

APPENDIX

Fruitful friction as a strategy to scale social innovations.

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APPENDIX 1

PROJECT BRIEF



IDE Master Graduation

Project team, Procedural checks and personal Project brief

This document contains the agreements made between student and supervisory team about the student's IDE Master Graduation Project. This document can also include the involvement of an external organisation, however, it does not cover any legal employment relationship that the student and the client (might) agree upon. Next to that, this document facilitates the required procedural checks. In this document:

- The student defines the team, what he/she is going to do/deliver and how that will come about.
- SSC E&SA (Shared Service Center, Education & Student Affairs) reports on the student's registration and study progress.
- IDE's Board of Examiners confirms if the student is allowed to start the Graduation Project.

USE ADOBE ACROBAT READER TO OPEN, EDIT AND SAVE THIS DOCUMENT

Download again and reopen in case you tried other software, such as Preview (Mac) or a webbrowser.

STUDENT DATA & MASTER PROGRAMME

Save this form according the format "IDE Master Graduation Project Brief_ familyname_firstname_studentnumber_dd-mm-yyyy". Complete all blue parts of the form and include the approved Project Brief in your Graduation Report as Appendix 1 !

family name	<u>Buckenmayer</u>	Your master programme (only select the options that apply to you):
initials	<u>MB</u> given name <u>Maria Belén</u>	IDE master(s): <input type="checkbox"/> IPD <input type="checkbox"/> Dfl <input type="checkbox"/> SPD
student number	<u>4912063</u>	2 nd non-IDE master: _____
street & no.	_____	individual programme: _____ (give date of approval)
zipcode & city	_____	honours programme: <input type="checkbox"/> Honours Programme Master
country	_____	specialisation / annotation: <input type="checkbox"/> Medisign
phone	_____	<input type="checkbox"/> Tech. in Sustainable Design
email	_____	<input type="checkbox"/> Entrepreneurship

SUPERVISORY TEAM **

Fill in the required data for the supervisory team members. Please check the instructions on the right !

** chair	<u>Ingrid Mulder</u>	dept. / section: <u>HCD/ DCC</u>
** mentor	<u>Milene Guerreiro Gonçalves</u>	dept. / section: <u>DOS/ MOD</u>
2 nd mentor	_____	_____
organisation:	_____	
city:	_____	country: _____

Chair should request the IDE Board of Examiners for approval of a non-IDE mentor, including a motivation letter and c.v.

Second mentor only applies in case the assignment is hosted by an external organisation.

Ensure a heterogeneous team. In case you wish to include two team members from the same section, please explain why.

comments (optional)



Procedural Checks - IDE Master Graduation

APPROVAL PROJECT BRIEF

To be filled in by the chair of the supervisory team.

chair Ingrid Mulder date 01 - 10 - 2020 signature Ingrid Mulder - IO

Digitally signed by Ingrid Mulder - IO
Date: 2020.10.01 11:38:13 +02'00'

CHECK STUDY PROGRESS

To be filled in by the SSC E&SA (Shared Service Center, Education & Student Affairs), after approval of the project brief by the Chair. The study progress will be checked for a 2nd time just before the green light meeting.

Master electives no. of EC accumulated in total: _____ EC YES all 1st year master courses passed

Of which, taking the conditional requirements into account, can be part of the exam programme _____ EC NO missing 1st year master courses are:

List of electives obtained before the third semester without approval of the BoE

name _____ date _____ signature _____

FORMAL APPROVAL GRADUATION PROJECT

To be filled in by the Board of Examiners of IDE TU Delft. Please check the supervisory team and study the parts of the brief marked **. Next, please assess: (dis)approve and sign this Project Brief, by using the criteria below.

Content: APPROVED NOT APPROVED

Procedure: APPROVED NOT APPROVED

Does the project fit within the (MSc)-programme of the student (taking into account, if described, the activities done next to the obligatory MSc specific courses)?

Is the level of the project challenging enough for a MSc IDE graduating student?

Is the project expected to be doable within 100 working days/20 weeks ?

Does the composition of the supervisory team comply with the regulations and fit the assignment ?

comments

name _____ date _____ signature _____

Design for supporting urban social initiatives to scaling deep _____ project title

Please state the title of your graduation project (above) and the start date and end date (below). Keep the title compact and simple. Do not use abbreviations. The remainder of this document allows you to define and clarify your graduation project.

start date 21 - 09 - 2020 _____ 31 - 03 - 2021 _____ end date

INTRODUCTION **

Please describe, in a concise yet complete manner, the context of your project, and address the main stakeholders (interests) within this context. Who are involved, what do they value and how do they currently operate within the given context? What are the main opportunities and limitations you are currently aware of (cultural- and social norms, resources (time, money, ...), technology, ...)?

The world around us and the issues we are facing are getting every day more complex. Consequently, society and its demands are changing which requires new approaches to tackle rising complexity and enable sustainable transitions (Concilio & Tosoni, 2019). However, these wicked problems cannot be solved by creating complex solutions. One approach outlined by Manzini (2015) to address this complexity is to accumulate small initiatives that make things happen and a long-term vision of a sustainable future. Following the trend of urbanization, more and more people are living in cities – that become even bigger – and claim the urban space. Urban cities are where lots of the most pressing problems are generated and become visible but also where opportunities for Design Enabled Innovation, long-term solutions are developed. The city is a field of problem and solution space, which offers opportunities for Design Enabled Innovations. Following the notion of Mulder and Kun (2019) with a "city as a platform", it is a playground of multiple actors, and offers great potential for the creation of a network of change makers, citizens, policy makers and other stakeholders. Joint together, the force for a shift in the system towards a more sustainable future becomes stronger.

Murray et al. (2010) propose a six-step process of social innovation (see Figure 1) that starts with the idea and extends to scaling and systemic change. It provides a useful framework to think about the different phases an innovation is going through in order to grow. Phases one to three are about (1) finding and formulating the right problem, (2) generating ideas and (3) testing these solutions in practice using prototypes. The fourth phase is about ensuring viability. In the fifth phase - scaling - the focus is on growth and diffusion of innovation in order to achieve the ultimate goal of systemic change, stage six (ibid).

Strategic design is increasingly committed to supporting social innovations, governments and organizations, for example through participatory city making, in order to find their way into a sustainable future and to enable systemic changes.

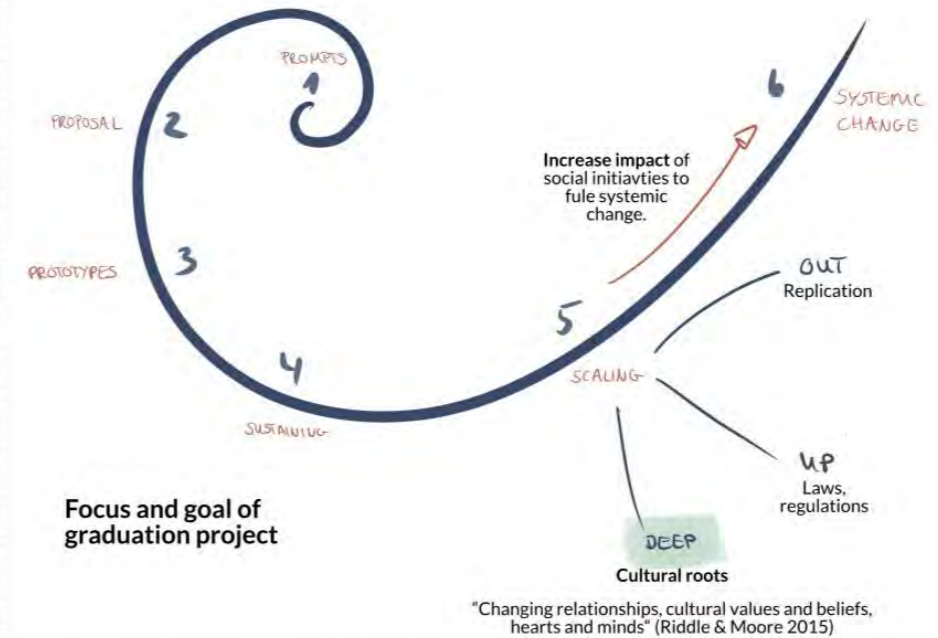
Designscapes, an EU funded Coordination and Support Action, explores the context of urban environments to encourage the understanding, enhancement and up scaling of Design Enabled Innovation. Therefore, they select best practice social innovation examples and support them in different phases and ways. On one hand, they do this by providing the selected cases with financial medium. On the other hand, they are offering a training and guiding program where design tools and methods are applied to support the scaling of these initiatives. The program is now entering the third phase, in which the scaling of social innovations is supported in particular. For this reason, 10 grassroots initiatives in the scaling phase located across Europe have been selected as they have already successfully established their innovation in one context and are now aiming to scale into another context.

Riddell & Moore (2015) describe three strategies of how Social Innovations can scale (see Figure 1): scaling out, scaling up and scaling deep. Scaling out focuses on reaching a greater number of people and replicating the initiative. Scaling up means that laws and policies are changed. Lastly, scaling deep refers to the change of mindset, where values beliefs, relationships and cultural practices are transformed (Ibid., 2015).

Together with the Designscapes consortium, this graduation project examines how social innovations can be supported in order to be successful on their way to scaling.

space available for images / figures on next page

introduction (continued): space for images



Focus and goal of graduation project

image / figure 1: Process of social innovation by Murray et al. (2010) & three strategies of scaling (Riddle & Moore 2015)

Three stages of the project

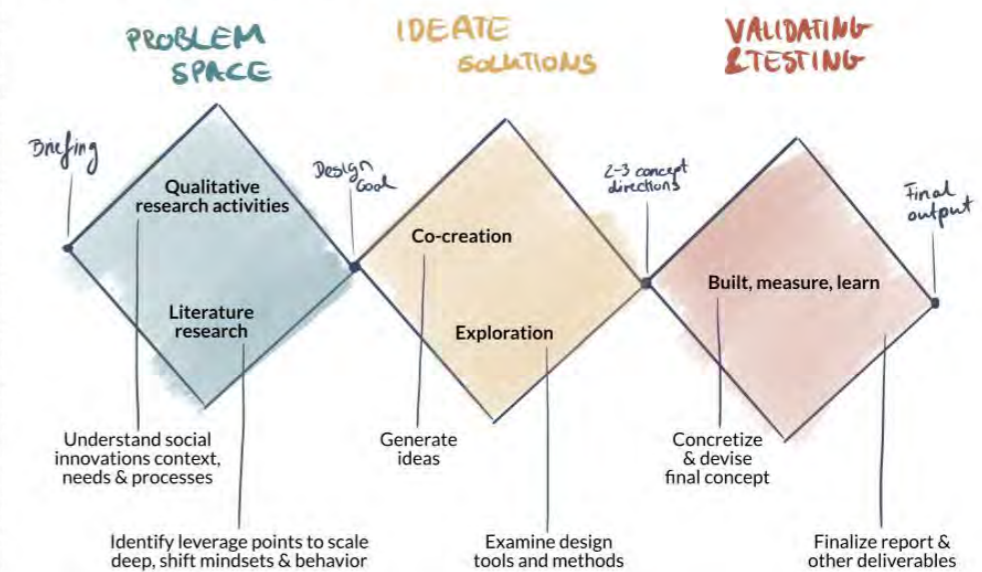


image / figure 2: Triple diamond showing the three phases of the graduation project

PROBLEM DEFINITION **

Limit and define the scope and solution space of your project to one that is manageable within one Master Graduation Project of 30 EC (= 20 full time weeks or 100 working days) and clearly indicate what issue(s) should be addressed in this project.

Scaling social innovation is a complex and diverse process and the challenge is to understand how to deliberately influence the system. While scaling out or scaling up are well defined in literature and there is an understanding of how this can be achieved, it is not clear how scaling deep can or should happen and how social innovations can implement this strategy. Changing minds, values, and beliefs is an abstract, intangible, and long-term process that is difficult to understand and measure, unlike the countable outcomes that the other two strategies offer. Nevertheless, it can be an effective lever of change that has a long-term and long-lasting effect on how society thinks and acts. As Donella Meadow points out in her book "Thinking in Systems: A Primer" (2015), changing the way people think is a powerful way for change. Thus, scholars recognize the relevance of addressing how people make sense of the world they interact with in order to move towards a sustainable future, however, it is unclear how to do so. There is a lack of putting the theoretical knowledge about scaling deep into something practical and tangible that can be used by social initiatives. If they manage to reach people with their idea on a deeper level, the impact on their environment and context can be increased, and they can thus scale and contribute to systemic change. The need to create an actionable solution that allows social innovations to deliberately make use of this strategy opens an interesting opportunity for design to step in.

The research question of this final project is therefore: How can design transform the abstract and theoretical concept of scaling deep into something more tangible and implementable in order to make it usable for social innovations?

ASSIGNMENT **

State in 2 or 3 sentences what you are going to research, design, create and / or generate, that will solve (part of) the issue(s) pointed out in "problem definition". Then illustrate this assignment by indicating what kind of solution you expect and / or aim to deliver, for instance: a product, a product-service combination, a strategy illustrated through product or product-service combination ideas. ... In case of a Specialisation and/or Annotation, make sure the assignment reflects this/these.

Develop an actionable tool (box), a framework and / or a strategy that supports the scaling journey of social initiatives, and helps social initiatives to adopt the concept of scaling deep in a tangible and practical way.

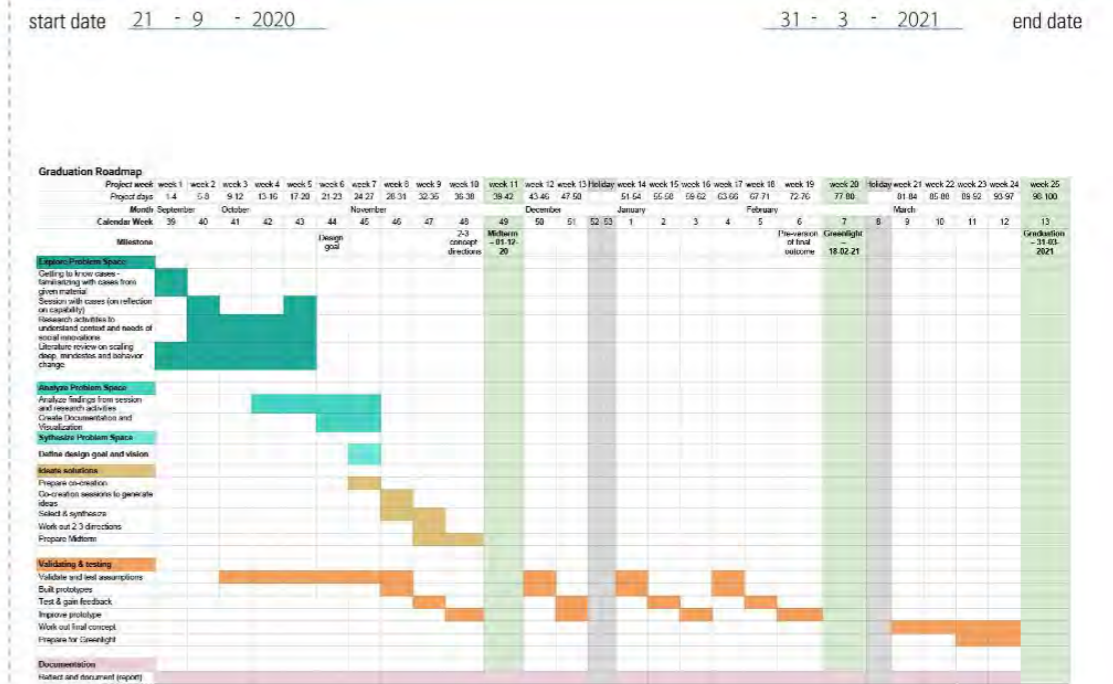
This means that the outcome shall fit to social initiative's needs, practices and processes and be usable in their daily work. In order to design a tailored outcome, it is necessary to understand the main target group – social initiatives – dive into their context and understand their needs and concerns, processes and collaborations.

Exploring the theoretical field of scaling deep, shifting mindsets and behavior helps to understand implications, enablers and inhibitors which then can be taken into account when designing the solution.

By combining theoretical knowledge from literature with the insights from social practitioners and the applied approach that design offers, it is aimed to bridge the gap of a missing implementation strategy for scaling deep. Finding a way to reduce the abstractness of scaling deep into something that has a short-term effect, that is tangible and measurable would be an added objective of this project.

PLANNING AND APPROACH **

Include a Gantt Chart (replace the example below - more examples can be found in Manual 2) that shows the different phases of your project, deliverables you have in mind, meetings, and how you plan to spend your time. Please note that all activities should fit within the given net time of 30 EC = 20 full time weeks or 100 working days, and your planning should include a kick-off meeting, mid-term meeting, green light meeting and graduation ceremony. Illustrate your Gantt Chart by, for instance, explaining your approach, and please indicate periods of part-time activities and/or periods of not spending time on your graduation project, if any, for instance because of holidays or parallel activities.



To develop a solution a "research through design" approach will be applied collaborating closely with the cases. By conducting multiple, small research activities throughout the project, like offering session, questionnaires or other interactive tasks I aim to gain insights into their needs and concerns but also identify opportunities on how and where the developed outcome could be implemented. In order to engage cases and increase their motivation to participate, I want to offer activities that create an added value for the cases but also provide me with insights for my research. Through interviews and co-creation I want to develop a solution that meets social initiatives needs and can be applied in their daily work. This approach enables me to design a solution, tailored to the demands of social initiatives and allows me to quickly validate my assumptions or test prototypes. The overall process is divided in three main stages (see Figure 2) that overlap and are iterative as you can see in the Gantt chart. In the first stage, I want to explore the problem space, meaning, that on one hand, I will focus on understanding the context, needs and struggles of social initiatives when scaling. On the other hand, I will review literature about scaling deep, mindsets and behavior to understand how they evolve and where leverage points are to shift mindsets and change behavior. The gathered insights from these explorations shall be synthesized into a design goal and vision which builds the starting point for the second phase. Here, ideas shall be co-created and design tools or methods that facilitate the creation of an actionable and tangible solution shall be explored. The goal of this phase is to have 2-3 concept directions that shall further be tested. Lastly, the third phase is about concretizing and validating the ideas into one concept. Through built, measure, learn circles the concept shall be tested to ensure that the solution is applicable by social innovations. The graduation is planned as a part time project, starting mid-September. Four days a week will be dedicated to this project, the fifth day is used to unwind from the project. Following this planning, I should complete my graduation by the end of March 2021. It is planned to use about one day a week for documenting and reporting in order to keep track of the process, reflect and continually write the report.

Personal Project Brief - IDE Master Graduation

MOTIVATION AND PERSONAL AMBITIONS

Explain why you set up this project, what competences you want to prove and learn. For example: acquired competences from your MSc programme, the elective semester, extra-curricular activities (etc.) and point out the competences you have yet developed. Optionally, describe which personal learning ambitions you explicitly want to address in this project, on top of the learning objectives of the Graduation Project, such as: in depth knowledge on a specific subject, broadening your competences or experimenting with a specific tool and/or methodology. Stick to no more than five ambitions.

I started this master for two reasons. First, I wanted to get a glimpse into the business world in order to understand the system better and identify opportunities to intervene and improve. Second, I wanted to explore new paths that allow me to do projects that create value for society rather than for single companies. I am curious and eager to understand design from a more systemic perspective and bridge the knowledge towards actionable design interventions that helps social innovations to thrive and drive systemic change. During the first year of the master program I had the chance to gain an understanding of the business world. The second year of my studies at TU Delft allowed me to investigate design for society and value creation. Especially, the Design XL project, in Indonesia and the electives I followed ("Strategic Design for Social Innovation" & "Sustainable Business Models") strengthened my wish to gain more experience in this domain. With this graduation project, I want to apply and deepen the knowledge I have gained so far, but also challenge myself to explore new applications of design, in order to expand my professional profile towards a Social Strategic Designer. In specific I want to deepen my knowledge and skills in:

1. Behavior change and mindset theories
2. Apply creative facilitation tools and methods in e.g. (online) co-creation sessions
3. Improve my client, supervisor & project management skills
4. Push myself to communicate and work more visually (e.g. sketching)
5. Define and sharpen my profile as a social strategic designer: Since I am planning to become self-employed (together with colleagues) in the future I want to explore my strength, weaknesses and identify my way of working better in order to be able to well communicate the value that I as a Designer can bring to organizations.

References:

Concilio, G., & Tosoni, I. (2019). Innovation Capacity and the City. The Enabling Role of Design. Springer Open. (Chapter 2 - Pages 15 - 25)

Heijne, K., & Meer, H. V. (2019). Road map for creative problem solving techniques: Organizing and facilitating group sessions. Amsterdam: Boom uitgevers Amsterdam.

Manzini, E. (2015). Design in the transition phase: a new design culture for the emerging design. Design Philosophy Papers, 13(1), 57-62.

Meadows, D. H. (2015). Leverage Points: Places to Intervene in a System. In Thinking in systems: A primer (pp. 145-165). White River Junction, VT: Chelsea Green Publishing.

Mulder, I., & Kun, P. (2019). Hacking, Making, and Prototyping for Social Change. In The Hackable City (pp. 225- 238). Springer, Singapore.

Riddell, D., & Moore, M. L. (2015). Scaling out, scaling up, scaling deep: advancing systemic Social Innovation and the learning processes to support it. JW McConnell Family Foundation. Tamarack Institute. Retrieved October, 5, 2016.

FINAL COMMENTS

In case your project brief needs final comments, please add any information you think is relevant.

APPENDIX 2

TRAINING MODULE

Training module – Using reflection to approach your future steps

Participant 02

Participant 02

PIN DOWN THE MILESTONES COMPLETED SO FAR IN YOUR PROJECT AND THE ONES AHEAD OF YOU (5-10 min)

What have you done in the past months and what will you be busy with in the months to come? Write down these project milestones on the timeline below.

Legend:
 Easy: 😊
 Challenging: 😬
 Really challenging: 😫

PIN DOWN THE MILESTONES COMPLETED SO FAR IN YOUR PROJECT AND THE ONES AHEAD OF YOU (5-10 min)

What have you done in the past months and what will you be busy with in the months to come? Write down these project milestones on the timeline below.

Legend:
 Easy: 😊
 Challenging: 😬
 Really challenging: 😫

REFLECT ON ONE OF YOUR MILESTONES (20 min)

What was the most challenging part of this milestone? Why? What resources did you use? How did you feel about it? What did you learn? What advice would you give to someone else? What would you do differently? What was the most rewarding part? Why? How did you feel about it? What did you learn? What advice would you give to someone else? What would you do differently?

BEFORE YOU GO TO THE NEXT TEMPLATE, LET'S SHARE SOME THOUGHTS!

REFLECT ON ONE OF YOUR MILESTONES (20 min)

What was the most challenging part of this milestone? Why? What resources did you use? How did you feel about it? What did you learn? What advice would you give to someone else? What would you do differently? What was the most rewarding part? Why? How did you feel about it? What did you learn? What advice would you give to someone else? What would you do differently?

BEFORE YOU GO TO THE NEXT TEMPLATE, LET'S SHARE SOME THOUGHTS!

FIND WHAT'S NEW TO ACHIEVE NOW (15 min)

What are your challenges for the next months? What resources do you need? How can you tackle them? What advice would you give to someone else? What would you do differently? What was the most rewarding part? Why? How did you feel about it? What did you learn? What advice would you give to someone else? What would you do differently?

NOW THAT YOU HAVE FOUND CHALLENGES FOR YOUR UPCOMING MONTHS, LET'S SHARE THEM WITH THE OTHER PROJECTS TO FIND OUT WAYS TO TACKLE THEM

FIND WHAT'S NEW TO ACHIEVE NOW (15 min)

What are your challenges for the next months? What resources do you need? How can you tackle them? What advice would you give to someone else? What would you do differently? What was the most rewarding part? Why? How did you feel about it? What did you learn? What advice would you give to someone else? What would you do differently?

NOW THAT YOU HAVE FOUND CHALLENGES FOR YOUR UPCOMING MONTHS, LET'S SHARE THEM WITH THE OTHER PROJECTS TO FIND OUT WAYS TO TACKLE THEM

Training module – Using reflection to approach your future steps

Participant 03

PIN DOWN THE MILESTONES COMPLETED SO FAR IN YOUR PROJECT AND THE ONES AHEAD OF YOU (5-10 min)

What have you done in the past months and what will you be doing in the months to come? Write down these project milestones on the timeline below.

REFLECT ON ONE OF YOUR MILESTONES (20 min)

BEFORE YOU GO TO THE NEXT TEMPLATE, LET'S SHARE SOME THOUGHTS!

FIND WHAT'S NEW TO ACHIEVE NOW (15 min)

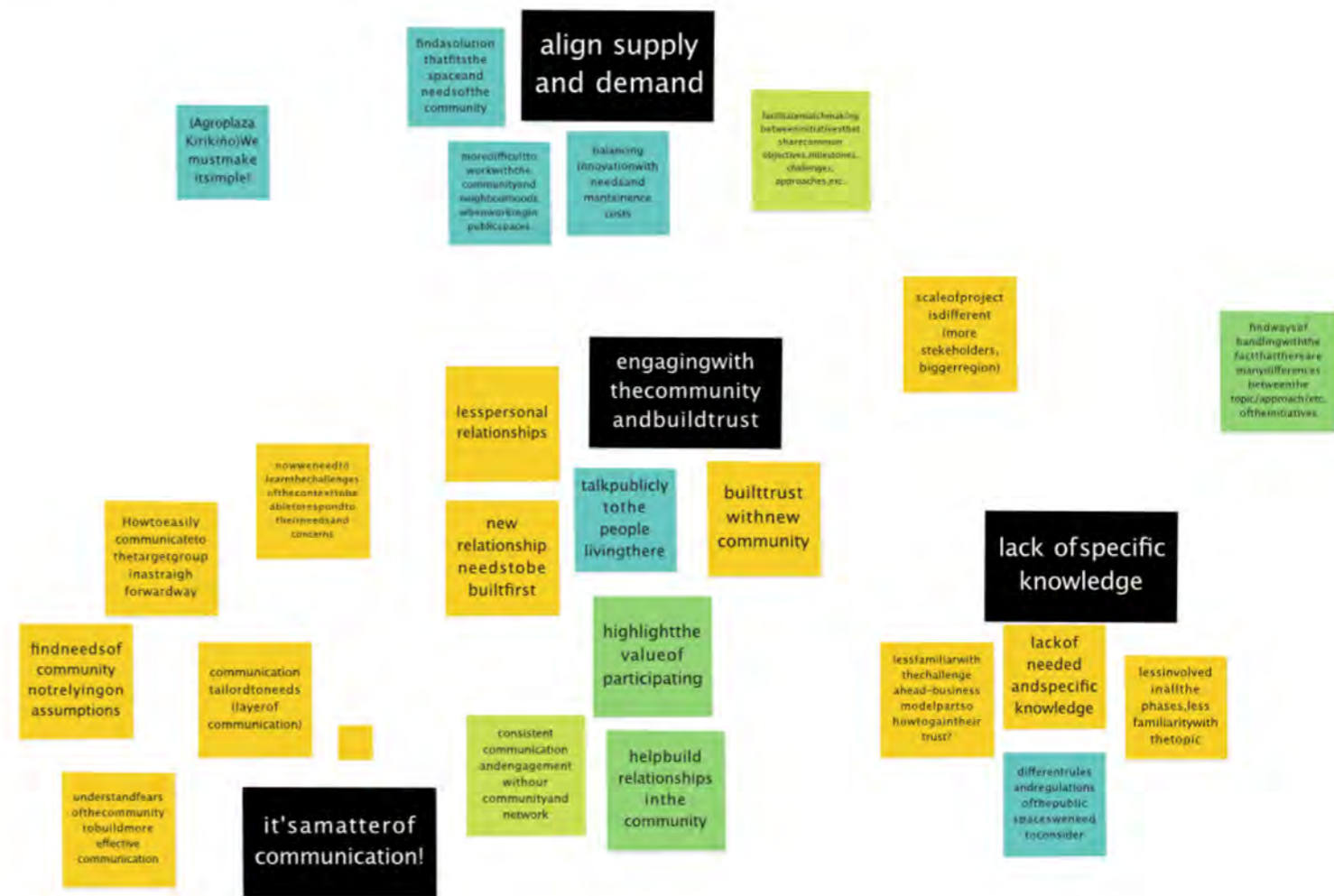
NOW THAT YOU HAVE FOUND CHALLENGES FOR YOUR UPCOMING MONTHS, LET'S SHARE THEM WITH THE OTHER PROJECTS TO FIND OUT WAYS TO TACKLE THEM

Clustering board

SHARED CHALLENGES FOR THE DESIGNSCAPES COMMUNITY.

Copy (or write) here what are the challenges you will likely face in the next months found through that you found through the activity. (PLEASE WRITE DOWN THE NAME OF THE PROJECT ON THE POST-IT)

1) Look at each other's challenges and try to make CLUSTERS that summarise what are SHARED CHALLENGES IN THE COMMUNITY of Designscares!



APPENDIX 3

PIZZA SESSIONS

Pizza sessions

Overview Miro board



GROCERY LIST

What do you need to scale into the new context? Think about the core ingredients, the local ones, tools that you might need to cook and who should be involved?

Core ingredients	Local ingredients
Tools	Other

THE COOKING TEAM



SHOPPING BASKET



Fro2 mNijgYaz mNkqghYSl wEzadZy.



Fro2 tze susY3mGpCetney3.



Activity 02 - shopping ingredients

Activity 1 - Grocery list

GROCERY LIST

What do you need to scale into the new context? Think about the core ingredients, the local ones, tools that you might need to cook and who should be involved?

Core ingredients <small>(The essential ingredients that you need to scale into the new context)</small>	Local ingredients <small>(The ingredients that are available in the new context)</small>
Tools <small>(Think about the tools, equipment, kitchen items, etc. that you might need to cook in the new context)</small>	Other <small>(Think about other resources that you might need to scale into the new context)</small>

Pizza sessions

Activity 3 – Participant 01

MY PIZZA IS MADE OF...

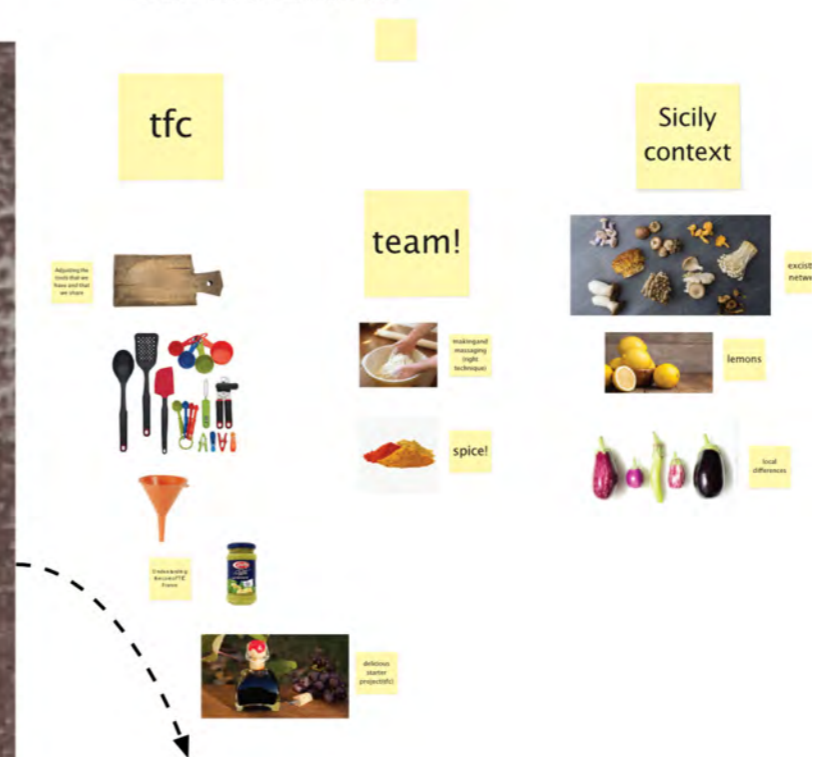
Now it's time to make the pizza. Copy and paste the ingredients here and think about the different layers of a pizza, what is the base, what are the toppings? You can re-size the items or duplicate them according to their importance. Think about how do you place those ingredients, with which order, in which structure...



Wha|| arYtZebaβgeYzōkt| of tzeinβ|Eaβsvō?
 Wha|| doY| madzYtZebaYarš| doyz of yoppNjnju?

RELATIONSHIPS AND DYNAMICS OF THE COOKING TEAM

Which type of relationship do you want to build with the new stakeholders? How will the 'cooking dynamics' be put in place? How would you describe the relationship? Think about attributes that this relationship should have.



Wha|| arYtze ex|βutostšnyÖ?
 Is tzešYanNjgpačdzuseešYt tzač
 madzYčp pNjnjušgč?



Pizza sessions

Activity 3 – Participant 02

MY PIZZA IS MADE OF...

Now it's time to make the pizza. Copy and paste the ingredients here and think about the different layers of a pizza, what is the base, what are the toppings? You can re-size the items or duplicate them according to their importance. Think about how do you place those ingredients, with which order, in which structure...

Wha|| aŕŷtzebaŕgeŷzōkt| of tzeinŕ||ŕaŕŕvō?
Wha|| doŷ| madzŷtzebaŷanŕ| doŷz of yōppNjnju?



Selection of what is our priority/main focus



Reminder/presentation of what is the TFC secretsauce



Mix the best ingredients together from TFC experience and Sicilian context and objectives



Wha|| aŕŷtze ex||ŕtossŕnyō?
Is tzeŕŷanNjgpaŕkōzuseŕŕŷt tzeŕ
madzŷtch pNjnjuŕŕ?



Add extra toppings during the whole process so that the pizza is unique and tasty at the end

RELATIONSHIPS AND DYNAMICS OF THE COOKING TEAM

Which type of relationship do you want to build with the new stakeholders?
How will the 'cooking dynamics' be put in place?
How would you describe the relationship?
Think about attributes that this relationship should have.



Pizza sessions

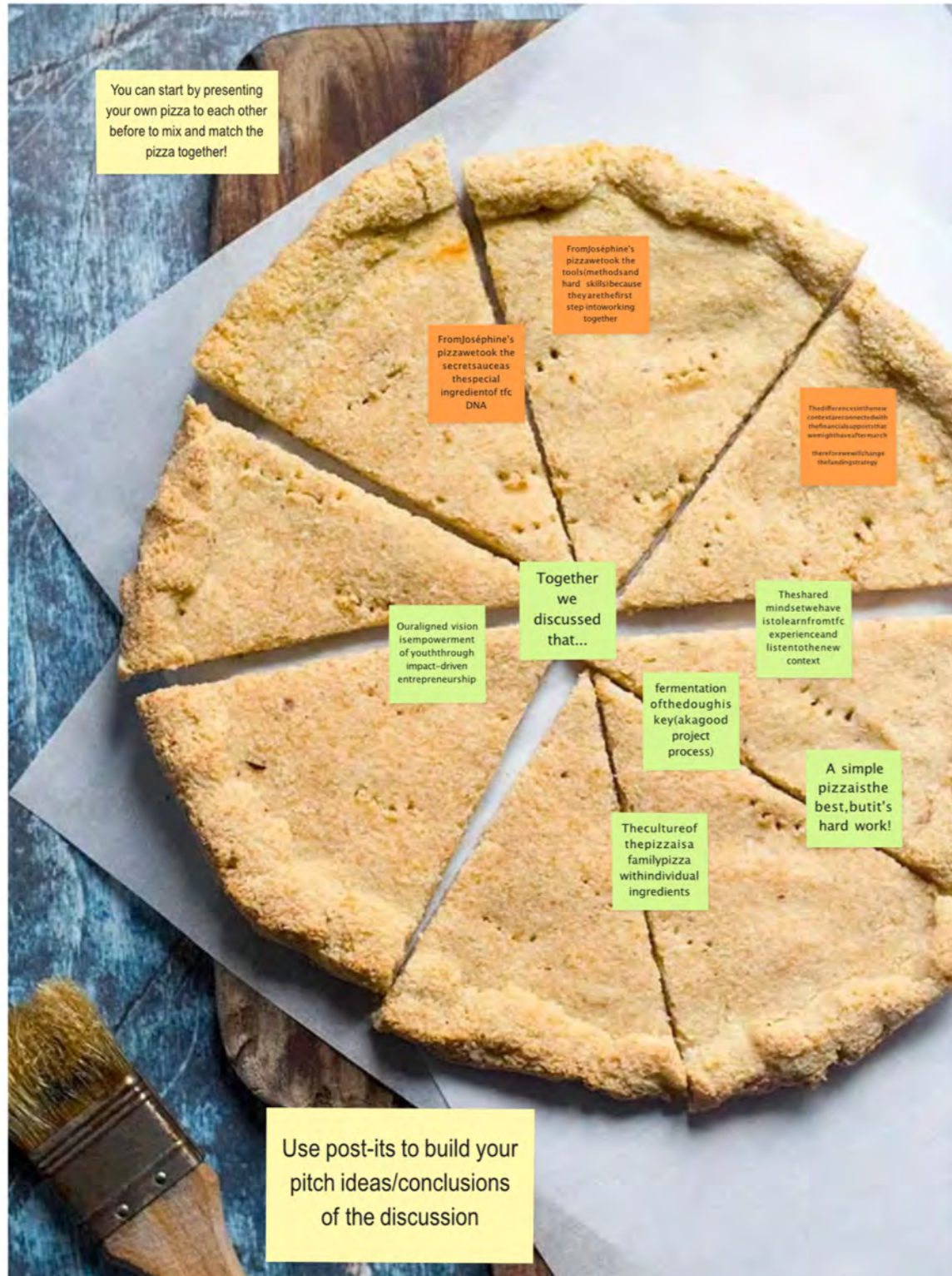
Activity 4 Creating a pizza together

OUR DNA PIZZA AND SPECIAL RECIPE!

Discuss together how you will use each individual pizza/ ingredients to create one that captures the DNA of the project you are going to scale.

- How are the different pieces coming together?
- How do you align different visions and values, tools and approaches?
- What will be changed?
- How do you incorporate different interests?
- How will you deal with different contextual circumstances?

After having found a common ground everyone align with, prepare your pitch. You will have 2min. to Pitch and share what's your pizza DNA and Recipe!



You can start by presenting your own pizza to each other before to mix and match the pizza together!

From Josephine's pizza we took the secret sauce as the special ingredient of the DNA

From Josephine's pizza we took the tools (methods and hard skills) because they are the first step into working together

The differences in these contexts are connected with the main idea of the research, therefore we will change the landing strategy

Our aligned vision is empowerment of youth through impact-driven entrepreneurship

Together we discussed that...

The shared mindset we have is to learn from the experience and listen to the new context

fermentation of the dough is key (a good project process)

The culture of the pizza is a family pizza with individual ingredients

A simple pizza is the best, but it's hard work!

Use post-its to build your pitch ideas/conclusions of the discussion

APPENDIX 4

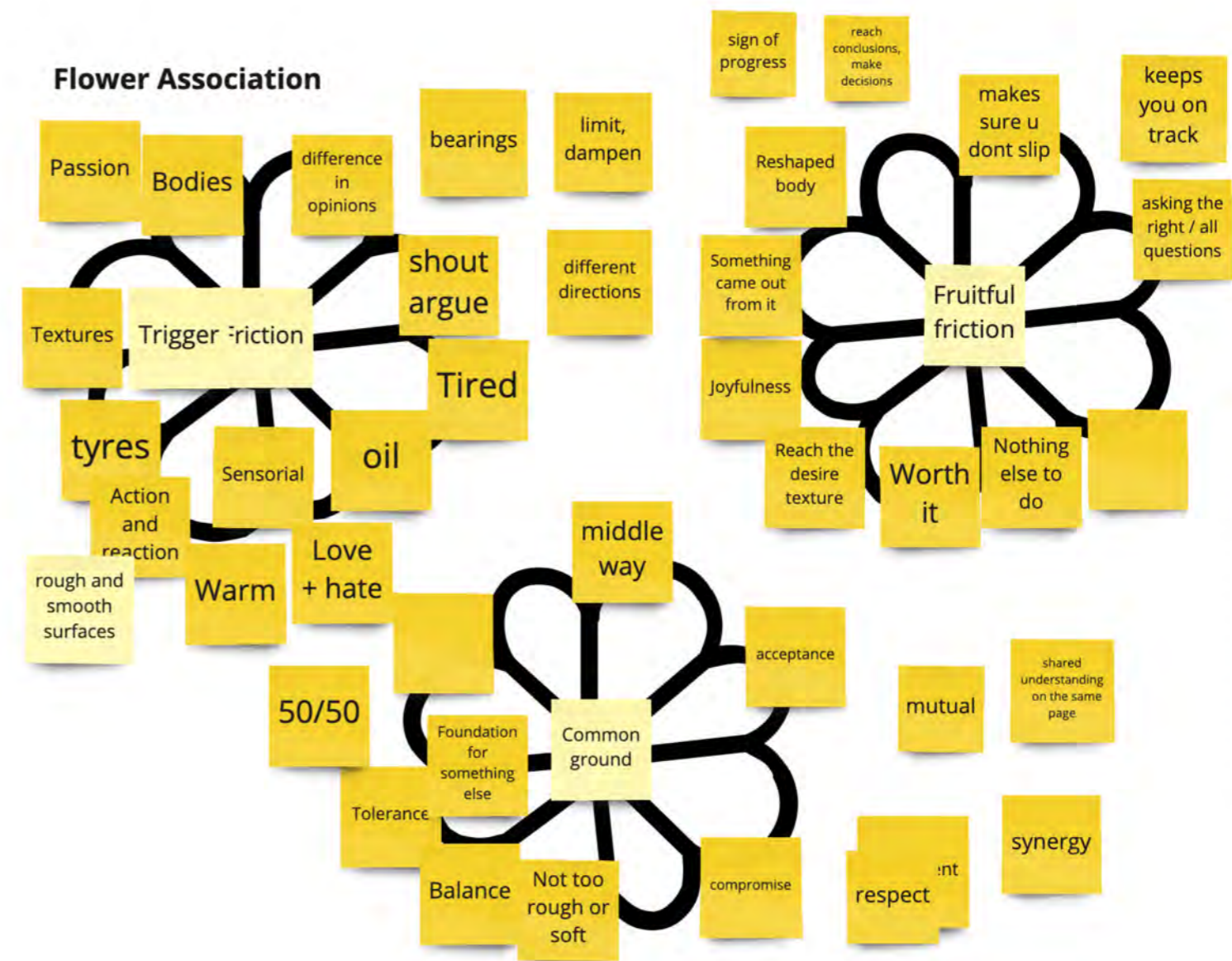
IDEATION SESSIONS

Ideation session 01

Overview Miro board



Activity 01 – Flower association



Ideation session 01

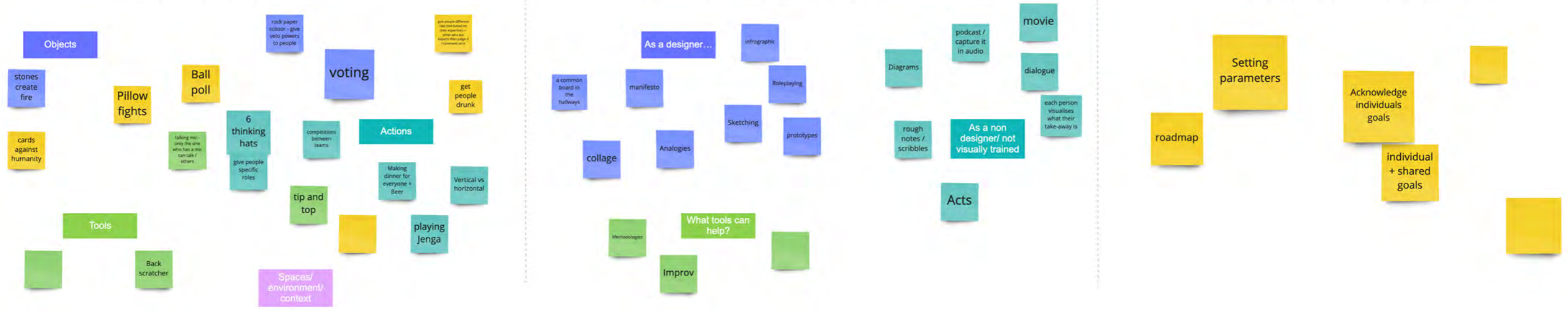
Activity 02 – Ideation

How to trigger fruitful friction...

How to create fruitful friction...

How to verbalize & visualize common ground...

How to make common ground actionable ...



Energizer



Scientist/ Lab



Designer



Politician



Priest

Ideation session 01

Reflection & Feedback

Reflection

you need to define what the common ground is going to be about

Will be good to know what exactly does scaling mindset mean for the social innovation

try to define the types of friction (what all people can have friction about)

Would be good to define who are the people who are going come to a common ground - 1) people within an org., 2) people who are going to help to implement the innovation in a different context or 3) the target audience in the new context

Ideation session 02

Overview Miro board

Activity 01 – Flower Association

Welcome

Ice-breaker

Agenda

- Ice-breaker
- Introduction
- Ideation
- 5 min. Break
- Discussion & clustering
- Reflection

Flower Association

Graduation topic

Scaling social innovation - scaling mindsets
Facilitate social innovations to express peoples way of thinking to create conceptual and actionable common ground with relevant partners & stakeholders.

Target group

Framework

Design goal

Create fruitful friction and enable sense-making to facilitate the emergence of a conceptual common ground that can be verbalized and visualized to make it actionable.

Idea board

Ideation session 02

Activity 02 – Ideation

How to trigger friction...



How to articulate a shared understanding (verbally & visually)...



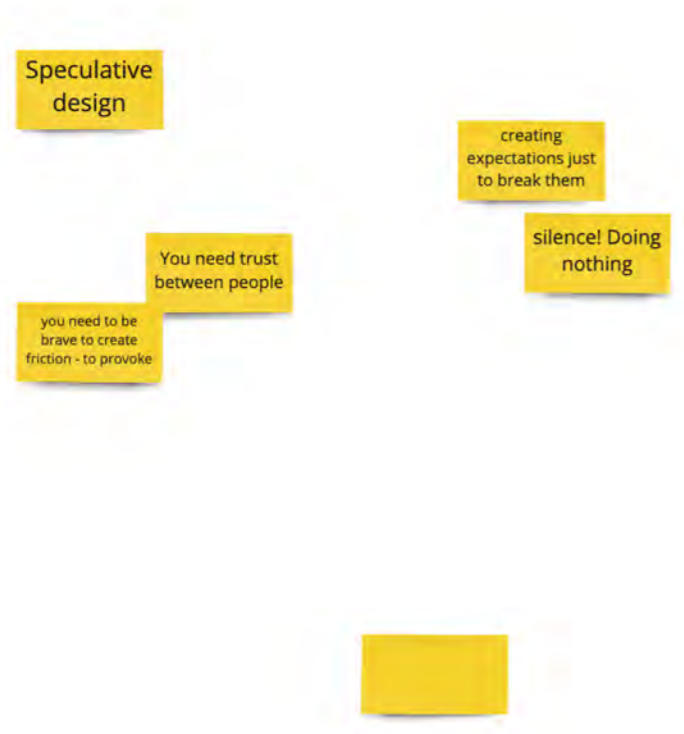
How to derive actions from the shared understanding...



Ideation session 02

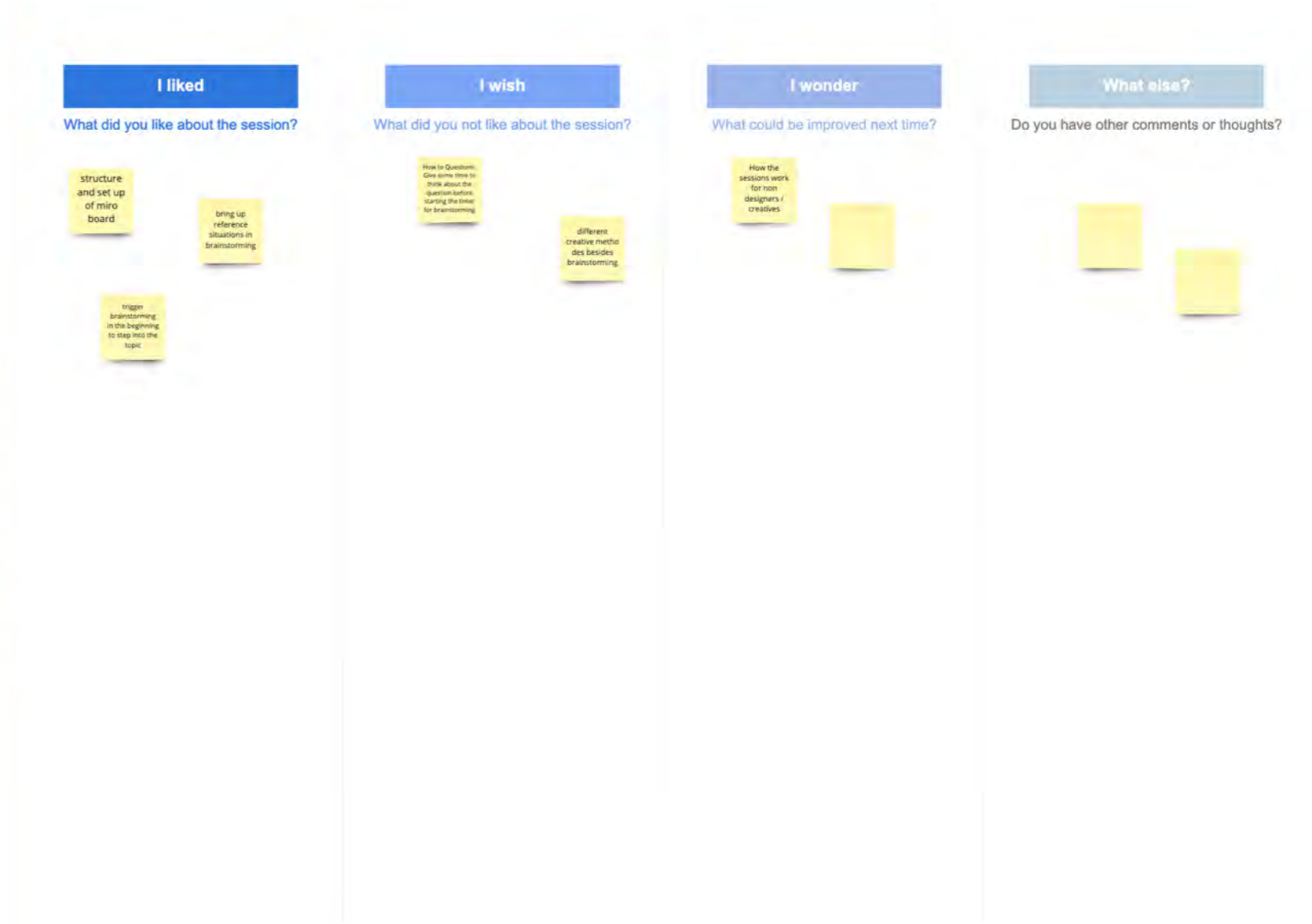
Activity 03 – Clustering

5 min. Break



Reflection

Reflection & Feedback

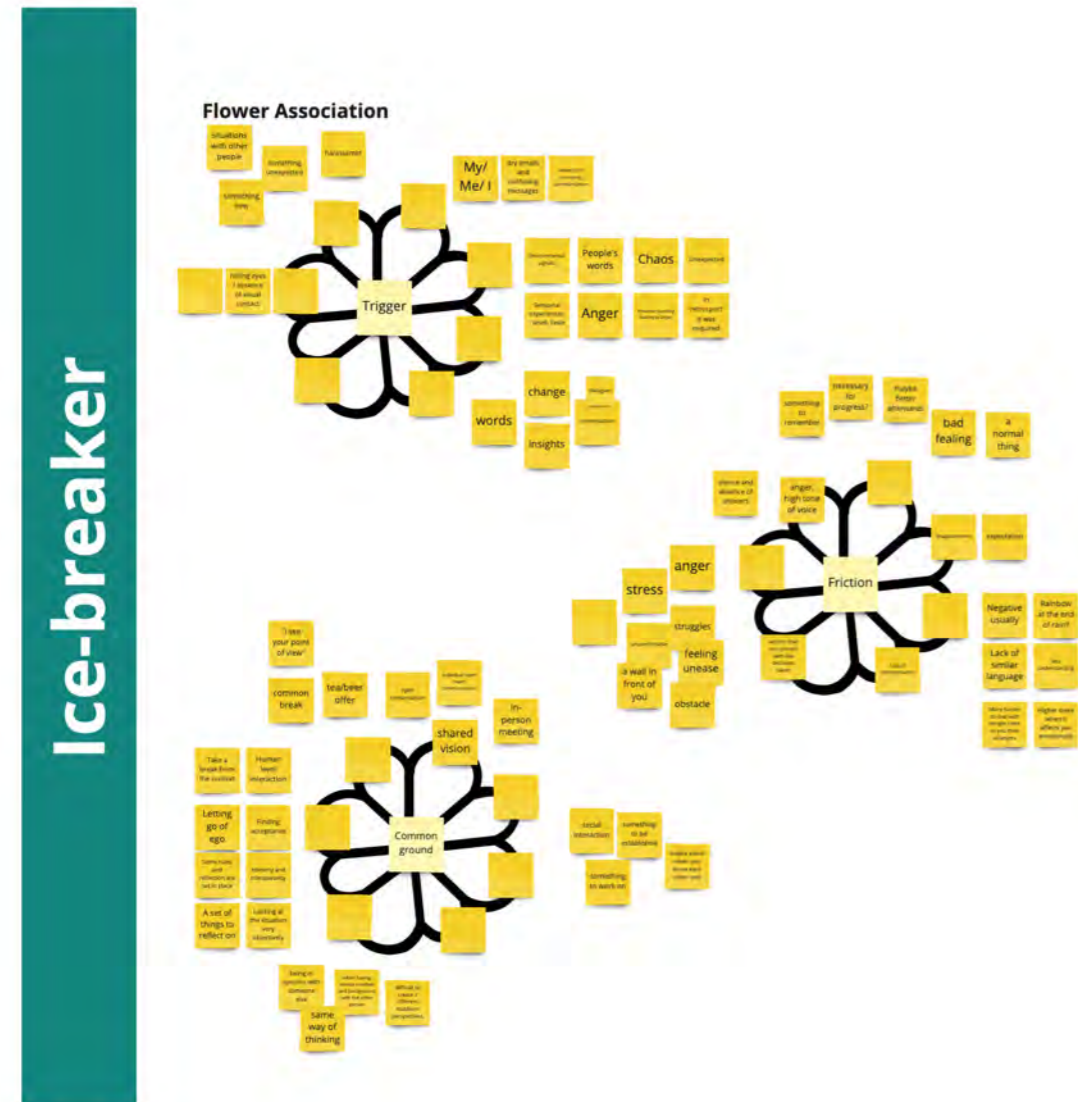


Ideation session 03

Overview Miro board



Activity 01 – Flower Association



Activity 02 – Ideation

How to articulate a shared understanding (verbally & visually)...

How to trigger fruitful friction...

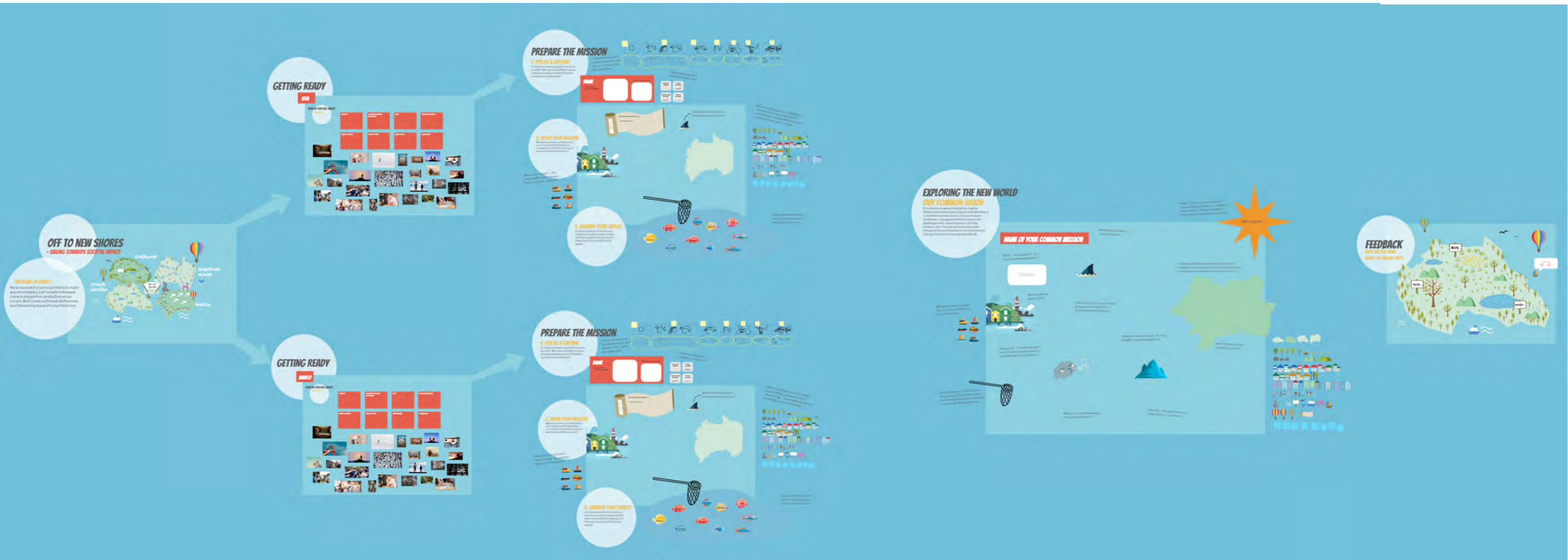


APPENDIX 5

SAILING SESSIONS

Sailing session 01

Overview Miro board



Sailing session 01

Activities 1 & 2 – Participant 01

GETTING READY

GIULIA

HOW DO YOU FEEL ABOUT...

WITH MY TEAM



PREPARE THE MISSION

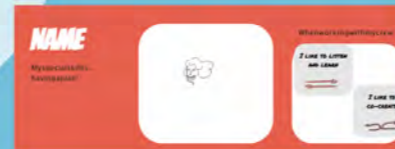
1. YOU AS A CAPTAIN

Create your own captain character profile. Who are you? What is your ambition and your skills? How do you like to collaborate?

Create your personal captain character and place it in the white box down here.



Choose one and place it in the box on the left.



2. DEFINE YOUR MISSION

What is your mission? How does your ship look like? Where do you want to ship? Where do you want to go with this project?

What ship is apt for this mission? Place your chosen ship next to the harbour.



3. EMBARK YOUR CARGO

It's time to embark the values that you consider important to take on board for this project? Place your chosen fish in the quiver.

My mission for this project is... To inspire 'talents' (realize their potential and to combine the journey together.



Where do you want to ship? What is your ambition, your goal for this mission? Play around with the content and create your vision island.



Can you think of another value that you want to add? Just write it here.

Sailing session 01

Activities 1 & 2 – Participant 02

GETTING READY

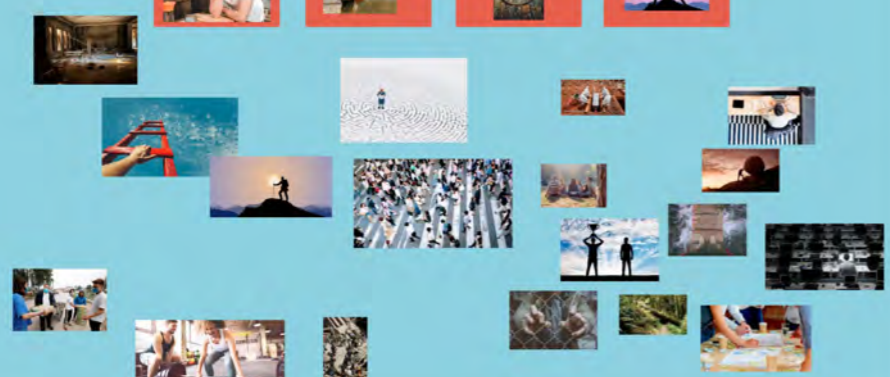
HANNA

HOW DO YOU FEEL ABOUT...

How do you feel about...

Grid of image cards for 'HOW DO YOU FEEL ABOUT...' activity:

- ACHIEVEMENT
- ACHIEVING, REVEALING AND DISCOVERING
- EFFORT
- EFFORT, BUT NOT SUCCESS
- ACHIEVEMENT & COURAGE
- SUCCESS OF OTHERS
- ACHIEVING, PASSION
- ACHIEVEMENT

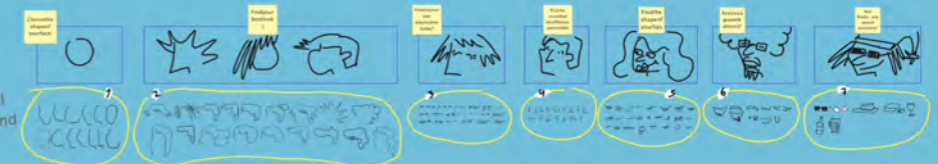


PREPARE THE MISSION

1. YOU AS A CAPTAIN

Create your own captain character profile. Who are you? What is your ambition and yours? How do you like to collaborate?

Create your personal captain character and place it in the white box down here.



Chose one and place it in the box on the left.

NAME

My character's name is

What is my sailing crew?

I LIKE TO BE

I LIKE TO GO

I LIKE TO LEARN AND LEARN

I LIKE TO GO

2. DEFINE YOUR MISSION

What is your mission? How does your ship look like? Where do you want to ship? Where do you want to go with this project?

What ship is apt for this mission? Place your chosen ship next to the harbour.



MISSION

My mission for this project is...

to take a sailing trip which offers a meaningful experience for young people in Sicily to embark on the impact-driven career path. To inspire "the click"

Where do you want to ship? What is your ambition, your goal for this mission? Play around with the content and create your vision island.

Can you think of another value that you want to add? Just write it here

3. EMBARK YOUR CARGO

It's time to embark the values that you consider important to take on board for this project? Place your chosen ship in the quiver.



Sailing session 01

Activity 3 – Co-creating a shared understanding

EXPLORING THE NEW WORLD

OUR COMMON VISION

Create your own world by placing the different elements provided around the base (continents and oceans). Use the nature elements, signage and others to provide guiding points, meeting areas, activity centers, etc. You can also place pdf files as a presentation document, video files, or video conferencing links, depending on the purpose.

NAME OF YOUR COMMON MISSION

What might be hidden risks or threats?

What is your aspirational vision? Your guiding north star? Think about how many, to what extent and by when you aim to achieve your impact.

We aspire...
...a standalone structure
...creating value for people
...the click!

Who is the captain? Or do you have multiple captains?



What is the best route to take?



Where and how do you start?



What is important to you in the project?



What values are important for this project?



What is the wind that brings your project forward?

What are obstacles that you might have to overcome?

How does the your common goal look like?



What is the best way to reach your goal and north star?



Sailing session 02

Activity 1 & 2 – Participant 01

GETTING READY

RTA

HOW DO YOU FEEL ABOUT...

HOW DO YOU FEEL ABOUT...

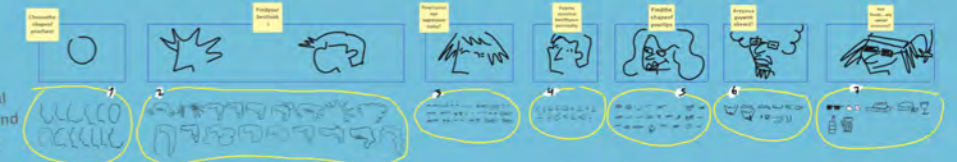
HOW DO YOU FEEL ABOUT...

PREPARE THE MISSION

1. YOU AS A CAPTAIN

Create your own captain character profile. Who are you? What is your ambition and your skills? How do you like to collaborate?

Create your personal captain character and place it in the white box down here.



Chose one and place it in the box on the left.

NAME CAPTAIN MANAGEMENT

My special skills... write your skills here

pragmatism

What makes you happy?

I LIKE TO BE... I LIKE TO CO-CREATE

I LIKE TO LEARN... I LIKE TO LEARN WITH OTHERS

2. DEFINE YOUR MISSION

What is your mission? How does your ship look like? Where do you want to ship? Where do you want to go with this project?

What ship is apt for this mission? Place your chosen ship next to the harbour.



3. EMBARK YOUR CARGO

It's time to embark the values that you consider important to take on board for this project? Place your chosen fish in the quiver.



Can you think of another value that you want to add? Just write it here.

Where do you want to ship? What is your ambition, your goal for this mission? Play around with the content and create your vision island.

What difficulties do you foresee on your journey?

how to transfer the values of StartPark allowing SYAKEHOLDERS who engage in the SP to be still able to make it site-specific

My mission for this project is... place your text here... make it autonomous

Sailing session 02

Activity 1 & 2 – Participant 02

GETTING READY

MARCO

HOW DO YOU FEEL ABOUT...

HOW DO YOU FEEL ABOUT... (with 8 small images)

HOW DO YOU FEEL ABOUT... (with 8 small images)

HOW DO YOU FEEL ABOUT... (with 8 small images)

HOW DO YOU FEEL ABOUT... (with 8 small images)

HOW DO YOU FEEL ABOUT... (with 8 small images)

HOW DO YOU FEEL ABOUT... (with 8 small images)

HOW DO YOU FEEL ABOUT... (with 8 small images)

HOW DO YOU FEEL ABOUT... (with 8 small images)

PREPARE THE MISSION

1. YOU AS A CAPTAIN

Create your own captain character profile. Who are you? What is your ambition and your skills? How do you like to collaborate?

Create your personal captain character and place it in the white box down here.



Chose one and place it in the box on the left.

MRS. PARKY START
MYSTERY, DIVERSITY, OPENNESS AND CREATIVITY

When you begin the mission...

2 LINE TO BE...
2 LINE TO...
2 LINE TO...
2 LINE TO...

2. DEFINE YOUR MISSION

What is your mission? How does your ship look like? Where do you want to ship? Where do you want to go with this project?

What ship is apt for this mission? Place your chosen ship next to the harbour.



My mission for this project is...
Diffusion SP approach and ingredients all over the countries

- What difficulties do you foresee on your journey?
- Poor effort in understanding the value of referral and aggregation on project like SP.
 - Appropriation and political interest
 - Differential stakeholders' interests
 - Effort and resource-consuming to scale



Where do you want to ship? What is your ambition, your goal for this mission? Place around with the content and create your vision! and...



3. EMBARK YOUR CARGO

It's time to embark the values that you consider important to take on board for this project. Place your chosen values in the quiver.



Can you think of another value that you want to add? Just write it here

Sailing session 02

Co-creating a shared understanding

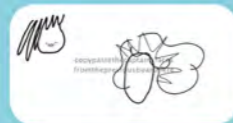
EXPLORING THE NEW WORLD

OUR COMMON VISION

Create your own world by placing the different elements provided around the base (continents and oceans). Use the nature elements, signage and other tools to provide guiding points, meeting areas, activity centers, etc. You can also place google images or icons if you need more elements to express your vision, goal and path.

DIFFUSE SP APPROACH AND MAKE IT AUTONOMOUSLY TRAVELLING AMONG COUNTRIES

Who is the captain? Or do you have multiple captains?



Where and how do you start?



Which ship(s) do you need for your mission? Place it on the harbour.



What might be hidden risks or threats?



What is the best route to take? Draw your route from the harbour towards the goal.

Any milestones or stages that you need to pass during your trip?

MINIMUM QUALITY REQUIREMENTS
PROVIDE A TOOLKIT TO SCALE START PARK +
MAKE THE PROCESS MORE FLUID

IMPACT ANALYSIS



How does the your common goal look like? Build the islands that it represents your goal that you want to achieve with your project?



What is important to you in the project?



MORE LIVABLE CITIES

IN 1 YEAR SCALE START PARK OUTSIDE TUSCANY

IN 1 YEAR SCALE START PARK OUTSIDE TUSCANY

What is your aspirational vision? Your guiding north star? Think about how many, to what extend and by when you aim to achieve your impact.



What values are important for this project? Choose the values from the previous boards that you align on and place them here.



What is the wind that brings your project forward?

DEFINE A COMMON VISION WITH SHARED PURPOSE
EMBRACE CLASSIC, PROVEN AND SUSTAINABLE PROJECTS
INNOVATIVE
CAREFUL
SOCIAL AND ECONOMIC VALUE TOGETHER

What are obstacles that you might have to overcome?

PROVIDE A TOOLKIT TO SCALE START PARK +
MAKE THE PROCESS MORE FLUID

APPENDIX 6

EVALUATION SESSIONS

Toolkit evaluation 01

Overview Miro board

FRUITFUL FRICTION AS A STRATEGY TO SCALE SOCIAL INNOVATIONS DEEP.
ARE WE ON THE SAME PAGE? TOOLKIT
 A TOOL THAT HELPS SOCIAL INNOVATORS & THEIR STAKEHOLDERS REACH COMMON GROUND USING FRUITFUL FRICTION.

OVERVIEW

INTRODUCTION

3 BUILDING BLOCKS

GUIDELINES

PREPARATION

TEMPLATE

BUILDING THE WORKSHOP

OVERVIEW

WHAT IS IT FOR?
 - GIVE FEEDBACK ON APPROACHES
 - CHECK FEASIBILITY/RELEVANCE WITH STAKEHOLDERS

WHEN TO USE IT?
 - WHEN YOU WANT TO CHECK IF YOU AND YOUR STAKEHOLDERS ARE ON THE SAME PAGE
 - WHEN YOU WANT TO CHECK IF YOU AND YOUR STAKEHOLDERS UNDERSTAND EACH OTHER
 - WHEN YOU WANT TO CHECK IF YOU AND YOUR STAKEHOLDERS ARE ON THE SAME PAGE

HOW TO USE IT?
 - PREPARE YOUR WORKSHOP
 - INVITE YOUR STAKEHOLDERS
 - RUN THE WORKSHOP
 - EVALUATE THE WORKSHOP

CONTENT

must-have (happy face emoji)

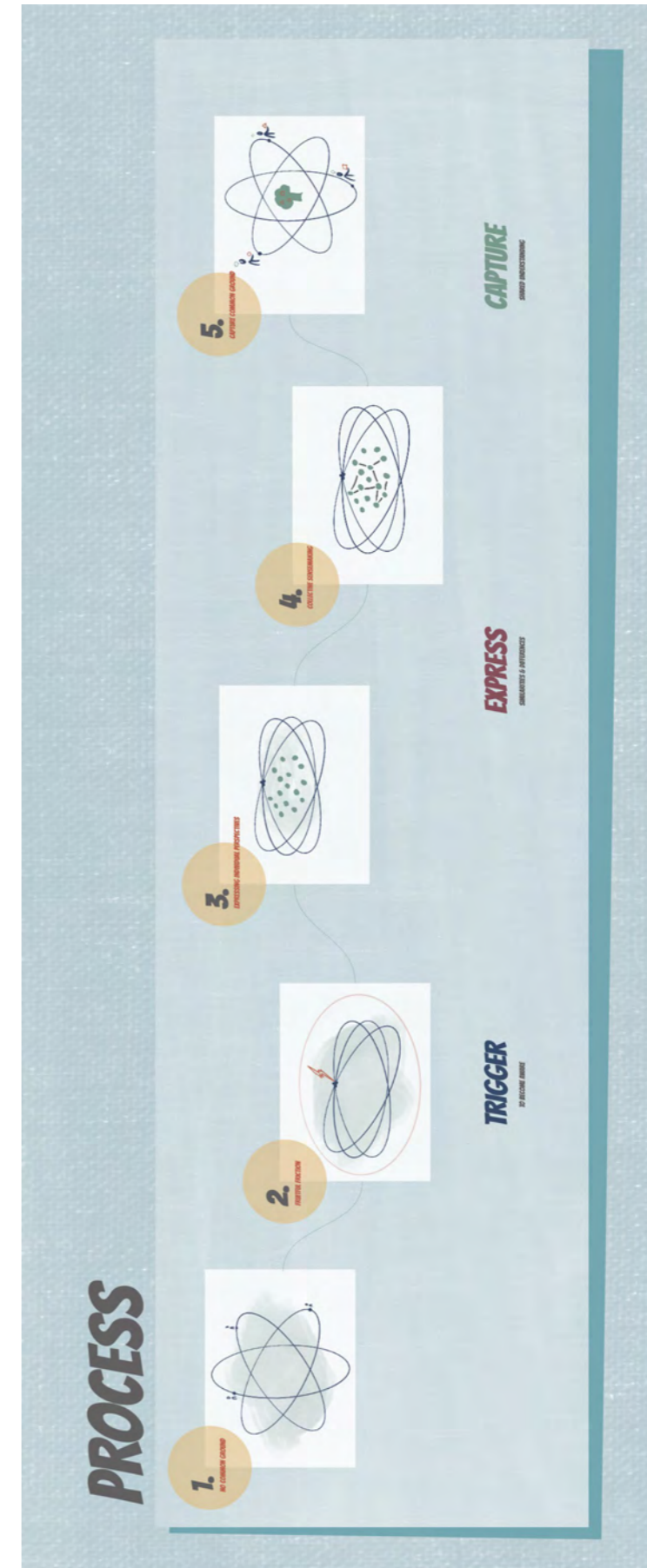
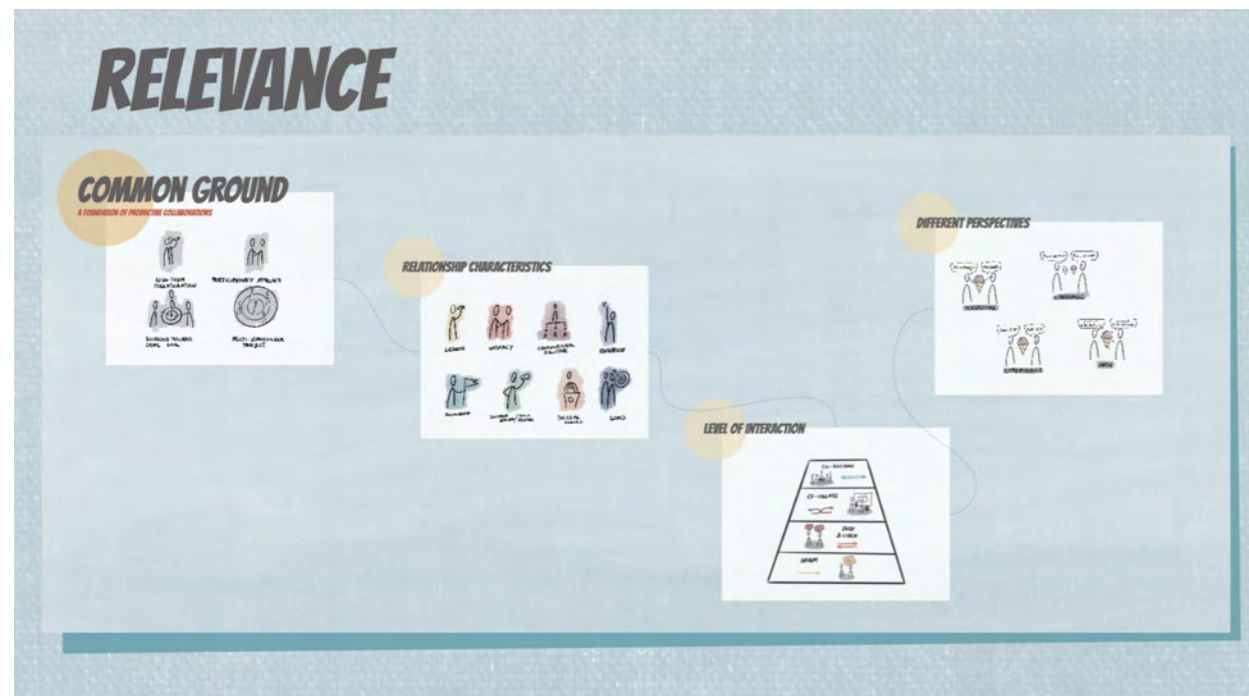
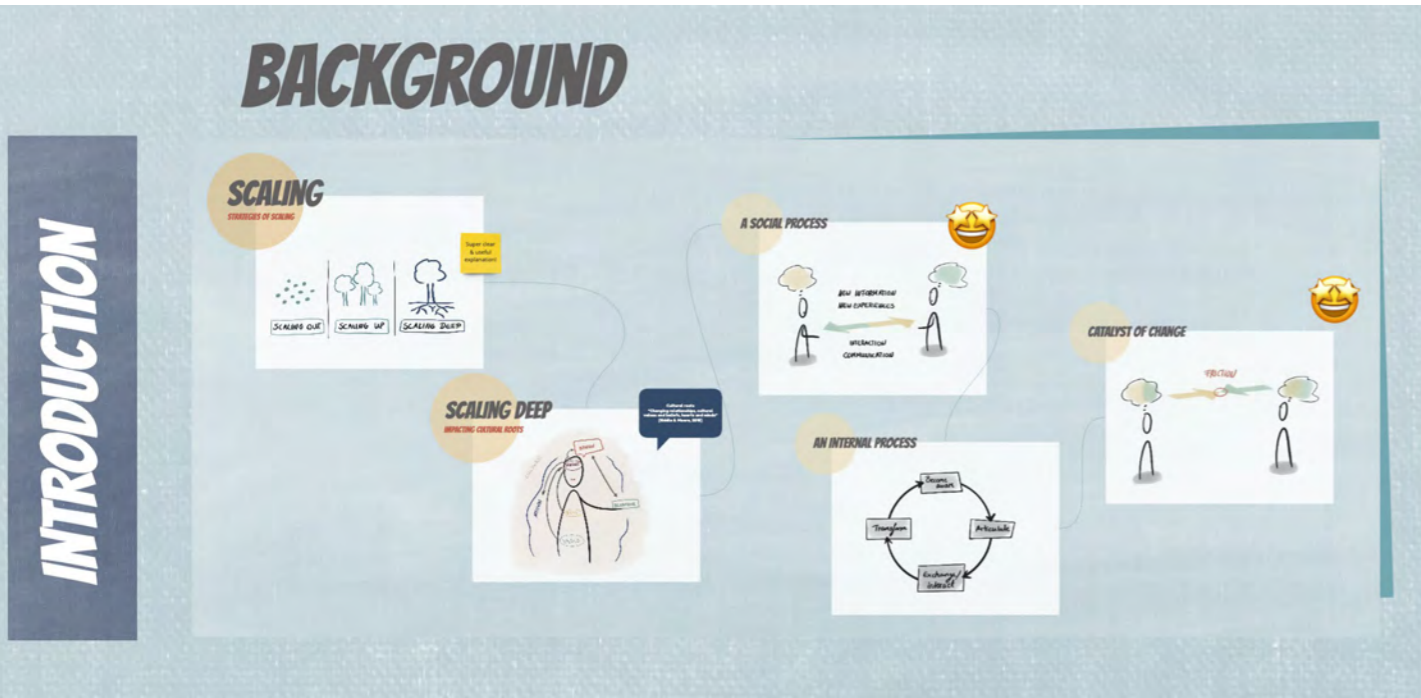
indifferent (neutral face emoji)

unclear (neutral face with question mark emoji)

better not to tell (sad face emoji)

Toolkit evaluation 01

Introduction into the theory



Toolkit evaluation 01

Guidelines for the workshop creation

3 BUILDING BLOCKS

GUIDELINES

TRIGGER

WHAT IS IT?

- Warm up exercise to trigger people become aware of their way of thinking in general & see how others think
- Awareness
- Reveal similarities and differences amongst peoples way of thinking

TIPS

Encourage people to express their views & ideas. Encourage people to express their views & ideas. Encourage people to express their views & ideas.

EXAMPLES

Examples of Trigger activities include: ...



EXPRESS

WHAT IS IT?

- Individual activity to give people time reflect on their stand regarding the project and allow them to express and share it with the group
- Unlock similarities and differences regarding the perspective on the project

TIPS

Encourage people to express their views & ideas. Encourage people to express their views & ideas. Encourage people to express their views & ideas.

EXAMPLES

Examples of Express activities include: ...



CAPTURE

WHAT IS IT?

- Collaborative activity to align on project aspects and develop a shared vision
- Co-create a shared understanding and a collective vision that builds the common ground for your collaboration.

TIPS

Encourage people to express their views & ideas. Encourage people to express their views & ideas. Encourage people to express their views & ideas.

EXAMPLES

Examples of Capture activities include: ...



PREPARATION

PARTICIPANTS

Think about the people that you invite to your workshop. What is their background and role?



TOPIC

What is the topic that you want to address or focus on in the workshop?



OUTCOME

What do you want to align on with your stakeholder?

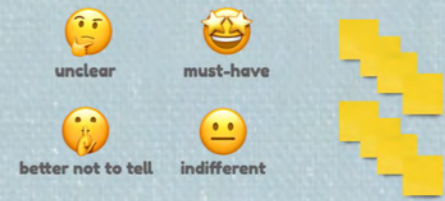


PRACTICALITIES

Practicalities include: ...

FACILITATION

Facilitation tips for the success: ...

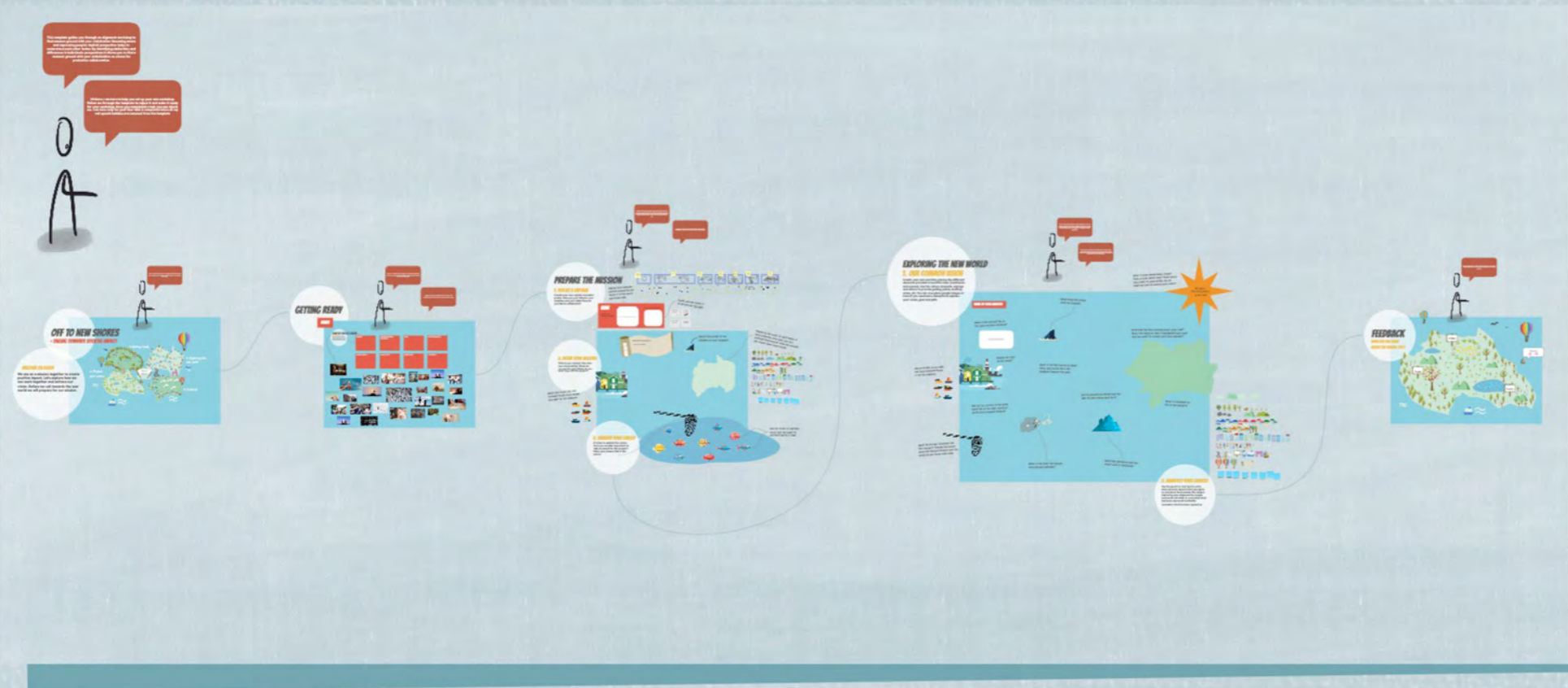


Toolkit evaluation 01

Introduction into the Miro workshop template

BUILDING THE WORKSHOP

TEMPLATE



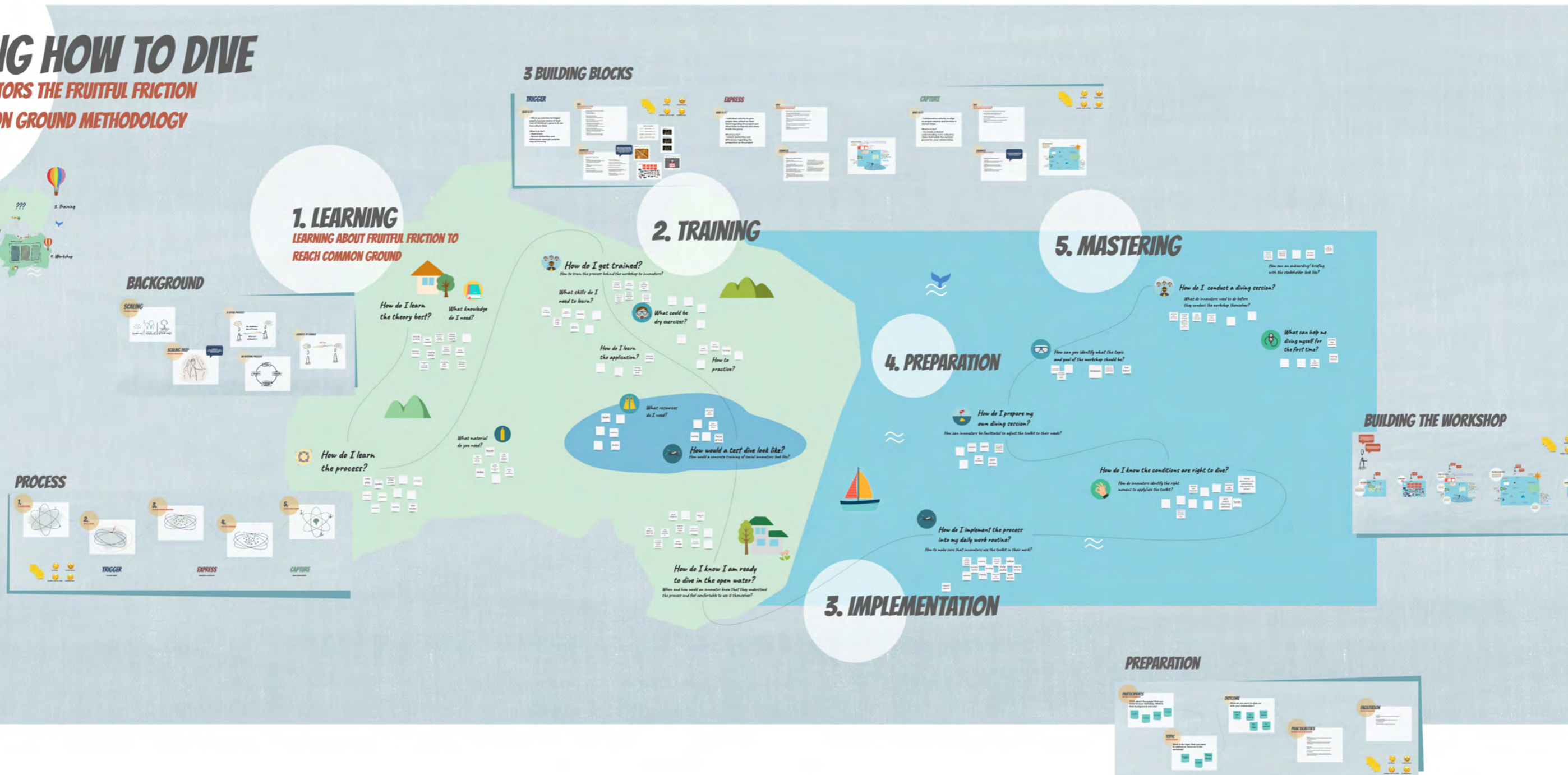
unclear must-have
better not to tell indifferent



Toolkit evaluation 02

Overview Miro board

LEARNING HOW TO DIVE TEACHING INNOVATORS THE FRUITFUL FRICTION TOWARDS COMMON GROUND METHODOLOGY



3 BUILDING BLOCKS

TRIGGER

WHY IS IT?
- When an obstacle to trigger people become aware of their way of thinking in general & see how others think.
What is it for?
- Awareness
- Shared similarities and differences amongst people's way of thinking

EXAMPLE

- Workshop: "How do we think?"
- Activity: "The 1000 words game"
- Activity: "The 1000 words game"
- Activity: "The 1000 words game"

EXPRESS

WHY IS IT?
- Individual ability to give people their input on their own regarding the project and allow them to express and share it with the group.
What is it for?
- Shared similarities and differences regarding the perspective on the project

EXAMPLE

- Workshop: "How do we think?"
- Activity: "The 1000 words game"
- Activity: "The 1000 words game"
- Activity: "The 1000 words game"

CAPTURE

WHY IS IT?
- Collaborative activity to align on project aspects and develop a shared vision.
What is it for?
- Co-create a shared understanding and a collective vision that builds the common ground for your collaboration.

EXAMPLE

- Workshop: "How do we think?"
- Activity: "The 1000 words game"
- Activity: "The 1000 words game"
- Activity: "The 1000 words game"

1. LEARNING

LEARNING ABOUT FRUITFUL FRICTION TO REACH COMMON GROUND

How do I learn the theory best?

What knowledge do I need?



How do I learn the process?

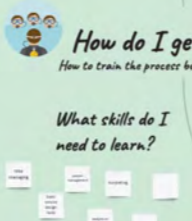
What material do you need?



2. TRAINING

How do I get trained?

How to train the process behind the workshop to innovators?



What skills do I need to learn?

What could be dry exercises?

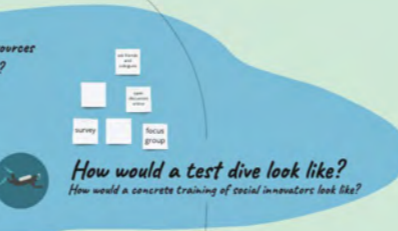
How do I learn the application?

How to practice?

What resources do I need?

How would a test dive look like?

How would a concrete training of social innovators look like?



How do I know I am ready to dive in the open water?

When and how would an innovator know that they understood the process and feel comfortable to use it themselves?

4. PREPARATION

5. MASTERING

How do I conduct a diving session?

What do innovators need to do before they conduct the workshop themselves?

What can help me diving myself for the first time?



How can you identify what the topic and goal of the workshop should be?

How do I prepare my own diving session?

How can innovators be facilitated to adjust the toolkit to their needs?

How do I know the conditions are right to dive?

How do innovators identify the right moment to apply/use the toolkit?

How do I implement the process into my daily work routine?

How to make sure that innovators use the toolkit in their work?

3. IMPLEMENTATION

CAPTURE

5.

APPENDIX 7

ONLINE SURVEY

Online survey

Designing with metaphors

https://docs.google.com/forms/d/1W5kdquxCQ4fwi2PQIK_u-DEQpv...

Designing with metaphors

For my graduation project I am discovering different metaphors at the moment. Filling in this questionnaire will help me understand what people associate with different metaphors. It will only take 5 min of your time. There is no wrong answer, just write down whatever comes to your mind. Thank you so much. Your support helps me a lot to get a fresh perspective.

1. What do you associate with the metaphor of embarking on a ship and sail to a new island. What words, images or thoughts pop up in your head when you think about this?

2. What words, images or thoughts pop up when you see image below? I am interested in your thoughts regarding the metaphor and possible meanings for you, not the style or colours of the image.



3. What do you think can this metaphor stand for?

Designing with metaphors

https://docs.google.com/forms/d/1W5kdquxCQ4fwi2PQIK_u-DEQpv...

4. What do you associate with the metaphor of embarking on a space ship and fly to a new planet. What words, images or thoughts pop up in your head when you think about this?

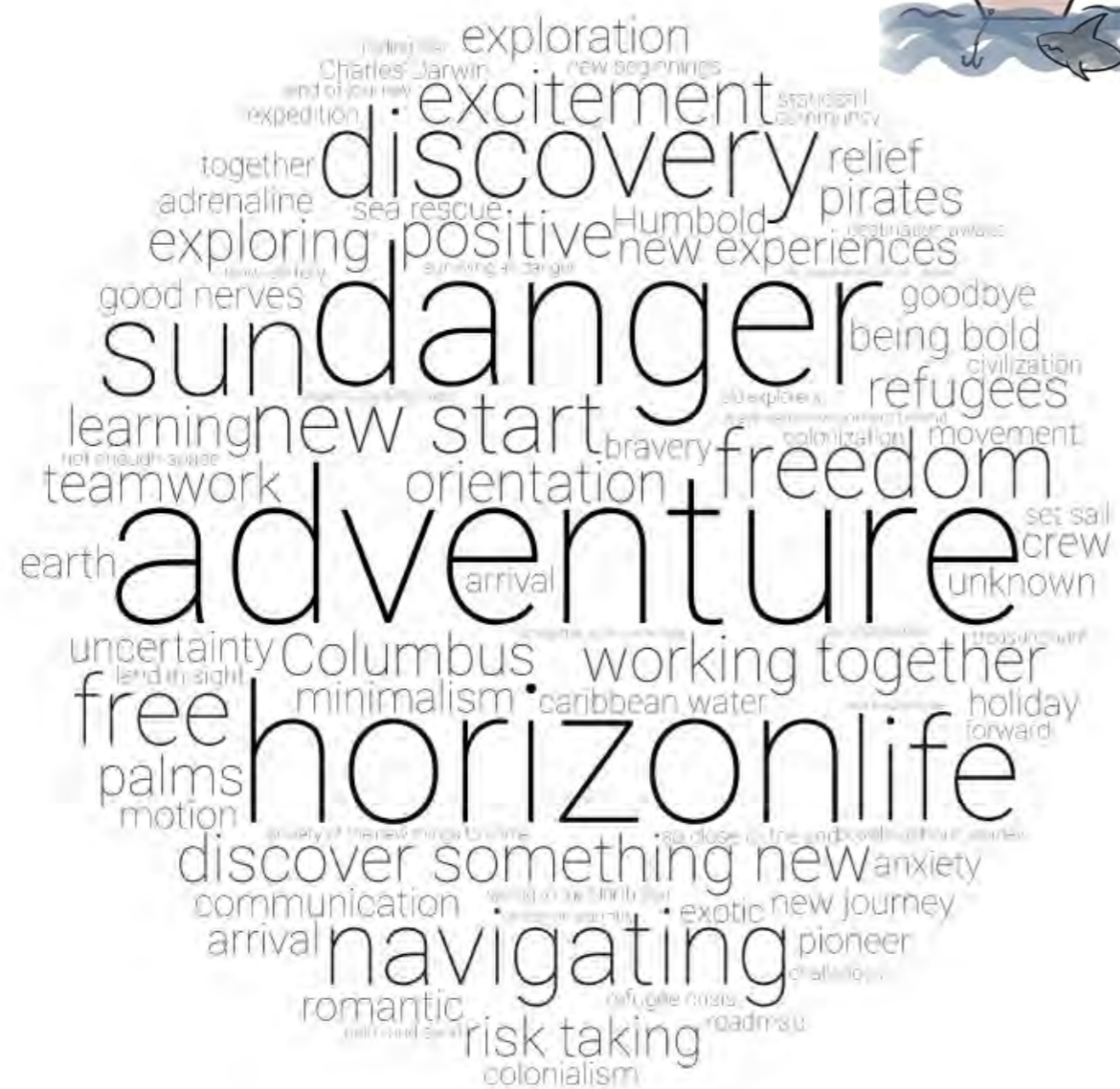
5. What words, images or thoughts pop up when you see image below? I am interested in your thoughts regarding the metaphor and possible meanings for you, not the style or colours of the image.



6. What do you think can this metaphor stand for?

7. Any other comments or thoughts that you want to share with me?

Associations with sailing metaphor



Associations with space metaphor

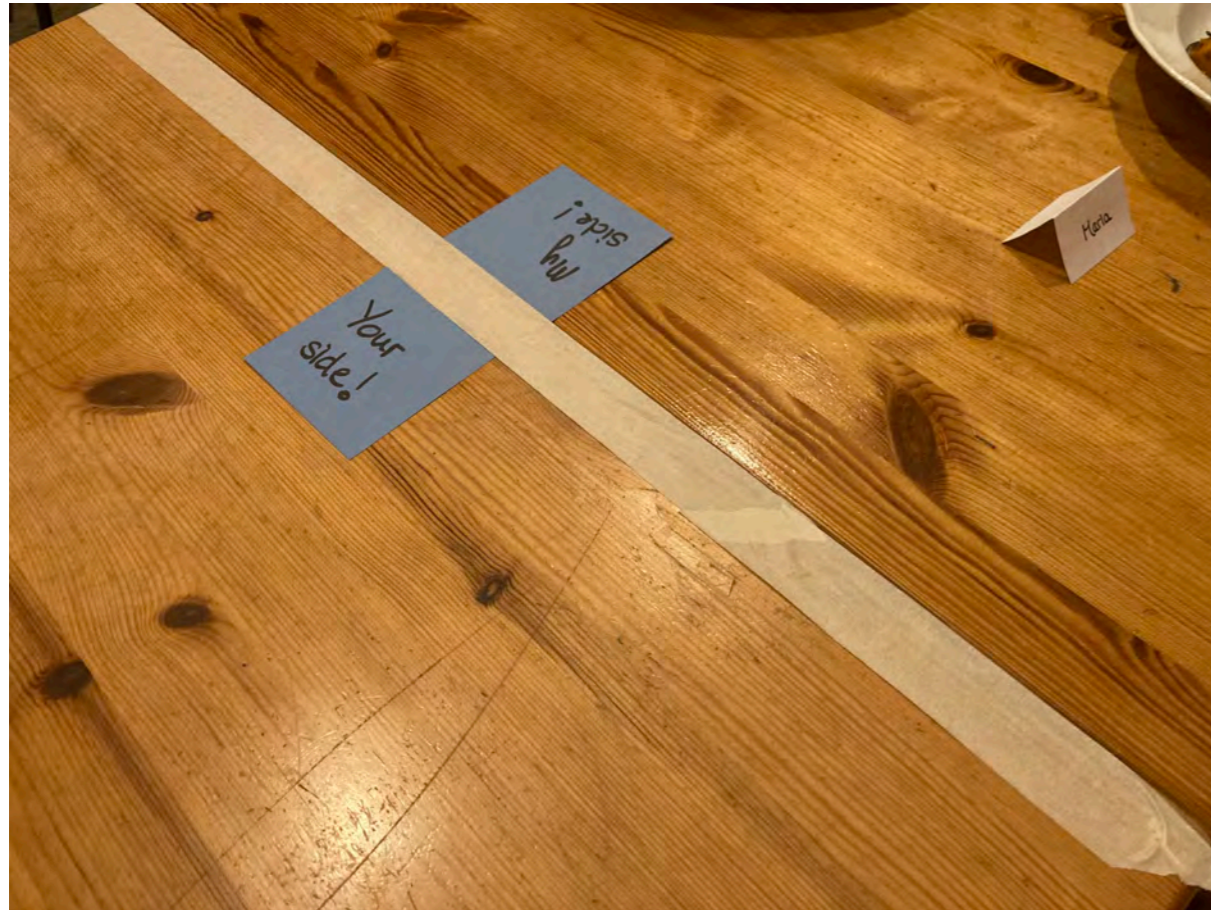


APPENDIX 8

MVP TESTS

Test 01

Intervention 1



Intervention 2



Test 01

Intervention 3



Intervention 4



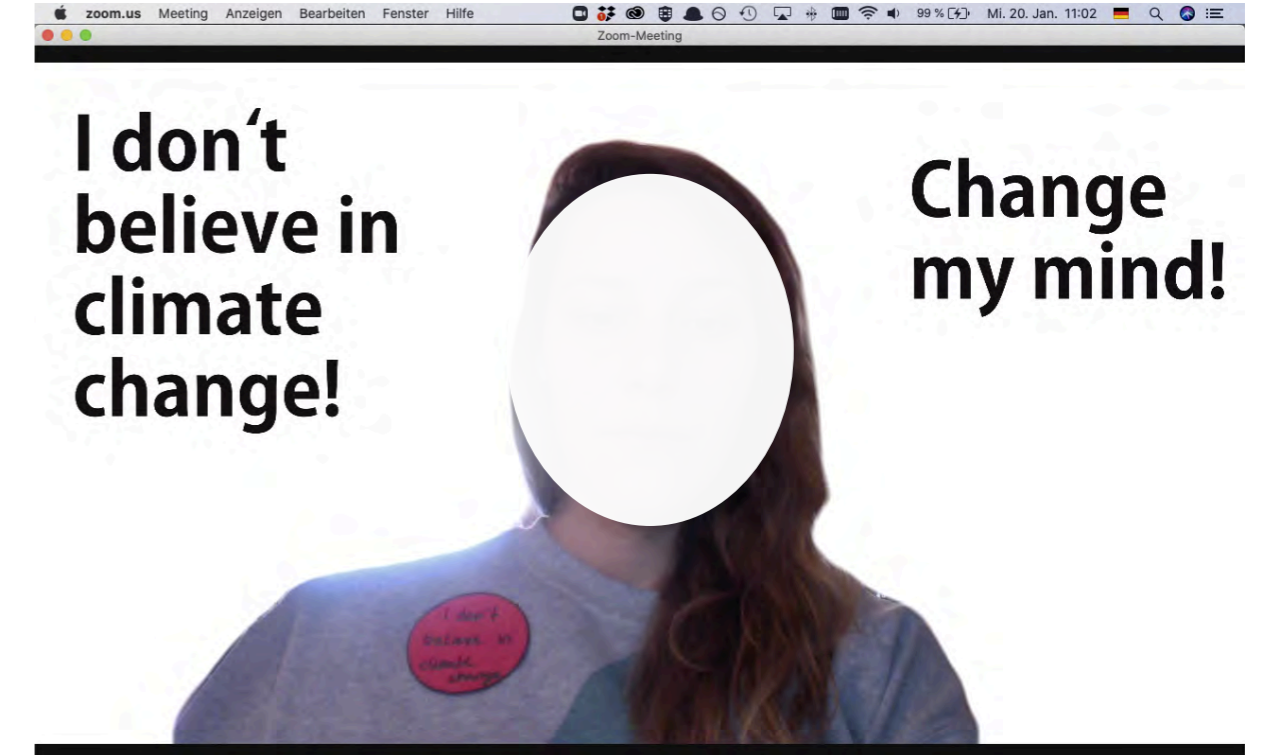
Test 01

Intervention 5



Test 02

Intervention 1



Test 02

Intervention 2

The wall of death.



**Innovative playground.
Architect wins price
for playground design.**



**Bankys new art
installation**



Intervention 3

Super food banana!



**Black spots on bananas are related
to bad grades at thesis, study shows**



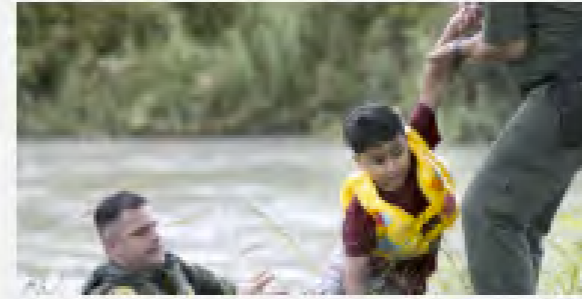
**1 of 4000 bananas has a knife
inside, Albert says**



Test 02

Intervention 4

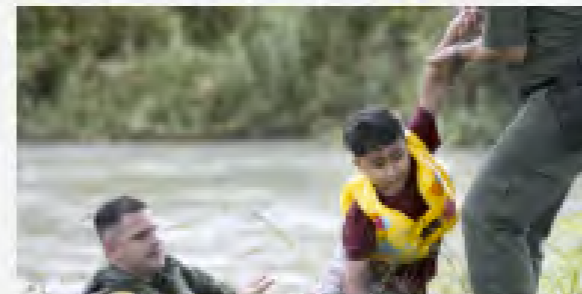
Put your headline here



Put your headline here



Put your headline here



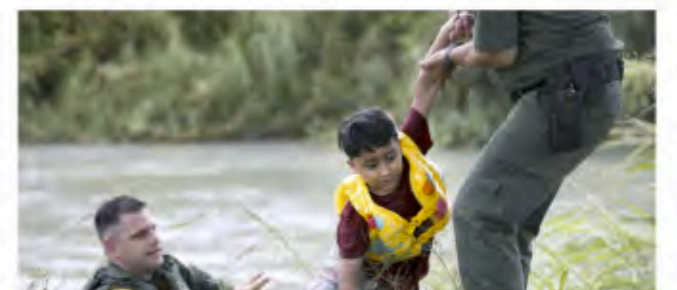
**"Save the kid first!" said Freddy
before being dragged by the stream**



**Because global warning, floods around
rivers are increased by 1842938490%**



**Lifesaver vests for kids from Tony's
have defects, study shows**



Test 02

Intervention 5

Child labour!
Kids have to work for up to 16 hours a day.



Biological farming!
The Wu family are the most successful banana farmers.



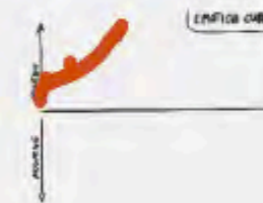
The irony of "success"? According to privilege standards



Test 03

Intervention 1


LET'S PLAY MEMORY!



Test 03

Intervention 2

WHAT DO YOU SEE?

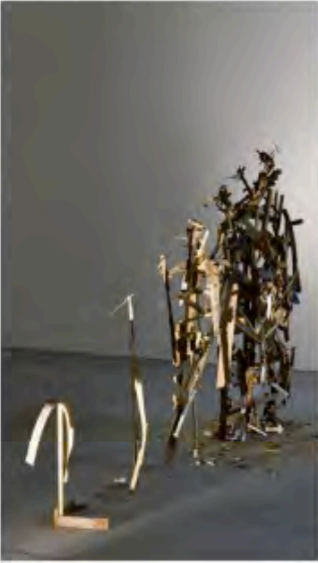


shadow of a man

short hair

loose clothing

WHAT DO YOU SEE?


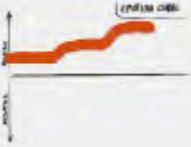


artwork from scrapwood

light shining on the art

figure

WHAT DO YOU SEE?

Test 03

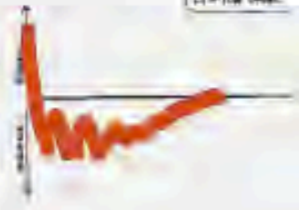
Intervention 3

I CAN BE SURE THAT IF I DON'T GET THE APARTMENT I WANT IT'S NOT BECAUSE OF MY SKIN COLOUR.

I CAN TALK WITH MY MOUTH FULL AND NOT HAVE PEOPLE PUT THIS DOWN TO MY COLOR.

IF A TRAFFIC COP PULLS ME OVER I CAN BE SURE I HAVEN'T BEEN SINGLED OUT BECAUSE OF MY RACE.

I CAN BE SURE THAT MY OPINION GETS HEARD IN THE TEAM.



Test 03

Intervention 4

THE DAY WHEN SUSAN FOUND THE LOVE OF HER LIFE

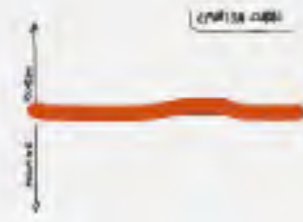


THE DANGER OF ALCOHOL BINGE DRINKING AMONG YOUNGSTERS INCREASED BY 50%



YOUR HEADLINE

Half of all youngsters participate in binge drinking

Test 04

Intervention 1


HOW DOES THIS IMAGE MAKE YOU FEEL?
WHAT DO YOU THINK?



Too many people to make it survive

Crowded Marriage Forced to be on the boat

uncertain

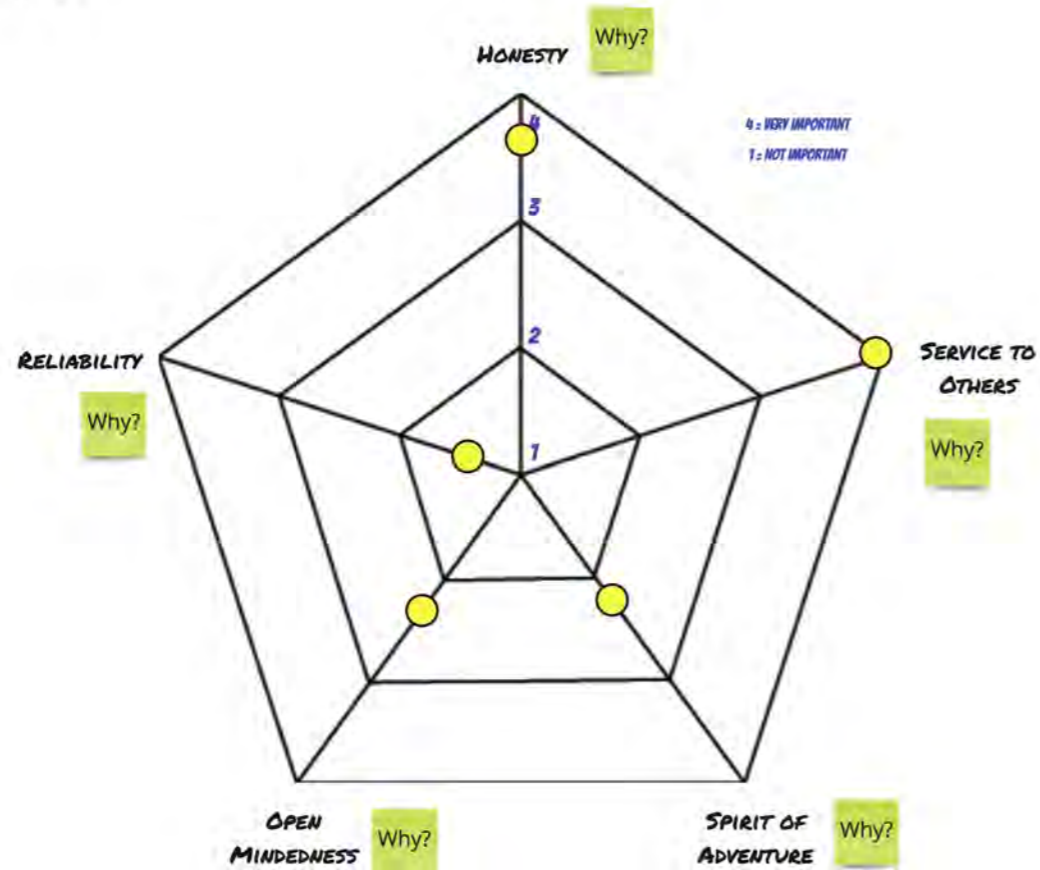


Test 04

Intervention 2

WHAT IS IMPORTANT TO YOU?

- DEPENDABILITY
- RELIABILITY
- LOYALTY
- COMMITMENT
- OPEN-MINDEDNESS
- CONSISTENCY
- HONESTY
- EFFICIENCY
- INNOVATION
- CREATIVITY
- GOOD HUMOR
- COMPASSION
- SPIRIT OF ADVENTURE
- MOTIVATION
- POSITIVITY
- OPTIMISM
- PASSION
- RESPECT
- FITNESS
- COURAGE
- EDUCATION
- PERSEVERANCE
- PATRIOTISM
- SERVICE TO OTHERS
- ENVIRONMENTALISM



Test 04

Intervention 3

WOULD YOU RATHER BE FEARED BY ALL OR LOVED BY ALL?

WOULD YOU RATHER NEVER GET ANGRY OR NEVER BE ENVOUS?

WOULD YOU RATHER HAVE A HORRIBLY CORRUPT GOVERNMENT OR NO GOVERNMENT?

ARE HUMANS BETTER AT CREATION OR DESTRUCTION?


WOULD YOU RATHER KNOW THE UNCOMFORTABLE TRUTH OF THE WORLD OR BELIEVE A COMFORTING LIE?

Test 05


Intervention 1

Would you rather...



Dilemmas

Read the following questions and choose one of the options. Reflect why you made this choice. You have to choose one of the two. Place this  arrow on your choice.



Would you rather...

... learn during the process or  get things done?



Why?

 ... have success in the long term  in the short term?



Why?

 ... have only friendship like relationships  professional relationships?



Why?

 ... work in a totally hierarchical environment or in one with no hierarchy at all? 



Why?

 ... be always told what to do or do always whatever you want? 

Why?

 ... take all decisions by yourself or all decisions in a group? 

Why?

 ... have all responsibility or  never have responsibilities?

Why?

Test 05

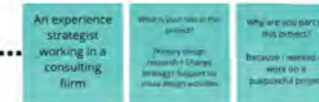
Intervention 2 a

Your perspective

1. Project involvement & duty

Reflect on your role and your duties. What is it that you need to or want to accomplish in regards to your own organisation?

In my role/ position as...



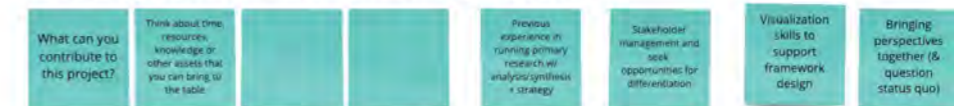
I want/ have to accomplish..



2. Personal contribution

Reflect on what and how you personally with your skills and abilities but also with your position can contribute to the project?

I see my contribution in this project...



3. Personal ambition

Think about your personal ambitions. Things that you want to learn or achieve.

I aspire with this project/ that this project...



Test 05

Intervention 2b

4. Project ambition

Reflect on your ambitions for the project and when would you consider the project to be successful. What aspects or indicators would make it successful?

This project is successful for me if...



5. Collaboration

Reflect on what is important to you when you collaborate with other organisation and stakeholders. How does a good collaboration for you look like?

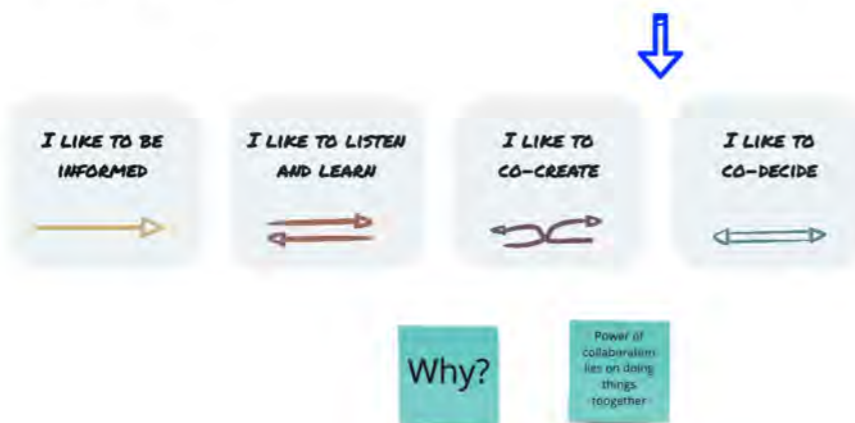
In collaborations, this is important to me...



5. Interaction & involvement

Think about how you like to interact in this project. How do you want to be involved? How do you see your involvement in this project? Choose the one that you most identify with by placing the arrow ↓ and think about the reason why?

I mostly identify with this type of involvement and interaction...



Test 05

Intervention 2 c

6. Personal values

What values are important to you? Think about what you value in a project and in collaborations. Get inspiration from the list or add your own values. Mark with this ● dot on the scale from 1-4 (1 = less important, 4 = very important) how important those values are and think about why you think so.

This values are important to me...

- Dependability
- Reliability
- Loyalty
- Commitment
- Open-mindedness
- Consistency
- Honesty
- Efficiency
- Innovation
- Creativity
- Good humor
- Compassion
- Spirit of adventure
- Motivation
- Positivity
- Optimism
- Passion
- Respect
- Fitness
- Courage
- Education
- Perseverance
- Patriotism
- Service to others
- Environmentalism

