

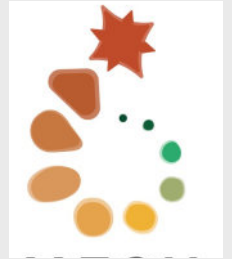
# MeProLand: Certificate Course

**„Community Innovation Promoter“  
concepts, methods & tools**

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Dr. Beata Dreksler, Dr. Ellen Fetzner, Prof. Dr. Dirk Funck

September 2022





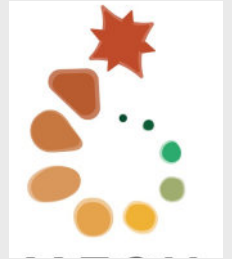
# Table of Content

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1. Organisation & Concept
2. Conceptual Framework
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5. Ideate
6. Prototype
7. Test
8. Conceptualize
9. Plan the business

# Part 1: Organisation and Concept

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... aims to nurture a sustainability mindset from childhood to adulthood with the understanding that humans are part of and depend on nature.

Learners are equipped with knowledge, skills and attitudes that help them become agents of change and contribute individually and collectively to shaping futures within planetary boundaries.

EU, 2022, p. 13.





# The European sustainability competence framework

A **sustainability competence** empowers learners to embody sustainability values, and embrace complex systems, in order to take or request action that restores and maintains eco- system health and enhances justice, generating visions for sustainable futures.



EU, 2022, <https://publications.jrc.ec.europa.eu/repository/handle/JRC128040>



# competences and descriptors

<b>1.1 Valuing sustainability</b>	To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values.	<b>3.1 Futures literacy</b>	To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future.
<b>1.2 Supporting fairness</b>	To support equity and justice for current and future generations and learn from previous generations for sustainability.	<b>3.2 Adaptability</b>	To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk.
<b>1.3 Promoting nature</b>	To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems.	<b>3.3 Exploratory thinking</b>	To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods.
<b>2.1 Systems thinking</b>	To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems.	<b>4.1 Political agency</b>	To navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability.
<b>2.2 Critical thinking</b>	To assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions.	<b>4.2 Collective action</b>	To act for change in collaboration with others.
<b>2.3 Problem framing</b>	To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems.	<b>4.3 Individual initiative</b>	To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.

EU, 2022, p. 14-15



# The innovation promoter should act as a coach!

**Coaching is the accompaniment and support of communitymembers or students in their project work. It serves to promote self-reflection and the self-directed expansion of competences.**

- **Goal:** To enable the students through feedback to identify challenges in the project work, to plan and organise the project / the study performance independently and to control it themselves (result and progress control).
- **Working methods**
  - Alternative solutions (e.g. typologies, methods, instruments) are shown (or source references are given), and decision-making aids (criteria) are provided, but no solutions are suggested.
  - Coaching is result- and solution-oriented and is tailored to the individual needs and potentials of the students.
  - In coaching, questions are primarily asked rather than answers given.
- A coach is characterised by communication & cooperation skills, social competence (relationship building), credibility and integrity, empathy and impartiality.

Sources: Kanfer, Reinecker, Schmelzer, 2006; Vohs, Baumeister, 2011, Pelz, 2004 as well as  
<https://www.dbvc.de/home.html> & <https://www.coaching-report.de>



# Leraning process and assignments

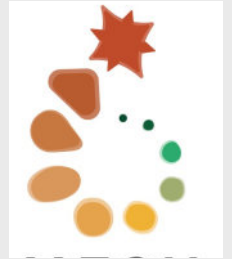
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1. three online lectures (4 h each)
2. Group meetings: peer learning - explain selected methodes to your peer group (Objectives, premises, approach, examples of use, particular challenges, key benefits. Collect questions from the group if there are still ambiguities or uncertainties regarding individual methods. More detailed explanations in the preceding lecture.
3. Final written assignment: reflection “me as community innovation promotor”
  - Which are your personal strength and weaknesses? Which fields of personal development do you have?
  - What are possible application fields for me / in my context?
  - Which perspectives do you see for future activities in Syria or in other countries?
  - Explain your role in possible projects / change-processes.
  - formal specifications
    - cover sheet with name, title of the course, responsible lecturer and date
    - 3 to 4 pages of text – feel free to visualize in addition
    - Margins 2 cm each
    - Line spacing: 1.5 lines
    - Paragraph spacing: 6 pt.

# Part 2: Conceptual Framework

Sustainability, Social Innovation and Design Thinking

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# UN Sustainable Development Goals (SDG): the fundament of our work

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## Key Definitions

**Sustainability** is “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” (4)

**Development** is a multidimensional process in which the capacity of a nation increases in terms of initiating major changes in social structures, attitudes, institutions, economic growth, reduction of inequality, and eradication of absolute poverty. (5)

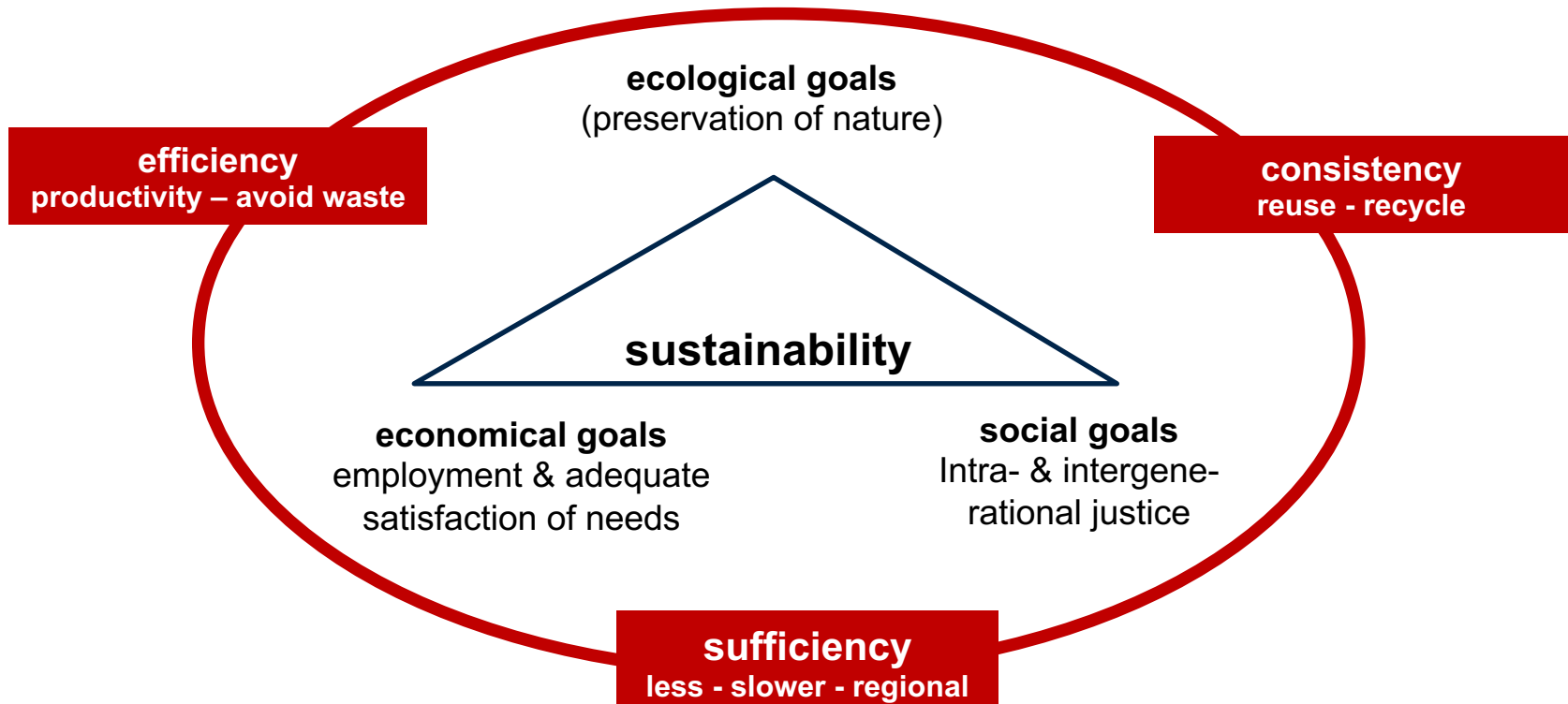
**Economic Sustainability** is development that supports economic growth (or a defined level of economic production) over time, while protecting the environmental, social, and cultural aspects of the community.

**Social Sustainability** is development that supports the ability of current and future generations to create and maintain healthy communities, promote well-being, and provide a good quality of life via equity, diversity, connectivity, and participation. (6)

**Environmental Sustainability** is development that protects and maintains renewable and nonrenewable environmental resources and limits pollution creation for current and future generations. (7)

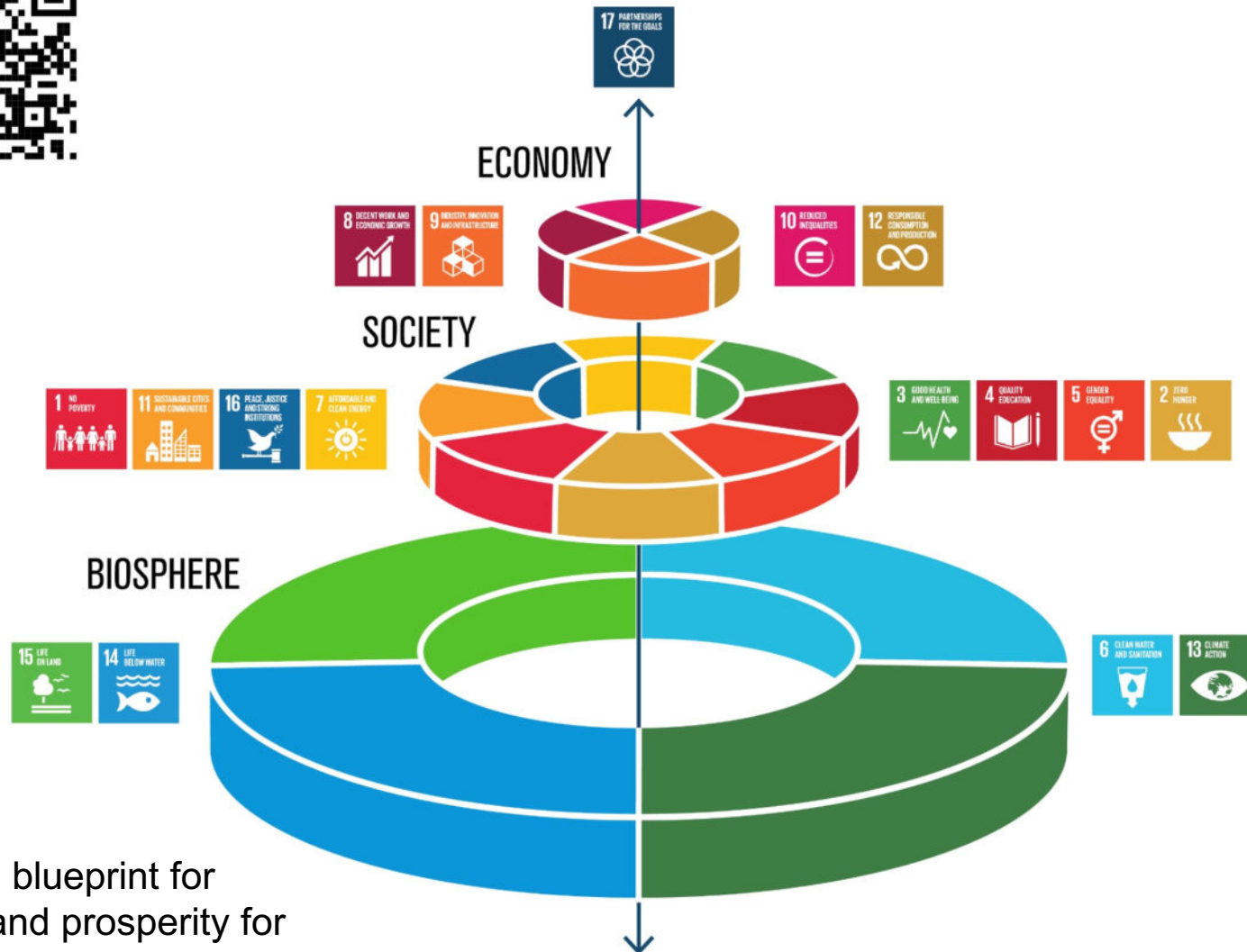
**Sustainability Literacy** is the knowledge, skills and mindsets that allow individuals to become deeply committed to building a sustainable future and assisting in making informed and effective decisions to this end.

# Sustainability goals and strategies



in accordance with Siebenhüner, B. (2001):  
homo sustines, Marburg, S. 78.

# UN Sustainable Development Goals (SDG): the fundament of our work



“shared blueprint for  
peace and prosperity for  
people and the planet,  
now and into the future”



# UN Sustainable Development Goals (SDG): the fundament of our work



# UN Sustainable Development Goals (SDG): the fundament of our work



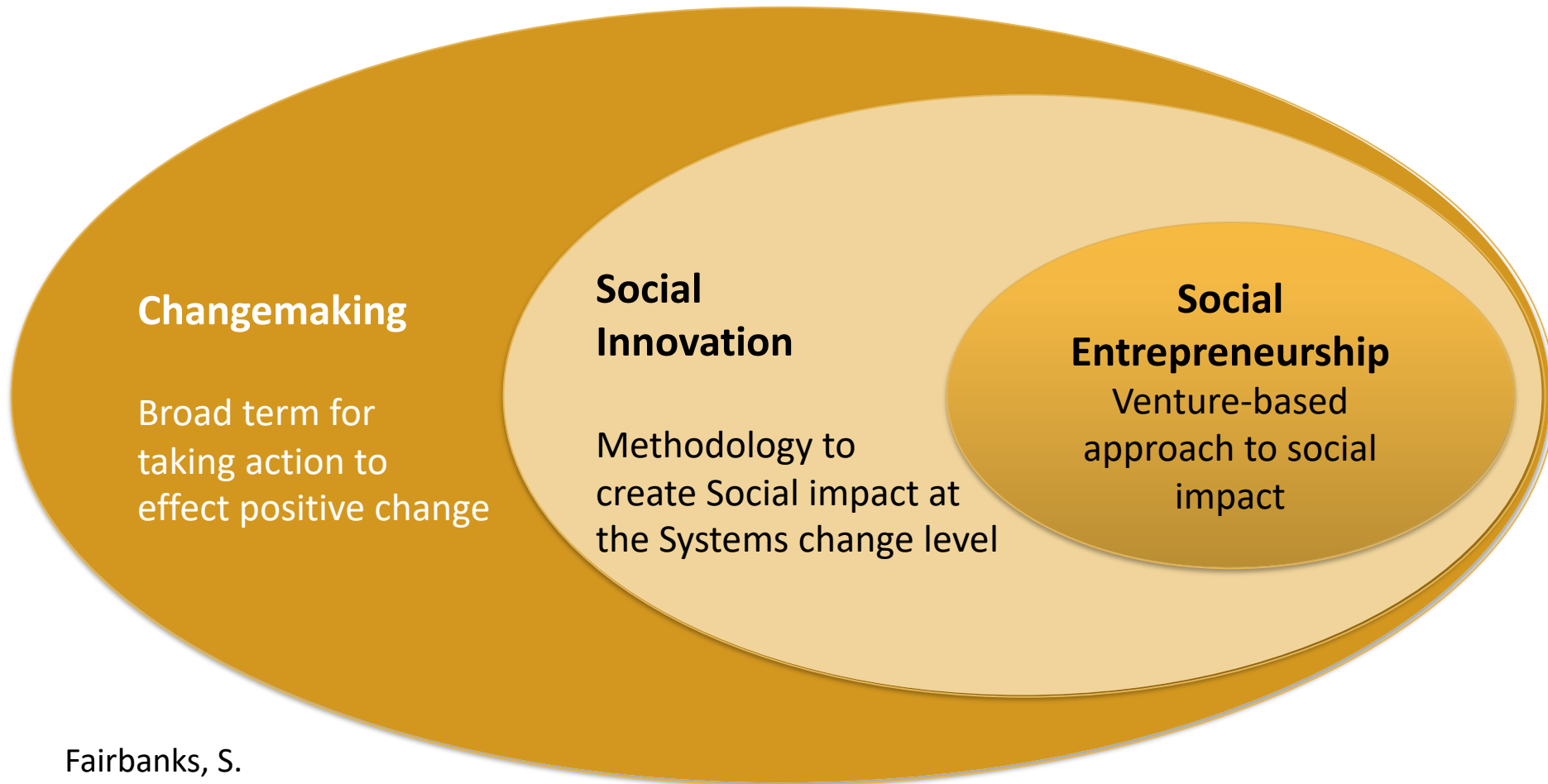
*University Contributions to the SDGs (3)*



<https://www.un.org/sustainabledevelopment/>



# Concept Map of Changemaker Terminology



Fairbanks, S.  
The Reality of Terminology, 2019



# How to meet locally based social challenges?

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**Social entrepreneurship** can be defined as entrepreneurship that aims to provide innovative solutions to unsolved social problems. Therefore, it often goes hand in hand with social innovation processes, aimed at improving people's lives by promoting social changes. (Source: OECD, 2010, p. 188)

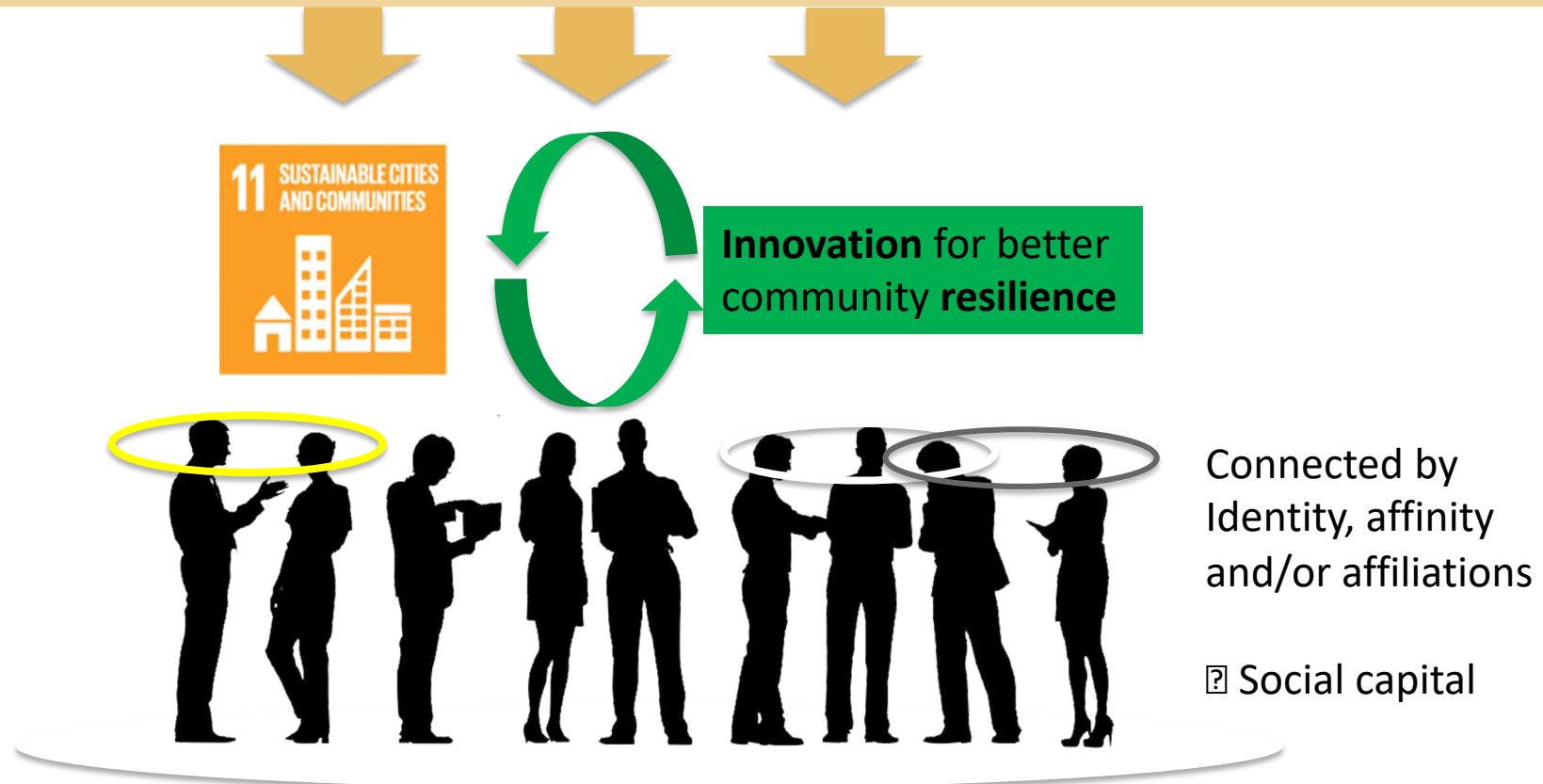
**Social Innovation Labs:** A space for multi-disciplinary collaboration to shape the physical and social character of a neighborhood, town, city, or region. (following Markusen/Gadwa, 2010 and Hassan 2015).

**How might we change or shape complex environments?**



# What is community innovation?

External driving forces: globalisation, digitalisation, individualisation, climate change....



Communities can be defined by sharing a landscape: a village, a city, a neighborhood or a region



# What is design?

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**arrangement** - the general arrangement of the different parts of something that is made, such as a building, book, machine, etc.

**drawing/plan/model** - the art or process of deciding how something will look, work, etc. by drawing plans, making computer models, etc.

**intention** - a plan or an intention

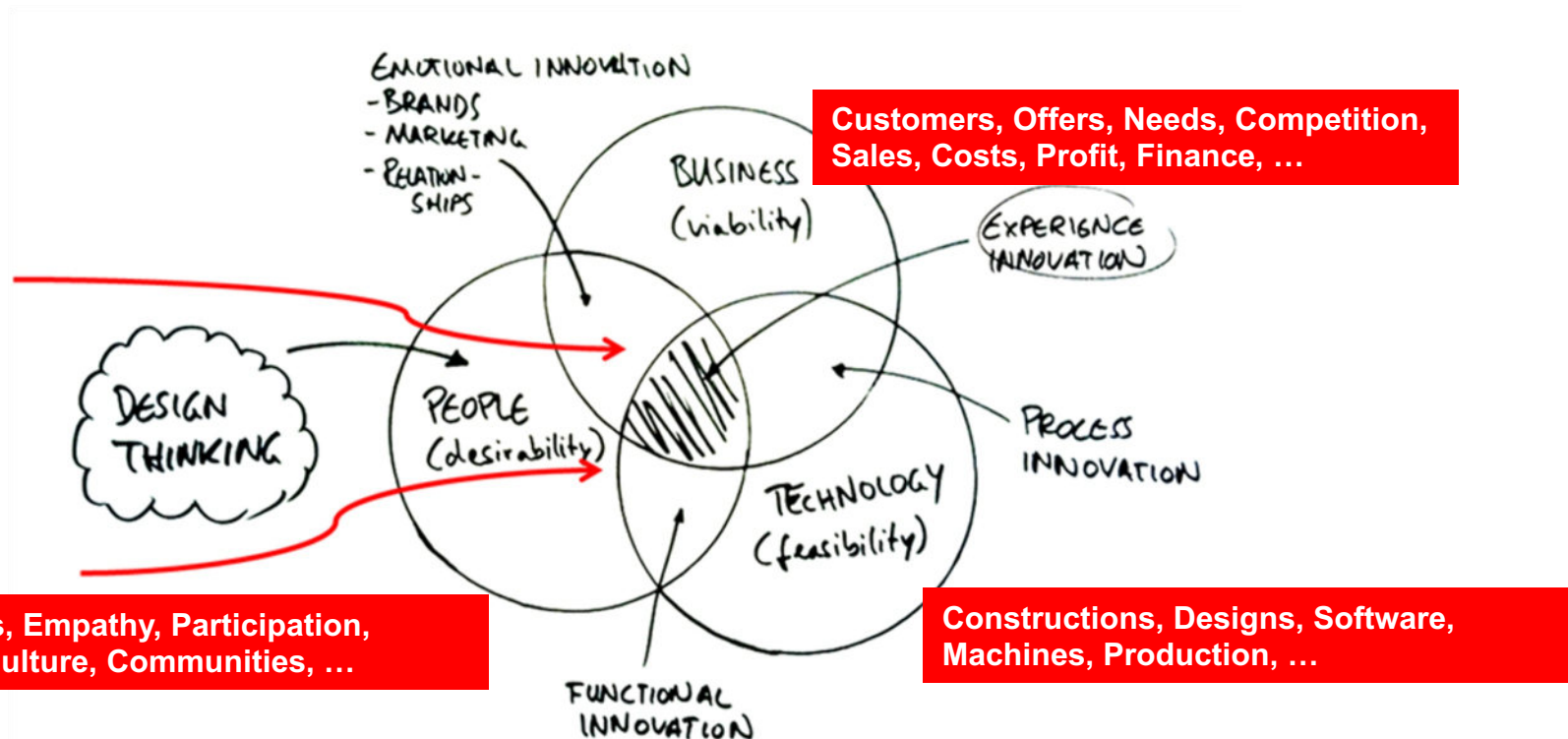
**pattern** - an arrangement of lines and shapes as a decoration

(Source:Oxford Dictionary)



# Design Thinking

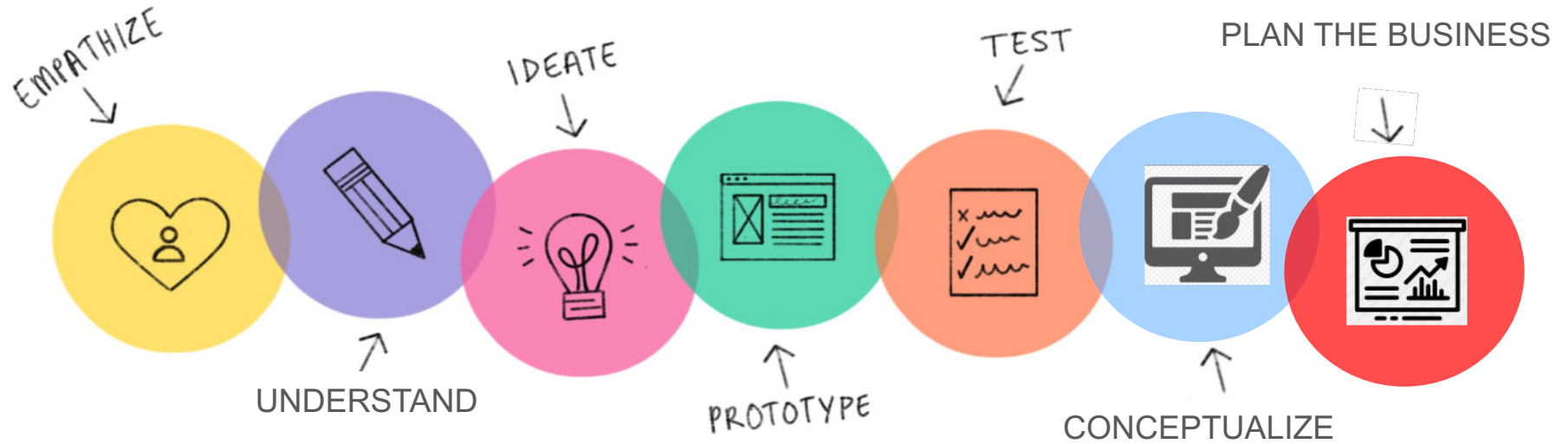
Design thinking is a process to understand customers/beneficiaries wishes, needs and visions. It relies on observing, with empathy, how people interact with their environments, and employs an iterative, hands-on approach to creating innovative solutions. It is a human-centered **interdisciplinary** approach to innovation that draws from the designer's toolkit to integrate the needs of people, the possibilities of technology, and the requirements for business success. **It results in the design of systems and processes.**



<https://oscarperezhurta.wixsite.com/entr4you/post/ideo-design-thinking>; 06.04.2022



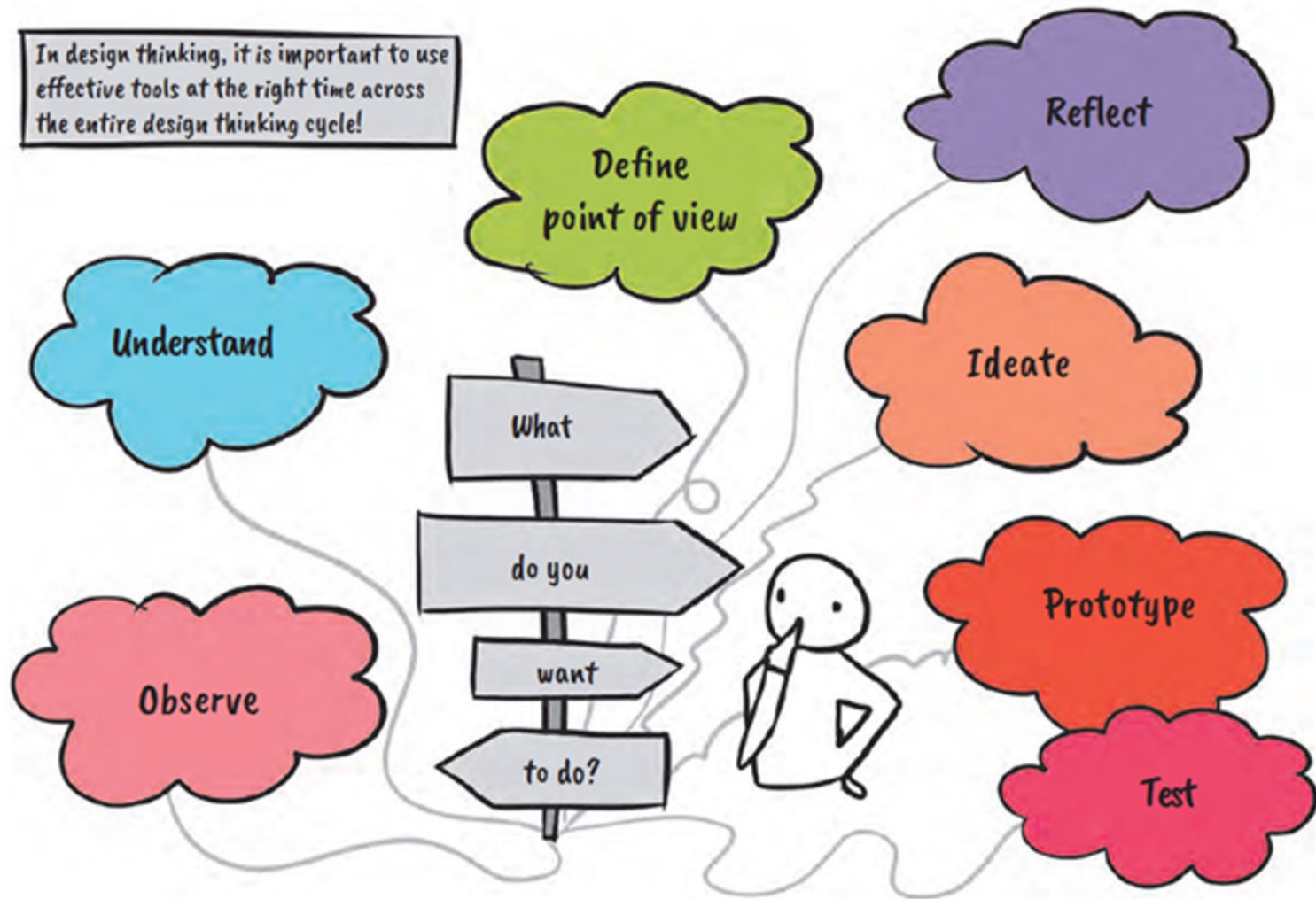
# Design-Thinking: The Process







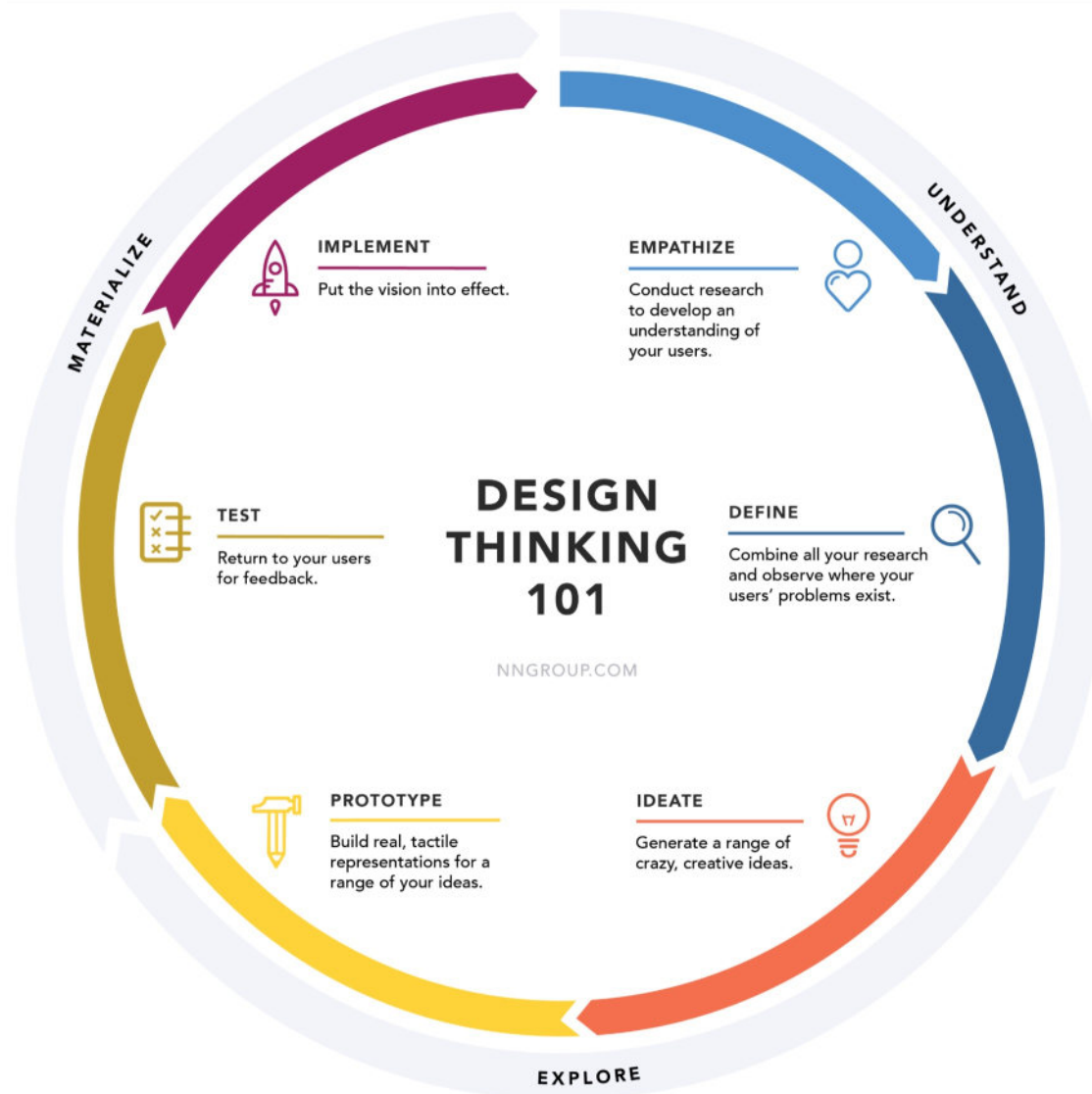
# Design-Thinking: The Process



Source: The design thinking toolbox (Lewrick et al. 2020)

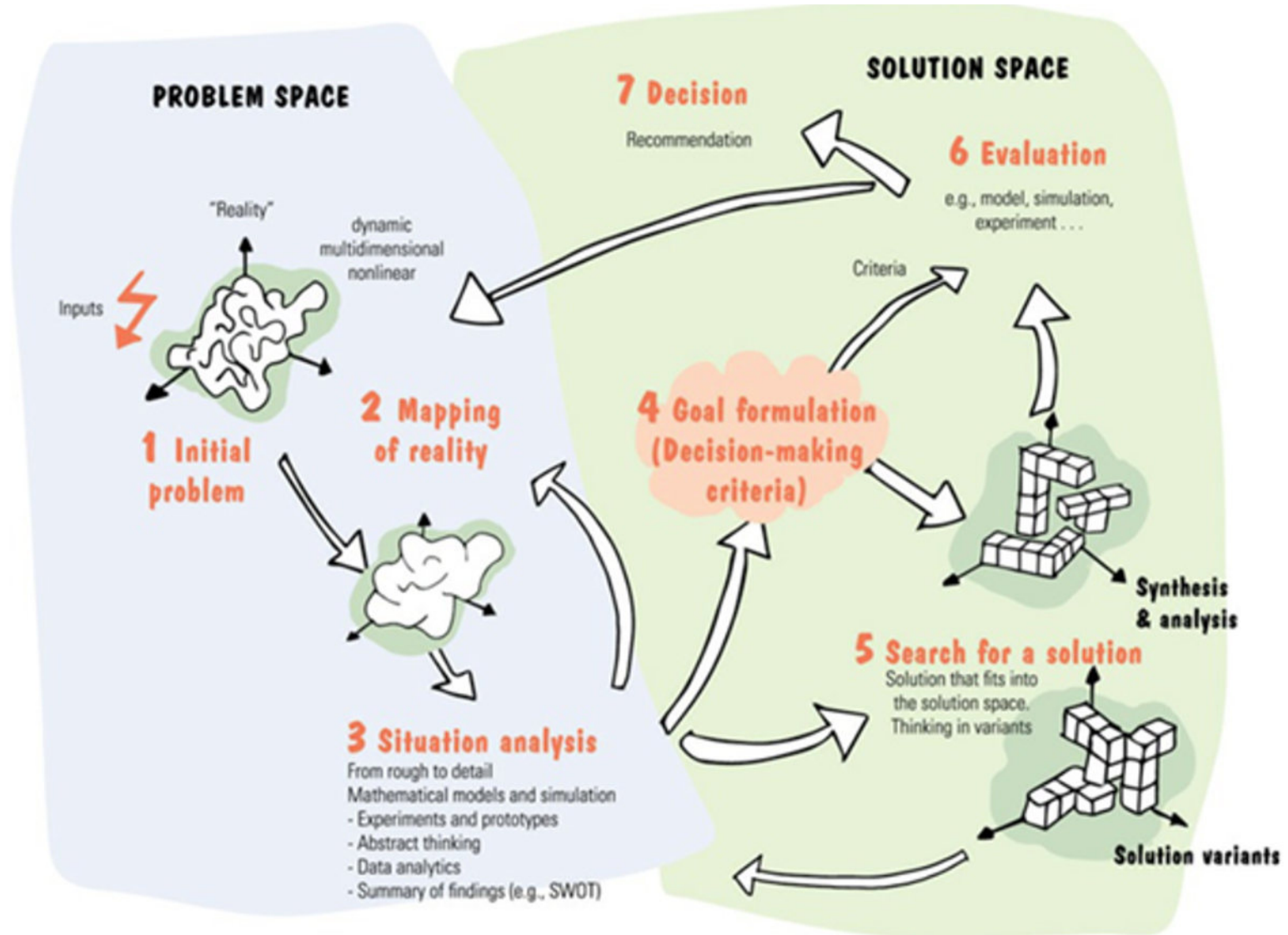


# Design-Thinking: The Process

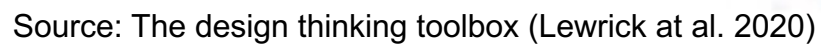




# Design-Thinking: The Process



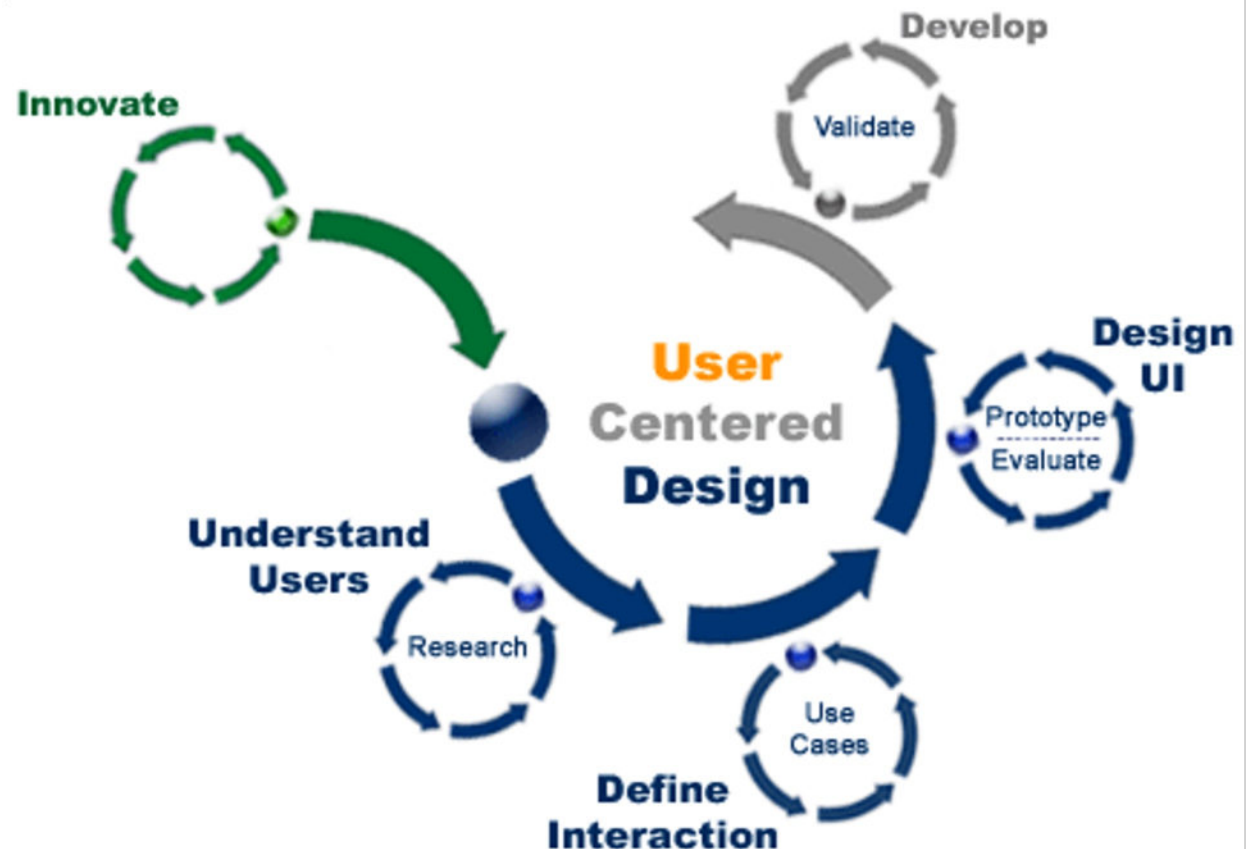
(Source: The design thinking playbook, Lewricki M.)





# 5 Principles of Design Thinking

User-centered  
Co-creative  
Sequencing  
Evidencing  
Holistic





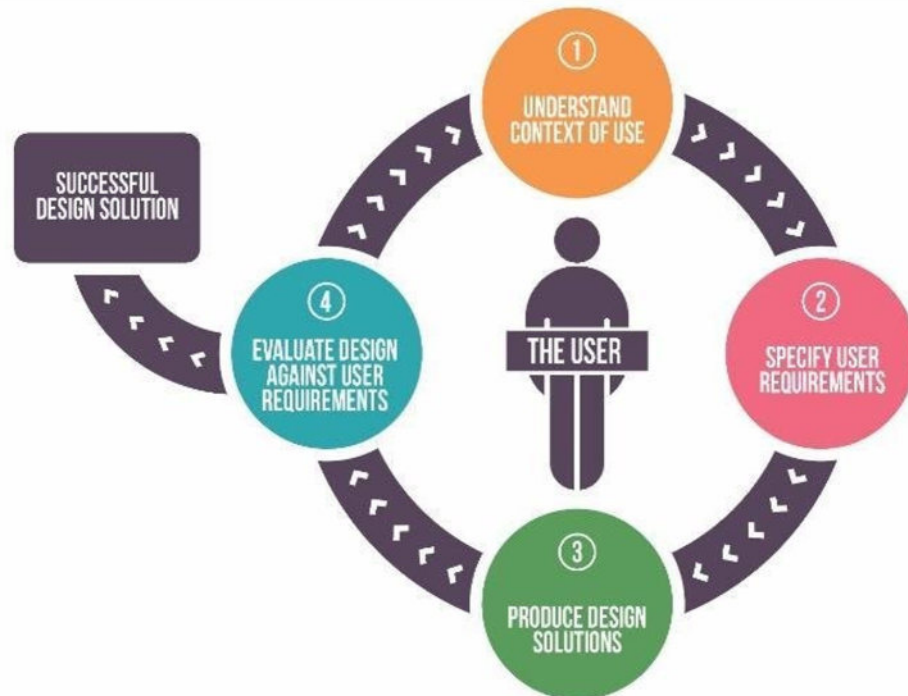


# 5 Principles of Design Thinking

**User-centered**  
**Co-creative**  
**Sequencing**  
**Evidencing**  
**Holistic**

**User-centricity and empathy:** your users, their problems, and their experience in your product are a priority, not an afterthought  
Design around your users' needs.

Ask them questions, like how they feel about what their expectations are





# 5 Principles of Design Thinking

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**User-centered**  
**Co-creative**  
**Sequencing**  
**Evidencing**  
**Holistic**

**Collaboration and co-creation:** every level and every role can contribute to the process, and see results.

All stakeholders should be involved in the design process. Involve stakeholders at every step of the process, including the design, development and implementation steps.

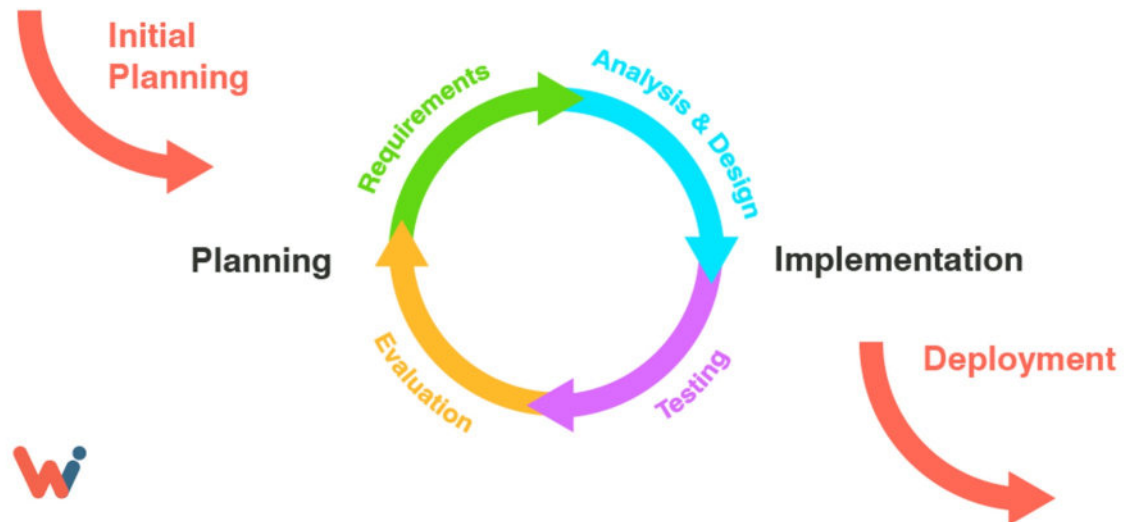




# 5 Principles of Design Thinking

User-centered  
Co-creative  
**Sequencing**  
Evidencing  
Holistic

**Iterative process** - on-going process continuously improving the concept by a sequences of reviews and testing to achieve the goal. Sequencing helps determine the steps and timeline of a project.







# 5 Principles of Design Thinking

**User-centered**  
**Co-creative**  
**Sequencing**  
**Evidencing**  
**Holistic**

Visual depiction of data invariably helps design thinkers—and stakeholders—to understand problems more precisely and to think about possibilities for their solutions.

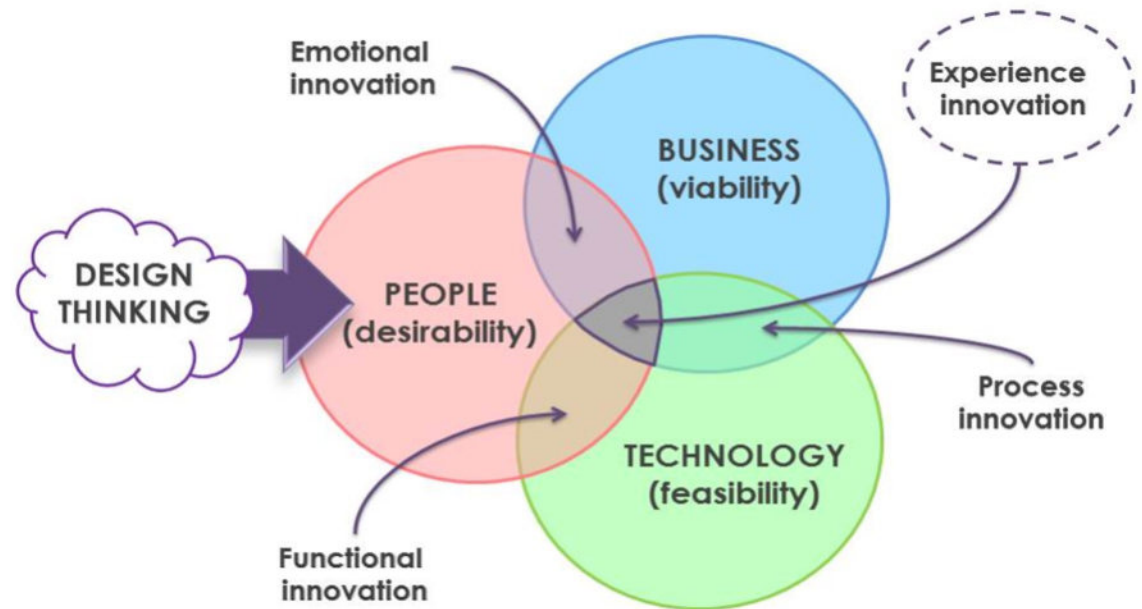




# 5 Principles of Design Thinking

User-centered  
Co-creative  
Sequencing  
Evidencing  
**Holistic**

Thinking about each aspect and every perspective in which it exists  
Using personas to highlight different user experiences and journeys





# Design thinking is an iterative process!

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**Iterative process is improved by repeated review and testing.**

## **PROS**

- **Increased efficiency** (embraces trial and error, it can often help you achieve your desired result faster than a non-iterative process)
- **Increased collaboration** (team is actively working together)
- **Increased adaptability** (during the implementation and testing phases, you can tweak your iteration to best hit your goals)
- **More cost effective** (if you need to change the scope of the project, you'll only have invested the minimum time and effort into the process)
- **Ability to work in parallel** (iterations aren't necessarily dependent on the work that comes before them (iterations aren't necessarily dependent on the work that comes before them))
- **Reduced project-risk level** (risks are identified and addressed during each iteration. Instead of solving for large risks at the beginning and end of the project, you're consistently working to resolve low-level risks)
- **More reliable user feedback** (When you have an iteration that users can interact with or see, they're able to give you incremental feedback)



# Design thinking is an iterative process!

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## CONS

- **Increased risk of scope creep** (trial-and-error nature of the iterative process, your project could develop in ways you didn't expect and exceed your original project scope)
- **Inflexible planning and requirements** (Changing your project requirements during the process can break the flow of your work, and cause you to create iterations that don't serve your project's purpose)
- **Vague timelines** (you create, test, and revise iterations until they get to a satisfying solution, the iterative timeline isn't clearly defined)



# Design Thinking vs. Systemic Design

Side-by-Side:

## Design Thinking & Systems Thinking

### Design Thinking

**USER-FOCUSED:** prioritizes deeply understanding the problems of a core group of users

**SOLUTION-ORIENTED:** culminates in a prototype for a solution that can be tested with real people

**ASPIRES FOR DELIGHT and USE:** works to build solutions that meet the needs of real users

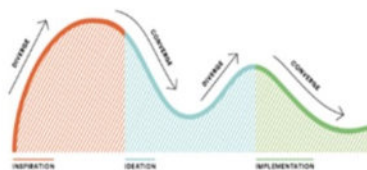


Image Credit: IDEO.org

### BOTH!

**THOUGHTFUL:** both emphasize understanding problems before building solutions

**NON-LINEAR:** both prioritize gaining input from people and then iterating upon your ideas in a cyclical fashion

**INNOVATIVE:** both look for new approaches based on previously undetected needs or patterns

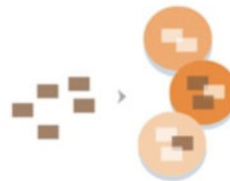


Image Credit: The Omidyar Group

### Systems Thinking

**SYSTEM-FOCUSED:** prioritizes understanding the factors and dynamics that make up a complex problem

**PROBLEM-ORIENTED:** focuses on developing a nuanced understanding of a problem through the creation of a systems map

**ASPIRES FOR HEALTH:** works to build solutions that do not create unintended consequences but instead foster healthy dynamics



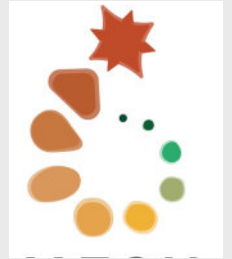
Image Credit: The Omidyar Group

Chart by Amy Ahearn

## Part 3: Empathize

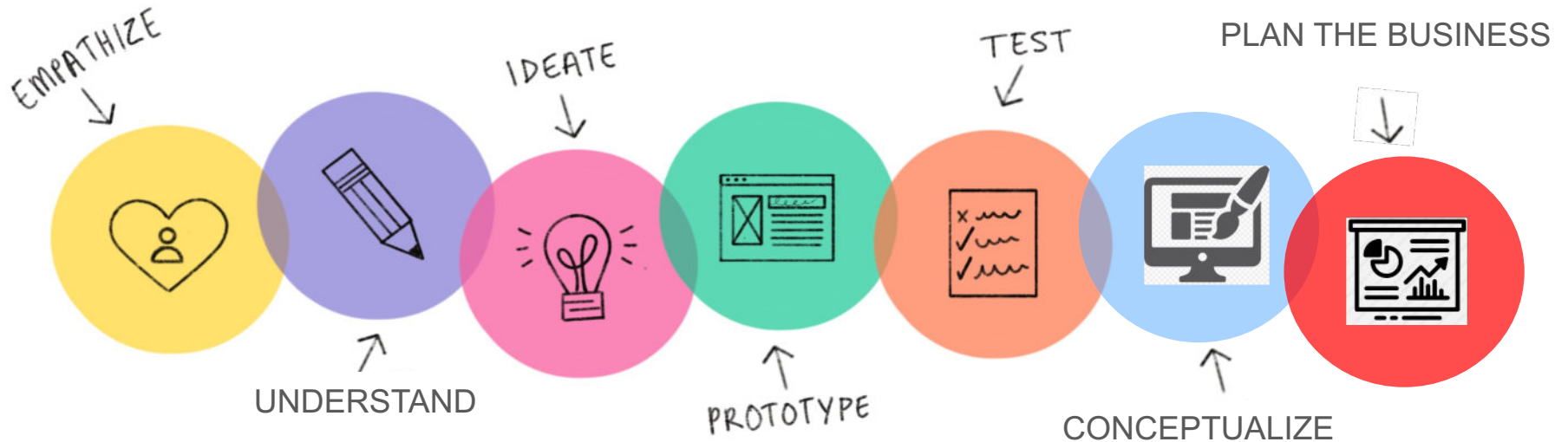
Communities, Community Map, Empathy Map,  
Persona Canvas, Story Maps

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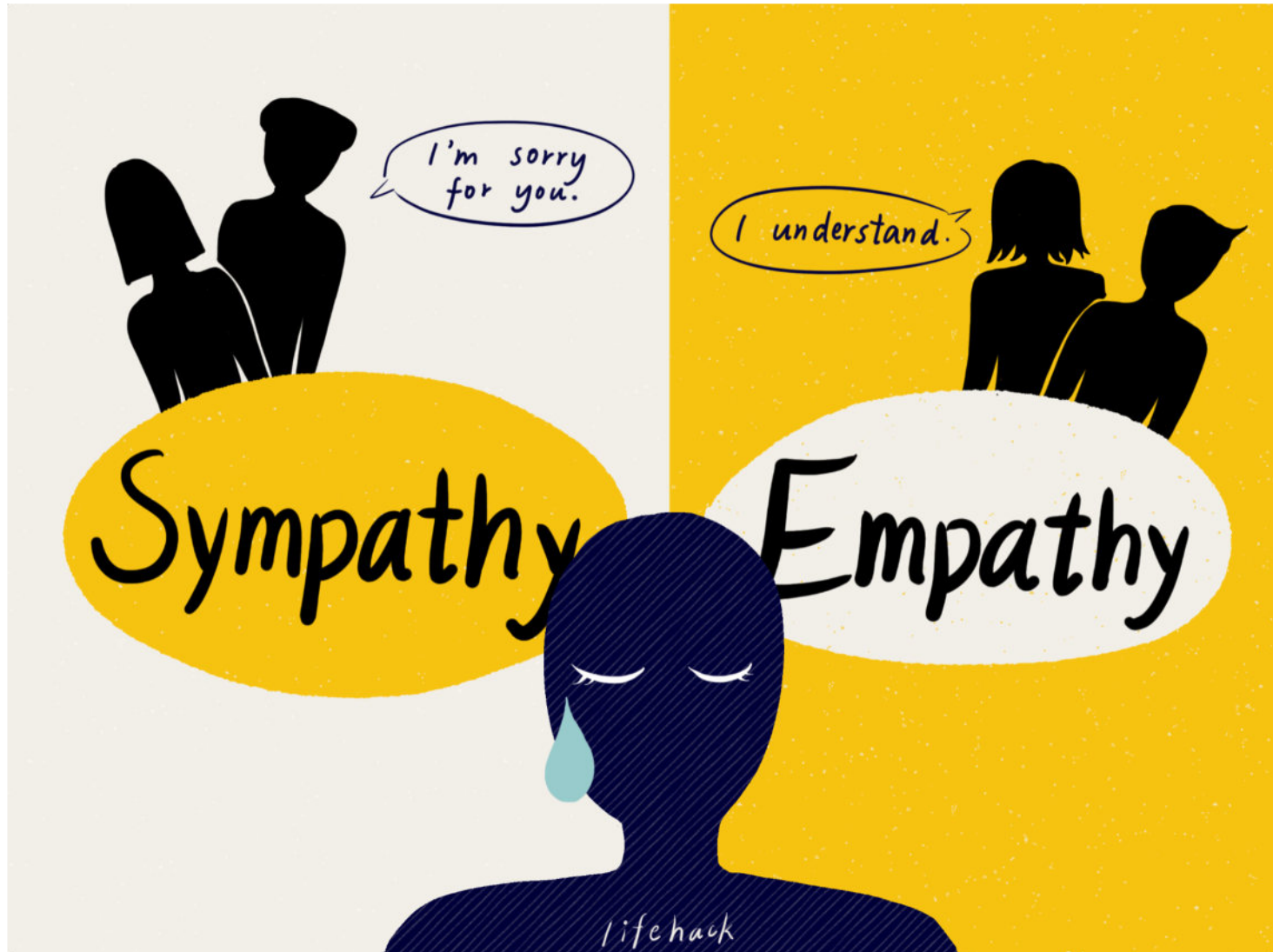
# Design-Thinking: „Empathize“



## Empathize:

Put yourself in the shoes of your target audience/beneficiaries. See the world through their eyes. What motivates them? What are their pains and gains? What dreams do they have and what constraints are they under? Understand the landscape they live in. What are the potentials and limitations? Who is in power? Which are the resources? This is the phase of questions. Be curious, empathetic and unbiased.

# Empathy or Sympathy?



<https://www.lifehack.org/572189/empathy-sympathy-are-talking-about-the-same-thing>



# If you want to truly change something, talk to the people and understand their problems, needs, potentials and desires

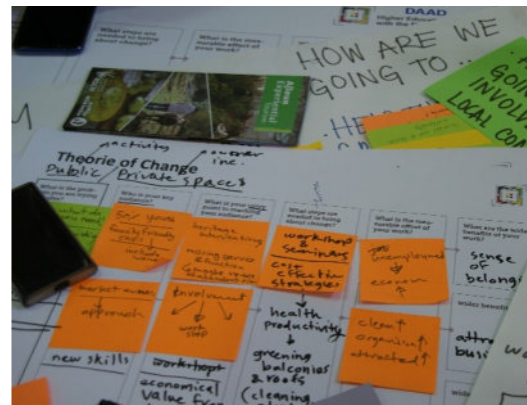


“...a respect for people and for the knowledge and experience they bring to the research process, a belief in the ability of democratic processes to achieve positive social change, and a commitment to action”

Brydon-Miller, Greenwood, Maguire, 2003, p. 15.



## Participatory Action Based Research and Education in Jordan, 2019





# What are communities?

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## Characteristics of communities:

- a sense of identification, belonging or commitment,
- a distinction against others,
- shared concerns, interests, norms and values,
- accessible interaction (time) spaces

(Hitzler et al. 2008, S. 10 & Israel et al. 2005, S. 7)

## Examples for communities:

- **Place based:** neighborhoods, villages, cities
- **Work based:** companies
- **Interest based:** clubs, associations, interest groups
- **Cultural based:** ethnic or religious groups
- **Institutional:** a school class



# What are the benefits of a community map?

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- It illustrates your **own** understanding of the community
- It illustrates your **group members'** understanding
- You develop a **joint understanding** within your team

## **And:**

- It helps you to communicate your understanding of the community to the community
- It allows the community to make corrections, so that step-by-step a deeper understanding evolves.

**Dont talk about solutions. First try to understand the situation, the challenges and the main reasons for the problems!**

# What are elements of a community map? (1)



## Social groups from within the community

**For example:** the youth, students, parents, the retired, the tourists etc.

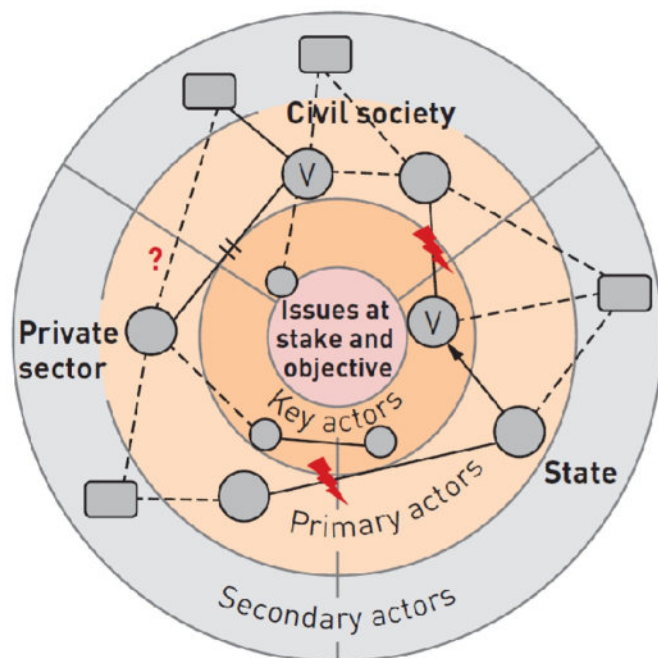
Typically, these groups have **group-specific needs**, which you can also make explicit on the map.

These people might **not** be organized in any way, but they are usually present in the context you are observing

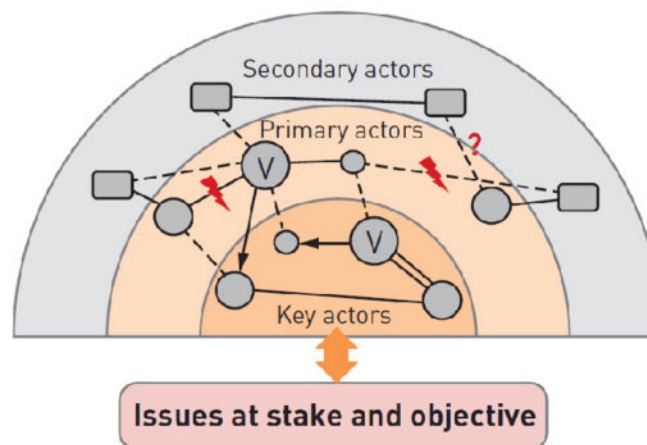




# Map of actors



Think about the community, region and/or social challenge, you want to address: which are the relevant actors?

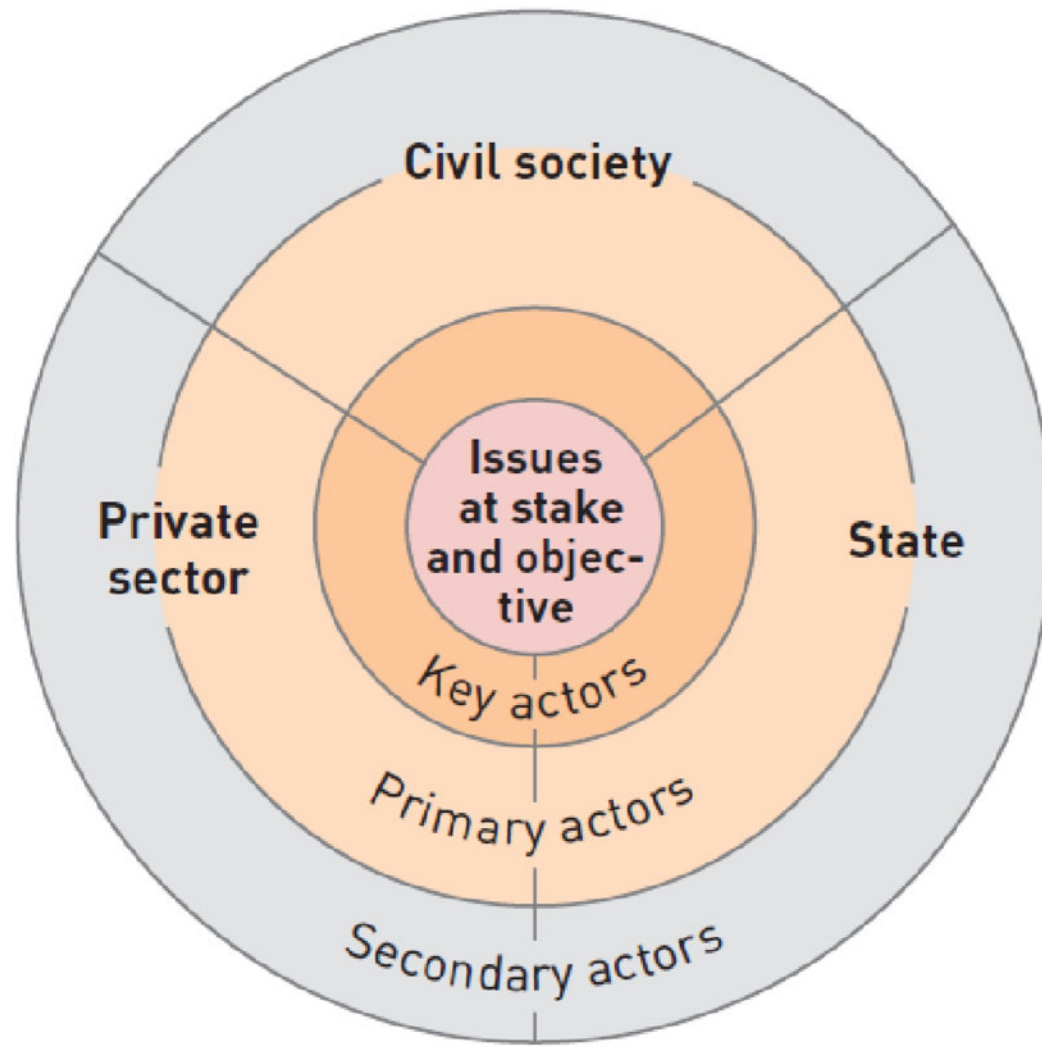


	Key or primary actor with little influence
	Key or primary actor with little influence
	Veto player
	Veto player

	Solid lines symbolise close relationships in terms of information exchange, frequency of contact, overlap of interests, coordination, mutual trust, etc.
	Dotted lines symbolise weak or informal relationships. The question mark is added where the nature of the relationship is not yet clear.
	Double lines symbolise alliances and cooperation partnerships that are formalised contractually or institutionally.
	Arrows symbolise the dominance of one actor over another.
	Lines crossed by a bolt of lightning symbolise relationships marked by tension, conflicting interests or other forms of conflict.
	Cross lines symbolise relationships that have been interrupted or damaged.

giz (ed.), 2015, p. 134-135.

# Template: Map of actors





## What are key elements of a community map? (2)



### Local stakeholders and stakeholder groups

These groups are organized in one or the other way.

They only exist within the community context you are observing and they have **concrete and specific interests** (stakes)

**For example:** the local community center, local churches, local interest groups, the landowners, the small business owner and retailers

**External stakeholder groups** are not living/working in the community, but they still have stakes and interests. These can be local authorities, politicians, associations, care services etc.



# What are the key elements of a community map? (3)

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For each group, you may identify their **needs, objectives, power and capacities**  
>> can be a matrix format or persona canvas

If your community is linked to a physical location (i.e. neighborhood, village) you may also represent the **local landscape context**, cultural elements and other spatial characteristics

You may also identify **gaps** and **power conflicts**. Are there any **invisible communities**?

**Important:** Try not to represent these elements as separated from each other. What is the **relationship** between them?

- Are they close or distanced from each other?
- Who is more powerful? Which voices are hardly heard?
- Do they have any shared concerns?

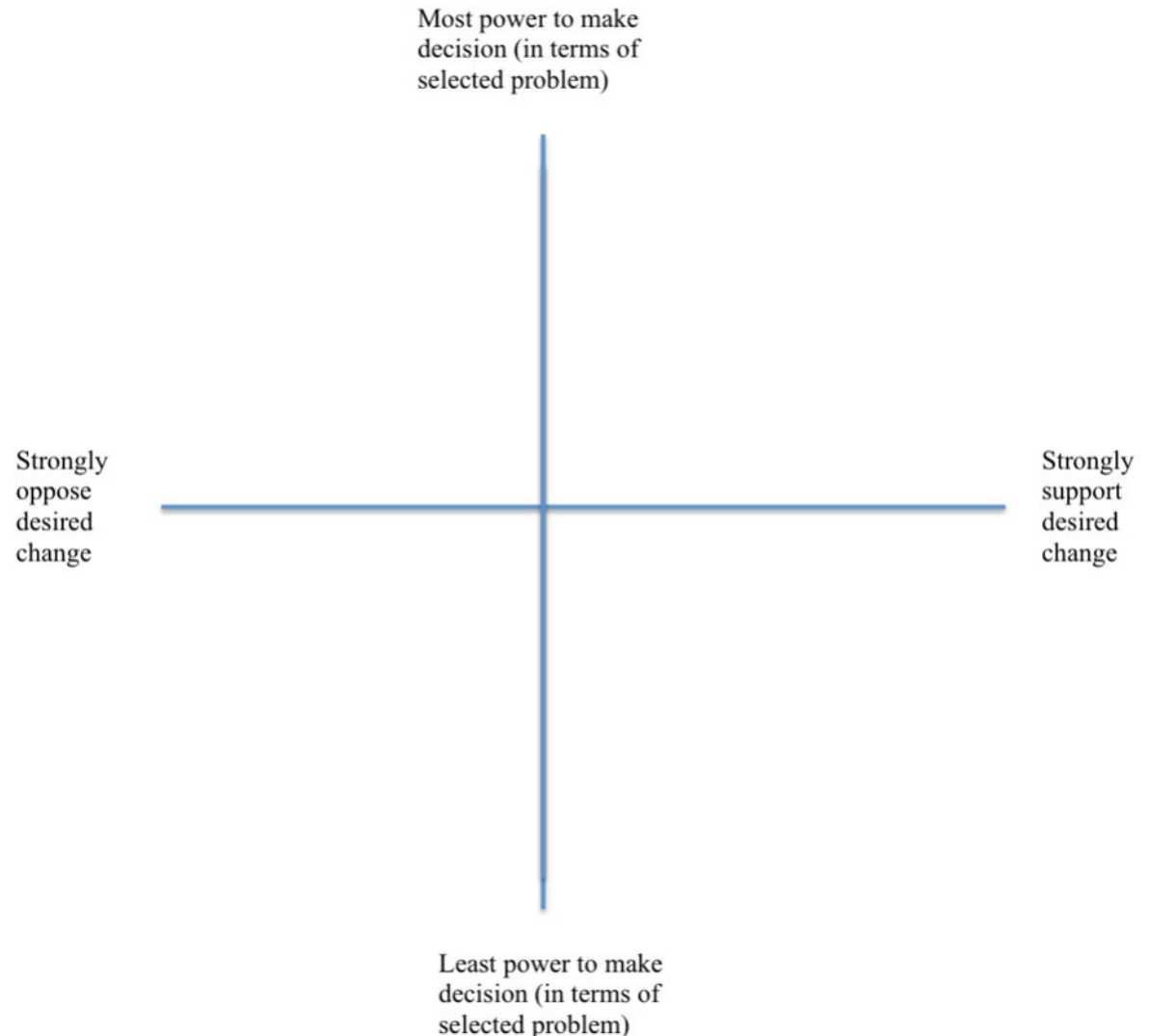
# Power mapping



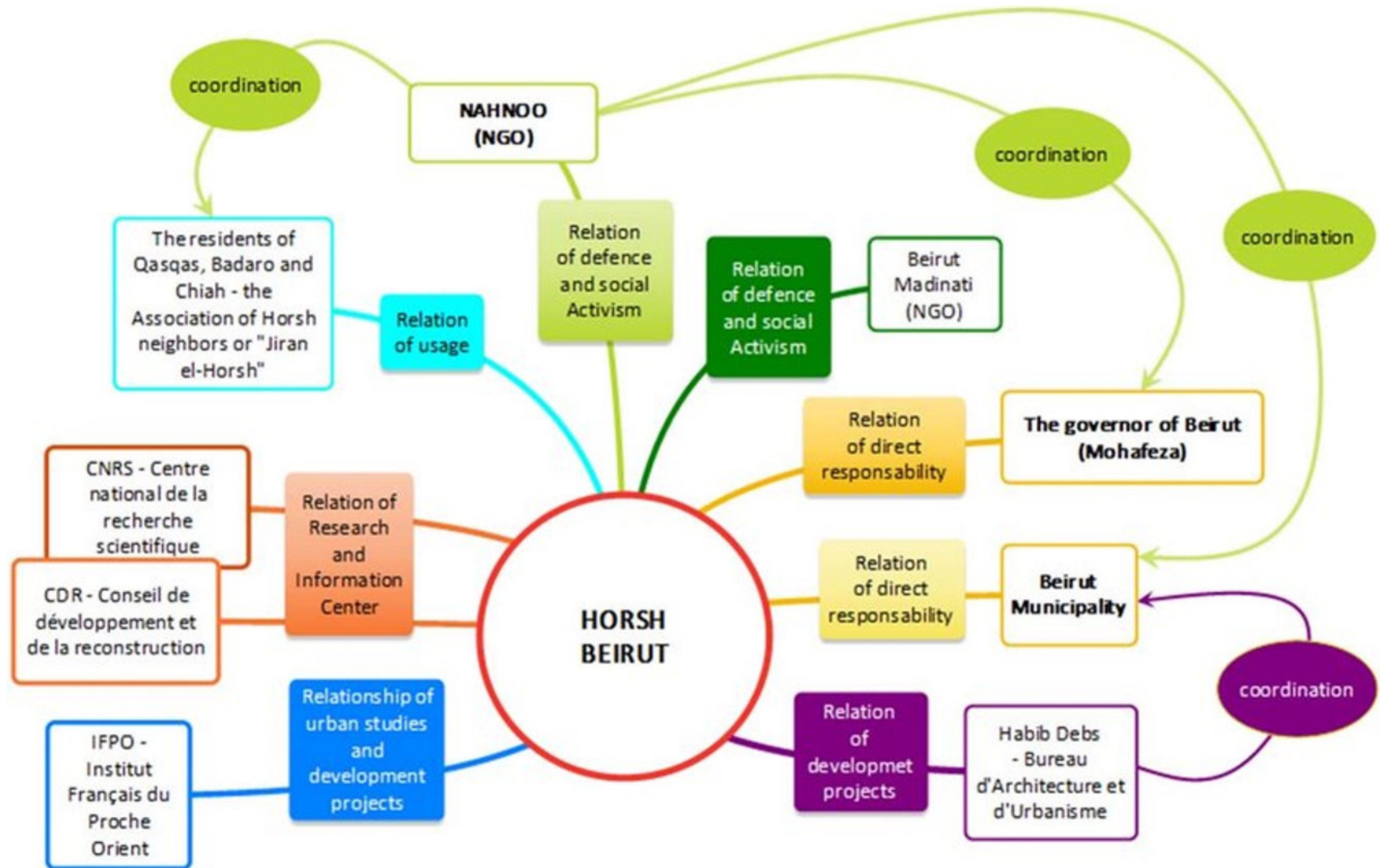
Before you start:  
**Identify target social problem and stakeholders**

## Steps

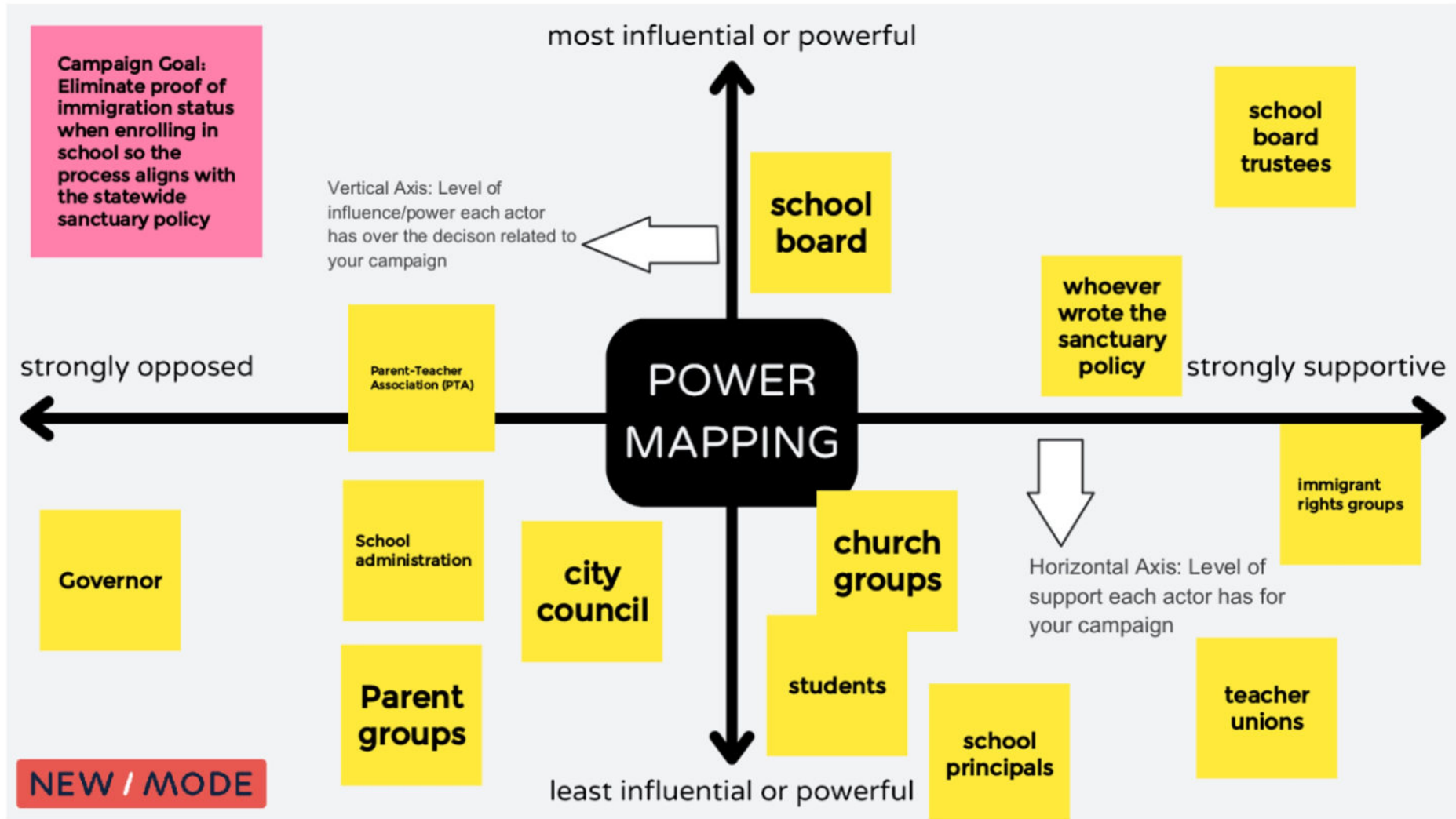
1. Determine target
2. Map influence to target
3. Determine relational power lines
4. Target priority relationships
5. Make a plan



# Power mapping



# Power mapping





# Community work: methods

## Methods

- interviews
- questionnaires
- round table discussions
- focus groups
- observations
- landscape safari
- mental mapping





# Interviews

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Interviews and questionnaires are two methods of **survey research**

Interviews may be

- **structured and follow a script of questions** (easier to control in terms of questions and timekeeping, and are easier to analyze), or
- **relatively unstructured**, allowing for flexible detours in a conversational format (even in unstructured interviews, the researcher typically has a guiding set of topics that he or she hopes to address in the session, have the advantage of being conversational and more comfortable for participants, but rely on the researcher to guide the session and collect the necessary information within an allotted time

Type of interview is designed according to audience (key informant, individual, group, stakeholder interview)

Interviews are usually **one component of a research strategy** utilizing complementary methods such as questionnaires or observations, to verify and humanize data collected using other means.



# Questionnaires

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Questionnaires - survey instruments designed for collecting self report information from people about their characteristics, thoughts, feelings, perceptions, behaviors, or attitudes, typically in written form.

Important things to consider:

- question wording and response options,
- sequencing, length, layout, and design
- appearance, clarity, instructions, arrangement
- the way a question is constructed
  - open-ended questions provide opportunity for depth of response
  - closed-ended questions are easier to numerically analyze and communicate

Questionnaires may be used in isolation, but are more commonly triangulated with other methods such as observations





# Focus groups

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The dynamic created by a small group of well-chosen people, when guided by a skilled moderator, can provide deep insight into themes, patterns, and trends.

The guidance of an **experienced moderator** allow participants to share experiences, stories, memories, perceptions, wants/needs, and fantasies.

Important:

- moderation
- proper recruitment
- safe environment (fear of being judged is diminished i.e. peer setting)

Focus groups **should always be supplemented** with well-chosen quantitative and qualitative methods that continue to investigate attitudes and behaviors, and allow you to observe people in the actual context for which your product or service will be used.

Results from focus groups should never be extrapolated for how the population in its entirety feels.

*Originally, “Focused Interviews” were used in the 1930s and 1940s by sociologist Robert Merton and other social scientists to evaluate soldiers’ reactions to World War II radio programs and training films. The term “Focus Group” emerged later, in 1956, around the same time when the method was adopted by marketing and advertising agencies.*



# Landscape safari

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Research is conducted in a natural setting. This method is all about going “into the wild” to experience the landscape and its community.

- Observes, analyzes and describes **what exists**
- Community members **may or may not know** about them being studied

It might be combined with **what/how/why method**, where you are observing the community and understanding:

- *what* they are doing,
- *how* they are doing it, physically,
- *why* they are exhibiting those behaviours.

The “**why**” is very important because it started giving us information about their behaviour and either validating some of our early assumptions or crafting new hypothesis

# Landscape safari

Landscape safari might include:

- **ethnographic field notes** (records and analyzes culture, society or community)
- **qualitative interviews** (with the community members: might be conducted informally, conversationally or in an open ended interview)
- **direct observation** (unstructured observation of the community members) and
- **participant observation** (researcher takes part in the community's everyday life)





# Mental mapping

Mental mapping is a person's point-of-view perception of the area of the interaction.

it is a **personal** visualization of spatial information, or a map of information in the human mind.

It includes subjective general sense of one's own surroundings, combination of facts about other people, places, as well as subjective personal judgements or perceptions, connexions, barriers etc.

They help to navigate, organize information and create meaning.

The variance of perspective is an important factor in understanding the actions of other people, as well as how other cultures and locations have been developed over time.





# 3 empathy techniques for qualitative research

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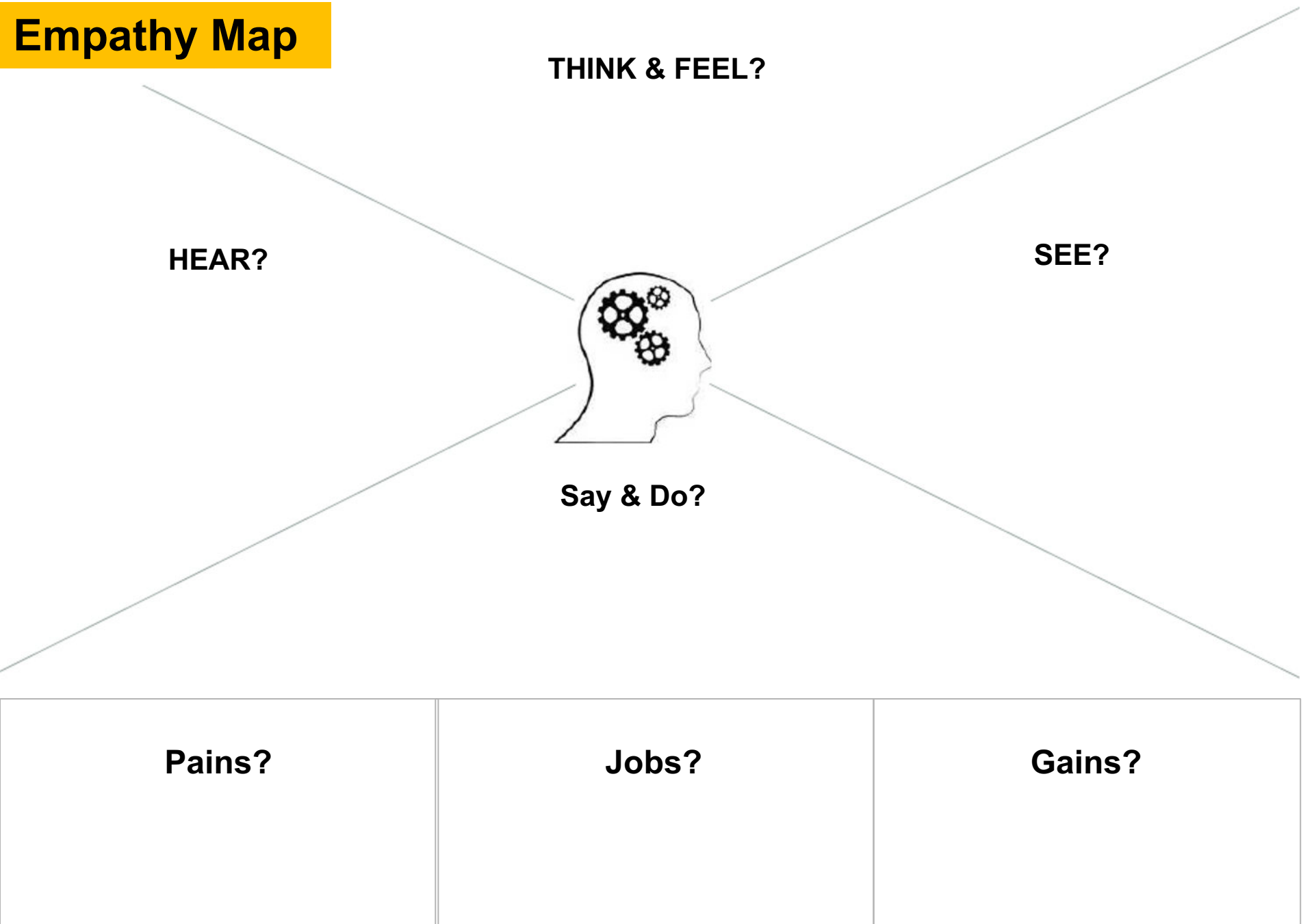
**Empathy research** – field research when you experience first-hand what it's like to be the person you wish to understand.

- **Empathic listening** - is an in-depth interview (IDI) involves playing back what you've heard to check you understand it's emotional meaning “**You feel...***(name the emotion expressed by interviewee)* **because...** *(name the thoughts, experiences, and behaviours they mention)*”
- **Empathic laddering or The Five Whys** - consists of laddering ‘up’ from the answer to an initial ‘why’ question i.e. How did you feel about that? Why do you feel that is? Why do you feel that?...
- **Empathy mapping** - technique used in design research in order to better understand the emotional world of someone else

## To conduct research with empathy:

- don't assume the answers
- don't lead to an answer by saying “so, you're telling me this...”
- don't make any initial hypothesis

# Empathy Map





# Personas

---

Personas consolidate archetypal descriptions of user behavior patterns into representative profiles, to humanize design focus, test scenarios, and aid design communication (Cooper 2004).

- **user-centered design** - you need to understand people
- crafted from **information collected from real users** through sound field research
- **capturing common behaviors** in meaningful and relatable profiles
- human description **facilitates easy empathy and communication**
- **similarities** across users are clustered to begin forming synthesized, aggregate archetypes
- helpful in **developing, discussing, and presenting** product, service or system design in the definition and ideation phase
- provide a **persuasive human reference** when communicating research summaries and scenarios to clients



# PERSONA CANVAS

Lack of job opportunities especially for women

NEGATIVE TRENDS  
Negative trends from the environment

She needs better opportunities to show her skills

HEADACHES  
Professional and work related issues

Not being able to support her children to have a better future

FEARS  
Personal issues

A safe environment for her children

1. A job  
2. Better life quality  
3. Peace in her area

NAME **Fatima**  
ROLE **Housewife**

Well known in her community

Eager to learn

POSITIVE TRENDS  
Positive trends from the environment

Hard worker

Strong communication skills

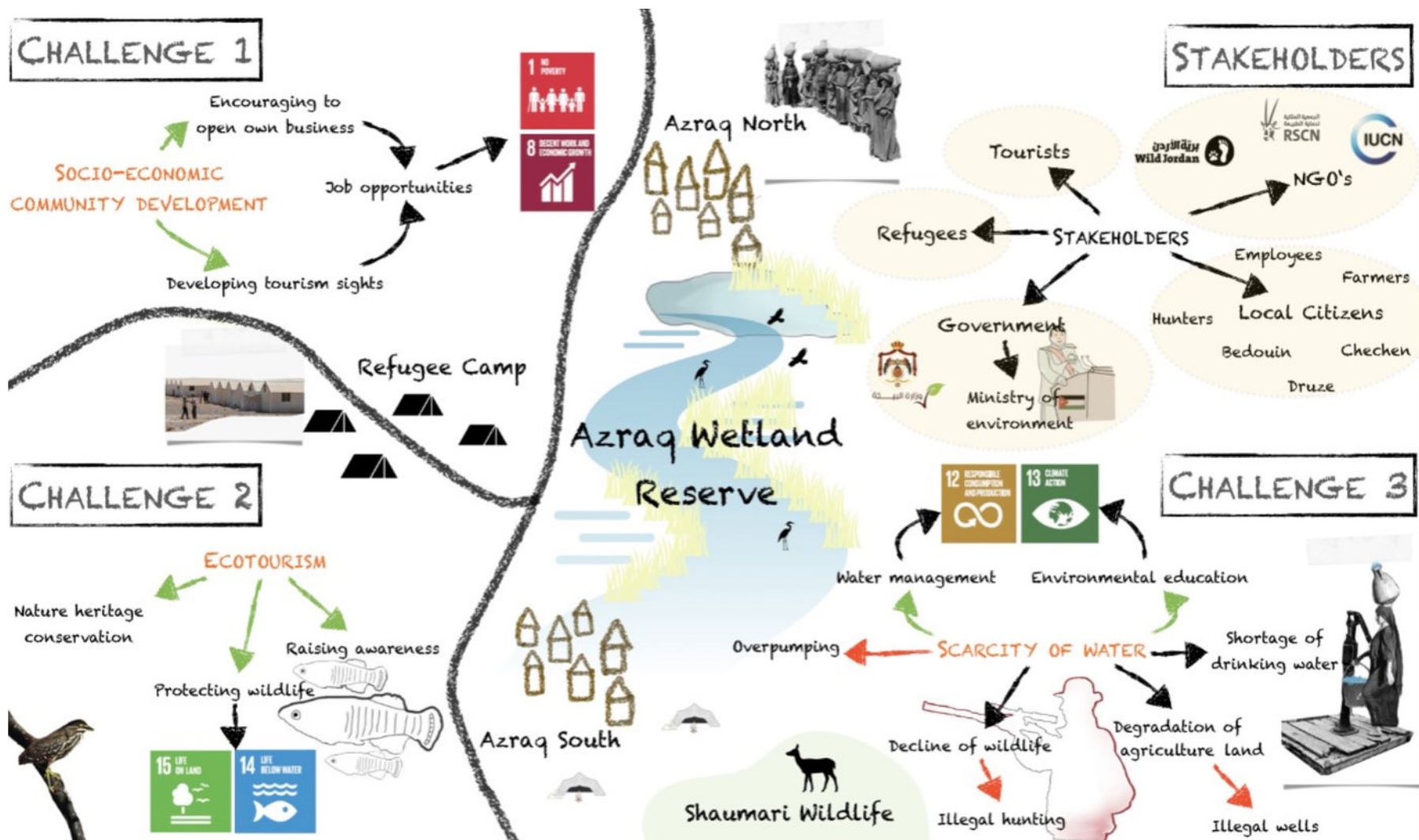
Supportive family

OPPORTUNITIES  
Professional and work related positive outcomes

To have a good job to better support her family financially


HOPES  
Personal goals and hopes

# Example Community-Mapping MESIL Summer 2020 (Azraq, Jordan)





# Mental-Maps Story-Maps


 ArcGIS StoryMaps

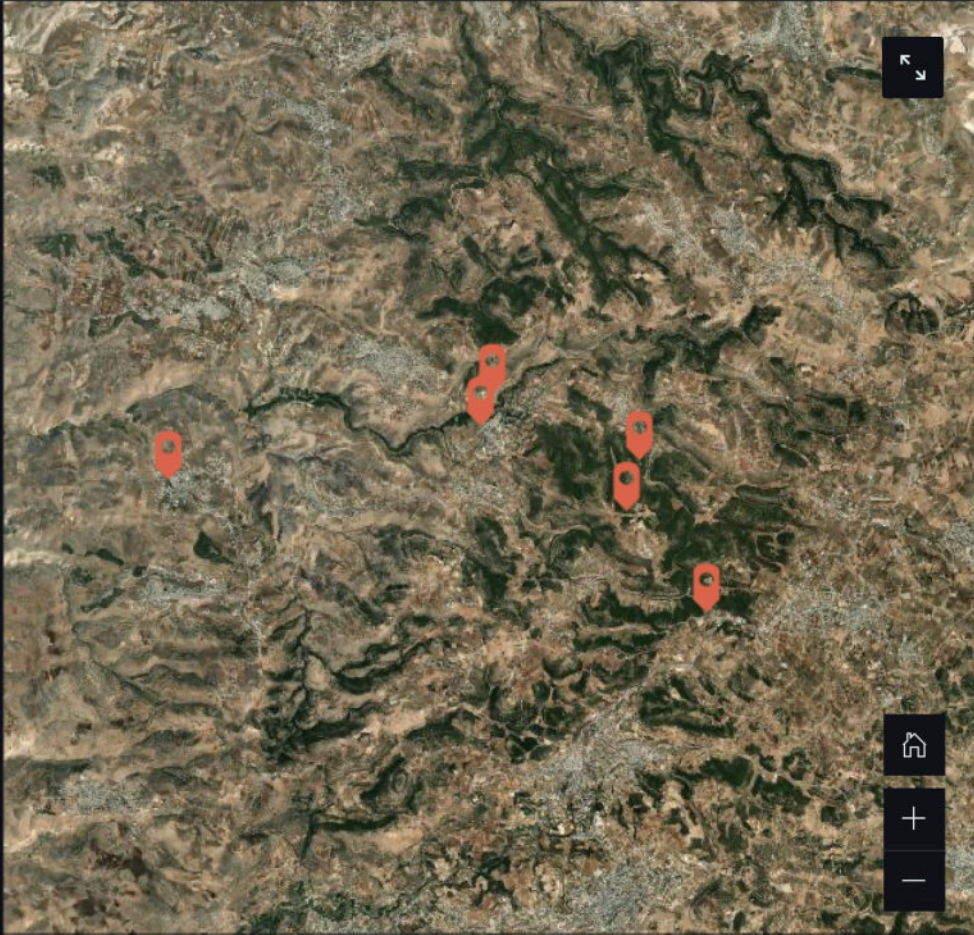
ECOSYSTEM SERVICES: A POINT OF...

A LANDSCAPE EVALUATION THROUGH...

## Yaman's mental map

Yaman's main destinations in the governorate of Ajloun are his home in Orjan, the shopping mall of Orjan, the Orjan valley, the area of Halawa, Ashtfina restaurant, and the Ajloun forest reserve.





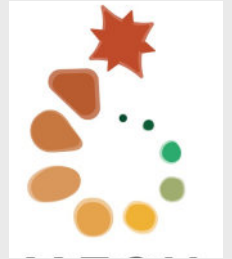
Earthstar Geographics

Powered by Esri

# Part 4: Understanding

Wicked Problems, PESTLE, DPSIR, SWOT

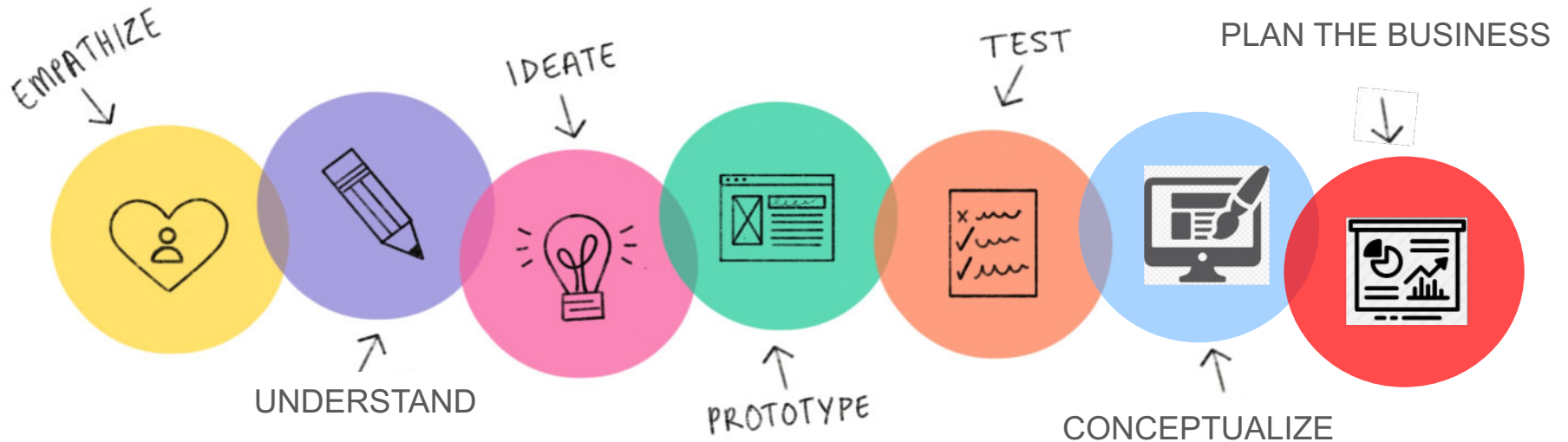
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# Design-Thinking: „Understand“

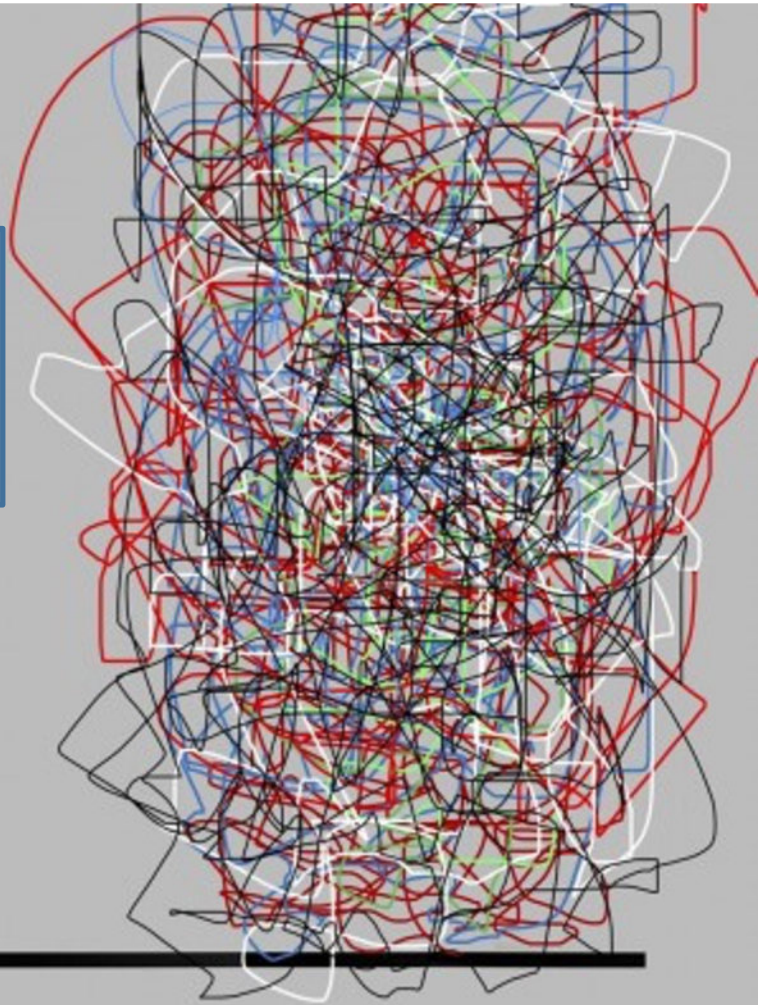


## Understand:

What are the key challenges? What are the causes of existing problems? What images of the future do we want to pursue? Never underestimate the complexity that comes with social problems and their causes. Ask the final "Why?"



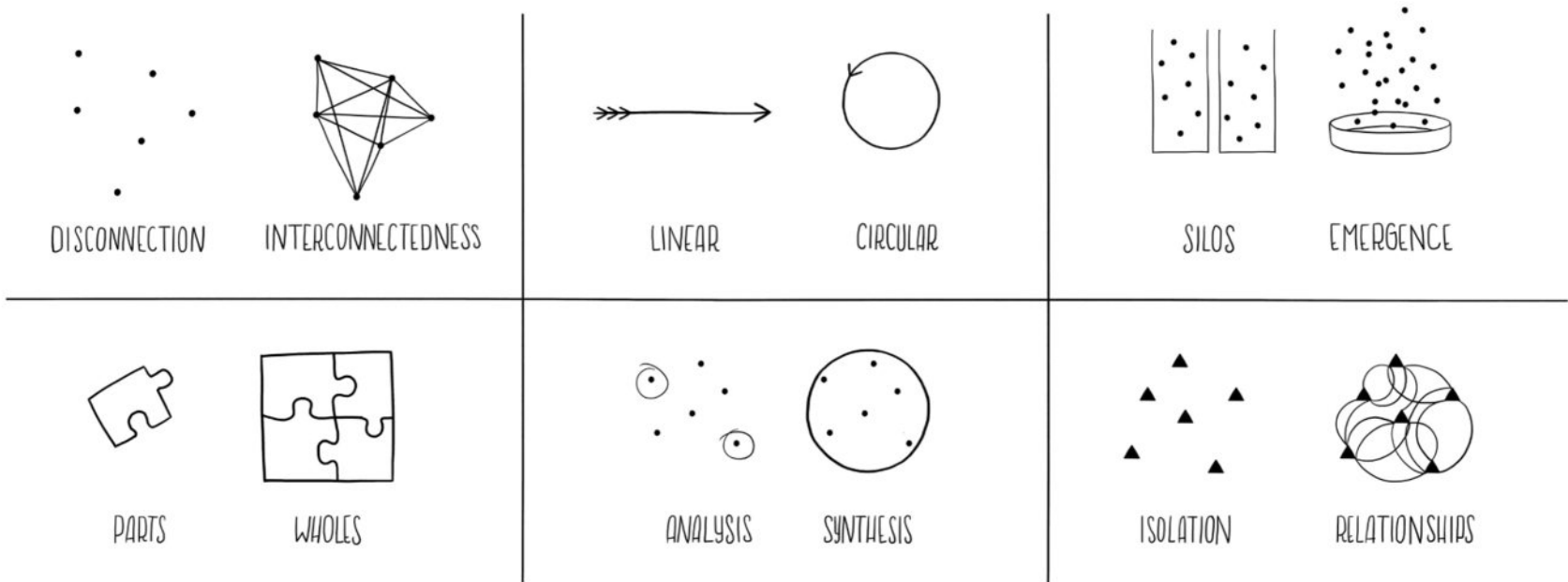
**Try to understand the situation, the challenges and the main reasons for the problems before you judge, decide and act**



# System Thinking as a key sustainability competence



## TOOLS OF A SYSTEM THINKER

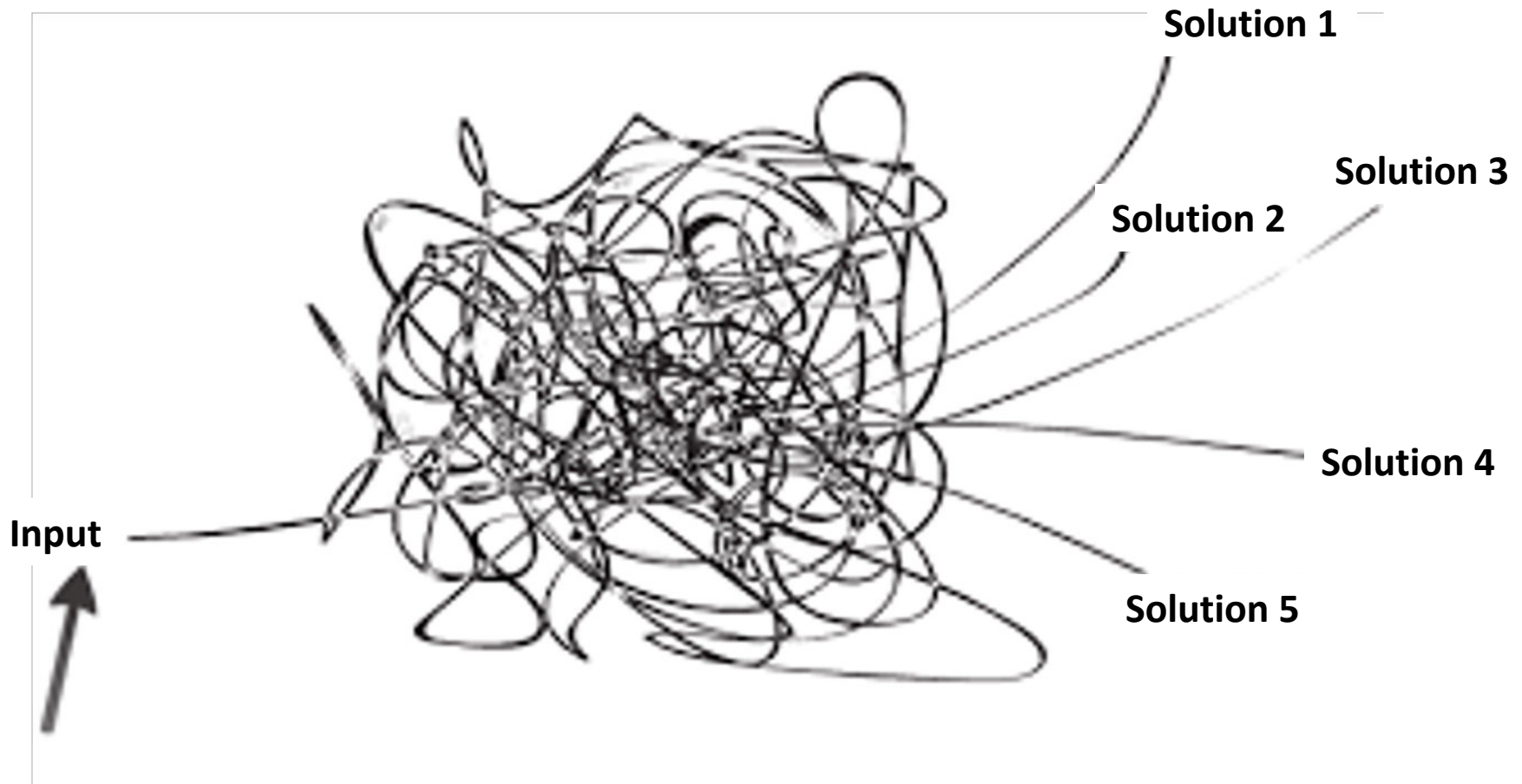


<https://medium.com/disruptive-design/tools-for-systems-thinkers-the-6-fundamental-concepts-of-systems-thinking-379cdac3dc6a>



**You can only address problems, when you understand them. This is a process of action & reflection.**

---



Some educators call this: **Disorientation as a learning objective.**

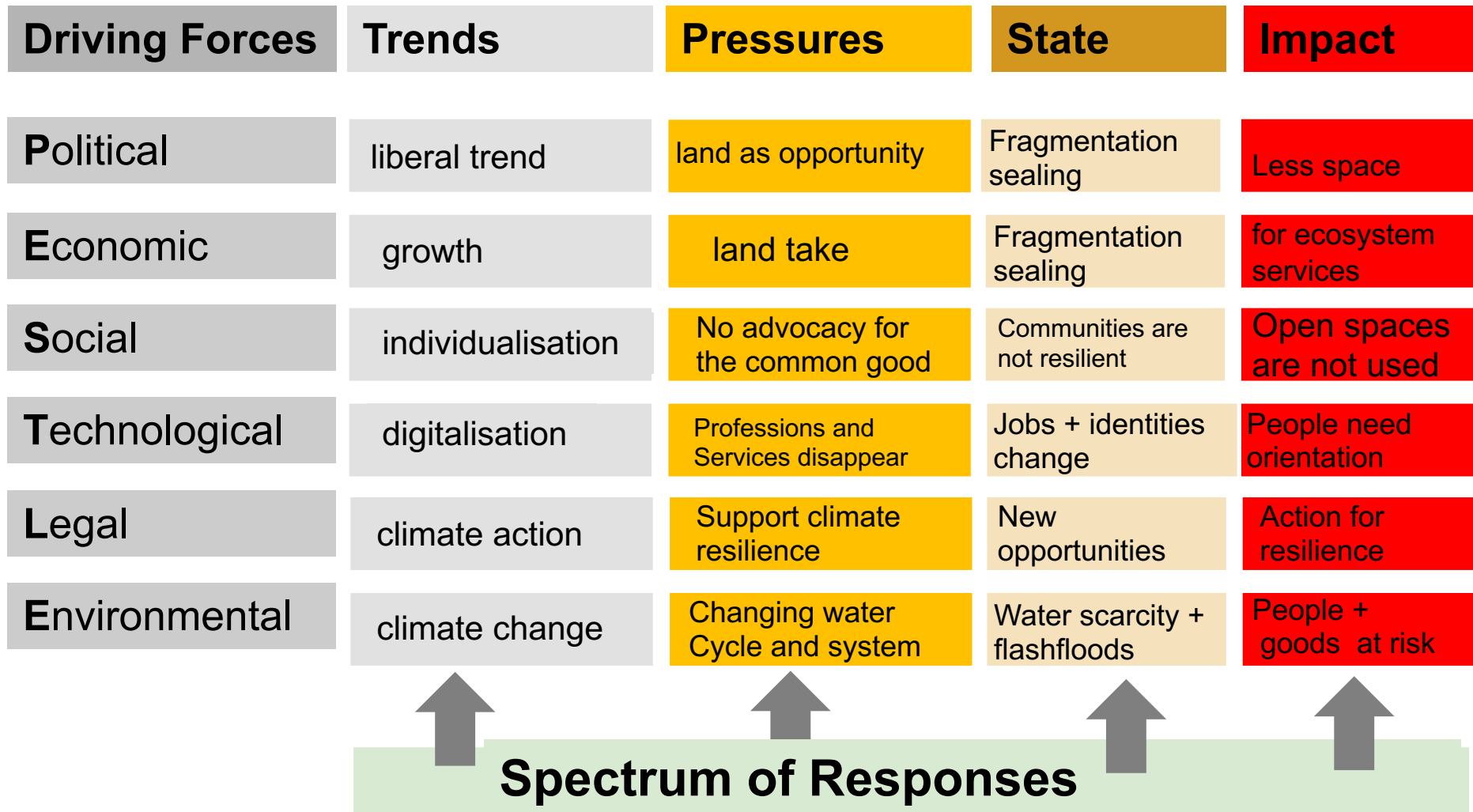
<https://publish.illinois.edu/bradly-alicea/tag/wicked-problems/>

# Working on community-challenges and creating community innovations, you usually have to solve wicked problems ...

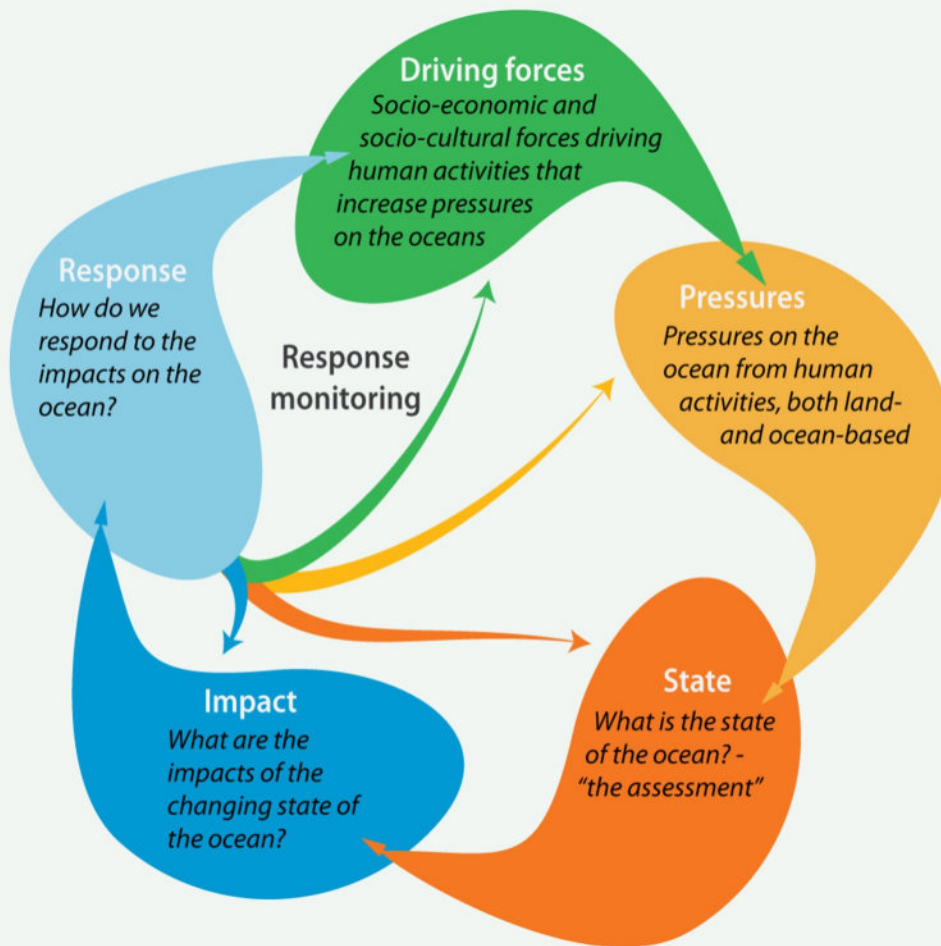


Based upon Rittel and Webber (1973)

# PESTLE-Analysis



# DPSIR-Analysis



<https://www.grida.no/resources/8124;>  
18.10.2020.

Instrument to analyse a chain of causal links. Starting with

- *Driving forces* through
- *Pressures* to
- *States* and
- *Impact on systems leading to*
- *(possible) responses*

Describing and analysing the causal chain with DPSIR-Analysis helps to understand complex systems.

It is important to understand the reasons for identified problems and the possible courses of action.



# Elements of DPSIR-Modell

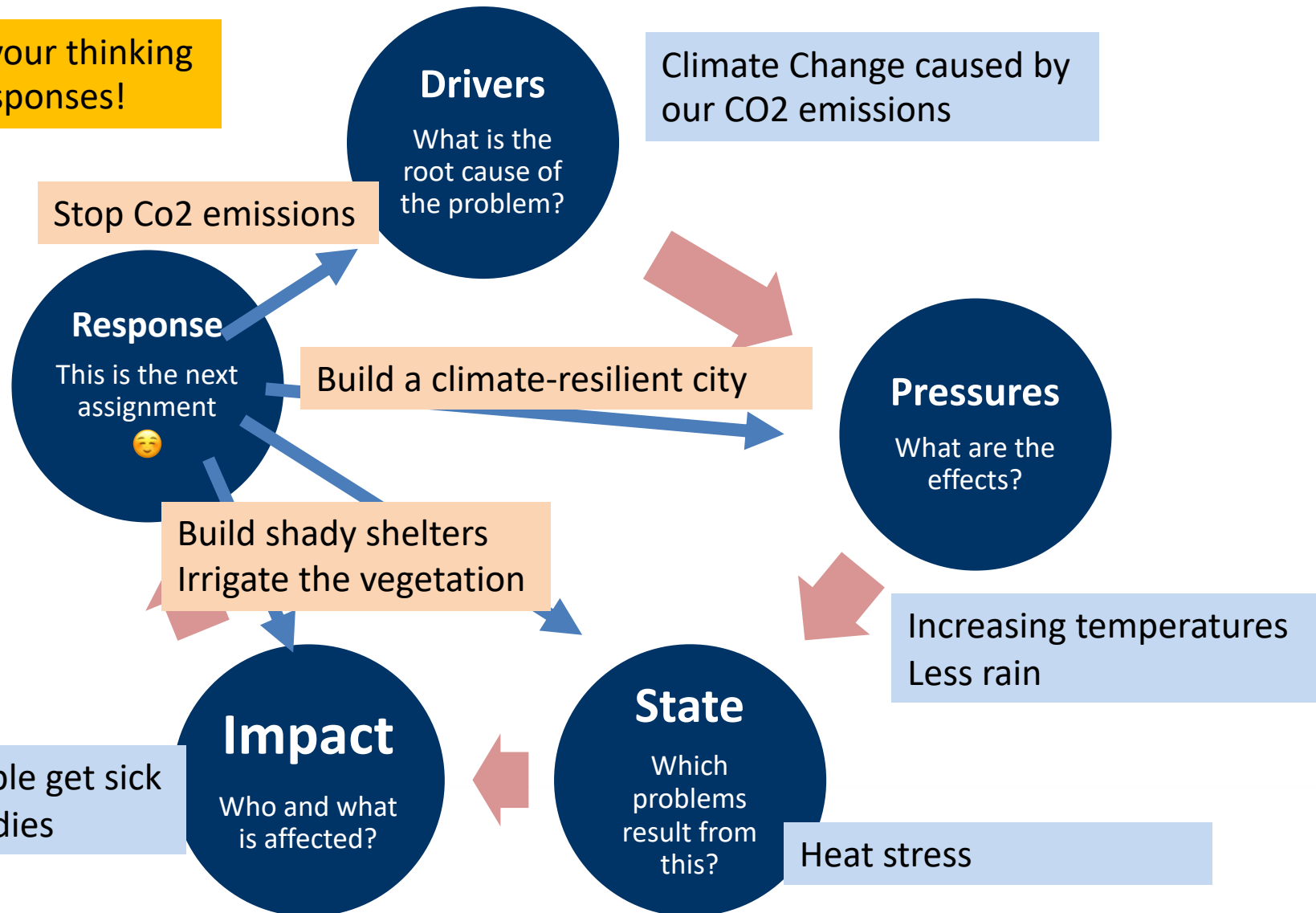
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- **Driving forces** are areas of public life whose processes can exert pressure on social, environmental or economical aspects (e.g. consumption by private households, digital disruption of industries, carbon-based economy, demographic changes).
- **Pressures** are the resulting burdens, for example through emissions to air, unemployment or loneliness of older people.
- **State** is the state of a field of sustainable development that is exposed to the pressures, for example changes in the earth's atmosphere, poverty or quality of life of elderly people, less space for biodiversity.
- **Impacts** is the specific effect of pressures, for example lack of water, local biodiversity loss, limited access to economic opportunities.
- **Responses** is the societal reaction to Impacts, for example environmental research, investment in education or better supervision of elderly people.



# System Context: DPSIR Analysis

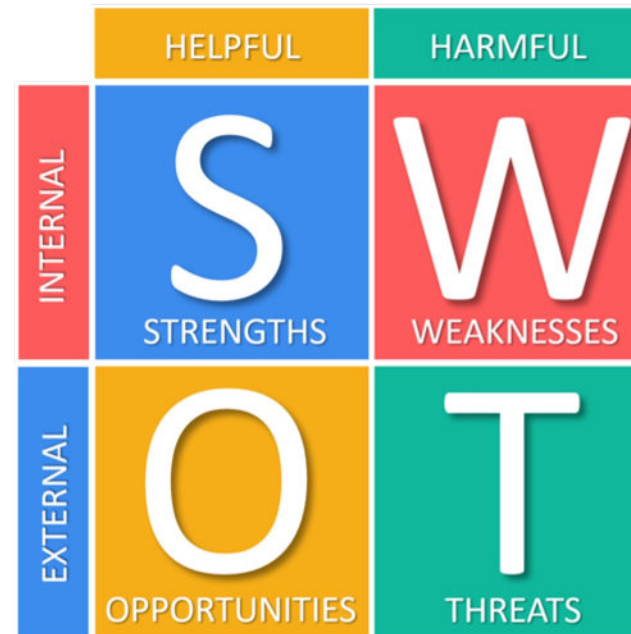
Don't start your thinking from the responses!



# SWOT-Analysis (-Matrix)



- framework to assess factors that may have a profound impact on a institution, region, community or company
- Dimensions
  - Perspectives: internal or external factors
  - Impact: favourable / helpful or unfavourable / harmful
- As a result one can draw a matrix consisting of four quadrants:
  - **S**trengths
  - **W**eaknesses,
  - **O**pportunities
  - **T**hreats.



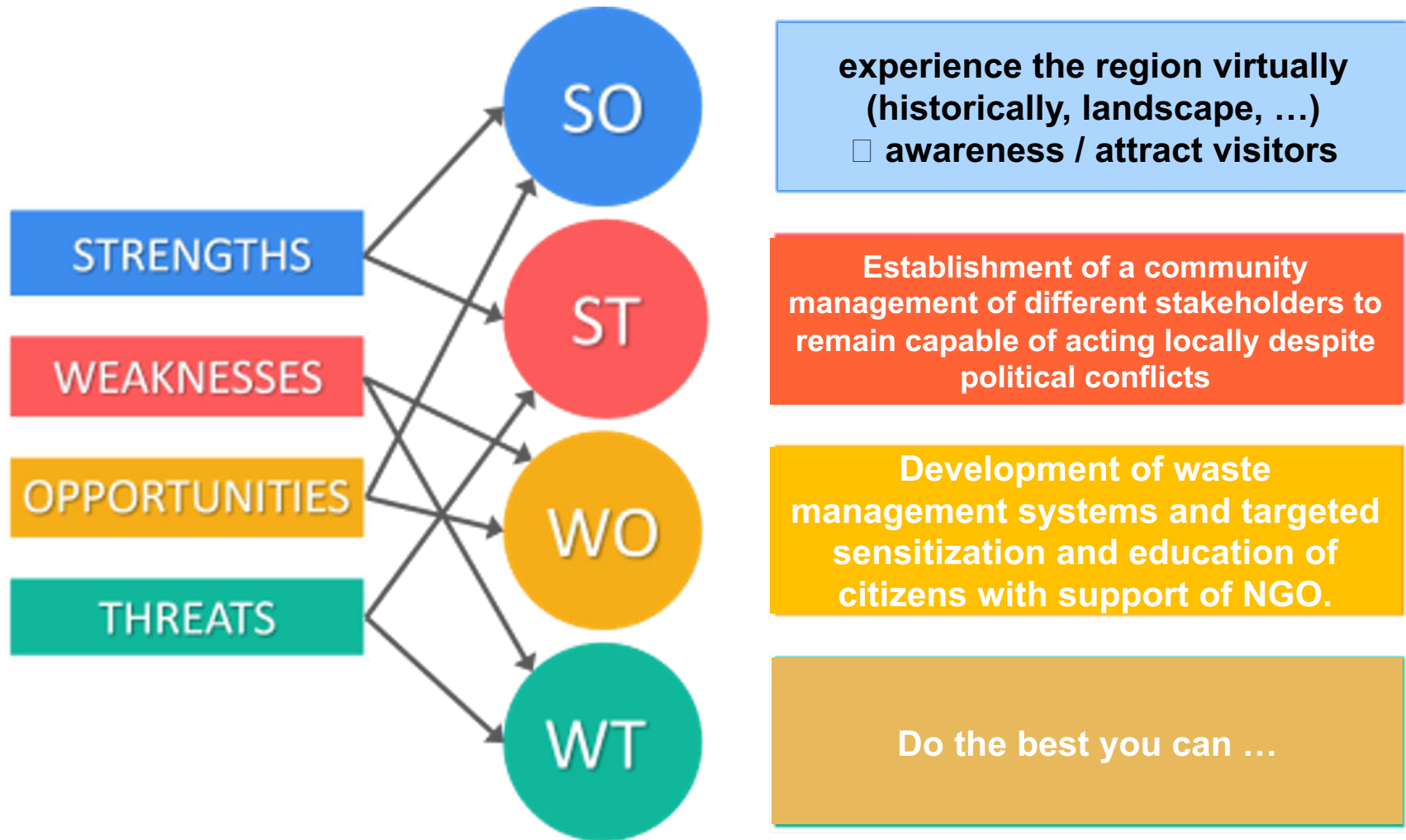


# SWOT-Analysis for a community (example)



	HELPFUL	HARMFUL
INTERNAL	<b>Strength:</b> <ul style="list-style-type: none"><li>• cultural and historical heritage</li><li>• efficient &amp; powerful municipality</li><li>• strong &amp; supporting stakeholders (companies, NGO, ...)</li></ul>	<b>Weaknesses</b> <ul style="list-style-type: none"><li>• high unemployment</li><li>• not attractive for youth</li><li>• water scarcity</li><li>• waste problems</li><li>• ...</li></ul>
EXTERNAL	<b>Opportunities</b> <ul style="list-style-type: none"><li>• strong „sustainability-network“ of people and organisations</li><li>• demographic change</li><li>• Digitalisation</li><li>• ...</li></ul>	<b>Threats</b> <ul style="list-style-type: none"><li>• political conflicts</li><li>• corona pandemic</li><li>• climate change</li><li>• ...</li></ul>

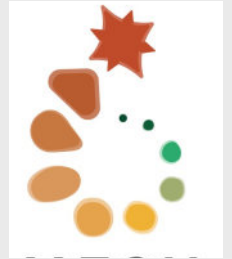
# Four basic strategies based on the SWOT-Analysis



# Part 5: Ideate

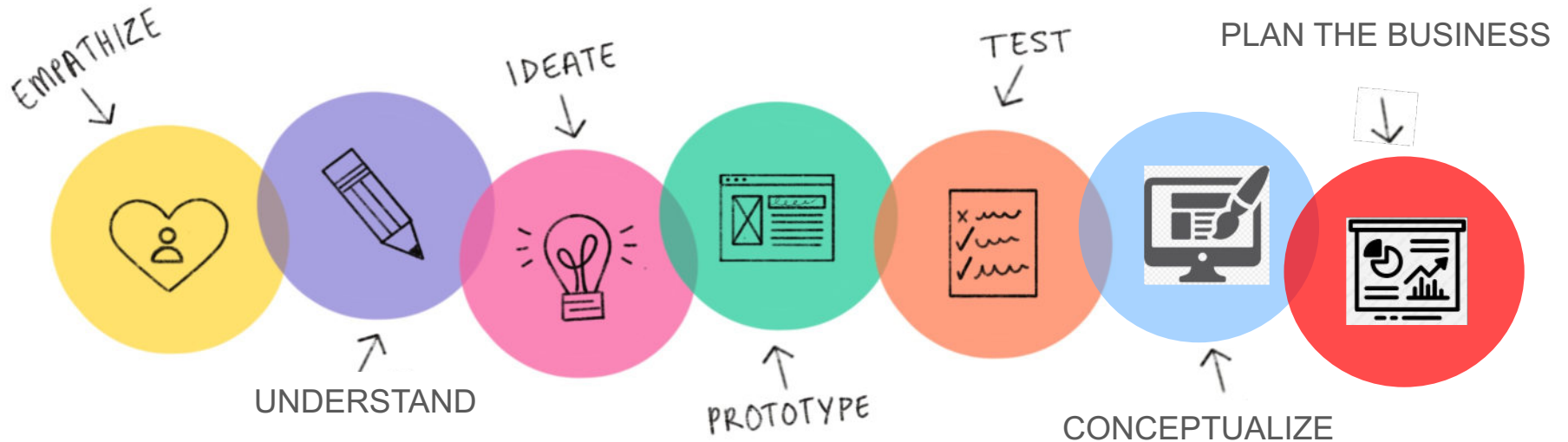
**Brainstorming, Brainwriting, Best Practices, Scenario Analysis, Theory of Change**

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# Design-Thinking: „Ideate“



## Ideate:

What could be solutions? Do not lose a thought. Be open to creative and unconventional ideas. The quality in this phase is determined by diversity and the willingness to think beyond existing boundaries.

Brainstroming \* Brainwriting \* 635-Method \* Mindmapping \* form analogies

learn from best practices

# Think about a cat ...

---









# Methods of Ideation: Brainstorming

- Set a time limit: 15–60 min
- Begin with a problem: focus on a sharply defined question, plan or goal. stay on topic.
- Refrain from judgment/criticism about the idea (including via body language)
- Encourage weird and wacky ideas
- Aim for quantity (sorting comes later)
- Build on others' ideas: associate freely, say “and” rather than “but”
- Use visuals: diagrams and Post-Its help others see the ideas and generate new ones
- Allow one conversation at a time (helps tracking and shows respect for everyone's ideas)
- Source: <https://www.interaction-design.org/literature/topics/brainstorming>





# Methods of Ideation: Brainwriting

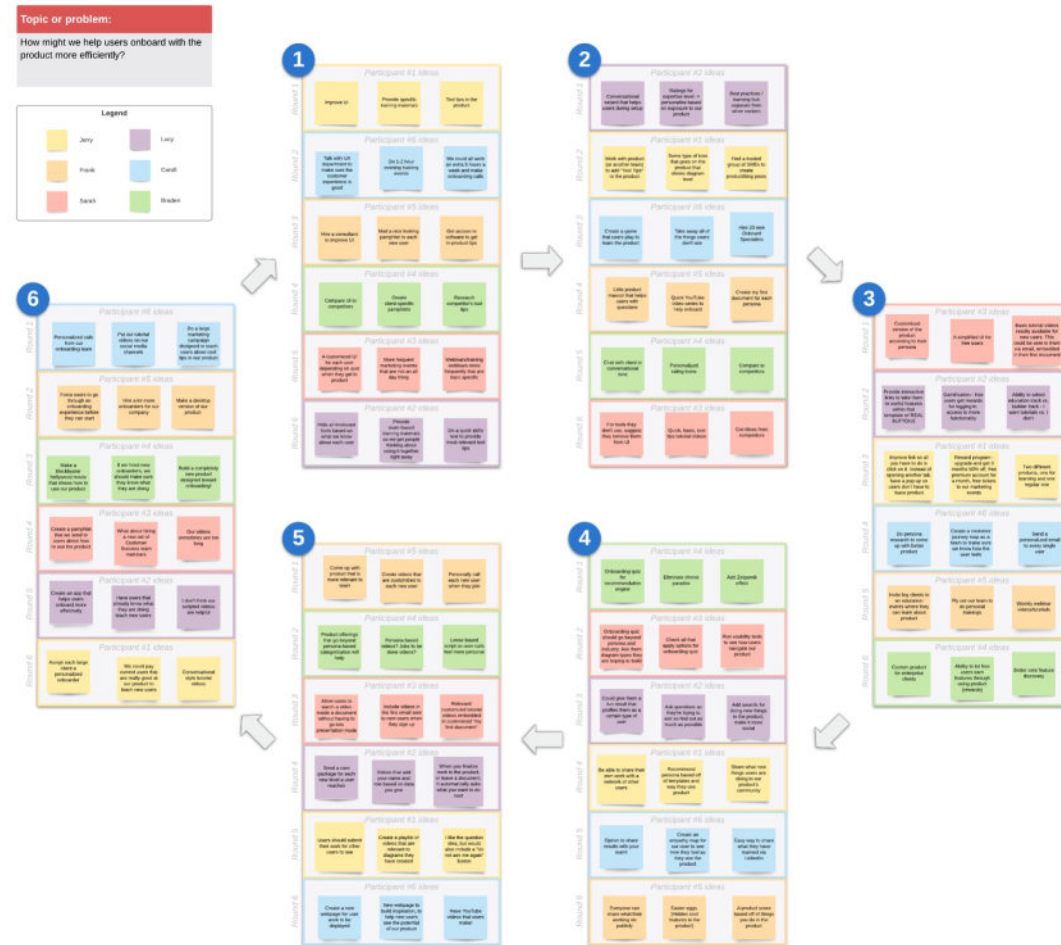
- Each person writes down their ideas in response to a question or problem.
- When finished, they pass their paper to the next person who then reviews the ideas and adds to them.
- Once the papers have made a full round, the team shares all the ideas (usually on a whiteboard).
- Source:  
<https://www.lucidchart.com/blog/how-to-use-brainwriting-for-idea-generation>

Topic or problem:		Team:		Notes:		
How might we improve our mobile app so gym members have a delightful experience?		• Product team • UX design team		New data indicates that there is a decline in app downloads from new gym members.		
	Yang	Oscar	Rachel	Preston	Billy	Grace
Round 1	Add an Android version	Add a social element to the app	Have a section that helps gym goers find a gym buddy	Location tracking, tells you how long you spend at the gym automatically	Have a leaderboard for people who have set gym records	I think it would be important to make the gym a judge free zone. Maybe we can help with that in the app?
	Yang's first idea	Oscar's first idea	Rachel's first idea			
Round 2	Provide an incentive if they download the app	Users can post pictures and videos so other gym members can see them	A lot of people go to the gym to meet people, maybe there could be a way to have your profile public	Phones can track how many steps you take	Let's just require members to get the app	We could fine anyone that participates in body shaming
		Yang's idea after reading Oscar's idea	Oscar's idea after reading Rachel's idea	Rachel's idea after reading Preston's idea		
Round 3	Rewards program	Users can post comments/like on Instagram and Facebook	Have a QR code scanner feature for people to add friends to their gym network	Have a news feed with gym announcements	An option to send a video of lifting weights to a trainer to get help on improving form	Gym-rat free zone!
			Yang's idea after considering the ideas above	Oscar's idea after considering the ideas above		
Round 4	Referral program	App users should be able to share music and playlists they like	Each treadmill should have a QR scanner that can scan your app to do something	Have a "Member Moment" with gym members	Create a technology that virtually gives feedback in real time using a phone's front-facing camera	There needs to be a better way to collect member's data
Round 5	If a member uses the app a certain amount of times, they get a free protein shake	The app could have an integration with Spotify and Apple Music	Treadmills and other machines could be controlled via the app	Hire a content writer to write articles about the gym	We could just assign every new member a trainer they can use	We give a reward to members that input how much they lift, then we will know how strong they are
Round 6	The app could notify gym members when they are due for exercise—built-in calendar	Other integrations that would be cool—Facebook, Instagram, Twitter, YouTube	Motivational Monday	New gym member announcements with their faces and a quick bio	Open a fight club and only app users get in	We could send notifications to weaker gym members so they know when are good times to go to the gym



# Methods of Ideation: 6-3-5 brainwriting

- Variation of a basic brainwriting session where you have a group of six people write down three ideas in five minutes on a worksheet.
- When the five minutes is up, each person passes their sheet to the next person to add another three ideas, and so on.
- This process lasts for six rounds. By the end of the process, you should have 108 ideas written down and ready to review.
- Source:  
<https://www.lucidchart.com/blog/how-to-use-brainwriting-for-idea-generation>





# Methods of Ideation: collaborative & remote brainwriting

## Collaborative:

- Select a space (a wall or whiteboard) that is easily accessible by your team.
- Post a prompt.
- Give a time limit: a day or week for the team to add ideas to the board.

## Remote:

select a virtual platform for collaborative brainwriting. Common remote brainwriting tools or platforms include:

- Instant messenger
- Email
- Blogs or wikis
- Google spreadsheets
- Miro, Mural, etc.







# Methods of Ideation: Forced Analogy

## Prepare:

- define the problems as two words (e.g. energy efficiency, tomorrow's radio)

## 5 min - Prepare the brainstorming:

- Everyone writes random list of things on index cards. Description should include *“things” (animals, object, people) and their “qualities and attributes”* e.g. *What does that thing do? How does it operate? How does it look like? E.g. airplane flies through the air, airplane moves along predefined routes, airplane can fly autopilot*
- When there are enough “things” on the table, shuffle index cards and distribute randomly among participants.

## bunny

- cute and fluffy
- jumps
- everyone wants to cuddle it

## table

- hold things
- made of resistant material
- customized for human needs



# Methods of Ideation: Forced Analogy

## 20 min - Ideation phase:

- Prepare a flipchart with the following guiding questions:
  - *How is this problem similar to the random object?*
  - *How would I solve this problem with the random object?*
- Nominate a person who collects the ideas on a big flipchart.
- Go in a circle and read out loud the thing you found on the card. Use cards to develop analogies to the problem or issue at hand. Try to build analogy: how would we use a (random object e.g. paperclip) to solve this (problem of data integration)?

**Source:** [www.gamestorming.com](http://www.gamestorming.com)

## list

- **bunny**
  - a gentle approach to the problem
  - let's make places that comfort you and helps bonding
- **table**
  - use resistant materials for sustainable traffic
  - shape the functions of the park to the need of people
  - make places where people can meet
  - ...





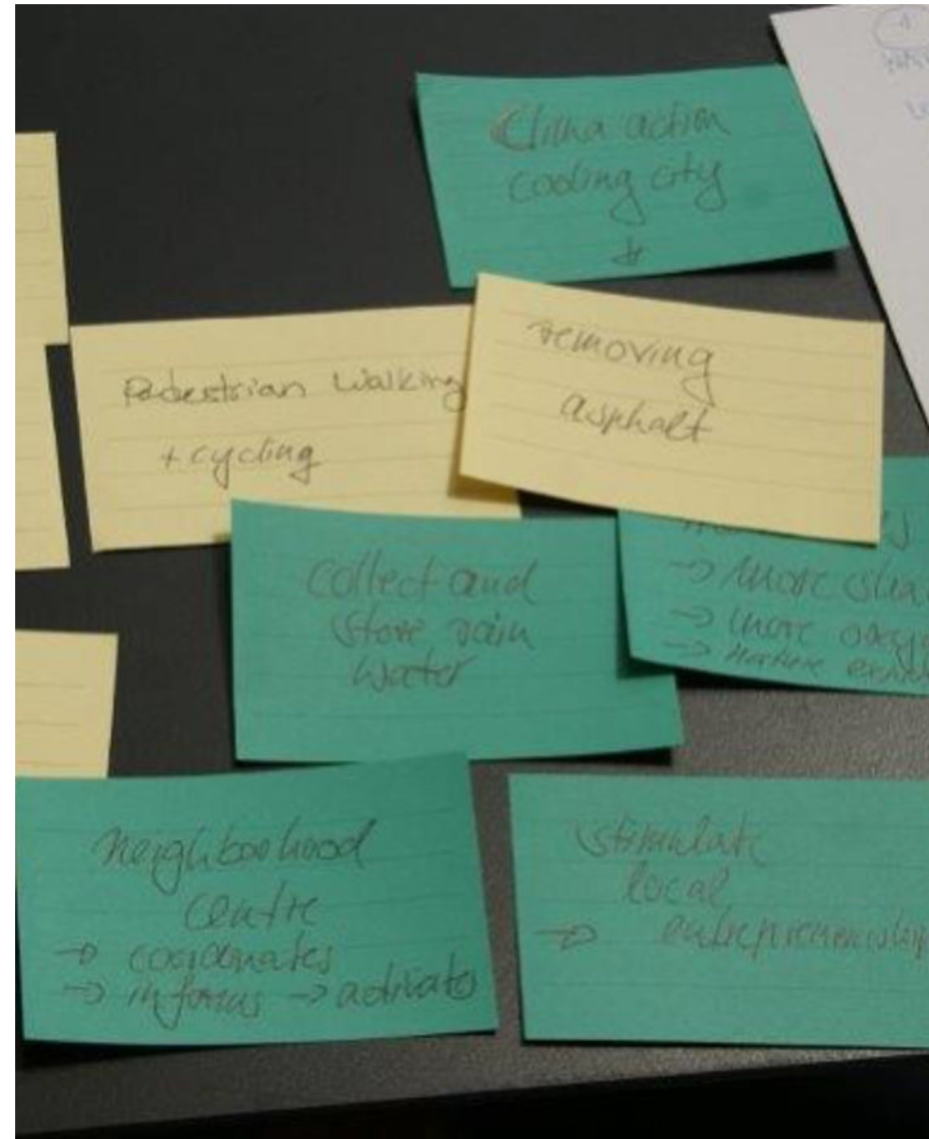
# Methods of Ideation: 3-12-3 Brainstorm

## Prepare:

- define the problems as two words (e.g. energy efficiency, tomorrow's radio)

## 3 min - generating pool of aspects for the selected problem

- distribute index cards and markers
- individually think about the characteristics of the topic and write them down on the index card
- write: NOUNS + VERBS (no filtering, free associations).
- Collect the index cards in a pool.





# Methods of Ideation: 3-12-3 Brainstorm

## 12 min - develop concepts in pairs:

- split into pairs, pairs draw 3 cards randomly from the pool and try to build solutions for those problems
- prepare sketches, prototypes or short presentations
- if you have more time, pick three other cards and build solutions from those
- use this time to generate as much ideas as you can

## 3 min - presentation

- each pair gets 3 minutes to present their ideas and share their process

**Source:** [www.gamestorming.com](http://www.gamestorming.com)





# 30 min - MURAL exercise

---

**Breakout room 1:** Forced Analogy  
**Breakout room 2:** 3-12-3 Brainstorm

**MURAL link:**

**<https://app.mural.co/t/kulturaktiv6589/m/kulturaktiv6589/1663771362645/1dbed17478f1ca4dbec471b91c3b10078984169e?sender=u4ff30346caf8feb2e24f1261>**

**See you in 30 minutes!**



# Best practices – field research case study

- You can always learn from good practices
- Look for good documentation
- Or: talk to the actors directly!

We have developed a pool of good practices:

[https://localchangewiki.hfwu.de/index.php?title=Case\\_Studies\\_Community\\_Learning\\_For\\_Local\\_Change](https://localchangewiki.hfwu.de/index.php?title=Case_Studies_Community_Learning_For_Local_Change)

There is also the Ashoka changemaker community, get inspired by people and their ideas, the Ashoka fellows: <https://www.ashoka.org>

You can also research existing practice with a specific research question in mind.



## Sami Hourani

Ashoka Fellow since Jan 2014

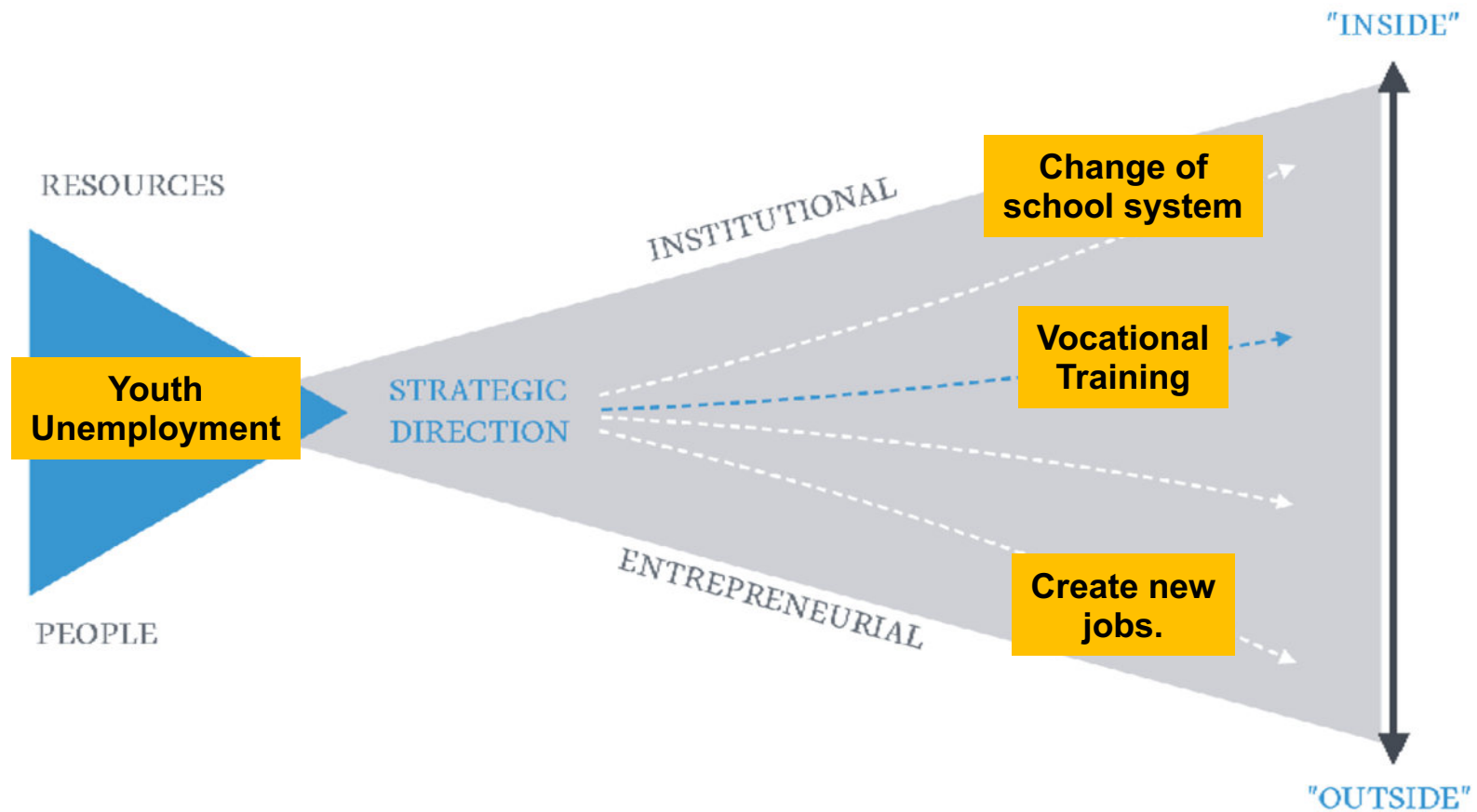
📍 Jordan

🏠 Leaders of Tomorrow

Sami is breaking the vicious cycle of elitism and nepotism, shifting the prevailing passivity and disengagement of Arab youth to a culture of sharing and engagement.

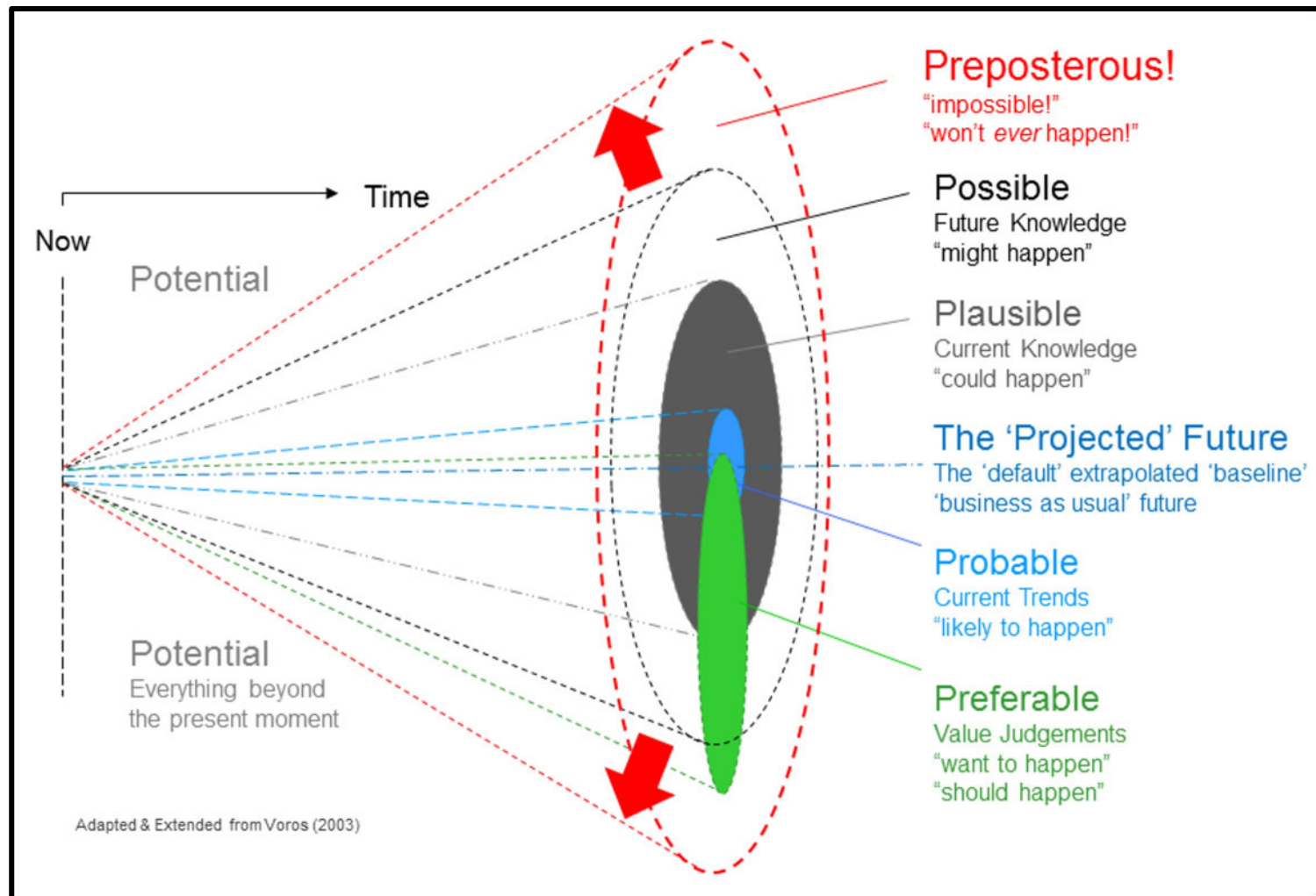
[Read more →](#)

# Social Challenges and possible Solutions



Hassan, 2015, p.17.

# The futures cone: Projections of what might be



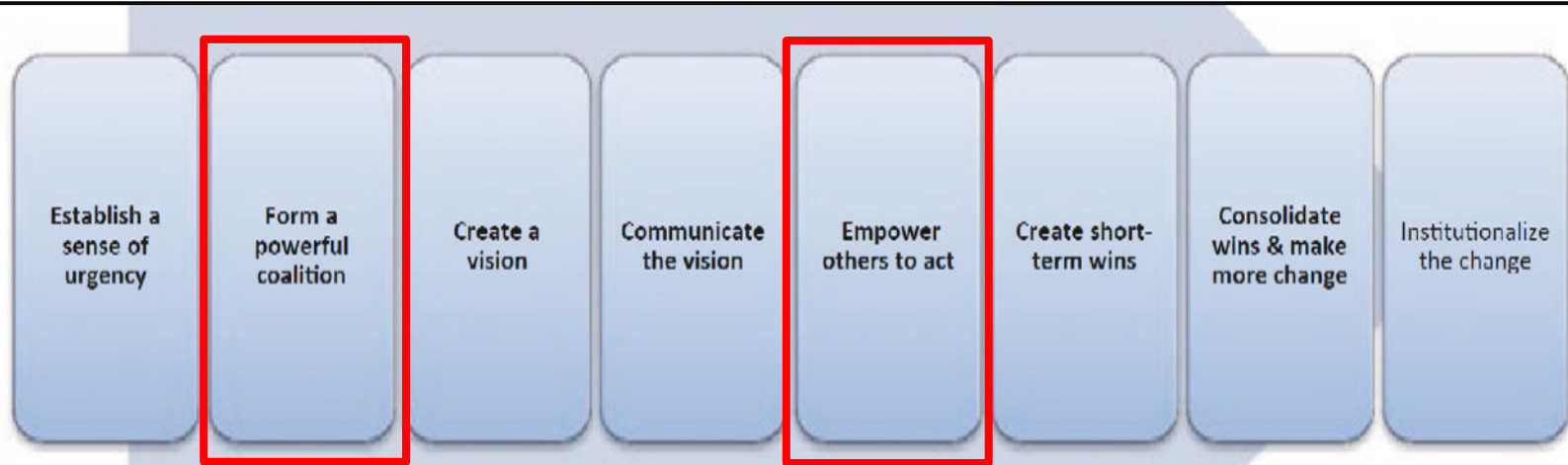
Quoted from <https://thevoroscope.com/2017/02/24/the-futures-cone-use-and-history>



# How to create Change?

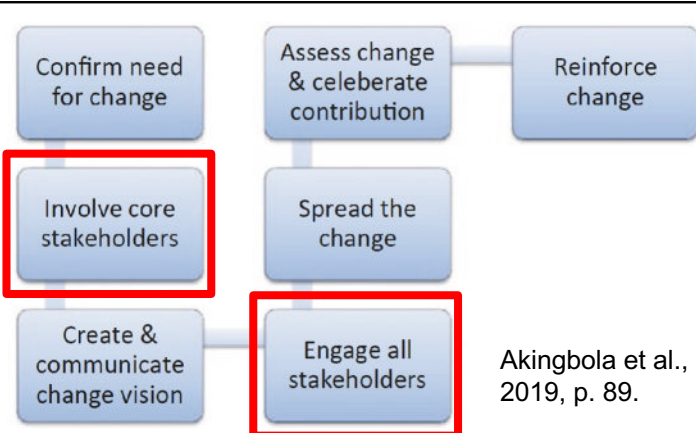


## Organisational Change Model



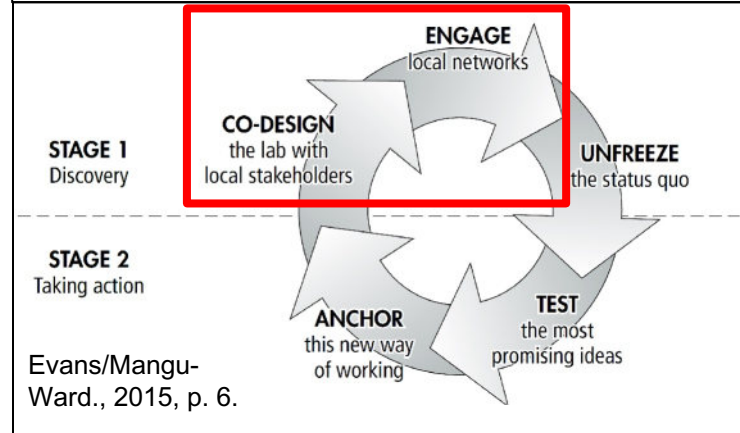
Akingbola/Rogers/Baluch, 2019, p. 77.; along the lines of Johnson/Kavanagh, 2018 and Kotter 1995.

## Nonprofit Change Model



Akingbola et al., 2019, p. 89.

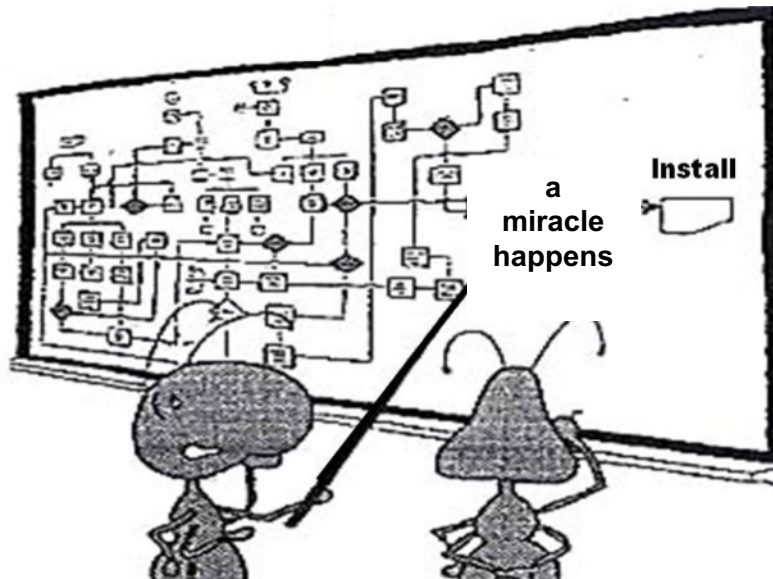
## Social Lab Framework



Evans/Mangu-Ward., 2015, p. 6.



# How to solve complex problems?



**Good work. But maybe we should be more precise here.**

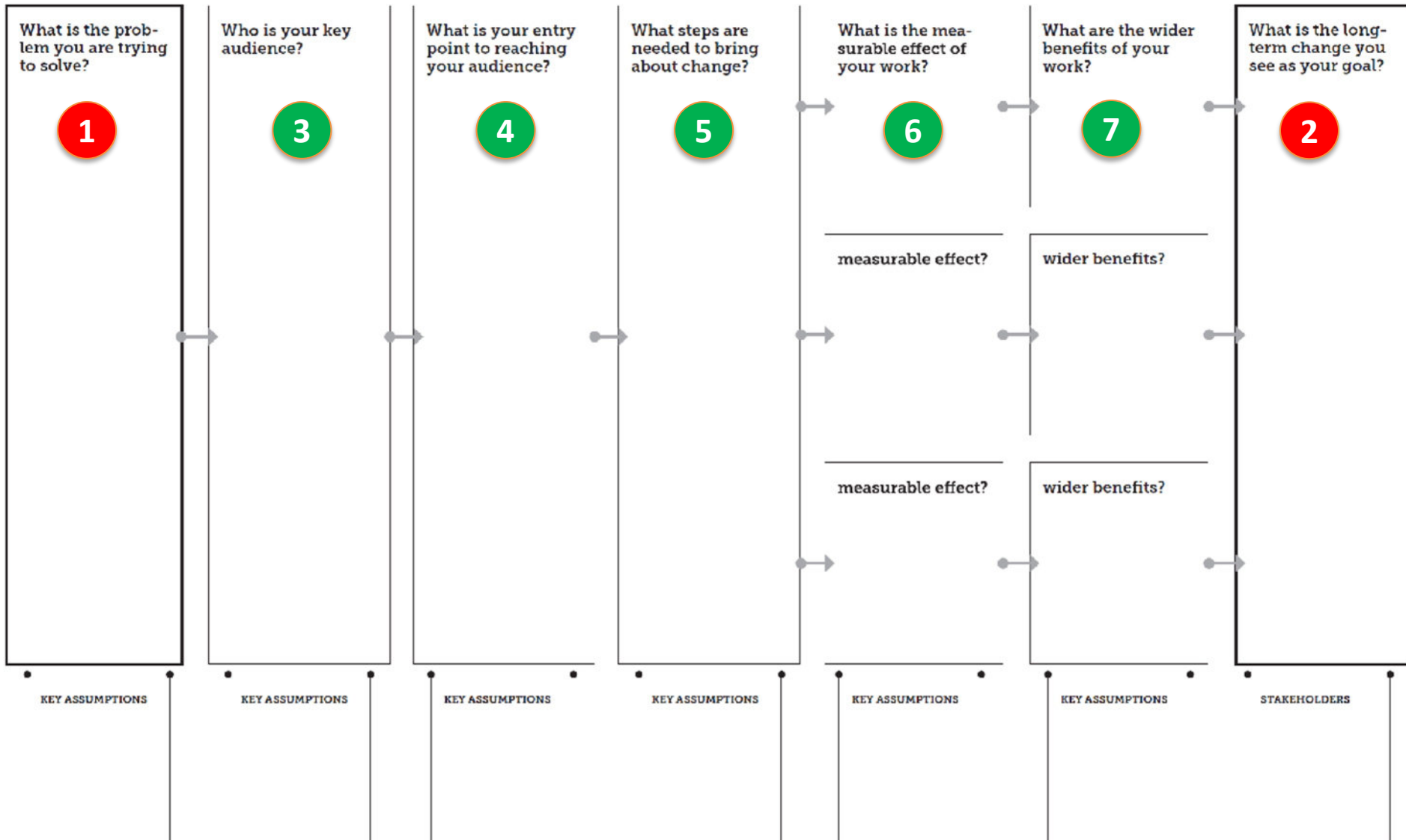
## **Don't believe in miracles. Follow the steps of the Theory of Change.**

- The Theory of Change helps identify the preconditions, pathways, hurdles and interventions for an initiative's success.
- The Theory of Change Canvas is a theory-based instrument to find a way to solve complex problems.
- It is widely used among social entrepreneurs to map out the steps that will lead to the intended change on society.
- It can be understood as a chain of causality: "if... then".

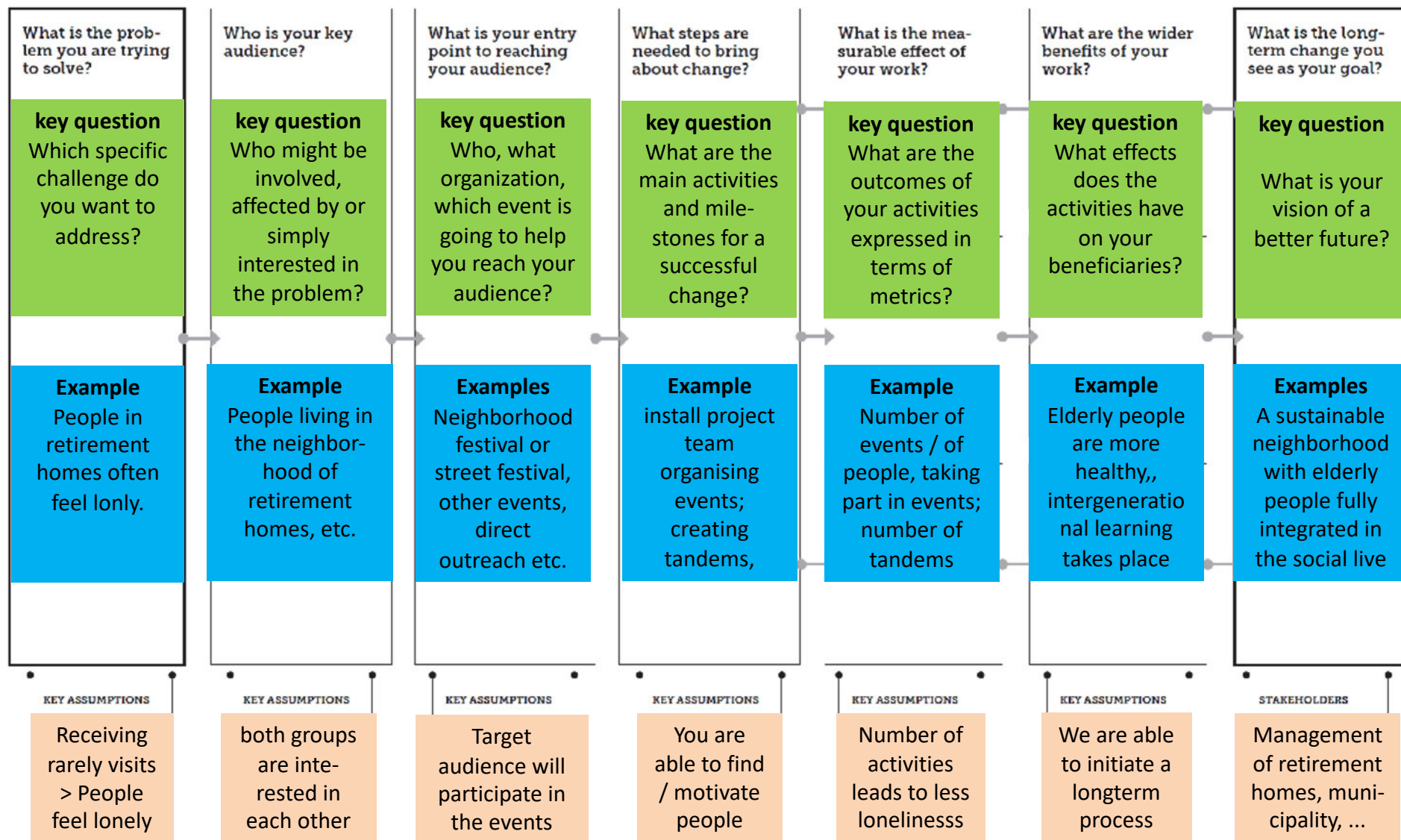
Following Kickul, J., & Lyons, T. S. (2016):  
Understanding social entrepreneurship: The  
relentless pursuit of mission in an ever changing  
world, Routledge, p. 95.

# Theory of Change

<https://diytoolkit.org/media/Theory-of-Change-Size-A4.pdf>



# Theory of Change: Social Isolation





# The work with the „Theory-of-Change-Template“



It is not just a template! It is a theory-based instrument to find a way to solve complex problems.



If you want to use the template – use it! Follow the method – step by step.



Be as precise as possible, when you define challenges, metrics, beneficiaries etc.



Think deep about your assumptions and be aware of them. Wrong assumptions are leading to wrong activities, misunderstandings, disappointments and waste of resources.



It is done, when it's done. During the change process you will learn and might have to revise the template more than once.

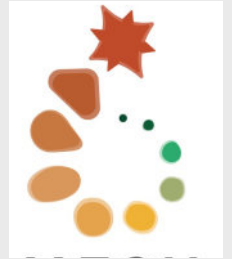


# Evaluation of the „Theory of Change“

Aspects of the evaluation of "Theory of Change"		
1	key question should be specific	This has to be very specific: For Azraq the challenge "water scarcity" is too general. A more specific challenge could be "How to supply the wetland with water?" or "How could we increase the wastewater recycling?"
2	The picture of better future is no "Castle in the Air"	This picture for the better future could be the initiating starting point for the change. It should be relevant, understandable, motivating and achievable for the community!
3	be precise in every step	Are the explanations overall sufficiently precise and illustrative? Down to earth! Is a comprehensible picture of the beneficiaries, stakeholders or the necessary products and/or services provided?
4	measure the impact	Are the defined key figures able to measure the impact? Are these key figures meaningful?
5	assumptions	It is very important to be aware of assumptions to make sure, that the possible reasons for the problems or the ways to solve them can be discovered. Students should formulate their assessments and recommendations without prejudice and on the basis of a good understanding of the initial situation.

# Part 6: Prototyping

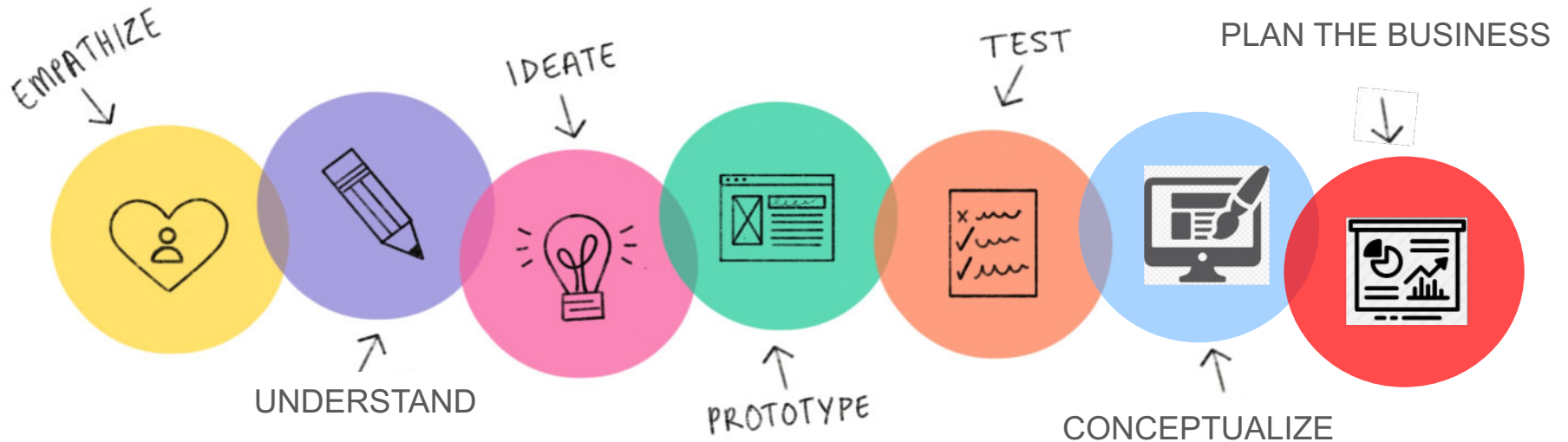
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# Design-Thinking „Prototype“



## Prototype: prototyping

Once you have your top ideas selected, materialise them. Sketch out a quick, inexpensive scaled-down version of your final solution. It is a simulation or sample version which enables you to test your ideas and designs before investing time and money into the further process of developing the final ,product‘.



## **What is a prototype?**

physical manifestation of ideas that  
allows people to test and explore the  
technical and social feasibility of an  
idea



## What is a prototype?

physical manifestation of **ideas** that allows people to test and explore the technical and social feasibility of an idea



# needs

we need...

- > more shadow, because there is too much sunshine in the school garden!
- > we need a peaceful corner to chill and hang out!





ideas



a thought or suggestion  
a possible course of action  
aim or purpose

Let's make a pavilion / bench with shades / hammock hanging under the tree / etc. that provide shadow, seating opportunity for kids to hang out!



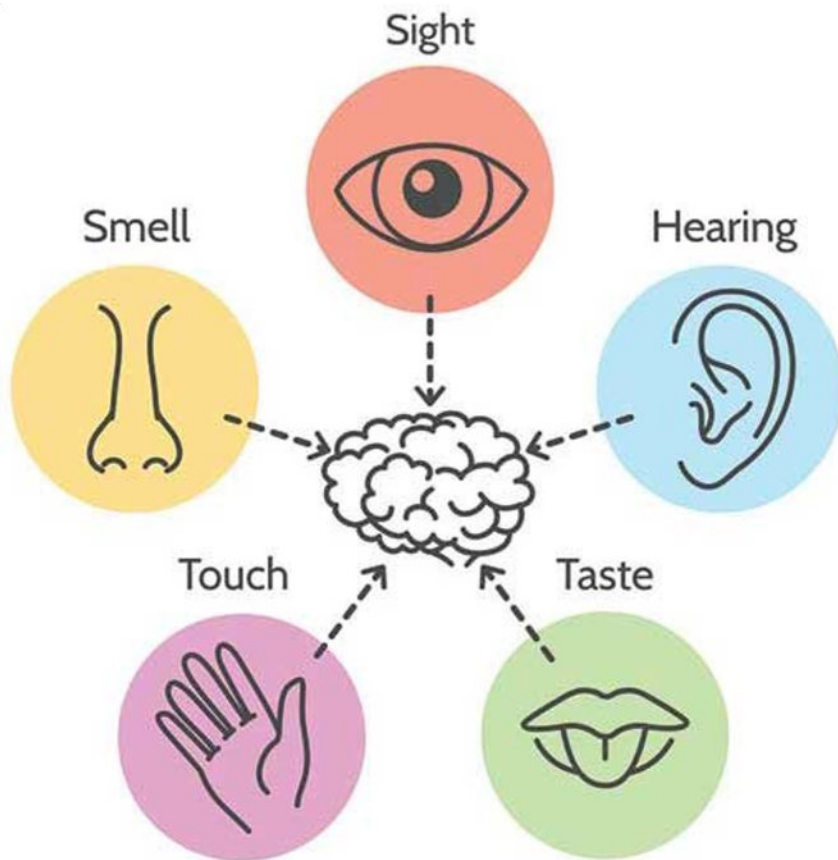
## What is a prototype?

**physical** manifestation of ideas that allows people to test and explore the technical and social feasibility of an idea

# physical



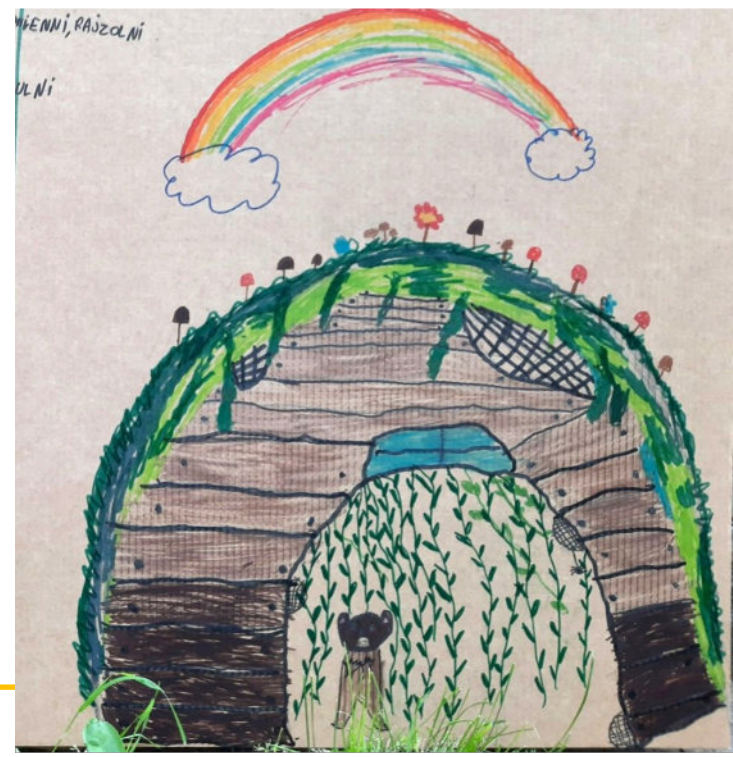
perceived through the senses  
tangible or concrete  
can involve bodily contact or activity



- + sight
- + smell
- + hearing
- + touching
- + tasting
- + movement
- + balance
- + interoception

Image source:  
<https://images.ctfassets.net/4yflszkpcwkt/7sT0K21ZL81ky4k5YZhZ67/c13fb05a0ad6d30393f01d529e9fda22/FxX5caie56ynm27UAfJo4uLsYqjXh4AGMRyGMkcaRAWLoAz8Bh7yST6hvZokKPzGmuZa8B3Kk1dAxywrjw4k4pz7zpx9at4d2GFVwQWVNhka>









MAX 32  
IMEER

SZABALYOK

NE MÉRLEK! Ha nem tudod a kocka súlyát, ne mérésködj!  
Ha nem tudod a kocka súlyát, ne mérésködj!  
Ha nem tudod a kocka súlyát, ne mérésködj!

TOYOTA  
NE PARTS





## What is a prototype?

physical manifestation of ideas that allows people to **test** and **explore** the technical and social feasibility of an idea





**test**

establish the quality, performance, or reliability of something before it is taken into widespread use



**explore**

travel through (an unfamiliar area) in order to learn about it  
inquire into or discuss (a subject) in detail



## What is a prototype?

physical manifestation of ideas that allows people to test and explore the **technical** and **social feasibility** of an idea





**technical**

production, technology  
time, people, budget  
can we complete?

**social**

impact on individuals, groups, use  
of space, routines, relationships  
public goods, education, health...







# Why do we need prototypes?

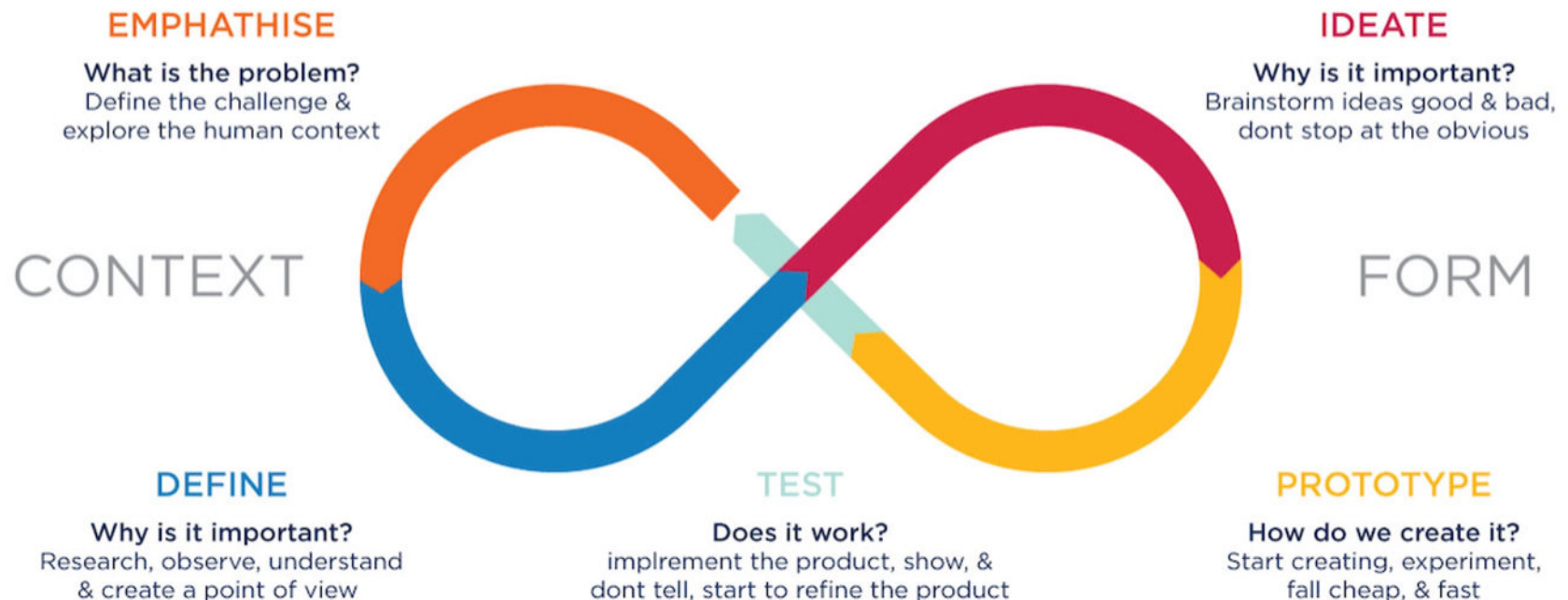
in the low-risk phase

- **test** designs and ideas
- **see** how people use the design
- **understand** their experiences
- **collect** feedback
- **develop** the design further based on feedback
- **refute** assumptions
- **ensure** the design concept works
- **generate** shared understanding





# Iterative process: Prototype > Test > Feedback > Iterate > Test > Feedback

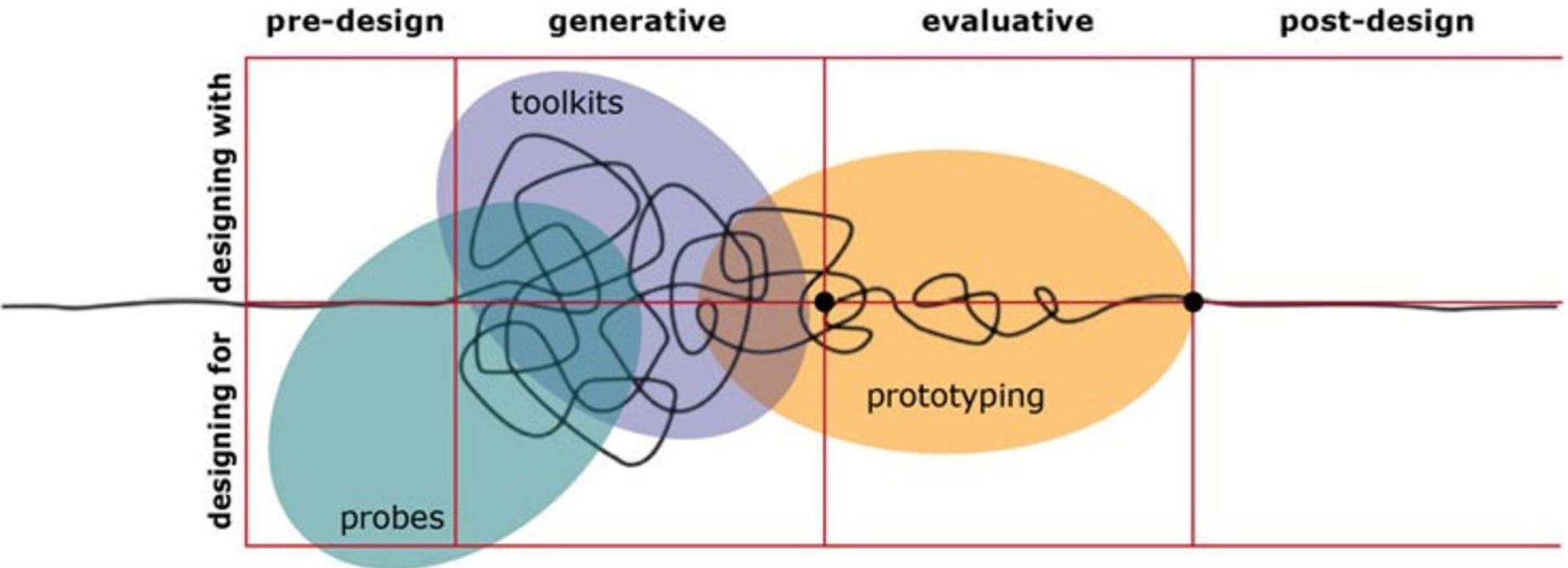




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**What makes prototypes different from other  
'making' activities in a co-design process?**

# Prototypes 'as a form of making' are used in the evaluative phase of design



*Three approaches to making located along the timeline of the design process (Elizabeth B.-N. Sanders and Pieter Jan Stappers, 2013)*

**Probes:** tools that participants use remotely (e.g. polaroid camera) to inspire design

**Toolkits:** materials with instructions that generate (design) ideas during workshops

**Prototypes:** physical manifestation of ideas (e.g. models, scenarios)



# Probes / engagement tools for inspiration

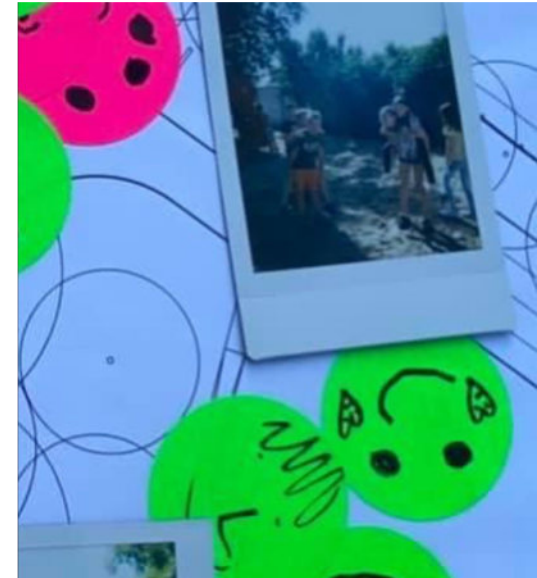
user as subject

What is the context of people? What do they feel, experience, dream?

pre-design

designing with  
designing for

probes



- tools that participants use remotely and asynchronous without facilitation (e.g. polaroid camera, diaries, workbooks, etc.)
- designers create them
- people reflect on and express their experiences, feelings and attitudes in forms and formats that provide inspiration for designers
- results are sent back to the designer



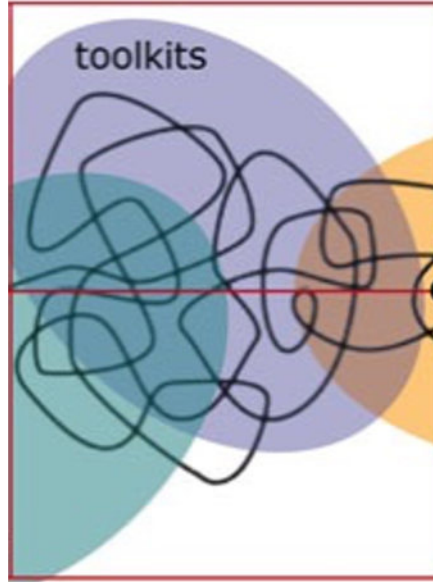


# Toolkits / engagement tools for ideation

user as partner

**generative**

What will be useful? Usable? Desirable?



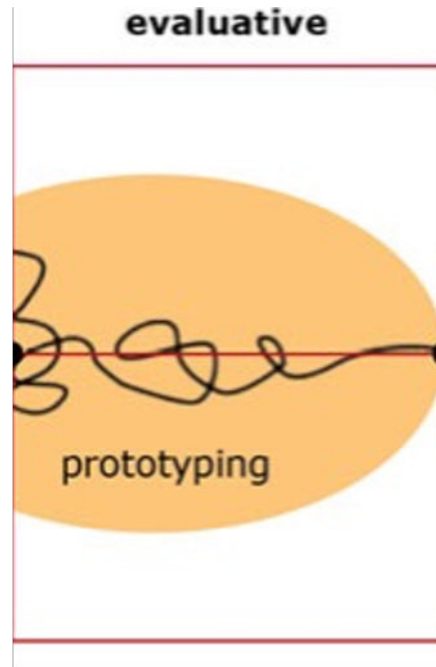
- tools that participants use during facilitated collaborative activities (toolkit can include pictures, words, phrases, blocks, shapes, buttons, wires, etc.)
- designers and researchers create them
- people (non-designers) use the participatory design language of the toolkit to imagine and express their own ideas about how they want to live, work, play...
- results are (artefacts and descriptions or enactments of their use) can be analysed to find underlying patterns.



# Prototypes / physical objects for testing

Is the concept useful? Usable? Desirable?

user as subject and as partner



- physical manifestation of ideas that allows people to test and explore the technical and social feasibility of an idea (e.g. clay, foam, wood, plastic, simple digital and electronic elements)
- codesigners create them
- people (designers and non-designers) envision their ideas and display them to get feedback on these ideas from other stakeholders
- results are visualisations (e.g. scenarios, storyboards, models, etc.)





## The Design Process > ‘Making’ during different Phases

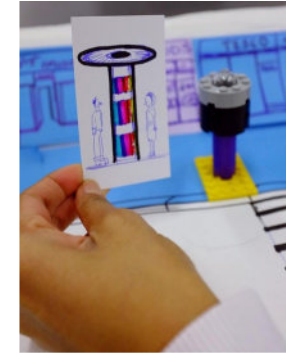
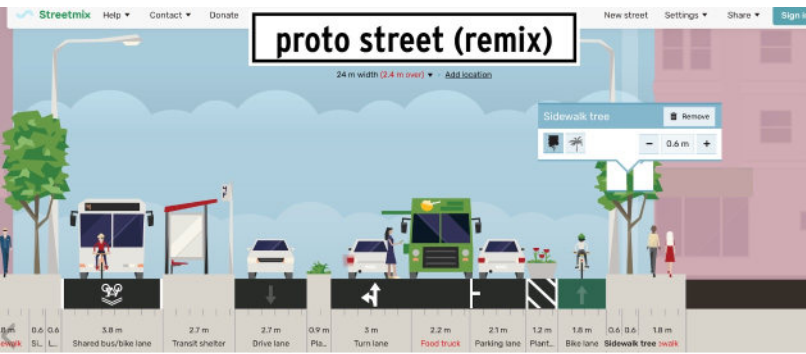
Design Phases	Pre-Design (→ Generative)	Generative (→ Evaluative)	Evaluative
‘Making’	Probes (for inspiration)	Engagement Toolkits (for ideation)	Prototypes (for testing)
<b>What?</b>	Objects which provoke or elicit response. E.g: a postcard without a message, or a polaroid camera to use remotely	Specifically designed for each project’s context. Participants use the toolkit components to make artefacts (eg: model a neighbourhood, or make a map...etc)	Prototypes are physical manifestations of design ideas and concepts. They range from rough ones (giving an overall idea only) to testing the actual design (high fidelity ones)
<b>Why?</b>	To find inspiration in participants’ reactions and gain insight into their lives and values	To give participants means (tools) with which to participate in the co-designing process	To give form to an idea, and to explore feasibility, get insight from participants
<b>From what (materials)?</b>	Examples: diaries, workbooks, polaroid cameras with instructions, etc.	Toolkits are made of a variety of components, Eg: pictures, words, phrases, blocks, shapes, buttons, wires, etc.	Can be made from a very wide array of materials, eg: paper, clay, foam, wood, plastic, simple digital and electronic elements.
<b>Who uses?</b>	The probes are sent out to participants often with little or no guidance – so it can be creatively and provocatively used, and then sent back to the designers	Toolkits work with individuals or small groups. The process is normally facilitated. Participants use the toolkits to imagine and plan for the future, for change	Designers create the prototypes to envision their ideas, to display and to get feedback from participants



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**What types of prototypes do exist for testing your (design) ideas?**

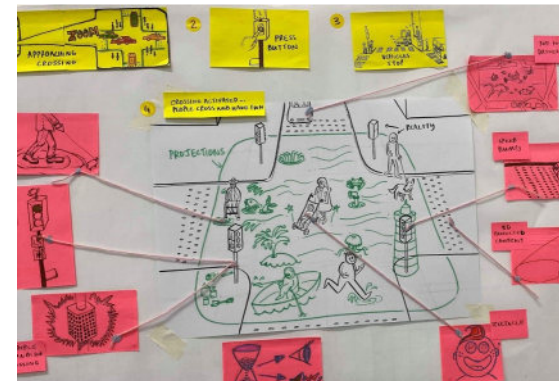
# familiar formats but...



modifiable digital models e.g. streetmix or Minecraft or analogue models e.g. 'Colorful Community, Govanhill'



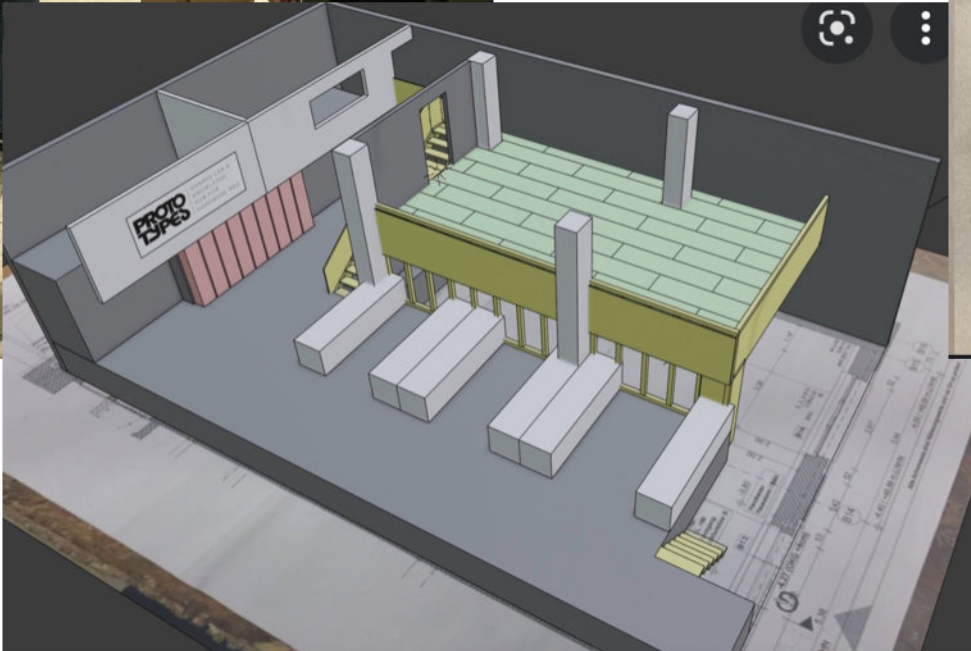
more complicated formats such as 3D games e.g. 'Participatory Chinatown' in blended engagement event  
Augmented reality as conversation triggerer during site walks, e.g. 'Bileniar square'



mind maps, storyboards, gifs, ppt, sketches, etc. e.g. collage with children engagement in Törökbálint, comic books at Waterplaza Rotterdam, Performative prototyping for pedestrian crossing design, Glasgow



# use them for testing ideas and receiving feedback!





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**how to do it?**

# Low-fidelity Prototypes

- Cheap, tangible
- Quick representations of ideas
- Test functionality
- For rapid experimentation





# High-fidelity Prototypes

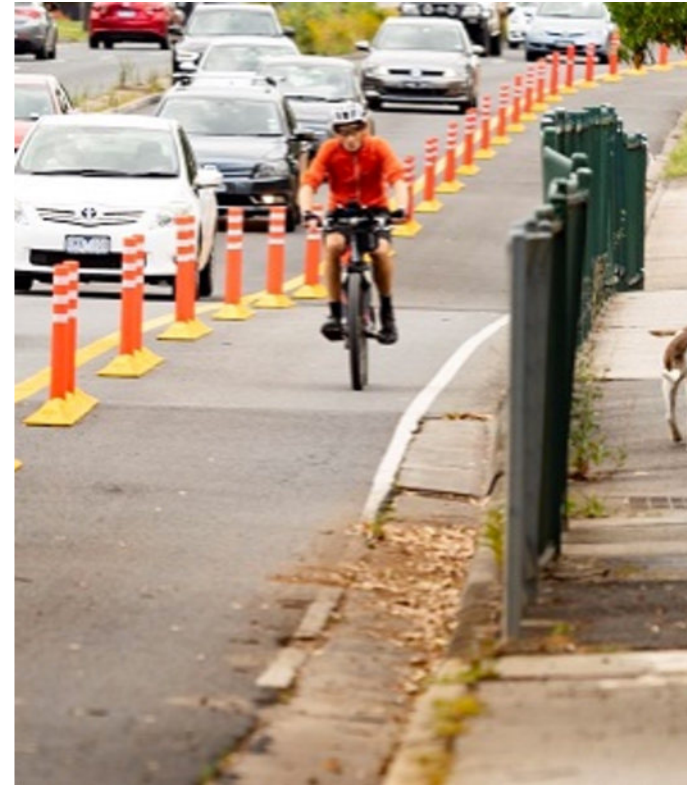
Appear and function as similar as possible to our design

## Portland, Oregon, USA



<https://bikeportland.org/2016/02/11/a-closer-look-at-the-better-broadway-pop-up-protected-bikeway-174752>

## Melbourne, Victoria, Australia



<https://www.vicroads.vic.gov.au/traffic-and-road-use/cycling/pop-up-bike-lanes>





# The Prototyping Process



## 1. Design / build prototype:

- **Quick ideas**
  - **Cheap design**
- Don't get emotionally attached to your ideas*

**Pros:** quicker + easier to modify if needed

**Examples:** storyboard, paper cutout, miniature model, performance

- **Empathise**  
Design/build with the Participant in mind
- **Create an engaging / interactive experience**



# The Prototyping Process



## 2. Testing the prototype:

- **Ice Breaker!**  
to create trust and a safe place
- **What are the roles?**  
who is facilitating, taking notes, documenting?
- **Plan your questions**  
What do you want to understand?
- **Document**  
the use and feedback
- **Consent forms**





# Ethics - When working with Participants

## 1. Consent Form:

- Vulnerable context  
(eg. young people)  
caretaker's or parents consent
- Communicate participant rights
- Anonymity  
do participants wish to remain  
anonymous in the documentation?
- Agreement to their responses  
being used
- Data storage and disposal  
GDPR policy





# Ethics - When working with Participants

## 2. Unexpected questions

## 3. Ethical documentation

(e.g: do they agree to their photos being taken?)

## 4. Power dynamics

‘Ladder of participation’

Are you a Facilitator?

Are you a Participant-Observer?

What is your role? (co-design vs co-creation)

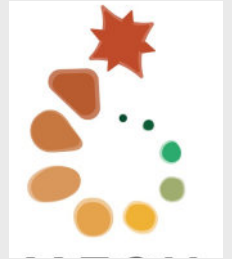
## 5. Open-ended design

to encourage interaction and feedback



## Part 7: Testing

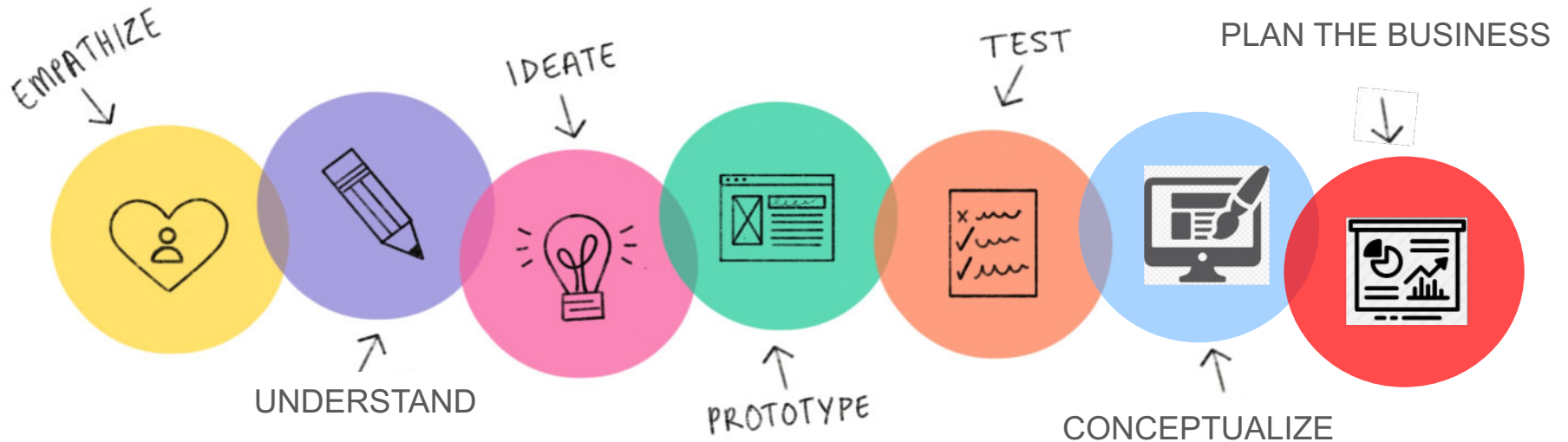
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# Design-Thinking: „Test“



## Test:

Without an understanding of what customers/beneficiaries need, you will fail. Each stage should provide new insights to inform your understanding and help you define or redefine the various problems that the customers/beneficiaries might face. Therefore, you must seek feedback whenever possible, use real people for testing purposes, and analyse results in order to determine what is right and what is wrong with the proposed solution.



# Testing: involve your customers / beneficiaries

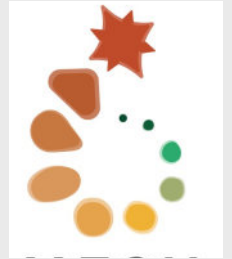


Exhibition: Presentation and discussion of prototypes in the context of a Sustainable Community Development Project in Jordan, 2021.

# Part 8: Conceptualizing

## Social Entrepreneurship & Social Business Model Canvas

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# free market economy and sustainable development?

- private property
- freedom of choice
- motivation of self interest
- competition
- growth
- limited government

principles of free  
market economy



- more common goods
- more sensible consumption
- motivation of public welfare
- more co-operation
- sufficiency
- more (worldwide) agreements

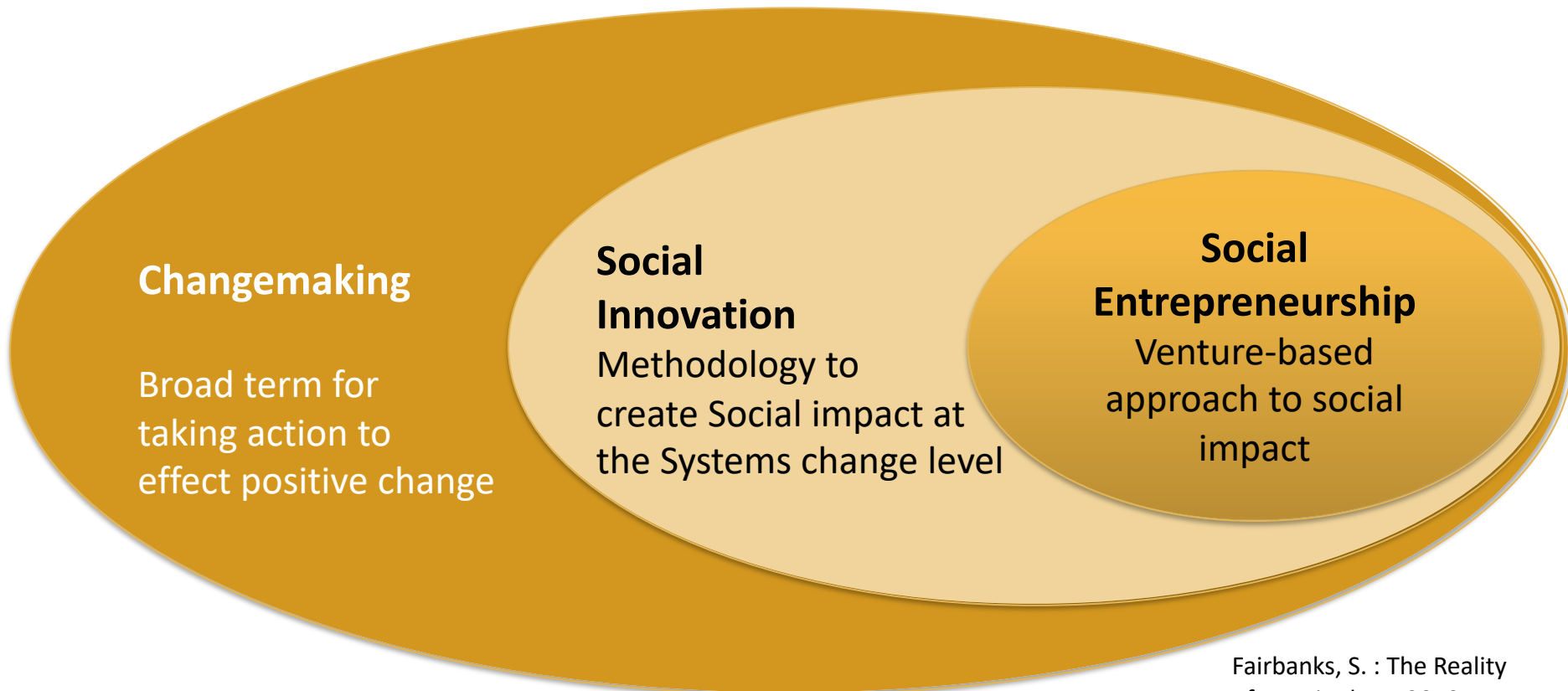
needs of  
sustainable  
economy





# Changemaker Terminology

We live in a world where even in wealthier countries the public sector (from governments to municipalities) is often unable to address social and environmental challenges. The reasons lie in limited resources, different political assessments of problem situations or even bureaucratic hurdles. Social entrepreneurship is a way to activate social forces and solve at least part of the problems.



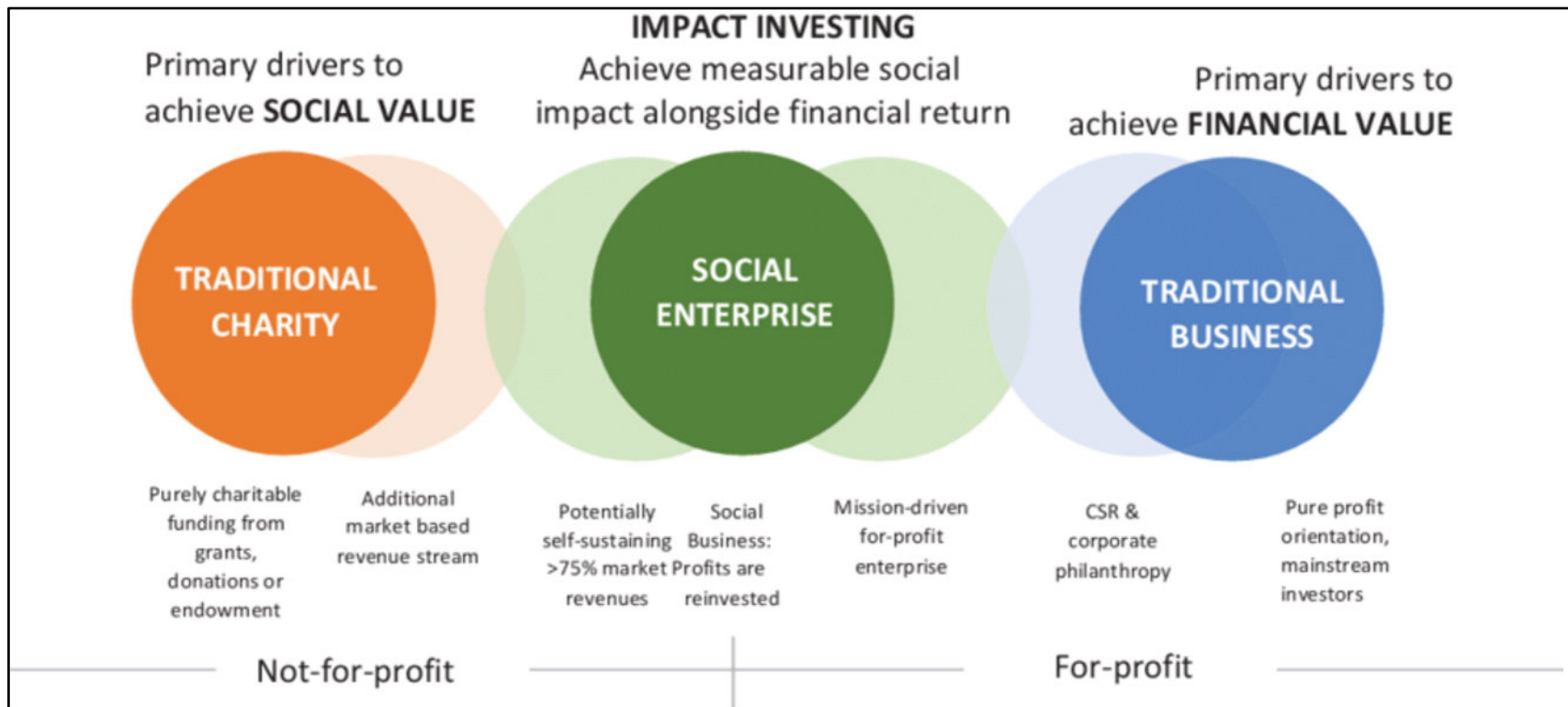
Fairbanks, S. : The Reality of Terminology, 2019.





# What is a Social Enterprise?

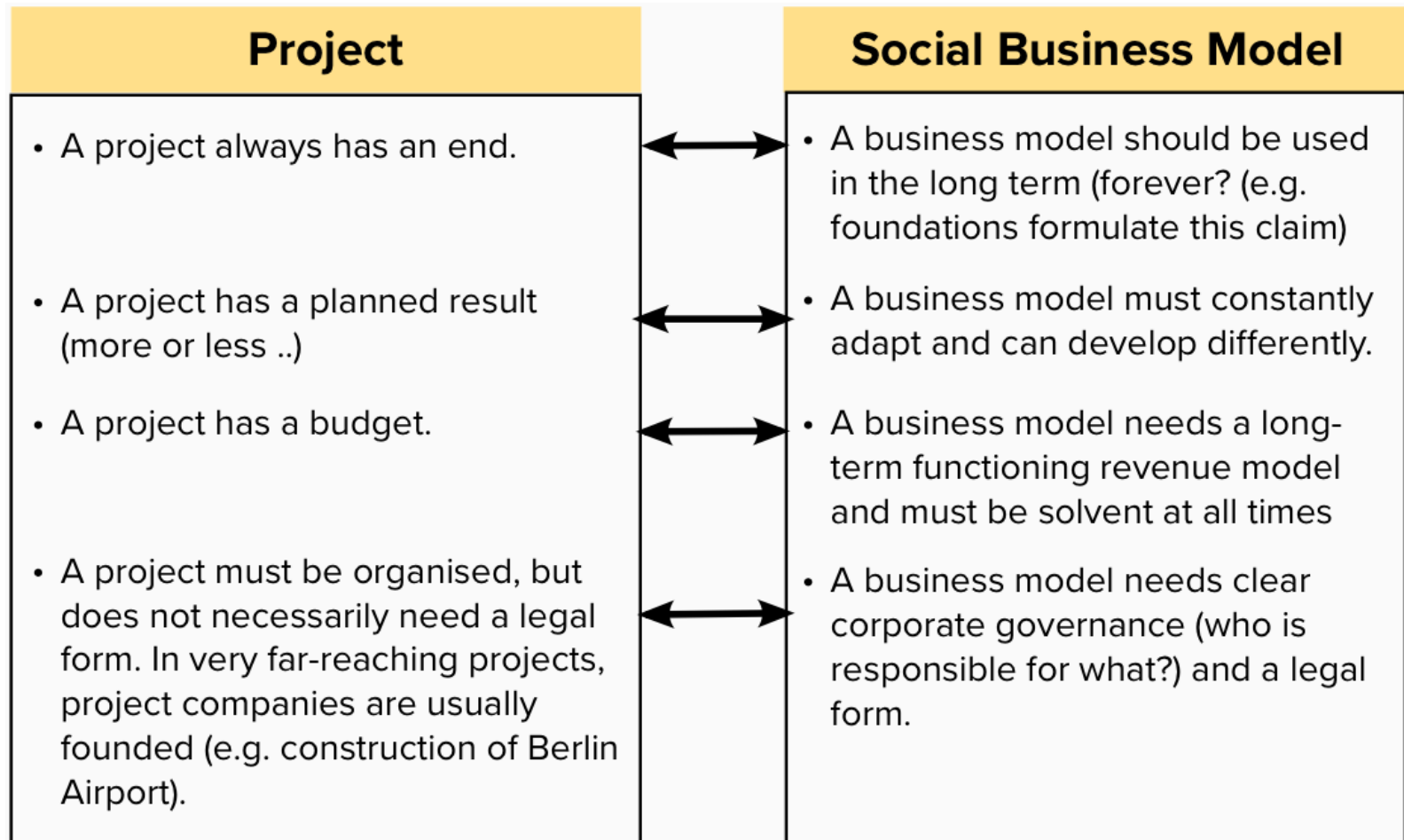
- A social enterprise is a cause-driven business whose primary reason for being is to improve social objectives and serve the common good.”
- This does not mean that social enterprises cannot be highly profitable, it simply means that when they are, they reinvest into their social mission and don't pay it out to shareholders. [Cadwell, A.: https://www.thegoodtrade.com/features/what-is-a-social-enterprise](https://www.thegoodtrade.com/features/what-is-a-social-enterprise); 10.04.2020



Adapted from J. Kingston Venturesome, CAF Venturesome, and European Venture Philanthropy Association (2015).



# Project vs. Social Business Model



# Examples for Social Enterprises

## SEKEM (Egypt)

- Produced medicinal, herbal, gastronomical and aesthetically focused products
- biodynamic farms
- educational establishment for children to emphasize creativity and analytical thought
- Instituted a healthcare center (holistic medicine)



## Fair-Trade Shop (Germany, Nürtingen)

- Offer sustainable products - especially from fair trade (fair payment, appropriate working conditions)
- 2 full-time staff and over 30 volunteers
- Support for development projects in the global south
- Educational work in schools and kindergardens

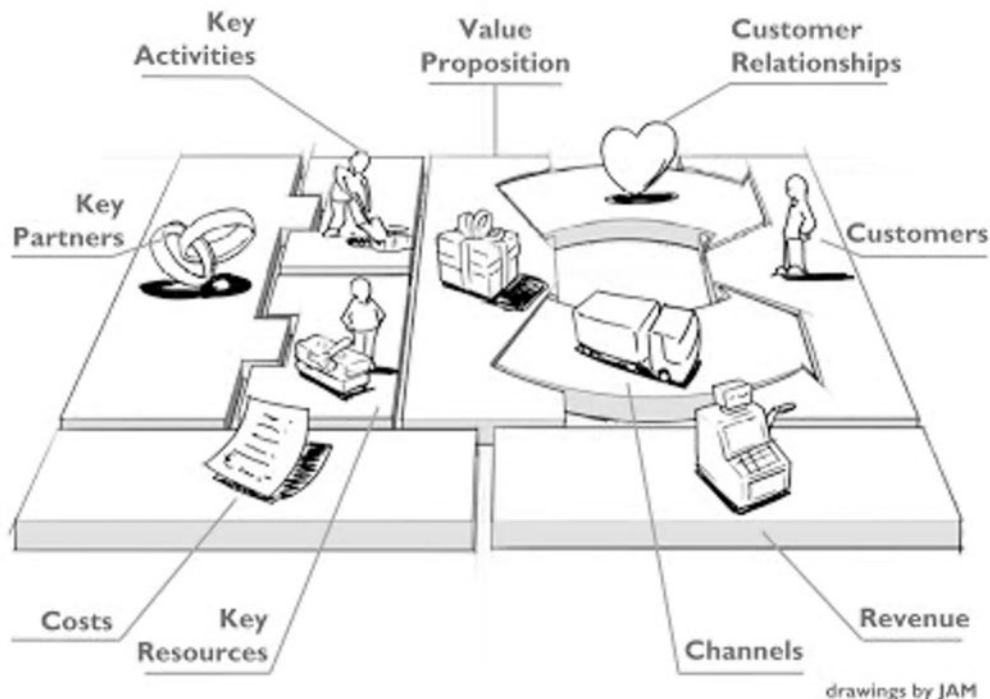


**In both cases: profits are reinvested!**



# (Social) Business Model Canvas: Definition

- A social business model is the way a business generates, provides and retains value. In other words, how we **create and sustain** impact for consumers and beneficiaries
- The Social Business Model Canvas is a scheme in which we find the essential elements that constitute any business model.



## Based on:

Osterwalder, A., Pigneur, Y., Wiley, J. & Sons, 2013.

„Business Model Generation is a handbook for visionaries, game changers, and challengers striving to defy outmoded business models and design tomorrow's enterprises.“

# Functions of a Business Model Canvas



to **describe** the business model



to **analyze** the business model



to **improve** the business model



to **inspire** innovations for the business model



In addition it serves as a **project map** and helps to structure change-processes. Thereby it gives orientation for all involved people while planning and realizing projects



**(Social) Enterprise or charity / community-based organizations**

**Mission Statement**

**Key-Partners**

**Key Processes**

**Value Proposition**

**Key-Products &  
-Services**

**Customers**

**Key Resources**

**Channels (sales)**

**Beneficiaries**

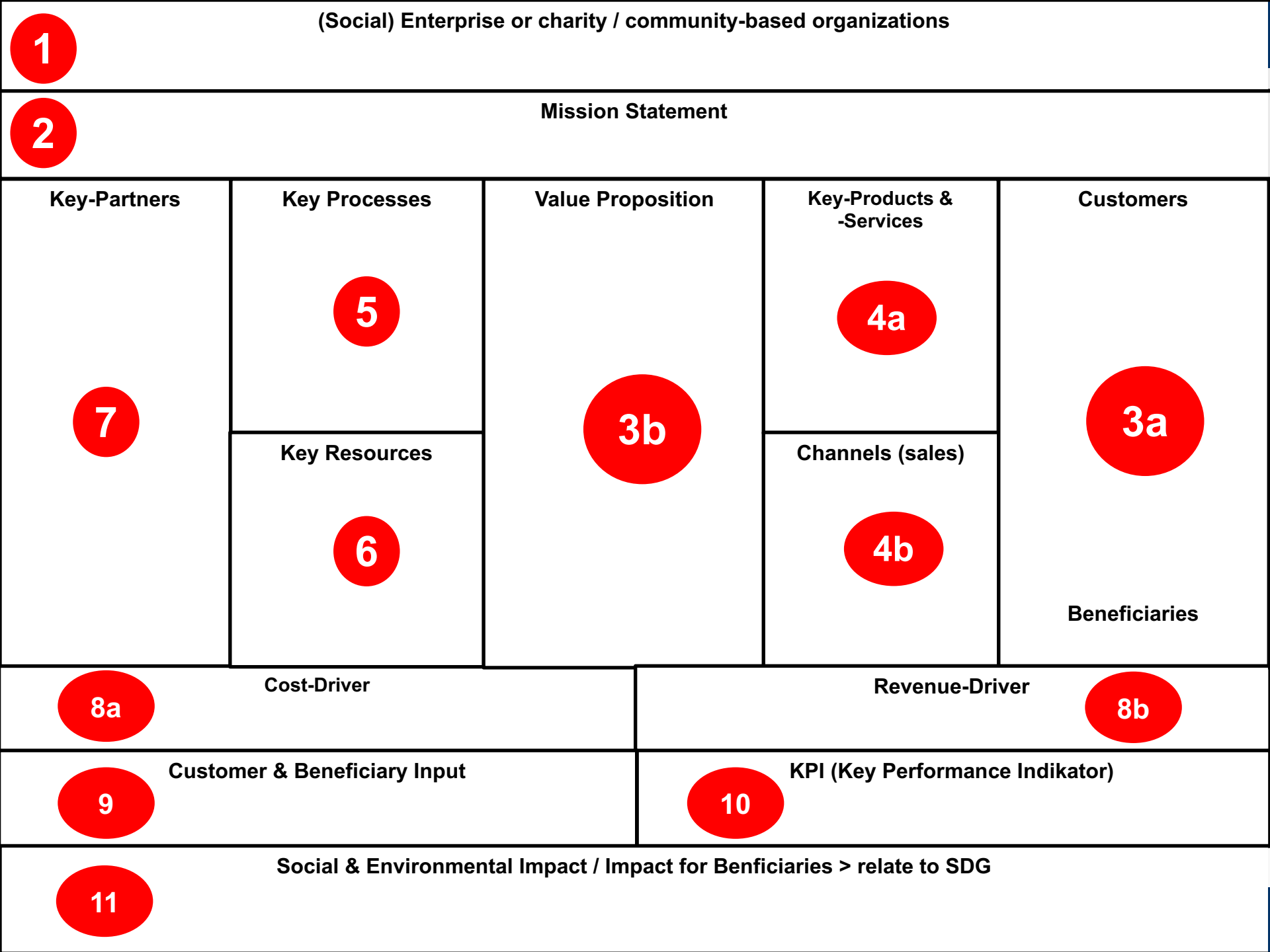
**Cost-Driver**

**Income-Driver**

**Customer & Beneficiary Input**

**KPI (Key Performance Indikator)**

**Social & Environmental Impact / Impact for Benficiaries > relate to SDG**



1

(Social) Enterprise or charity / community-based organizations

## Mission Statement

Key-Partners

Key Processes

Value Proposition

Key-Products &  
-Services

Customers

Key Resources

Channels (sales)

Beneficiaries

Cost-Driver

Income-Driver

Customer &amp; Beneficiary Input

KPI (Key Performance Indikator)

Social &amp; Environmental Impact / Impact for Beneficiaries &gt; relate to SDG

**WOW: (Women on Wheels):**

social enterprise in Karantina (Beirut);

main activity: food truck service organized by women; four founders, 3 employees

# 2

## Mission Statement

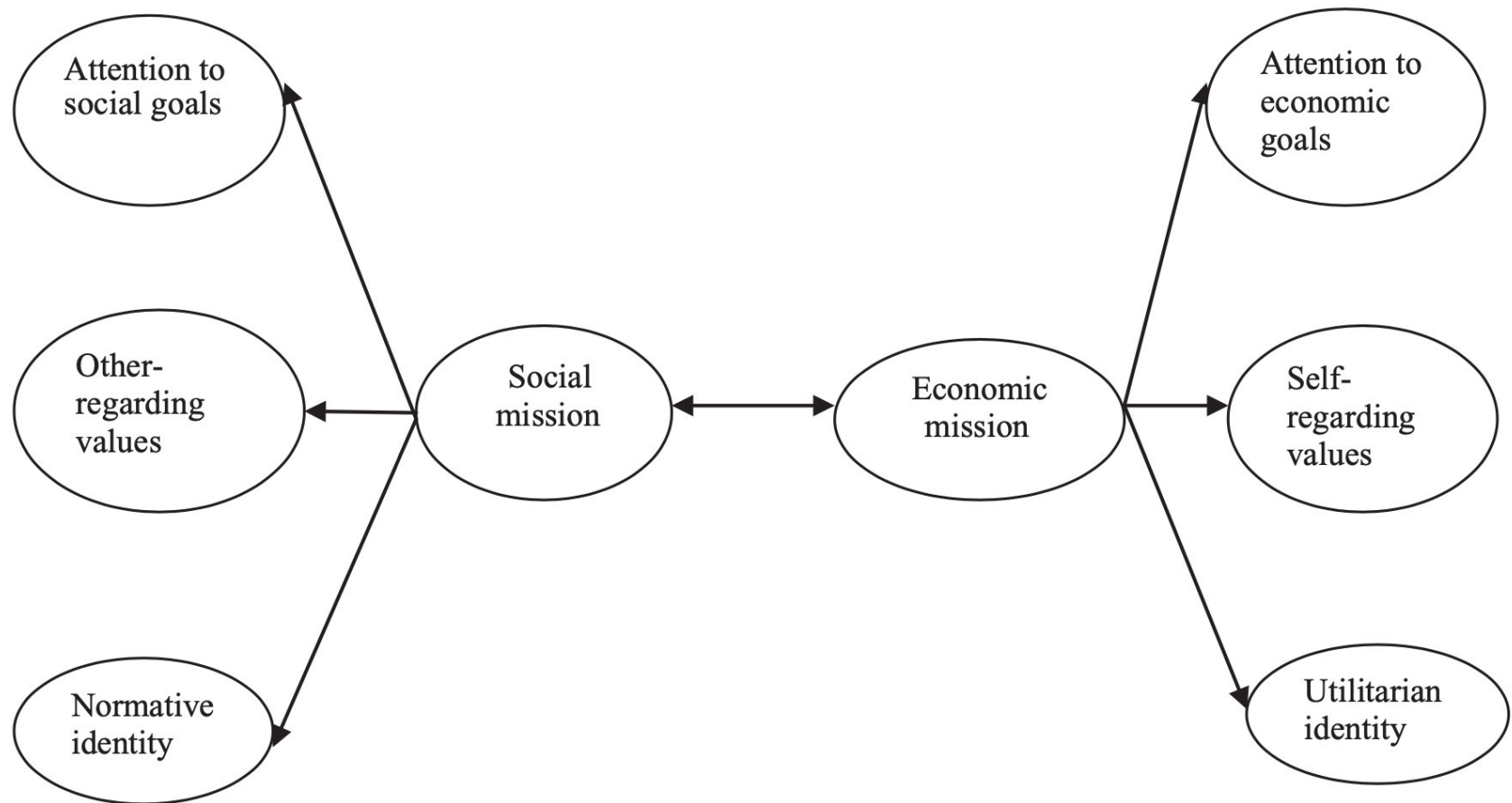
Key-Partners	Key Processes	Value Proposition	Key-Products & -Services	Customers
	Key Resources		Channels (sales)	Beneficiaries
Cost-Driver			Income-Driver	
Customer & Beneficiary Input			KPI (Key Performance Indikator)	



### Social & Environmental Impact / Impact for Beneficiaries > relate to SDG



# the (social) mission



Robin Stevens, R., Nathalie Moray, N., Johan Bruneel, J. (2015): The Social and Economic Mission of Social Enterprises: Dimensions, Measurement, Validation, and Relation in: ENTREPRENEURSHIP THEORY and PRACTICE p. 1051 – 1082; here: p. 1061. DOI: 10.1111/etap.12091





# Mission

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## Missions have to answer four questions:

1. **Purpose:**            **Why** does the company exists?
2. **Offer:**            **What** products and services are offered?
3. **Values:**           **Which** tangible and intangible **values** are created?
4. **People:**           **For whom** are offers and values created (customers, beneficiaries and other stakeholders)?

## Guidelines for the formulation of a mission

- Be realistic and reasonable and not grandiose or pompous.
- Be relevant, specific and credible.
- Be inspiring.
- Be short and on the point (max. 40 - 50 words - less if you like).

**Wikipedia** describes its mission this way: "Our mission is to empower and engage **(purpose)** people around the world **(people)** to collect and develop educational content under a free license or in the public domain **(offer)**, and to disseminate it effectively and globally **(values)**."



# Case Studs Women on Wheels (WoW)

For the remainder of this paper, we use a case study as an illustration: It is a business model for a women's empowerment project in Beirut (Karantina district) in Lebanon. This was developed by an interdisciplinary student project group as part of a DAAD-funded seminar in the summer of 2021. Karantina is located near the port of Beirut, where the catastrophic explosion that killed over 200 people, injured 7,000, and caused immeasurable property damage occurred on August 4, 2020. Karantina was greatly affected by the consequences of the explosion - emotionally and materially.

## Vision

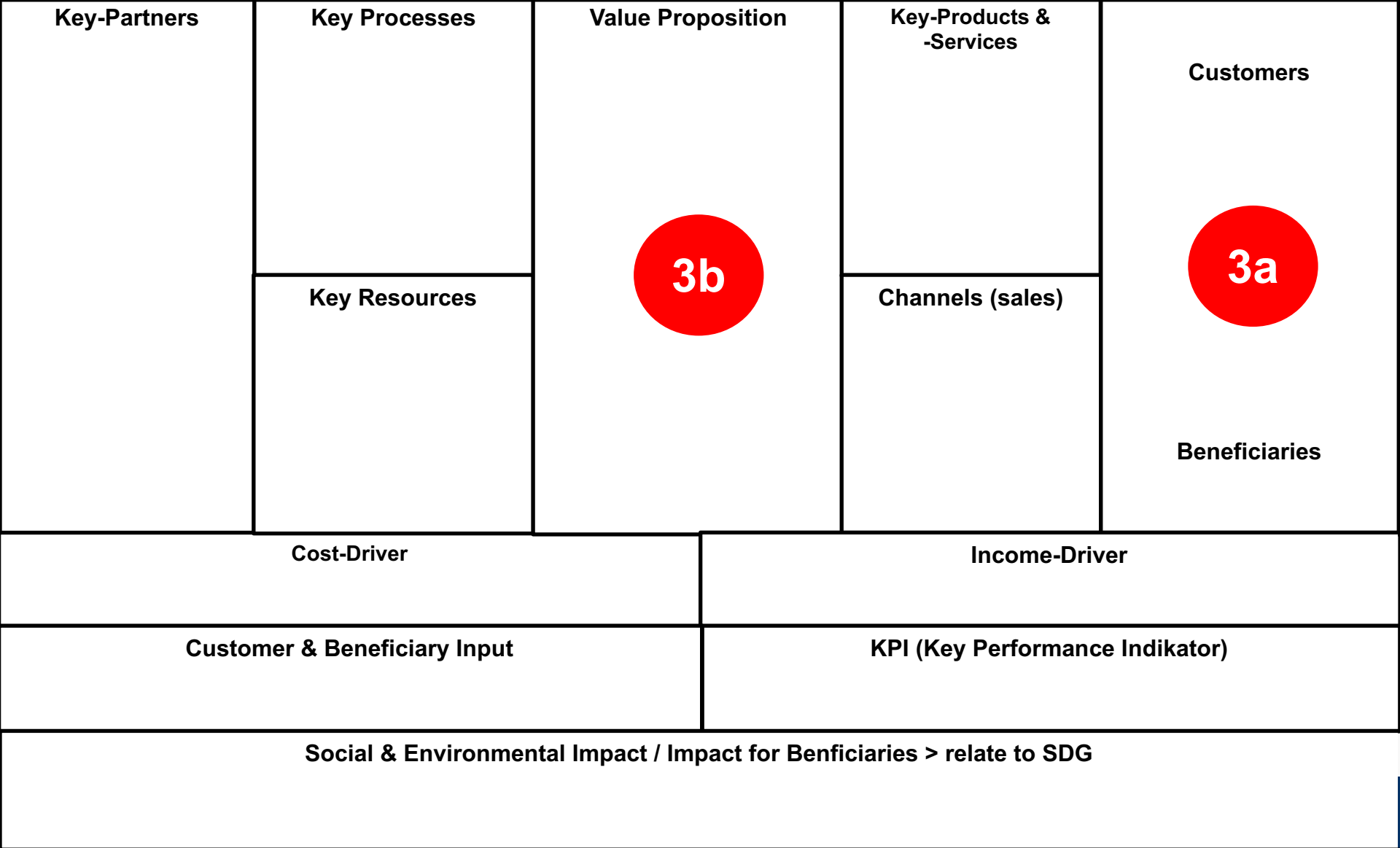
*Karantina is a livable intercultural and resilient neighborhood where people live together as equals - a model for other distressed communities in the region*



**Mission Statement:** *With "Women on Wheels" we provide citizens and tourists in Beirut with high-quality and diverse food from the region, which we prepare with love and passion. In doing so, we empower women through entrepreneurship and create employment opportunities in Karantina.*



**Mission Statement:** With "Women on Wheels" we provide citizens and tourists in Beirut with high-quality and diverse food from the region, which we prepare with love and passion. In doing so, we empower women through entrepreneurship and create employment opportunities in Karantina.





## customers & beneficiaries

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- **Customers** are those persons who purchase something. Customers are one and could be even the most important source of income for a company. At the same time, all companies and organizations operating in the economic cycle are competing to a greater or lesser extent for commercial or private customers and their available budgets for the purchase of products and services.
  - buyers of products or services (companies, end consumers)
  - public institutions that assume costs for social services provided or distribute subsidies (e.g., publicly funded women's shelter).
  - services can be provided to beneficiaries for somebody else pays (parents pay for the care of their disabled child).
- **Beneficiaries** are those persons or institutions who benefit from the social enterprise's performance without having to pay anything for it themselves.
  - This often involves socially disadvantaged groups of people or individuals (e.g., in issues of youth unemployment, fair trade, or integration projects).
  - Businesses that have an impact on the quality of life of people in local or regional areas such as neighborhoods, communities or cities are also conceivable.
  - In the case of environmental protection-related business models, subsequent generations can also be among the beneficiaries



# Defining target groups (example sustainable tourism)

Target groups in sustainable tourism					
motif	recreation	physical activity	culture	adventure	...
region	local	regional	national	international	...
stay	day	weekend	week	month	...
degree of self-determination	none	low	medium	high	...
status	single	couple	familiy	group	...
...	...	..	...	...	...

target  
group 1

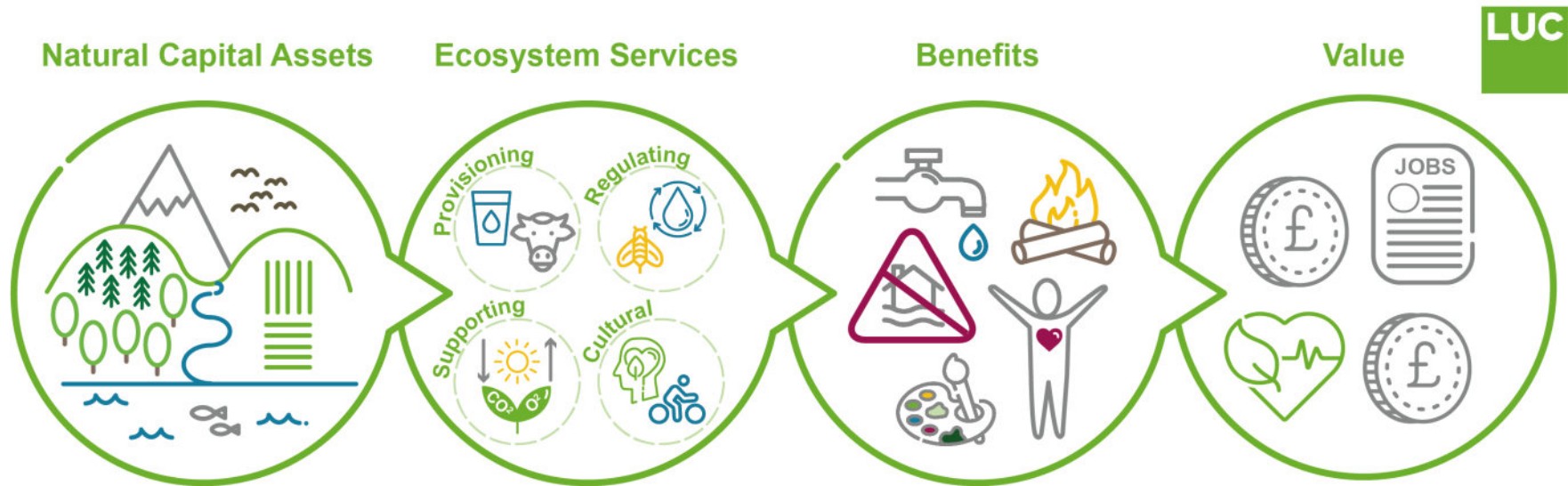
target  
group 2



# Natural Capital – Ecosystem Services – Benefits - Value



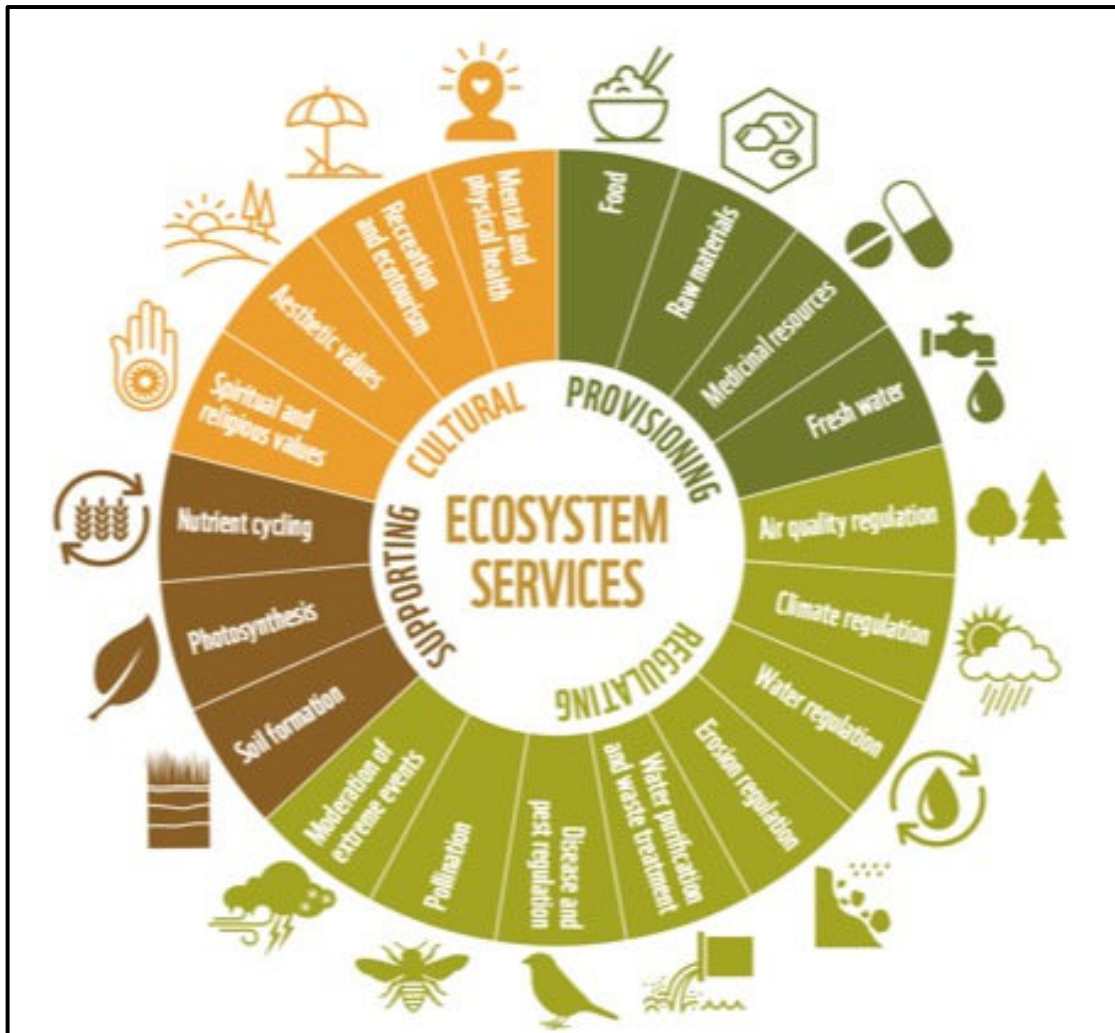
Ecosystem services can provide direct, clearly definable benefits, such as agricultural employment or flood control, as well as indirect, less tangible benefits. For example, natural capital as a whole contributes to the sense of place, which in turn supports people's well-being, recreation, and the tourism industry.



Potschin-Young and Haines-Young, 2011, p. 578



# Beneficiaries and eco system services



- **Provisioning services** provide products such as food or water.
- **Regulating services** regulate a natural process to our benefit, such as reducing flooding or air quality.
- **Supporting services** help other ecosystem services function, such as photosynthesis and soil formation.
- **Cultural services** provide non-material benefits that are important to our health and well-being, such as a sense of place, recreation, and aesthetic quality.

WWF, 2016, p.51.

## Beneficiary Personas

### Women of Karantina vs. Community Member

#### Soumaya, 36

Soumaya fled to Lebanon a few years ago with her then daughter Yasmin after her husband was killed in Palestine. Since then, she has been working occasionally but has not found a permanent job. Her husband had a small shop in Jerusalem, and she used to do the accounting and manage the inventory. Unfortunately, she has no degree. WOW is the perfect opportunity for Soumaya to find a permanent job, where she can combine both her skills. So that she can afford a better life for Yasmin and herself.



#### Sara, 12

Sara left Syria with her siblings and mother four years ago and have been living in Karantina, since her parents divorced, for three years now. She doesn't like to live in this neighbourhood, because of the old and ugly buildings with all the noise from the mechanics and nowhere to go for fun. Her school is also in another neighbourhood. Her mother worked only occasionally and the famil is living from donations. Fortunately her mother is a great cook, she loves cooking with her and afterwards sitting together and enjoying the meals. Sara dreams of her mother finally finding a job so that they can move to a different area.





## Customer Personas Residents vs. Tourists

### Fawzi, 49

Works part-time, he has 2 children 13 and 16 years old, Kurdish origins  
Buys his groceries from the souk. Buying Kurdish food from the wow team always reminds him of the food his mother and great mother used to make. Also buys food for his family to share with his kids the Kurdish culture. He buys deli products and offers them to his guests. His son Hadi is a digital native and posts everything on the different social media platforms. He is proud of his origins and the spicy kurdish dishes and posts them everytime.



### Rachel, 22

Rachel couldn't think of a better start for her Middle East tour than in Beirut. After finishing college she wanted to visit the beautiful region that is housing so many different religions and their history. Grown up in Toronto she is familiar to some of the middle eastern food like falafel or hummus. After checking some delicious food locations on Instagram she visits the souk el tayeab, looking for the WOW van she has seen online.



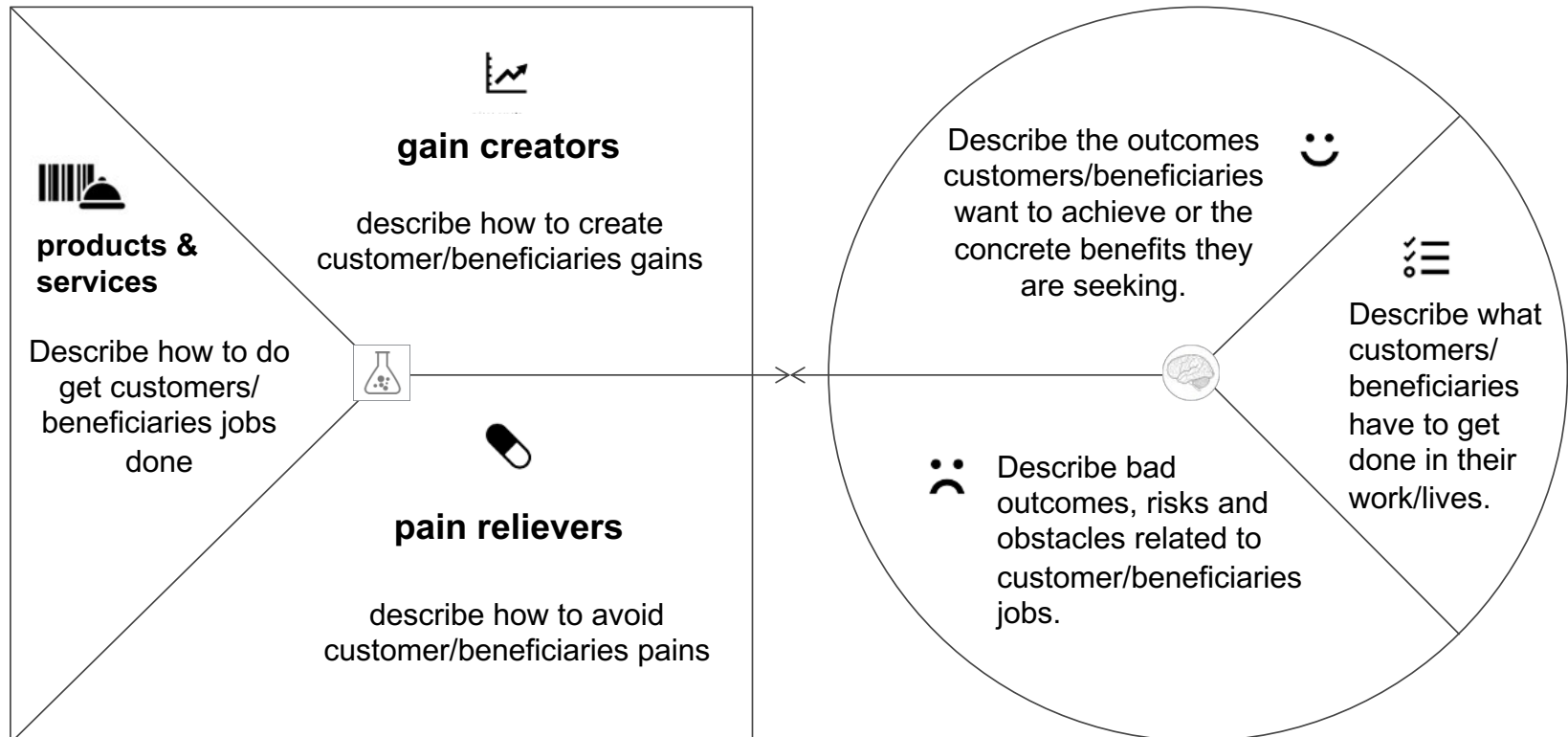
# Value Proposition



**Define which values do you want to create for whom. Be as specific as possible. Understand your customers / beneficiaries gains, pains and jobs!**

## created value

## customer/beneficiary







## video tutorial „value proposition“



<https://www.youtube.com/watch?v=ReM1uqmVfP0>

# The Value Proposition Canvas Explained.

Design products and services  
customers want

Strategyzer



0:00 / 3:12



HD





## gains & gain creators

---

- Gains describe the outcomes and benefits that customers and beneficiaries expect from an activity or purchase of a product or service.
- What will become better, more sufficient, easier, nicer, more pleasant, faster or cheaper?
- gain creators:
  - customers: tasteful food, fashionable clothing, punctual means of transportation, an entertaining vacation or the trouble-free repair of a product would be such gain creators.
  - beneficiaries: creating jobs, qualifying people, organizing access to important resources such as water and energy, or even designing public places where people can relax and recuperate.



## pains & pain relievers

---

- Pains describe anything that troubles, disturbs, seems difficult, causes stress, or prevents customers or beneficiaries from completing a task.
- Subjective perception of activities or conditions that are seen as a risk or obstacle. Problems can also arise from the lack of aesthetics or functionality of goods.
- pain relievers
  - Customers: short waiting or delivery times, strong WiFi or high range of electric cars with a high number of charging stations, insurance for impending illness or unemployment.
  - Beneficiaries: waste reduction, less air pollution, reduction of unemployment, or support in case of illness or need for care are addressed. In relation to the company's customers, for example, insurance is a classic "pain reliever", as risks are reduced, e.g., in the event of impending illness, unemployment or in relation to provision for old age, and provisions can be made.



## jobs to be done / product & services

---

- What tasks or activities that the customer/beneficiary must perform could be taken over by the company to be established?
- Possible jobs to be done in a customer's or beneficiaries' daily life that can be starting points for the creation of products or services are mowing the lawn, eating healthy, finding a job, repairing something, transporting something, taking care of children, etc.
- Products/services:
  - Customer: online store with delivery service (don't have to drive to the store),
  - Beneficiary: For women for whom we create a work opportunity, it could also be important to organize childcare during working hours.

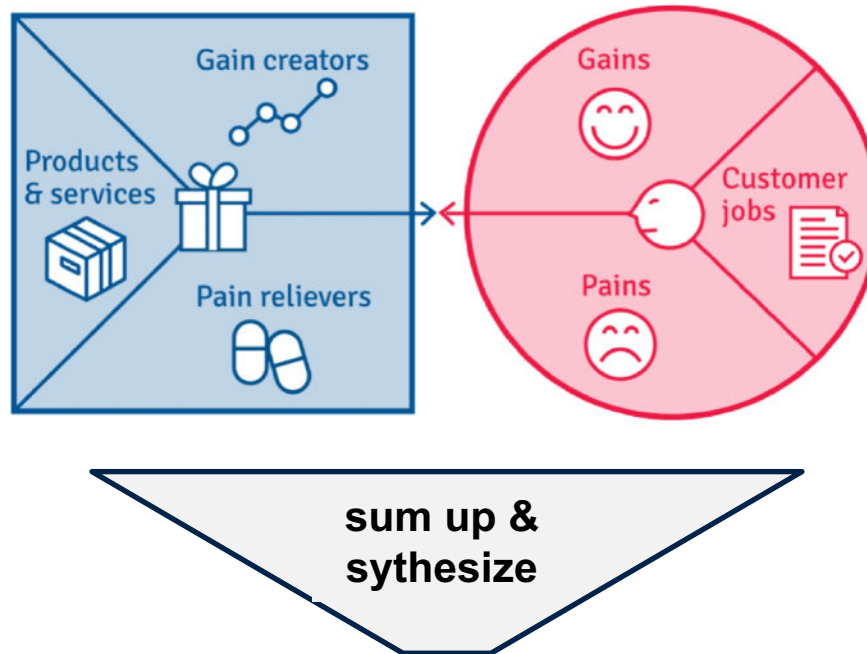
# Pains, gains and jobs in our case study

Value Proposition Canvas "WOW"						
	pains	pain relievers	gains	gain creators	jobs	products & services
customers						
residents of Beirut (daily food or events)	long wait for food	ready to eat food	quality food	standards, trained staff	cooking	prepared food
tourists	no satisfactory range of offers	multi ethnic food	affordable price	social pricing	search for good restaurants	multi-channel distribution
beneficiaries						
women in Karantina	no or low income	social entrepreneurship and fair wages	higher life satisfaction	demanding self-determined employment	search for job opportunities	social entrepreneurship
community of Karantina	unemployment rate	creating new jobs	higher income	paying taxes	education & training of unemployed	training for entrepreneurs & staff
communities in Karantina	lack of optimism	best practice WOW	lack of Inspiration	best practice WOW	developing own concepts	support and know how transfer





# The last step to your value proposition



**To describe your „Value Proposition“ answer these questions:**

- Which product or service is offered to whom?
- What is the benefit of the offer?
- What makes the offer special and, if applicable, unique?

**Mission Statement:** With "Women on Wheels" we provide citizens and tourists in Beirut with high-quality and diverse food from the region, which we prepare with love and passion. In doing so, we empower women through entrepreneurship and create employment opportunities in Karantina.

Key-Partners	Key Processes	<b>Value Proposition</b> <b>Customers:</b> We are the only food truck service with high quality food from different cultural areas of the Middle East. Citizens & tourists can choose from a wide selection of affordable food at different locations. <b>Beneficiaries:</b> Women from Karantina are qualified and employed on a long-term basis. Jobs are created and additional tax revenue is generated for the community. We are a hope-giving example for other actors in Karantina and communities in the region.	Key-Products & -Services <div>4a</div>	<b>Customers</b> <ul style="list-style-type: none"><li>residents / workers of Beirut</li><li>tourists</li><li>people looking for authentic ethnic food</li></ul> <b>Beneficiaries</b> <ul style="list-style-type: none"><li>Women in Karantina</li><li>Community of Karantina, others</li></ul>
	Key Resources		Channels (sales) <div>4b</div>	
Cost-Driver		<div>The products, services and channels result from Value Proposition Canvas.</div>		
Customer & Beneficiary Input				

Social & Environmental Impact / Impact for Benficiaries > relate to SDG

# WOW Culturally Inclusive Menu



## PALESTINIAN ORIGIN

### MUSAKHAN

**Layers of traditional bread, onion, chicken, and sumak. \$13**

### QIDREH

**Slow cooked rice with chickpeas and lamb \$11**

### CHICKEN MAQLUBA

**Fried vegetable medley with rice and chicken, served upside down. \$15**

### TRADITIONAL FARMERS SALAD

**Traditional salad with olive oil and lemon dressing \$6**



## KURDISH ORIGIN

### DOKLIW

**Traditional spring yoghurt stew \$10**

### KELLANE

**Scallion green onion flat bread fried to golden brown \$6**

### KULLERENASKE

**Traditional Kurdish dish \$11**

### BURGUL PILAF

**Vegan dish bulgar cooked with vegetables \$11**



## ARMENIAN ORIGIN

### VOSPOV KOFTA

**Red Lentil Kofte vegan dish made of red lentils, bulgur, and sauteed onion. \$9**

### HARISSA

**Porridge made from cracked wheat and fat-rich meat. \$12**

### LAHMAJOUN

**Thin piece of dough with minced meat, minced vegetables and herbs \$8**

### GHAPAMA

**Vegan stuffed pumpkin dish \$7**



## SYRIAN ORIGIN

### KIBBEH B KARAZ

**Meatballs in Sour Cherry Sauce \$12**

### SHISH BARAK

**Dumplings filled with seasoned lamb, onions, and pine nuts \$15**

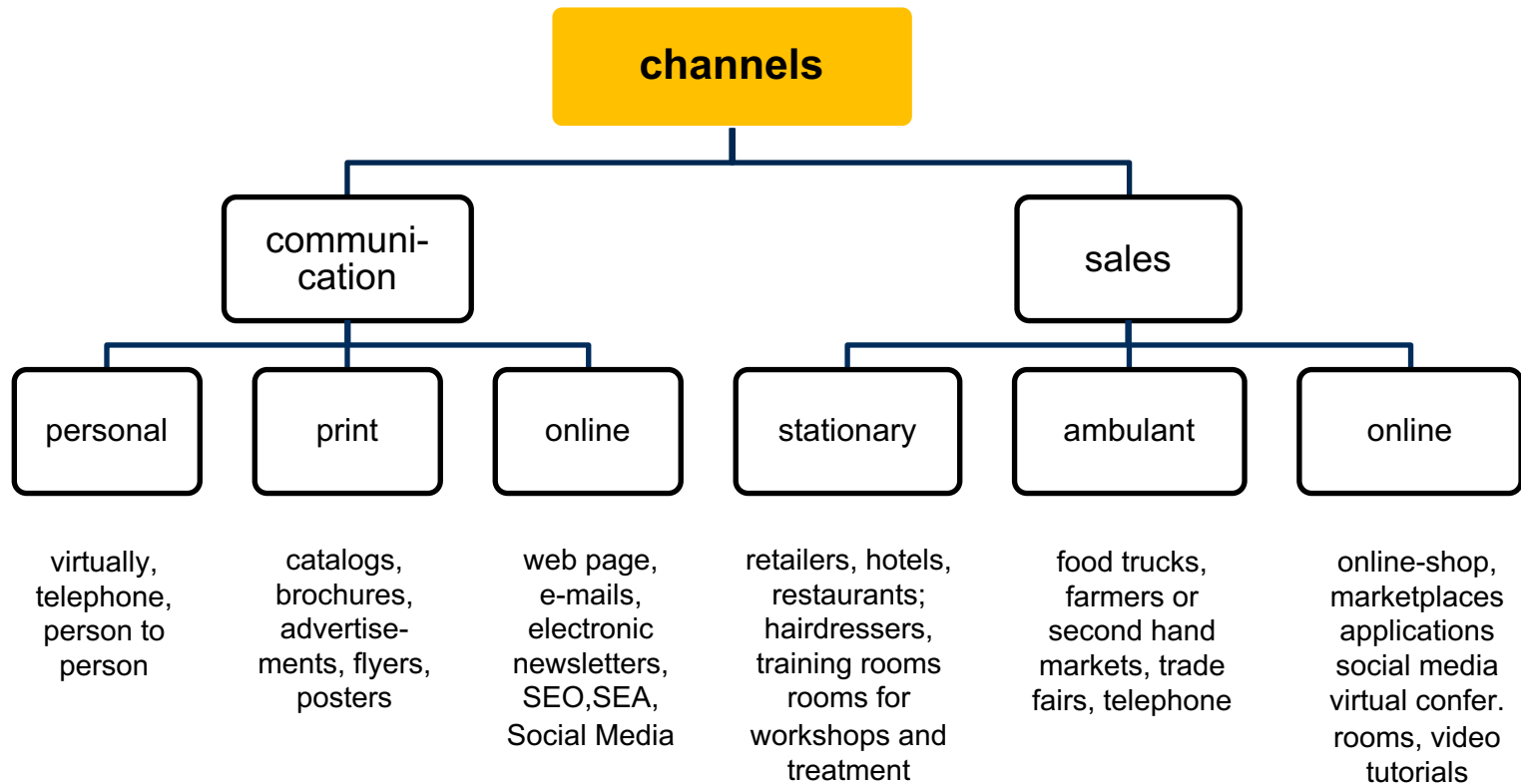
### FATIT DAJAJ

**Fried bread with sumak coated shredded chicken in a tahini sauce. \$10**

### HARRAA OSBAO

**Lentil pasta dish with pomegranate molasses and fried onions \$7**





## Beirut Hotspots



- 1** DOWNTOWN CLOCK TOWER
- 2** TRAIN STATIONS
- 3** MARTYRS SQUARE
- 4** THE EGG AMINE MOSQUE
- 5** GEMMAYZE STREET
- 6** KARANTINA STREET
- 7** BOURJ HAMMOUD SOUK
- 8** SOUK AL TAYEB



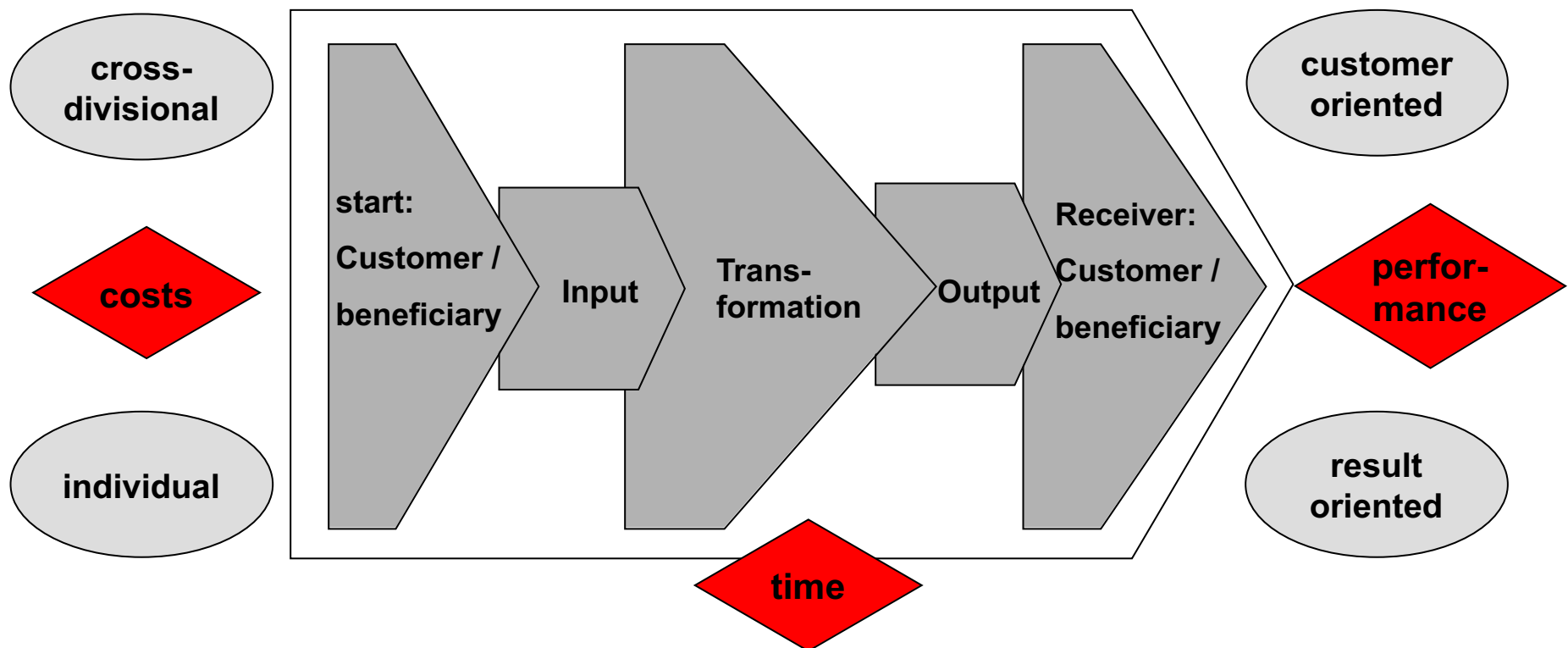
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Key-Partners	Key Processes	Value Proposition	Products / Services	Customers
	Key Resources		Channels	
	5	<b>Customers:</b> We are the only food truck service with high quality food from different cultural areas of the Middle East. Citizens & tourists can choose from a wide selection of affordable food at different locations. <b>Beneficiaries:</b> Women from Karantina are qualified and employed on a long-term basis. Jobs are created and additional tax revenue is generated for the community. We are a hope-giving example for other actors in Karantina and communities in the region.	<ul style="list-style-type: none"><li>• Sixteen authentic ethnic dishes of high quality</li><li>• Assortment of preserved food</li><li>• Cooking classes</li><li>• Catering services</li></ul> <b>communication:</b> Web-Site, Online-Marketing, Social Media, Flyer, Poster <b>sales:</b> Food Truck, WOW-Shop, Farmers Market, Community Kitchen	<ul style="list-style-type: none"><li>• residents / workers of Beirut</li><li>• tourists</li><li>• people looking for authentic ethnic food</li></ul> <b>Beneficiaries</b> <ul style="list-style-type: none"><li>• Women in Karantina</li><li>• Community of Karantina, others</li></ul>
Cost-Driver			Income-Driver	
Customer & Beneficiary Input			KPI (Key Performance Indikator)	
Social & Environmental Impact / Impact for Benficiaries > relate to SDG				




# What is a process?

A process is the sum of activities or operations that transform an input (e.g., customer inquiry) into a result (e.g., service provided). A business process should generate added value for customers. Key processes are derived from the vision and goals, target group(s) and their benefits, positioning in competition, core competencies, value creation.



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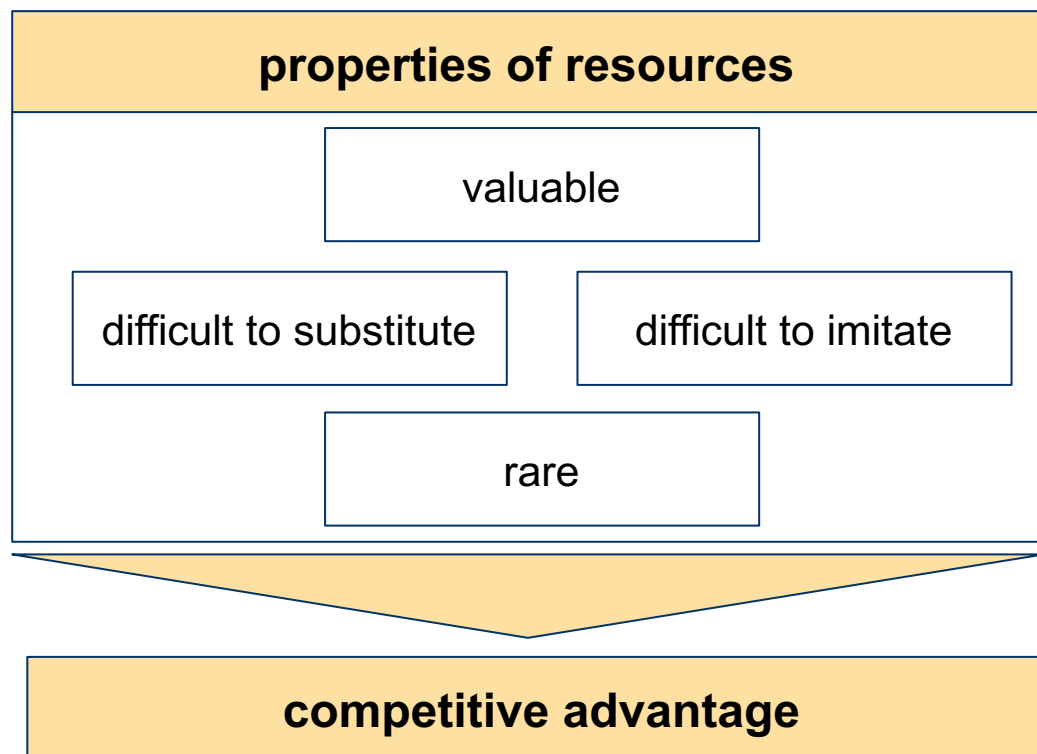
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Social & Environmental Impact / Impact for Benficiaries > relate to SDG



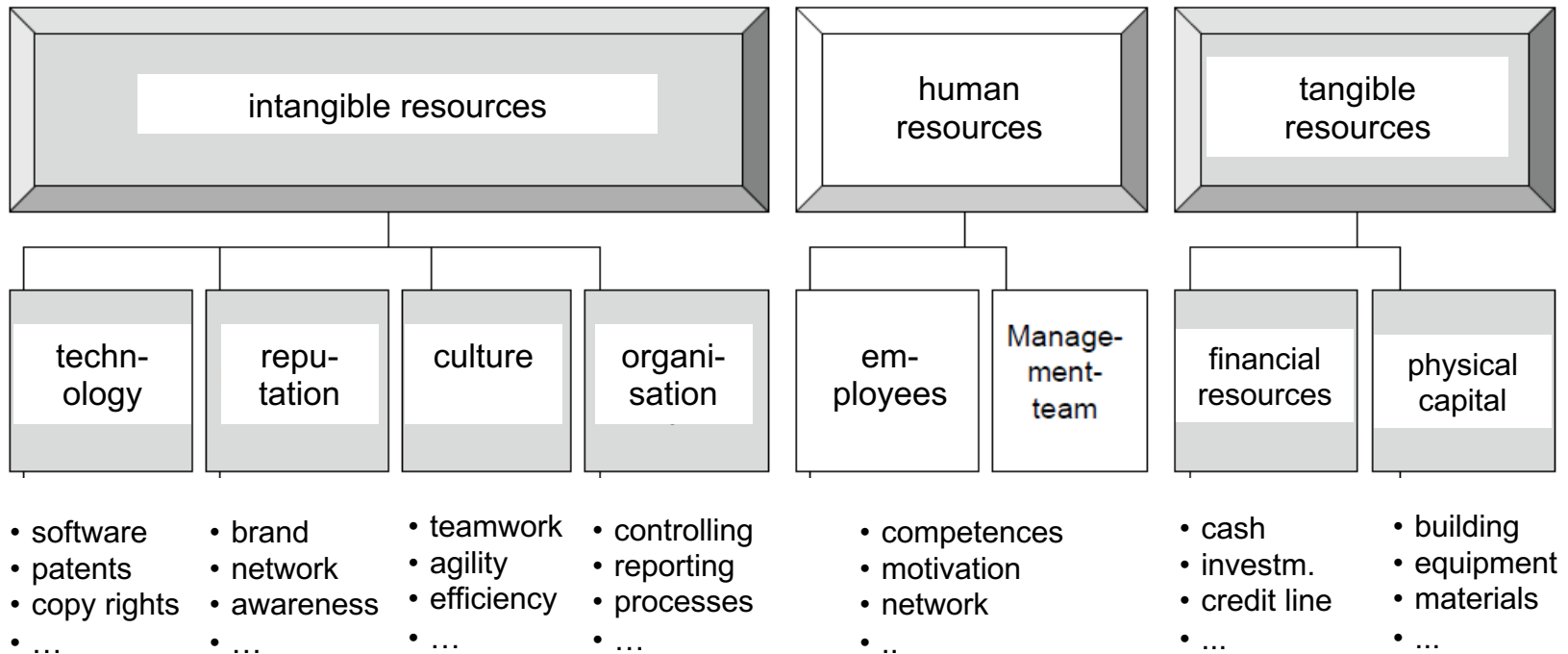
# Ressource Based View – RBV

Above-average profits result from resources that a company has at its disposal. Resources are thus centrally responsible for the competitive position and the attainment of competitive advantages.



Barney, JOM Nr. 17, 1991, S.97 - 120.

# possible resources of (social) enterprises



Reuter, 2011, p. 15.



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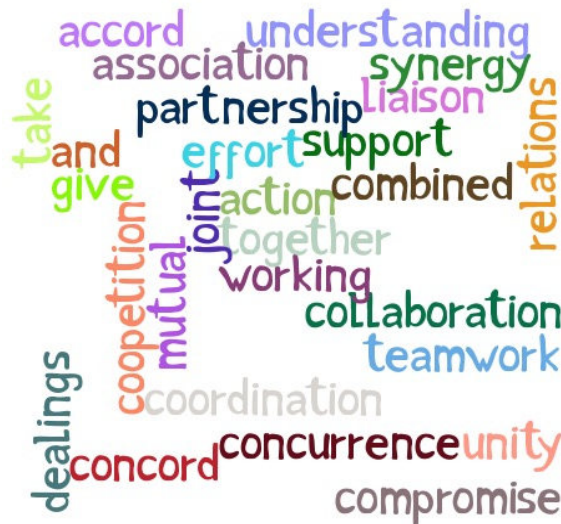
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<b>Social &amp; Environmental Impact / Impact for Benficiaries &gt; relate to SDG</b>						



# Cooperation as a main instrument of Social Change

**Social Change either in a community-based approach or in a social enterprise requires involvement of and cooperation among multiple players drawn from both the private and public sectors. Facilitating organizations, including NGOs, government agencies, and cooperatives may be essential partners in the process. (Along the lines of Nielsen/Samia, JoCM, 2008, p. 441.)**

## Cooperation



...

means to work together to the same end.

...

inevitably results in giving up independency.

...

always leads to transaction costs.

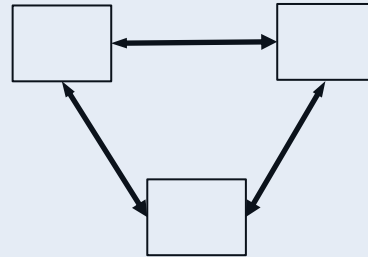


# complexity of cooperations & transaction costs

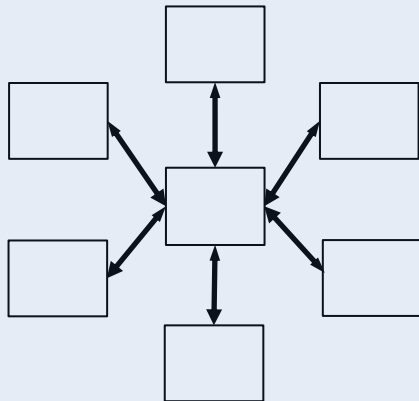
## bilateral cooperation



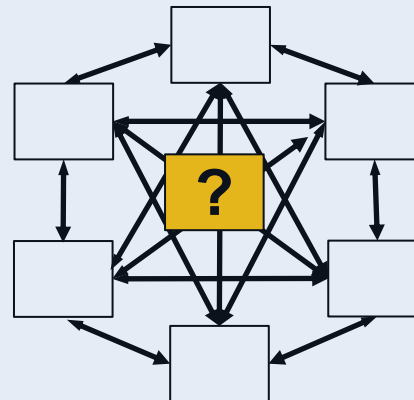
## trilateral cooperation



## simple networks



## complex networks



## Three levels of transactions



communication



physical transactions



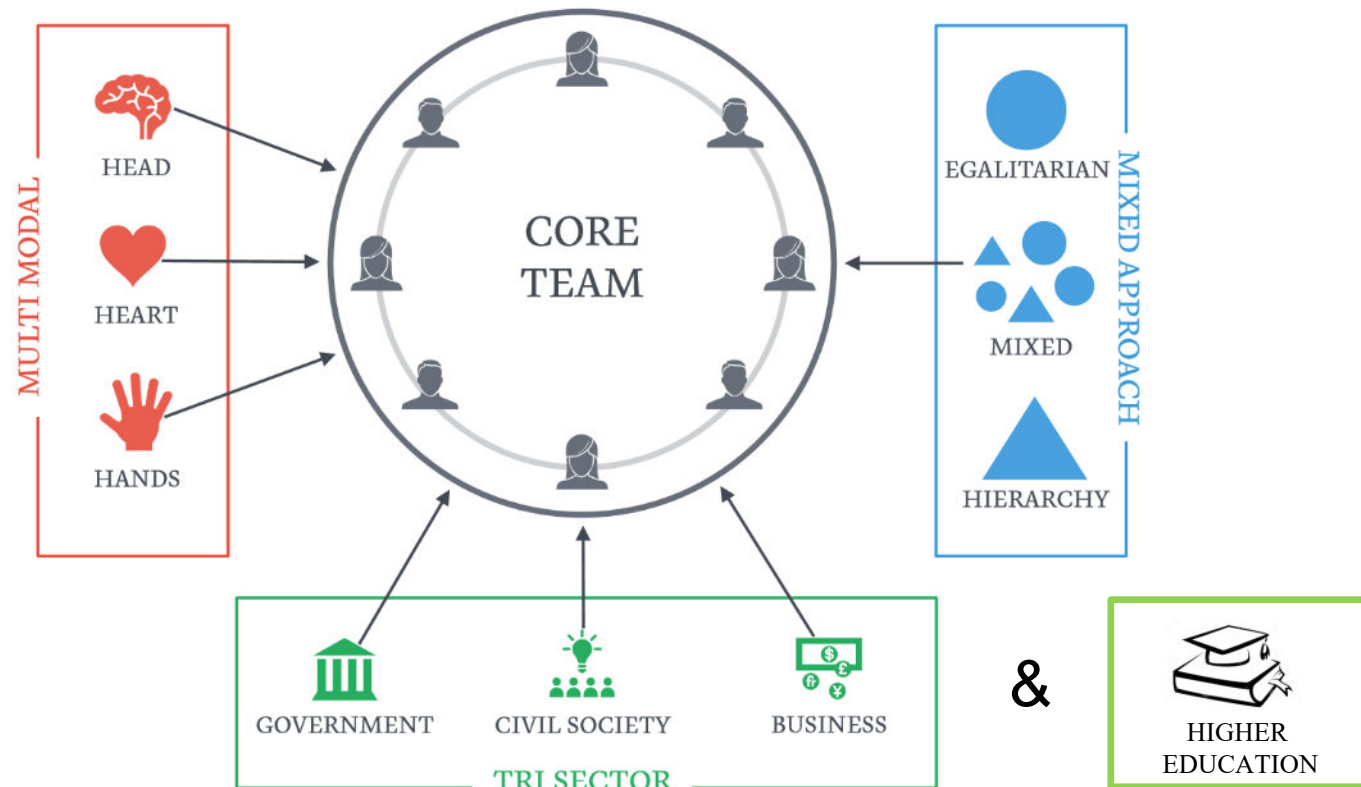
financial transactions

**Cooperation leads to „transaction costs“:**  
collecting information, communication, controlling,  
settling disputes, ...



**The more complex the  
cooperation, the higher the  
(expected) transaction costs.**

# Building a Team / Network for locally based Social Change



Hassan, 2015, p.22.



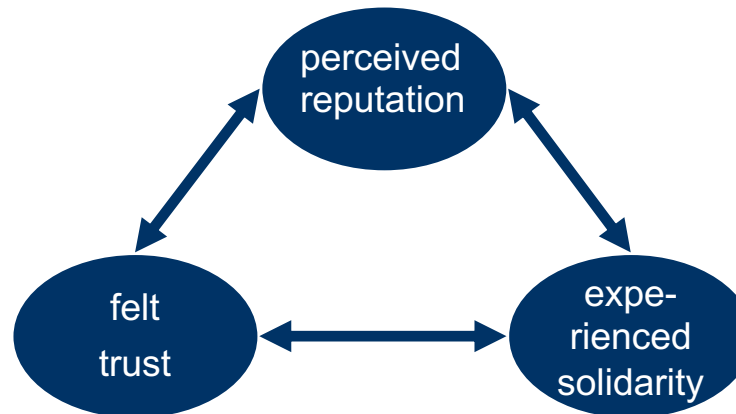
# How to build a successful cooperation

**homo cooperativus vs. homo oeconomicus:  
a majority is willing to cooperate under certain preconditions**

**1. Motivation  
to cooperate**

**common mission or goals and their strategic relevance**

**2. Willingness  
to cooperate**



**3. Stability of  
cooperation**

- fairness (you get what you give > subjective!)
- participation (high involvement only with high participation)
- agreed ways of solving conflicts (Advisory Board. Arbitrator.)
- potential sanctions

Along the lines of Morner/Wäldner, 2013.





# How to build a successful cooperation

**homo cooperativus vs. homo oeconomicus:  
a majority is willing to cooperate under certain preconditions**

**1. Motivation  
to cooperate**

**common mission or goals and their strategic relevance**

**2.**

**Non-cooperation with the bad is  
just as much a part of our duties as  
cooperation with the good.**

trust

reciprocal  
solidarity

**3.**

**Stability of  
cooperation**

- fairness (you get what you give)
- participation (high involvement only with high participation)
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<div>8a</div> <div>Cost-Driver</div>		<div>Income-Driver</div> <div>8b</div>		
Customer & Beneficiary Input		KPI (Key Performance Indikator)		

**Social & Environmental Impact / Impact for Benficiaries > relate to SDG**



## cost- and revenue driver

---

- **Cost-Driver:** What are the most important cost items? Which ones have a strong dynamic? Which ones can be decisively influenced?
  - personnel
  - truck
  - equipment (kitchen etc.)
  - rent (office, shop, event space, community garden)
  - Ingredients for the food
  - (online) marketing
  - interests
  - ...
- **Income-Driver:** What are the most important sales drivers? Which ones have a strong dynamic? Which ones can be decisively influenced?
  - selling products
  - delivery services
  - cooking classes
  - events
  - rent
  - donations
  - grants
  - ...



# profit-loss-report (income statement)

## Sales Revenue

Gross sales	\$352,117.00
Less: sales returns	\$4,028.00
Less: Discounts and Allowances	\$2,112.00
<b>Net Sales</b>	<b>\$345,977.00</b>

## Cost of Goods Sold

Goods manufactured: Raw materials	\$21,165.00
Goods manufactured: Direct Labor	\$22,000.00
Overhead	\$18,468.00
<b>Total Cost of Goods Sold</b>	<b>\$61,633.00</b>
<b>Gross Profit (Loss)</b>	<b>\$284,344.00</b>

The preparation and informative value of annual financial statements (balance sheet / income statement) depends on the legal form and varies from country to country. This also leads to sometimes very different tax payments. Basic distinction: partnership or corporation? Typical legal forms for social enterprises: associations, foundations or cooperatives.

## Operating Expenses

Advertising	\$8,000.00
Delivery/Freight Expense	\$6,419.00
Depreciation	\$4,000.00
Insurance	\$5,286.00
Interest	\$6,153.00
Mileage	\$3,017.00
Office Supplies	\$2,104.00
Rent/Lease	\$24,000.00
Maintenance and Repairs	\$3,640.00
Travel	\$4,229.00
Utilities/Telephone Expenses	\$2,216.00
Wages	\$114,800.00
Other Expenses	\$7,185.00
<b>Total Operating Expenses</b>	<b>\$191,049.00</b>
<b>Operating Profit (Loss)</b>	<b>\$93,295.00</b>
Interest Income	\$1,572.00
Other Income	\$6,414.00
<b>Profit (Loss) Before Taxes</b>	<b>\$101,281.00</b>
Less: Tax Expense	\$21,039.00
<b>Net Profit (Loss)</b>	<b>\$80,242.00</b>

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<b>Cost-Driver</b>  Purchase of the truck and shop inventory (depreciation), maintenance of the truck, salaries, online marketing, ingredients, interests		<b>Income-Driver</b>  Sales of food truck, shop and farmers market, fees for cooking classes, events, rent, donors and sponsors; funding		
<b>Customer &amp; Beneficiary Input</b>			<b>KPI (Key Performance Indikator)</b>	

**Social & Environmental Impact related to UN SDG**

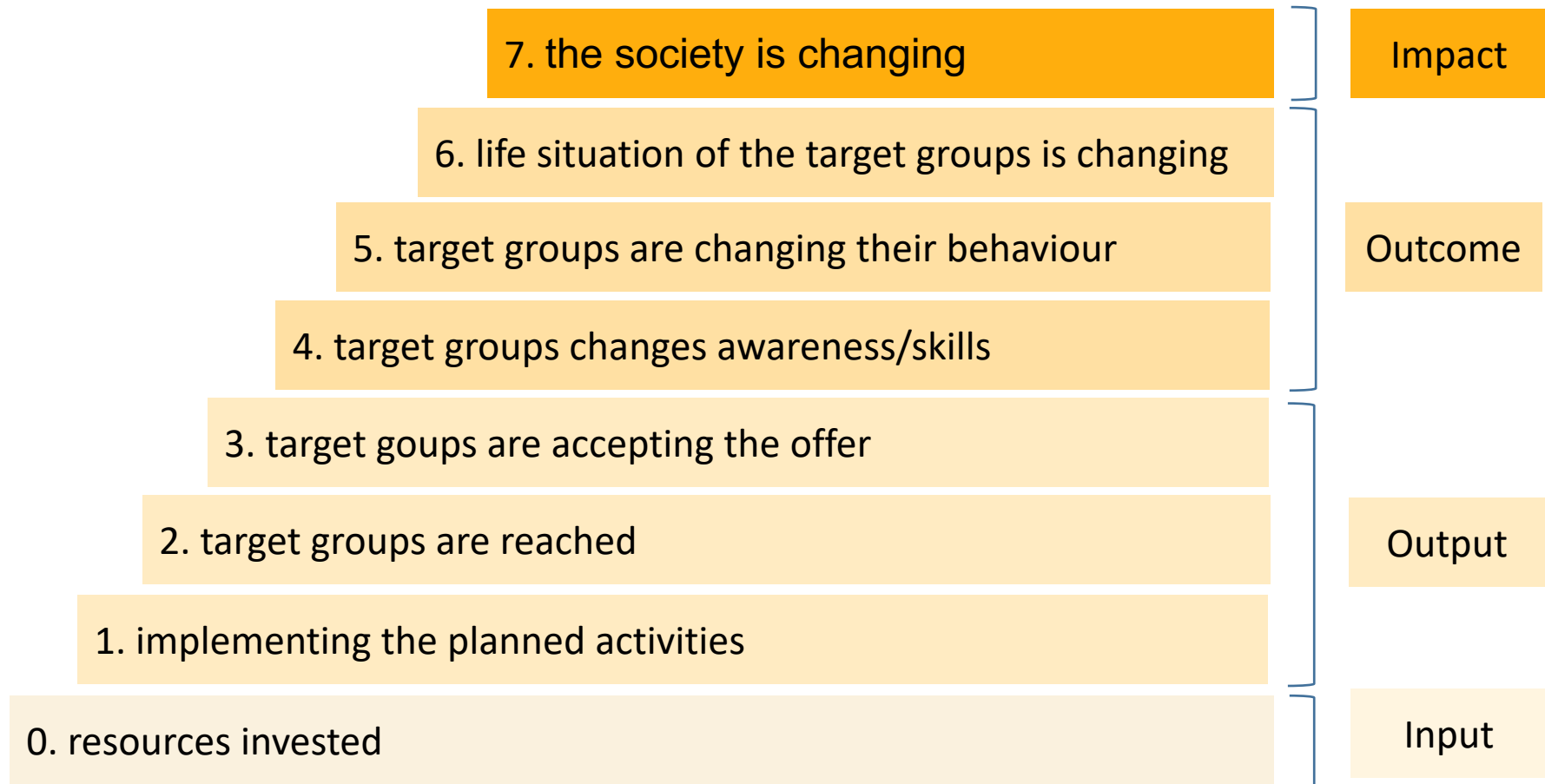




# The chain of effects

## Input – Output – Outcome – Impact

Measure the success of the social business model at different levels.



<https://fit-fuer-sozialunternehmen.de/social-entrepreneurship-gruendungsberatung/>

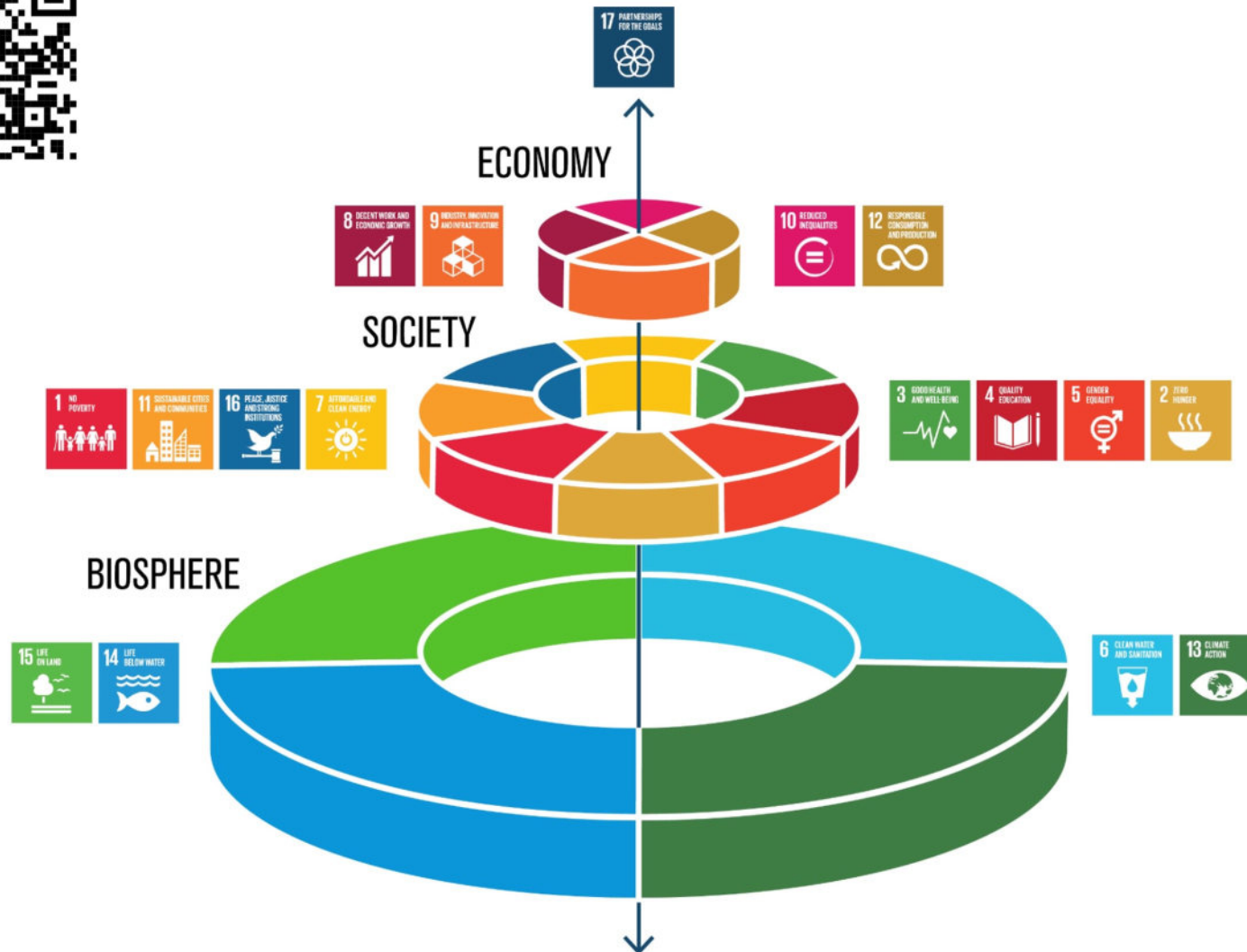


# Key Performace Indicators (KPI) & Impact Measurement

No.	step	example
0	resources	number of volunteers generated funding
1	Implementing	number of products produced number of trainings organized
2	target group reached	awareness of women in society participants in lectures / events
3	target group accepted offer	participants in trainings turnover
4	target groups changes awareness/skills	attitude towards gender equality knowledge about climate change
5	target groups changing behaviour	more jobs for women people use car-sharing
6	life situation of target group has changed	greater life satisfaction mobility behaviour has changed
7	society is changing	less women unemployment CO2-reduction



# Impact: link to Sustainable Development Goals (SDG)



Graphics by Jerker Lokras

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<b>Customer &amp; Beneficiary Input</b> Commitment, trust, invested time, motivated work, personale risk			<b>KPI</b>  no. of women trained, no. of meals sold, no. of jobs created, % of localy grown food, cust.-satisfaction		

**Social & Environmental Impact / Impact for Benficiaries > relate to SDG**



# Guideline for the Social Business Model Canvas with examples

**(Social) Enterprise or charity / community-based organizations:** „name“, „legal form“, „location“, „founding year“, „founders“, „main field of activities“, „no. of employees“. Note: This canvas can also be used for describing, analysing and developping business modellss for more charity and community based orgainsations as long there are costs to cover and revenue streams to secure.

**Mission Statement:** purpose as a way of unifying the organization. A combination of what your business or nonprofit does and how and why it does it, expressed in a way that encapsulates the values that are important to you. Linkt it to the SDG. **Example: “Fair Collection”: We employ disadvantaged people in developing countries. Together we create and sell jewellery - providing dignified wages and holistic social programs. SDG ...**

<b>Key-Partners</b> <ul style="list-style-type: none"><li>• Which partners, who are not in the direct sphere of influence of the company are important for the success? Explain, which resources you hope to get from the partner</li><li>• <b>Examples: central suppliers, advertising online platform, municipality, donators, politicians, ...</b></li></ul>	<b>Key Processes</b> <ul style="list-style-type: none"><li>• Which processes are of central importance for the value creation of the company?</li><li>• <b>Examples: recruiting, training &amp; education, crowd funding,</b></li></ul> <b>Key Resources</b> <ul style="list-style-type: none"><li>• Which (in)tangible input factors determine the success of the SE.</li><li>• <b>Examples: data, know-how employees, brand reputation, location, support of volunteers</b></li></ul>	<b>Value Proposition</b> <p>What characterizes the value added of the company?</p> <p>What makes it "different" / "special"? Why do customers become "fans"?</p> <p>What are the special benefits you create for the customers / beneficiaries?</p> <p><b>Example: “Fair Collection”</b> <b>We create and sell attractive genuine and costume jewellery.</b></p>	<b>Key-Prod. &amp; -services</b> <ul style="list-style-type: none"><li>• Which activities &amp; services inspire the customers and help to win/retain them?</li><li>• <b>E.g. sustainability-standards, levels of creativity&amp;innovation</b></li></ul> <b>Channels (sales!)</b> <ul style="list-style-type: none"><li>• Which ways to sell do you use and combine?</li><li>• <b>Examples: Shop, online-shop, social media, platforms, weekly markets</b></li></ul>	<b>Customers</b> <ul style="list-style-type: none"><li>• Who do you address?</li><li>• <b>e.g. consumer, tourists (be specific: what kind of consumer / tourists)</b></li><li>• Criteria: demographic, socio-economic psychographic, market behaviour</li><li>• Personas help to explain the target group more comprehensibly</li></ul> <b>Beneficiaries</b> <ul style="list-style-type: none"><li>• <b>e.g.: women, pupils, unemployed, refugees</b></li><li>• What are their needs, why are they in need</li></ul>
<b>Cost-Driver:</b> What are the most important cost items? Which ones have a strong dynamic? Which ones can be decisively influenced? <b>(raw material, rent, online marketing, personnel, interests, ...)</b>			<b>Income-Driver:</b> What are the most important sales drivers? Which ones have a strong dynamic? Which ones can be decisively influenced? <b>(products, services, online shop, events, donations)</b>	
<b>Customer &amp; Beneficiary Input:</b> In what way do customers and / or beneficiaries contribute to the value creation? <b>(acceptance of higher prices or inconvenient processes, supporting campaigns, ...)</b>			<b>KPI (Key Performance Indikator):</b> With which key figures do you want to measure the success? Link them to your mission statement and value proposition as well as to different areas of the company <b>(e.g. finance, customers, development, processes, resources).</b>	
<b>Social &amp; Environmental Impact / Impact for Society:</b> Which effects does the companies work have on the Sustainable Development according to UN SDG and with regard to the beneficiaries needs <b>(payment, education, health, quality of life, participation, ...)</b>				



## Part 9: Plan the business

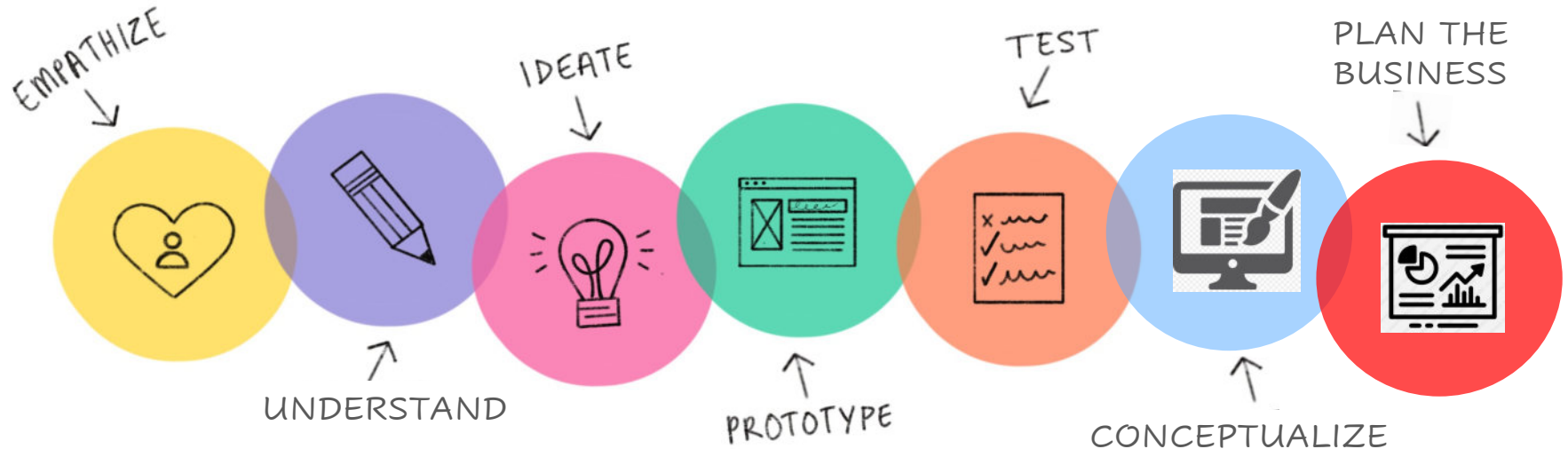
Revenue model, liquidity planning, financing

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# Design-Thinking: Plan the business



## Plan the business:

A document that guides you through each stage of starting and managing your social innovation or business. It is a roadmap for how to structure, run, and grow your developed concept. Business plans can help you find investors, get funding or bring on new business partners.



# Elements of a business plan



<https://businessasmission.com/7-elements-infographic/>

**In addition to the business model described in detail:**

- profit model (profit and loss account)
- balance sheet
- financial planning
- liquidity planning.

**Experts must be involved in this process!**



# Literature and tutorials

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- Azoury, N., Hafsi, T. (ed. 2022): Entrepreneurship and Social Entrepreneurship in the MENA Region, Cham. (Edited work with 12 articles)
- Burkett, I., 2020. Using the Business Model Canvas for Social Enterprise Design, 2nd ed. Queensland.
- Osterwalder, A., Pigneur, Y., Wiley, J. & Sons (2009): „Business Model Generation, Amsterdam. (Guideline Business Model Canvas)
- Pechancova, V., Pavelková, D., Saha, P., 2022. Community Renewable Energy in the Czech Republic: Value Proposition Perspective. Frontiers in Energy Research 10, 821706. <https://doi.org/10.3389/fenrg.2022.821706>
- Qastharin, A., 2015. Business Model Canvas for Social Enterprise, in: The 7th Indonesia International Conference on Innovation, Entrepreneurship, and Small Business (IICIES 2015). pp. 1–10.
- Sparviero, S. (2019) The Case for a Socially Oriented Business Model Canvas: The Social Enterprise Model Canvas, Journal of Social Entrepreneurship, 10:2, 232-251, DOI: 10.1080/19420676.2018.1541011 (refelction Social Business Model Canvas)
- Video tutorials
  - Business Model Canvas: <https://www.youtube.com/watch?v=CV5AQ-aZRBw>
  - Social Business Model Canvas: <https://www.youtube.com/watch?v=8aPGXqLZCS0>
  - Value Proposition: <https://www.youtube.com/watch?v=ReM1uqmVfP0>
  - Social Entrpreneurship: <https://www.youtube.com/watch?v=Re0h-vHyyiw>