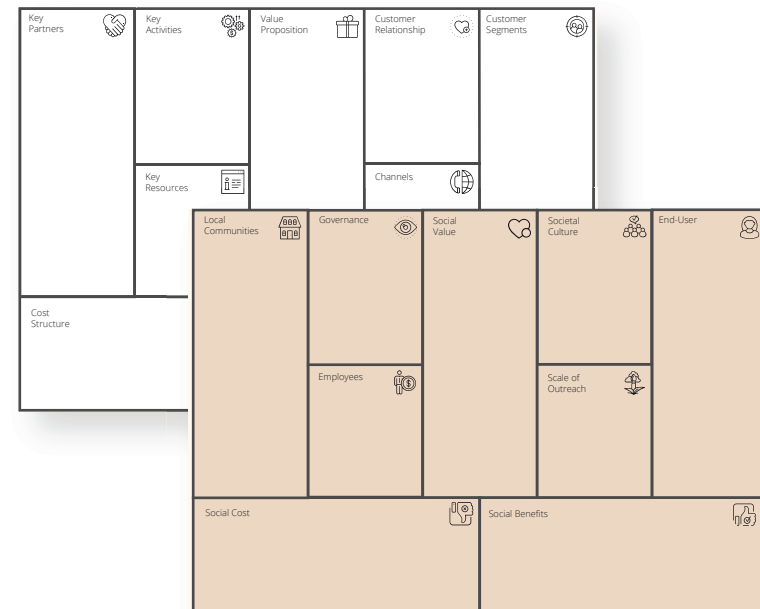
Designed to boost the value and operations of businesses by identifying potential socially impactful business opportunities.

Easy to use 3 step toolkit for business advisors, incubators and entrepreneurs themselves seeking to strengthen their business and increase its market desirability.

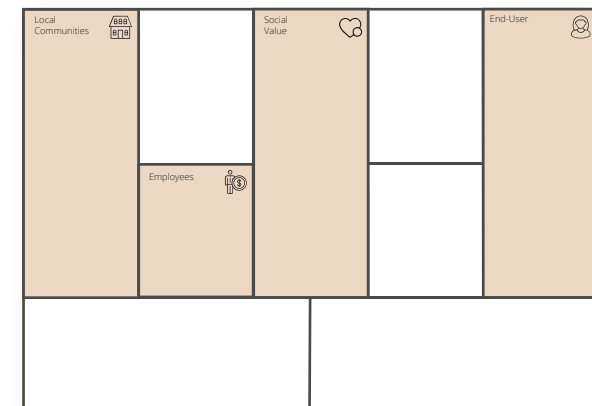
Developed by Service Designers, takes a holistic approach to a business focusing on human centered solutions.

The contents of the SVT is based on the Business Model Canvas<sup>1</sup> - a well known strategic management tool used for exploring and outlining potential business models.

Additionally a version of the canvas called the Triple Layer BMC has been used as it uses the same design but with a focus on social stakeholders<sup>2</sup>.

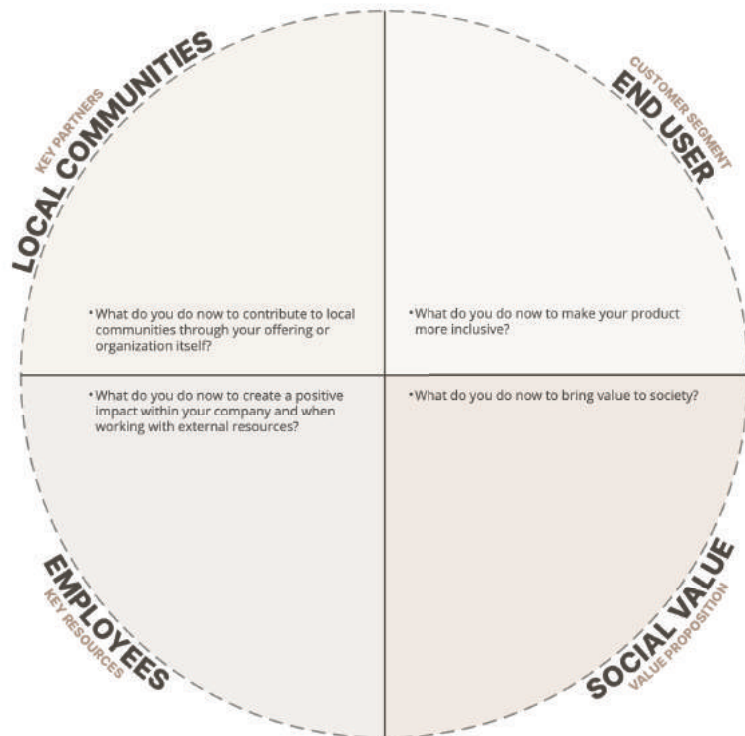


Based on desk research and interviews with experts within entrepreneurship, these 4 themes turned out to be the most important for investors, business advisors, and business developers.



<sup>1</sup> Business Model Canvas (Osterwalder, Pigneur 2010)

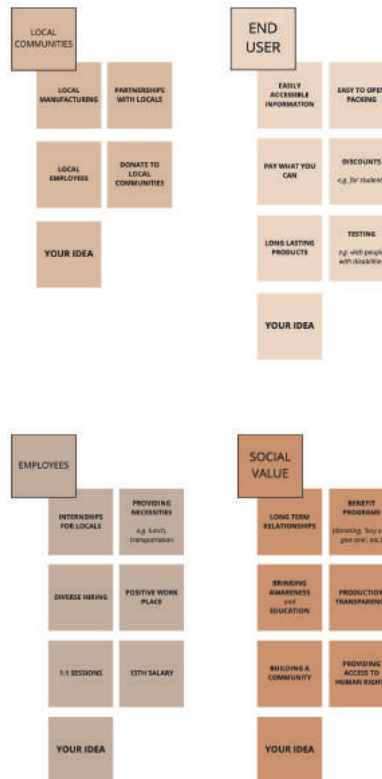
<sup>2</sup> Triple Layer Business Model Canvas (Joyce et al. 2015)



CHOOSE YOUR TOP INITIATIVES

PLACE YOUR ACTION ITEM HERE

PLACE YOUR ACTION ITEM HERE



## social value wheel

A method built on the wheel divided into 4 segments based on the well-known BMC combined with its social impact version.

Each part provides 3 set of questions and answers, made to trigger the participants to think outside of the box. Questions touch upon different stages of the company, prompting a reflection on the current status and brainstorm on future opportunities.

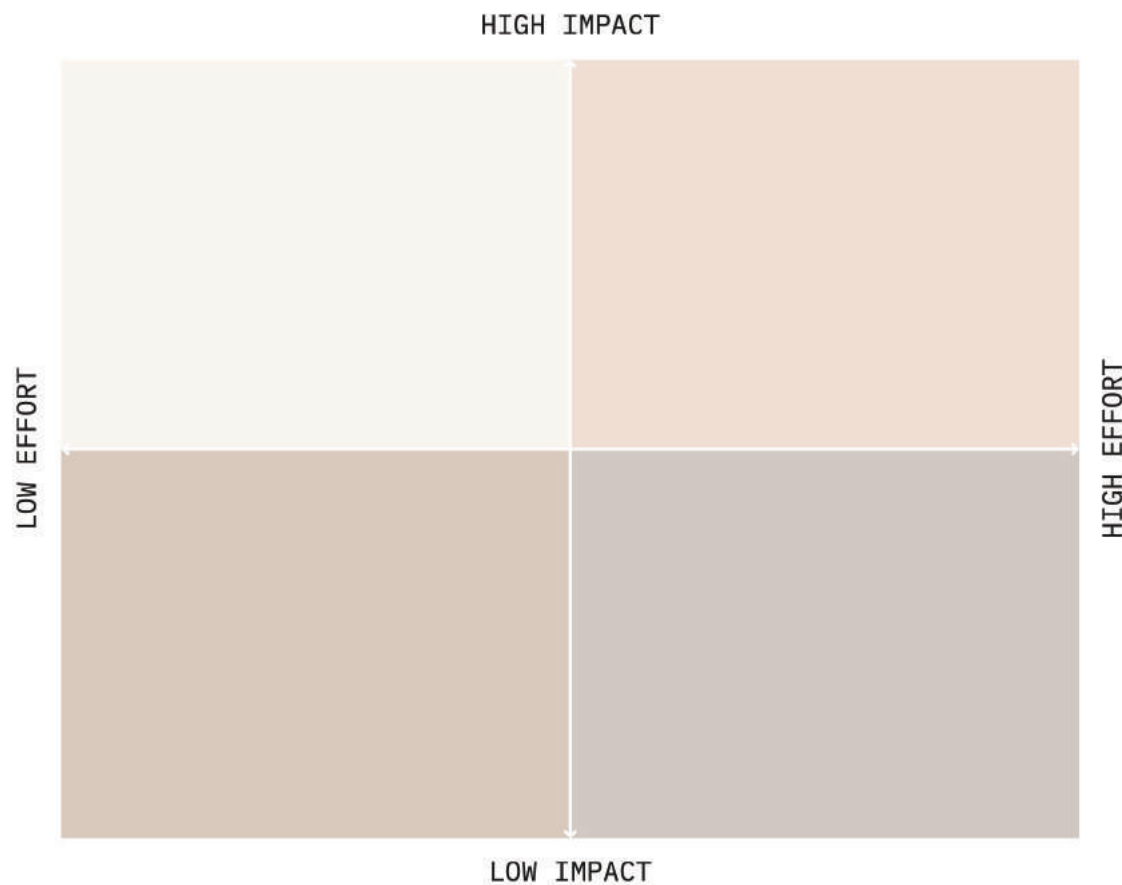
PLACE YOUR  
ACTION ITEM  
HERE


PLACE YOUR  
ACTION ITEM  
HERE


## brainstorming

Ideate to conceptualize the best possibilities within your company.

A step built on ideation method - Crazy 8's. Allows to conceptualize the best possibilities within the company.



## evaluation matrix

Rating the ideas, based on the level of Impact that they provide and the Effort that it takes to implement them.

An easy way to find the most feasible, desirable, and viable concepts to apply.



# **workshop checklist**

# what will you need?

## Online workshop

- ☐ Access to Miro
- ☐ SVT Miroverse template<sup>1</sup>
- ☐ SVT Presentation
- ☐ Timer

## In person workshop<sup>2</sup>

- ☐ Post-it notes
- ☐ Presentation
- ☐ Timer

### **Print<sup>3</sup> :**

- ☐ all 3 versions of Social Value Wheel
- ☐ Card sorting cards
- ☐ Crazy 4's + Evaluation matrix

<sup>1</sup> Go to [miro.com/miroverse](https://miro.com/miroverse) and search for: Social Value Toolkit

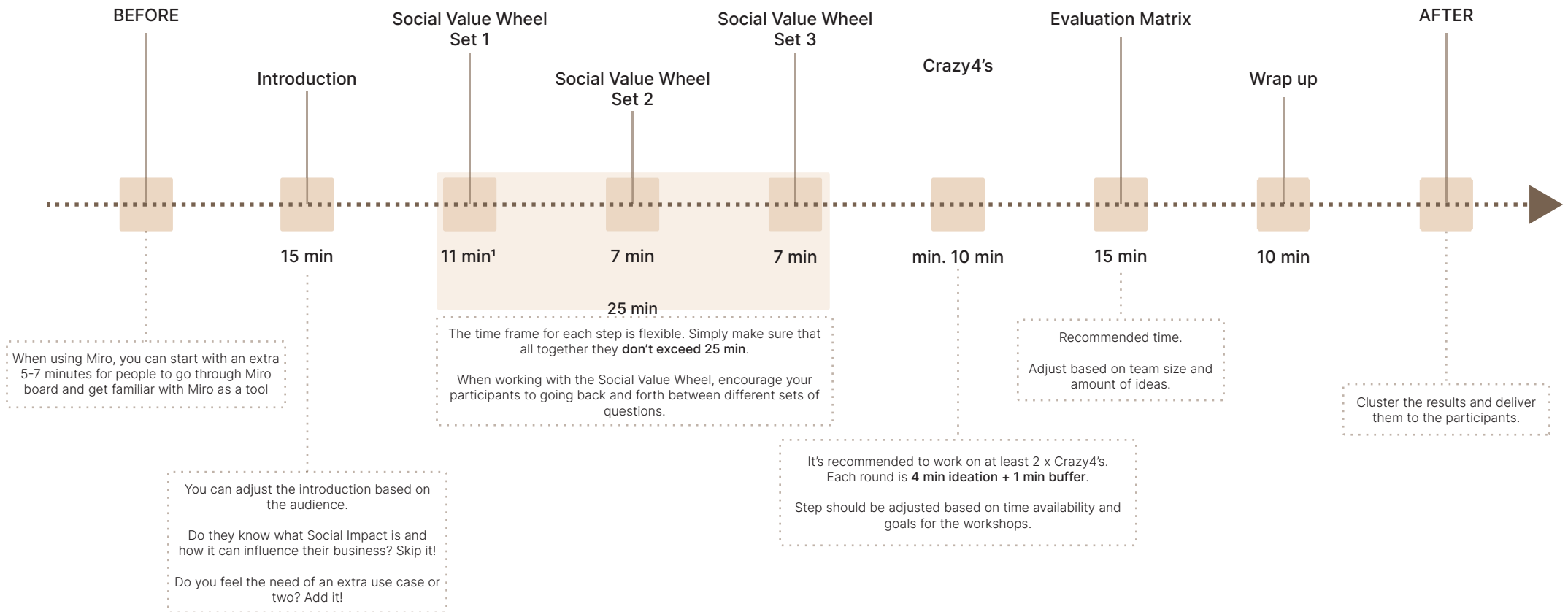
<sup>2</sup> Prepare your work station just like the Miroboard

<sup>3</sup> We recommend printing on A3. A4 might be a bit small, but it will work too!

# **workshop**

Step by step guide to the Social Value Toolkit

# workshop timeline



<sup>1</sup> This step is longer due to the introduction.

# 1 introduction

## agenda

Introduce the agenda and timeline of the workshop.

## Social Impact definitions

Make sure that everyone understands the topic, by defining the meaning of Social Impact and Social Impact in business (page 4).

## Social Impact in business

Explain the value of Social Impact nowadays (page 4).  
Additionally you can introduce different case studies (resources).

## goals for the workshop

Communicate the workshop's goals and participants' gains.

## social value toolkit

Brief introduction to Social Value Toolkit and its steps.  
In-depth explanation of the tools will come as you begin working.

**Social Value Wheel and Evaluation Matrix are performed in a group setting.**  
**Ideation is an individual task.**

### golden rules

- ✓ Make sure that the presentation is suitable for and clear to the audience.
- ✓ Communicate the goals of the workshop.

#### Goals of the workshop:

- Get familiar with Social Value Toolkit
- Get an understanding of the Social Impact can have on businesses
- Brainstorm high level social impact ideas, used for strategizing
- Develop in-depth ideas on how to implement elements of social impact into the business model
- Rate the ideas to know what to start with

**Social Value Toolkit**, referred to also as SVT, is a set of 3 tools designed to help you identify desirable, viable and feasible Social Impact opportunities within your business.

The main tool within the kit is a **Social Value Wheel**. It's build of 3 sets of questions and answer that will make you reflect over your current company status and possible future solutions.

The wheel is based on the well known Business Model Canvas and it's social stakeholder version.

Later, we will go into the second step of the toolkit - **Ideation**, where you will have an opportunity to brainstorm on the possible ideas for your business. Lastly, we will jump into an **Evaluation Matrix**, where your ideas will be assessed in terms of impactfulness and feasibility.



# social value wheel

## set 1, 2, 3

### golden rules

- ✓ **Group task**
- ✓ Keep the ideas high level! (surface-level)
- ✓ Make sure that your participants don't overthink this step, you will go in depth during ideation.
- ✓ Post-it notes for physical workshops.

### the wheel

In each quadrant of the wheel, you have a set of questions which will inspire to reflect on impactful opportunities within the business.

Research showed that the most important areas of social impact are: Local Communities, Employees, Social Value and End-User.

### questions

It's important to mention that the questions are there to help participants, not to stress them. There is no need to answer all of them. The goal is to initiate out of the box thinking.

**The first set** of questions is a quick sum-up of what the participants are currently doing within their organisation. This is meant as an eye-opener and a moment of realization.

**The second set** of questions is designed to be thought provoking and to make participants reflect upon their process.

**The final set** of questions focuses on what can be done differently, as in: How can the participants companies change / adapt current procedures, or implement new ones that align with topics of social impact.

### card sorting

On the right hand side, you can see a set of cards fitting with each quadrant. They are examples and ideas of how impact elements can be implemented into the company. Additionally, there are some "Your idea" cards, which encourage participants to think for themselves and come up with ideas specific to their company. The participants are to place cards that they deem plausible and useful to their company, to the corresponding quadrants. This will expose them to areas and opportunities that they can work with.

Encourage participants to use both pre-made cards and own ideas!

#### Online workshop

By duplicating the 'Your idea' cards (copy/paste) or by using post-it notes, they can add their personal input to the wheel.

#### In person workshop

Using post-it notes participants can add their own ideas to the wheel.

# social value wheel

## set 1, 2, 3

### timer

Set a timer for 20 minutes. Extend time if needed, but we recommend sticking to max 25 min.

### action items

It's time for your participants to choose at least 2 favourite ideas. The ideas should seem like they can bring social and market value to the company. These ideas will become **action items**, which will be a base to the next step - ideation.

### golden rules

- ✓ **Group task**
- ✓ Keep the ideas high level! (surface-level)
- ✓ Make sure that your participants don't overthink this step, you will go in depth during ideation.
- ✓ Post-it notes for physical workshops.

Communicate the time! Let people know when it's a half time and when they just a couple of minutes until the end.

Timers visible during the activity, will allow participants to navigate better through the activity and manage their time in the smartest way.

#### Online workshop

When working in Miro, you can use the build-in timer, so everyone can see it.

#### In person workshop

You can set a big timer on the computer facing the group.

It's up to you and your participants how many action items you choose to work with.

The more items, the more great ideas, but also more time. Suit yourself!

# 3 ideation

## golden rules

- ✓ **Individual task**
- ✓ Use a full 1 minute per idea.
- ✓ Ideas should be as detailed as possible.
- ✓ Post-it notes for in person workshop.

## crazy4's

Have you heard of the Crazy8's Ideation technique where you come up with 8 ideas in 8 minutes - 1 minute each? Well, we tested that 8 was a bit too much, and limited it to 4.

## action items

Move the chosen action items from the wheel down to the placeholders at the ideation page.

## ideation

Encourage your participants to think of various and creative ways on how can they implement the action items in their business model, as it's important that the participants use the full minute on describing the ideas in depth, rather than jump quickly to the next one. The goal is to quickly acquire some semi-detailed ideas to ensure a better end-result.

! During **physical workshops**, make sure that participants use post-it notes to write on, as they will be used for the evaluation matrix afterwards.

## timer

Set a timer of 4 minutes for each round and announce each minute passing, so participants can move to the next idea.

# 3 evaluation matrix

## golden rules

- ✓ **Group task**
- ✓ All ideas need to be heard.
- ✓ Team has to agree on the placement of the idea.

## ideas

Make sure that everyone presents their individual ideas first.

## matrix

Let the team discuss each idea and place them on the Impact/Effort matrix.

It is a good idea to remind participants to think 'holistically' about the new ideas. Who will it benefit and how? In what way is it valuable and impactful? Are there negative sides? Additionally, it is good to think in a step-by-step process for the implementation, to get a clearer understanding of their requirement.

## timer

Set the timer to max. 20 minutes regardless the amount of ideas.

This is an ideation session. If you don't time limit on discussion - they might be discussing for hours.  
Let them continue in their own time, after the workshop.

## outcome

To deliver a tangible outcome from the workshop, fill up the template on the next page.

Make sure that you capture the matrix with all of the ideas, highlighting the ones in the top-left corner (most impact, least effort).

### Online workshop

Snap a JPEG of the evaluation matrix, and make sure that you forward it to team after the workshop.

### In person workshop

Take a photo of the evaluation matrix.

# social value toolkit

## outcomes

Date: \_\_\_\_\_

Completed by: \_\_\_\_\_

\_\_\_\_\_

### ideas

Most impact, less effort:

Most impact, most effort:

Less impact, less effort:

Less impact, most effort: